

ENTREPRENEURSHIP BASED CAMPUS DEVELOPMENT MODEL

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A. Introduction

In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 concerning National Higher Education Standards (SNPTN), it is explained that the competence of college graduates includes attitudes, knowledge, and skills which are expressed in the formulation of learning outcomes. Then obey Presidential Regulation No. 8/2012 concerning the Indonesian National Qualifications Framework Article 1 has also stated that the Indonesian National Qualifications Framework, hereinafter abbreviated as KKNi, is a competency qualification ranking framework that can juxtapose, equalize, and integrate between the education and job training fields as well as work experience in order to recognize work competence in accordance with the work structure in various sectors.

Referring to the above, the government in the framework of national education, especially in tertiary institutions, has been given a reference on the importance of entrepreneurship education. This is the government's response to the phenomenon of the low quality of university graduates. Low ability student entrepreneurship is indicated by the number of students or university graduates prefer to work with other people than to create jobs for themselves, ie 82 , 2 % as laborers and kar Javan (Sujawanta, 2005: 7).

Providing entrepreneurship learning in tertiary institutions will equip students with an entrepreneurial mentality. This entrepreneurial mental attitude is used as provisions for work. In addition, students know entrepreneurship, know what the goals are after graduation, so that they do not scapegoat college, which results in graduates becoming intellectual unemployed.

Apart from the high unemployment of university graduates, difficulty finding work with a long waiting period, quantity over supplied graduates but quality under-supplied graduates, the relevance of graduates to the needs of the job market is still lacking and the weak linkages of partnerships with the industrial world are also reasons for Higher Education to immediately improve. According to data from the Directorate General of Youth and Outside School Education, Ministry of National Education, out of 75.3 million Indonesian youth, 6.6% have graduated from university. Of these 82% work in government and private institutions, while only 18% are self-employed or become entrepreneurs. Whereas the more college graduates who become entrepreneurs will be able to accelerate economic recovery. So universities should be able to play an active role in preparing educated human resources who are able to face the various challenges of life both locally, regionally and internationally.

Educational reconstruction as a form of adaptation to changes in educational policy that must be carried out by educational institutions. This adaptability is an important aspect for improving higher education performance in responding to changes in education policy. (Astuti, 2012: 12). Demands that universities need to make adjustments by reconstructing education, namely by including entrepreneurship in the college curriculum. Thus, by stipulating KKNi will provide additional competencies for graduates, namely in addition to professional competences in accordance with the required fields of expertise according to study programs in college, but additional students will be provided with additional competencies in the entrepreneurial field. With the aim of being able to become additional science as a field of work that will be cultivated after graduating and entering the community.

Higher education is a place that is managed to produce graduates as a young professional workforce. It is hoped that graduates will not only depend on employment provided by the government. If students are equipped with entrepreneurial competencies, of course they will have entrepreneurial skills that can face the competition of life in the community.

There are many choices of businesses that students can do after graduating to improve their standard of living and welfare. Students do not need to wait for job vacancies from the government that do not exist, and if they do exist, that is very limited. The decision to pay here and there with an income that is far below the minimum wage for a decent standard of living needs to be examined by related parties, which sometimes seem inhuman. Thus, the importance of entrepreneurial skills being provided to students is considered as an effort that needs to be supported and needs to be properly organized in universities.

The rapidly developing era marked by the Industrial Revolution 4.0 now demands the ability of skilled human resources. The spirit of entrepreneurship can be one of the keys to success in being

able to excel in intense competition. Entrepreneurship skills at the student level need to be continuously developed in various ways. Nowadays, there are more and more campuses offering majors with a main focus on entrepreneurship. Various public and private universities are now competing - competitions to introduce entrepreneurship education on their campuses. They are busy raising the value of entrepreneurship on campus.

Higher education is aware of producing graduates with a reliable entrepreneurial spirit who in turn will improve the nation's economy. It is time for the campus to become a production base for entrepreneurs. Now the Higher Education (Directorate General of Higher Education. red) encourages or requires every university to increase the number of entrepreneurial students.

B. Discussion

1. Definition of Entrepreneurship

Entrepreneurship, which comes from the French word entrepreneur, means that between taker means intermediary. Bygrave in Alma (2011: 24) states as that an entrepreneur is someone their chances of later create an organization to opportunities. This is in line with Druker Alma's (2011: 24) view that entrepreneurs do not look for risks, they look for opportunities. Thus, entrepreneurship teaches a person the ability to look for opportunities as life solutions that will be found in society. Achieving this is an indicator of a person's success in life and evidence to live competitions are increasingly success of the success is their understanding of the potential, strengths, weaknesses, attitudes independence and as well as taking advantage of opportunities for success (Lestario, 2014: 31 Then he has a personality that develops with several intelligences so that he is able to solve different problems according to the context of life encountered (Elizar, 2009: 16).

The current phenomenon of learning in tertiary institutions is still a lot that has not emphasized the importance of entrepreneurship. In another sense, not all universities have made entrepreneurship a campus program and a compulsory subject that teaches knowledge about entrepreneurship. This of course affects the mindset of students, so that after graduating they tend to dislike the world of entrepreneurship and depend on jobs provided by the government.

2.Strategy Higher Education in the Development of Entrepreneurship

Higher education as one of the foremost mediators and facilitators in building the nation's young generation has an obligation to teach, educate, train and motivate students so that they become smart generations who are independent, creative, innovative and able to create various job opportunities (businesses). For this reason, it is imperative for every university to immediately change the direction of its higher education policy from a high Learning University and Research University to an Entrepreneurial University or to balance the two policy directions so that both policy directions are achieved, both high Learning University and Research University and Entrepreneurial University.

As explained by Asha Gupta, entrepreneurial university concretely has meaning, first, universities can become entrepreneurial institutions and organizations that can make optimum use of their resources (especially HR). Second, students, teaching staff and faculties are integrated with business, industrial institutions, and the community (stakeholders) through innovation and introduction of science and cooperation with industry.

The first meaning can be implemented in real terms in the form of exploiting opportunities by producing goods and services optimally and efficiently using all resources, such as money, raw materials, technology, machines, skills, and labor in order to produce competitive and profitable products. The second meaning can be implemented in real terms in the form of commitment of all college members, such as students, faculty staff and employees, management, to enthusiasm, encouragement, support in realizing higher education as an entrepreneurial center. Thus the creation of an Islamic Entrepreneurial University climate implies that in every The entrepreneurship program that was initiated is always covered with an Islamic spirit in the form of Islamic business ethics by the entire academic community.

Kuswara (2012: 4) suggests various strategies that can be implemented by universities in the growing " stretching" the entrepreneurial in college. These various strategies through Kemenristekdikti have been developed in several universities in Indonesia. In detail, these strategies are as follows.

a. Develop a Curriculum

In compiling an entrepreneurial curriculum for determining entrepreneurial learning and training methods, universities must be carefully designed for their students, starting from making syllabus, teaching event units (SAP), presentation slides, theory modules, practicum / practice modules, making manuals, and teaching materials. The formulation that must be done by a tim truly expert and experience in various fields of science. In formulating this curriculum, non-economic academics and practitioners / entrepreneurs as well as entrepreneurial motivators are included in

the compilation team. This is important to do considering that collaboration between academics, practitioners and motivators will produce entrepreneurial concepts and ideas that are appropriate and suitable for students from various scientific disciplines. Curriculum entrepreneurship, not necessarily made entrepreneurship as a subject in itself, but may charge entrepreneurship is incorporated into some or all courses College.

b. Lecturer HR Improvement

At least tertiary institutions must prepare human resources for lecturers who are capable of "5M" as follows: (1) able to provide a new paradigm of the importance of entrepreneurship. (2) able to change / direct the student mindset to be someone who has entrepreneurial spirit . (3) able to inspire and motivate students to become independent human resources. (4) able to provide examples of real entrepreneurial works (goods / services) and present success stories . (5) capable of generating SDM students / alumni become an entrepreneur success. This Lecturers HR improvement program can take several ways, including through the "5Ps" as follows (1). Program Short Course entrepreneurship (program of training entrepreneurship for faculty), (2) Program seminar / workshop / workshop entrepreneurship. (3) lecturer apprenticeship program in the business world, (4) workshop program with business partners / business world (5) new lecturer guidance / mentoring program . With the "5P" program, it is expected that every lecturer will be able to fulfill the "5M".

c. Establish an Entrepreneurship Center, either a campus institution or a student organization .

Several existing universities manage various activities in the field of student entrepreneurship such as Entrepreneur College at UI, Center for Innovation, Entrepreneurship, and ITB Leadership, Center for Entrepreneurship Development and Studies Universitas Indonesia (CEDS UI), Binus Entrepreneurship Center (BEC) in Binus and several other well-known campuses . This shows that the tertiary institutions above understand very well the importance of entrepreneurship as a smart solution for students to become young entrepreneurs.

d. Cooperation with Business World

This is important for higher education to carry out three objectives, namely: (1) improving the quality of human resources for lecturers and students, (2) opening up business internship opportunities for lecturers and students, (3) opening up opportunities for business cooperation, especially for students / alumni. With the work program the same is expected of students especially can analyze and observe real establishment that has a picture when the future of entrepreneurship.

e. Forming Business Unit

One College seriousness in realizing its students to become all the entrepreneur is a need to establish some business units that are managed by the student, any kind of effort must be in accordance with the agreement between students and institutions campus. Unit business units that formed it can be used as one valuable experience for students before starting a business independently.

f. Working together with Institutional banking / non-banking

In realizing graduates as an entrepreneur, the college is obliged to provide facilities for the Most students in opening a business, one of them is to be a facilitator and mediator between students with the world of finance (banking / non-banking) in terms of ease of business loans for students. This collaboration can be a trigger for students to become young entrepreneurs. Not a few of the students desire to become entrepreneurs but are constrained by capital (funds). This cooperation is what universities must do.

g. Entrepreneurship Award

Motivating students to have an entrepreneurial mentality can be carried out regularly through entrepreneurial competitions / championships. Student entrepreneurship competitions by giving awards to students can also be one of the steps for higher education to increase student entrepreneurial interest. This competition can be in the form of a business plan or entrepreneurship expo which is managed by the student affairs department / student activity unit on campus.

To create entrepreneurs -entrepreneur successful young are in need of sincerity and seriousness of the college in the mission of entrepreneurial campus. Entrepreneurship programs that have been initiated and run by various universities, especially in Indonesia, should serve as role models in starting to focus higher education in producing successful young entrepreneurs . In addition, the seven ideas above can be a reference for higher education to consider in fostering an entrepreneurial "stretch" on campus.

3. Entrepreneurship-based campus development model

Reflecting on the success of developed countries such as America and Europe, where almost all universities insert entrepreneurship material in almost every course, countries in Asia such as Japan, Singapore and Malaysia also apply entrepreneurship materials for at least two semesters. That is what makes our neighboring countries are becoming developed countries and do long jumps in enhancing the development of the country. In Indonesia, efforts to instill an entrepreneurial spirit and spirit in higher education are continuously encouraged and enhanced, of course with various methods and strategies that attract students to become entrepreneurs.

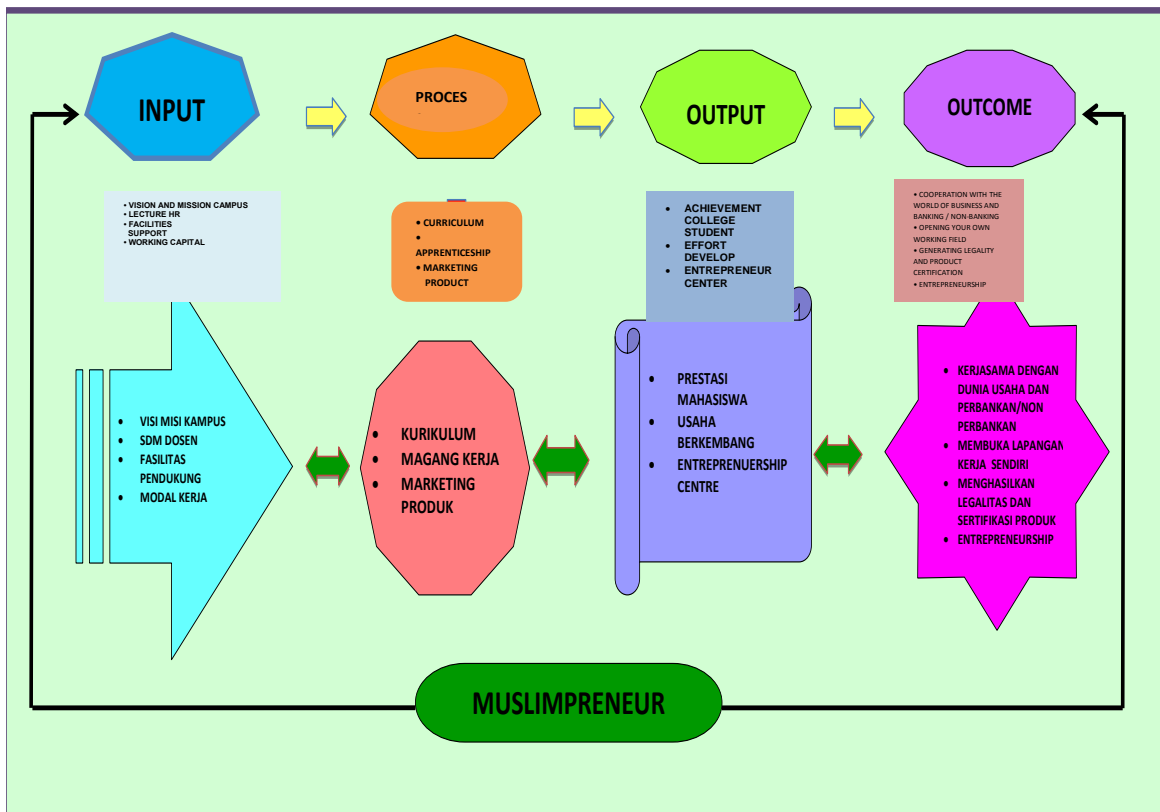
Young people who have the spirit of entrepreneurial Meru feed a large force in improving the economy country. Entrepreneur in determining the progress of a nation has been demonstrated by some developed countries such as America, Japan, plus nearest neighbors, namely Singapore and Malaysia. How these countries, economically very advanced far away from Indonesia. According to sociologist David McClelland, at least 2 percent of entrepreneurs are needed from the population, or around 4.8 million entrepreneurs in Indonesia are needed today.

Based on Presidential Instruction No. 4 of 1995 concerning the National Movement to promote and cultivate entrepreneurship, Government Regulation No.17 of 2010 concerning the management and implementation of education, Indonesian government regulation No.41 of 2011 concerning the development of youth entrepreneurship and pioneering as well as the provision of youth infrastructure and facilities and based on Presidential Regulation 27/2013 concerning Entrepreneurial Incubators has shown universities how important and urgent the development of student entrepreneurship is . The large number of unemployed among educated circles has also become an auto criticism of the role of universities.

Higher education is one of the important locomotives in nurturing new entrepreneurs. The government through the Directorate General of Higher Education has developed various programs that support this vision, both programs at the student level, lecturers to universities as institutions. Therefore, universities are currently directed and demanded to become universities. Higher education is based on entrepreneurship . The real contribution of these tertiary institutions in growing the small and medium industry sector is shown through the role of its alumni so that it can actually be used as a forum to absorb labor and reduce unemployment in Indonesia.

Based on the author's explanation above about the entrepreneurship development model in higher education, it can be concluded simply in a model image as follows;

Entrepreneurship-based Campus Development Model



The picture above explains that the campus which is currently leading to entrepreneurial-based universities is running a model practice of entrepreneurship management development starting from a system of inputs, processes, outputs and outcomes. From the picture, it can be seen that to become an entrepreneurship -based campus , the initial input of the university itself must be in the form of: (1) leadership policies by making the vision, mission, goals and strategic objectives of the campus leading to entrepreneurial universities, (2) The existence of human resources qualified in carrying out entrepreneurship management practices, (3) the availability of supporting facilities (facilities and infrastructure) in the implementation of student entrepreneurship programs and (4) Working capital as an effective stimulus in increasing the entrepreneurial spirit of students. The input held by the university will not bring a maximum output if in the process the university leadership does not carry out student entrepreneurship management in terms of implementing campus entrepreneurship curricula, internships at MSMEs and marketing student products to local and even national scope. So that the output obtained is in the form of: (1) student achievement in the field of entrepreneurship, (2) the significant development of student businesses in the work program that is followed. (3) establishing an Entrepreneurship Center, either a campus institution or a student organization. The final achievements for students from this entrepreneurship management development model are: (1) cooperation with the business world (2) being able to open their own jobs, (3) producing legality and certification of student entrepreneurship products. (4). Student entrepreneurship competitions by providing entrepreneurship awards for students can also be one of the higher education steps in increasing student entrepreneurial interest.

C. Conclusion

Higher education as a forum that facilitates citizens to get teaching, education and training and motivates students to become intelligent generation who are independent, creative, innovative and able to create various job opportunities (business). For this reason, it is imperative for every university to immediately change the direction of its higher education policy, whether it is a high Learning University and Research University or an Entrepreneurial University.

In forming successful young entrepreneurs, it takes seriousness and seriousness from universities in carrying out the entrepreneurial campus mission. Forms entrepreneurship program has been initiated and is run by various universities, especially in Indonesia, should presumably be used as a focus in generating entrepreneurial entrepreneur successful young. In addition to the ideas can be reference for lecturer in conducting lectures with teaching models are innovative to develop the spirit of entrepreneurship students.

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