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Experiential Learning: An Alternative Model of Entrepreneurship Learning in Higher Education

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Abstract: Entrepreneurship is not something mystical and mysterious, but it can be made and learned (Peter Drucker, 1985 and Kuratko, 2005). Therefore, Entrepreneurship education is not just creating business characteristics, but including creativity in seeking opportunities, taking risks is secure, and resilient in the realization of business ideas. The problem that occurs is still a class-based entrepreneurial learning and oriented knowledge. One model of learning that is suitable to produce a formidable entrepreneur is experiential learning. Kolb (1984) suggests experiential learning step includes Concrete Experience, Reflective Observation, Abstract conceptualization and Active Experimentation. The move has been criticized by many writers since its implementation in real life is considered still difficult. This study aims to describe and analyse the implementation of experiential learning course on Entrepreneurship in college. The study was designed with a qualitative approach. Data analysis using design Miles, Huberman and Saldana (2014) to the stages of data condensation, data display, drawing and verifying conclusions. The results showed that the key to success lies in the Entrepreneurship learning process innovation and creativity of teachers, particularly in the use of learning strategies.

Keywords: *experiential learning, entrepreneurship, higher education*

INTRODUCTION

Entrepreneurship is a dynamic process of vision, change and creation. It requires an application of energy and passion to the creation and implementation of new ideas and creative solutions. In this case, more than just the creation of entrepreneurial characteristics of business, but including creativity in seeking opportunities, taking risks that are safe, and have the tenacity to realize the business idea (Kuratko & Hodgetts, 2004).

Currently Entrepreneurship is gaining great attention by all universities in Indonesia. Imagine, to meet the global market then all aspects in this country needs to improve itself in order not sunk in global

competition. The role of universities in preparing human resources entrepreneur is preparing a formidable candidate entrepreneur through education. Despite their opinion as to whether entrepreneurs are born parentage or could be created through education and experience. For that Kuratko (2005) explains that the question related to whether entrepreneurship can be learned, it is a question that is already obsolete.

The process of entrepreneurship education can be classified in two ways. The first focuses on “about” entrepreneurship and the second focusing on the “for” entrepreneurship. The first group states that entrepreneurship education teaches about who the entrepreneur, entrepreneur characteristics, measures to identify opportunities, the steps to run a business and how the influence of entrepreneurship on the economy of a country. The second group is more focused on the “for” entrepreneurship. Entrepreneurship education aims to stimulate.

Entrepreneurship among students. However, this approach is also criticized because of the dominance of content management, particularly the emphasis on the business plan. Critics argue that entrepreneurship education needs to experience, which enables students to learn entrepreneurship is more realistic (Gibb, 2002). This article will explain the theory of Experiential Learning and its application in the study of Entrepreneurship in Higher Education.

LITERATURE REVIEW

Experiential learning models developed by David Kolb in the early 1980s. This model emphasizes the holistic learning process, with experience as central to the learning process. The emphasis on experience is what distinguishes Experiential Learning with other learning theories. The term “experiential learning” is used to distinguish the cognitive learning theory which tended to emphasize cognitive more than affective and behavioural learning theories that eliminate the role of subjective experience in the learning process. Experiential Learning defines learning as the process whereby knowledge is created through the transformation of experience. Knowledge is the result of a fusion between understanding and transforming experience (Kolb, 1984).

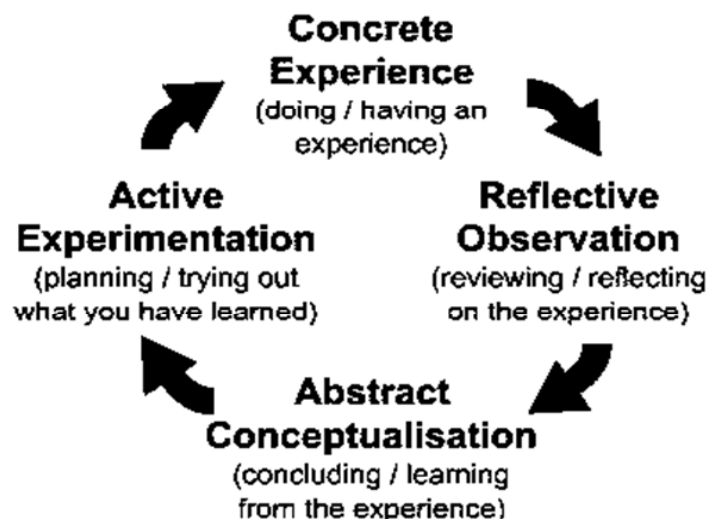


Figure 1: The Experiential Learning Cycle (Kolb, 1984)

Based on the picture above can be seen that the steps according to Kolb's Experiential Learning (1984) includes four stages: (1) Concrete Experience - (2) Reflective Observation (3) Abstract conceptualization and (4) Active Experimentation. **Concrete Experience**- a new experience of situation is encountered or a reinterpretation of existing experience. **Reflective Observation** of the new experience). **Abstract Conceptualization** (Reflection gives rise to a new idea, or a modification of an existing abstract concept). **Active Experimentation** (the learner applies them to the world around them to see what results).

Furthermore, Kolb describes two implementations continuum of experiential learning in the learning process, namely the east-west axis called Continuum Processing (how we approach the task), and the north-south axis called the Perception Continuum (our emotional responses, or how we think or feel). Kolb believed that we cannot perform both variables on a single axis at the same time (e.g. think and feel). Our learning style is a product of these two choice decisions.

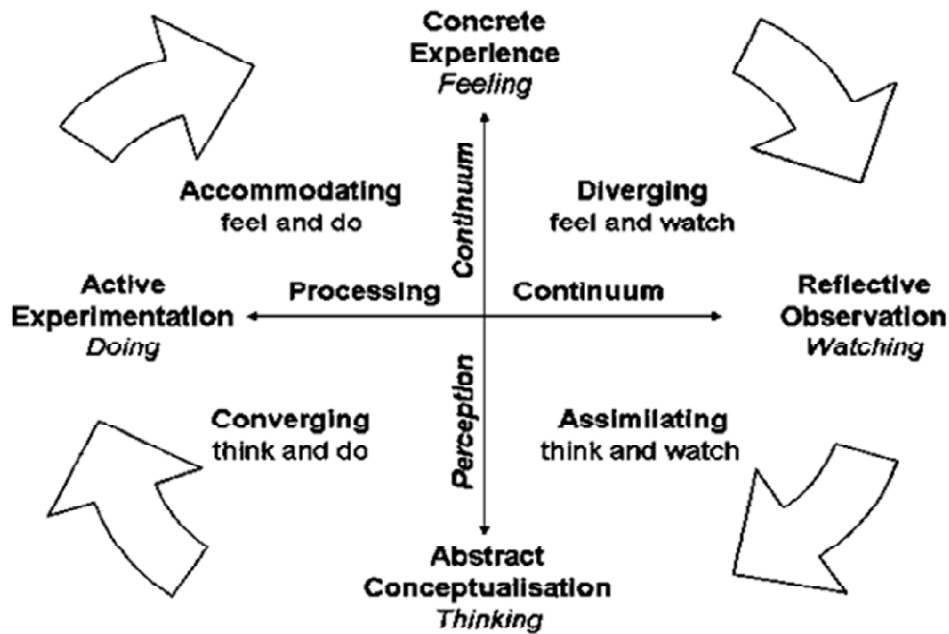


Figure 2: Kolb's Learning Styles

In the development model of Kolb undergone several revisions proposed by some researchers include Exeter (2001) and Batista (2007). Exeter (2001) stated that experience is the best teacher to improve performance. The experience of the field will teach someone about how complex environmental conditions. The dynamics of the field does not always run smoothly as discussed in theory. For that business people should be able to apply a flexible, dynamic, resilient in the face of changing environmental conditions. Detailed information about the opinion of Exeter can be seen in the figure below.

In addition, Batista (2007) also revised the experiential learning stages. In this case what is desired an aspiring entrepreneur, just do it. What happened, what the results are good or bad? Keep on how to overcome them, and how they affect revenues? Do what you can do to resolve the issue. Next will be created something different so that risks can be reduced. Thus, what an entrepreneur the longer will be

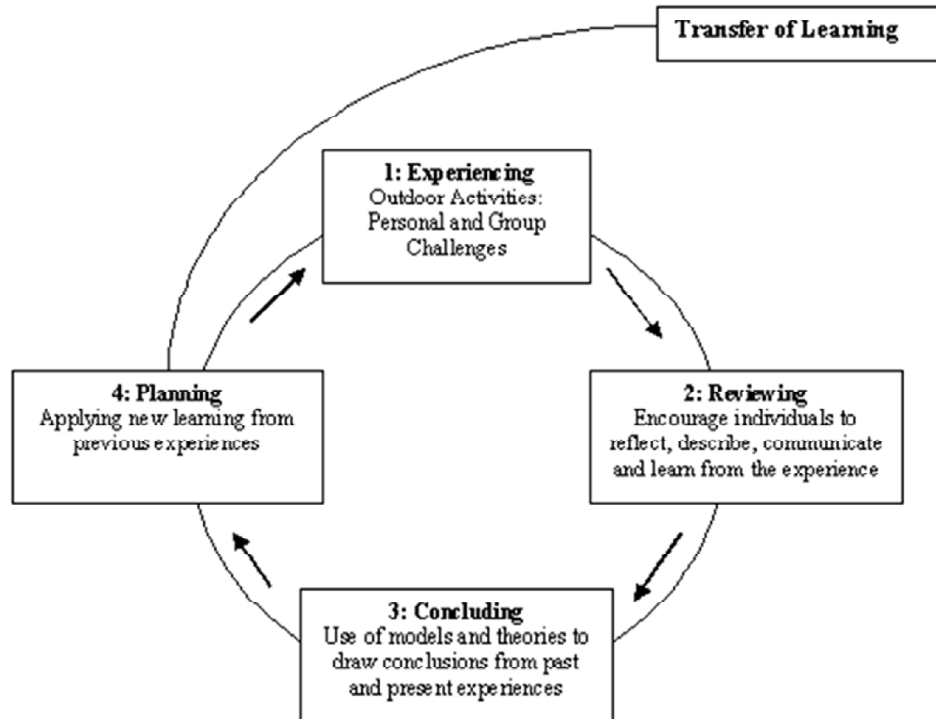


Figure 3: Experiential Learning Cycle (Revised by Exeter, 2001)

more effective and efficient, as it can learn from the experience that has been felt. Detailed information can be seen in the figure below.

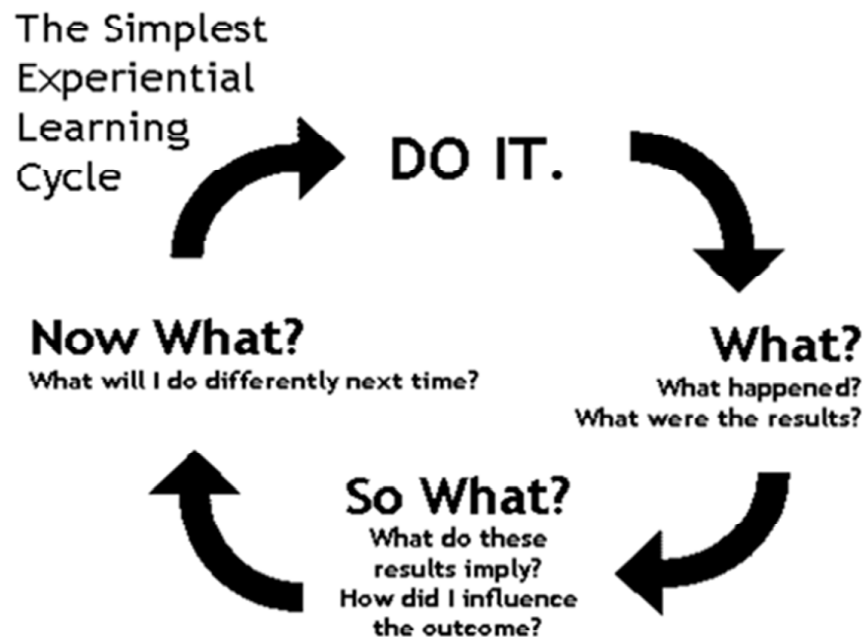


Figure 4: Experiential Learning Cycle (Revised by Ed Batista, 2007)

Based on the results of the revision of the researchers in the above it can be concluded that the implementation of Experiential Learning in the learning process is dynamic, which means it can be adapted to the conditions of each college. The vision and mission of higher education in Indonesia is different. There are colleges that have a vision as Entrepreneurship University. There are also colleges that have superior vision into technology-based universities. State University of Malang (Universitas Negeri Malang) has a vision as a college of excellence in the field of learning or referred to as the learning university.

METHOD

This research was conducted with a qualitative approach. Subjects were students participating in the Entrepreneurship course at the Faculty of Economics, State University of Malang, lecturer of Entrepreneurship courses, and alumni. The instrument used for data collection in the form of the interviews, observation sheets and documents. To improve the accuracy of the data in this study, the triangulation is employed. Data analysis using design Miles, Huberman and Saldana (2014) to the stages of data condensation, data display, drawing and verifying conclusions.

Research procedure begins with a preliminary study to identify research problems. To design a model of experiential learning in accordance with the characteristics of students, then carried out an assessment of the relevant theory and empirical. After the trials and evaluation, finally it found an appropriate model of experiential learning for entrepreneurial learning in order to generate self-tough and highly competitive. Detailed information about the procedures used in this study can be elaborated at the following figure.

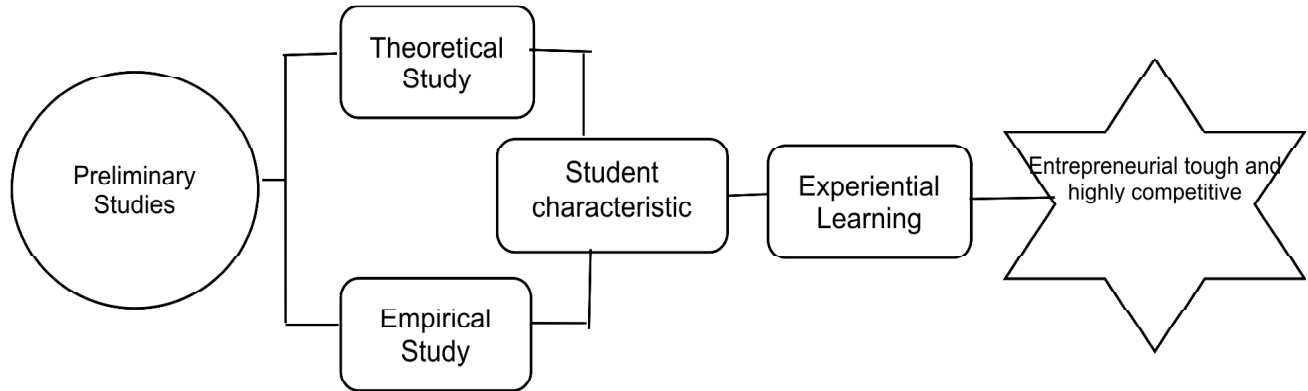


Figure 5: Research Procedure

FINDINGS

At the Department of Management, Faculty of Economics, Universitas Negeri Malang, entrepreneurship are a compulsory subject and weigh 3 credits. This course is presented in the fifth semester; the student has taken the prerequisite courses Introduction to Management. Entrepreneurship learning objectives is to provide a stock of knowledge, attitudes and skills to students to be able to be entrepreneurs tough and highly competitive. For that lectures designed using experiential learning, with the hope that students gain experience managing business activities, as a provision to be an entrepreneur. Lectures presented in 16 sessions, which began by presenting Events Unit Class (SAP) at the first meeting. SAP provides lectures on

purpose, description of the material, the order of presentation of the material in a semester, a list of references and evaluation design. Thus, before receiving college students have learned design learning activities that will be pursued in the semester.

The design of the course begins with an analysis of the business opportunities that continue to draw up a business plan. All activities are conducted in groups of five people. To determine the effectiveness of the business plan then do presentations and product trials. Presentation and testing of such products, students can determine whether the products eligible marketable or not. If more than 50% audience (prospective buyer) to respond positively to the proposed product, then continue with the practice of entrepreneurship in the mini lab. If the response of prospective buyers is less than 50%, then the product must be revised. Feedback is very important prospective buyers noticed by students who are presenting the business plan and test products, because by listening to the input of the prospective buyers, students will realize that the consumer tastes vary so that entrepreneurs cannot impose his tastes to be acceptable to consumers. Experience shows that if manufacturers still impose their will then they will suffer losses when the practice of entrepreneurship.

The practice of entrepreneurship conducted in the lab Minimarket, for 4-8 days. At the time of this entrepreneurial practice a lot of things done by the students in the group. In addition to providing a product (can make your own or in collaboration with business partners or consignment), in groups of students also do the packaging products, designing the brand, promoting online and offline, and the sale price. Media promotion online that many students are usually shaped like social media ranging from BBM, fib, WhatsApp, Instagram, and so forth. Students usually really enjoy these activities because they have the opportunity to innovate, create, and test the courage to take decisions with a readiness to risk.

At the end of the session each group of students will conduct the evaluation. Evaluation is done by arranging a daily recapitulation of the marketing activities during the practice of entrepreneurship at a minimarket. For example, starting from the type of product sold, how much, how much the price of the unit, how many were sold, how many unsold, and so forth. In doing so they will know the importance of forecasting (forecasting) in anticipation of the demand. Last is the analysis of the results of evaluation. Evaluation is done thoroughly (holistic) ranging from the analysis of business opportunities, preparing a business plan, set the type of product, packaging, branding, pricing sell, sale to the provision of services to consumers. At this stage that the emphasis in entrepreneurship, innovation and creativity is needed. In addition, experience is the best teacher, so students not only imagine but directly feeling and doing. This is consistent with the statement Gibb (2002) that entrepreneurship is not to be memorized, but to do. The detailed implementation of experiential learning course on Entrepreneurship in the Department of Management Faculty of Economics, State University of Malang can be described as follows:

To measure the success of the learning process, the researchers used five indicators that measure: (1) learning outcome (2) sensitivity reading business opportunity, (3) courage to take decisions, (4) increased motivation and (5) interest in entrepreneurship. The results show that the five indicators have increased, so that the model of Experiential Learning Entrepreneurship effectively used in learning. Modest experience in managing businesses in this mini lab turned out to be a provision student to open their own business or collaborate both with friends and with industry partners. During this time student only dare daydream to open your own business, but do not dare to start and do not know where to start. Experience during the practice of the Enterprise into the initial formation of entrepreneurs who have experienced mental attitude.



Figure 6: Experiential Learning Cycle (Revised by Sudarmiati, 2016)

As noted alumni of that one factor that encourages entrepreneurship courage is the practical experience of entrepreneurship for taking courses at the Faculty of Economics, University of Malang. The role of the lecturer is not too much intervention in the business plan prepared students, will encourage the formation of a natural mental attitude. Interventions and excessive protective behaviours will result in stunted mental attitude and easily discouraged.

In addition to teaching entrepreneurship through curricular, Faculty of Economics, University of Malang also provide extra-curricular pathways. This path is provided to attract students who really are interested in choosing a profession as an entrepreneur. The way students voluntarily sign up to the Creative Centre for training and intensive workshops. Unlike the attending Entrepreneurship through curricular pathways. Some of them were forced to follow the course Entrepreneurship for the obligations are and not because of interest. So, the motivation they are different. It also occurs in China, learning Entrepreneurship implemented in various ways ranging from Enterprise competition, open courses Entrepreneurship curricular and extra-curricular paths, transit of classroom teaching to multiple teaching patterns, etc. (Li and Li, 2015).

DISCUSSIONS

The presence of Entrepreneurship courses in college education is a contribution to the economic conditions in Indonesia. As stated by McClelland that the economy of a country would be better if at least 2% of the number of people work as entrepreneurs. The number of entrepreneurs Indonesia which has not increased from year to year (1.65%) to mirror that entrepreneurship education in Indonesia was less successful. Entrepreneurship is still based classroom learning and oriented towards the mastery theorized to be the cause of low motivation of people to choose a profession entrepreneurship.

Another cause is the lack of entrepreneurial Indonesia mental attitude shown by the high turnover of the entry and exit of Indonesian entrepreneurs. The number of entrepreneurs Indonesia stagnant consists

of those turns. One person just born entrepreneur, while others folded. If one entrepreneur is successful then the other out of business, and so on. These conditions affect the number of Indonesian entrepreneurs was relatively stagnant. Mental attitude of entrepreneurs who are easily discouraged, less confident, and easy to give up are some of the factors causing the high velocity of the entry and exit of Indonesian entrepreneurs.

As stated by Gibb (2002) that teaching “for” entrepreneurship through experiential learning is expected to help the universities to increase the number of entrepreneurs. Experience is the best teacher in the learning process Experiential Learning. Transfer of knowledge is realized in the form of experience, will stick in the memory of students in a very long time. Dale (1969) in the Cone of Experience asserts that the more senses that are used in the learning process, the human memory will increase to 90%. In Experiential Learning, all the human senses are used in the learning process, so that students are expected memory will always remember his experience in the learning process Entrepreneurship.

A similar statement was also delivered by Norris and Krueger (2007); Mason and Arshed (2013); Daly (2001) which states that the experience is an important factor to form the mental attitude of entrepreneurs. Courage to take decisions, like the challenge, not easily discouraged, conducted online and offline promotion and others are some examples of activities that never felt Entrepreneurship students in the learning process in college. Practical experience of entrepreneurship in a relatively short span of time that could still evident in memory of the students when they would start a business. Armed with the experience could contribute to increase the motivation of students to be entrepreneurs tough and highly competitive.

Corbett (2005) also stated that the skills of identifying business opportunities cannot arise by it, but it needs to be a process. Experiential learning is a learning model that transforms the knowledge to the students through the experience. Experiential learning students are required to practice entrepreneurship in real activity. They will deal directly with suppliers, consumers, financial institutions, competitors, and media advertising. The practical experience of entrepreneurship is certainly not just a shadow or a chimera, but real. This course provides a real provision for students to initiate entrepreneurial activity.

Meanwhile Petkova (2009) in his research states that a true entrepreneur needs to learn from the mistakes that have been done. To achieve success, an entrepreneur should not do the same mistake a second time. He must have the courage to innovate to create new procedures in making business decisions, in order to produce a better performance. Cope and Watts (2000) also supports research Petkova (2009) that learning entrepreneurial class based not provide a real experience to dare to start self-employment. Learning by doing has been clearly stated that psychomotor skills students need to be sharpened directly relate to the real world. With the skills, they have eventually they will think and be creative and innovative in facing future life.

Even directly Carland and Carland (1997) states that the comparison of information received students if the learning process is delivered through Classroom Learning System and the Experiential Learning System is very different. Learning in the classroom comes to books and lecturers, while the EL learning rooted in real life as the impact of the behaviour. Thus, the students are faced with a fact of life around them. Therefore, Experiential Learning is also called Life Learning or Action Learning (Rasmussen & Sørheim, 2006). While Jones & English (2004) called the Student Learning Centre is the learning process centred on the learner or student.

Based on the description of the above results, supported by some previous research results, it can be explained that the model of experiential learning is very suitable for entrepreneurial learning in higher education. Design model of experiential learning does not apply rigid, but can be adapted to local conditions and characteristics of college students who were targeted. In addition, ownership of learning facilities also needs to be considered to support the implementation of experiential learning course on Entrepreneurship.

The exciting news was presented by Thomas and Kelly (2011) that since 2009 has formed the community of entrepreneurial lecturers from 19 countries in the world based in Hong Kong and Shenzhen. Community of entrepreneurial lecturers are given the name of the Roundtable on Entrepreneurship Education (REE), which has an activity of which is to create an effective learning strategy for Entrepreneurship. Furthermore, in Indonesia have also been developed the community of entrepreneurship lecturer named the Roundtable Indonesian Entrepreneurship Educators (RIEE). With the formation of the community of entrepreneurial lecturer in some countries are expected to be born new entrepreneurs a reliable and unyielding.

CONCLUSIONS

There are several things that can be inferred from the above explanation are (1). Entrepreneurship is not just the creation of business characteristics, but including creativity in seeking opportunities, taking risks that are safe, and have the tenacity to realize business ideas. (2) Enterprise learning approach can be classified into two, namely “about” entrepreneurship and “for” entrepreneurship. One model of learning that can be used to achieve the goals “for” entrepreneurship is experiential learning. (3) Although the Experiential Learning by Kolb (1984) delivered in four stages: Concrete Experience, Reflective Observation, Abstract conceptualization and Active Experimentation, but the implementation can be enforced dynamically. (4) Contributions of universities in childbirth entrepreneurial tough and highly competitive so eagerly awaited by the Indonesian government. Thus, the innovation and creativity of faculty in teaching entrepreneurship also needs to be improved in order to meet global competition sweeping the country.

Based on some of the above conclusions, the study advice can be expressed as follows: (1) one reason for the low number of entrepreneurs in Indonesia includes low quality of entrepreneurship education. For that advice to teachers or lecturers Entrepreneurship is not stop creativity to improve the quality of learning. (2) Entrepreneurship is not a rote subject, hence unsuitable when taught through classroom based learning (classroom learning). Experience-based learning is more advisable to produce a reliable entrepreneur who dares to face the risks and challenges.

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