# The Spirit of The Development of Enterprenuership in Higher Education

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## ABSTRACT

*The study aims to look into the quality of education given by the tertiary education in Indonesia is able to fulfill the need of the industry. The naturalistic inquiry approach was used to enquire whether the students at the higher education have entrepreneurial behavior. The result revealed that there are problems in the philosophical and the process of the system. Thus, the study concludes with the measures that need to be taken to improve the quality of the students.*

## INTRODUCTION

Higher education has three functions in Indonesia or tri dharma, education and teaching, research and community service. Question arises whether the function of our higher education is based on the concept of tri dharma. With the role and vision of the new tertiary institution, it is better to explore the basics of the tri dharma principle.

The role played by the tertiary education is always debated in the international arena. "The quality of higher education is always questionable" said The United Nations Educational, Scientific and Cultural Organization (UNESCO) Assistant Director, Qian Tang, in launching the 2016 Global Education Monitoring (GEM) in his report in Jakarta The quality of universities in Indonesia is still low, making it difficult to compete at

the international level. Based on data from the Ministry of Research, Technology and Higher Education (Kemenristekdikti), there were only two national universities that are ranked as the 500 best universities in the world. Its mission as a center for the development of professionalism implies that higher education cannot be separated from the development of the industry. The relationship between higher education and industry is getting intense, even higher education in the future cannot stand alone without the industrial world. Professional development also means higher education provides services to the surrounding community in order to build an advanced society.

The objectives of higher education have been formulated, namely; 1) Prepare students to become community members who have academic and / or professional abilities; 2) Develop and disseminate knowledge and strive to use it to improve people's lives and enrich national culture. Government regulations on higher education certainly refer to the goals of national education, namely the formation of whole people. In these government regulations, the emphasis is on the function of higher education which is summarized in the tri dharma of higher education.

The university of the future is required to establish a network with the industrial world as well as regional and international higher education institutions. This is driven by, not only because science is universal, also because the work of scientists will be global. Furthermore, the university can understand the pathology of industrial culture as well as indications of the information revolution. In today's global changes there are emerging third world development problems that are no less interesting to be handled by the world of higher education. In globalization there is a new type of culture and a new mentality. Thus, 21st century higher education requested a new campus culture in entering the 4.0 Industrial Revolution.

## Higher Education and Nation Competitiveness

The nation's competitiveness can only be achieved if there is a strong foundation of national unity and unity. Colleges can play a significant role in unifying the nation through the provision of quality education and providing broad opportunities for all nations, research that is able to explore local potential and provide benefits to the wider community. Although the growth of the gross enrolment rate in Indonesia has increased to above 32.5% in 2017/2018 while the target for 2019 is 35%, compared to other ASIA countries this position is still relatively low, for example compared to South Korea reached 92%. The opportunity to take part in higher education and the number of students must be continuously and evenly increased, so that they can produce graduates in sufficient numbers to be able to encourage economic growth and national competitiveness. This increase in quantity must be accompanied by increased quality and high relevance. Without these two aspects the graduates produced would become intellectual unemployed.

The level of competition for human resources in the national and international labour markets continues to increase along with the increasing utilization of new science and technology in various fields of the business world, as well as the increasingly high level of professionalism (knowledge, hard skills, soft skills, etc.). Efforts to improve the quality of tertiary graduates in Indonesia are different from the previous period because the open market has caused greater penetration of foreign workers, so that competition at the national level no longer occurs only between graduates of national universities, but also between graduates national universities with graduates from abroad.

The Central Bureau of Statistics (BPS) released a report on the number of labour force in Indonesia in February 2017. In that

period, there were 131.55 million people in the workforce, or an increase of 3.88 million people compared to February 2016. Of that number, the Indonesian population working in February 2017 recorded 124.54 million people, up 3.89 million compared to the same period last year. While the number of unemployed people was 7.01 million, only 10 thousand less than in February 2016.

The competition for job seekers from college graduates is getting tougher because the unemployment rate in Indonesia continues to increase, this requires the attention of higher education providers to always adjust the curriculum, processes and learning materials to the development of the world of work. Increasing the relevance of this education should be the target of continuous quality enhancement as part of an overall university quality assurance system. In this case, the aspect of relevance requires providers of higher education to develop study programs that are in line with the needs of the labour market.

Quality and relevance are two aspects of higher education that are interrelated and have a direct contribution to improving the nation's competitiveness in the field of human resources. Speeding up the increase in both aspects, universities can seek cooperation, benchmarking, networking or various other businesses, so they can take advantage of lessons learned and best practices from other universities.

This means that an education development strategy is needed to empower people. Helpless humans are people who can think creatively, independently and are able to build themselves and society. Quality education is also needed by relying on ICT use and entrepreneurship.

## Basic Concept of Entrepreneurship

Entrepreneurship knowledge (entrepreneurship) according to (Gaffar, 2008) is a management term that contains scientific elements, attitudes, and practices. In terms of science there needs to be clarity, what are the contents? Regarding attitude, are there policies that support it? while explaining the practice, does the market need it?

Entrepreneurship is a discipline that learns about the values, abilities and behaviour of a person in facing life's challenges to obtain opportunities with the various risks they may face. Entrepreneurship is not only a field affair but is a scientific discipline that can be learned and taught, "Entrepreneurship are not only born but also made", meaning entrepreneurship is not only an innate talent from birth or a field experience, but can also be learned and taught. Someone who has entrepreneurial talent can develop his talent through education. Those who become entrepreneurs are people who know the potential (traits) and learn to develop the potential to capture opportunities and organize businesses in realizing their ideals.

Entrepreneurship is the process of creating something new in value using the time and effort needed, bearing the financial, physical, and social risks that accompany it, receiving the monetary rewards generated, as well as satisfaction and personal freedom. Furthermore, entrepreneurs will respond and create change through their entrepreneurial actions, while entrepreneurial actions refer to behavior as a form of response to decisions based on consideration of uncertainty about possible opportunities for profit.

Conceptually, the system of implementing higher education oriented to entrepreneurship is a synthesis of the education system oriented to human investment. The entrepreneurship-oriented tertiary graduates make entrepreneurial values as the work ethic of the academic community

that have attitudes, views, mindsets, and actions characterized by entrepreneurial human characteristics, which include: (1) self-confidence; (2) task oriented and results; (3) dare to take risks; (4) leadership spirit; (5) future-oriented; (6) originality (Meredith, et. Al) in (Alma, 2008: 290). An integrative roundness to have entrepreneurial characteristics, will further become an entrepreneurial work ethic in universities.

## Development of Entrepreneurship

Judging from its development, in the 1950s entrepreneurial education began to be initiated in several countries such as Europe, America and Canada. Even since the 1970s many universities taught "entrepreneurship" or "small business management" or "new venture management". In the 1980s, nearly 500 schools in the United States provided entrepreneurship education.

Since the beginning of the 20th century, according to Hisrich, Robert. D, Peter, Michael. P, Shepherd, Dean. A. (2008: 8). entrepreneurship has been introduced in several countries. For example; in the Netherlands known as "ondernemer", in Germany known as "unternehmer". In some countries, entrepreneurship has many responsibilities, among others, in making decisions concerning technical leadership, organizational and commercial leadership, providing capital, receiving and handling labor, buying, selling, advertising, and so on.

InIndonesia,entrepreneurshipeducation in universities is relatively new introduced in the 1990s, based on observations, the number of universities and colleges in big cities that offer at least one class in entrepreneurship increases every year, Entrepreneurship courses are used as public courses, and there are on several campuses entrepreneurship and technology entrepreneurship programs and other programs that lead to an entrepreneurial spirit, but most universities still partially place

Entrepreneurship courses, so the application is limited to entrepreneurship courses which are still limited to certain study programs (eg study programs economics and management), because the understanding developed in universities in Indonesia is still a practical approach (practical concept).

Even though from the concept side it is still open to be discussed, universities need entrepreneurial-oriented spirit to answer the complexity of the problems above, through entrepreneurship course curricula that are integrated with the basis of life skill competencies to prepare students for independence. Agree that 'spirit of entrepreneurship' is the most appropriate answer in answering college problems in preparing graduates.

Of course, it is also a problem for universities which is caused by the lack of knowledge provided by entrepreneurship courses evenly in lectures in several study programs, so there is no transfer of knowledge. Thus, this writing is directed to examine in depth the position of entrepreneurship courses to be used as courses that are integrated into all study programs in each university. Positioning the development of entrepreneurial programs to spread across each study program / department is the role of universities in motivating prospective scholars to become entrepreneurs. So that it can ward off the fact that most college graduates are more job seekers than job creators. This could be due to the learning system applied in various tertiary institutions currently more focused on how to prepare students who quickly graduate and get jobs, rather than graduates who are ready to create jobs.

The development of entrepreneurship in higher education if it is focused on its application program in the community of higher education can also be traced with the initial steps in three ways:

1) s it integrated in various relevant study programs?
2) Is it part of a particular study program? and / or
3) As a separate course or basic courses offered to all students?

The development of entrepreneurship programs in higher education is more directed at observing the application of entrepreneurship courses that are integrated into the curriculum (the transfer of knowledge and transfer of value), but in its depth it is very open to observing entrepreneurial phenomena in other programs that come in contact with enthusiasm entrepreneurship, because scientific understanding, mentality and practical understanding are wholeness of understanding to study the development of entrepreneurship in educational institutions. As an example that can be revealed in the understanding of entrepreneurship programs in universities, among others; campus business development programs through student cooperatives and employee cooperatives, research programs that explore the economic potential of certain villages / regions, community service programs through assisted villages with the application of appropriate technology that can help communities develop their businesses, collaborate with businesses through the establishment of financial institutions, the establishment of franchises and the industrial world through offering consulting services in working on various pilot projects for industry or project development. The entire program that has been observed is perceived to be more oriented to practical views (skills), so it is important to study and question from the scientific view (transfer of knowledge), as well as mental attitude (transfer of value).

## FUNDAMENTAL QUESTIONS

Dissecting more in this study, the author described it through classified questions, as follows:

Problematic Question 1: Philosophical
1. What is the meaning of the entrepreneurship program at the College?
2. What are the benefits of developing entrepreneurship at Universities?
3. How important is the development of entrepreneurship in Higher Education?
4. Is there an entrepreneurship program at the College?

Problematic Question 2: Process
5. How does the College manage entrepreneurship programs?
6. In what ways is the education program (study of entrepreneurship courses in the curriculum structure) in Higher Education supporting entrepreneurship?
7. What is the University's policy towards developing entrepreneurial courses in the curriculum structure of the faculty and department / study program?

Problematic Question 3: Results
8. How is entrepreneurship applied and implemented in the academic community?
9. What will be the impact of developing entrepreneurship in universities?

Problematic Question 4: Strategy
10. What is the strategy and model for developing entrepreneurship in higher education?

## RESEARCH METHODS

This study uses a naturalistic inquiry approach. This approach was chosen because it was considered more suitable with the characteristics of the problem under study,

namely with regard to Entrepreneurship behavior. Scientific inquiry is the search for knowledge using a method known as data collection, analysis, and interpretation.

Research with a qualitative approach uses a collection method as much as possible in detail and in-depth facts about one thing or social phenomenon in order to get an understanding of as much as possible the nature of the symptoms. Collection of information to understand the facts is done by research techniques such as interviews, observation (observation) including involved observations (participation observation).

Furthermore, it should be emphasized here that the nature or substance of the focus of study through a qualitative approach is abstract. That means that what is understood is in the form of thoughts, knowledge, beliefs, feelings from the community, groups, or social groups studied. All of that is traced through behavioral symptoms or other symptoms. The observable symptoms, analyzed, interpreted and in turn must be explained and understood as the behavior of the community concerned. All these understandings are related to existing theories and researchers will interpret and reconstruct theories that will give birth to models in Entrepreneurship Development in Higher Education through the Study of Entrepreneurship Program Development, so that it will provide a change in understanding of the problems after the research.

This research focuses on the problem of entrepreneurship management in several universities as strategic factors in the management of quality tertiary institutions. More specifically, the attitude of the higher education management is used as the focus of the problem, while the other academics, in general, can be used as supporting sources in this study.

The method used in this study is qualitative. This method is based on appreciation of human behavior holistically and intact. In connection with this, Kao (1991: 190) states that entrepreneurship is a symptom of behavior. All activities that take place are examined in terms of (natural settings) and dive through a deep appreciation method (verstehen) and look for what values are inherent in the development of entrepreneurship with experience and knowledge. The most institutionalized activities in developing entrepreneurship. The people studied are seen as the center of existing social phenomena. Therefore, their view is the most important (emic perspective) not the view of the researcher (etic perspective).

Research with a qualitative approach is research with a method of collecting as much as possible facts in detail and in depth about one thing or social phenomenon in order to get an understanding of as much as possible the nature of the symptoms. Collection of information to understand the facts is done by research techniques such as interviews, observation (observation), including observations involved (participation observation). In accordance with what is reinforced by the opinion of Krathwohl (1993: 315) below:

Qualitative data may be gathered in as many ways as the researcher's creativity permits. Although the most widely used source is observation, analysis of records and documents is also common. In addition to observation in a sociological tradition, methods of eliciting responses from individuals using interviewing or a stimulated response technique, as psychologists do, may be useful.

Research with this qualitative approach is to understand the nature of social symptoms and the relationship between symptoms that are holistic and systemic. The meaning or implied message behind the symptoms or the relationship between symptoms must be

understood in relation to the subject matter of the research. The problem will be answered based on a particular theory or theoretical framework.

Furthermore, it needs to be emphasized here that the nature or substance of the focus of study through a qualitative approach is abstract. This means that what is understood is in the form of thoughts, knowledge, beliefs, feelings from the community, groups or social groups studied. All of that is traced through behavioral symptoms or other symptoms. The observed symptoms, analyzed, interpreted and in turn must be explained and understood as the culture of the community concerned.

## DISCUSSION AND ANALYSIS

Discussions conducted in higher education with a description based on the problematic Philosophical questions, Processes, Results and Strategies / Models that have been described in the previous chapter.

### Reviewing the Meanings of the Entrepreneurship Programme in Higher Education

An understanding of the meaning of entrepreneurship that develops in the environment of higher education is in the area of practical approaches (practical concepts or psychomotor aspects in the meaning of learning). Indeed, the meaning of entrepreneurship should have a 'spirit' from the start of scientific concepts, concepts of attitude and practical concepts. That is, in the meaning of scientific concepts entrepreneurial programmes are included or integrated into the curriculum into independent courses, so there is a process of transfer of knowledge from the teaching and learning process in the classroom, therefore if entrepreneurship is interpreted as science, it is important to teach students to equip themselves in order to have capital in developing creativity and

innovative abilities. In addition, there is also the importance of the transfer of value in the teaching and learning process, because the attitude is interpreted as a character whose final results will form attitudes of independence and self-confidence. Nevertheless, the support of practical concepts is very important with the application in the field in the formation of business units or business institutions that are used as a vehicle for learning business organizations for the academic community, so as to foster the Soul of Leadership, Professionalism, Emotional Intelligence.

The context of the scientific approach (the transfer of knowledge) from the application of entrepreneurship courses programme integrated into the curriculum can strengthen entrepreneurial spirit in the mindset and perspective of the academic community.

### Reviewing the Benefits of Developing the Entrepreneurship Program in Higher Education

The benefits of developing entrepreneurship can provide a spirit to the academic community that many campuses are successful and successful because management has the ability to think creatively and innovatively. Works and initiatives are only found in campus management which consists of people who think creatively. Not a few campuses have succeeded because they have creative and innovative abilities.

Further development with the entry of entrepreneurship programs in universities, has the following orientation:
a. Encouraging the use of research and development results to be devices that can be used by the community and have commercial value.
b. Realizing the potential synergy of tertiary institutions with the potential of industry / small and medium enterprises so that they can develop independent small and medium industries.

c. Developing an entrepreneurial culture within the university to encourage the creation of new entrepreneurs.

d. Encouraging the acceleration of Indonesia's economic recovery through poverty alleviation and the provision of employment with the growth of strong new entrepreneurs, both in terms of the quality of goods produced and services and in its marketing aspects.

e. Develop activities that encourage the realization of income generating units in universities in anticipation of the enactment of autonomy of higher education institutions (especially state universities).

Universities in developing entrepreneurship both from a scientific aspect (theoretical), value and practically feel various benefits. Campus requires a management spirit towards independence in the development of facilities and infrastructure to increase self-confidence, therefore the values of creativity and innovation are to become breath in carrying out the tri dharma of higher education towards academic professionalism.

## The Importance of Entrepreneurship Development in Higher Education

The importance of developing entrepreneurship programs is implemented in universities because it plays a function, as follows:

a. Identify business systems that are already running and business potential in universities and help businesses that have the opportunity to be developed.

b. Preparing business potential in universities to become independent business units and able to become a source of income to support the Tri Dharma College activities.

c. Helping entrepreneurship development for academicians and alumni.

d. Synergizing Higher Education Science and Technology with the needs of the business world.

e. Strengthen the science and technology information network to support business continuity in universities.

Entrepreneurship development through the methods above will be more directed and will provide a gradual value of learning for universities. In fact, the above functions are felt by universities, although at different strengths, this is motivated by the differences in the culture of higher education that has a different journey in its development over time.

## Entrepreneurship Programme at Universities

Entrepreneurship programme in higher education is a place to equip the generation of the nation to have the values of Self-Reliance and Confidence, Creative and Innovative Ability, Having a Soul of Leadership, Professionalism, Emotional Intelligence.

This can be formed with the launching of entrepreneurship programmes in universities. The entrepreneurship programme in its development is still looking for forms of programmes that are in line with the 'spirit' and 'aura' of college academics in very different dynamics, but the important thing in entrepreneurship programmes is how new ideas and thoughts arise to create something new and different. In general campus organizations, creative and innovative processes can be carried out through research and development activities to reach the market.

Excellence in all fields is difficult to realize in higher education at the same time. Therefore, the strategy of developing higher education is directed at providing opportunities to universities that have the potential and capacity to develop themselves to achieve competitive advantage, namely academic excellence. Based on this reality,

the campus must be upgraded to follow various changes and catch up. This effort can be carried out if the paradigm of higher education becomes an independent and autonomous tertiary institution and does not always depend on the government budget.

The key to success for independence is to make universities become research universities as well as entrepreneurial universities as they have developed in developed countries. These efforts can be carried out if all academic and non-academic potential in higher education can be developed into a business unit through collaboration with the business world and the industrial world that can achieve link and match acceleration. Although this requires a synergistic adaptation for higher education, but by moving all the potential that is owned, success will be achieved.

## Management of Entrepreneurship Programmes in Universities

Management of entrepreneurial programmes in terms of science and practice, that universities will have sources of income and infrastructure that can develop their capabilities beyond what they have. Thus, universities can significantly improve their reputation and quality according to market needs.

Managing an entrepreneur university programme needs to learn who has done it, through Strategic Benchmarking which means: *"It is the search and application of truly better practices continuously, which leads to superior competitive performance".* (Gregory H. Watson, 1997: 2).

Benchmarking is a systematic and continuous measurement process; the process of measuring and comparing continuously the business processes of an organization with those of any business process in the

world, to obtain information that will help the organization's efforts to improve its performance.

Benchmarking follows a four-step basic approach, which follows the fundamental quality method as Shewhart describes, including:

In the first step, namely planning a Benchmarking study, we need to select and determine the process that must be learned.

The second step, in Benchmarking is to conduct primary and secondary research. Includes investigations of secret disclosures of certain processes within the company being targeted;

The third step, in the Benchmarking is analyzing collected data to compile study findings and recommendations;

Fourth step; Benchmarking includes adaptation, development and implementation of the determinants of a suitable Benchmarking process.

The purpose of benchmarking is to change an organization in such a way that it improves its performance. Thus, Benchmarking is a process that from the beginning has an action bias; this is more than just a study of business processes or studies to obtain a benchmark relative to business performance.

Good management of entrepreneurship programmes is needed by universities, the phenomenon of college entrepreneurship is relatively still considered a new item and even creates controversy in responding and assessing college entrepreneurship programmes, so it is necessary for adaptation to implement it by conducting Benchmarking to several earlier universities run an entrepreneur university programme.

### *Clarify the Education Programme (Study of Entrepreneurship Courses in Curriculum Structures) in Higher Education*

The description of educational programmes that contain entrepreneurship (curriculum studies), that the entrepreneurial dimension in the teaching and learning process in higher education is related to curriculum and human resources. Incorporating the entrepreneurial spirit to colour local content in the higher education curriculum can be seen as an embodiment of universities responding to external developments.

Based on studies in several curricula, the development of each subject can still be developed according to the needs of a complementary study, because the development of entrepreneurial values is inseparable from the context of developing the core curriculum that is directed towards the formation of the dimensions of Self-Reliance and Confidence, Creative and Innovative Ability, Having a Soul of Leadership, Professionalism, Emotional Intelligence.

### Understanding the Entrepreneurship Course Development Policy in the Curriculum Structure

In general, entrepreneurship development policies in tertiary institutions will always be related to education policy. The definition of education policy was formulated by Tilaar and Riant Nugroho (2008: 140), as follows: *"Educational policy is the whole process and the results of the formulation of educational strategic steps outlined in the vision, mission of education, in order to realize the achievement of educational goals in a society for a certain period of time".*

According to Tilaar and Riant Nugroho (2008: 140) college policy which is part of education policy, if formulated its policy towards the development of entrepreneurship programmes can be directed at the following matters:

1) *First,* the public-service institution needs a clear definition of its mission.
2) The public-service institution needs a realistic statement of goals.
3) Failure to achieve objective should be considered an indication that the objective is wrong, or at least defined wrongly.
4) *Finally,* public-service institutions need to build into their policies and practices the constant search for innovative opportunity.

Entrepreneurship policy has implications for public services, therefore the mission of higher education towards entrepreneurship is very important for universities that have the courage to take risks if they start a new outcome is uncertain. Universities must always be active in innovating in carrying out their business which is organizationally ready to change to build a more promising posture in the future. Thus, college entrepreneurship requires a clear process and outcome with policy support.

### Entrepreneurship Applied and Implemented in the Academic Community

Collective entrepreneurial activity is at the core of the phenomenon of university transformation. This means that all units or centres must be the business centre as well as an academic service centre. Effective collective entrepreneurs will not bring a university beyond the boundaries of academic legitimacy, but will create a market flow for reputation, resources and development. The principle is that entrepreneurship programs are implemented following the types of activities in higher education, as seen in the picture below:

**Figure 1** Type of activities in higher education
Source: Adoption of 2003-2010 HELTS

The objective conditions of universities to carry out the types of activities above are still not well patterned, in terms of income generating programmes, even though there are programmes that produce both from education and teaching programmes, research and development as well as community service, but are still scaled small and not sustainable. Included in centralized funding for programs that support the development of entrepreneurship are still not focused or included on a priority scale.

**The Impact of Entrepreneurship Development Applied in Higher Education**

There is no one measure that can be used to measure the impact of university success in entrepreneurship development on campus except its high performance in teaching and research above other indicators of social order. This can be measured based on management trends that can shake the business world, namely: Quality Cycle, which lasts more than a few years; Corporate culture/ organization, becomes a complicated and expensive process; Intrapreneur, in the company promotes the entrepreneurial spirit in realizing good ideas; Employee Participation, with an innovative rotation

system; Strategic Alliance, creates strange alliances; Management by Walking Around, tactics directly observe what is happening in the field; Change Management, the concept of managing change is presented to companies even though change is something new and managing change is science. In the higher education system, the diversity of visions and missions is very important, and universities are encouraged or funded to act as expected. Measuring the intended impact can be seen in the development of results-oriented organizations as guidelines in developing campus organizations towards entrepreneur universities.

**Strategy and Model of Entrepreneurship Programme in Higher Education**

The strategy / model of an entrepreneurial college programme that is appropriate in realizing a research university as well as an entrepreneurial university is the Higher Education Entrepreneurship Program and Business Incubator (INBIS) strategy that is expected to be able to integrate non-academic and academic business potential (eg research results) with business through developing an entrepreneurial culture in college in a way:

a. Developing a culture of entrepreneurship in the tri dharma of Higher Education.

b. Realizing the potential synergy of higher education institutions with the potential of the business world so that they can develop science and technology as needed.

c. Utilizing commercial / non-academic business potential of commercial value.

d. Increase the chances of success of new entrepreneurs through integrated consulting services.

e. Developing activities that encourage the realization of business units as income generating units in universities need to create strategies and models of understanding so that they are not trapped in a narrow and practical view. The strategy/ model of entrepreneurial spirit can be explored in the picture below:
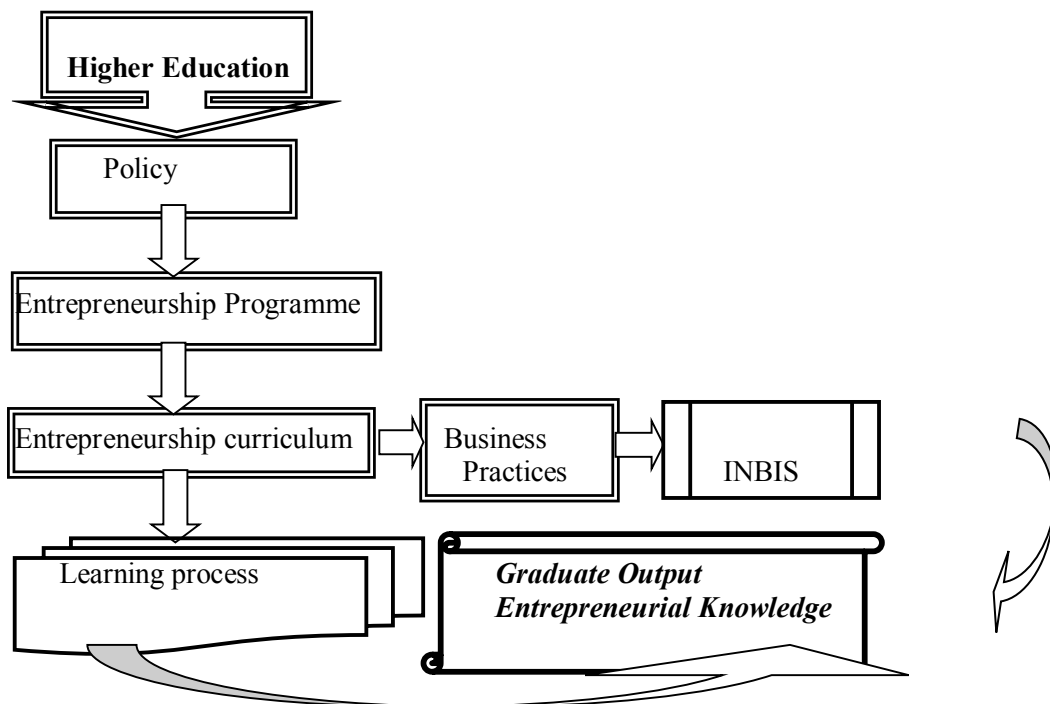


**Figure 2** Strategy/model of entrepreneurship spirit programme at college

The INBIS strategy and model that supports the development of higher education business potential can be described below:
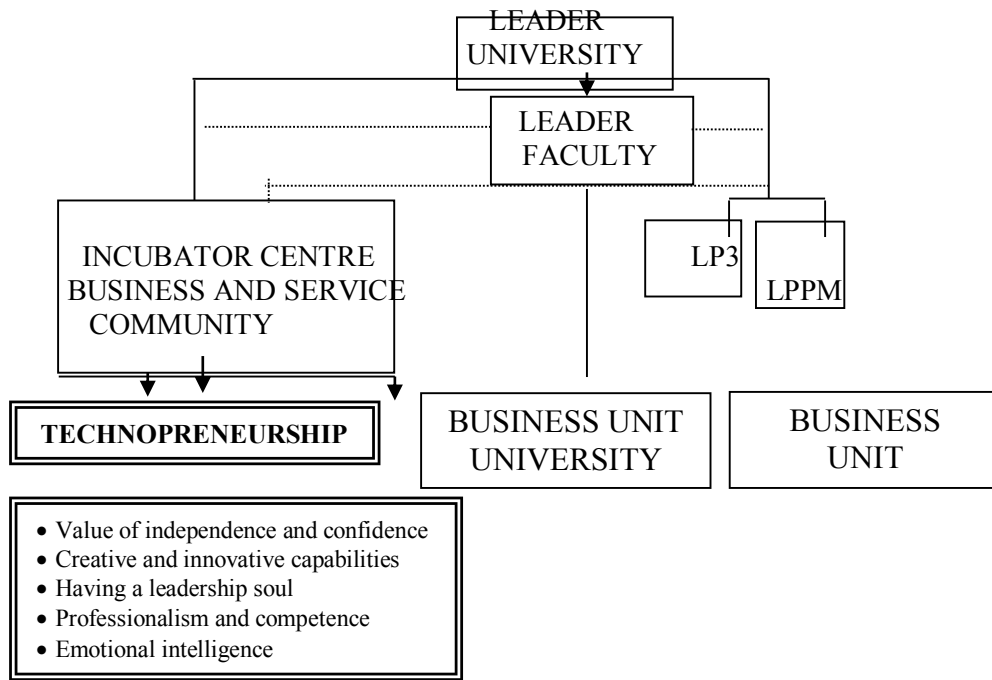
**Figure 3** INBIS model in organizational structure college

This business incubator model will give birth to technopreneurship, meaning technology-based technopreneur (modern entrepreneur): "The entrepreneurship is based on education-based skills and training that he gets in college or from personal experiments". They use technology as a key element of successful product development, not just networking, lobbying, and demographic market selection. A technopreneur born from campus has capital: Creativity, Innovation, Commitment, and Competence.

The objective conditions of universities that are doing competitive, if observed in the application of the concept of entrepreneurship model, there are no specific things yet because usually the structure of higher education has not placed a structure responsible for entrepreneurship development in universities, although the above model can be referred to as a model of implementation the development of entrepreneurship, but back to the higher education leaders, does it have the spirit to focus more and prioritize business incubation programs? The application of the Business Incubator model is a model that

cannot be postponed by universities, because the presence of special units that think about and develop entrepreneurship programs on campus will be able to explore the business potential of universities and businesses, while also helping to provide guidance, guidance and facilitation to management between the academic community, the application of appropriate technology, revolving capital, and marketing to the business potential of higher education so that it will give birth to independent business units. Higher education institutions that have business incubators will be able to give birth to prospective graduates who have an entrepreneurial spirit supported by scientific and technological abilities that are expected to be rich in creativity and innovation according to their respective fields of science or combined with capital talents and experiences. With the running of the entrepreneurship program in universities, there will be a lot of emerging Technopreneurship, someone who starts a business with knowledge, so that it has high reasoning and sharp analysis in seeing every opportunity and threat, through the SWOT Analysis study, as shown below:

**SWOT-analysis**

SWOT has become a standard tool for organizational analysis.
It works as Change Management tool if applied in the right setting.

| | Definition | Typical Examples |
|---|---|---|
| **S**TRENGTH | Any internal asset (know-how, motivation, technology, finance, business links) which will help to meet demands and to fight off threats. Key questions: •What are we good at? •How are we doing competitively? •What are our resources? | • Well-trained man-power • Well established knowledge base • Good contact to target group • Technology, etc |
| **W**EAKNESSES | Internal deficits hindering the organization in meeting demands. Key questions: •What are we doing badly? •What annoys our customers most? | • Lack of motivation • Lack of transport facilities • Problems in distribution of services or products • Low reputation • (the lack of a particular strength) |

| | Definition | Typical Examples |
|---|---|---|
| **O**PPORTUNITIES | Any external circumstance or trend that favors the demand for an organization's specific competence. **Key questions:** •What cahnges of demand do you expect to see over the next years? | • Increasing purchasing power • Development of new markets for high quality products • New technologies that favor our product |
| **T**HREATS | Any external circumstance or trend which will decrease the demand for organization's competence **Key questions:** •What do other people do that we don't do? •What future changes will affect our organization? | • Estbalishment of strong competitors • Lack of cash at household level • Governmental regulation that limit free distribution of our product |

**Figure 4** SWOT Analysis (Freddy, 1999)

Deep understanding of SWOT Analysis is an inseparable part of the strategy of developing higher education organizations because it can also be used as an analysis of the spirit of entrepreneurship in universities to measure strengths, weaknesses, opportunities and threats.

**CONCLUSION AND REMARKS**

**Conclusions**

As from the results of the analysis of the spirit of entrepreneurship in Higher Education that has been discussed, the authors draw conclusions from the results of the discussion by referring specifically to the problematic Philosophical, Process, Results and Strategy questions, with conclusions as follows:

*1.* *Philosophical problematic*

The developing meaning of entrepreneurship can be appreciated in practical understanding (practical concept), this is revealed because the narrow meaning that exists for entrepreneurship is interpretation and views that entrepreneurship is synonymous with what is owned and done by "businessman" or "entrepreneur" who owns a business (trading) This view is not wrong, but it is not right, because entrepreneurial spirit and attitude are not only owned by entrepreneurs but can be owned by anyone who thinks creatively and acts innovatively. This understanding can be felt by the benefits of developing entrepreneurship in universities, so this paper is expected to get good support and responses. Thus, it can change the understanding of the meaning of entrepreneurship which will help the academic community to detect and evaluate

entrepreneurship programs in universities, is there already? or have not assessed the importance of developing entrepreneurship? Higher education assesses the importance of developing entrepreneurship as a driver of creativity and innovative abilities that will be used as a basis, tips and resources to find opportunities for success in managing higher education.

## 2.    Problematic Processes

One of the entrepreneurship development programs in universities is through the implementation of entrepreneurship courses that are integrated into the curriculum, namely how the curriculum is developed by identifying its uniqueness which has to do with developing entrepreneurship. Entrepreneurship curriculum development can be adopted from the building of science management houses in higher education. More important to see the seriousness of universities in developing entrepreneurship is the extent to which the policies issued can strengthen the program. Although policies specifically about entrepreneurship development that are integrated into the curriculum have not been released, however, the implementation has been carried out partially in study programs which are considered to have a connection or not with entrepreneurship courses, this gives birth to different understandings at the level of study program / department leaders. and faculty due to the absence of special policies from the Rector, so that the academic community has not yet had cohesiveness and uniformity to lead to entrepreneurial values. If special policies will be issued in fact many entrepreneurship programs can be managed by higher education institutions starting from those related to lecture programs to extracurricular programs or can be integrated with other multidisciplinary disciplines, with a more comprehensive view.

## 3.    Problematic Results

Implementation on entrepreneurship programmes in the academic community will still face obstacles, because the understanding of each university is different. Some people feel that it is not right to view entrepreneurial universities which are interpreted as business-oriented universities, given the philosophical basis of non-profit service-oriented education. Even though the university entrepreneur concept views things as a whole as a unit that is interrelated and synergized. Entrepreneurial activity is at the core of the phenomenon of university transformation in carrying out tri dharma tertiary education, meaning that all units become a business centre besides being an academic service centre. If the perspective of the academic community has led to this, then the development of entrepreneurship will have a significant impact by changing the mindset and work procedures of the academic community, or vice versa. Actually, to see the impact of entrepreneurship development can be seen from high performance in teaching and research or can be measured in the development of results-oriented organizations as a guide in the development of universities towards entrepreneur universities.

## 4.    Problematic Strategy

Entrepreneurship development in higher education requires a strategy and development of an entrepreneurial cultural movement program with the Business Incubator program (INBIS). This means that the College's Business Incubator is an institution that functions to incubate the business potential of universities and businesses towards higher education based on research universities as well as entrepreneurial universities. Universities need to develop business units from the faculty level to the rectorate, directly the university business incubator is an integral part of the campus organizational structure because it will mobilize, direct and supervise university leaders for university-level business units,

and faculty level leaders and study programs / majors for business units at the faculty and study programme/ department level.

## RECOMMENDATIONS

Based on the above conclusions, recommendations from the study of the spirit of entrepreneurship in higher education can be disclosed as follows:

1. Narrow meaning in the sense of practical understanding of entrepreneurship needs to be immediately changed by striving for programmed socialization of entrepreneurial meaning wider than scientific meaning (transfer of knowledge) and attitude meaning (transfer of value), will have important implications for the development programme college entrepreneurship.

2. Higher education institutions should take advantage of the development of entrepreneurship programmes so that they directly equip students in the learning process (paying attention to cognitive, affective and psychomotor domains) with values in entrepreneurship, namely a more creative, independent and innovative way of thinking of academics.

3. The importance of universities in printing graduates has added value in the ability to create business opportunities by identifying business units if existing ones and business potential in higher education, preparing business potential in universities to become independent and capable business units. become income generating programmes, help the academic community, employees and alumni in developing entrepreneurship.

4. Hold a college entrepreneurship programme that refers to the higher education tri dharma programmes with a broad description and has dimensions towards the development of entrepreneurship in the formation of community colleges that always have the spirit of independence, innovation and creativity.

5. The development of entrepreneurship programmes in tertiary institutions should start from curriculum studies by identifying each study program to position entrepreneurship courses as subjects that must be integrated into the curriculum, so that understanding scientific concepts towards entrepreneurship will be more evenly distributed, this is to change the entrepreneurial understanding of narrow meaning to broader meaning.

6. The need for policy makers at universities from the university to the faculty level, the study programme is seriously aware of the development of entrepreneurship will be achieved if the policies issued can strengthen the programme, one of which if the university policy specifically emphasizes the existence of integrated entrepreneurship courses on all the curriculum structure of the university or policy on developing an entrepreneurial culture at the university level to the faculty level.

7. There is an understanding and mindset that needs to be changed in the academic community in looking at the application and implementation of entrepreneurship programmes, some people find it inappropriate with the concept of university entrepreneurs because they remember the philosophical basis of non-profit service-oriented education. This understanding will gradually change when realizing the spirit of entrepreneurship can anticipate sharp competition between universities.

8. The application of the college entrepreneurship programme one of which displays symbols that encourage the spirit of entrepreneurship in the campus environment in practical

understanding, by pioneering or developing business units as a means to motivate the academic community, so that the spirit and spirit of entrepreneurship will always be alive and dynamic. This is to answer that practical understanding or in the narrow sense of the meaning of entrepreneurship cannot be underestimated.

9. The need to always measure the impact of entrepreneurship development programmes when applied to universities. One that can be seen to measure the impact of the success of the academic community as an impact of entrepreneurship programmes is high performance in teaching and research above other indicators.

10. Entrepreneurship programme strategies and models in higher education institutions that already exist or which will be piloted from the results of this study, should be studied more broadly and deeply through research that will strengthen, debate or broaden horizons to create strategies and other new models with a focus on studies the same one. Because the goal of giving birth to entrepreneurship by building a technopreneurship spirit requires a long process and strategies and models that can be applied.

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