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Model of local excellence-based on entrepreneurship education management for prospective vocational school teachers

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Abstract: The objectives of this study are to describe the needs of entrepreneurship education management model and to develop the local excellence-based model of entrepreneurship education management. The respondents of this study were the head, lecturers, and prospective vocational school teachers in fashion design program. The results showed the highly needs of the entrepreneurship education management model for prospective fashion design teachers in vocational school. Moreover, overall responses from the

respondents indicated agreement of the development of local excellence-based entrepreneurship education evaluation model. The local excellence-based entrepreneurship education management model can be used effectively to enhance entrepreneurial attitudes, knowledge and skills based on local excellence.

Keywords: entrepreneurship education management model; local excellence; prospective fashion teachers; vocational schools.

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1 Introduction

The vision of Indonesia is to become one of developed countries in 2025 through the inclusive, sustainable, and high economic growth. One of the alternatives to overcome the problems of economic growth was education oriented to the entrepreneurial spirit. Education is expected to support the efforts to reduce poverty, and strengthen cultural values. Consequently, education on higher education institution should be oriented towards the development of entrepreneurial spirit, social awareness, and the excellence of local culture with global insight.

Based on the report statistics central agency [*Badan Pusat Statistik (BPS)*] in 2013, the unemployment rate in Indonesia in August as many as 7.4 million people, or 6.14% of the 121.3 million workforce. The number of the unemployed from vocational schools graduates was the highest among others. In comparison, the number of the unemployed from elementary school graduates was 3.51%, those of junior high school was 7.60%, those of high school was 9.74%, those of institute graduates was 6.1% and those of university graduates was 5.50%.

One of the fundamental problems which occurs in Central Java, the overall percentage of graduates of vocational education who became entrepreneurs were only 16.5%, this figure did not meet the expected target of 20% (Central Java, LPMP, 2009). In 2013, the percentage of districts/cities having local excellence-based vocational schools was 76%. However, this figure has not been associated with the number of entrepreneurs and the percentage of vocational schools having a partnership with creative industry which is 35,8% (Indonesian Educational Ministry, Strategic Plan, 2010–2014).

The Home Economics Department at Engineering Faculty of Universitas Negeri Semarang and Universitas Negeri Yogyakarta are the only departments in Central Java and Yogyakarta which are preparing of the prospective vocational fashion design teachers which have implemented entrepreneurship education. However, the mastery of entrepreneurship education was not optimal caused by these following factors: the lack of a development plan, the lack of standard outcome, institutional support, the ability of leaders and educators, curriculum, infrastructure, implementation of the course syllabus/productive skills courses/entrepreneurial field work which was not integrated with the productive skills course, instructional strategies, models and methods of entrepreneurship education and the lack of involvement of the business community to help create learners with a strong entrepreneurial spirit. Based on the Directorate of Education and Student Affairs, Directorate General of Higher Education (2013) entrepreneurship is defined as the creative and innovative ability to create new and different products which is used as motivation, foundation, resources, processes and struggle to create value-added goods and services performed with courage to face risks. Entrepreneurship is one's own potential to be developed through education and training in the forms of experience, challenges, and the courage to take risks in their work and/or to create jobs. The definition of entrepreneurship education is a cultural transmission to prospective teachers to have creative and productive ability, and to realise innovative ideas is used as motivation, concept, resources, processes and struggle to create value characteristics of entrepreneurial behaviour. Slamet (2011) suggests the following attempts to maximise the role of vocational education in economic development, knowledge taught to students of vocational education should be the knowledge which facilitates the development of learners in order to be productive human-being and is in accordance with Indonesian characteristics, strengthen the soft skills of vocational

education learners through a variety ways, and teach entrepreneurship to students' of vocational education through knowledge, awareness, and real and actual practices on entrepreneurship. Tilaar (2012) stated that education in the university level has a uniqueness based on its vision, mission, and objective. Moreover, Pearce and Robinson (2013) explained that entrepreneurship is a process of combining an idea and also a creative and innovative action with management and organisation skill to achieve the objective. Friday (2007) argued that successful entrepreneurship requires an edge derived from some combination of creative ideas and a superior capacity for execution. Creativity and innovation are at the heart of the spirit of enterprise. Moreover, Warren (2011) suggested that entrepreneurship education is effective when it enables its participants to develop a higher capacity for imagination, flexibility, and creativity as well as develop the ability to think conceptually and to see change as an opportunity. Furthermore, Mason (2011) stated that all countries put a high priority on entrepreneurship to increase economic growth and create policies which promote entrepreneurial activities, especially via education and training. Entrepreneurship education should be conducted from primary to tertiary education to foster economic growth, generate more entrepreneurs, and give a greater chance for prospective entrepreneur to start entrepreneurial activities. External analysis is emphasised when designing entrepreneurship program. The growth of awareness to address the external environment and the impact may create greater intersection between entrepreneurship with strategic management.

Lourenco and Jones (2006) mentioned about SASBIC model as a collaborative model in entrepreneurship education used to provide in-depth investigation of how the training and teaching methods were delivered. The learning process was conceptualised by the acronym A stimulus, B stimulus, instructive and constructive (SASBIC) that reflects the approach adopted in the Babson training program. The result of this study showed that the importance of combining traditional and alternative approaches aimed at encouraging students to achieve their potential as entrepreneurs. The traditional approach was utilised to convey conventional knowledge through lecture. An alternative approach emphasised the use of action learning or experiential learning where knowledge was constructed by learners through the process of doing.

The result of research from Wiratno (2012) about the entrepreneurship education in the university still does not meet the expectation because they do not have a minimum standard, lack of facilities, and unprepared lecturer. Othman et al. (2012) argued that students at the State University of Malaysia showed a strong readiness, in terms of the willingness and ability of entrepreneurship. However, assistance is still required for them. Universities should create opportunities for students to pursue entrepreneurship education to increase their awareness and change the mentality or culture from job seeker to productive job creator. It will reduce unemployment rate among graduates and also helps the creation of employment opportunities through the establishment of new businesses and prospective entrepreneurs. The qualification of the lecturers and conducive internal environment are required to enhance efforts to foster entrepreneurship among students. Elements of the internal environment includes lecturers, curriculum, extracurricular activities, supporting resources and condition of the campus.

Warren (2011) showed that there was change in a small yet significant scale in the attitudes and intentions of the students when entrepreneurship education and entrepreneurship training were conducted. Other influential factor was social subjective norms.

Michael (2011) argued that the motivation of students to become entrepreneurs can be the result of the positivity – triggering facilitator consisting of these following activities:

- 1 identifying fear or inhibitors of entrepreneurship in the learners including finance, resources, business ideas and teaching using appropriate methods and structures to provide support to overcome this fear
- 2 providing learners with the opportunity to gain experience of mastery and experience of direct contact with entrepreneurs
- 3 creating space and opportunities for social experience and bonding of students in developing entrepreneurship
- 4 involving lecturers and guest speakers who are passionate about entrepreneurship and able to spread the entrepreneurial spirit as enthusiasm is contagious to the learners
- 5 engaging with lecturers who provide feedback, encouragement and influence to the learners to test their ideas
- 6 making sense of exclusivity in entrepreneurship education that the learners should be proud to be part of the program
- 7 providing an opportunity for participants to communicate and work with each other
- 8 providing an opportunity for participants to present their ideas to others and make some form of positive peer pressure
- 9 involving a young and successful entrepreneur as a guest speaker
- 10 choosing a case study related to the situation of learners.

Negativity – triggering facilitator is to provide support to develop awareness that entrepreneurship is not a choice of lifestyle and influenced by educators but individuals. Ketchen et al. (2007) shows that entrepreneurial strategies can achieved through: building networks, learning, resource and actual theory choice, the creation of collaborative innovation n to share ideas, knowledge, expertise, and opportunities. Individuals make efforts to produce a continuous flow of innovations required by the strategic entrepreneurship. Collaborative innovation is described as a means to complement the innovative efforts of individuals, maintain continuous innovation, close the gap between the level of innovation that they have and the level they need. Peng and Du (2012) showed that the duty of Chinese University is not only to fulfil the demands of the market, but also to act more positively and actively to adapt to changes in the macroeconomic situation in China and to foster the talents who has the spirit of innovation and entrepreneurial skills. The graduates can make a career and create jobs as the demand of social development. University of China must have institutional innovations, have the knowledge and technological innovation as the strength, solve the main problems of social development as its responsibility, and foster a large number of businessmen as an educational objective. College through the integration of curriculum, knowledge, and implementation can build an entrepreneurial university. Tuatul and Pardjono (2012) got a result from the entrepreneur research; knowledge competency, entrepreneur attitude (work ethic, independence, discipline, creative, and innovative), and

also skills (technique, relation, conceptual, decision maker, time management, and leadership). Patriasih et al. (2011) stated that entrepreneur can be improved not only from a subject in class but also from integrated course, method, activity development.

Margaret (1993) describes that resource – based company strategy model is fundamentally related to the accumulation of internal assets, specification of assets, and transaction costs. Resource-based view is utilised to analyse the scope of the company, to create diversification and to penetrate markets where the needs of resource equals to the ability of human resources. According to Bengue (2004), management is a process of integrating unrelated resources to produce a total system to achieve the goal. The resources include: people, equipment, materials, facilities and infrastructure. All resources are coordinated centrally and efficiently to achieve the goal. According to Schoderberk (2005), management also includes tasks, activities and respective function of the label attached at managing, the elements of planning, organising, directing and controlling. Management is a task, activity and management functions inherent in the implementation of the elements of planning, organising, directing, and monitoring is a necessary thing.

Niras Consultants (2008) argues that there are six dimensions to the development of entrepreneurship education including: strategies, institutional infrastructure, teaching and learning, outcomes research, and development, and resources. The strategy is one of the most important dimensions in entrepreneurship education. Recognition from top management about the importance of entrepreneurship is very important and so is the dedication from the bottom (*bottom-up*). Top management (*top-down*) is a main driver because it has the authority to ensure the quick implementation of the necessary changes to become entrepreneurial institution. Hisrich and Peters (2008) the future of entrepreneurship education throughout the world is also growing. Many universities in Europe have well-established entrepreneurship program. Most universities and association conduct research entrepreneurship followed by training courses and then education courses for degree in which credit is given. The entrepreneurship education involves finding, evaluating, and developing opportunities to create a new venture. Bae et al. (2014) research on the relationship between entrepreneurship education and entrepreneurial intentions found that a small but significant correlation between entrepreneurship education and entrepreneurial intentions. However, after controlling the entrepreneurial intent on pre-education, the relationship between entrepreneurship education and entrepreneurial intentions in post-education is not significant. According to Bae et al. (2014) the entrepreneurial intention is the desire to own or start a business. Nabi et al. (2017) research entitled ‘the impact of entrepreneurship education in higher education: a systematic review and research’ found that research on the impact of entrepreneurship education still focuses much on short-term and subjective outcome measures and tends to be highly describing the actual pedagogy is being tested. In addition, this review to provide up-to-date and empirical use for unclear but highly promising searches is emphasised for further research on the impact of university-based entrepreneurship education. This includes, for example: the use of new impact indicators related to emotions and mind-set, focusing on the impact indicators associated with the intent-to-behaviour transition, and exploring several reasons for some of the contradictory findings in impact studies including people, context and moderator approaches pedagogic special model.

The objectives of this study were to describe the needs of the entrepreneurship education management model and to develop the local excellence-based model of entrepreneurship education management for prospective fashion design teachers.

2 Research methods

Educational research and development (R&D) approach was employed in this study, included: investigation, developing the model and generating models or products from educational research activity (Borg and Gall, 2003). Procedural model in this study was adopted from the model of R&D from Borg and Gall (2003). Early investigation using qualitative and quantitative descriptive to describe entrepreneurship education management was conducted in Fashion Design Program in Engineering Faculty of Universitas Negeri Semarang and Universitas Negeri Yogyakarta. The data were gathered using interviews, observation, and a questionnaire. The data were then analysed using descriptive analysis method. The data description was then analysed using a case study approach and triangulation. Yin (1983) argues that case descriptions is an analytical technique that seeks to develop a framework for organising descriptive information and data which has been collected. Those third components of the analysis were carried out in the form of interactive activities with the data collection process as a cyclical process (Miles and Huberman, 1992).

3 Results and discussion

The preliminary study was conducted by interviewing management of entrepreneurial education in Fashion Design Programs in both Universitas Negeri Semarang and Universitas Negeri Yogyakarta, researchers found several weaknesses which will be used as a material for the model development of entrepreneurship education management in Fashion Design Programs. Those weaknesses were expressed as follows:

- a the planning function, namely the lack of a development plan including the vision, mission, goals and strategies as well as standard achievement of goals and the outcome standards that were specifically formulated for the development of entrepreneurship-related education and development plans of production unit, the lack of institutional support, the ability of leaders and educators, curriculum, infrastructure, and the limited number of engagement from the business community to create learners with strong entrepreneurial spirit
- b on the organisational process, there was no a person in charge and the task division, because there was not organisational structure during the development of entrepreneurship education and production units in both programs and departments, so the entrepreneurship education depended on the creativity of the lecturers and the activities of the production unit has not run optimally
- c the implementation of entrepreneurship course planning, industrial management, and the fashion show and lab work which were still conducted separately and were not integrated even though the characteristics of the courses were similar

- d the nurture of the entrepreneurial spirit during entrepreneurship education was not integrated to the practice/productive course and it was still limited in the scope of the responsibility of the entrepreneurship course and business management course, learning strategies, models and methods, and entrepreneurial learning materials required further development
- e the implementation of entrepreneurship did not calculate the operational planning related production costs of electricity, communications, water, depreciation of tools, waste treatment costs resulted in the unrealistic price of products
- f the funding for entrepreneurship development course was mostly gained by students individually and the management of production units was still limited on the scope of the department resulted in the low sale of the production unit and slow efforts to accelerate the growth of the business units
- g the lack of confidence and students' ability to take advantage of opportunities in the course of practice and the development of production units due to weak development mind set about entrepreneurship
- h evaluation of entrepreneurship education was only conducted entirely by lecturers. It did not involve other parties and there was not standard educational outcome in the entrepreneurship course
- i the lack of involvement of the business community to help create learners who have a strong entrepreneurial spirit.

3.1 The needs of entrepreneurship education management for prospective fashion design teachers in Fashion Design Programs

The study was conducted with respondents from Fashion Design Programs in both Universitas Negeri Semarang and Universitas Negeri Yogyakarta and six vocational schools in three regions: vocational high school (SMK) six and SMK Kartini in Semarang, SMK one and SMK Alfalah in Salatiga, SMK one Sayung and SMK Salafiah in Demak. The respondents from the Fashion Design program in Universitas Negeri Semarang and Universitas Negeri Yogyakarta consisted of the head of the program, the head of the laboratory, and the head of the program, entrepreneurship education lecturers, practice/productive course lecturers and students as prospective teachers. The respondents in the vocational schools consisted of principals, vice principal of academic affair, coordinator of the production unit, entrepreneurship education teachers and productive course teachers.

The needs of entrepreneurship education management for prospective teachers was based on the response of the respondents in the questionnaire. The score between 3.26 to 4.00 is strongly needed category; the score between 2.51 to 3.25 (agree) fell in the needed category, the score from 1.76 to 2.50 (disagree) fell in the not required category and the score 1 to 1.75 (strongly disagree) fell in the really not required category. The description of local excellence-based entrepreneurship education management needs for prospective fashion design teacher included four functions of management: planning, organising, implementation and evaluation.

3.2 Requirement planning entrepreneurship education

The description of the needs of planning indicated the needs for the development of local excellence-based educational planning for prospective teachers in the Fashion Design Programs. The result of the questionnaire in Table 1 shows that the greatest response by 48.15% indicated the needs for development and 18.52% of the response indicated the needs of planning. Therefore, it can be concluded that there was very high demand for the development of local excellence-based entrepreneurship education for the prospective fashion design teachers.

Table 1 The needs of planning entrepreneurship education model

No.	Location		Respondents (%)			
			Strongly agree	Agree	Disagree	Strongly disagree
1	Semarang City	2 Vocational schools	40.74	29.63	27.78	1.85
2	Salatiga City	2 Vocational schools	31.48	29.63	37.04	1.85
3	Demak City	2 Vocational schools	31.48	38.89	27.78	1.85
4	Higher education	2 Universities (UNNES and UNY)	48.15	18.52	25.93	7.41

The needs of planning entrepreneurship education model included: the need to increase soft and hard skills competence with education and training, the description of needs, needs mapping, learning materials developed by a team, the arrangement of development strategy plan on the local excellence-based products, local excellence-based learning materials, facilities, time and supporting media, procedures and policies, model development, the needs of the person in charge, trained human resources, standards of operation, team meetings, and leadership.

3.3 The needs of organising entrepreneurship education

The description of the needs of organising entrepreneurship education based on the responses of respondents in Fashion Design Programs and vocational schools indicates the needs for development organising model of entrepreneurship education. Table 2 shows the responses from respondents regarding on the condition of organising entrepreneurship education management, 52.38% of the respondents indicated that entrepreneurship education lacked of organisation and organising entrepreneurship education is required immediately for the development of entrepreneurship education, especially in preparing prospective fashion design teachers.

Table 2 The needs of organising entrepreneurship education

No.	Location		Respondents (%)			
			Strongly agree	Agree	Disagree	Strongly disagree
1	Semarang City	2 Vocational Schools	28.57	66.67	4.76	0.00
2	Salatiga City	2 Vocational Schools	19.05	23.81	57.14	0.00
3	Demak City	2 Vocational Schools	11.90	69.05	19.05	0.00
4	Higher Education	2 Universities (UNNES and UNY)	23.81	23.81	52.38	0.00

The needs of the organisation included:

- 1 the need for coordination
- 2 task division
- 3 responsibilities
- 4 authority of the organisers
- 5 student involvement
- 6 facilities and infrastructure organisation
- 7 training
- 8 organisational structure
- 9 unit of activity
- 10 human resources
- 11 management
- 12 qualifications
- 13 involvement of all parties.

3.4 The needs of local excellence-based entrepreneurship education implementation

The description of the needs of the entrepreneurship education implementation was based on the responses of respondents in Fashion Design Programs and vocational schools. It was indicated that the needs for development of entrepreneurship education model implementation. Overall responses in Table 3 indicated the needs of the development of local – excellence based entrepreneurship education model. 67.50% responses from respondents in Semarang, 57.50% responses from respondents in Salatiga, 67.50% responses from respondents in Demak, and 62.50% responses from respondents in Fashion Design Programs agreed on the development of local – excellence based entrepreneurship education model.

Table 3 The needs of local excellence-based entrepreneurship education implementation

No.	Location		Respondents (%)			
			Strongly agree	Agree	Disagree	Strongly disagree
1	Semarang City	2 Vocational Schools	12.50	67.50	20.00	0.00
2	Salatiga City	2 Vocational Schools	2.50	40.00	57.50	0.00
3	Demak City	2 Vocational Schools	5.00	67.50	27.50	0.00
4	Higher education	2 Universities (UNNES and UNY)	7.50	62.50	30.00	0.00

The need for organising strategy (coordination, task division, responsibilities, authority). The needs for the implementation of entrepreneurship education include: the need for integrated learning process, team coordination, direction and motivation, infrastructure and financial resources, responsibility, competence, character orientation, concepts and practices, local excellence-based materials and products, sustainability, funding for the implementation of a business plan, developing the potential of local materials. The result indicated the importance of the implementation of the local excellence-based entrepreneurship education management model based for prospective teachers in SMK.

3.5 *The evaluation needs of local excellence-based entrepreneurship education*

The description of the needs of local excellence-based entrepreneurship education evaluation was based on the responses of respondents in Fashion Design Programs and vocational schools. Overall responses in Table 4 indicated an agreement of the development of local – excellence based entrepreneurship education evaluation model. 67.50% responses from respondents in Semarang, 40.00% responses from respondents in Salatiga, 63.16% responses from respondents in Demak agreed on the development of local – excellence based entrepreneurship education evaluation model. However, 62.50% respondents from Fashion Design Programs disagreed with the development of local – excellence based entrepreneurship education evaluation model. The needs of the development of local – excellence based entrepreneurship education evaluation model was indicated by the need for evaluation of strategies/methods, the needs of assessment methods, assessment guidelines, the assessment of habituation, the assessment of the business plan and products, the needs evaluation schedule with the team, funding, capital, manual evaluation of the character and intentions of entrepreneurs in teaching practice, the needs for human resources evaluation (team involvement, leadership, users, providing feedback, team capability in the evaluation, education and training).

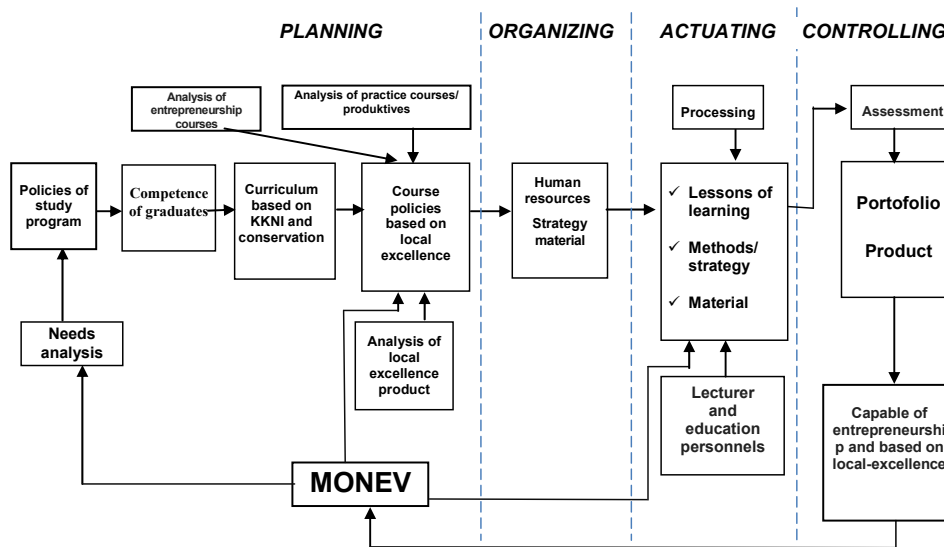
Table 4 The evaluation needs of local excellence-based entrepreneurship education

No.	Location		Respondents (%)			
			Strongly agree	Agree	Disagree	Strongly disagree
1	Semarang City	2 Vocational Schools	2.50	67.50	30.00	0.00
2	Salatiga City	2 Vocational Schools	0.00	40.00	60.00	0.00
3	Demak City	2 Vocational Schools	2.63	63.16	34.21	0.00
4	Higher education	2 Universities (UNNES and UNY)	12.50	25.00	62.50	0.00

3.6 *The development of local excellence-based entrepreneurship education management model*

Based on the result of forum group discussion and the current condition of entrepreneurship education management model, the local excellence-based entrepreneurship education management model consisting of four management functions to achieve the competence of prospective vocational teachers who entrepreneurship mind set was developed in this study.

Figure 1 The development of local excellence-based entrepreneurship education management model (see online version for colours)



4 Conclusions

The current entrepreneurship education management model has not been based on local excellence and includes three functions:

- 1 planning
- 2 implementation
- 3 evaluation.

The results of the questionnaire showed the need for the development of entrepreneurship education management model of 60.63%. Therefore it is necessary to develop hypothetical model of entrepreneurship management education based on local excellence which include:

- 1 planning
- 2 organising
- 3 implementation
- 4 evaluation so that prospective teachers have mindset, entrepreneurial character based on product creativity development that is concerned with local potential and local flagship.

Hypothetical models and entrepreneurship-based entrepreneurship education management guides developed valid and viable, with excellent assessment by experts and practitioners. The final model of entrepreneurship-based entrepreneurship education

management can be used effectively so as to enhance the entrepreneurial character, knowledge and skills of prospective teachers of fashion.

Implementation of the model needs to formulate strategies, commitment and support of human resources both from leaders, lecturers and all parties, to support the development of character/entrepreneurship spirit and conservation and improve knowledge and skills based on local excellence for graduates.

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