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Address

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 e-mail: ijer@unib.ac.id

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University Leadership Management For Developing University Students' Entrepreneurship

Mona Novita¹, Ahmad Husein Ritonga², Jalaluddin³

¹IAI Yasni Bungo, ^{2,3}UIN Sulthan Thaha Saifuddin Jambi

e-mail: monanovita.staiyasni@gmail.com

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Abstract: Leadership teachers serve a crucial role in developing university student entrepreneurship competency. Referring to the concept of Entrepreneurial Based University, leaders can create effective entrepreneurship development programs in the frame of spiritual religious. This research aims to determine, understand and analyze the management of university teachers in West Sumatra province in developing student entrepreneurship. This study uses a qualitative approach with a type of study conducted at the State University of Padang (UNP), West Sumatra Province, Indonesia. Results of the study show that the leadership plays a role in the development of student entrepreneurship through the implementation of effective management functions, namely (1) *planning*, in the form of strategic policies in formulation of statute, strategic plans, determination of priority programs for developing campus, business units, and entrepreneurship programs; (2) organizing, in the form of official tasks, restructuring management; (3) Leading; manifested in the concept of VALUE (View, Appreciate, Leading, Understand and Evaluate) with spiritual religious frame-*muslimpreneur*; (4) Controlling, carried out both in the form of program implementation and responsibility of the budget in developing student entrepreneurship.

Keywords: Entrepreneurship, University Student, Leadership Management

1. Introduction

Indonesian status change to a developed country leads to a more complex problem. Increased number of high school graduates at any time does not result in passing the quality of world demand, resulting in a large number of unemployment. High level of education does not certainly ensure easiness in gaining occupations. BPS data shows decreased data on open unemployment by 5% (BPS, 2019) in a national level. Ironically, out of the number, there was an increase on the percentage of university graduate unemployment. The survey in 2019 showed that unemployment rate of diploma and university graduates was respectively in the range of 6 to 7 percent, far above the level of unemployment of elementary school graduates (2.7 percent) and junior high school (5 percent) (detik.com, 2019), (katadata.com, 2019).

There will be more successful human resource development if it is supported by entrepreneurship (Apriana et al, 2019; Tobari et al, 2018) which can open the field of employment due to very limited government ability. If all nation components, both community, private sector, government and academia have an entrepreneurial spirit, certainly there will be significantly less decreased number of unemployment (Toma, et al, 2014).

In order to be more competitive and to have ability to compete with other developed countries, Indonesia is responding to industry 4.0 challenges through the Making Indonesia 4.0 program including ten national priorities; the main one is development on human resources through entrepreneurship. In the level of high Education, the policies are responded by development of business unit as a manifestation of entrepreneurship

education taught in the lass. Schlaepfer et al, (2015), reveal that high education role in entrepreneurship development can improve graduate competitiveness in facing global challenges (Wandasari et al, 2019; Sarina et al, 2019; Kristiawan et al, 2019).

Data released by the Central Statistics Agency (BPS) are in line with data on Economic and Social Development (ESD). Abbasov (2019) mentioned that 2030 will be the peak of population in productive age, namely students and in Indonesia, the greatest number in history will last for decades. To answer future human resource needs, academics have ability to increase human capital capacity (Shahrom, 2013).

As an anticipative step, Higher Education creates a series of strategic policies related to the development of entrepreneurship. It aims to create outputs in the form of competitive, having capacity, competence in innovation and creativity graduates (Seneler et al, 2019) (Prasetyo, 2018) (Lian et al, 2018; Risdianto et al, 2020; Fitria et al, 2019). Another reason is that in the future, human talent and innovative values are more valuable than capital. Humans with creative ideas will be the rarest resource (Dali, 2016).

Higher education as an organization is inseparable from the role of a leader. Higher education leaders must have knowledge about leadership and high education management (Payumo, et al, 2014). High educations without management and leadership will lead to fatal consequences since they will face helplessness in producing high-quality human resources, so that it will influence on nation failure in its development (Korby, 2011) (Khasanah et al, 2019).

Johnson identified key lessons that must be possessed in order to be able to compete in the industry 4.0 era including seven areas of strategy, education, people, finance, marketing and sales, leadership, and motivation (Renata et al, 2018; Irmayani et al, 2018; Andriani et al, 2018; Salwa et al, 2019). Lessons of how to think strategically in

developing, who lead to the best solution, what attracts the community, and where to avoid inhibition, and why a large number of formal educations can inhibit the growth of entrepreneurship (Johnson, 2013).

Looking at the assumptions, then the study on entrepreneurship in high education is very interesting to be conducted since it is seen as contemporary problematic which must be understood in a deep manner through scientific research. *Entrepreneurship* problematic is in line with studies conducted by Sendouwa et al, (2019), Stankovic (2006) and (Vendy, 2017)

This research was conducted at Padang State University (UNP) as the high education with the highest accreditation rank in West Sumatra. Majority populations living in West Sumatra are quite well-known to have professionals as entrepreneurs. This enables to conduct a researcher in the context of entrepreneurship development in high education. This research aims to determine, understand and analyze the management of high education leaders in West Sumatra province in student entrepreneurship development.

2. Literature Review

The revitalization of Strategic Policy taken by high education is entrepreneurship development so that graduates have entrepreneurship competency and have ability to create employment and act as a generator of development (Handrimurtjahjo, et al, 2015). Term of entrepreneurship was introduced in diction of management and business words in 1980's. Definition of entrepreneurship according to Drucker (1985), Sange, (1990), is an ability to create different thing. Meanwhile, Kasali (2017), Jalil (2013), said that entrepreneurship is a process of applying creativity and innovation in solving and finding opportunity to improve life.

The goals of entrepreneurship education are related to the development of various skills and attributes such as ability to

think creatively, work in a team, and risk-management (Daniel, 2019). The ones driving a person to become an entrepreneur are innate nature, environmental conditions and educational support (Drucker, 2006). Thus, for cases in Indonesia, economic insistance encourages attitudes to become entrepreneurs (Kaijun, 2015). As a creator of agent of change, high education has a great role in forming entrepreneurship spirit so that it is necessary for innovation to keep having competitive and usefulness (Mahendra, 2017).

To preserve public trust, high education world must improve itself. It is necessary for a new model of high education having ability to follow rapid era development; one of them is by *entrepreneurship* development (World Economic Forum, 2009). Entrepreneurship programs are different with other education standards and require a system with good coordination among higher education components (Seneler et al, 2019). Entrepreneurship is a model to stimulate individual for better acts. Observing differences between entrepreneurship and traditional entrepreneurship university as presented by Alma, (2011) namely:

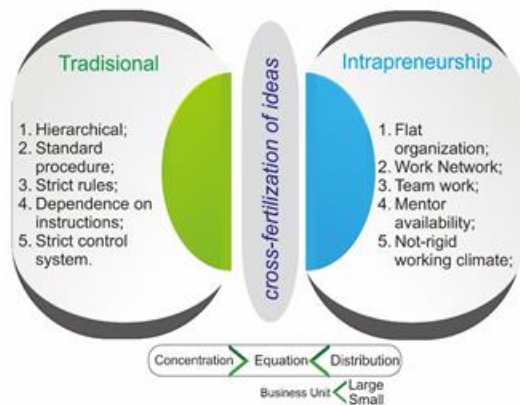


Figure 1: Differences of Traditional Campus to Entrepreneurship Model

Micro, small and medium business actors have demonstrated resilience in dealing with economic crisis. Therefore, in higher education, it is necessary to develop entrepreneurship spirit in such a way, so that high educations have business units that can generate profits in the context of reviving

high educations, and will also generate a number of assets and endowments for those high educations (David Audretsch et al., 2016).

In order to facilitate understanding on entrepreneurship development programs in high education, it can be conducted by ecosystem concept approach, called as University Based Entrepreneurship Ecosystems (UBEEs) (Marta Peris, 2017). OECD in 2008 revealed that there are six dimensions to understand entrepreneurship in high education, namely: (1) educational scope (program scope), (2) program design, (3) program characteristics, (4) program model, (5) program funding and (6) program evaluation (Potter, 2008).

As a conceptual development in this research, the researcher used Moore's (1986) model with embellishments, a model of the entrepreneurial process as a model building of research concept in the context of high education entrepreneurship development.

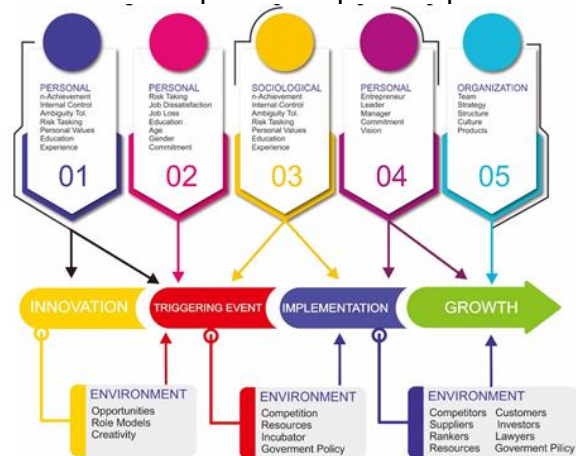


Figure 2: Research Concept Models of Entrepreneurship Development

The conceptual model that is referred to in this research study describes several factors that influence on entrepreneurship development programs, namely: (1) having entrepreneur vision, relationship between partnerships with government and industry and university sponsorship, (2) having strong entrepreneurship programs from faculty leaders (Mellor et al., 2009) (3) having

ongoing program commitments over a long period of time, (4) having commitments with large financial resources (universities), (5) commitments to continue innovation in curriculum and entrepreneurship programs at universities, (6) infrastructure conformity (facilities and infrastructure) with entrepreneurship in universities, (7) having commitment to extend company development in entrepreneurship (university) development (Fetters et al., 2010).

3. Research Method

This research uses a qualitative approach with a type of study case. Social situations in this scientific study dissertation has a contextual context to the State University (PTN) in West Sumatra Province with research subjects namely State University of Padang (UNP). Informants in this research are: Rector, Lecturers and academicians who have contributed to the development of entrepreneurship. Determination of informants used snowball sampling technique (Milles & Huberman, 1994). The data collection tool used is the researcher as the key instrument. Data was collected by interview, observation, field documentation. After the data is collected then the data is processed using data triangulation technique (Neergaard & Ulhøi, 2007).

4. Results and Discussion

Entrepreneur leaders must be flexible and create management that provides freedom of creativity. Referring to the study conceptual model, the entrepreneurship development will be implemented by implementing management functions through elaboration as follows:

Planning

The existence of planning in high education serves a very important role, because through planning, it can determine goals, policies, procedures, programs and can provide ways or guidelines for effective

implementation in achieving high education goals (Mukhtar et al, 2020). Planning determines organization direction and how it obtains it. Planning refers to determine performance goals and future organizational decision making and use of required resources to achieve the goals (Daft, 2008). Planning on high education is based on high education *Tridharma*, namely education-teaching, research and community service.

Nawawi (2012), revealed planning functions presented in the form of strategy policies in statute formulation, strategic plans, program determination of campus development priority, establishment of business unit and *entrepreneurship* program.

In the *Planning* step, UNP leaders in student entrepreneurship development has resulted in several programs: (1) formalization with formulation of UNP Statute, the vision of "carrying out student activities that form leaders and entrepreneurs who have character"; (2) UNP Strategic Plans by determining the number of entrepreneur students as the main performance indicator in the strategic targets; (3) increasing services in entrepreneurship activities as priority programs; (4) Establishment of student entrepreneurship development program in the form of bazaars, expos, guest lectures, internships, etc.

Organizing

In organizing principle, if the principles in determine goals, division of labor, working relationships, coordination and information are properly communicated, then it will be easier to achieve the objectives. Organization in the Islamic perspective includes aspects of management that are mutually beneficial, relationships in authority, responsibility and accountability system (Robbins, 2014). The organizational functions in high education are appropriate staffing functions for each task and position (Usman, 2013). Staff and employees who work on high education have a number of unique tasks and characteristics.

The key components in the development of UNP development programs can be categorized as follows (a) members of higher education (faculties, students and employees / staff) to change them into an entrepreneur, (b) high education as an entrepreneurial organization and (c) interaction with students.

Implementation of organizing in the research site is indicated in the form of task formalization, management restructuring, and establishment of several supporting business units. There are a number of supporting business units established in entrepreneurship development programs including Technical Implementation Unit of Indonesian Career and Entrepreneurship (UPT), Student Activity Unit of Career and Entrepreneurship Development (HIPMI PT UNP) Unit, Student Activity Unit of UNP Indonesian Young Entrepreneur Association (HIPMI PT UNP) and Student Activity Unit of UNP Student Cooperative (KOPMA UNP). The units established by each work program have mutually positive synergy involving internal and external parties of UNP in order to achieve leadership objective namely entrepreneurship development of UNP students.

Leading

Leading means creating culture and values simultaneously; it aims to communicate with subordinates throughout the organization, and instill willingness to act in a better manner (Prasetyo, 2016). Leading functions consist of five activities namely decision making, communicating to have mutual understanding between managers and subordinates, giving motivation, inspiration and supports for subordinates so that they can act, select people as the group members as well as improve knowledge and subordinate attitude so that they are skillful in achieving determined goals (Drucker, 1985).

Leading function in this research refers to the concept of VALUE (View, Appreciate, Leading, Understanding and Evaluate) in the

frame of spiritual religious. Leaders are required to determine characters, attitudes, behaviors and culture adhered to by the academic community so that there will be harmonized implementation with the instilled and long-term values.

Appreciate, is defined as a form of leadership rewards on subordinate performance so the subordinates feel as an integral part of an organization. The forms of entrepreneurship development of UNP students consist of five forms, namely: (1) providing financial supervision in the form of money for the best performance, budget for the best performance, exemption of Single Student Tuition and provision of business capital; (2) non-financial incentive, in the forms of giving no tasks on thesis and provision of Education Certificate Representation Letter of Statement on all records of student entrepreneurship activities; (3) authority delegation to appropriate person in the forms of formation of UPP PKK UNP and SME engaged in the field of entrepreneurship, namely UPPK, KOPMA and HIPMI PT UNP; (4) self-development training such as: coaching clinic, entrepreneurship workshop, internal and external monitoring evaluation, Training of Trainers and Smart Entrepreneur Model/ SEM;

List, is defined that high education leaders prepare list of priority by referring to potentials owned by institution. Through research, the preparation of a list of potential / priority scale of UNP leaders is in the forms of: (1) time by seeing the crowdest market moment such as graduation, Dies Natalis and large events, university activities, seeing at university targets, (2) places such as tourism locations, trade locations and university auditoriums; (3) base of development namely regional culture, student entrepreneur characteristics both by start-up business and existing business; (4) entrepreneur subjects/actors namely students passing entrepreneurship course, inter-faculty and inter-university courses.

Understand is defined as a leader who often listens so that he can understand other advises and opinions (Abbas, 2014). Forms of understand concept or leader understanding are shown by type of leaders as a good listener so it can create effective communication with work motto "together we are excellent".

Evaluation is defined as an assessment on management implementation in high education which can be used in strategic decision making (Vanesaar, 2011). Referring at the research results, it can be seen that (1) UNP students are prioritized to accept benefits of entrepreneurship program; (2) availability of supporting organizations as business incubators; (3) integration of Minangkabau culture which is very unique and strong of trade spirit and community entrepreneurs.

Subsequent evaluation stage is identification by system approach (input-process-output). First, "input" category consists of implementation strategy, namely to follow the *pentahelix* model by involving stakeholders such as universities, governments, companies, media and practitioners. Whereas the coverage evaluated by UNP leadership is in the form of entrepreneurship curriculum and entrepreneurship programs both from SME, UNP and national levels.

Second, the "process" category is the implementation consisting of time of evaluation implementation by UNP leadership namely pre-implementation program, during the program implementation and post-implementation program. Subsequently, the evaluation is carried out consisting of two ways, formal evaluation (Money, workshops, seminars, work meetings and Great deliberations) and informal evaluation (media social, oral warning and daily evaluation).

The last three evaluations taken related to the output or "product" category are expected results namely development of character and program of UNP student

entrepreneurship and sustainable entrepreneurship program of UNP students.

Controlling

Basic for controlling in Islam may not be the same with the modern one. This is caused by intern and extern control mechanism which may not break the Islamic teaching (Veithzal, et al, 2017). Types of control in Islam include two things, namely: (1) setting standards for actions and (2) taking action for improvement, as necessary (Jabnoun, 2018). This function is done both in terms of program implementation and accountability of the school in student entrepreneurship development.

Based on annual evaluation results, the managers are managed to increase their weekly evaluation monitoring. In addition, the UPT PKK creates a monitoring team and assistant lecturers to control student activities who receive the grants. And at the end of the activity process, UPK PKK conducts thorough evaluation. UPP PKK UNP held 2-3 meetings before the activities (work program) were carried out.

Winardi (2017), Aan (2019), and Muñoz (2013), assumed that openness on innovation is openness on changes. Transformation effectiveness changes depend on the level of organizational innovation (Machado, 2020). There are some assumptions that can be built from the observation results.

Table 1. Observation Results of University Development Study Based on Traditional – Entrepreneurship Concept

Attitude	Traditional Models	Entrepreneurship Development Models
Main Motive	Expecting gifts, office, authority and staffs	There are freedom and opportunities of talent development and there are gifts from campus
Activities	Delegating and a number of supervisions	More involved directly
Risk	Very be careful	Moderate in risk taking
Status	Very pity	Giving no attention to status, only willing to discretion
Errors	Avoiding errors	Accustomed to errors
Decisions	Agree with superior decision	Ensuring colleagues as idea supporters
Background	Working in the office	Flexible working, small business, and professional

High education policy refers to government regulations that favor the development of entrepreneurship culture, among others, entrepreneurship courses, business lectures, entrepreneurship

internship, new entrepreneurship incubators, business consultation and work placement as well as business synergy of government intellectual. Then it is followed in 2019 by making entrepreneurship student programs (Directorate General of Learning and Student Affairs, Ministry of Research, Technology and High Education, 2018). Since 2017, through policies taken by Ministry of Research, Technology and High Education, UNP takes revitalizing program of student entrepreneurship development in the form of four (4) programs, such as in the following table (Depdiknas, 2013).

Table 2. Common Characteristics of Integrated Student Entrepreneurship Development in UNP

No	Types of Programs	Common Characteristics
1	Entrepreneurship General Stadium (SGK)	<ul style="list-style-type: none"> a. Socialization program b. Entrepreneurship Clinic. c. A paradigm shift with motivation and self-confidence to move forward and be independent
2	Integrated Learning and Working Program (PBBT)	<ul style="list-style-type: none"> a. An integrated learning activity at MSME to provide a student learning entrepreneurship experience by participating in MSME work. b. Students adjust their activities with production activities at MSME. c. Developing capacity as an entrepreneur including knowledge, skills, personal quality (motivation, attitude, behavior, traits, values). d. Learning to understand voice of customer and the fulfillment of needs with the involvement of consumers.
3	Indonesian Student Business Competition (KBMI)	<ul style="list-style-type: none"> a. An activity to provide capital assistance to students who already have / are interested in entrepreneurship (can be from PBBT students, PKMK and other entrepreneurship programs at PT). b. Empowerment includes participation and problem solving. c. There are five categories of KBMI businesses namely food, services and trade, industry, technology and production / cultivation.
4	Indonesian Student Entrepreneurship Expo (Expo KMI)	<ul style="list-style-type: none"> a. It is an annual entrepreneurial event and event for a student-centered entrepreneurial entrepreneur. b. This activity is followed by universities who foster entrepreneurship.

The entrepreneurship development is important for recognizing skills and attitudes that lead to entrepreneurship attitude of a work without binding rules. Entrepreneurship is targeted at students who are still studying. Some of the activities including in the context of high education entrepreneurship are categorized as (1) skills; (2) personal and social skills development, and; (3) skills needed to start business and finance (Fayolle et al, 2014).

Not only managerial factor, entrepreneurship potential improvement is also determined by student motivation (Yousaf, 2014). Individual behavior establishing student motivation based on findings is students' view to entrepreneurship prospect in the future referring to the level of individual evaluation in evaluating whether it

is profitable (positive) or disadvantaged (negative) (Jennifer & Gareth, 2012).

In the research, implementation on the entrepreneurship development is also determined by social networks that can influence on student decisions to make a career as entrepreneurs. Social networks as a facilitator in forming the spirit of entrepreneurship is found in the campus external environment (family and community) (Rokhman, 2015).

The leadership management model illustrated by the researcher above as a result of the research field at UNP still faces a number of weaknesses and it is necessary for additional elements, namely: (1) program sustainability refers to diversity long-term vision which can be seen later in a cycle; (2) making of business legality through establishment of legal business activities so that it is easier for students to remove products; (3) effectiveness of funding through proposing PMW budget, which is prioritized for UNP graduates given that 40-50% of them will continue their business even when they have become UNP alumni; (4) it is necessary for mentoring for students entrepreneurship development in a university; (5) application of the scrum method to overcome obstacles in the process (time division) in the implementation of entrepreneurial activities at UNP; (6) Addition of a Spiritual Religious Indicator/Sense of Diversity as a unique issue in the implementation of student entrepreneurship development activities.

Assumptions tend to be directed towards spiritual religious or religious sense which quite changes ethical behavior in the implementation of the entrepreneurship program of UNP students. Majority of UNP's academics are followers of Islam, so Islamic teachings are quite seen in university activities. Supported by the strength of values derived from Minang environmental social culture is also based on the Islamic teachings with the slogan "custom based on Islamic teaching, Islamic teaching based on al-Qur'an".

Entrepreneurial and leadership skills will have no meaning without appropriate cultural support. Minangkabau culture acculturation and entrepreneurship development create entrepreneur Moslem concept with a number of characteristics, namely: (1) devotion; (2) scarification, (3) sincerity, (4) honesty, (5) responsibility, (6) upholding high accountability, (6) competence and expertise. Human capital development is addressed to create entrepreneurship culture through education. Results of the study about the relationship between entrepreneurship and religious values are in line with the research conducted by Yaacob, (2012), Veland, (2015) and (Novita, 2017).

Talking about spirituality is talking about spirituality - related to religion - or non-material things. In Minang ethnic, it is found that the godliness in Islam and love of homeland (Sutanto, 2018). Religious teachings are not only practiced as rituals, but also for the daily lives of those who are included in the Islamic perspective as well as to measure students' success in teaching and learning.

In addition, in terms of personal values, godliness applications shown by the leadership of UNP to God are in the forms of being sincere, responsible, willingness to strengthen self-concept and also support emergence of religious indicators in the spirit of humanity based on the perspective of high-level leadership management.

Transformation of entrepreneurial knowledge has developed and can be taught, if there is effective attitude and entrepreneurial behavior, then graduated students can be talented entrepreneurs and bring benefits to others.

5. Conclusion

Entrepreneurship is proven to provide a large contribution to the society and the government of West Sumatra in various aspects of life. For the society, a successful entrepreneurial can provide up-to-date employment opportunities, will reduce the

number of unemployment, poverty and social inequality. An entrepreneur can also produce new useful innovations for many people and become satisfying the needs or desires. Urgency of entrepreneurship development in the context of high education is supported by studies taken by Patricia (2016), Ndoen et al, (2002). Below is the model offered by the researchers in the leadership management in order to develop student entrepreneurship in State University of Padang on figure 3.

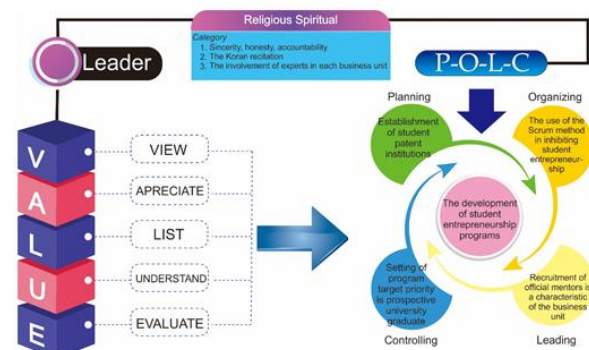


Figure 3. Research Novelty Model

Based on the offered model by the researcher above, it can be seen that high education leadership management in student entrepreneurship development is started from spiritual religious perspective (based on a sense of high diversity) as an indicator of with the highest position regulating the management implementation. Fostering religious elements can be seen in each step taken in the implementation of high education leadership management, namely starting from View, Appreciate, List / Preparation of a list of potential, Understand and Evaluate of the leaders in the frame of POLC management function. As a function, there will be effective management if the five elements in the leadership management are not based on a series of management functions in Planning, Organizing, Leading and Controlling (POLC). Formal institutions including mosques and schools or high education can mobilize entrepreneurship development by teaching entrepreneurship education. Informal religious events including community meetings can serve an important role in promoting and increasing awareness of

Islamic entrepreneurship that is integrated with spiritual principles. Fulfillment of some entrepreneurship characteristics by UNP leaders also shows availability of spiritual religious elements in the entrepreneurship development of UNP students. There are a number of *muslimpreneur* characteristics intended by the researcher by UNP leaders namely: (1) being faith namely: believe in Allah and the Apostle and (2) Jihad in the path of God with their own objects and self-respect, (3) being sincere and truthful intentions, (4) honesty, (5) responsibility, (6) upholding high accountability, (6) proficiency. The revolution taken in the world of high education must be supported by all stakeholders, starting from the Ministry of Research, Technology and High Education, universities, teachers, and students. There are no comfortable changes. Every change certainly breaks down the comfort. But there will be more uncomfortable if high education must be bankrupt by losing public trust.

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