



Analysis of the Development Requirement of Democratic Economy-based Integrated Entrepreneurship Education Program Onhigher Education Program in East Lombok Regency (Case Study on Study Program of Economic Education, Teacher Training and Education University STKIP HamzanwadiSelong)

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Abstract: The present study considers as an early stage research conducted as part of development program of democratic economy-based integrated entrepreneurship education on higher education program in East Lombok. The present study purposes on: (1) Describing the implementation of entrepreneurship education on higher education in East Lombok, (2) Analyzing the development requirement of integrated entrepreneurship education program based on democratic economy on higher education in East Lombok.

The study employed qualitative descriptive method which was conducted by employing a survey. The subject and informant of the study are the lecturers, students, graduates, the chief and secretary of Economic Education Study Program of Teacher Training and Education University (STKIP) Hamzanwadi Selong. The data were obtained through questionnaires, Focus Group Discussion (FGD) employing fishbone diagram model proposed by Kaoru Ishikawa, and literature review.

The result of the study shows: (1) the availability of instructional media for entrepreneurship learning at Economic Education Study Program of STKIP HamzanwadiSelongis 59,34% relatively, which is included in average category, (2) The method and procedure of the implementation of entrepreneurship learning at Economic Education Study Program of STKIP Hamzanwadi Selongis 20,78% relatively, which is included in Poor category, (3) The human resources (lecturers and chief of study program) is 52,24% relatively, which is included in average category and the student is 67,65% on the whole, which is included in Good category; (4) the instructional media to support the learning is 42,29% relatively, which is included in Average category and (5) the environment support in entrepreneurship learning is 58,67% relatively, which is included in Average category.

The result of the analysis of development requirement of integrated entrepreneurship education program based on democratic economy are as follows: (1) The first priority programs consist of Entrepreneurship Training, Entrepreneurship Day, and Business Internship (2) The second priority program is Entrepreneurship Seminar and (3) The third priority program is Field Trip.

Key words: Integrated entrepreneurship education, democratic economy

I. INTRODUCTION

Globalization has brought a lot of implications in the life of global society, one of which is the emergence of competition which is growing open everyday. Competition does not only happen and involves communities in one country, but it also involves people across the country.

Declaration of ASEAN Economic Community (AEC), which began effective in 2015, requires the availability of workers who have high scientific competence and skills in order to be able to compete in the labor market. However, the fact is, until now Indonesia is still faced with two fundamental problems. First, the problem of the lack of competitiveness of human resources, ranging from Indonesian Human Development Index according to the report of UNDP in 2014, which was in the rank of 108 out of 187 countries. Then, according to the data of Central Bureau of Statistics (BPS), in 2015, from 125.3 million of total labor force in Indonesia, 43 percent are graduates from elementary schools.

Next, the second problem is the socio-economic gap, which still indicates a problem. This can be seen from several indicators. One of them is from the indicators of the level of welfare; in which there is still a large gap based on Gini Index Ratio in 2007 was 0.37, and then in 2015 increased to 0.41. The figure shows that there is a gap in terms of the prosperity of society in various income groups which are growing higher (Basri, Munandar, 2009). The data of Central Bureau of Statistics (BPS) in the period of March 2015, the number of poor people amounted to 28.01 million people, or 10.86 percent. Moreover, the number of unemployed people in the period of February 2015 reached 7.5 million people, or 5.8 percent. Another thing which needs to be concerned is the tendency of the increasing number of unemployed people coming from educated society groups in the last two years. In the period of 2014, the number of unemployed people amounted to 688.660 people, and in 2015 increased to 905.127 people (BPS, 2015).

This phenomenon shows that more college graduates are more oriented to look for jobs rather than to create jobs or to be entrepreneurs, while the number of jobs available is not comparable with the number of college graduates. Entrepreneurship among students is still something foreign and just an alternative option, which is non-priority. The interest and awareness of students in entrepreneurship is still very low, this problem is then added by the fact that implementation of learning process conducted by many colleges has been more oriented on how to create graduates who are ready to work. Entrepreneurship is taught only limited to give students the understanding of the concept and theory alone. Even as well as a diploma, vocational high schools (SMK) designed to create graduates who have the skills appear to become one of the highest contributors to the unemployment rate in the last two years, in 2014 amounted to 7.21 percent, and in the period of February 2015 increased to 9.05 percent (BPS, 2015).

According to Musa'ad in *Republika* 12 September 2012, "There is a phenomenon that the higher the education level, then the higher the dependency on employment." Moreover, it is explained that the dependence on employment is because educated human resources always choose a job that suits their

needs and competence. Every graduate wants to get a job that is relevant to the ability or areas of expertise they are mastered, but employment opportunities are not open as expected. This situation raises the unemployment rate which is growing higher.

The education system in Indonesia for this time is only able to produce graduates who are ready to work, not the graduates who can create job (Suratno 2008), in accordance with the statement above, Siswoyo, (2009) revealed that the majority of college graduates tend to be job seekers than to be job creator. This condition is caused by the learning system and curriculum that exists in most of the universities in Indonesia, which are generally only focused on how to create graduates who are ready to work as much as possible, without considering the quality and level of readiness and the skills of graduates in creating jobs.

Education program in university is essentially aimed to produce graduates who do not only have the knowledge but also skills in accordance with the scientific field to be applied when they are back to the society. Graduates who are produced of course are graduates who have been provided with a range of knowledge, attitudes and skills in accordance with a program of education or training which have been followed. But in the reality, the majority of college graduates tend to prefer working as employees at companies and at government institution rather than trying to create jobs.

Furthermore, entrepreneurship education does not only provide a theoretical foundation on the concept of entrepreneurship, but it is also capable of forming attitudes, behaviors and thought patterns (mindset) to become entrepreneurs. This is a capital investment in the form of human resources by providing the knowledge and skills to students about how to start a new business by integrating the experience, skills and knowledge they have gained in developing a business. Entrepreneurship education can also generate the interest and awareness of students in choosing entrepreneurship as a job choice they would do when they graduate, in addition to being employees of the company or the government.

According to Ciputera, (2009) several factors that become the reason why entrepreneurship education is important are: (1) that culturally, generations of Indonesia were not born and raised in entrepreneurial environment and culture, (2) the fact that exist now, where the ratio between the growth of the number of labor force is not comparable with the growth of the number of jobs, (3) there is obligation to provide entrepreneurship education and training for young people that have the ability to create jobs for themselves, (4) the great potential in the form of natural resources wealth, large populations need human resources who have the competence and skills to manage and develop, and (5) carry out the mandate of the constitution in order to give welfare to the society, as contained in UUD 1945.

Based on the problems above, thus educational institutions, especially higher education must be able to transform themselves to develop the learning system and curriculum that can build awareness, knowledge, competences and skills for graduates to have the independence in creating job through entrepreneurship.

Based on the various problem described above, then as a basis for the development of learning system and curriculum of entrepreneurship on higher education, it is necessary to do a research on “Needs Analysis of Development of Integrated Democratic Economy-Based Entrepreneurship Education Program on Study Program of Economic Education at Teacher Training and Education University (STKIP) Hamzanwadi Selong” East Lombok Regency, West Nusa Tenggara Province, which will be carried out in an integrated manner based on local potential (democratic economy).

II. RESEARCH METHOD

This study is the initial stage of several stages of research which are conducted for Program Development of Integrated Democratic Economy-Based Entrepreneurship Education Program on Higher Education in East Lombok, with the Study Program of Economic Education at Teacher Training and Education University (STKIP) Hamzanwadi Selong as the samples.

1. Type of Research

This research is a qualitative descriptive study which was conducted by using survey method, to explore, examine and organize information in-depth and completely about maps of the issue of entrepreneurship education at universities in East Lombok Regency.

2. Subject of the Research

The main subjects of this research are lecturers, students, alumni, the Chairman and the Secretary of study program of Entrepreneurship Education, Teacher Training and Education University (STKIP) Hamzanwadi Selong.

3. Technique and Instrument of Data Collection

Instruments in this study were researchers themselves (Bogdan & Biklen, 1982; Nasution, 1988, Satori & Komariah 2009 in Sukardi, 2014), in which the researchers were actively involved in conveying ideas and to equate framework with subjects and informants. The data were collected by using Questionnaire method, Focus Group Discussion (FGD), which was conducted by using guide instrument of Fishbone Diagram model from Kaoru Ishikawa (Tampubolon, 2001), and document review.

4. Data Analysis Technique

The data were then analyzed by using qualitative and quantitative descriptive analysis in the form of simple percentage, by using tables and images. The researchers interpreted the data of problems and needs of the development of entrepreneurship education programs by using the following criteria:

<i>Very Good</i>	<i>If $pk \geq 80$ percent;</i>
Good	If 60 percent $< pk \leq 80$ percent;
Moderate	If 40 percent $< pk \leq 60$ percent
Poor	If 20 percent $< pk \leq 40$ percent
Very Poor	If $pk < 20$ percent

III. RESEARCH FINDINGS AND DISCUSSIONS

1. Problems of Entrepreneurship Learning in Study Program of Economic Education STKIP Hamzanwadi Selong

To know the problems of entrepreneurship education of Study Program of Economic Education STKIP Hamzanwadi Selong, mapping was conducted by seeing the condition of the implementation of

entrepreneurship learning which is done today. Mapping was done by using Fishbone diagram approach, as recommended by Kaoru Ishikawa (Tambupolon, 2001) which is based on five (5) aspects, namely: availability of materials, learning procedure which is used, the availability of human resources/ person, equipment/ facilities owned, and environmental support around the campus.

(a) Condition of material availability (SK/ KD, syllabus, teaching materials and reference books on entrepreneurship) in STKIP Hamzanwadi Selong

The component of the availability of materials (tools) of entrepreneurship learning in this study was investigated from the availability of SK, KD, including syllabus and SAP as well as the availability of teaching materials/ in the same type.

Table 1
Analysis Result of the Availability of Materials (Tools) of Entrepreneurship Learning in Study Program of Economic Education at STKIP Hamzanwadi Selong (N: 20)

<i>No</i>	<i>Material Component</i>	<i>Fully implemented (%)</i>	<i>Criteria</i>
1	University (Study Program of Economic) makes/ has SK/ KD of entrepreneurship courses.	47,35	Moderate
2	Pay attention to the interests and needs of students in preparing SK / KD.	24,39	Poor
3	The availability of human resources (lecturers and students) as the basis in preparing SK / KD.	60,25	Good
4	Availability of equipment as the basis in preparing SK / KD.	85,00	Very good
5	The conditions and the support of environment as the basis in preparing SK / KD.	45,24	Moderate
6	University (Study Program of Economic) makes/ has syllabus of entrepreneurship.	47,46	Moderate
7	The component of syllabus is completed	67,78	Good
8	Lecturers who teach entrepreneurship course are involved in the preparation of syllabus.	87,56	Very Good
9	The Head of Study Program and the Secretary of Study Program are involved in preparing SK/ KD, syllabus, and SAP.	65,75	Good
10	University composes/ has adequate teaching materials/ reference.	47,27	Moderate
11	The components of instructional teaching materials are complete.	35,65	Poor
12	The reference of teaching material is derived from many references	57,62	Moderate
13	The teaching materials are equipped with illustrations/ pictures.	67,85	Good
14	The teaching materials use good and correct Indonesian.	73,45	Good
15	Lecturers who teach the course are involved in the preparation of teaching materials.	90,45	Very Good
16	The head of study program and secretary of study program are involved in the preparation of teaching materials	46,43	Moderate
	Total	59,34	Moderate

Source: Primary Data Process

Based on the data in table 1.0 above, several important findings related to the implementation of the preparation of the material of entrepreneurship learning are, (a) although SK, KD and the syllabus are already available, the implementation is still not fully used as a guideline, (b) the factor of student interest becomes one of the factors that serve as the basis in preparing SK/ KD, although generally it is still not fully. The availability of human resources and environmental carrying capacity is still very limited, so it does not reflect the actual needs, (c) results of the document review shows that the general syllabus from the components already meets the standards. Although involving lecturers in preparing syllabus has been very good, but the quality is still diverse, (d) the availability of teaching materials, although lecturers and the head of study program are involved in the process of preparing teaching materials because for this time the implementation has been carried out individually by the lecturers, so it is less than maximal. The support of institutions is required in order to encourage lecturers, either individually or in groups, to prepare instructional materials according to the material needs and learning objectives, (e) there is still lack of the involvement of stakeholders in the preparation of SK/ KD, syllabus and teaching materials.

(b) Condition of the Implementation of Entrepreneurship Learning Procedures at Study Program of Economic Education STKIP Hamzanwadi Selong

Seeing the conditions of implementation of entrepreneurship learning procedures at Study Program of Economic Education STKIP Hamzanwadi Selong was done by conducting a review on the aspects of the establishment of learning methods. The use of active learning, organizing learning groups, and learning evaluation. Here is a picture of the implementation of entrepreneurship learning procedure at Study Program of Economic Education STKIP Hamzanwadi Selong:

Table 2
The analysis result of the condition of the implementation of entrepreneurship learning process at Study Program of Economic Education STKIP Hamzanawadi Selong (N: 20)

No	Component of Learning Procedure	Fully Implemented (%)	Criteria
1	Determination of varied learning methods	23,50	Poor
2	Using Active Learning like CTL, CL, PBL and others) *	11,90	Very Poor
3	Learning which is conducted in group	05,10	Very Poor
4	Evaluation of entrepreneurship learning by using test and non-test	42,62	Moderate
5	Total	20,78	Poor

Source: Primary Data Process

* CTL = Contextual Teaching Learning, CL = Contextual Learning, PBL= Project Based Learning

Based on the data in table 2 above, several important findings related to the implementation of the entrepreneurship learning process/ procedure in the Study Program of Economic Education STKIP Hamzanwadi Selong are: (a) The majority of respondents stated that the method of entrepreneurship learning which is used is not varied, meaning that it is still using conventional approaches such as lectures, discussion, and common question and answer. It is also still centered on lecturers. The involvement of students is still very little. There are still very little number of lecturers, and even there is no lecturer, who

develop and use active learning such as contextual learning, cooperative learning, problem-based learning, or project-based, and the like., (b) In the implementation, lecturers did not do the learning process through student grouping heterogeneously to perform certain tasks. If there is any grouping, it tends to be done randomly without seeing the differences of students. Learning and assignments given more individualized, (c) Based on the study on the evaluation of entrepreneurship learning process, it is still only focused on the tests performed during Mid Semester Examination (UTS) and Final Exam (UAS) that lead to cognitive knowledge alone.

(c) Condition of the Availability of Human Resources (Educators and Education Personnel and Students)

The aspects of human resources according to the fishbone diagram conceptually are covering all the people who are involved in the development and implementation of entrepreneurship education programs, especially lecturers, head of study program, secretary of study program, quality assurance institution and students. The condition of the aspect of “person” in this study is seen from the availability of lecturers, education qualifications, and relevance to their field. The overview of the existing conditions is shown in Table 3 below:

Table 3
Condition of the Availability of Educators and Education Personnel of Entrepreneurship on Study Program of Economic Education STKIP Hamzanwadi Selong (N: 20)

<i>No</i>	<i>Component of People (Lecturers, Head and Secretary of Study Program)</i>	<i>Fully Implemented (%)</i>	<i>Criteria</i>
1	Availability of lecturers who have the competence to teach entrepreneurship	60.35	Good
2	Lecturers who teach entrepreneurship course at least have magister degree	100	Very Good
3	The Head of the Study Program has competence in managing all aspects of study program management	65.27	Good
4	The Head of the Study Program carries out his/ her duties and functions to do supervision to the performance of lecturers	35.56	Poor
5	Total	52,24	Moderate

Source: Primary Data Process

Based on table 3 above, there are some important findings, which are: (a) from the work force, the availability of lecturers in terms of educational qualifications, competence and also scientific fields of lecturer who teach entrepreneurship courses has been very good; (b) In terms of competence and capability of management of the Head of study program has been good, but supervision to the implementation of the lecturers needs to be improved.

Based on the data in table 0.4 above, in the perspective of lecturers and the Head of the study program, in terms of learning motivation and interest of students in entrepreneurship is very high. For this time, there are many factors, one of which is the unavailability of entrepreneurship education program that is integrated, as well as support in form of facilities and infrastructure; therefore it cannot run as expected.

Table 4
Condition of Students of Economic Education Study Program STKIP Hamzanwadi Selong (N: 20)

No	Condition of Students	Very High/ Responsive (%)	Criteria
1	The level of students' learning motivation	60.25	Good
2	Students' interest in the field of entrepreneurship	75.06	Good
3	Total	67.65	Good

Source: Primary Data Process

(d) Condition of the Availability of Tool Supporting Entrepreneurship Learning in Study Program of Economic Education STKIP Hamzanwadi Selong

Component of the availability of tools in this study was measured by the availability, condition and adequacy of learning facilities. Table 0.5 below describes the condition of supporting equipment for entrepreneurship learning on Study Program of Economic Education STKIP Hamzanwadi Selong.

Table 5
Conditions of the Availability of Tools Supporting Entrepreneurship Learning in Study Program of Economic Education STKIP Hamzanwadi Selong (N: 20)

No	Condition of Tool Availability	Very adequate/ feasible (%)	Criteria
1	The availability of supporting facilities such as books, libraries, laboratories, practice rooms, instructional media, and so on	50.75	Moderate
2	The condition of supporting facilities	37.50	Poor
3	The adequacy level of supporting facilities	38.63	Poor
4	Total	42.29	Moderate

Source: Primary Data Process

Table 5 above gives an overview of information related to the availability of equipment supporting the implementation of entrepreneurship learning in Study Program of Economic Education STKIP Hamzanwadi Selong, as follows: (a) the facilities such as books and libraries are already available even though the number is still very limited. While laboratories, practice rooms and other instructional media, especially in entrepreneurship, are still not available. At the beginning, students' cooperative played a role as a facility and a medium of learning for students, and until now it still cannot walk in line with expectations; (b) The condition of the facilities available are still not fully good, especially the instructional media such as LCD and others. Although in a few rooms they are available, but they are not working well and cannot be used again; (c) The level of the adequacy of the learning support facilities is based on the findings and direct observation is still very far from adequate.

(e) The condition of environmental carrying capacity in supporting the implementation of entrepreneurship learning on Study Program Economic Education STKIP Hamzanwadi Selong

The availability of environmental carrying capacity in this study was seen from the involvement of stakeholders, potential as informants, and the potential of facilities and infrastructure provision. Table 0.6

provides an overview of information related to the availability of environmental carrying capacity which is expected to support the development of entrepreneurship education program on Study Program of Economic Education STKIP Hamzanwadi Selong.

Table 6
Availability of Environmental Carrying Capacity in Supporting Entrepreneurship Education Program in Study Program of Economic Education STKIP Hamzanwadi Selong (N: 20)

No	<i>Environmental Carrying Capacity in Supporting Entrepreneurship Education</i>	<i>Always/ Fully (%)</i>	<i>Criteria</i>
1	University has a working cooperation with the environment/ surrounding institution (Government institution, businesses, banks, etc.)	35.75	Poor
2	The environment, has the potential to be an informant in entrepreneurship learning	67.04	Good
3	The environment/ institution has the potential to provide assistance and contribute in providing the infrastructure and facility required for entrepreneurial learning	73.23	Good
4	Total	58.67	Moderate

Source: Processed Primary Data

The data in table 6 above gives an overview of information related to the carrying capacity of the environment to support the learning process of entrepreneurship education in Study Program of Economic Education STKIP HamzanwadiSelong as follows: (a) seen from the cooperation that has been made with outside parties, according to the perspective of respondents consisting of the head of study program, the head of quality assurance, and lecturers, until now there has been no cooperation relationship formally done with agencies outside the campus, even with government institutions, business world and other parties related to the entrepreneurship learning. Although there is, for more temporary and non-formal; (b) the head of the study program, the secretary of the study program, and the lecturers, still see that institutions like local governments, businesses and others, have great potential in supporting the development of entrepreneurship education program for students.

2. Analysis of Development Requirement Program of Democratic Economy-Based Integrated Entrepreneurship Education

Based on the questionnaires that have been distributed to the head of the study program, secretary of the study program, lecturers, students and alumni, it was identified several needs of priority programs conducted in developing entrepreneurship education program that fits the needs of students to grow interest and awareness, build attitudes, knowledge and skills to be entrepreneurs of Study Program of Economic Education at STKIP HamzanwadiSelong, as illustrated in table 7 below:

Based on the data in table 7 above, it can be seen that entrepreneurship training program, internship programs, and entrepreneurship day program has similar percentage value, namely 95%. Furthermore, in the second rank is entrepreneurial seminar program with the percentage of 90%, then the field visit program with a percentage of 85%, and the last one who answered the other is 10%.

Table 7
Needs of Integrated Democratic Economy-Based Entrepreneurship Education Program in Stkip Hamzanwadi Selong (N: 20)

No	Needs of Entrepreneurship Program	Answer (%)	Priority
1	Entrepreneurship training program	95.00	1
2	Internship programs	95.00	1
3	Entrepreneurship Day Program	95.00	1
4	Entrepreneurship seminar program	90.00	2
5	Field visit program	85.00	3
6	Other programs (Lab. Entrepreneurship, business practices, etc)	10.00	4

Source: Primary Data Process

IV. CONCLUSION

The analysis result of the description of the entrepreneurship learning implementation at Study Program of Economic Education STKIP HamzanwadiSelong shows that: (1) Most of the material (device) of entrepreneurship learning at Study Program of Economic Education STKIP HamzanwadiSelong which are new amounted to 59.34 percent, which is in the category of moderate, (2) Most of methods/ procedures of the implementation of entrepreneurship learning in the Study Program of Economic Education STKIP HamzanwadiSelong which are new amounted to 20.78 percent, which is in the category of poor, (3) Most of carrying capacity of SDN resources (Lecturer and Head of the Program) as a whole by 52.24 percent, which is in the category of moderate and the carrying capacity of students as a whole amounted to 67.65 percent, which is in the category of good; (4) carrying capacity of facility supporting the implementation of entrepreneurship learning as a whole amounted to 42.29, which is in the category of moderate and (5) conditions for environmental carrying capacity in entrepreneurship learning as a whole amounted to 58.67 percent, which is in the category of moderate.

From the results of need analysis of the development of integrated democratic economy-based entrepreneurship education program on Study Program of Economic Education STKIP HamzanwadiSelong, then some of the programs that could be developed are obtained, including:

1. Priority program one (1) which needs to be developed is Entrepreneurship Training Program, Entrepreneurship Day Program, Business Internship Program;
2. Priority Program two (2) which needs to be developed is the Entrepreneurship Seminar Program
3. Priority program three (3) which needs to be developed is the Field Visit Program (KKL)

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