

Entrepreneurial Character Education Analysis of the Profile of Job Creator Graduates in Higher Education

Ajang Ramdani¹

Sekolah Pascasarjana Universitas Pendidikan Indonesia

Email: ajangramdani@upi.edu

Cece Rakhmat²

Sekolah Pascasarjana Universitas Pendidikan Indonesia

Email: cece.rakhmat@upi.edu

Encep Syarief Nurdin³

Sekolah Pascasarjana Universitas Pendidikan Indonesia

Email: encep.sn@upi.edu

Aceng Kosasih⁴

Sekolah Pascasarjana Universitas Pendidikan Indonesia

Email: acengkosasih@upi.edu

Abstract

The purpose of this study was to examine the character education of entrepreneurs on the profile of job creator graduates in universities. The problem in this study is that college graduates who are often fixated on the paradigm of being a job seeker or job seeker, not job creators or cultural job creators have caused an increase in the number of unemployment which has climbed to 7.36%. The method used in this research is a qualitative approach that is literature review. The results of this study prove that the profile of job creator graduates in universities is influenced by the contribution of entrepreneurial character education, thus the mindset of students changes from thinking only after they finish studying to work to after finishing college or school they have to create jobs or in other words they have to create jobs. employment, and actually can be started or pioneered since college.

Keywords: Entrepreneurship Character Education, Job Creator Graduate Profiles

A. Introduction

The unemployment rate in Indonesia is one of the issues that is never finished being studied to find a solution, of course this is done as a form of our attention to the Indonesian people, so that the unemployment rate does not continue to increase significantly from year to year. As for the cause of the increase in unemployment, other than the corona or Covid-19 outbreak which caused economic growth to shrink in 2020, university graduates also contributed to the high unemployment rate.

The high unemployment rate from the university graduate data is caused by several factors, including the high level of education that tends to be oriented towards large incomes so it is not easy to get a job that matches the expected criteria (Susanto, Rochaida & Ulfah, 2018; Sidiq et al. ., 2021). More than that, their preference after graduation is to become employees in agencies or office workers by receiving wages or salaries rather than creating jobs (Wahyuni, 2008). According to Borat (2006) and Onuma (2016), that many college graduates are unemployed because they choose the wrong field of study, inappropriate quality of education, lack of soft skill development and expectations that are too high at the beginning of their career, by looking for jobs with low wages. high in institutions that are considered interesting. This is based on the calculation of the costs they have spent during their education in the hope of getting a comparable rate of return, so that many undergraduate graduates do not work (Babalofa, 2007; Ekpo, 2010; Nwachukwu 2012; Uzoagulu, 2012). Thus, university graduates are fixated on the paradigm of being a job seeker or job seeker, not a job creator or job creator (Laukkanen, 2000).

To reduce the unemployment rate, the government has launched various efforts, the government is well aware that the business world is the backbone of the national economy, so it must be strived to be improved continuously (Basrowi, 2014). The national movement to socialize and cultivate entrepreneurship was instructed by the President Number 4 of 1995, which mandated the entire Indonesian people and nation to develop entrepreneurial programs. Through this national movement, it is hoped that the entrepreneurial character will become part of the work ethic of the Indonesian people and nation that can give birth to new entrepreneurs who are reliable, tough, and independent (Sobri, 2020). In the context of realizing and increasing the role of the community as well as creating a supportive atmosphere, among other things, efforts are needed to continuously develop the spirit of attitude, behavior and entrepreneurial abilities of Indonesian human resources. One of the ways to do this is through education. Based on the results of research by Audretsch, et al., (2009) and Clark, & Drinkwater, (2010) the role of the education sector is believed to be able to move the economy of a country. This is in line with a survey conducted by OJK (Financial Services

Authority) which states that the contribution of education in Indonesia is proven to be able to provide the largest contribution in reducing poverty.

The world of education must be able to play an active role in preparing human resources who are able to face various challenges of life, both locally, regionally, nationally, and internationally (Burger, Mahadea, Neill, 2004). Education that is able to overcome this is one that is oriented to the growth of entrepreneurial character (Nwite, 2009). Entrepreneurial character development is developing a creative spirit to find solutions and an independent spirit that does not depend on others. The idea of an educational pattern that focuses on the spirit of independence to form an entrepreneurial mentality needs to be supported and campaigned continuously through education (Leinhardt, McCarthy Young, Merriman, 1995). Entrepreneurial culture through formal education can be achieved by providing many portions of entrepreneurship lessons or courses to students (Kroon & Meyer, 2001).

Research on entrepreneurship has been widely carried out abroad, especially in overcoming unemployment (Matlay, 2008; Carre & Thurik, 2003; Carter & Collinson, 1999; Fayolle, Benoit & Narjisse, 2006; Jack & Anderson, 1999). Meanwhile, the analysis of entrepreneur character education on the Profile of Job Creator Graduates in Higher Education is rarely done. As for the research conducted by Baldry (2016), in his research there is an acknowledgment that the provisions of universities in African universities require a change in mindset to alleviate social problems such as unemployed graduates. It explains that very few institutions offer career services, thus affecting their job prospects. In this study, the authors measure each variable by examining the interaction effect of demographic and educational variables in influencing the likelihood of college graduates becoming unemployed. Then there are other studies related to entrepreneurship that offer policy and practice implications for universities and policy makers in curriculum design and inclusive learning methods. This study contributes to a deeper understanding of entrepreneurship education from a social context (Louw, et al. 2003). Meanwhile, Ahmad & Xavier, (2012), analyzed the structure of entrepreneurship at various levels of education. In addition, Jones, et al. (2018) in his research results explore entrepreneurial behavior and also business practices by developing an ecosystem in the African context to support business start-ups for graduates.

B. Method

The approach used in this study is to use a qualitative approach that is literature review, to analyze the trend of issues or research topics that have been previously determined and analyzed in accordance with relevant scientific developments (Kuang and Maya 2015). The steps that can be taken are as follows: 1) textbook, at this stage an assessment is carried out on issues related to

ecoliteracy. 2) related research, namely an effort to find research results related to the issues to be studied by reading the latest and relevant research journals, both national and international journals which are accessed manually physically or by doing online accesses. 3) state-of-the-art research, namely analyzing theories obtained from book sources, research results from both journal sources and proceedings to be used as synthesis (Creswell, 2014).

C. Discussion

This study aims to analyze the existing literature on the analysis of entrepreneurial character education on the profile of job creator graduates in universities, so that it can be used as a reference for further research. Thus, this research will be structured as follows: First, this article will explain the concept of entrepreneurial character education in universities. Second, the inherent paradigm of being a job seeker in universities. Based on the literature review, the researcher assumes that the profile of job creator graduates in higher education is influenced by the contribution of entrepreneurial character education, thus changing the mindset of students who previously only thought after they finished studying to work to after finishing college or school they had to create jobs or in other words, they had to create jobs, and actually can be started or initiated since college.

a. Entrepreneur Character Education Concept in Higher Education

The entrepreneurial character values that have been internalized, then we are able to make effective resources in driving the wheels of the business or business being run. Entrepreneurial character development is a positive offer in overcoming the economic crisis that is hitting the younger generation, especially students. Therefore, the internalization of entrepreneurial character education values in educational institutions is a must.

Bahri (2019) explains that the development of entrepreneurial attitudes and character will be more representative with the business world if it is further honed by the experiences gained during his lifetime apart from innate influences. These experiences are obtained through education and in the community. The experience that has been obtained or the character education obtained will mature the nature, character and personality to be more progress-oriented and relatively always stable with the dominance of positive positive thoughts that build. Character is based on the leader's core values. Character affects vision, goals, concepts, strategies, work ethic, attitudes, perceptions, codes of ethics, behavior, and the search for excellence (Sankar, 2003).

Entrepreneur character education is an integration of character values into learning materials, especially in entrepreneurship learning. The integration of character values can be done for one or more of each subject, such as attitudes, a value does not stand alone, but takes the form of a group. Internally, each character value contains elements of thoughts, feelings, and moral behavior that

psychologically interact with each other. Character is formed from the internalization of consistent values, meaning that there is harmony between value elements.

According to Kourilsky and Walstad (1998) developed countries are countries that give birth to many entrepreneurs, because with many entrepreneurs the economy of a country will be good and there will be no unemployment, thus the State must be able to facilitate so that many citizens become entrepreneurs. Given that the existence of a nation is largely determined by the entrepreneurial character it has (Sobri, 2020). Only a nation that has a strong entrepreneurial character is able to make itself a dignified nation and is respected by other nations (Mahmud, 2013).

The effort to integrate entrepreneurial culture through formal education by providing a portion of entrepreneurship lessons or courses to students is to build an entrepreneurial spirit, where the entrepreneurial spirit is actually part of the performance character indicators. Noel (2001) is of the view that a good entrepreneur is a characteristic of an individual with character, it's just that character is not only about doing good things in an ethical sense, but also about doing the best job possible, including perseverance, tenacity, a strong work ethic, attitude positive, smart and self-disciplined. An ethical individual is an individual who always thinks, the intention here is to think in acting, before doing his work, he must think good or bad, right or wrong, and always try to get closer to God Almighty. This is in line with the opinion of Ismira, et al (2019). Performance character education not only helps students get along, but also teaches them to work hard to develop their talents, and aspire to achieve excellence in every field of business.

b. The inherent paradigm of being a job seeker in higher education

Every year hundreds of people want to work and get a job, they try to apply to become employees. However, the availability of job opportunities is inversely proportional to the number of job seekers (Majdi, 2012). In fact, with the intellectual intelligence possessed by college graduates, which is accompanied by the knowledge gained during college, then all of this can be a source of new job creation that can provide income far more than if someone works in certain institutions (Bahri, 2019:29). . Then, if young scholars have the desire to make new innovations in various products and services, or if university graduates can be more creative and innovative, and are willing to work hard to build various kinds of businesses that have not been explored and developed, then employment opportunities in Indonesia will be open. wide (Basrowi, 2014:77). With this, undergraduates who have not worked can build their own businesses, not become job seekers but are able to create new jobs (Kbango & Okpara, 2010; Maas & Jones, 2017; Draycott & Rae 2011; Gibb, 2011).

Quoted from Republika in Putra (2015) according to the Chancellor of Syiah Kuala University (Unsyiah) Darussalam Banda Aceh, Prof. Samsul Rizal stated that there are three main things that will build the entrepreneurial spirit of each individual, namely creativity, innovation, and independence. The three things that are the building blocks of the entrepreneurial spirit are indicators of performance characters that need to be strengthened and built by students.

A country will never progress, if the best graduates of universities only become civil servants. In general, the percentage of the number of entrepreneurs in Indonesia is only 1.65% of the total population. This percentage is far behind compared to Singapore, Malaysia, or Thailand, which each have a percentage of entrepreneurs of 7%, 5% and 3%. Meanwhile, developed countries such as the United States and Japan even have entrepreneurs more than 10% of the total population. Although the number of entrepreneurs in Indonesia is still very minimal, a survey conducted by the Global Entrepreneurship Monitor (GEM) in 2013 shows that the desire for entrepreneurship in Indonesia is the second highest in ASEAN after the Philippines. In terms of resources, Indonesia actually has enormous potential to develop and succeed in the future. According to the World Economic Forum in the Global Competitiveness Report 2014-2015, although Indonesia's global competitiveness is still inferior to three neighboring countries, namely Singapore, Malaysia, and Thailand, Indonesia is already above Spain, Portugal, Kuwait, Turkey, and Italy".

c. The Contribution of Entrepreneurial Character Education to the Profile of Job Creator Graduates in Higher Education

Higher education is considered capable of providing a positive influence for university graduates. Many studies show that entrepreneurial character education has a positive influence on interest, motivation, and entrepreneurial skills which will later be useful for college graduates as a provision to enter the world of work.

Entrepreneur character education given in universities generally places a learning process that integrates entrepreneurial values into learning, so as to obtain a result in the form of the importance of values and form an entrepreneur's nature or character in the soul of a student. So entrepreneurial character education begins with the formation of an entrepreneurial mindset which is then continued with the formation of an innovative and creative behavior to do something that can be of business value. This entrepreneurial character education contributes to all students to develop economic and social development according to their level of creativity and has the aim of making graduate students to change their minds from being workers to job creators.

According to Basrowi (2014), job creators are formed through three entrepreneurial growth processes. Among them is the process of imitation (duplication), at this stage students try to open

jobs by entrepreneurship by imitating other people's ideas. After running, students began to open duplication entrepreneurs with development. At this stage, the entrepreneur begins to develop his new idea. Finally, students will begin to form by entering the process of creating or innovating new businesses.

D. Conclusion

Based on the results of the analysis of the literature review, it can be concluded that, researchers assume that the profile of job creator graduates in universities is influenced by the contribution of entrepreneurial character education, thus the mindset of students changes from thinking only after they finish studying to work to after finishing college or school they have to create jobs. or in other words, must create jobs, and actually can be started or initiated since college.

E. References

1. Ahmad, S.Z. and Xavier, R.S. (2012), "Entrepreneurial environments and growth: evidence from Malaysia GEM data", *Journal of Chinese Entrepreneurship*, Vol. 4 No. 1, pp. 50-69.
2. Babalofa, J.B. (2007) Reinventing Nigerian higher education for youth employment in a competitive global economy. A lecture delivered at University of Calabar, Department of Educational Administration and Planning, University of Calabar.
3. Bahri. (2019). Pengantar Kewirausahaan. Yogyakarta: Pusta Baru Press
4. Baldry, K. (2016), "Graduate unemployment in South Africa: social inequality reproduced", *Journal of Education and Work*, Vol. 29 No. 7, pp. 788-812
5. Basrowi(2014). Kewirausahaan Untuk Perguruan Tinggi. Bogor: Ghalia Indonesia.
6. Burger L., Mahadea D., O'Neill C. (2004). Perceptions of entrepreneurship as a career option in South Africa: An exploratory study among Grade 12 learners. *SA J Econ Mngt Scien*, NS 7(2): 187 – 205.
7. Carree, M.A. and Thurik, R. (2003), "The impact of entrepreneurship on economic growth", in David, B.A. and Acs, Z.J. (Eds), *Handbook of Entrepreneurship Research*, KluwerAcademic Publishers, Boston, MA, pp. 437-71. Carter, S. and Collinson, E. (1999), "Entrepreneurial education: alumni perception of the role of higher education institutions", *Journal of Small Business and Enterprise Development*, Vol. 6 No. 3, pp. 229-39.
8. Carter, S. and Collinson, E. (1999), "Entrepreneurial education: alumni perception of the role of higher education institutions", *Journal of Small Business and Enterprise Development*, Vol. 6 No. 3, pp. 229-39.

9. Ekpo, P. (2010). An evaluation of graduate unemployment among university students in Nigeria. Daily independent, February 7, p 10
10. Fayolle, A., Benoit, G. and Narjisse, L.C. (2006), "Assessing the impact of entrepreneurship education programmes: a new methodology", *Journal of European Industrial Training.*, Vol. 30 Nos 8/9, pp. 701-20.
11. Jack, S. and Anderson, A. (1999), "Entrepreneurial education within the enterprise culture", *International Journal of Entrepreneurial Behaviour & Research*, Vol. 5 No. 3, pp. 110-25.
12. Jones, P., Maas, G., Dobson, S., Newbery, R., Agyapong, D., & Matlay, H. (2018). Entrepreneurship in Africa, part 1: entrepreneurial dynamics in Africa. *Journal of Small Business and Enterprise Development*. Vol. 25 pp. 346-348
13. Kroon, J. and Meyer, S. (2001), "The role of entrepreneurship education in career expectations of students", *South African Journal of Higher Education*, Vol. 15 No. 1, pp. 47-53.
14. Laukkanen, M. (2000), "Exploring alternative approaches in high-level entrepreneurship education: creating micro mechanisms for endogenous regional growth", *Journal of Entrepreneurship and Regional Development*, Vol. 12 No. 1, pp. 25-47.
15. Leinhardt G., McCarthy Young K., Merriman J (1995). Integrating professional knowledge: The theory of practice and the practice of theory. *Learning and Instruction*, 5: 401-408
16. Louw, L., van Eeden, S.M., Bosch, J.K. and Venter, D.J.L. (2003), "Entrepreneurial traits of undergraduate students at selected South African tertiary institutions", *International Journal of Entrepreneurial Behavior & Research*, Vol. 9 No. 1, pp. 5-26.
17. Matlay, H. (2008), "The impact of entrepreneurship education on entrepreneurial outcomes", *Journal of Small Business and Enterprise Development*, Vol. 15 No. 2, pp. 382-96.
18. Nwachukwu, A. C., & Ogbo, A. (2012). The role of entrepreneurship in economic development: The Nigerian perspective. *European Journal of Business and Management*, 4(8), 96.
19. Nwite, O. (2009) Rational for youth preparation and entrepreneurship education in the face of global economic crisis in Nigeria. *Annals of Modern Education* 1(1) 224-232
20. Onuma, N. (2016). Entrepreneurship education in Nigerian tertiary institutions: A remedy to graduates unemployment. *British Journal of Education*, 4(5), 16-28.
21. Sidiq, R., Sofro, S., Jalil, A., & Achmad W, R. W. (2021). Virtual World Solidarity: How Social Solidarity is Built on the Crowdfunding Platform Kitabisa. com. *Webology*, 18(1).

22. Sobri, M. (2020). Kontribusi Kemandirian Dan Kedisiplinan Terhadap Hasil Belajar. Guepedia.
23. Susanto, E., Rochaida, E., & Ulfah, Y. (2018). Pengaruh inflasi dan pendidikan terhadap pengangguran dan kemiskinan. *Inovasi*, 13(1), 19-27.
24. Uzoagulu, A. E. (2012). Entrepreneurial education in Nigeria. In A keynote address present at the 27th Annual Congress of the Nigerian Academy of Education, Minna State, Nigeria.
25. Wahyuni, E. T. (2008). Upaya menumbuh kembangkan kewirausahaan di kalangan mahasiswa. *Jurnal AKMENIKA UPY*, 2.