

EVALUATION OF FACULTY READINESS IN REALIZING ENTREPRENEURIAL UNIVERSITY AGENDA

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Submitted: 27 May 2022,

Revised: 06 June 2022,

Accepted: 15 June 2022

Abstract. Knowledge and changes in the higher education sector are currently contributing to socio-economic developments that encourage new forms of cooperation and the economy related to the process of globalization, social dynamics, and the development of a knowledge-based economy. Entrepreneurship in higher education is a fairly new concept. EU in the sense of three things: the university itself, the members of the university (faculty) and the interaction of the university with the environment. The selection of the object is based on the fact that FEB has quite a lot of Intellectual Property Rights (IPR) during 2016-2019. In this study, it aims to realize the economic and business framework of Telkom University in realizing the entrepreneurial university agenda, it must implement the EU dimension itself, there are 8 dimensions to realize the EU architecturally. This study uses a qualitative method with interview sources, namely FEB lecturers who have high positions such as deans, vice deans, and lecturers related to entrepreneurship. The results of this study prove that the Faculty of Economics and Business has many programs created by both of them but will support this EU activity, many dimensions need to be improved both from the website and information between students, lecturers and staff. Researchers provide various kinds of practical suggestions that architecture can do in improving and developing programs to support Entrepreneurial University activities.

Keywords: entrepreneurial university; entrepreneurs; entrepreneur.

INTRODUCTION

Entrepreneurial university in higher education is a fairly new concept (Klofsten et al., 2019). This is a pressure for universities to make preparations in adapting within the scope of society and the economy (Succi & Canovi, 2020). One way to realize the EU agenda is to make graduates from these faculties become entrepreneurs (Akhmetshin et al., 2019). To start a business or become an entrepreneur requires many stages to support the ongoing business (Ratten, 2020), especially in the survival and development of the business. The following are the stages

needed in the development of a start-up according to (Cardoni et al., 2018) by calculating the average experience by (Ajide, 2020) in The IDIA (2017).

These stages of course require assistance through the learning process from various institutions (G'ayratovich, 2022). So the researchers selected objects at Telkom University with the object selection criteria (Djamaluddin et al., 2022) Strata-1, has an entrepreneurial expertise group, has a vision/mission to develop entrepreneurial aspects (Zakariah, 2022). The following is the object selection process at Telkom University.

Table 1. Business Development

Criteria	Reason	Study Object Selection
Undergraduate	Based on the startup life cycle, a minimum of 4 years is required (Rebel, 2017; The IDIA, 2017) to create a startup that starts from idea creation to validation business model (early stage).	FTE, FRI, FIF, FEB, FKB, FIK
Have an Entrepreneurship Expertise Group	Entrepreneurship is a support system that is assumed to be able to integrate entrepreneurship programs into teaching, research, and community service activities at the faculty the.	FRI, FEB, FKB
Have a vision/mission to develop entrepreneurial aspects	To realize the Entrepreneurial University (EU) agenda, each faculty will have an integrated entrepreneurship program and this should be reflected in the following: faculty vision/mission.	FEB, FKB

There are 2 study objects that will be explored regarding their role in realizing the EU agenda ([Klerkx et al.](#), 2019) namely FEB and FKB with the following considerations:

- a. Both have decreased the percentage of entrepreneurs in the 2016-2018 period.
- b. In 2019 both experienced an increase in the percentage of the number of entrepreneurs but the amount was not significant ([Presutti & Odorici](#), 2019).
- c. The average percentage of the number of entrepreneurs of the two faculties is still below the ideal number when compared to that conveyed by the Chancellor of Ciputra University (UC) for the 2017-2021 period ([Riviezzo et al.](#), 2019). Ir. Yohannes Sowawihardja, M.Sc., 30% of graduates have a business that was started during their studies (Radar Surabaya, 24 March 2017). Ciputra University is assumed to be a university that is used as a benchmark for the implementation of an ideal Entrepreneurial University for implementation in Indonesia ([Wijaya & Radianto](#), 2016) in accordance with what is stated in the vision, mission, and values of Ciputra University ([Kapitulčinová et al.](#), 2018).

This study focuses on FEB because FEB has more registered Intellectual Property Rights (HKI) than FKB but the average number of FEB entrepreneurs during 2016-2019 is lower than FKB. If viewed from the EU theory, HKI is a source of knowledge that can be commercialized into a startup that can be run by lecturers and students. Ideally, if the number of IPRs is higher, the number of entrepreneurs will also be

higher. This condition shows that there is a discrepancy in the activities of the tridharma that should be integrated with each other, many of the potential IPRs owned by FEB are not explored to be commercialized into startups. The EU agenda at Telkom University must be achieved by 2023, meaning that faculties still have about 2 years to make adjustments to the management of their entrepreneurship program so that the EU agenda at Telkom University can be achieved effectively.

METHODS

This type of research is a qualitative descriptive survey. The results of this survey descriptively explain the respondents' views on this topic. Population and sample of this research. The stages start from determining the phenomenon by formulating problems and formulating a framework of thought, then proceed with interviewing FEB lecturers who have high positions such as the Dean, Deputy Dean 1, Deputy Dean 2, Secretary of the MBTI Study Program and MBTI Lecturers. Sources of data in research are defined as people, objects or objects that can provide information, facts, data, and facts related to what is being studied or studied. Sources of data in research can be classified into 2, namely primary data sources and secondary data. The sampling process is carried out using the Triangulation technique with a lever process that combines several points of view and methods. In social science, it refers to the combination of two or more theories, data sources, methods, or investigators in

studying a phenomenon to form a single construction. Triangulation can be used in both qualitative and quantitative research. The process of data collection was carried out by collecting and in-depth interviews from various sources. The survey method consisted of a questionnaire with closed

questions and a detailed interview sheet. In data analysis, Miles and Huberman's theory is used in the analysis phase. 1) Data collection. 2) Data reduction. 3) Data presentation 4) Miles and Huberman findings and validation.

RESULTS AND DISCUSSION

The discussion related to Leadership and Governance, which has been prepared by the Faculty, is a curriculum that refers to the realm of entrepreneurship and provides programs to create start-ups. Then the faculty has provided facilities and budgets to support entrepreneurship activities. Then in carrying out the discussion related to leadership and governance, there is a challenge that is faced is the lack of publicity related to implementations related to entrepreneurship. So that many do not understand and understand related to these implementations ([Dare et al., 2018](#)); ([Rose & Grant, 2010](#)).

Digital Transformation and Capabilities, which have been carried out by the study program, have begun to focus on providing information and products based on the internet and courses that can be integrated into the Tri Dharma of Higher Education. Then the existing infrastructure is an LMS. The challenge faced is that there is no requirement for students to produce EC-OECD business (2012).

Organizational Capacity, Society and Incentives, the discussion aims to provide improvement and support for entrepreneurial spirit, the faculty has prepared funding and implementation such as GRID and giving each prize. Then

the challenge faced is the gap between the academic community where staff or faculty staff are not included in the EC-OECD faculty program (2012).

Entrepreneurship Development in the Learning Process, which have been carried out by the Faculty, provide facilities for lecturers to develop entrepreneurial skills including Cooperation with external groups. The faculty has also provided courses to provide support for entrepreneurship strategies. Then the challenge encountered is that information regarding the faculty obtained by the lecturer has not been disclosed. Some courses are not found on the campus' official website, so prospective students do not know about it.

Entrepreneur Preparation and Support, which have been carried out by HIMA and BEM, are developing entrepreneurial teachings with courses that create start-ups or students who study independently. Then providing growth in interest in entrepreneurship is also carried out by holding seminars and public lectures that bring in successful entrepreneurs. Then the challenge faced is to only focus on courses and campus activities, there is no direct practice to the audience of St-Jean and Labelle 2018; EC-OECD 2012.

Knowledge Exchange and Collaboration, which have been carried out by the Faculty, providing facilities for workers and students to participate in mentoring MSMEs. Cooperation with external parties is carried out through alumni and overseas students. And the problem encountered is that there is no definite policy regarding this activity due to the presence of ideas from resource persons, only available for students.

Global Institutions, the implementation that has been carried out is the holding of student exchange programs and joint research from within and outside the country. The problem faced is that it is not evenly distributed because the faculty only focuses on certain students.

Impact Measurement, which has been carried out is an evaluation which is carried out once every semester. However, the obstacles encountered are that some implementations have not been evaluated because they require a long time and incomplete data collection.

Table 2. Leadership and Governance

No	Entrepreneurial University Variables	Suitability of Literacy	Challenge	Reference
1	Leadership and Governance	The faculty prepares a curriculum that leads to the field of entrepreneurship and provides programs to create start-ups. Infrastructure and budget have been provided by the faculty to support entrepreneurial activities.	Lack of publicity regarding these programs.	(Setyawati, 2016) ; (Ehrenhard et al., 2017) ; (Lukeš et al., 2019)
2	Digital Transformation and Capability	Courses that begin to focus on producing digital-based knowledge and products and courses that can be integrated into the Tri Dharma of Higher Education. The existing digital infrastructure is the LMS.	There is no obligation for students to generate business.	(Schoonenboom, 2014)
3	Organisational Capacity, People and Incentives	To increase and support the entrepreneurial spirit, the faculty prepares funds and programs such as GRID by providing their respective rewards.	There is a gap between the academic community where staff or faculty staff are not included in faculty activities	(Khan, 2019)
4	Entrepreneurship Development in Teaching and Learning	The faculty facilitates lecturers to develop entrepreneurial skills including collaboration with external parties. The faculty also	Information about the facilities received by lecturers has not been disclosed.	(Galvão et al., 2020)

		provides courses in supporting entrepreneurial strategies.	Some courses are not on the campus' official website, so prospective students will not know about it.
5	Preparing and Supporting Entrepreneurs	Developing entrepreneurial values through courses that produce start-ups or students learning independently through HIMA and BEM. Stimulating interest in entrepreneurship is also carried out through seminars and public lectures inviting successful entrepreneurs.	Focusing on campus courses and activities, there is no direct practice to the community. (Wardana et al., 2020)
6	Knowledge Exchange and Collaboration	The faculty facilitates employees and students to be involved in mentoring MSMEs. Collaboration with external parties is carried out by alumni and international students.	There are no definite regulations regarding these activities due to differences of opinion from the informants. Only available for certain circles of students. (Marra et al., 2020)
7	The Globalized Institution	There are joint exchange and research programs from within the country and abroad.	Not evenly distributed because the faculty focus on certain students (Nasreen et al., 2020)
8	Measuring Impact	Evaluation is carried out once a semester.	Some programs have not been evaluated because it takes (Wardana et al., 2020)

a long time and
incomplete data

CONCLUSIONS

The conclusion obtained from the research that has been done is that the Faculty improves the website and other social media that provide information about the courses that are obtained while studying at the Faculty of Economics and Business. Especially in courses in the field of entrepreneurship, so that prospective students and students know this information and can generate student interest in entrepreneurship. The faculty has data on businesses or businesses owned by students, and lecturers provide information to students that businesses and businesses owned can be a substitute (credit exemption) for one of the courses in entrepreneurship on the condition that the business has been running for 2 years or more and submit financial reports profit and loss, then the lecturer conducts a survey and evaluation of the business. For students who do not have a business, they are required to create a new product or business based on community problems. This program starts from researching the location where the problem will be solved, then students are required to solve the problem at that location by creating a new product or business. Lecturers make a 1 semester 1 time fee plan for entrepreneurial activities which include; seminars, inviting guest lecturers, inviting successful entrepreneurs, bazaars, and others. The faculty provides rewards for

lecturers, staff, and students in the form of announcement of nominations in the field of entrepreneurship, for example; best selling product, best business plan, or enthusiastic entrepreneurial spirit. This program can be done every 3 months and pasted on the announcement board along with the winner's photo. Nominations are voted on by lecturers and staff and then voted on by students. The faculty holds meetings for lecturers and staff at the beginning of each semester and provides information about the facilities provided, namely seminars and off-campus training. The faculty provides announcements through the website or other social media regarding the facilities received by students such as; incubator, selection of grant funds for student businesses, exchanges, and other entrepreneurial hub programs. Due to the fact that most of the information is still difficult to obtain, the faculty acts as an intermediary between the university and students regarding this information. Lecturers evaluate courses in the field of entrepreneurship and evaluate student businesses that are recorded. This activity is carried out at least 1 semester 2 times.

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