

Entrepreneurship Education: A Life Skills Approach

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Abstract: This paper, describes one of the entrepreneurship education approach for higher education which is being developed. This model called Life Skill-Based Entrepreneurship Education which is held in the form of course subject and training. The main goal of the model is to cultivate entrepreneurial attitudes as well as to train entrepreneurial skills as an effort to increase students' interest toward entrepreneurship. The coaching process is conducted in three stages, those are (1) the stage of introducing the values of entrepreneurship (knowing entrepreneurial skills), (2) the stage of learning the entrepreneurship values through the role-model entrepreneur (learning entrepreneurial skills), and (3) the stage of implementing the entrepreneurial skills. As a result of those stages, most of students have showed their passion in entrepreneurship during the process till the end of the program. Therefore, we argue that this model can be adopted generally as a Model for entrepreneurship education in higher education.

1 INTRODUCTION

The entrepreneurship education program has attracted global attention. In fact, there are many studies about the entrepreneurship education program. Based on the result of those studies there are some important findings that we would like to mention, those are:

First, the entrepreneurial skill is a skill that can be learned through an education program. Therefore, there are many parties interested in developing entrepreneurship education program. On the top of that, in certain context, many countries are trying to push their higher education institution to seriously transform their institutional form from a traditional *research university* to *entrepreneurial university* (Chang, et al., 2016) which is not limited to only developing the entrepreneurship education program.

Second, the entrepreneurial skills are an important skill to be possessed by the students, especially for those at the higher education level. In the long term, the outcome of entrepreneurship education is to improve the number of economic growth of a country as well as to solve the unemployment issues by the emersion of new ventures initiated by young entrepreneurs-college graduates (Sondari, 2014; Stamboulis & Barlas, 2014; Dina, et al., 2016). That is because of the

college students' participation in the entrepreneurship education may increase their interest to be an entrepreneur (Küttima, et al., 2014).

Third, the objective of the entrepreneurship education is to develop the entrepreneurial skill as an effort to elevate students' entrepreneurial intention. There are two types of skills developed during the entrepreneurship education program: (1) soft skills (non-cognitive entrepreneurial skills), in the form of: risk taking propensity, self-efficacy, creativity, etc.; and (2) hard skills (cognitive entrepreneurial skills), in the form of: creating and evaluating business plan, product marketing, etc. Between those two skills, it is recommended for the students' to learn more about hard skills rather than soft skills (Moberg, 2014). However, for elementary level, based on the evaluative study conducted by Huber, Sloof and Praag (2014), the entrepreneurship education program has more positive effects toward the students' soft skills of entrepreneurship such as risk taking propensity, self-efficacy, creativity, etc. compared to their hard skills of entrepreneurship.

In Indonesia, the entrepreneurship education has been developed since 2009 as an effort to reduce the level of unemployment for college graduates and to increase the number of entrepreneurs because on 2016/2017 period, based on the report of The Global Entrepreneurship Monitor (2017), the

number of entrepreneur in Indonesia was only 0,7% from the total population of the country. Meanwhile, the data from The Central Bureau of Statistics of Indonesia (2017) shows that although at the end of February 2017 the number of unemployment in Indonesia were decreasing up to 200.000 people compared to August 2016, the number of unemployed college graduates in Indonesia were also increasing to 70.000 people compared to August 2016. Overall, the college graduates were accounted for 12% of the total unemployment at the end of February 2017. Based on those facts, starting from 2013, particularly for the higher education curriculum, The Ministry of Education added the entrepreneurship course as one of the general education course (Direktorat Jenderal Pembelajaran dan Kemahasiswaan, 2013). The entrepreneurship course was developed with the mission to cultivate entrepreneurial character to the students and equip them with the soft skill and hard skill in order to utilize and create opportunity to be an entrepreneur, either after the graduation or during the school. As for the development of the entrepreneurship education model, The Ministry of Education handed over the decision to each institution entirely.

Related to the previous statement, this paper describes one of the entrepreneurship education model developed by the authors in The Islamic Religious Education Study Program (IPAI), Faculty of Social Sciences Education, Universitas Pendidikan Indonesia. The entrepreneurship education program is developed in the form of lecturing and training.

Entrepreneurship education in the form of lecturing was conducted through *Basic Life Skills* (BLS) I and II course in The Islamic Religious Education Study Program (IPAI) batch 2016 with 98 participants who were divided into 18 groups. The BLS 1 course was given during the short semester after the second semester, and the BLS 2 course was given to the students during the third semester.

Meanwhile, the entrepreneurship education in the form of training of entrepreneurship involved three students' representatives from the 2016 batch for each department in FPIPS except from IPAI department. The total of the participants were 30 students' which was divided into 10 groups. The training session was conducted for 5 days in the classroom and 1 month outside the classroom.

The entrepreneurship education program we currently develop is named "the life skills-based entrepreneurship education approach". This program was implemented in the form of entrepreneurship lecturing and training. At the end of the lecturing

and training, most of the participant shows positive attitude toward entrepreneurship.

2 METHODS

The main focus of this paper is to explore how to increase students' interest toward entrepreneurship (*entrepreneurial intention*) through the life skills-based entrepreneurship education. The three stages of coaching, *knowing entrepreneurship*, *learning entrepreneurship*, and *being entrepreneur* are described systematically. Based on that, the qualitative approach with descriptive method is applied (Creswell, 2012). Using the approach, we aim to naturally illustrate the process of entrepreneurship education during the lecturing and training sessions. The collection of the data was conducted through participant observations where the researcher acted as the lecturer and trainer who has designed and developed the life skills-based entrepreneurship education model (Gay, et al., 2009). Next, the collected data will be presented and analyzed descriptively.

3 RESULTS AND DISCUSSION

Generally, the entrepreneurship education training program, both in the form of lecturing or training, is including the coaching of cognitive entrepreneurial skills and non-cognitive entrepreneurial skills. The coaching process is conducted in three stages, those are (1) the stage of introducing the values of entrepreneurship (knowing entrepreneurial skills), (2) the stage of learning the entrepreneurship values through the role-model entrepreneur (learning entrepreneurial skills), and (3) the stage of implementing the entrepreneurial skills. The following sub-chapters are the brief explanation for each stages.

3.1 Knowing Entrepreneurial Skills

The first stage of the entrepreneurship training program is introducing the entrepreneurial skills. Those skills are soft skills (non-cognitive entrepreneurial skills) and hard skills (cognitive entrepreneurial skills). Both of them are divided into five main entrepreneurial competencies (Lans, et al., 2017), they are (1) opportunity competence, (2) social competence, (3) entrepreneurial self-efficacy,

(4) business competence, and (5) industry-specific competence (see table 1).

The first three competencies related to *non-cognitive entrepreneurial skills*. The first competency introduced to the students was the *opportunity competence*. This competence is related to the ability to create opportunity. To be able to acquire those three skills the students' were introduced to three main materials; they are (1) Self-adaptation to habituate oneself of positive thinking and risk-taking, (2) self-management and potential management; and (3) finding and maximizing the learning skills. Furthermore, the second competency is known as social competence. It is about the ability of someone to build the chain of networking. This competency was introduced through three main materials; they are (1) communication skills, (2) negotiation skills and (3) social skills. Next, the third competency is known as *entrepreneurial self-efficacy* is the ability of someone to positively think himself/herself as an entrepreneur. This ability is introduced by these materials: (1) self-image, self-ideal, and self-esteem, (2) spiritual skills, and (3) introducing the characteristics of an entrepreneur.

On the other hand, the last two competencies are related to the cognitive entrepreneurial skills. The first competency is business competence, it is about the ability of an entrepreneur to create and manage his/her business. Business plan development, managerial skills, and financial planning are three materials developed to introduce this competency. Meanwhile, the industry-specific competence as the last competency is introduced by two main materials, they are (1) product and brand differentiation, they are (1) product and brand differentiation, and (2) selling skills. This competency is about the ability of an entrepreneur to develop and sell the product.

Table 1: Entrepreneurial Competencies.

Competences	Course Topics	Kind
<i>Opportunity competence</i>	- <i>Positive thinking</i> - <i>Potential management</i> - <i>Learning skills</i>	<i>Non-cognitive skills</i>
<i>Social competence</i>	- <i>Communication skills</i> - <i>Negotiation skills</i> - <i>Social skills</i>	
<i>Entrepreneurial self-efficacy</i>	- <i>Self-concept</i> - <i>Spiritual skills</i> - <i>Entrepreneurial skills</i>	
<i>Business competence</i>	- <i>Business plan</i> - <i>Managerial skills</i> - <i>Financial self-concept</i>	<i>Cognitive Skills</i>
<i>Industry-specific competence</i>	- <i>Product, Differentiation, and Brand</i> - <i>Selling skills</i>	

This stage was given to all of the students, either for those who were participating in the

entrepreneurship education program in the form of lecturing or training. During the lecturing program there were fourteen sessions of classroom meeting for BLS I course and seven sessions of classroom meeting for BLS II course. While during the training program there were four to five training days with 6-7 hours of training session for each day.

The outcome of this first stage is that each of the students was able to identify the characteristics and skills of an entrepreneur. On the next stage, based on those characteristics and skills, they were able to identify themselves as an entrepreneur. According to Donnellon, et al., (2014), the developmental process of the entrepreneurship identity is important as a part of the process to develop students' entrepreneurial competencies as well as their knowledge and skills development of the entrepreneurship.

3.2 Learning Entrepreneurial Skills

After the students are able to identify the characteristics and skills of an entrepreneur on the first stage, then on this stage they will be showed directly to the implementation of those characteristics and skills. Therefore, the second stage of the entrepreneurship education is a stage where the students' learn about the value of entrepreneurship through role-models entrepreneur. This stage, either in the form of lecturing or training, was given in the form of: (1) structured assignment; and (2) entrepreneur coaching. In particular, in the form of classroom lecturing both of them were delivered during BLS II course.

The structured assignment was done by the groups of students consist of five to six persons for each group. Each of those groups was given three structured assignment, they were (1) conducting business management observation, (2) conducting interviews and creating profile of business owner, and (3) making business plan. The first two task was conducted during this stage, whilst the last task, which is making business plan, would be conducted on the next stage.



Figure 1: Students' are given entrepreneurship coaching from the owner of convection, photocopy, and restaurant business.

Meanwhile the entrepreneurship coaching activity was conducted once by inviting an entrepreneur as a guest lecture to share his experiences in building and managing business (see figure 1).

During this stage each of the students' groups were asked to generate two main products, they are (1) the observation report and the interview report with at least three entrepreneurs; and (2) the profile of those entrepreneurs in the form of video recording with 7-10 minutes duration for each video.

3.3 Implementing Entrepreneurial Skills

In the third stage of the life skill-based entrepreneurship program, the students were challenged to implement the entrepreneurship skills which they have learned previously during the first stage, and see how they were implemented during the second stage. The main objective of the third stage is to provide direct experience to the students on how to build and manage a business.

There are two main activities on this stage, those are (1) compelling business plan, and (2) business managing practice. Both of those activities were the structured activity of the BLS II course which was conducted collaboratively by the students in the groups consists of five-six students.

Each of the groups assigned to formulate and develop the business idea along with the business concept which was assembled as a business plan. The business idea developed can take the form of service or product. Next, after they have done compelling the business plan, each of the groups can start to manage their business.

The business managing activities was starting from the production process, packaging, and product marketing to the consumer (see figure 2). This activity was held for two months and ended by evaluating their business together with the lecture.



Figure 2: One group of students is in the process of production of cassava-based business type with Delica Chips as a brand name.

During this stage each of the groups was asked to produce two main products, they were (1) business plan document; and (2) the report of the group business development. The first product was given on the fourth meeting while the second product was given on the last meeting of BSL II course.

According to the result of the evaluative study towards the implementation of entrepreneurship education which has been conducted by researchers, some of them are Warhuus and Basaiawmoit (2014), and Robinson and Shumar (2014) this step is very important in every entrepreneurship education. Another researcher like Bell (2015) reinforces this notion. He highlighted the importance of giving students' direct experience in managing business.

Meanwhile, there are many entrepreneurship education programs that were not able to provide such experience. Therefore, even though the students' interest toward entrepreneurship is high, in the end it was not enough to push students' to be an entrepreneur after they graduated. On that basis, although the goal of entrepreneurship education is to encourage entrepreneurial intention of the student, as Walter and Block (2016) stated, it should be able to get them interested in becoming entrepreneurs after graduating (Premand, et al., 2016). The goal needs to be achieved as an effort to reduce the number of unemployed.

4 CONCLUSIONS

Related to the entrepreneurship education, this paper emphasizes three important notes. **First**, the main objective of the entrepreneurship education in the higher education is not only limited to transfer the knowledge about entrepreneurship, but also cultivate the entrepreneurship students' mindset through the internalization of the entrepreneurial values. **Second**, the internalization of entrepreneurial values on the life skills-based entrepreneurship are conducted on three stages (1) the stage of introducing the values of entrepreneurship (knowing entrepreneurial skills), (2) the stage of learning the entrepreneurship values through the role-model entrepreneur (learning entrepreneurial skills), and (3) the stage of implementing the entrepreneurial skills. **Third**, the outcome of those three stages is to cultivate entrepreneurial attitudes as well as to train entrepreneurial skills as an effort to increase students' interest toward entrepreneurship.

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