# Development of Technopreneurship-based Entrepreneurship Education for Students at Universitas Riau, Indonesia

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# Development of Technopreneurship-based Entrepreneurship Education for Students at Universitas Riau, Indonesia

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***Abstract:*** A country will be able to build the welfare of its community if it has at least 2% of entrepreneurs. According to the Ministry of Cooperatives and Small and Medium Enterprises, the number of entrepreneurs in Indonesia is still around 1.6%. For that reason, it is necessary to develop technopreneurship-based entrepreneurship education for students in order to produce highly competitive entrepreneurs. The purpose of this study is to develop a technopreneurship-based entrepreneurship education for students. It was conducted at Universitas Riau, Pekanbaru, Indonesia. The data was collected through interviews, observation and documentation, then it was analyzed descriptively. The results show that the number of students who have a business plan according to their academic disciplines on average is only 5%. This is due to the lack of coordination and synergy in the programs and implementation of entrepreneurship education, both at the university, faculty, and department/study program levels. The lecturers in the department/study program have not strongly emphasized the skill of students on the aspect of invention/creation of creative/innovative ideas according to the academic disciplines. They only instill the knowledge and interest in entrepreneurship. Unit and supporting programs of entrepreneurship education also have not been able to limit the business according to the academic disciplines because the student participants might get difficulty to meet the credit. The entrepreneurship education for students needs to be developed in an integrated system ranging from the university level to department/study program and supporting unit by involving all lecturers both entrepreneurship and non-entrepreneurship lecturers to all components that lead to creativity and innovation of students based on their academic disciplines (technopreneurship).

***Keywords:*** entrepreneurship education, non-entrepreneurship and technopreneurship.

## 1. INTRODUCTION

The third Medium Term National Development Plan (RPJMN) (2015-2019) has the direction of national development that emphasizes the achievement of economic competitiveness based on natural resources

and qualified human resources. The strategic policy for the achievement is among other improving the quality of human resources by strengthening the entrepreneurship including the entrepreneurship development patterns, structuring the entrepreneurship curriculum in formal educational institutions, as well as expanding the support, especially for technology-based entrepreneurs (technopreneurs). The strategic policy which is directly related to entrepreneurship in higher education is to improve the relevance and competitiveness of higher education, through the development strategy of entrepreneurship education and training that is integrated in the course. Ciputra (Jati and Priyambodo, 2015) and the United Nations (Alma, 2013) reveal that a country will not be able to build itself if it does not have the entrepreneurs as many as 2% of the population. These needs have not been met by Indonesia as stated by the Ministry of Cooperatives and Small & Medium Enterprises that currently, the number of entrepreneurs in Indonesia is around 1.6 percent, still below neighboring countries such as Singapore, Malaysia and Thailand, each of which owns a percentage of entrepreneurs by 7 percent, 5 percent and 3 percent (Tugumalangnews.com, 2016). In line with the need to meet the number of entrepreneurs, Handrimurthahjo (2013) states that Indonesia needs a new policy that encourages the entrepreneurial spirit in order to achieve a stable economic growth. In accordance with the national strategic policy of entrepreneurship development in universities and to meet the needs of national entrepreneurs, the entrepreneurship education for students should be developed based on technopreneurship. The objectives of this study are to:

1. Obtain information about entrepreneurship education at Riau University, either in the form of lecture and non lecture, as well as the output.
2. Find the concept of development of entrepreneurship education for student based on technopreneur or academic discipline.

Based on research results, entrepreneurs whose academic background is higher are often known to be more innovative by using modern business model based on the use of new technologies (Taatila 2010 and Pajarinen et al., 2006 in Handrimurthahjo, 2013). The research results imply the need for the entrepreneurship development through education in the college so that the innovation based on the use of new technology is often performed to increase the national productivity. According to the Ministry of Research, Technology and Higher Education of the Republic of Indonesia (2008), education in developed countries turns out to be based on the nation ability to innovate independently and the creation of technology as a competitive advantage, called entrepreneurship-based education or technopreneurship. Suparno, Hermawan, and Shu'aib (2008) reveal that technopreneurship is a combination of technology (the ability of science and technology) with an entrepreneurship (self-employed to gain profit through business processes). According to the Ministry of Research, Technology and Higher Education of the Republic of Indonesia (2008), the technopreneur is based on the entrepreneurial skills on the education and training acquired on the lecture or private experiment. So, technopreneurship can be defined as the process of creative and innovative capabilities through the implementation and use of science to carry out activities that provide added value to someone or community. According to Handrimurthahjo (2013), Indonesia has the opportunity to develop technopreneurship to create the added value, especially for agricultural products, forestry, livestock and fisheries. The importance of technopreneurship for the advancement/future of Indonesia requires the need for technopreneurship-based entrepreneurship education for students.

Entrepreneurship education according to Rasmussen, Moberg, & Revsbech (2015) is defined as the content, method, and activity that support the development of motivation, competence, and experience

that makes it possible to implement, manage and participate in the process of providing the adding value. Entrepreneurship education program ultimately aims to affect the entrepreneurial behavior for the future of individual and the improvement of business success. In particular college, the entrepreneurship education is implemented in 4 (four) stages: first year (creativity program), second year (foundation program), third year (establishing entrepreneurship program) and fourth year (hatchery program). In the first to second year, the participants are all students of management/business study program, while in the third and fourth year the participants are the selected students who have character and motivation in entrepreneurship as well as the establishment of new business (start-up new venture (Handrimurthahjo (2013). For creating an entrepreneur through education at the Faculty of Economics, Ciputra University, Kodrat and Christina (2015) state that it can be carried out through the following stages: awaken the student inspiration to instill the mindset (performed in the 1st half); train the ability to see opportunities, creativity, and calculate the risk, train leadership skill; and develop a business network of students (carried out in semester 1 to semester 7). To train and or develop creativity, it can be conducted through the 4Ps, namely: 1) person, 2) press, 3) process, and 4) product. Results of research conducted by Gasse and Tremblay (2006) at the Canadian universities showed a positive attitude on entrepreneurship, revealed approval of university programs and media, presented entrepreneurship as a lifestyle, promoted entrepreneurial success through social recognition and honor, strengthened the talent, kept an eye out for opportunities, including inventions, discoveries and risks in pedagogical content, all are factors that will help to promote entrepreneurship and increase the use of creative capacities that have become a part of the university environment.

## 2. RESEARCH METHODS

The research was conducted on entrepreneurship education at the Riau University, which included entrepreneurship lectures and their supporting activities as well as the units or institutions that handle it. The respondents were the leaders of university, faculty, department/study program, unit supporting entrepreneurial activity, and the entrepreneurship lecturers. The data was collected through observation, interviews, and documentation. This research uses three data collection techniques (Gusnardi *et al.*, 2016; Lubis, *et al.*, 2016; Muda and Dharsuky, 2016; Muda *et al.*, 2016; Nurzaimah *et al.*, 2016 and Dalimunthe, *et al.*, 2016). First, the use of documentation to examine the existing data, either in the form of policy documents, papers, journals, or books of previous research results. The observation was to collect data on the implementation of the study and supporting entrepreneurial activity; interview was used to collect data on the policies related to entrepreneurship education and its implementation; whereas the documentation was used to collect data on the results obtained from the activities of entrepreneurship education. The data was analyzed using descriptive analysis techniques, both quantitative and qualitative as well as the ratio analysis techniques.

## 3. RESULTS AND DISCUSSION

### 3.1. Policy of Entrepreneurship Education for Student

Entrepreneurship education for students at the Riau University has become the university policy, which is the optional Entrepreneurship Course. The policy is outlined in the Decree of Rector of 1995. To support the entrepreneurship education at the university level, an institution is formed to manage and organize the

entrepreneurial activity program of student at the university level named the Career Development and Entrepreneurship Center (CDEC). Determination of Entrepreneurship Course and the formation of CDEC as a manager and organizer of entrepreneurial activity program at the university level indicate that the Riau University has been prepared and anticipated the development of economic welfare of community through the development of entrepreneurship education for students.

The implementation of the Decree of Rector on Entrepreneurship Course at the faculty level has been good, where 80% of faculties have directed the existing departments/study programs to implement the entrepreneurship lecture. In addition, there have been (25%) among the faculties who conduct the supporting activities of entrepreneurship lectures at the faculty level such as bazaar or entrepreneurship practice for students. While (20%) of the faculties have not implemented the policy because it is optimal and there have been many course loads. In addition to these reasons, the faculties also consider that the Entrepreneurship Course is not in accordance with the substance of their academic discipline. However, the faculty leaders give freedom to the students and support to participate in the entrepreneurial activity at other level of institutions. So, informally the whole (100%) faculties that exist have already supported the implementation of entrepreneurship education for students.

At the level of the department/study program, the policy of entrepreneurship education for students is in line with the policy of the faculty. All departments/study programs in the faculty organize the compulsory Entrepreneurship Course following the policy of the faculty that includes the Entrepreneurship Course in their curriculum. It must be followed by every student and they must pass the course. In addition, the faculties also organize the joined entrepreneurial activities such as bazaar or the practice of entrepreneurship lectures as the support. The activities are carried out together by several existing departments/study programs. They are performed in a group, not by individual student, in which each student group presents the products for sale. The products presented / produced by the students are free and not restricted to academic disciplines of their department/study program, what is important is the practice of running a business to implement /support the result of entrepreneurship courses.

Department/study program that takes the same policy is given the freedom by the faculty whether to incorporate the course in the curriculum or not. Based on the policy, the students must pass the course, meaning that if they do not pass, they must repeat. It is because the department/study program thinks that employment at the present time is very limited, so the opportunities for the graduates should be extended in terms of the competency/ability to be able to create jobs for themselves (Gusnardi *et al.*, 2016). The factors that may hamper the achievement of basic competencies mastery or discussion of the subject being tested in the national examination is generally originated from the input and process aspects. For departments that have multiple undergraduate study programs, there are also departments that have programs to support entrepreneurial activity of entrepreneurship lectures throughout their study programs. In addition, the entrepreneurial activities are also intended to facilitate the entrepreneurship activities at the department level as a continuation of entrepreneurial activity at the level of study programs.

In addition to the department/study program that does not implement the policy or entrepreneurship education in co-curricular activities, they have similar reasons that there have been a lot of curriculum load already. They also consider that it does not incompatible with their department/study program. Although they do not have a policy of entrepreneurship education in co-curricular either implicitly or explicitly, they still give students a freedom to participate in entrepreneurial activities held in other places or at the university

level. Even the departments/study programs are also willing to provide support in the form of a formal written agreement when students need it.

### 3.2. Implementation of the Entrepreneurship Program Activity and the Results

Program/policy of the entrepreneurship education at the university level with regard to entrepreneurship lectures is conducted by faculty or department/study program under the university. Because the Entrepreneurship Course status according to the university is optional, the implementation of the course has not been fully responded by the faculty, as well as departments/study programs. There is a faculty that makes the Entrepreneurship Course as compulsory course while then other makes the Entrepreneurship Course as optional course.

Program/policy of entrepreneurship education with regard to the activities of non- entrepreneurial lecture is implemented by multiple parties or units within the university, such as: the Career Development and Entrepreneurship Center (CDEC), Vice-Rector for Student Affairs and Alumni (Vice Rector III), Business Management Board (BPU), and the Institute for Research and Community Service (LPPM). Each party carries out the program in accordance with the portion, where CDEC and Vice Rector III run the activity program which are directly related to student entrepreneurship, while the BPU and Research and Community Service run the activity program that do not directly support the student entrepreneurship through business activities managed by BPU and research activities of the lecturers managed by Research and Community Service.

An entrepreneurial activity undertaken by CDEC is an activity that involves students on the level and scope of the university, from various departments/study programs/faculties at the Riau University (UR). Activities such as entrepreneurship training, business internships or co-op Small and Medium Enterprises, entrepreneurship competition, provision of revolving capital, and enroll the entrepreneurial students in the Student Entrepreneurship Expo Indonesia (KMI) on national level. Entrepreneurship training activity that have been carried out include entrepreneurial motivation development training, business management training, training of feasibility/business proposal preparation, as well as business techniq training. The number of training participants has always been fulfilled according to the target but the number of participants who have a business plan in accordance with their academic discipline on average is only about 5%. Likewise, the participants in the activities of revolving capital aid, those who have a business plan according to their academic disciplines on average is also only about 5%. The continuity of the participant business that receives revolving capital aid is less than 5%. This is due to the inability of students in managing their product technically.

Today, the student entrepreneurial activities under the coordination of the activities Vice Rector III are: Entrepreneurship Student Creativity Program (PKM-K), which integrates the Student Creativity Program along with the National Student Science Week (PIMNAS), as well as the Student Welfare Unit in the form of Student Cooperative (Kopma). The participant of Entrepreneurship Student Creativity Program where the field is in accordance with the academic disciplines is still less than 5%, as well as those that passed for PIMNAS. Activity unit of the Entrepreneurship Student Creativity Program at this time has not run properly as a place for students to develop their entrepreneurial practices. Even the implementation of this unit tends to be like other non-entrepreneurial student activity units.

On the faculties that decide the Entrepreneurship Course as a Compulsory Course of the Faculty, the entrepreneurship lectures are conducted by all existing departments/study programs. Implementation of non-entrepreneurial lecture activity program, such as bazaar or entrepreneurship practice is conducted to accommodate/support the lectures and activities that have been undertaken by the department/study program. These have become a way to provide/add the experience of students in business practices, but they have not been competed in a professional manner. As a result, viewed from the number of students involved, it can be said that 100% of the students are already involved. But when viewed from the type of business sponsored by the students, it can be said that only 5% that is according to the academic discipline of department/study program. An obstacle faced on this issue is the difficulty to force the students to practice the creativity and innovation from their academic disciplines. However, if they are forced like that, they will not follow the activities because they do not have the ability or cannot create and innovate from their academic disciplines. It is associated with the level of non-entrepreneurial lecture objectives that has not reached the high level of creation or cognitive level 6 (C-6). In addition, it is also associated with the practice of non-entrepreneurial subjects that is lacking/not optimal due to limited funds, so that the student competence is not up to the creation level in the cognitive domain.

The weight of credits for the Compulsory entrepreneurship course is two (2) credits. At the department/study program where the entrepreneurship course is optional, the system is divided into two, namely that those who set the Entrepreneurship Course into the curriculum as Compulsory, and others who that do not include the entrepreneurship education in the curriculum (there is no entrepreneurship lecture).

At the department/study program that makes the Entrepreneurship Course as the Compulsory Course, there are departments that oversee some undergraduate study programs that conducting supporting entrepreneurship lectures at the department level such as bazaar or entrepreneurship practice. This is a follow up after the students attending the entrepreneurship course and other entrepreneurial activities at the level of study programs. The result achieved is the emergence of spirit in entrepreneurship lectures because in these activities the students feel happy. In addition, it also increases the experience of entrepreneurship practice, both from producing to selling their products and those who only sell products. Viewed from the type of products that produced in these activities, it turns out theta there is only a few (an average of only 5%) products which are the result of the creativity and innovation of academic disciplines of students. Most students only practice entrepreneurship for products that are easy to obtain or make it without considering or practicing their academic discipline of the study program/department.

Entrepreneurship Course which is organized and implemented by the department/study program in general is (1) subject with a weight of 2 (two) credits. But in the department/study program in charge of science that is very close to entrepreneurship, i.e. department/study program in economics or business, the course is more than one, and each of course related to the concepts or theories about: the entrepreneurial attitude/spirit, business planning, and business management. In business management, it may be subdivided into more specific courses such as Financial Management, Marketing Management, Human Resource Management, etc.

In general, the entrepreneurship education policy program and implementation of the policy has already run pretty well, but not optimal, especially when viewed from the results. To optimize the policy and its implementation as well as the result, the need for systemic policy allows for integration or cohesion between and among components that exist, both of non-entrepreneurial curricular and entrepreneurial

components, to complement each other and fill in for the sake of creation and or improving the competence of entrepreneurial students or graduates. For example, the department/study program create a non-entrepreneurship program/policy in the form of the formation of student groups creators in the academic disciplines of departments/study and also makes the entrepreneurship program/policy in the form of the establishment of innovator student or creativity-based entrepreneurship of the academic science of departments/study programs, which must be fought by professors of entrepreneurship. To complete both programs/policies, the study program should also make a non-lecture program activity which facilitates creative and innovative activities for students, such as "the creativity-innovation of department/study program". Program/policy supporting entrepreneurship is essential to produce the graduates as entrepreneurs. Handrimurthahjo (2013) also states that in order to equip the students in the field of entrepreneurship, the entrepreneurship supporting programs or activities shall be given. Likewise, Galus (2009) says that the entrepreneurship development program is expected to be a means for the integration in synergy between the mastery of science and technology with entrepreneurial spirit. The three programs/policies must be integrated into a package of programs/policies, both at the level of department/study program, faculty, and the university, so that at each level there is a group of creator-innovator students or and entrepreneurs.

### 3.3. Development of the Technopreneurship-Based Entrepreneurship Education for Student

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In order to increase the number of students in entrepreneurship, particularly the number of students who are able to continue the success of their business, the entrepreneurship education for students that have been there need to develop and carry out towards entrepreneurship education based on academic disciplines of students or technopreneurship. The entrepreneurship education can be developed from two important things: policy program and program implementation. Policy program and implementation must be carried out systematically and integrated. Systematization and integration is made between and among the non-entrepreneurship and entrepreneurship components in university scope, ranging from the level of faculty, study program/department, faculty, or university. The components include a non-entrepreneurship courses and lecturers, units of student activities, research, and community service; while the entrepreneurship components, among others Entrepreneurship Course Entrepreneurship lecturers, Entrepreneurship Student Creativity Program, Student Cooperative, CDEC, and BPU. Such development of entrepreneurship education can be explained as follows:

1. The need for integrated/unified entrepreneurship education policies and programs in a synergy and harmony start from the level of university, faculty, and department/study program, as well as entrepreneurship and non-entrepreneurship lecturers.
2. Based on the integrated/unified policies and programs, each party the lecturers, department/ study program, faculty, or the university, organize and carry out the entrepreneurial activities in the form of entrepreneurship courses and lecturers or non- entrepreneurship activity as a support of entrepreneurship lectures.
3. The contents of entrepreneurial activity program, both lecture and lecture activities must include a briefing and or development of entrepreneurial knowledge, skills, and attitudes and behavior.
4. Entrepreneurship course needs to be developed for the purpose of creating creative students according to their academic disciplines of the department/study program or faculty. Then it is

integrated with the program of entrepreneurial activity for the utilization of ability or the results of their creativity.

5. Entrepreneurship course is developed for the main purpose of creating the students who have the entrepreneurial attitude, spirit, and behavior as well as knowledge and technical skills of entrepreneurship. Then it is integrated and synergized with non-entrepreneurship lecture and other entrepreneurial activities to create the students who become innovators or entrepreneurs based on their department/study program or faculty.
6. The non- lecture activities need to be developed for practical purposes or development of creativity and innovation of students based on their department/study program or faculty. Then it is integrated and synergized with the activity/lecture results (entrepreneurship and non-entrepreneurship) to be a place for the establishment and improvement of entrepreneurial skills through practical experience.
7. The integrated entrepreneurial activity in each department/study program, faculty, and the university shall produce a group of creator-innovator students or entrepreneurs as the icon/ excellence of the entrepreneurship respectively. The number of group and its members can be determined based on the percentage of the number of students and the existing disciplines.

## 4. CONCLUSIONS AND SUGGESTIONS

### 4.1. Conclusions

Based on the results of research and discussion and a draft model of entrepreneurship education in chapter 5, it can be concluded as follows:

1. The University has already a program of *entrepreneurship* policy which is the Entrepreneurship Course made as an optional course; Establishment of Career Development and Entrepreneurship Center (CDEC) as the unit that handles program of *entrepreneurship* policies is explicitly at the university level; and also the implementation of entrepreneurship policies in other units/ institutions such as Vice Rector III and in the Research and Community Service. There are three programs of *entrepreneurship* policy at the faculty level, namely the faculties that: 1) set Entrepreneurship Course as Compulsory Course and have supporting programs; 2) set Entrepreneurship Course as Optional Course and have supporting programs; 3) have not had program of *entrepreneurship* policy either the course or other programs.
2. Entrepreneurship program in general has been implemented quite well but the results have not been good. The causes among others are that there are no policy and the implementation of entrepreneurial activities which have not been systemic and integrated between the components of the non-entrepreneurship education and entrepreneurship components.
3. For the development of Entrepreneurship Education for Students in order to produce good results, it should be directed to the policy of technopreneurship-based entrepreneurship education and the implementation needs to be carried out in a systemic and integrated way both inter and between the entrepreneurship and non-entrepreneurship components, starting from the lecturers, department/study programs, faculties, and up to the university level.

### 4.2. Suggestions

According to the results of research and discussion, for the implementation of technopreneurship-based entrepreneurship education, the suggestions are as follow:

1. At the university level, there needs to be a coordinator of entrepreneurship education who has a strategic plan on university entrepreneurship education and coordinate/integrate entrepreneurship education policy program (lecture and non-lecture) at the university level to the lower level in accordance with the strategic planning.
2. Faculty needs to own and run the programs and policies of entrepreneurship education (lecture and non-lecture) which are integrated with the university and the department/study program according to the academic discipline of the department/study program.
3. Department/study program needs to have and run the programs and policies of entrepreneurship education (lecture and non-lecture) which are integrated with faculty and coordinate the existing courses/lecturers/study programs for the students to create creative and innovative students or entrepreneurship based on their academic science of the departments/study program.

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# Development of Technopreneurship-based Entrepreneurship Education for Students at Universitas Riau, Indonesia

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