

The Analysis of Entrepreneurship Education Profile For Educational Institutions of Higher Education in Yogyakarta

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ABSTRACT

Purpose: This study aims to describe entrepreneurship education profile (EE Profile) of the five LPTKs in DIY. The research based on strategic role of EE in generating creative entrepreneurs who meets 21st century skills. The main target of the study was to describe; (1). Characteristics of lecturers and students, (2) Competencies to be developed, (3). Learning process, (4). Assessment to be used, (5). Needs of improvement.

Methods: The study used quantitative approach this type of survey. The populations were lecturers and students participating in the course come from five LPTK. Data was collected by questionnaire and group discussions (FGD). This study used primary and secondary data collected from 48 lecturers of entrepreneurship and 246 students who joined in the entrepreneurship course. Data was analyzed using simple frequency analysis technique for quantitative data and descriptive analysis for the qualitative data.

Findings: The results revealed that: (1). Lecturers have minimum teaching experience (on average, 3.45 years). Most of the lecturers hold master degree but 33% of the total lecturers said not match to teach entrepreneurship related with their qualification. Only half of them who have had a certificate in entrepreneurship, but the training was less than 33 % of the total lecturers. Majority of the students (78%) has had appropriate background to be trained on entrepreneurship; unfortunately there are only a few who got training seriously. A few of students (19%) hold a certificate on entrepreneurship but most of them felt less adequate (2). Competencies tend to more focused on creativity and innovation, but less concerned to 21st centuriespecially on collaboration and communication. (3). Majority of students felt impressed that the learning occur innovatively, but students said the learning material was still out of date. ICT was not sufficiently integrated in the learning process to enrich learning materials and process. EE was still taught separately between theory and practice in an average composition of about 57% of theory and 43% of practice, (4). Assessments were still dominated by written tests, even used to assess skills as creativity and innovation that were not appropriate (5). Lecturers and students expressed need to learning model that emphasizes the practice more and reduces the theory. Project based learning tended to be developed and raised as alternative model for EE.

Keywords: *entrepreneurship, college, profiles, learning*

INTRODUCTION

Creative economy era is a part of the fourth wave economic milestone that gives emphasis to creativity, culture (trend

tocultural heritage), environment, and information. It was identical to the era of knowledge-based economy (KBE). OECD stated that KBE era was characterized by

great demand on human resource with high skills. It was confirmed that medium level skills became a low level skills (Workinger and Ruch, 1997: 254) due to the economic strength that would reduce jobs, rely on physical power, replace the jobs that require higher-order thinking skills (Jurmo, 1989). This phenomenon would continue to increase into the 21st century. Jason Ravitz (2012) described 21st century skills include the ability to: (1) critical thinking, (2) collaboration, (3) communication, (4) creativity and innovation, (6) self-regulation (self-direction), (7) global connections, (8) the local connection, and (9) the use of technology as a learning tool.

Competencies of a 21st century entrepreneur are not just being able to run a business but they must be creative and innovative to promote the local uniqueness and master information communication technology as a business vehicle while creating a knowledge-based economy (KBE). Colleges were of strong social institution, which have potential and strategic position to generate the required human resources in the era of KBE. Government, business, and college have agreed on the importance of developing and encouraging entrepreneurial behavior and defining essential competencies of the 21st century for entrepreneurs. Graduates should be oriented to understand the concept, capable to collaborate and make communication, and produced creative thinking. Ciputra (2008: 09) said graduates should be able to "transform junk into gold". LPTK is expected to develop the local potentials which have significant impact on economic growth, increase prosperity, and addressing on unemployment.

Unemployment in Indonesia is still dominated by educated unemployment. Why does this happen? Graduates should not be unemployed because they were involved in longer education so they are better prepared to be qualified human resources or entrepreneur. Colleges tend to be more oriented to produce graduates with high Grade Point Average (GPA) and shorten time

of study. Colleges are often accused as job seekers rather than jobs creators. This statement is a common phenomenon due to lack of capacity and skills outside the main scholarly competence.

Graduates tend to enjoy and stay on safety zone as wage laborers (white or blue collar workers). This situation indicates that the mindset is less precise. Graduates should be creative in creating ideas, as well as create value-added products that could be a new jump in business. How is the existence of entrepreneurship courses in the colleges? According to Taylor (2008: 89) colleges should be innovative and responsive to in the needs of the knowledge economy era, ready to enter global competition, and adapt to changes in the labor market by preparing graduates which are skillful.

Government, business, and college have agreed to address to these issues by revitalization through the development of an entrepreneurial spirit and work ethic. Ciputra (2008), an entrepreneur and founder of UCEC (center of education and training for entrepreneurship) declared the importance of entrepreneurial. He suggested the government should focus and give greater attention for the development of entrepreneurship as key to reduce unemployment and create new jobs to alleviate poverty.

Entrepreneurship has become the world's attention. There were some events indicating the global concern such as; (1) The summit meeting on entrepreneurship in April 26-27, 2010 in Washington DC, where Indonesia participated. (2) Entrepreneurship has been a concern among the various universities in the world, including Indonesia. Launching Indonesia Creative 2009 was a challenge for education in Indonesia in developing entrepreneurship. Since 1995 there was a National Movement in Promoting and to Develop Entrepreneurship (GNMMK) through INPRES no. 4 in 1995 on entrepreneurship. Entrepreneurship education appeared and has spread in various across disciplines in many

colleges even not including economics program. On the other hand research and knowledge of entrepreneurial learning methods was in progress so that the instructors were challenged to provide effective entrepreneurial learning. Performance of entrepreneurship education in transforming the mind set and mental was hampered on limited time, the lack of credits semester (sks), staff and lecturer competencies, institution culture, and policy support.

Entrepreneurship education was the fastest growing sector in the world and colleges (Minnete A. Bumpus, 2008: 306). Indonesian government has launched many entrepreneurship programs in universities such as: (1) Student Entrepreneurial Program (PMW) as a follow-up the previous programs such as PKM (student creativity program), Co-op, KKU, and others. (2) Government Regulation number 41 year 2011 of the development of youth entrepreneurship and youth initiative. (3) entrepreneurship existed to various study program (4) The government is targeting 20% of college graduates to be new entrepreneurs in 2014. Nur Achmad Affandi (the Tribune, September 8, 2012 page 3) stated that Special Province of Yogyakarta takes 100 thousand new entrepreneurs each year and require four million entrepreneurs for Indonesia until 2014.

Entrepreneurship education in Indonesia generally faced a major challenge on some aspects; learning methods, learner characteristics, and organizations characteristics that mutually affected each other. The concern on entrepreneurial learning methodologies is an essential point of colleges related to their strategic role to produce professional entrepreneur in order to address the community problem. Pedagogic improvement on entrepreneurial learning was practice on educational technology which has exciting challenges such as; the development of an instructional model of entrepreneurial which can: (1) providing direct experience (practice), (2). Providing an element of

creative freedom according to their interests, talents, and potential, (3) build motivation, (4) providing large impact on learning (great effect), (5) developing 21st century skills, and (6) transforming culture and changing students mindset.

According to Kuratko in the expansion of entrepreneurial growth, the biggest challenges lies on how to teach entrepreneurship effectively. Research and knowledge of how to teach entrepreneurship is still in the process of development. (Minnete A. Bumpus, 2008: 307). The capability of lecturers and staffs capability, availability of learning materials, learning methods, conducive culture, students' characteristics, and infrastructure accessibility were still be issues. The existing learning system more focussed to prepare graduates with a high GPA standard and get a job immediately rather than prepare them ready to create jobs. This process has marginalizing student readiness to create jobs and college is often charged as the producer of educated unemployment. Practice of entrepreneurship education was widely nuanced preach theory of business (know what and know why) merely touched cognitive aspects. Disconnection between theory and practice caused result in mastery of competencies is not comprehensive (small learning effects). An attempt to balance between theory and practice is still struggled in strengthening methods in order to master of the learning material, but lack of mental transformation and entrepreneurial spirit.

Based on the facts it was important to analyze the profile of entrepreneurship education in the five LPTKs in DIY. This is particularly important given the region is well famous as creative industries center. The idea of creating an effective learning model for entrepreneurship specifically on educational programs was appear to be an urgent. Model development should be based on accurate information about the entrepreneurial learning condition, especially in challenging the 21st century skills.

CONCEPTUAL FRAMEWORK

1. Entrepreneurship Education Overview

The term of entrepreneurship was first used by Richard Cantillon in economics in 1734 with the call word "entrepreneur". Richard Cantillon then used the term of "entrepreneur" the first time in a book in 1755 (Sunarya, et al, 2011: 4). Richard Cantillon defined entrepreneurship as self-employment with uncertain income (Lambing, 2003: 24). According to Hisrich and Peters (2002: 7-8) in the Middle Ages the term of "entrepreneur" was used to describe people or actors who manage production projects in large quantities. The term comes from the "entrepreneurship" means the backbone of economy or central of the economy or the tailbone of economy.

The definition of entrepreneurship seems to have evolved and influenced by a variety of perspectives or theories. Drucker (2010: 03) stated the evolution of the theory of entrepreneurship is affected by: (1). economic theory that stated business opportunities would developed entrepreneurship, (2). theory of sociology that explain the different response to business opportunities based on different social groups, (3). theory of psychology that discusses the characteristics of a succesful entrepreneur and who does not, and (4). theory of behavior that addresses the relationship between the entrepreneurial behavior and the results.

Based on the various terms of entrepreneurship it can be concluded that the term entrepreneurship contains two meanings; (1) the ability to create something new and different is the key element of creativity and innovation, (2) the ability to organize, take risk, results-oriented, opportunity, satisfaction, and freedom. The essence of entrepreneurship is creativity, innovation, and courage to face the risk.

2. Entrepreneurship Education in Higher Education

Education is a process to develop a better self-knowledge, attitude, and behavior in society. Education as a process is

inseparable from the community as a context, so it can be intepreted as a social process to develop themselves. Students will always deal with an environment that always affects the social skills and other development. The practice of entrepreneurship education is currently undergoing dynamics due to the influence of environmental factors that lead to the different growth in every country. At terminology level, there are different interpretations of the term "entrepreneurship education" such as "entrepreneurship education", "enterpreneurial education", and "enterprises education".

The differences raised up issues of the definition but did not always result in the divergent thinking though the existing condition was not able to drive pedagogical evolution. Mwasalwiba (2010: 20) acknowledges that there were convergence but it was towards a definitive framework of entrepreneurship education for example there is a paradigm shift that changes the perspective on entrepreneurship education. However, the different target not (does not) encouraging stakeholder and educators to change pedagogical approaches in the implementation (learning process) and determine appropriate indicators of the goal statement. The term of "entrepreneurship" refers to do something creatively, confidence, and then create self opportunities

Gibb (1993) argued that the term of "enterprise education" and "entrepreneurship education" are conceptually similar but different in context. Entrepreneurship education term commonly used in the United States and Canada but enterprise education is used in the United Kingdom and Ireland. Jones and English (2004: 416) even used the term of entrepreneurial education, as a process to provide individuals an ability to find the commercial opportunities and insight, self-esteem, knowledge, and skills to do so. However, the terms can actually interchangeable to be used.

Garavan and O'Cinneide argued there was a conceptual difference between entrepreneurship education and enterprise

education (Mwalsalwiba 2010: 25b). There are fundamental differences in beliefs about the meaning of enterprise and entrepreneurship (Hannon, 2005: 216). These differences have led to different perspectives in conducting the study on entrepreneurship education. However, it believed there is a definition and objectives that are generally

uniform but a functional framework that can facilitate the study of entrepreneurship education is still needed.

Mwasalwiba proposed a model as a framework for assessing entrepreneurship education that answers common goals, teaching methods, and indicators on the impact of entrepreneurship education.

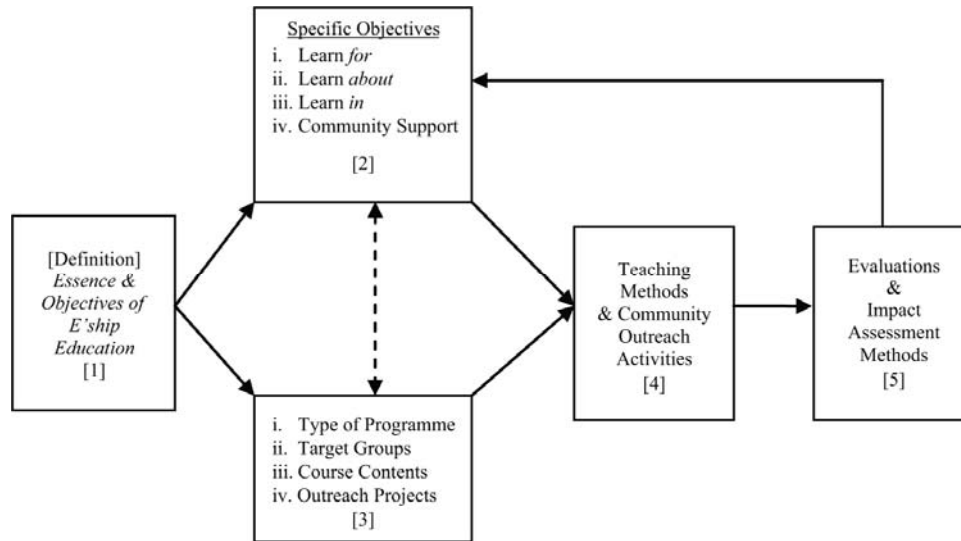


Figure 1: A Model for Assessment Framework to Education Entrepreneurship (Mwalsalwiba, 2010:23)

Based on the Mwasalwiba’s model, it can be explained that interpretation to the essence and purpose of entrepreneurship education affected to such things as: (1) specific goals (to learn for, learn about, learn in, and support of the community), (2) the type of program, target group, materials, and outreach of projects to be carried out. These two things affect each other and there should be a consideration in choosing a method of learning and determining outreach of activities in the community. The impact of method of implementation should be evaluated and assessed in order to be re-considered in determining the specific objectives of entrepreneurship education

3. Purpose of Entrepreneurship Education

Entrepreneurship education as part of the national education regardless of the various issues, it plays a strategic role in generating human resources who master the 21st century skills. According to the Constitutional Act No. 41 (Regulation no. 41), year 2011 Chapter I Article 1 paragraph 4 states that "The development of youth entrepreneurship is an activity to develop the self-potential and skills".

Act No. 17, year 2007 on National Long-Term Development Plan 2005-2025 (RPJPN) parts on general explanations layed the premise that long-term planning of activities emphasize to the thinking process visionary. This activity involves the

community participation as well as the colleges. In the appendix section of the Constitutional Act states that globalization of information era has economic value to encourage the growth and improvement for national competitiveness but there is exist the limited ability of society to process information into economic opportunities. It seems implied that the college is considered to have strategic value in creating new economic resources in the era of knowledge-based economy.

According to the premise it was clear that EE in college is expected to play as key driver of the nation's economic growth. Directorate General of Higher Education stated that was in context of Indonesia efforts to inculcate the spirit of entrepreneurship must be improved, of course, with various methods and different strategies that make students interested in. Referred to the Government Regulation No. 41 of 2011 article 18 implicitly stated that national development should be matched to the potential of local entrepreneurship. The consequence of the central government should be mapping the national potential of youth entrepreneurship and the local governments should map the local potential of youth entrepreneurship.

It seems clear that the EE on higher education is expected to create new entrepreneurs who are capable to promote and create value added economic sources by leveraging information and communication technology devices. Ciputra (2008: 55) said that the main strategy to create entrepreneurs who can transform junk into gold is through education, by integrating entrepreneurship into the national curriculum.

Lee et al., (2006: 01) stated that entrepreneurship which has been emphasized in all countries as a tool to achieve economic growth and job creation. Entrepreneurship became so popular all over the world, and EE conducted in each country according to the context of their unique cultures. This implies that every country will produce entrepreneurs with diverse characteristics due to the

influence of environmental factors as the contexts.

The statements above implicitly mean that the essence of EE goal is to develop creative person who masters the essential skills required in the 21st century. Especially in the era of knowledge based economy where the creative industries require the creative individuals who are able to explore and find a local uniqueness converted into valuable products. It was strongly needed by Indonesia, a country which developing the creative economy and has the potential of enormous wealth but have not been explored as a source of economic.

4. Portrait of Entrepreneurship Education in Higher Education

Most universities have entrepreneurship centers as in many universities in Indonesia, and some of colleges have made entrepreneurship as a compulsory subject. Kuratko (2003:10) stated that the majority of entrepreneurship education center focusing on three areas: (1) entrepreneurial education, (2) activities which engaging the entrepreneurs, and (3) research on entrepreneurial attitudes and behaviors.

Entrepreneurship education in development stages faced various problems, including the presence of the myths. Lautenschlager and Haase (2011) stated there are seven myths related to entrepreneurship education, namely: (1) the heterogeneity of the objectives, materials, and pedagogical, (2) approach used in transforming the core values of entrepreneurship (know-how), (3) the teaching dilemma because there was easily taught (business management and business proposals) and some difficult (creativity and innovativeness). Skills, attributes, and entrepreneurial behavior were less delivered, (4) lack of a comprehensively impact measurement (tends to measuring the tangible product but less of measuring skills), (5) mismatch between entrepreneurship training activities with the dynamic economic situation and stage of economic

advancement, (6) entrepreneurship education was still limited among higher education (stressing academic), less accommodate the potential of youth in general, and (7) the design of education is in paradoxical position because it prosecuted to produce entrepreneurs with high skill but became an experts in the particular field such as business management in particular at once.

The existence of differences in the essence of entrepreneurship education at several colleges that have implemented entrepreneurship education was reflected in different the use of approaches and models of learning. Kuratko (2003: 24-25) presented several models of entrepreneurship education at several universities as follows:

a. Ball State University

Students submit a business plan and start with real activity. Proposed business plan assessed and became a part of students' assessment to determine passed or not.

b. Baylor University

Curriculum is a balance between theory and practice. Ethics and values become the main emphasis in the curriculum through student involvement in the community. Student are not only in involved in the classroom but through extracurricular activities so that students can expand opportunities in the future.

c. Kennesaw University

Provide an integrative learning experience by emphasizing theoretical perspectives and practice. Entrepreneurs invited as guest speakers, students were asked to design a business plan and financial management as assignment or to be offered in regional and national competition

d. University of Miami

Entrepreneurship education was designed under the theme of "dreamer and actors (doers)". Dreamer refers to the possibility, pattern recognition, and cooperation to find creative solutions. The concept of entrepreneurship is not oriented to profit alone but humanitarian, legal, moral,

and ethical implications. "Doing" means that there is a personal responsibility in implementing his ideas.

e. University S.T. Thomas

Portfolio provided an opportunity to integrate the whole experience of learning, which is the cumulative distribution of tasks for each program which was evaluated by an advisory entrepreneurship. Portfolio contains recordings of student learning include: 1). Management of cash flow, 2). Business plan, 3). Exploiting opportunities, 4). Growth management, 5). Creativity, 6). Networking, and 7). Ethics

f. University of Victoria

Students are helped to recognize their own learning style of the discovery and intelligence was measured using an instrument developed by the teaching team. Students are encouraged to complete the tasks in their own learning style. Most of the programs based on the model and theory of information processing of expert entrepreneur, through the help of software as replication to achieve competencies more efficient.

g. University of Arizona

The program was packaged in "Berger Entrepreneurship Program" to provide the basics of entrepreneurship education in a comprehensive manner, such as: (1) identification, (2) assessing, (3). achievement, (4) creating business opportunities. Starting with choose the partners, the acceptance in joining program, preparing joint venture based on feasibility business plan before entered into a new academic year. Activities supported by faculty such as; visits to entrepreneur and community (preceptor). The second round, join the two rounds of competition namely assessment of business plans by regional or national entrepreneurs, alumni, investors, and other partners.

Basing some implementation model of entrepreneurship education can be concluded

that the programs commonly have a duration of more than one semester. Entrepreneurship education is not only developing technical skills, but also a variety of essential competencies of the 21st century with a different emphasis of each university. Creativity looks to be an important part to be developed primarily at the University of Miami. All of the models at various universities seek to provide, context to give a valuable experience for students by providing students more opportunities to learn while doing (learning by doing).

5. Relevant Researchs

Hartshorn and Hanon (2005: 01) found that the most of institutions offering entrepreneurship education were faced on fundamental differences in beliefs about the meaning of "enterprises" and "entrepreneurship". This resulted in the emergence of issues concerning types of programs that should be offered, how it will be positioned in an institution, the target of the program, and how it would be delivered. These issues were challenges to in the philosophical and conceptual level, including to the choices of instructional design and the capacity and capability of the providers.

Muh. Abduh (2011) found out that the entrepreneurship education weaknesses such as: (1) entrepreneurial education tend to be temporary, in short term aims, and not sustainable, (2) the surety mechanism sustainability of entrepreneurship education is not available, (3) the evaluation of the impact of entrepreneurship education on students was not comprehensive, and (4) the absence of a record of how many students has become entrepreneurs. The most interesting of findings related to the methods where the direct practice highly desired by students by forming the groups.

Kabongo (2010: 451) concluded that the majority of higher education institutions offered programs or entrepreneurship education and small business management, but only a few that offer specialization in the

field of entrepreneurship. Development of entrepreneurial activity through the center of entrepreneurship did not supported by the majority of institutions. Entrepreneurship education marginalized, are not capable to support the program offered.

Heri Kuswara (2011) said more than 2679 private universities and 82 state universities in Indonesia only a small fraction (a few colleges) are concerned with the importance of entrepreneurship on campus, but less capable to change the mindset of the society which been 350 years colonized by the Dutch. It required hard work and smart work of all elements of the nation, especially the colleges and whole of the scientific and intellectual community.

Based on the exposure, it can be concluded that there are six points was found related to the weak of entrepreneurship echoes for students, namely: (1) not all campuses have put entrepreneurship education as a priority, (2) only a handful of universities have established entrepreneurship centers, (3) entrepreneurship programs implementation including the Student Entrepreneurial Program (PMW) was not managed seriously and there was a variety of comprehension about entrepreneurship, (4) entrepreneurship courses were seen as complementary course.

METHOD

The study used quantitative approach this type of survey. This study used primary and secondary data, which were collected from 48 lecturers of entrepreneurship courses and 246 students who participating in the courses the entrepreneurship. The students as participants were involved in Focus Discussion Group and asked to complete a questionnaire designed to explore their respond to about the entrepreneurship education in their own study program. Data were analyzed using simple frequency analysis technique for quantitative data and descriptive analysis for the qualitative data.

Questionnaire addressed to lecturers and students in the form of responses related

to entrepreneurial learning. FGDs were conducted with students in classes that are used as well as a sample of respondents for filling the questionnaire. Instrument was developed based on the needs of information and according to the variables surrounding the teaching learning process, starting from the destination, the process, and the up to the results. Validation is done by expert judgment instruments.

The questionnaire was in the form of statements or questions that require response ranging from a choice "yes" or "no" and there was a(were) choices of answers to choose from, atleast more than one, and there is a five's scale respons, and a little items which asked the respondent to write a brief answer. The aspects that been revealed include; (1). Qualifications of the lecturers and their teaching experiences, characteristics of the students, and general background of lecturers and students, (2) Competencies being developed and the competencies orientation, types of competency development, competencies development efforts, and the students opinion on that competencies, (3). the learning process include clarity of the lesson plan information, the quality of teaching materials, learning innovation, the use of ICT, the composition of the practice and theory, the concern on the local potential development, and the general condition of learning, (4). Assessment which applied include the forms of assessment, types of skills being assessed, the student involvement in the assessment process including of external parties, and (5). The needs for improvement.

RESULTS AND DISCUSSION

Based on preliminary studies, not all study programs or departments in five LPTKs have been implementing entrepreneurship education completely. Yogyakarta State University was the only one which their entire department have already implementing entrepreneurship education. Some departments are preparing steps to implement entrepreneurial education such as in majors

Guidance and Counseling Department, Elementary School Teacher Education Department, Early Childhood Education Department of Ahmad Dahlan University. Futhermore, this happens in the Civics Education Department and Educational History Department at the PGRI University of Yogyakarta and some other departments. We will describe the result based on the aspects that have been revealed.

1. Lecturers' profile

The results showed that most of the lecturers has experience teaching a maximum of 10 years and the minimum of 5 months with the average of 3.45 years of teaching experience in the relate field. This was reasonable since enterpreneurship education was a relatively new courses except in some study programs. Lecturer's qualifications was 2% have had bachelor degree (S1), 94% have had master degree (S2), and 4% have had doctoral degree (S3), which means that graduates was dominated by master degree (S2).

Based on the questionnaire by 33% admitted that qualifications were not suitable for to teach enterpreneurship, 67% claimed to have been appropriate. The number of lecturers who claimed to have a certificate of training in the field of enterpreneurship by 50% and the other half claimed do not have. Related to skills improvement and training in the field of enterpreneurship 33% expressed inadequate. These forms of involvement in training and skills improvement like such shortcourse, workshops, ToT, seminars, and training. There are a few lecturers who have not got training and skill improvement in the related field.

On the student side of 246 students 78% of them admitted having backgrounds that support to be entrepreneur but very few have ever received training seriously. Only 19% of students claimed to have a certificate in the enterpreneurship field but most of the students felt the training and expertise in the field of enterpreneurship is still not adequately (74%). Training activities and entrepreneurial skills gained from the

seminars, refresher courses, internships, courses, workshops, and in college.

2. The competencies development

The learning goals were formulated based on the curriculum, business situation, and stakeholders' inputs but the 21st century skills have not been a priority. Meanwhile, the most of competencies are too general and lack specific in their competencies formulation. Creativity and innovation was priority but a necessity but various types of the others skill became less be concerned.

Synchronization of competence has not been done by all the lecturers where 52% of them claimed to always synchronize, 25% said often, and 23% said sometimes. While

students felt that only 28% of lecturers that is synchronize and there was 1% of lecturers who never. The efforts to develop the entrepreneurship education have not been an integral part of responsive action of lecturers. The intensity in the development efforts on EE have not all lecturers are always doing even 2% of them claimed to have never done. Competencies which have been stated yet meet the students needs' that was indicated by students statement which expressed that the competencies was very fulfilling (3%). Learning improvement related to the demands of 21st century learning was moderately done, but not all lecturers were completely always doing, even 2% of them claimed to have never done.

Table 1: Intensity of synchronization of competence and the development of entrepreneurial learning

Intensity	Synchronization of competence		The learning improvement (by lecturers)	students impression on the competencies	
	By lecture	By students			
Always	52%	28%	52%	Excellent	3%
Oftenly	25%	34%	21%	Good	25%
Some times	23%	33%	25%	Fair	52%
Rarely	0%	2%	0%	Poor	19%
Never	0%	1%	2%	Bad	0%
No answer	0%	0%	0%	No answer	1%

Entrepreneurship education were not grounded on reality and it was not sufficient to outreach community and make collaboration. with the local community. Based on facts where the skill on making local connection and global connection were not expressed to as an important skills. Local and global connection skills mean the students should be have collaboration skill and communication skill. Skills in collaboration was not sufficient been received by students (10%) so it was not expressed by the students (0%). as an

important need. Skill on collaboration and communication now became an important part of global literacy which as well known 4 C (communication, collaboration, critical thinking, and creativity). Creativity and innovation should have been oriented to the local potential community development as a form of responsibility of higher education. Tabel 2, showed types of skills in 21 century skills which dominant be trained and the other position of 21st century skills which was lack of trained to be presented in the following table:

Table2: The proportion of developed and required skills

21 st century skills	By students		By lecturer	
	Dominant	Students	Dominant	Lecturers

	accepted	need	be trained	need
Critical thinking	62%	34%	52%	38%
Collaboration skills	10%*	0%*	31%*	23%
Communication skill	47%	32%	65%	23%
Creativity and innovation	78%	50 %	79%	58%
Self direction	37%	22%	29%	15%*
Global connection	5%*	15%*	6%*	13%*
Local connection	12%*	8%*	4%*	8%*
ICT utilization	13%*	13%*	29%*	17%*

3. Learning Process

Most of the lecturers delivered their lesson plans in the initial activity of learning reached 85% but 49% of the students claimed that they are received information about the lesson plan. There was 2% of students who said they never got the information about the lesson plan. FGD results indicated that the information which was given only in the form of syllabus but less detail information about how the activities should be carried on to achieve the target. There was no learning guide to follow the learning process. In the other hand majority of lecturers claimed to have implemented innovative teaching (83%) and the rest innovative yet but unlike the perceived by students only 65% said that the lecturers innovative and the rest expressed not innovative.

Modules or instructional materials are partly a result of training with counterpart. 25% of lecturers said that the existing teaching materials is less adequate and only a small portion of lecturers felt that the material or modules that there is very

adequate (13%). The teaching materials quality should always be improved and renewed but in facts not all the lecturers were always did. The advancement of science and technology in the field of entrepreneurship was very fast, prosecuting the lecturer to enrich the learning material. There were 60% who claimed always enrich, 13% claimed often, while others were only do occasionally. Enrichment is generally done every semester (35%), every 2 semesters (29%), every year (27%), if needed (8%), and the rest did not answer. Recency of teaching materials impressed out of date reflected in the students statement where 50% of students stated the existing instructional materials are not up to date, 39% say less up to date, and only 8% said it was up to date. None of them said that material was very up to date. It can be concluded that there was various quality of teaching materials on entrepreneurship education of the five LPTKs and most of them need to be improved. The complete data can be seen in the following table:

Tabel 3: Quality of the learning material

Quality	Quality of Learning material		Sophisticated of the learning materials	
	by lecturers	by students	By students	Percentage
Excellent	13 %	5 %	Not up to date	50 %
Good	35 %	32 %	Less up to date	39 %
Fair	17 %	25 %	Up to date	8 %
Poor	25 %	24 %	Reasonably up to date	3 %
Bad	4 %	14 %	Very up to date	0 %

The integration and the use of ICT enabling lecturers and students to enrich the materials and the process of learning is very important to the 21st century. ICT should be integrated into the learning system. From the table we can say that the uses of ICT in learning process are: (1) students are better in

the case of utility of ICT to enrich the learning process though the lecturers did not always order, (2) a lecturer moderately supports the students to utilize ICT in order to completing assignment but 10% of them said never. See the following table:

Table4: ICT utilization in the learning process

Intensity	Enriching process and materials		Completing learning assignments	
	By lecture	By student	By lecture	By student
Always	0 %	39 %	27 %	19 %
Oftenly	50 %	24 %	23 %	24 %
Some times	27 %	28 %	29 %	32 %
Rarely	19 %	7 %	8 %	11 %
Never	2 %	2 %	10 %	13 %
No answer	2 %	1 %	0 %	1 %

Entrepreneurship education tends to be taught theoretically or preaching theory of business rather than practice. Most of the lecturers, that is; 85% (85%) admitted carrying out a separate entrepreneurial learning between theory and practice and most of the students (57%) felt the same thing. The average composition of theory and practice by faculties and students are 57% of theory; 43% of practice. The local potential community was moderately become the concern of the program. 40 % of lecturers

were always stressing on developing of local potential and it was majority. In the other hand the students at majority (33%) impressing that the lecturers were only sometimes stressing the important of concerning to local community potential. FGD result revealed what suggested by the lecturers was not equipped with the learning guide how to do this. The same cases happened in what suggested by lecturers to create the value added product unique. See the following table:

Table 5: Local potential development

Intensity	Concerning the local potential		Creating unique products		theory and practice proportion		
	By lecturers	By students	By lecturers	By students	Theory	Practice	
Always	40%	22%	50%	22%	Lecturers	52 %	48%
Oftenly	31%	27%	25%	19%	Students	62%	38%
Some times	23%	33%	23%	29%	Average	57%	43%
Rarely	4%	13%	0%	17%			
Never	4%	5%	2%	13%			
No answer	0%	1%	0%	1%			

The learning process has been largely centered on the student, but in the learning process has not occurred full autonomy where the student have great opportunity to perform

and choose, set targets, implement, and evaluate their own activities. 38 % of lecturers claimed they were always provide opportunity to the students to plan, to

implement and to evaluate their own learning target even 50% claimed they have provided opportunity to manage their own time and their own task. The students have different one, where 25 % of them felt they have opportunity to manage their own activities

and 13 % of the students claimed the lecturers never give the opportunity. FGD results showed lectures often stuck to the fulfillment of the administration rather than implementing the lessons as planned. More clearly be observed in the following table:

Table 6: Opportunity of the student in the learning process

Intensity	Freedom to plan, to implement, and to evaluate own project		Freedom in managing time and tasks	
	By lecturers	By students	By lecturers	By students
Always	38%	25%	56%	30%
Oftenly	27%	28%	17%	23%
Some times	23%	24%	17%	22%
Rarely	6%	7%	6%	15%
Never	4%	13%	4%	10%
No answer	0%	4%	0%	0%

4. Assessment

Most of the lecturers (77%) stated that they have implemented classroom based assessment. Forms of assessments, such as; written tests, performance assessments, portfolios, product assessment, and peers assessment. Written test was dominates, especially in the form of an essay (81%), multiple choice (4%) and 15% in another forms. Written test, such as; the completion of cases, making a simple business plan, and some comprehension tests. The assessment process was (processes were) largely determined by the lecturers. Lecturers tried to assess skills, especially on aspects of creativity and innovation, cooperation, honesty, motivation, skills in exploring ideas. This is consistent with the statement that

students’ soft skills assessment imposed primarily on aspects of creativity and innovation, skills, explore ideas, collaboration, and motivation. Instruments used are dominated by the use of observation sheets and checklists.

Lecturers do not always provide an opportunity for students to involved (to get involved) in the assessment, but there were 29% sometimes provide the opportunity. Students (32%) felt their involvement in the assessment just sometimes. Overall based on the answers of students who admitted was engaged 53 %, was not engaged 46% and the rest ‘no’ answer. The students’ engagement in the assessment was mainly to assess the product. See the following table:

Table 7: Intensity of student involvement in the assessment process

Intensity	opportunity to engage in the assessment		Aspects of assessment		
	By lecturers	By students		By lecturers	By students
Always	23%	20%	Product	30%	20%
Oftenly	19%	11%	Process	23%	19%
Some times	29%	32%	Assignment	22%	39%
Rarely	10%	13%	Self	15%	24%

			assessment		
Never	15%	21%	Quizz	10%	15%
No answer	4%	0%	Exam	0%	21%

During the assessment process, 92% of lecturers expressed ‘no’ outside parties involved in the assessment, and the remaining 8% claimed to involve other parties. Students who expressed there was no external parties involved were 72%. This means that during this assessment, process is mostly done internally and not involving the business community or the industry as a partner. External involvement is still low, especially in the case; activities entrepreneurial practices to monitor business performance, assess the results of the practice test, test competence, creating works with students, and assess the final project.

5. The need for improvement

Lecturers and students stated that the importance of entrepreneurial learning renewal, especially in parts of learning methods, instructional media, support

materials, learning material, and learning goal (see table 7). Based on the results of group discussions it was revealed that the expected learning model was emphasizing the practice. Students were want to learn theory simultaneously through the induction of practice in the field. Lecturers and students expressed need to learning model that emphasizes the practice and reduce the theory. Project based learning tend to be developed and raised as alternative model for EE. Project based learning can adopt a variety of interests, potential, characteristics of study programs as well as providing opportunities to develop creativity. Project based learning were believed it could provided the depth of meaning, accommodate diverse interests and potential and to the activity-based students.

Table 7: The need for entrepreneurship education improvement

Components	Renewal		Average
	By lecturers	By students	
Goal	40%	28%	34% (4)
Bahan pembelajaran	52%	36%	44% (3)
Methods	65%	62%	64% (1)
Support materials	42%	22%	32% (5)
Media	50%	43%	47% (2)
No answer	0%	0%	0%

CONCLUSION

Based on the results, it can be concluded that entrepreneurship education was relatively new has created a range of views about the nature and purpose of the different entrepreneurial learning. This leads to differences in vision and mission, as well as methods of learning and community outreach. Unpreparedness of human resources is reflected in the diversity of lecturers’ qualifications where half of them do not have a certificate in the field of entrepreneurship. Lecturers often switch

every semester because sometimes they must go to study for master degree or doctoral degree. Most students have a background support for entrepreneurship, but only a few have received serious training and adequate.

The competencies developed more focused on creativity and innovation, but on another side neglected the other 21st century skills especially in communication skills and collaboration skills. New global literacy stated the important of 4Cs (communication, collaboration, critical thinking, and creativity).

In the learning process most of the lecturers (most lecturers) were innovative but the 'student-centered' approach have not put a full autonomy to students to plan, determining target, act, and evaluate to their own programs. Teaching materials was perceived to be out of date. ICT is not fully integrated in the learning process in order to enrich learning materials and improve the learning processes as well as the completion of in the learning task. Most of the learning process is still separates theory and practice with the theory. quite dominate.

Assessment was still dominated by written tests which used to assess skills, such as; creativity and innovation, and it could be not suitable. Students are also not always had the opportunity to be involved in the assessment process with a limited external parties engagement in the assessment.

Entrepreneurship education must be improved as an expressive need of lecturers and students. The urgent renewal was concerning on learning methods. A learning

model stresses on practice but providing opportunity and freedom for the students to actualize their potential and community potential at once. Model should be capable to develop the 21st century skills, structured, and systematic. Project based learning was one of an alternative model that feasible to be developed.

RECOMMENDATION

Based on the conclusions, it was recommended to reform learning methods of entrepreneurship education. A model could provide direct experience with the 21st century skills development at once. Learning model developed should be addressing the local communities problems and create the global community as market opportunities. The model allows the creation of collaboration and communication between (amongst the) students, the local and global community, as well as develop student creativity in exploring the idea, realizing the idea, and creating new economic resources.

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