

Entrepreneurship Curriculum In Higher Education

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ABSTRACT

The advent of Industry 4.0 has ushered in significant changes in both business and society. Japan's concept of Society 5.0 underscores the collaboration between humans and technology to enhance quality of life. While automation raises concerns about potential job impacts, Society 5.0 offers fresh opportunities, emphasizing the need for education and training to adapt to these transformations. However, the job market faces challenges with a surplus of graduates and limited employment opportunities, leading to rising unemployment and intense competition. The concept of curriculum has evolved over time, encompassing various definitions. It now extends beyond the classroom to encompass all school activities. Entrepreneurship, derived from "wira" (brave) and "usaha" (endeavor), involves courageous leadership, calculated risk-taking, independence, and problem-solving abilities. Different experts define entrepreneurship variously, emphasizing innovation, creativity, and problem-solving. Indonesia has seen a surge in entrepreneurship, driven by information and communication technology's rapid development. Access to information and easy communication have attracted young entrepreneurs, facilitated by the growth of internet media. Government initiatives and funding programs further promote entrepreneurship, fostering a thriving entrepreneurial ecosystem. The 21st century, marked by Industry 4.0, has transformed career patterns and job opportunities. Internet entrepreneurship has emerged as a response to this shift. Internet entrepreneurs conduct online-based businesses, leveraging technology and innovative thinking. They explore new ideas and employ competitive strategies to achieve their goals in the internet economy era.

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1. INTRODUCTION

The era of Industry 4.0 has brought significant changes to business and society. The concept of Society 5.0, introduced by Japan, emphasizes collaboration between humans and technology to enhance the

quality of life. While there is potential job impact due to automation, Society 5.0 creates new opportunities and underscores the importance of education and training to adapt to these changes. The job market faces challenges with the increasing number of graduates each year. The growth of

employment opportunities does not match the number of graduates, leading to rising unemployment and intense competition in the job market. This imbalance raises questions about the readiness of the job market to absorb the growing number of graduates.

Universities are expected to open students' understanding and perspectives regarding the entrepreneurial world, encouraging them to unleash creativity and explore creative ideas. Students are desired not only to focus on seeking employment after graduation but also to be capable of creating job opportunities with the entrepreneurial skills they have acquired on campus. From various expert perspectives, it can be concluded that entrepreneurship education is an educational program that focuses on the entrepreneurial aspects to cultivate the spirit and character of entrepreneurs. The goal of this education is to provide various competencies and knowledge related to entrepreneurship [1].

Indonesian universities respond by strengthening entrepreneurship programs, modifying curriculum, and creating an ecosystem that supports entrepreneurial development among students. This not only prepares them with business knowledge but also empowers them as agents of change in society. The significance of entrepreneurship in higher education is not only about creating future entrepreneurs but also shaping individuals who are proactive, independent, and creative. Entrepreneurship curricula are designed to stimulate innovative thinking, view problems as opportunities, and face risks as challenges that can be overcome. This is not just a strategic step for the relevance of higher education but also an investment in creating an innovative generation that leads change.

2. METHODS

This research uses descriptive research methods Secondary Data Analysis (SDA) approach. SDA is a method with utilizes secondary data as the main data source. As secondary data as the source. A

study of several related literature and journals became the reference material for this article. The purpose of writing using descriptive research methods with the case study approach is to make a systematic explanation, flexible, and accurate regarding facts and properties or populations of data with relatively narrow areas or subjects.

3. RESULTS AND DISCUSSION

Curriculum continually undergoes development in line with its evolving definitions. Initially used in the sports context, the term curriculum referred to the distance a runner must cover. As time progressed, the term took on various definitions. According to some experts, such as [2], curriculum is defined as the sum total of a school's efforts to influence learning, whether in the classroom, on the playground, or outside of school [3]. Other definitions include "all of the activities provided for students by the school" [4] and "a sequence of potential experiences set up in the school to discipline children and youth in group ways of thinking and acting" (Smith, 1955). In recent decades, there has been a tendency to use the term in a broader sense, referring to the whole life and program of the school, including all the experiences for which the school accepts responsibility (Ragan, 1955). According to Krug (1960), a curriculum consists of the means used to achieve or carry out the given purposes of schooling.

These diverse definitions highlight the varying scopes of the curriculum, encompassing experiences and activities within and outside the school. As with other educational terms, curriculum is a complex concept, and understanding it requires explanation.

Entrepreneurship, derived from the words "wira" (brave) and "usaha" (endeavor), refers to work initiated with courage and exemplary leadership. The courage of an entrepreneur is demonstrated by the ability to take calculated risks for measured success. Beyond courage and exemplarity, an entrepreneur's important perspectives include independence and problem-solving abilities.

Several experts define entrepreneurship differently. According to Joseph Schumpeter [5], entrepreneurs are innovators implementing changes in the market through new combinations. [6] emphasizes the ability to create the new and different. [7] sees entrepreneurship as the application of creativity and innovation to solve problems and leverage daily opportunities. [8] defines entrepreneurship as the process of creating something new or innovative for individual prosperity and added value to society.

Considering these definitions, entrepreneurship involves a creative and innovative thinking process for individual success. The curriculum for entrepreneurship varies, encompassing entrepreneurship subjects, activities, or experiences that equip students with innovative and creative thinking skills to address various challenges.

While the formation of an entrepreneur can occur through different processes, there are distinctive characteristics that set entrepreneurs apart. Geoffrey G. Meredith [9] identifies seven inherent traits: confidence, task and result orientation, risk-taking, leadership, originality, forward orientation, honesty, and diligence. Observing these traits reveals that an entrepreneur's actions are consistently guided by specific values, forming the foundation for entrepreneurship curriculum development.

Entrepreneurship Conditions in Indonesia

Entrepreneurship conditions in Indonesia have reportedly been on the rise over the years. This is attributed to the rapid development of information flow through information and communication technology, especially the growth of internet media. The presence of information technology has undeniably increased the number of entrepreneurial start-ups in Indonesia, attracting business enthusiasts, both in the technology sector and beyond. Currently, there is a trend among young entrepreneurs who possess the ability to access technology, particularly Information and Communication Technology (ICT).

The interest of young people in business is influenced by the advancements in ICT, as well as the availability of facilities for accessing information and easy communication through ICT media. According to data from Kominfo.go.id (2017), the number of internet users in Indonesia reached 83 million people in 2016. Comparing this with the 2012 data, which only reached 55 million people, there has been an increase of 28 million users (33.7%) in three years.

From the perspective of an entrepreneur, this phenomenon is highly advantageous as it provides a new landscape for simplifying the initiation and development of businesses, as noted by [10]. Therefore, entrepreneurial knowledge is crucial for young individuals, as intellectuals, to easily access information and generate ideas for entrepreneurship. The expanding entrepreneurial opportunities should serve as motivation for young people to engage in entrepreneurial activities in the 21st century. This is further supported by government initiatives through programs that enable business players to thrive in entrepreneurship, with educational entrepreneurship and training programs at universities, as well as funding programs for SMEs. The government has also allocated funds to assist students in entrepreneurship, aiming to boost the number of entrepreneurial start-ups in the country.

Entrepreneurship in the 21st Century

As a result of the rapid development of information and technology, particularly the advent of Industry 4.0, which is characterized by a world without spatial and temporal limits, there have been changes in human career patterns and jobs. This indirectly influences the evolution of entrepreneurial careers. New opportunities are created, while some job and business opportunities disappear, requiring humans to revitalize their thinking to adapt to the needs of the 21st century.

A phenomenon emerging from this is Internet entrepreneurship. The term "Internet entrepreneur" is relatively new in entrepreneurship studies. According to Wikipedia (2016), an Internet entrepreneur is

someone involved in an Internet-based business, making money through risk and initiative. Therefore, an Internet entrepreneur conducts business activities using the Internet.

Currently, the internet plays a crucial role for businesses, both small and large. Online activities, social media advertising, and online product sales have become the highlights of commerce. Successful Internet entrepreneurs leverage the power of the internet to initiate and develop their businesses. They often blend technological advancements with traditional business methods.

Internet entrepreneurs explore, create, make business decisions, transact, or operate their businesses using internet facilities. They are highly competitive, nurturing innovative ideas and creative thinking, implementing competitive business strategies to achieve their business goals, vision, and mission using the internet as a tool in the internet economy era [10].

The emergence of Internet entrepreneurs is a response to the competitive need to seize opportunities and gain business profits in line with changing societal behavior. Internet, as a medium for business transactions, has become the primary alternative. However, true Internet entrepreneurs are those who focus solely on internet-based businesses. Success in internet-based businesses requires adherence to rules and methods appropriate for conducting internet-based businesses.

Some trending business activities for internet entrepreneurs that promise lucrative opportunities for millennials include:

- 1) Online store owners (e-commerce)
- 2) Freelancers with professions such as blog writers, accountants, consultants, and designers offering services online
- 3) Creators of chatbot applications or social media apps
- 4) Service-based businesses, such as food delivery, transportation services, and online cleaning services

- 5) Consultation-based businesses like planners, wedding consultants, parenting consultants, research consultants, or financial consultants
- 6) Marketing businesses such as public relations companies and SEO developers
- 7) Affiliate marketing with platforms like Amazon and ClickBank
- 8) Bloggers covering product reviews, niche blogs, or fulfilling readers' needs in the form of magazines, short stories, or novels on a blog
- 9) YouTubers with specific video specifications
- 10) Online property sales agents
- 11) Translation services
- 12) Online photo sales services like iStock and Shutterstock
- 13) Private tutoring services and online classes for specific skills such as research methodology and writing.

The discussion of these new professions that present opportunities for 21st-century entrepreneurs forms the basis for current students to become professionals. Each offered profession demands specific professional skills.

Foundations of Entrepreneurship Curriculum

In developing an entrepreneurship curriculum, several principles need to be considered to ensure that the curriculum is relevant, beneficial, and applicable in real-life situations. [2] suggests four foundations of curriculum that should be considered: philosophical, psychological, sociological, and organizational. The foundations for developing an entrepreneurship curriculum can be outlined as follows:

Firstly, the philosophical foundation of entrepreneurship curriculum development is independence. Independence is highly valued in Indonesia, reflecting the nation's spirit of striving for freedom and the belief that a self-reliant life is superior to dependency. This belief is reinforced by

religious teachings emphasizing the importance of independence and hard work, including entrepreneurship.

Secondly, the psychological foundation of entrepreneurship curriculum development relates to child psychology and learning psychology. Child psychology addresses the interests and needs of children at each stage of their development while learning psychology focuses on how individuals learn. These psychological foundations are crucial for developing appropriate content and methods for entrepreneurship curriculum.

Thirdly, the sociological foundation of entrepreneurship curriculum development is societal change. As society constantly evolves, both in demands and norms, the curriculum should meet societal requirements without isolating individuals from community life. The challenges of unemployment, and low per capita income leading to poverty, require schools to equip students with entrepreneurial skills.

Fourthly, the organizational foundation of entrepreneurship curriculum development addresses how the curriculum content will be presented. The development of

entrepreneurship curriculum can be presented in three forms: Separated Subject Curriculum, Correlated Curriculum, and Integrated Curriculum. Separated Subject Curriculum presents entrepreneurship as a standalone subject unrelated to other subjects. Correlated Curriculum connects entrepreneurship subjects with other subjects, and Integrated Curriculum incorporates entrepreneurship into every student's learning activities on campus.

Although the formation of an entrepreneur can occur through various processes, certain characteristics differentiate entrepreneurs from ordinary individuals. Geoffrey G. Meredith (in Susanti, 2008) outlines seven characteristics inherent in entrepreneurs: 1) Confidence; 2) Task and results-oriented; 3) Willingness to take risks; 4) Leadership; 5) Originality; 6) Forward-looking; and 7) Honesty and diligence. From the above description, it is evident that an entrepreneur's actions are consistently grounded in specific values that lead to success in their work, and these entrepreneurial values can be incorporated into entrepreneurship curriculum development.

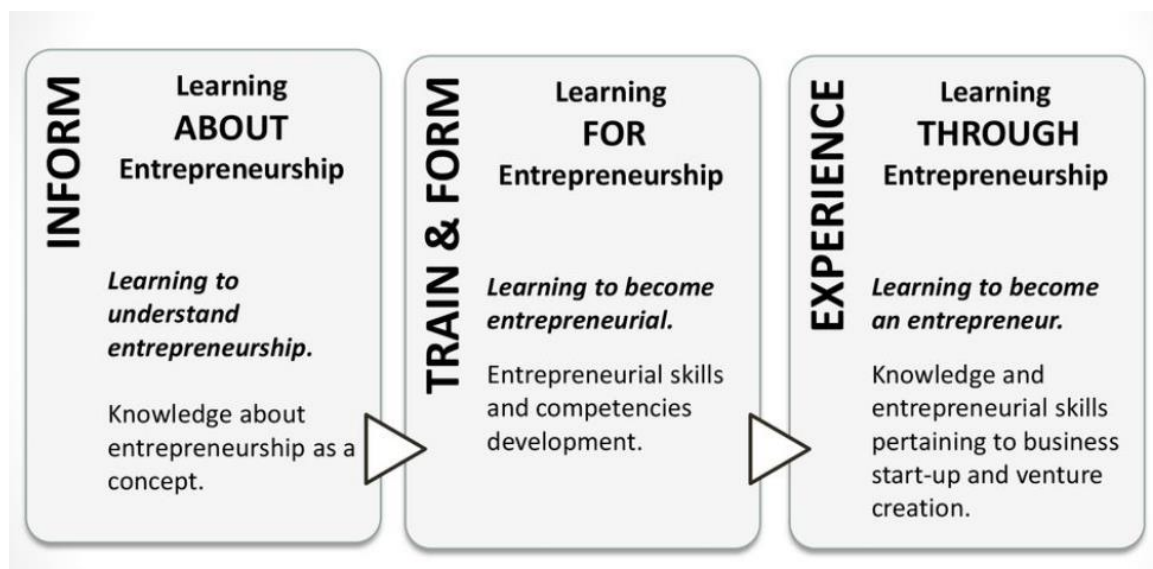


Figure 1. Entrepreneurs Process

In shaping students with an entrepreneurial spirit, there are three levels of process approaches they must go through, as follows:

- a. **Learning about Entrepreneurship**

This is the stage of introduction and information about entrepreneurship. It involves understanding the concepts of entrepreneurship.

b. Learning for Entrepreneurship

This stage is about training and shaping the entrepreneurial spirit of students. It includes the development of entrepreneurial skills and competencies.

c. Learning through Entrepreneurship

This stage involves gaining entrepreneurial experience. At this point, students acquire knowledge and entrepreneurial skills related to starting businesses and venture creation.

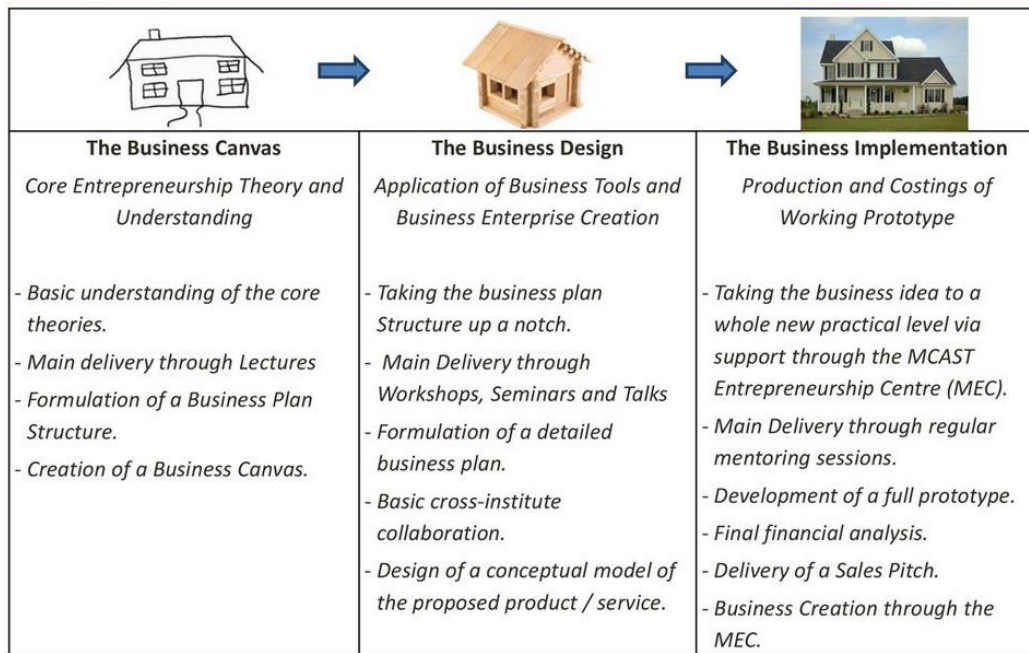


Figure 2. Three Levels of Process

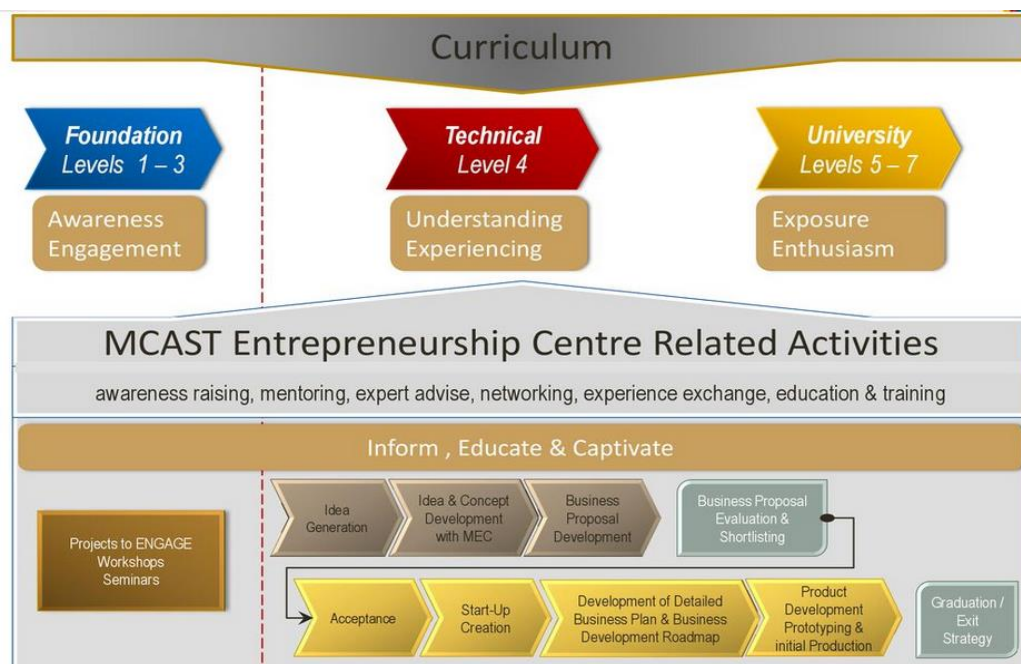


Figure 3. Curriculum

4. CONCLUSION

The entrepreneurship curriculum in higher education can be summarized as follows:

1. Entrepreneurship is a critical aspect in preparing students to face the challenges of the dynamic job market.
2. Developing entrepreneurship in higher education can stimulate creativity, innovation, and entrepreneurial spirit.
3. The entrepreneurship curriculum should be carefully designed to

encompass practical and theoretical learning that aligns with the needs of the job market.

4. Integration of courses supporting the development of entrepreneurial skills, such as business planning, risk management, and marketing, is essential.

The entrepreneurship curriculum should not only focus on technical aspects but also emphasize the development of soft skills such as communication, leadership, and teamwork.

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