



Student's Perception About Entrepreneurship Containing the Value of Pancasila as a Basic Construction of Entrepreneurship's Subject in Unesa

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Entrepreneurship; Pancasila Values; Foundation; Construction

Abstract

This study aims to (1) describe students' perception of entrepreneurial values, (2) analyze Pancasila values that need to be developed in entrepreneurial learning and (3) describe the construction of entrepreneurial learning to produce Pancasila entrepreneurs. The method in this study was qualitative research. The sample in this study was Universitas Negeri Surabaya students who had taken Entrepreneurship courses, as many as 48 students. Data collection techniques using observation and documentation in the form of questionnaires and photos of activities. Data analysis techniques using reduction, presentation and conclusion. The conclusions of this study are (1) the perception of students has a positive category on the benefits of entrepreneurship, mental attitude and their views on Pancasila entrepreneurs, (2) the Pancasila values developed are the values in sila 1 and value 2 which are directly related to the substance of entrepreneurs. Meanwhile, other precepts also need to be a supporter and perfect attitude as an Indonesian and (3) the construction of the entrepreneurship course offered aims to complete the Entrepreneurship course module formulated by the 2016 Entrepreneurship Team, which is through tasks that are given mental attitude processes, personal formation and implementation of the Pancasila values.

How to Cite

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INTRODUCTION

To become an entrepreneur, someone must really have the ability, knowledge, and skill. Gwee (2007) stated to face increasingly complex competition in global economic competition, creativity becomes very important to create competitive advantage and business continuity. According to Frinces (2011), an entrepreneur is someone who has instincts (enthusiasm, soul, reason, intuition and competence) to do business, risk taker (risk taking), dare to invest, dare to lose in gaining profit, and dare to make changes quickly and big if it is needed to create progress at any time. Entrepreneurial meaning is someone who is courageous who dares to take the possibility to open a business in various opportunities (Gartner, 1988). In behavioral approaches to the study of entrepreneurship an entrepreneur is seen as a set of activities involved in organization creation, while in trait approaches an entrepreneur is a set of personality traits and characteristics. Kasmir (2011) stated there are several general values that can be observed as characteristics of success in entrepreneurship, namely: (1) Desire to produce superior products, (2) Quality services to consumers, (3) Flexible, (4) Capability in management, (5) Having good manners and ethics, and (6) The attitude of an entrepreneur needs to always try to create a business opportunity by arousing courage and feeling free to create something (Hisrich, Michel P, & Dean, 2005).

Graduates of higher education must be equipped with high knowledge and intellectuals as well as adequate life skills as entrepreneurs are ready to face all risks in running a business (Xu & Ruef, 2004). Entrepreneurs have long been assumed to be more risk-tolerant than the general population. The nature of an entrepreneur has to be dare taking the risk that has been taken into account in order for the resulting gain to be greater than failure and very excited to face the challenge (McCarthy & Leavy, 1999). The discourse of entrepreneurship has succumbed easy to rhetoric, platitudes and catchphrases which have served

as a simple way for describing entrepreneurs in today's world. A problem with the trait approach is that it has encouraged the use of an over simple stereotype, the bold risk taking hero. According to Hoffman, K., & Russell (1994) the challenge is that it only means for a businessman if there is a risk that can be taken into account, with the following criteria: (1) if it affects the business goals to be achieved, (2) it is for personal entrepreneur, (2) ability to control self personal entrepreneur, and (3) there is a feeling and the satisfaction of the possibility of managing the business to succeed and fail. Criteria of a risk according to Leonardus Sadiman (2009) contains potential failure and potential of success so that it can be grouped into three groups, among others: (1) high risks, (2) low risk groups, and (3) medium risk groups. The entrepreneurial characteristics are interrelated with risk behaviors, among others: (1) risk-taking associated with creativity and innovation is an important part, (2) turning ideas into reality, (3) risk-taking with respect to self-esteem, (4) realistic knowledge, and (4) the ability to have.

The above characteristics of entrepreneur are reflected in the noble values that existed in the five Pancasila. These noble values are a real guide that guides every Indonesian society in daily behavior and conduct. Therefore, the implementation of Pancasila's high values in daily life is also able to foster entrepreneurship spirit in Indonesian society, especially for students in higher education, with high potential, intellect, and skills. Therefore, students in any field should implement these noble values so that the real entrepreneurship spirit grows and develops within them as the next generation and the nation's hope.

Wibowo (2015) stated that through Pancasila entrepreneurship education, entrepreneurship education that is in accordance with the character of the root social culture that develops deep Indonesian society will be easier understood and developed because it is appropriate with the conditions of the community Indonesia. The soul of student entrepreneurship can be grown by providing the

necessary curriculum, the quality of teaching staff and the growth of the spirit or work ethic in entrepreneurship. To unravel the mentality of Unesa students through learning they need input from their perspective and their desire. Play an active role in various activities or businesses by growing entrepreneurial spirit creating a variety of work and entrepreneurship, hence Unesa students will be eager to work, to slam bones, to be not lazy, not to earn money by raising hands instead of earning money with corruption.

The importance of this study is to explore students' perceptions of the content of entrepreneurship courses with the nuances of Pancasila education. Entrepreneurship courses encourage student economic activity in the future and in the teaching and learning process requires the integration of Pancasila education. Based on the background above, the purpose are to: (1) describe the perception of students towards entrepreneurial values, (2) analyze pancasila values that need to be developed in entrepreneurial learning, (3) and describe the construction of entrepreneurial learning to produce a Pancasila entrepreneur.

METHODS

Qualitative research is aimed at understanding social phenomena from participant perspectives Somantri (2004). Qualitative research is to lift it up ideographic various phenomena and social reality. Development of social theory especially sociology can be formed from empiric through various phenomena or cases studied. With thus the resulting theory gets a foothold strong in reality, contextual and historical Participants are people interviewed, observed, are required to provide data, opinions and perception (Sukmadinata, 2016). In this case, partisipants were Unesa students. This research has done by interviewing, observing and asking about student's perception and their perspective on entrepreneurial values and Pancasila values. The subjects in this study were 48 students who had

taken entrepreneurship courses at Universitas Negeri Surabaya (UNESA) with the following table:

Table 1. Research Subject

Faculty	Study Program	Total Respondent
FT	PTB	2
	Teknik Sipil	2
	Tata Busana	2
	Teknik Sipil	2
	PTS	2
	PTB	2
	PKK	2
	Tata Rias	2
	Pend.Fisika	3
	FMIPA	Pend. Kimia
	Pend. Biologi	3
FISH	Ilmu hukum	5
	Pend. Akuntansi	3
	Pend. Adper	3
FE	Pend. Ekonomi	3
	Pend. Tata Niaga	3
	Manajemen	3
	Akuntansi	3
Jumlah		48

Source: Processed Primary Data (2018)

The object of this research material is UNESA students with 48 student, while its formal object is UNESA's student perception of entrepreneurial value and Pancasila values that need to be instilled in entrepreneurial learning. Pancasila's perceptions and values are important to build a new entrepreneurial learning structure based on Pancasila values so as to produce entrepreneurs who can compete in the global era. Meanwhile, the location of research is at the campus of the Universitas

Negeri Surabaya.

The instrument in this study was a questionnaire with the answer choices in the form of 5 Likert scales. Before the questionnaire was distributed to respondents, the questionnaire was tested using spss version 22.0 to determine the validity and reliability of the questionnaire. Based on the results of data processing it was found that the question was valid and reliable. Data collection techniques through interviews, observations, and documentation. Could be explain by four parts, such as: (1) In-depth interviews were conducted with students randomly throughout UNESA on Entrepreneurship values, and Pancasila values that need to be incorporated into entrepreneurial learning, with interviews prepared. Each of the majors in Unesa was asked to represent two persons to give their perceptions on the subject matter above; (2) Observation, which is to observe the subject ie student life. The way they behave in looking at the values of Pancasila which has been felt over time. The way they respond to how entrepreneurship has been mobilized by all campus components for student independence.

Through observation it will get an idea of the student’s social background, its perception, the desire to study at UNESA; (3) Library Studies, intended to explore written data related to Pancasila values, entrepreneurship, as well as writings in the journal related to the above topics; (4) Questionnaire, it was used to capture student responses with entrepreneurs based on pancasila values. The data analysis technique in this study is done by reducing data, presenting data and drawing conclusions. Figure 1 is a scheme of data analysis techniques used by researchers in assessing student perceptions of Pancasila values in the construction of entrepreneurial learning.

RESULT AND DICUSSION

Student perceptions of entrepreneurship are charged with pancasila values. Entrepreneurship courses become institutional general course at Universitas Negeri Surabaya. Each student must take this course as a compulsory and prestigious subject to pursue further courses. As long as students take the course, students must be able to apply entrepreneurship

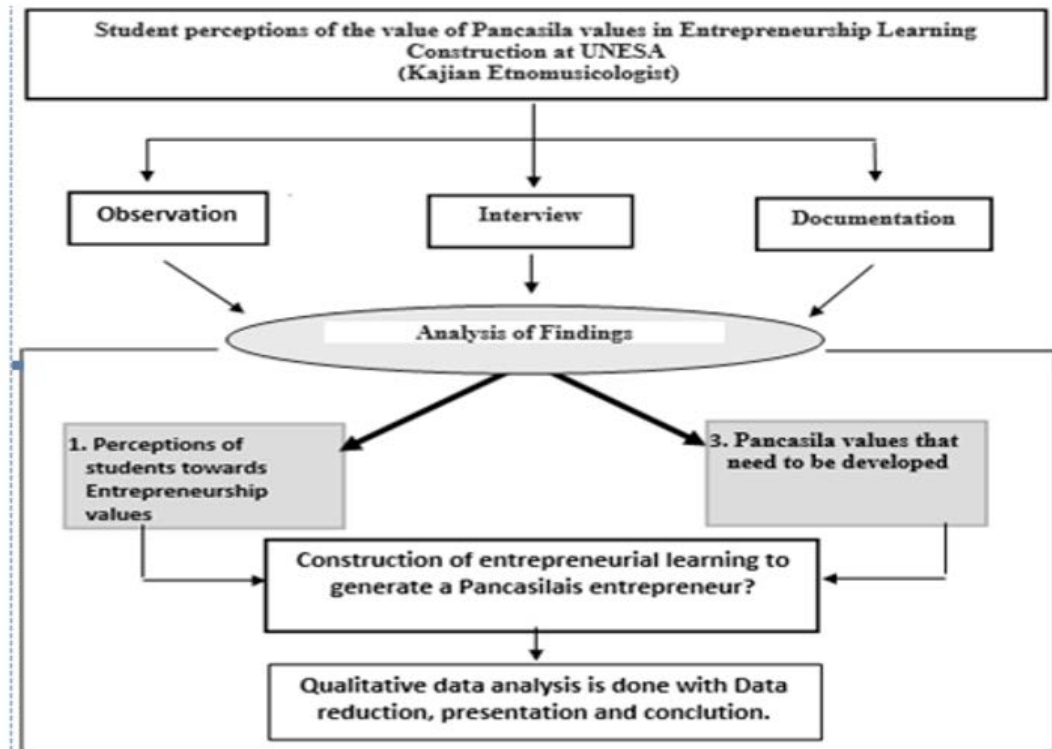


Figure 1. Data Scheme Research Design

as in the real world. Therefore, students practice how real entrepreneurship is. For example, students sell food, sell bags, and other products to customers. In such entrepreneurship, students must apply the theory that their Lecturer has given, for example to do SWOT analysis before they do business, create attractive ads, and market products. Entrepreneurship courses charged with Pancasila values are courses aimed at printing entrepreneurship while still practicing Pancasila values in running entrepreneurial activities.

This study is qualitative research. Based on the results of the questionnaire which has been distributed to all samples of Universitas Negeri Surabaya student who have taken the course of Entrepreneurship, there are some findings about student perception of entrepreneurship that is charged Pancasila. Overall, the perception of the students on the questions in the questionnaire with the average positive perception. As for the perception of entrepreneurship students who are carrying values of Pancasila at Universitas Negeri Surabaya can be summarized as follows: firstly, student perceptions about the benefits of learning and understanding entrepreneurship to improve welfare. According to the results of the questionnaire from 48 respondents it can be explained that as many as 26 respondents answered it was very useful and 22 respondents answered it useful. There is no answer stating that learning and understanding entrepreneurship is not useful for improving welfare. Based on this, it can be concluded that all students agree that entrepreneurship can improve welfare. Entrepreneurs have a big role in improving the welfare of the people in Indonesia with several evidences as follow: (1) the creation of jobs is one of the roles of an entrepreneur, (2) reducing the unemployment rate of the community, (3) increase productivity, (4) make the community more creative and independent.

Secondly, entrepreneurship is a mental attitude that needs to be built in education and association in the community. Entrepreneurship is a mental attitude that must be continu-

ally improved and to increase it, it is necessary to intervene from the world of education when students take their education, and when they are in society entrepreneurship also needs to be built so that they are able to socialize and be competitive in the community. Based on the results of the tabulation of respondents' data, 20 respondents stated that students can often be mentally hard-working, creative, confident, respectful of others, collaborate, thrifty, obtained in the learning system on campus. As many as 17 respondents sometimes can be hard worker, creative, confident, respecting others, collaborating, saving, obtained in the learning system on campus. And the remaining 11 respondents get enough mental attitude to be work hard, creative, confident, respect other people, cooperate, save money, get in the learning system on campus. No one states that mental attitude is hard work, creative, confident, respecting others, collaborating, saving, not obtained in the learning system on campus.

Thirdly, there is entrepreneurial knowledge within the UNESA campus. Based on the results of the 48 questionnaire respondents, there were 16 students who stated that in their daily lives in the campus they often got entrepreneurial knowledge. A total of 19 respondents stated that sometimes they could get entrepreneurial knowledge, and the remaining 13 respondents stated that they had enough to get entrepreneurial knowledge in life on campus. The fourth result show that in entrepreneurship character education is needed in order to be strong, intelligent, independent and innovative human beings. There were 27 respondents who stated that in entrepreneurship it is very necessary for the character to be strong, intelligent, independent and innovative. A total of 20 respondents said it was necessary and only 1 respondent stated that character education was sufficient. Respondents thought that character education would create strong entrepreneurship in the sense of being able to survive in all economic conditions in the future. Character education as a means to shape personality in a better entrepreneurship.

The fifth perception is students have a strong desire to work independently after graduating from higher education. After students get entrepreneurship learning material, a strong desire arises to be more independent in their work. This is in accordance with the purpose of the entrepreneurship course, which is to grow the entrepreneurial spirit of students. This is in accordance with the results of the questionnaire from 48 students, 26 students stated that they really wanted to be independent after graduating from college. A total of 13 students stated that they wanted to be independent and the remaining 7 students wanted to be independent after they graduated from college.

The seventh is social environment of students both on campus and in the community has encouraged a business. Based on the results of the data tabulation of 48 respondents, 10 respondents stated that the social environment of students both on campus and in the community is very encouraging to do a business. A total of 28 respondents stated their encouragement, 7 respondents stated that they were encouraging enough, and only 3 students said that the social environment of the students' social environment both on campus and in the community did not encourage a business.

Next perception is character traits: tenacity, honesty, discipline, responsibility is obtained directly or indirectly while studying on campus. Based on the results of the data tabulation of 48 respondents, 10 respondents stated that they always got the material of tenacity, honesty, discipline, responsibility was obtained directly or indirectly while studying in the campus environment. A total of 26 respondents stated that the material was tenacity, honesty, discipline, responsibility was obtained directly or indirectly while studying in the campus environment. The remaining 12 respondents sometimes got material traits of character. This can be explained that S1 students of Surabaya State University get entrepreneurial material with the content of tenacity, honesty, discipline, responsibility on the

UNESA campus.

Character traits: empathizing, respecting others, working together, to build a business are obtained directly or indirectly while studying in the campus environment. Based on the results of the tabulation of data that 9 respondents stated that they were always able to have the character of empathy, respect for others, work together, to build a business that was obtained directly or indirectly while studying in the campus environment. A total of 27 respondents stated that they could have the character of empathy, respect for others, work together, to build a business that was obtained directly or indirectly while studying in the campus environment. The remaining 12 respondents sometimes get material traits of character. This can be explained that the S1 Universitas Negeri Surabaya students get entrepreneurial material with a content character empathizing, respecting other people, working together, and building businesses on the UNESA campus.

The views of students after taking entrepreneurship courses are different from the time before they took entrepreneurship courses. After they took this course, students began entrepreneurship even though it was only on a small scale, and at least their thoughts were open in taking on future work, especially in terms of doing business. The following are the characteristics of respondents about job expectations when graduating from Universitas Negeri Surabaya.



Figure 2. Student Expectation after Graduating from College at UNESA

Based on the results of the tabulation of data that 15% of students are very willing to become teachers. As many as 48% of stu-

dents want to become teachers who are self-employed or become an entrepreneur, 13% of students want to wait for civil servants recruitment and the rest, 25% of students want to create their own jobs. Based on this, the most hope of students studying at UNESA is to become an entrepreneurial teacher. Then, the unexpected result is to become a civil servant.

The views of students about entrepreneurial mental and mental attitudes. Based on the results of 48 respondents, 8 students found that entrepreneurship was always an active mental and mental attitude. A total of 23 students stated that entrepreneurship is a mental and soul attitude that is always creative and empowered. The remaining 13 students stated that entrepreneurship is a mental and mental attitude that always creates and works and 4 of them state that entrepreneurship is a mental and soul attitude that is always modest and tries to improve income.

The view of students about large capital in entrepreneurship. Based on the tabulation of data from 48 respondents, that 8 students stated that they desperately needed large funds, 23 students needed large funds, 13 students had enough large funds, and the remaining 4 students stated that they did not need to need large funds in entrepreneurship. These various views depend on the way students look at the entrepreneurial conditions that they will carry out in the future.

Other characteristics of an entrepreneur should be honest and resilient in trying, able to increase income, able to utilize existing opportunities, curious, able to make innovation. Based on the results of the data tabulation of 48 respondents, it was obtained data that 25 students stated very correctly, 20 students stated correctly, and the remaining 3 students stated that they were correct enough to state other characteristics of an entrepreneur should be honest and resilient in trying, increasing income, taking advantage of existing opportunities, always curious, always innovates.

Based on the tabulation of data from 48 respondents, it was obtained data that 21 students stated that they were eager to provide

information on the success of entrepreneurship so that other people were successful, 23 students stated their wish, 3 students stated that they did not want to provide success information, and the remaining 1 stated success in others, so that other people succeed.

Based on the data tabulation of 48 respondents, it was obtained data that 20 students stated strongly agree to invite businesses that are not only seeking profit but also have social missions, some of which are donated, 25 students agree, and the remaining 3 people disagree to invite businesses not merely eye for profit but there is a social mission that is partially contributed. Based on that, with the entrepreneurship course, students have implemented Pancasila values, namely character learning about doing good to others by contributing a portion of the profits from business results to others.

Based on the results of the data tabulation of 48 respondents that 18 students stated that religion was used in the guideline in calculating profits, 24 students stated that business was used in the guideline to calculate profits. The remaining 5 students stated that kinship was used as a guide in calculating profits, and 1 student stated that calculating profits by using the guidelines as much as possible profit.

The Pancasila Economic System is an economic system inspired by the Pancasila ideology, which contains the meaning of economic democracy, namely economic activities based on joint efforts based on kinship and mutual cooperation from, and for the people under the leadership and supervision of the government. Pancasila Economic System is an economic system that is explored and built on the values embraced in Indonesian society. Some of the basic principles contained in the Pancasila Economic System are related to humanitarian principles, economic nationalism, economic democracy embodied in popular economy and justice. UNESA has also been given material about the Pancasila economic system. This is also based on the tabulation of data from 48 respondents, as many as 18

students very often hear the term Pancasila economic system in daily life. As many as 24 students state that they often hear, 6 students often hear about the Pancasila economic system. Economic development in Indonesia is based on Pancasila as the basis, objectives and guidelines in its implementation, the economic system that is built is the Pancasila economic system.

Students also understand the Pancasila economic system is a managed market economic system and management control is the values of Pancasila. This is confirmed by 5 respondents stated that they often heard the term Pancasila economic system, 35 students often heard the Pancasila economic system, 7 students quite often, and 1 student never heard the term economic Pancasila. The statement of students regarding the approval of the Pancasila economic system is not merely materialist, because it is based on faith and piety arising from our recognition of the One and Only God (precept 1) obtained data that 12 students strongly agree, 31 students agree, and the rest 5 students are hesitant to agree or disagree. While extracting information from the questionnaire with a statement of agreement that the Pancasila economic system with fair and civilized human values (precept 2), respects human dignity and human rights and obligations in economic life, data is obtained that: 6 students strongly agreed with the statement, 36 students agreed, and the remaining 6 students were hesitant to answer. While the students' perceptions of basic moral and humanitarian agreements, the Pancasila economic system even though it does not hinder economic motivation to gain profits, but does not recognize free fight liberalism which is not in accordance with Indonesian culture produces the following data: 4 students strongly agree, 26 students agreed, and 18 students were hesitant in answering the statement.

The second precept of Pancasila concerning humanity that is just and facing is a reflection of the Pancasila economic system. The Pancasila economic system is an economic system that requires that the economic

system must be guided by the Pancasila as a guiding principle of humanity, economic nationalism, economy democracy manifested in people's economy, and justice. Student perceptions stated that 6 students strongly agreed, 36 students agreed, 9 students expressed doubts and only 1 student did not agree.

The third precept in Pancasila mandates economic unity as the translation of the archipelago's insight in the economic field. Student perceptions about whether the Indonesian economy remains devoted to the welfare and progress of the nation, continue to foster patriotic attitudes, resulting in the following data: the progress of the nation, still fostering a patriotic attitude 36 students perceive that they can be devoted to welfare, and the remaining 9 answers may get it, and only 1 answer cannot. Based on this, it is expected that the Indonesian economy can be highly devoted to the welfare and progress of the nation, while still fostering a patriotic attitude as the Sila of Indonesian Unity (precept 3) which mandates economic unity as a translation of the archipelago's insight in the economic field. In the opinion of students, however, the state of the world economy can still be devoted to prosperity because the Indonesian people have the Indonesian people's life guidelines, namely Pancasila which is ingrained with Indonesian society.

The fourth precept in Pancasila shows the Indonesian nation's view of people's sovereignty and how democracy is practiced in Indonesia. In the economic field, Pancasila economics is managed in a democratic system which in the constitution is explicitly called economic democracy. Students' statements about economic democracy in Indonesia can guarantee freedom of work for Indonesian citizens are: as many as 3 students stated that economic democracy in Indonesia can greatly guarantee freedom of work for Indonesian citizens, as many as 33 students stated that economic democracy in Indonesia can guarantee freedom of work for Indonesian citizens, and 12 students claim economic democracy in Indonesia might guarantee freedom of work for

Indonesian citizens.

The fifth precept, namely social justice for all Indonesia can be used as a basis for developing economic growth and equitable development and the results leading to the creation of equitable prosperity for all the people of Indonesia. Based on student perceptions: 8 students stated strongly agree, 32 students agreed, and only 8 students expressed hesitation in answering that with the existence of the fifth precept statement made the basis for developing economic growth and equitable development and the results leading to the creation of equitable prosperity for all Indonesian people. All questionnaire items numbered 50, consisting of items about the usefulness of good perceptions, students' perceptions of entrepreneurship is the mental attitude of students agreeing. The desire to study at UNESA became an entrepreneurial teacher of 40%, indicating that the desire for entrepreneurship is within students. Few students view capital as the main determinant of entrepreneurship. Their views on Pancasila were explained to each principle.

The Pancasila values developed are the values in precept 1 and 2 which are directly

related to the substance of entrepreneurs. Meanwhile, other precepts also need to be a supporter and perfect attitude as an Indonesian. The Pancasila values that need to be developed in accordance with the characteristics of entrepreneurs who are able to foster entrepreneurship for students can be described in the Figure 3.

Human nature is defined as characteristic traits, which in principle distinguish humans from animals. Human nature that is not possessed by animals is the ability to realize themselves, the ability to exist, have an emotion, moral, ability to be responsible, a sense of freedom, willingness to do obligations and the ability to live happy (Tirtarahardja, 2005). The dimensions of human nature have 4 types of dimensions, namely: (1) individual dimensions, (2) social dimensions, (3) moral dimensions and (4) religious dimensions (Tirtarahardja, 2005). The human dimension as an individual means something intact and cannot be divided. Integrity occurs between physical and rokhani aspects, between individual, social, moral and religious dimensions as well as cognitive, psychomotor and affective aspects.

The role of education in this case empha-

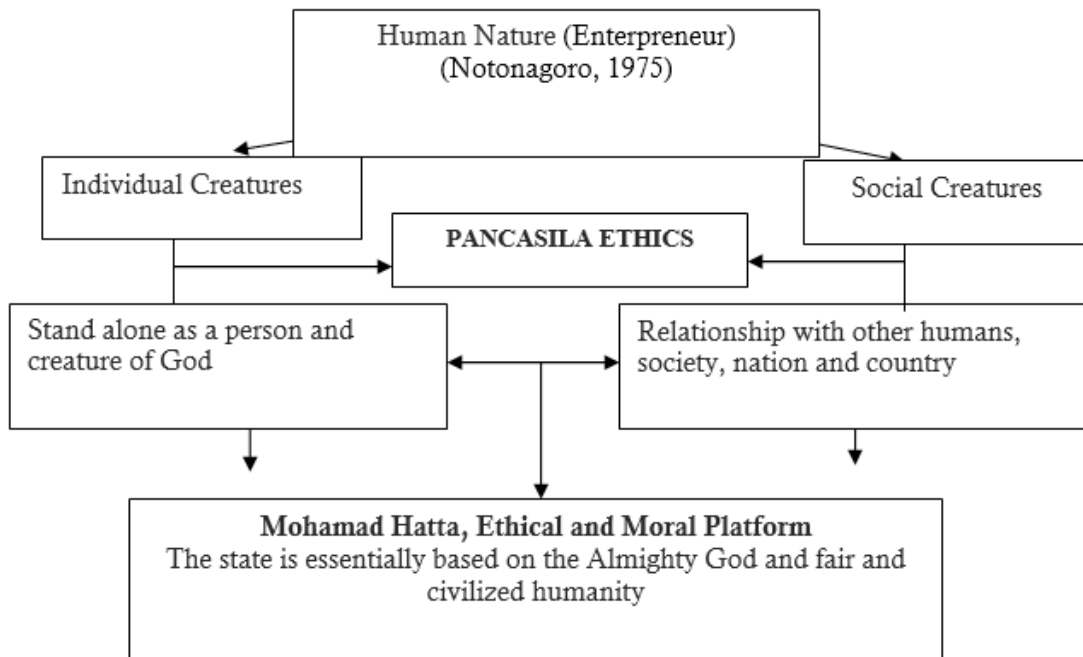


Figure 3. Mindset Entrepreneurship

Source: (Notonagoro, 1975)

sizes personal, fosters self-awareness and responsibility. This will develop well if you get good service. By making significant personal choices and students defining themselves. The human dimension of social beings, that babies born are blessed with the potential of sociality, meaning that every child is blessed with the seeds of the possibility to get along, in which there is mutual giving and receiving (Mushfi, 2017). The human learning process has an assumption that basic nature of humans as social focusing on social behavior. The main role of education is to alert citizens who can develop the democracy, both in a personal and social level that is capable to improve the standard of living based on productive social democracy. Education should be able to realize that the forms of creative endeavors that they create help reveal their identity, as well as their membership in groups / communities. Moral dimensions, including ethics. Ethical issues are closely related to values. In essence, humans have the ability to make moral decisions, as humans who have values, live and carry out them in deeds. Value is something that is upheld by humans because it contains the meaning of goodness, nobleness, glory and so on. The dimensions of religion, human beings are essentially religious beings. Humans need religion for the safety of their lives. The values in Pancasila are detailed on the Table 2.

The construction of the entrepreneurship course offered is to complete the Entrepreneurship course module formulated by the 2016 Entrepreneurship Team, which is through tasks that are given mental attitude processes, personal formation and implementation of the Pancasila values applied.

Meredith, GG, Nelson, R.E, Neck (1996) provide characteristics of entrepreneurs as people who are confident, task oriented and results, dare to take risks, have leadership skills, are forward-oriented, and are original. According to Suharyono (2017) an entrepreneur has at least 12 (twelve) characteristics, namely (1) achievement motives, (2) always perspective, (3) high creativity, (4) having high innovative behavior, (5) having commitment

in work, (6) having work ethic and responsibility, (7) independent or not dependent on others, (8) daring to face risks, (9) always looking for opportunities, (10) having leadership skills, (11) having managerial skills and (12) having personal abilities. Another feature of entrepreneurship added by Scumpeter (Mutis, 1995) is: always has an initiative of authority, has strong intuition, has mental freedom, has core competencies (core competence), and social rebels.

Table 2. Value of Pancasila

No	Value	Consist of
1	Faith and Piety to God YME	Attitude: faith, piety
2	Human dignity	Attitude: noble, knowledgeable, honest, disciplined, responsible, healthy, independent, creative
3	Association	Love the homeland, orientation to excellence, mutual cooperation, respect
4	Discussion	Democratic
5	Fair	Fair

Source: Processed Primary Data (2018)

The question that arises is whether the entrepreneurial personality can be developed for everyone or not. By assuming that higher education is a part of one's career planning, the level of entrepreneurial value of a student who can be developed during the learning process will potentially be limited by career anchors. Career anchors are personal concepts based on differences in work motivation and abilities they have, which will direct, strengthen and integrate one's work experiences. Of the 5 career anchors, namely technical / functional competence, managerial competence, security, creativity and autonomy independently have the right opportunities to be deve-

Table 3. Indicators of Pancasila Values

No	Value	Indicator
1	Faith	Believe in God Believe that human life is determined by God
2	Taqwa	Do every command and stay away from the prohibition Thankful for everything God gives Grateful given thoughts Thankful for being given a healthy body Saying prayers every time you start and end work Regret when making a mistake
3	Honorable	Respect the older and love the young Speaking of words according to the norm Upholding local customs Sleek and polite Positive view of others Have a sense of being and trying to improve the fate of others
4	Have knowledge	Able to do the job correctly Add knowledge with various ways Become a place to ask friends Solve problems based on scientific concepts Rational in speaking and acting Be effective and efficient at work
5	Honest	Say true Not cheating Keep up the promise Willing to accept something based on the right On the side of the truth Intention and deeds of one word
6	Discipline	Comply with ethics Refusing to violate the law Control yourself against disgraceful deeds Complete assignments on time Can keep secrets Put something in its place
7	To be responsible	Complete the work to completion Not looking for other people's mistakes for the problem at hand Dare to bear the risk of what is done Willing to receive praise, reproach of the actions taken Speak, act frankly Carry out every decision that has been taken
8	Be autonomous	Thinking and working relying on one's abilities Have the confidence that every job can be completed Solve the problem in a good way Feel free in determining the best way

9	Creative	Thinking about the importance of renewal Never feel satisfied and want something better Likes to think Able to produce works Diligently experimenting
10	Respect for others	Say thank you for giving and helping others Be polite in every social contact respect parents Respect for state symbols Respect other people's work Do not disturb people who worship according to their religion Accept other people as they are
11	Communicative	Quickly understand changes Agile in thinking, working, and speaking Able to get the best solution in every problem Willing to share knowledge Trying to find and create employment Able to develop good relations for common goals

Source: Processed Primary Data (2018)

loped as entrepreneurs. A person with a choice of security career anchor is more difficult to develop as an entrepreneur. Whereas a person with a technical / functional competency anchor for developing entrepreneurial abilities is strongly influenced by professional support received by society. The career anchor chosen by someone is probably not just one, so for one particular study program it will produce a variety of levels of entrepreneurial maturity in the students.

The learning process in tertiary institutions is very specific and is likely to change the anchor that someone has, and form a new career anchor. This happens a lot in Indonesia, because a student at the time of choosing a study program that he will enter does not really understand the scientific content of the chosen study program. If this happens, the higher education program will have double duties, which are to form the spirit of entrepreneurship along with the establishment of forming core competencies (developed in lectures). Therefore, a person's independence in life after completing his higher education will change significantly.

To form the 11 personality traits of an entrepreneur, with the exception of competent

cores that are developed through syllabus courses, a personality formation catalyst process is needed that blends with the curriculum or study program. The process that can be offered for this particular program is the development of individual processes which starts from the development of awareness, understanding the real problems in society, knowledge and skills acceptance, application and institutionalization (Milkovich & Boudreau, 1988). The last two points of the individual development process, namely institutionalization, are already outside the domain of the college process. A synthesis thought is developed to summarize the ten or some elements of being and having that must be possessed by an entrepreneur in a learning process by likening it as a process of making knives in Figure 4.

The curriculum is presented as a blade whose expertise is used for entrepreneurship in accordance with scientific skills. It needs to be honed through the development of individuals with levels up to 4 levels: caring, understanding real problems, knowledge / skills, acceptance. The direction of knife sharpening is carried out up to 4 years according to the S1 process period. Direction of guidance is guided by courses in Religion and Pancasila and

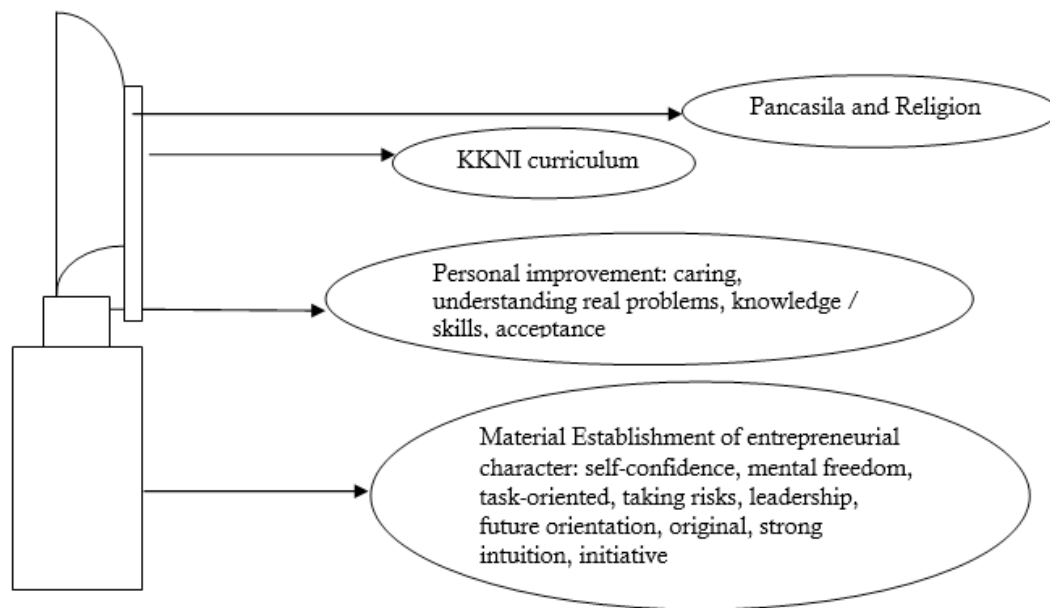


Figure 4. Visualization of the development of entrepreneurial culture through expertise course

Citizenship or (MKU). Groups of entrepreneurial elements or personalities are packaged in the form of knives, so that sharp knives can be utilized to the fullest.

To arrange the handle of a knife does not need to add to the existing course package program material, which is 144 credits. But it is more emphasized in the presentation of the learning process that is directed so that students truly understand and master the basics of the independence of an entrepreneur. Each field of science has different core competencies, so the process of understanding and mastering the independence of entrepreneurs will vary. However, the process must hold on to the formation of a knife handle that is intact and commensurate with its blade. Then the handle of this knife must be distinctive in accordance with the direction of sharpening entrepreneurship developed according to the overall educational objectives in each college. The suitability of the synthesis process between mastering core competencies, establishing independence, and sharpening entrepreneurial independence with KKNi should not be doubted. The paradigm of implementing higher education in the form of autonomy, academic quality, accountability, self-evaluation, and accreditation, is actually expected to be more develo-

ped in accordance with the pathways planned in the IQF. However, with the focus of higher education towards entrepreneurship the gap in the ability to administer higher education will be increasingly visible.

Universities that are able to deliver their students to become external entrepreneurs will receive support from the community because of their interest and internally will be stronger because of the increase in the academic atmosphere. Thus, the entrepreneurial atmosphere of the provision of higher education is one of the requirements for the initiation of rolling snowballs of higher education with entrepreneurial orientation. To see the relationship among the learning process, comprehensive learning outcomes and the development of pancasilais entrepreneurial culture will be discussed: Firstly, comprehensive learning outcomes as a pre-condition for developing an entrepreneurial culture. Learning is the process of acquiring a variety of new knowledge, skills and attitudes. By gaining knowledge, skills and attitudes that are new in nature there will be a change in behavior as a learning outcome called experience. Experience as a learning outcome is relatively settled and such learning experiences will not be obtained except through logical, deductive and

inductive thinking processes. Therefore, learning is not bound by space and time can occur anywhere, anytime and to anyone. Learning can occur in the classroom, in the laboratory or in everyday life. Furthermore, Dewey (1916) views the educational process must occur continuously in reconstructing and reorganizing experiences. In the concept of education like this Dewey emphasizes the nature of action and experience (learning by doing experiencing and undergoing). According to Sutrisno (2003) entrepreneur education is applies principles and application in the direction formation of life skills in students through the curriculum integrated ones developed. Based on this concept, learning through various activities in the world of work according to the field of study studied is a must. Education on campus and the experience gained in the world of work need to be balanced and proportionate, this will create creative and innovative people. Such creative and innovative nature is a prerequisite that is needed in the direction of creating entrepreneurship for students with study-based fields of study.

The second relationship is development of construction of entrepreneurial nuanced learning based on Pancasila. Based on the book compiled by the Entrepreneurship Cour-

se Team in 2016, there are 9 basic competencies that must be possessed to become entrepreneurs, namely: entrepreneurial motivation, basic concepts of entrepreneurship, strategies for creating opportunities, production, marketing strategies, licensing, managing the canvas business model and business plans. If more detailed scrutiny in each indicator is still oriented to cognitive competence. Many students have not been asked to do good practices or assignments for personal sharpening; caring, understanding real problems, knowledge/skills and accepting material formation of entrepreneurial character: self-confidence, mental freedom, task-oriented, taking risks, leadership, future orientation, originality, strong intuition, initiative. Therefore, the construction of entrepreneurial eyes should refer to the modification of Developing Vocational Instruction (Mager, R. F., & Beach Jr, 1967) on Figure 5.

In the learning process the task assignments structured in Entrepreneurship courses should refer to the applicability of the field of study in the field. Structured tasks should be related to the object or project that is running. With this pattern students not only understand the concept deductively but also empirically. Learning in the real world of work will be very effective, because students will get direct

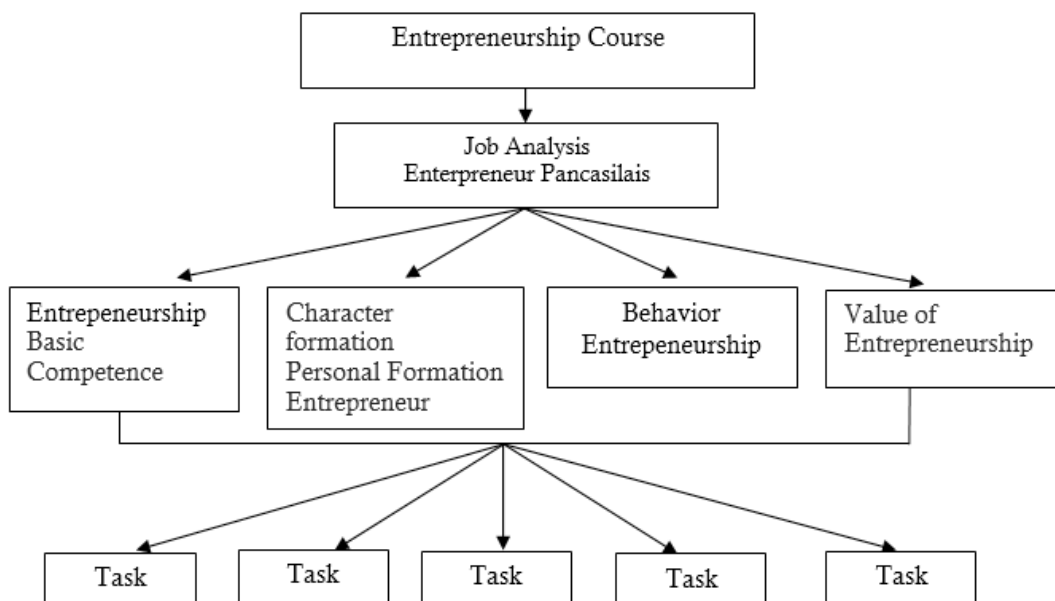


Figure 5. Developing Vocational Instruction

experience. The exercise will repeatedly speed up and enlarge the student response. With this pattern of approach, students will know well the applications and benefits of the knowledge being learnt, so as to build motivation to continue learning as a part of society in order to spur and develop themselves.

CONCLUSION

From the results of the study it can be concluded that (1) the perceptions of students on the benefits of entrepreneurship, mental attitudes and their views on Pancasila entrepreneurs have a positive category, it is indicated by the respondent's answer mainly choosing "agree" in the questionnaire. (2) The Pancasila values developed are the values in precepts 1 and 2 that are directly related to the substance of entrepreneurs. Meanwhile, other precepts also needed as a supporter in developing perfect attitude of Indonesian people. (3) The construction of the entrepreneurship course offered is utilized to complete the Entrepreneurship course module that has been formulated by the 2016 Entrepreneurship Team through assignments given by lecturers to develop mental attitude, personality and Pancasila values applied.

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