

## **Entrepreneurship Lecture and Entrepreneurial Behavior of Students of Sociology Education Study Program of Social Science Faculty UNNES 2018**

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### **Abstract**

There are various universities in Indonesia which conduct entrepreneurship lecture. The implementations of this lecture are expected to develop students' entrepreneurial behavior and to produce more entrepreneurs among students. Starting from that understanding, this research intends to discuss the role of the lecture in developing entrepreneurial behavior of students of Sociology Education Study Program, Social Faculty, UNNES 2018. The method used in this research was a qualitative method. Data collection was done through observation and in-depth interview. The results of the research show: 1) There are a number of students who run various types of businesses: clothing, food, craft ; 2) Entrepreneurial behavior is more evident in students who are supported by family, home environment, friendship and life orientation, and 3) The students who lack of entrepreneurial behavior are not supported by their family, social environment and life orientation.

**Keywords:** Entrepreneurship lecture, entrepreneurial behavior, students

### **Introduction**

An effort to advance the economic life of a country is the demands that are faced by each country. To meet these needs, various policies and measures are needed to support the development of economic life. These policies and steps include the development of community entrepreneurship. But many things are still an obstacle in developing community entrepreneurship so that the number of entrepreneurs in Indonesia is still less than a number of entrepreneurs in ASEAN countries such as Malaysia, Singapore and Thailand.

One of the efforts to support the entrepreneurship development is through education in the form of entrepreneurship lectures for students. Various universities develop curricula for the entrepreneurship education. Some universities develop the entrepreneurship as their study programs; some raise entrepreneurial courses for all departments; and some provide extra-curricular activities for students as well as training, research and entrepreneurship internship practices.

The implementation of entrepreneurship education is assumed to be able to succeed the efforts to increase the number of entrepreneurs in Indonesian. Education is believed to be the right strategy to provide knowledge and experience to change the orientation of people's thought, attitude and behavior. Entrepreneurship education is expected to change the orientation of the community that most of whom are job seekers to be developed as job creators. In addition, entrepreneurship education is assumed to be able to support the ability in the realm of creativity and innovation as well as business cooperation actions that are very needed to develop the community entrepreneurship.

Starting from the assumption of the urgency of entrepreneurship education in supporting the development of entrepreneurial communities, especially students, it is necessary to conduct a research on students after they attend the lectures and after they graduate or finish their study. There are some interesting things to reveal, does the entrepreneur students come from those who have attended the entrepreneurship lectures or are students of entrepreneurship lectures interested in conducting

entrepreneurial activities? Are there any other factors that make the students able to carry out the entrepreneurial activities? It is important to know the role of entrepreneurial education in student's entrepreneurial abilities.

#### Problems and Objective of the Research

On one side, the urgency of entrepreneurship education in higher education is realized, but on the other hand, there are only a few students and alumni who become either the full time entrepreneurs or part time entrepreneurs. It raises the problem of how the participation of entrepreneurship lectures in higher education on student's entrepreneurship. The research is a case study of the Sociology and Anthropology Department, specifically in the Sociology Education Study Program of Semarang State University (UNNES).

The purposes of this study are to describe the role of entrepreneurship lectures in developing students' entrepreneurship based on the case of the Sociology and Anthropology Department, Social Science Faculty of UNNES. In addition, the research aims to describe the other variants that can support the development of students' entrepreneurship.

#### Concept and Theory of the Research

##### Entrepreneurship and Entrepreneurs Appearance

The existence of entrepreneurs does not appear suddenly and without certain personality traits. Entrepreneurs are the community groups that have entrepreneurial spirit. Entrepreneurship is a certain personality that is characterized by a number of characteristics including the courage to take business risks (Richard Cantillion, in Rahardjo, 1990), the ability to understand business opportunities (Schumpeter, in Meir and Baldwin 1990), the achievement motivation (Mc Clelland, 1987), innovative (Drucker, 1991; Pontus Braunerhjelm, 2010) and creative (Hagen, in Kilby 1975) and certain way of life that values hard work and frugality (Weber, in Taufik, 1998). The set of personalities above are considered as the trait that strongly supports the appearance of entrepreneurs in society.

The appearance of entrepreneurial spirit of entrepreneurs is influenced by family (Kasdan, 1975) and socio-cultural environment (Aditjondro, 1978), education (Lee Slee, Sang M, 2005) and government policies (Meutia, 1978). Many entrepreneurs come from the family whose parents are also entrepreneurs. In a family of entrepreneurs, someone will unconsciously get such an example from his/her parents. There are also those who get knowledge about entrepreneurship from the environment in which a person lives or works. Another factor is a certain situation that does not provide an opportunity for someone to obtain in employment sectors that require formal requirements, such as education, ethnicity or government and customary regulations. There are also entrepreneurs who emerge after getting training, mentoring and getting entrepreneurial guidance from the government or other institutions.

Entrepreneurship development is very important for a country (Mc Clelland, 1987), and is another alternative to achieving success (Achmad, Nur, 2015.). Entrepreneurial development requires a formidable strategy (Nurseto, Tejo, 2004), moreover entrepreneurship today is increasingly challenging in accordance with the developing of digital era (Achmad, Nur, Saputro, Edy Purwo and Handayani, Sih, 2016).

##### Education and Behavior Change

Education is known as a conscious and planned effort to realize the atmosphere and process of learning so that students can develop their own potential (National Education System Law No. 20 of 2003), which is carried out by families, society and governments (Dale, 1969) to change behavior (Mc Donald, 1959 ) through learning so that it can increase their potential. Education experienced by individual can be divided into informal, non-formal and formal education categories. Informal education is education that comes from family and society; non-formal education is carried out in the form of

courses organized by non-formal institutions, while formal education is educational institutions that are organized formally. Changes in an individual's behavior begin with the changes in the way he/she thinks. And the way of thinking is obtained from informal, non-formal and formal education. Higher education is included in formal one and it is mostly done by lecturing.

A lecture is held based on vision, mission, educational goals, and lesson plans with strategies, methods, material, media, evaluation, feedback, and outputs and outcomes determined in the education curriculum. Education takes place in educational processes. Entrepreneurship lecture becomes the part of efforts to change the student behavior at the level of knowledge, attitudes and actions which is related to entrepreneurship.

## **Research Method**

This research is a case study that used qualitative method. Qualitative method is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting. This research used 30 samples consist of 25 students and 5 lecturers. The sample is selected from the entrepreneur students and lecturers. They come from various entrepreneur sides, from the one who have run a business, the one who do not run a business yet. The data analysed by doing interview, observation and collecting documents. The interview is done by asking some questions to both the students and the lecturers. From the students, the researcher ask some questions dealing with their entrepreneurship experiences while from the lecturers, the researcher asks some questions dealing with their teaching and guiding during their lectures. After doing the interview the researcher will get some data, like what is their strength, weakness, and treaths. Moreover, the researcher get more data from the observation sheet while observing the students' behaviour and improvement before and after they attend the entrepreneurship lecture. The researcher finds the students' enthusiasm during the entrepreneurship lecture. The last step of the data analysis was carried out by analyzing qualitative data from Spradley which is started with data qualification, data interpretation and theory relation i.e. relating the data with the theories used.

## **Result and Discussion**

Entrepreneurship lecture at Sociology Education Study Program

Entrepreneurship course in the Sociology Education Study Program of the Social Science Faculty (UNNES) was held in the odd semester as an elective course. Course participants were not required to take entrepreneurship courses. Participants were generally 5<sup>th</sup> and 3<sup>rd</sup> semester students. The course was conducted in the form of face-to-face lecture, paper assignments, and independent assignments. Teaching methods used in this course were varied such as lecturing, discussions and field studies by doing interviews with entrepreneurs. The material of the course includes text studies and practice. The text study was carried out with an entrepreneurial literature review. There were entrepreneurial books as the main and supporting references.

The material of entrepreneurship lecture included concept and theory of entrepreneurship, introduction of opportunities and challenges for entrepreneurship, introduction of types and business entities, business planning, field visits or field studies, entrepreneurial practices, and evaluation. The study of concepts and theories was intended to provide a rationale and understanding on the orientation of entrepreneurship development for the lives of individuals, communities and nations from thinkers and scientists who pay attention to the study of entrepreneurship.

The field study aimed to introduce entrepreneurs in terms of profiles, processes and ways of establishing businesses, and challenges in management and development. In conducting the visits to entrepreneurs, students were asked to choose entrepreneurs who were in line with their group's business plan. After conducting face-to-face lectures and field visits students got assignments in entrepreneurial

practice. Practical activities were carried out in groups. Practice began with searching and finding business opportunities chosen by the group, and it is followed by receiving suggestion the lecturer.

Students generally attended each meeting and met the requirements to be able to take the test for the subject. The students' motivation taking entrepreneurship courses was mostly based on academic demands, instead of becoming entrepreneurs. Therefore, the students' motivation attending the entrepreneurship course was generally to pass the course, as they do in other courses.

#### Entrepreneur students and entrepreneurial activities

Students who became participants in the entrepreneurship course have worked on entrepreneurial practice assignments. When completing the lecture, not all students who have practiced entrepreneurship continue their business. Among a large number of students who have practiced entrepreneurship, there are some characteristics from students who continue entrepreneurial activities. Those are students whose families are entrepreneurs, have previously done entrepreneurship, have entrepreneur friends, and have a strong entrepreneurial orientation. Students who do not own those supporting elements, find it difficult to develop themselves as entrepreneurs even though they have taken entrepreneurship courses.

The types of entrepreneurship carried out by students vary and they were categorized into items such as clothing, food, beauty materials, crafts, selling prepaid credit, and books. Some of these businesses were mainly carried out online, although some were done offline by only a few students. The traded items were those that can be done with resellers. Students tended to choose the goods that they did not directly produce. They more enjoyed selling the items as resellers especially beauty, crafts and food items. For clothing business, some items are produced by themselves or from their family.

The business run by the students was individual business in small scale. This is interesting because when they were practicing entrepreneurship, they were asked to do it in groups. In terms of business capital, most students spent around Rp. 500,000 - Rp. 1,000,000, from their own pocket money. They were reluctant to use loan money because they were worried if their business might collapse. Another obstacle in practicing entrepreneurship was their concern related to their study. They were worried if their activity in running the business might interfere their academic achievement, particularly when their business was carried out with larger entrepreneurial activities. In addition, more students were interested in organizational extra-curricular activities, from various student organizations. Lastly, it was found that some students did not get support from their parents in running their business.

#### The role of entrepreneurship lecture on student entrepreneurial activities

Entrepreneurship lecture in Sociology Education Study Programs, which is very short (2 credits and only offered in one semester) is proven to provide a role in obtaining academic knowledge, discourse and entrepreneurial concepts. In addition to increasing academic competence, entrepreneurship lecture can strengthen their motivation and entrepreneurial activities, especially in terms of entrepreneurial orientation and looking for business opportunities. This applies to students who have had supporting factors (family, environment of social origin, friends and previous experience). Whereas for students who do not have the supporting factors, the role of entrepreneurship lecture was for academic purpose — increasing the students' ability to explain concepts and theories related to entrepreneurship.

## Conclusions

Based on the explanation above, it can be concluded that:

- 1) While attending the entrepreneurship lecture, a number of students was practicing entrepreneurship in various types of business such as clothing, food, and craft. However, once the course was finished, there were only a few students who still continue running their business.
- 2) The business run by the students belongs to micro, traditional and individual businesses.

- 3) The entrepreneurial behavior is more evident in the students who are supported by their family, environment, friendship and life orientation.
- 4) The students who lack of entrepreneurial behavior are not supported by their family, social environment and their life orientation.

The researcher suggests:

- 1) For the students, entrepreneurship lecture should be followed by an intern activity to enhance their entrepreneur skill.
- 2) For the lecturers, they should not only giving a lecture but also guiding their students to make sure that they are able to practice their entrepreneurship skill.
- 3) For further researcher, they need to conduct a new model of research which can cope the synergy of entrepreneurial lecture, intership program, and guidance.

The contributions of the research are:

- 1) To provide a role in obtaining academic knowledge, discourse and entrepreneurial concepts.
- 2) To increase academic competence that can strengthen students' motivation and entrepreneurial activities, especially in terms of entrepreneurial orientation and looking for business opportunities.

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