

Increasing Students' Entrepreneurship Awareness through Citizenship Knowledge (A Study on Students at STKIP Pasundan Cimahi)

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ABSTRACT:- The purpose of this research was to find out how students' entrepreneurship awareness was processed and obtained from citizenship knowledge. The research method used in this research was qualitative descriptive method. The data were collected through interviews, observation, and documentation. This study has resulted some points. First, through citizenship education courses, students' entrepreneurship awareness has indicated a good direction. However, the development of students' entrepreneurship awareness required to fit into students' daily life. Second, students' entrepreneurship awareness at STKIP Pasundan was qualified-good; it was identified from their desire to develop entrepreneurship independently in the campus environment. Third, students' entrepreneurship awareness was based on their entrepreneurship experience. Finally, this study implied that students' entrepreneurship awareness through citizenship knowledge needed any encouragement and cooperation from various parties.

Keywords:- Entrepreneurship Awareness, Citizenship Knowledge, Entrepreneurship

I. INTRODUCTION

The development of human resources through education is greatly important to support nation's life with human quality in accordance with the present time. Similarly, challenges in the field of education arise from various fields. A study on international education organized by the Organization for Economic Cooperation and Development, has outlined the most notable findings that have developed assessments to include a broader range of skills' score and to provide a feedback on assessment towards teachers for Economic Cooperation and Development (Volante & Ritzen, 2016).

Various challenges in education, especially in regards to broader skills in terms of Economics have been a reality that society should take it into consideration. In addition, the positive impact of globalization (e.g. advances in science), also has a negative impact on human behaviour; that is consumptive. In adolescents period, when the consumptive behaviour of students has an influencing factor, so that this behaviour is formed in adolescents themselves (Lestarina et al., 2017).

Within the community, especially young people have a lot of potencies in entrepreneurship, but it still requires guidance and founding to get an optimal result of entrepreneurship. Therefore, Thrane et al (2016) has developed a conceptual framework for entrepreneurship education by building a teaching model in six steps namely (a) identity, (b) revealing disharmony, (c) qualifying disharmony into common anomalies, (d) innovative solutions, and (e) making prototypes and business modelling.

There is a phenomenon that often occurs in entrepreneurship; that is about young people who do not understand entrepreneurial values, whereas they should be able to be good exemplary figures for the community, especially in accordance to entrepreneurship. The following data shows the entrepreneurial behaviour of students in Indonesia.

J. The entrepreneurial behaviour of students at Kuningan University was in a high category based on five dimensions of entrepreneurial behaviours, namely (a) innovative, (b) courage to take risks, (c) hard work, (d) flexibility, and (e) responsibility (Iskandar, 2018).

K. The results showed that the variable "subjective norm", "entrepreneurial attitude", "perception of behaviour control", and "achievement interest/desire" of students at Faculty of Economics and Business Udayana University had a positive effect on entrepreneurial intention/desire (Deri et al., 2016).

L. The results showed that the factors that caused innovative behaviour of students were (a) environment, (b) perception, and (c) emotion, while innovative behaviours that influenced students' behaviour in entrepreneurship were (a) opportunity exploration, (b) generative, (c) formative inquiry, and (d) application (Amalia, 2019).

M. The result of the study was 174 undergraduate students in 2010 and 2011 academic year at Economics Education Study Program Faculty of Teacher Training and Education University of Jember with a sample of 121 students had indicated that entrepreneurial attitudes and self-efficacy had a significant effect on entrepreneurial intention/desire (Islami, 2015).

N. Motivating graduates to become entrepreneurs is highly important to stimulate and create number of entrepreneurship profession (Ranto, 2013).

Strictly speaking, entrepreneurship awareness needs to be internalized in each students' personality to develop themselves on entrepreneurship values. Falkang and Alberti (2000) state that over the past twenty years, there has been a tremendous growth in the number of entrepreneurship courses at every level of education. Therefore, entrepreneurship awareness can be internalized by developing conceptual entrepreneurship values in students' personality.

Furthermore, young people show a strong desire in entrepreneurship as evidence by a high spirit of entrepreneurship. This evidence has become a concern of entrepreneurship behaviour. A study on the effect of entrepreneurship education at school level in Nigeria has resulted that entrepreneurship education at the school level contributed to entrepreneurship spirit over personal, social, and institutional factors in Nigeria (Agboola, 2020). Meanwhile, a study on the influence of entrepreneurship education on students at SMA Negeri Malang had indicated that entrepreneurship education in the family environment affects students' entrepreneurship interest (Sulistyowati et al., 2016).

For students, a sense of entrepreneurship awareness is important, because it will foster their interest in entrepreneurship. Mubarok et al (2018) state that an entrepreneur will have an idea to find something new/unique, take any advantage, and create business opportunities, so that these ways can give them benefits. Therefore, developing an interest in entrepreneurship can foster entrepreneurship spirit.

In addition, an evidence on the importance of student entrepreneurship awareness which includes behaviour, attitude, and moral, has provided an understanding on the importance of learning entrepreneurship through Citizenship Education. In this matter, Bronson (1999) argues that the skills that need to be emphasized in Citizenship Education are citizenship knowledge, citizenship attitude, and citizenship character. This argumentation implies the importance of Citizenship Education learning at tertiary education that factually can internalize students' entrepreneurship awareness.

In Indonesia, the mandate of the Law of the Republic of Indonesia No. 20 of 2013 concerning the National Education System, clarifies that Citizenship Education is a compulsory subject at elementary school level to tertiary education. This course has become an expectation to provide citizenship knowledge for students, so that they can increase their entrepreneurship awareness. Relevant to the phenomenon, Citizenship Education course at STKIP Pasundan has presented and proven its support to develop student's entrepreneurship awareness through citizenship knowledge.

As one of universities in Indonesia, the higher institute also has a Citizenship Education course and has a number of entrepreneurship activities that can be carried out by all academicians. These entrepreneurship activities are provided to realize academic activities that have entrepreneurship values. Therefore, entrepreneurship awareness through citizenship knowledge at STKIP Pasundan can be maximized through these progressing entrepreneurship activities. There is a necessary to conduct a study to identify the implementation of entrepreneurship awareness through citizenship knowledge in the course of Citizenship Education, especially in Pancasila and Citizenship Education Study Program at STKIP Pasundan, Indonesia.

II. METHODS

This study used qualitative descriptive perspective to find out how entrepreneurship awareness of students through Citizenship knowledge was performed and implemented. This perspective of methodology was known as a phenomenon-based holistic research (Moleong, 2007). This perspective was taken, because it was a relevant basis to conduct a research with a credible and comprehensive facts of students' entrepreneurship awareness. The research was started with an observation in July 2019 at STKIP Pasundan Cimahi to obtain data of students' entrepreneurship awareness. In the period of July 2019 to September 2019, the researchers conducted an intensive research at STKIP Pasundan.



The data were collected through interview, observation, and documentation related to citizenship knowledge as an effort to increase students' entrepreneurship awareness at STKIP Pasundan. The analysis was conducted by theorizing the data and some related studies.

III. RESULTS AND DISCUSSION

During the study, there are three facts of students' entrepreneurial awareness through citizenship knowledge, namely, citizenship education courses, desire to develop entrepreneurship and habits on entrepreneurship values.

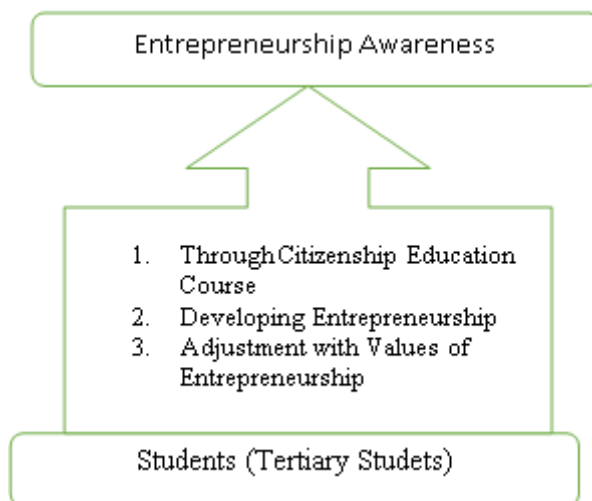


Figure 1. An overview of students' entrepreneurship awareness through citizenship knowledge at STKIP Pasundan Cimahi

The figure presents that students' entrepreneurship awareness through citizenship knowledge has several factors that can be used as benchmarks. For this phenomenon, Mila (2013) states that higher education has become one of institutions to cultivate entrepreneurship character. By giving students an entrepreneurship awareness, it is expected to increase their motivation on entrepreneurship.

The first step in students' entrepreneurship awareness through Citizenship knowledge at STKIP Pasundan was through Citizenship Education course. Asyafiq (2018) states that the idea of global citizenship education can build global citizenship. Through Citizenship Education course, students will understand the

values of entrepreneurship in the community and their institute STKIP Pasundan. Besides, Citizenship Education has a duty, namely developing citizen intelligence and encouraging citizen participation (Sapriya, 2008). Therefore, students' entrepreneurship awareness through Citizenship Education course is seen as an effort to increase students' citizenship knowledge to realize academic activities that contain entrepreneurship values.

In addition, the entrepreneurship awareness through Citizenship Education emphasizes the contribution of Citizenship Education in the realization of good citizens. In this case, one of contributions is to instill entrepreneurship awareness integrated in Citizenship Education learning curriculum. In this case, citizenship knowledge plays a role in affecting students' entrepreneurship awareness to know, understand, and acknowledge entrepreneurship values. Similar to it, Bronson (1999) emphasizes that there are some competencies need to be developed through Citizenship Education, namely civic knowledge, civic skills, and civic dispositions.

Relevant to previous statement, Muchtarom et al (2016) construe that the impact of educational process should create human beings' intellectuality, creativity, morality, and religiosity. Citizenship knowledge plays a role in affecting students' entrepreneurship awareness, such as by providing citizens' rights and obligations in the field of economic. Thus, citizenship knowledge can balance the learning process and its application.

The results of the analysis of entrepreneurship education in the period 1991 to 2014 have showed that entrepreneurship intention has emerged as a theme of entrepreneurship learning and evaluation (Loi et al., 2016). Related to this matter, the result of interview conducted at STKIP Pasundan Cimahi had obtained that an aspect in citizenship knowledge purposed to increase students' entrepreneurship awareness was students' attitude in entrepreneurship. It is necessary to build an effort to foster students' entrepreneurship awareness which focuses on theory and practical aspect of entrepreneurship. This is in line with the opinion of Fayolle et al (2016) that a research on entrepreneurship education has provided some on-going responses to the nature and to the role of entrepreneurship education broadly.

The second step in students' entrepreneurship awareness through Citizenship knowledge was a desire of students to develop entrepreneurship independently on campus, the STKIP Pasundan. Based on the results of interview, students' desire to develop entrepreneurship was when they had a tendency to be an entrepreneur. In line with this finding, DeSimone (2016) also clarifies that as interest in entrepreneurship has continued to increase, educators should engage students by the use of interactive exercises that demonstrate key concepts and provide opportunities to practice what they are learning.

In addition, the result of observation in STKIP Pasundan also indicated that the desire of students to develop entrepreneurship was classified as good. It was proven that students had businesses matched to their interests. Collins et al (2006) also conveys that entrepreneurship education can be delivered in an innovative way with real-world experience. Another result of this study also indicated the desire to develop entrepreneurship independently was in accordance with entrepreneurship principles. In line with the finding, O'Connor et al (2012) state that entrepreneurship has become more sharper focus, because many companies have continued to regenerate. It is in line with the condition of students that they were motivated seriously to develop their entrepreneurship in their campus. Therefore, developing entrepreneurship at STKIP Pasundan Cimahi was intended that students could explore entrepreneurship.

Furthermore, Daniel (2016) stated that in the last few decades, entrepreneurship education has a positive impact on economic growth. For students at STKIP Pasundan Cimahi, having an interest in entrepreneurship is similar to maintaining good relationships with campus environment (ranging from lecturers, rectors, etc). To accomplish entrepreneurship activity, students are required to have a willingness to learn and sustain their prospective entrepreneurship activities. Students' entrepreneurial awareness is closely related to the desire of students to develop entrepreneurship. A study has approved this argumentation that entrepreneurship in higher education is a very controversial issue (Niska, 2020). Moreover, entrepreneurship is not just filling the gaps in entrepreneurship discourse, but also providing recommendations for increasing economic growth (Bharata, 2019). Therefore, it is generally a concern that a student who has a business is in accordance with the principles of entrepreneurship. Finally, entrepreneurial awareness should be linked to a person's willingness to start a business.

In regards to entrepreneurship awareness, a person should behave in accordance with entrepreneurship values. In this matter, Galloway et al (2015) suggest that the weakness in entrepreneurship education research is in the assumption that results (output) are limited to terms of '*entrepreneurs*' and '*non-entrepreneurs*'. Therefore, the awareness of entrepreneurship over the desire of students to develop entrepreneurship independently in the campus environment is the implementation of entrepreneurial awareness.

Based on the result of interview on a respondent at STKIP Pasundan, the desire of students to develop entrepreneurship independently in a campus environment is a strategic step to link and connect theory and practice. Similarly, a study of Mitra (2016) conveyed that the development of approaches to entrepreneurship education at UK universities was based on two conceptual challenges, namely (a) entrepreneurship was more than just a creation of new businesses, and (b) differentiating entrepreneurship education and entrepreneurship training.

Learning entrepreneurship needs to be supported by relevant activities. In this matter, Kuratko (2005) states that entrepreneurship has emerged as the most powerful economic power that the world has ever experienced. In the same context, Huang-Saad et al (2019) also state that entrepreneurship is significant in recent years as a trending topic (discourse) in Engineering curriculum. Therefore, to increase students' entrepreneurship awareness, it must be accompanied by entrepreneurship in the kinship, community, and campus environment.

Students should adhere to entrepreneurial principles. Developing their business has become one of ways to educate them about entrepreneurship, because they should be well-prepared to run an entrepreneurship activity like starting a small business. It is due to competition in the world of work requires experts with the criteria of graduates and expertise in their fields (Wahyudiono, 2016). Entrepreneurship awareness undergoes a socialization process that will be able to strengthen a person's entrepreneurship character as long as a person has received any training of entrepreneurship to accommodate his willingness for business orientation.

The third step in students' entrepreneurship awareness through Citizenship knowledge at STKIP Pasundan was students' entrepreneurship experience. One of the reasons why someone does entrepreneurial activities can be started from his experience. A study has argued that experience will develop students' affinity for entrepreneurship (Boldureanu, 2020:5).

Based on the result of interview, students have admitted that they have their experience in business. Similar to this study, a result of study of (Mughtar et al., 2018) has found that environment where which they live has a positive effect on their interest in entrepreneurship. Entrepreneurship experience can become a habit which further becomes a reason of why a person carries out entrepreneurship. Experience has been a credible and accurate method to learn and foster entrepreneurship instead of education. In this case, Lourenço et al (2012) argues that new education for sustainable development appears in entrepreneurial literature; that is experience itself. Moreover, to encourage entrepreneurship activities, skills are compulsory to support entrepreneurship activities.

Based on the results of observations at STKIP Pasundan Cimahi, students' entrepreneurship experience has become a rule in entrepreneurship activities. Damásio and Bicarco (2017) suggest that everyone can adapt with general principles of entrepreneurship education that are closely related to business education. In the same context, Neergaard & Christensen (2017) state that learning in educational system is related to the environment for learning experiences for any field. A study that investigated the impact of entrepreneurship education using the Linen model in an Egyptian private university from three faculties showed a positive relationship between entrepreneurship education and entrepreneurial intention (Hattab, 2014).

The results of interviews with another informant also resulted that the materials in Citizenship Education course became one of students' entrepreneurship learning experiences even though it did not specifically occur. A study has implicated that entrepreneurship course at university can inspire and motivate students to be entrepreneur (Rahmawati, 2013:7). In this case, Rodirguez and Lieber (2020) state that career-focused educational program can emphasize the 21st century workplace readiness. In addition, Holmgren and From (2005) also state that there is a consensus in the field that students can succeed with entrepreneurship when their attitudes have transformed.

Strictly speaking, Pittaway (2009) was introducing course designs that use history and inquiry-based learning to develop science students' understanding of discovery, innovation and the commercialization process. Besides, in its case studies, Pittaway (2009) provided an overview of the forms of knowledge obtained through the use of inquiry-based learning. In this case, the entrepreneurial experience is inquiry learning for students in gaining entrepreneurial experience. Thus, it is certainly clear that the entrepreneurship experience of students at STKIP Pasundan can increase students' entrepreneurship awareness and enrich citizenship knowledge.

IV. CONCLUSION

The result of this study has driven a significant understanding that Citizenship Education course plays a role in fostering students' entrepreneurship awareness. However, it still requires adaptation and habit in their daily life in order that entrepreneurship values can be applied properly in the community. Anything important is also entrepreneurship awareness. The entrepreneurship awareness of students at STKIP Pasundan can be seen from the desire of students to develop entrepreneurship independently in their campus environment. Based on the evidence that students creatively develop their micro-businesses in it. This way will regard and direct students to have a contributing experience for their future, because entrepreneurship experience can determine students' motivation in entrepreneurship. Overall, entrepreneurship awareness through citizenship knowledge needs to be encouraged and socialized; one of which is carried out through Citizenship Education.

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