ENTREPRENEURSHIP EDUCATION IN ISLAMIC HIGHER EDUCATION (PARADIGM OF HIGHER EDUCATION CURRICULUM DEVELOPMENT BASED ON ENTREPRENEURSHIP)

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ABSTRACT

One of proplems of Islamic Higher Education is the lack of competence of its graduates so that the output of higher education do not have the competence expected and needed by society and have low competitiveness in the world of work. The conditions also supported by the fact that the majority of college graduates tend to be more as a job seeker rather than creators of jobs. Base on these conditions, Islamic Higher Education need to evaluate, such as by implementing entrepreneurship education. This study used a qualitative research with a primary focus on curriculum studies in Islamic Higher Education through the identification of problems and needs based curriculum development of entrepreneurship. The final result of this research is the design of a curriculum model Islamic Higher Education based entrepreneurship. While implementation of this research is the integration of entrepreneurship in the vision, mission and goals of Islamic Higher Education, the graduate profile, the values are developed and the structure of subjects.

Keywords: entrepreneurship education, Islamic Higher Education, curriculum

INTRODUCTION

Indonesia is a country that seriously pursue poverty reduction. Efforts have been made since the 1970s, even before the MDGs, through Presidential Instruction program Villages until now with the National Program for Community Empowerment (PNPM). Indonesian seriousness in reducing poverty outlined in the general objectives of the National Development Program (Propenas) in the economy in the form of accelerating economic recovery, gradually improving economic growth, control inflation, lower unemployment and reduce the number of poor people.[1]

In the context of higher education, a lot of the problems arising in respect of the above, including the number of higher education graduates who are unable to be absorbed in the world of work. Based on data from the BPS (Statistics Center) said that the rate of open unemployment in Indonesia reached 7,87%.[2] Other data from the same sources indicate an increase in the working population by highest

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1   Propenas, 2004:12

2   BPS, 2009

educational attainment for vocational classes (SMK), diploma, and university. For workers with education diploma only amounted to 2.79 million people, or about 2,55 %, and workers with undergraduate education only amounted to 4.66 million people, reaching 4,44%. The data reinforced the information obtained from the Daily Voice Updates that in 2005 the number of unemployed graduates as many as 183 629 people and in 2006 reached 409.890 graduates do not have jobs, in 2007 to 740,000 and the beginning of 2009 surged near the one million unemployed bachelor.[3] While the data collected by Kompas states that the overall unemployment rate in the range of 10.8% to 11% of the labor that goes on unemployment, including approximately 1.100.000 college graduates.[4] The data shows that unemployment in particular higher education graduates a problem that it is reasonable to immediately look for an alternative solution.

Another Proplems facing higher education is the lack of competence of its graduates so that the output of higher education do not have the competence expected and needed by society and have low competitiveness in the world of work. The above conditions also supported by the fact that the majority of college graduates tend to be more as a job seeker rather than creators of jobs

Low competence of graduates of the College of Higher Education make seem only able to produce SI or S2 degree holders but the quality of output of higher education is still low because it does not have competence in accordance with the expectations of society and the world of work. Universities have often stuck with efforts to provide theories to multiply the quantity of students without any attempt to evaluate and analyze how much education products are absorbed in the world of work.[5]

Based on some of the problems in higher education shows the gap between *das sein* and *das sollen* (between reality and expectations). So that Higher education it is time to evaluate and look for alternative solutions. One effort to do higher education, especially PTKI (Islamic Higher Education), such as by developing curriculum based entrepreneurship. Entrepreneurship based curriculum development is necessary in order to respond to link and match betwen output and employment. Based curriculum development of entrepreneurship can be done by providing entrepreneurship education is integral in the design of educational curriculum.

METHOD

This study is a qualitative research with primary focus on library research on the curriculum of Islamic Higher Education (PTKI) through the identification of problems and needs assessment in curriculum development-based entrepreneurship. Object material is a curriculum of Islamic Islamic Higher Education (PTKI). While formal object is the side view of the Islamic Higher Education (PTKI) as the institution with the mission to develop the study of Islamic sciences as the basic competencies to the needs of the curriculum development of

3   Diyah Retno Ning Tias, *Hubungan Antara Motivasi Berprestasi dengan Enterpreneurship pada Mahasiswa UMS,* Skripsi (Solo: UMS Faculty of Psichology, 2009), p. 2

4   FG. Winarno, *Pengangguran Intelektual Bertambah 20% Per-Tahun* on http://www.atmajaya.ac.id accessed 30 April 2013

5   Wahyudi Ruwiyanto, *Peranan Pendidikan dalam Pengentasan Masyarakat Miskin Pendekatan Analisis Organisasi Secara Kuantitatif,* (Jakarta:Rajawali, 1994), p. 3

entrepreneurship on PTKI.

DISCUSSION
Urgency Entrepreneurship Education in Higher Education

Education is a conscious effort to mature and change behavior. Educational activities are planned, organized, monitored and evaluated to be able to achieve its intended purpose. Humans have a variety of potential which can be developed through education. With education, intellectual competence, social competence, emotional competence and moral competence can be established and developed. In addition, the education, knowledge, attitudes and skills can be improved.

In this context, entrepreneurship education required as a preparation of students to face the future. In detail the importance of entrepreneurship education in universities can be analyzed by the following:

1. Establish the entrepreneurial character of students

Entrepreneurship education in higher education aims to form students as a whole (holistic), as a human being who has character, understanding and skills as an entrepreneur. Basically, entrepreneurship education can be implemented in an integrated manner with the activities of a college education. In order to realize this, appropriate curriculum design is indispensable in order to measure the aspects that will be granted to students, material consistency and alignment in any entrepreneurial programs.

2. Open the entrepreneurial mindset of students

Students from the start need to be enlightened about the important benefits to be an entrepreneur by opening patterns that perseverance and seriousness in the study not only focused on one target, which is looking for work only. If this kind of mindset continues instilled in every student, stakes when they pass, then do not get a job according to what they expect, they will feel like a failure and not success.

3. Demands entrepreneurship curriculum development needs in higher education

Education in colleges often offer scientific skills and specific job skills in accordance with the field work is much needed in the community. Thus, majors and courses that opened adjusted to the level of popularity and the needs of the workforce. Moreover, being a separate point credit for college graduates much absorbed in the world of work. Thus, the majority of college proudly and vying to be the percentage of graduates are absorbed in the world of work is increasing from year to year.

4. Following the current trend of college-based entrepreneurship

Associated with the trend of universities, that universities in Singapore, Malaysia, Australia, US and UK have a significant tendency towards a new era, which makes entrepreneurship as a compulsory subject.

Development of Education Curriculum in Islamic Higher Education (PTKI)

The curriculum development process is done through careful planning process through the strategic plan contained in the vision, mission, goals and objectives and clarity of target indicators. Strategic planning is oriented on results to be achieved within a certain time so that the planning of curriculum development necessitates

consider the potential, opportunities, challenges and obstacles that may ada. So, curriculum development efforts can run optimally, a planned, phased, comprehensive and sustainable.

a. The cornerstone of Curriculum Development

The cornerstone of the development of this curriculum can be a starting point and a point up. The starting point means that the curriculum development can be motivated by a certain renewal. While the point to mean that the curriculum should be developed in a manner according to the development of science and technology, the demands of the past history of differences in background pupil, the values of the philosophy of a society and the demands of certain cultures.

b. Principles of Curriculum Development

Curriculum development based on the principles as follows:

1) Oriented on Purpose

Curriculum development aimed to achieve certain goals which starts from the national education goals. Curriculum development which includes objectives, content, and systems, delivery should be relevant (appropriate) to the needs and circumstances of the community, the level of development and the needs of students and harmonious with the development of science and technology.

2) Efficiency and Effectiveness

Curriculum development should be considered in terms of efficient utilization of funds, time, energy and resources are available in order to achieve maximum results.

3) Flexibility

The curriculum is flexible easily adjusted, modified, supplemented or reduced based on the demands and the state of the ecosystem and local capacity so that the curriculum does not seem stiff.

4) Continuouity

Curriculum on an ongoing basis, meaning that the parts, aspects, material and study materials are arranged in sequence, do not unravel, but to each other have functional relationships significantly according to the level of education, the structure of the education unit and the level of development of students.

5) Balance

Curriculum development let consider a proportional balance and functional between different programs and sub-programs between all subjects and between aspects of behavior they want to develop.

6) Cohesiveness

The curriculum is designed and implemented based on the principles of integrity. Integrated planning starts from an issue or topic and consistency among its elements. Integrated implementation, involving all stakeholders, both within the school and at the intersectoral level.

7) Quality

Curriculum development oriented to quality education and quality of education. Quality education means the implementation of quality learning, the quality of education being results-oriented quality education. Quality education is determined by the degree of the quality of teachers, teaching and learning activities, equipment/media quality. Similarly, quality educational outcomes measured by the criteria of national education goals expected.[6]

c. Competence in Curriculum

Competence is a set of abilities that someone either in the form of knowledge, skills, values and habits that are reflected in the form's cognitive, affective and psychomotor. So that competence is a combination of knowledge, skills, values and attitudes are reflected in the habit of thinking and acting.

There are several aspects of each competency as a goal to be achieved, namely:

1) Knowledge, namely cognitive ability in the field.

2) Understanding, which is the depth of knowledge possessed by each individual.

3) Proficiency, which is an individual's ability to carry out in practice on a task or job assigned to him.

4) Value, which norms are considered good by any individual.

5) Attitude, which is an individual view on things.

6) Interests, which is the tendency of individuals to perform a deed.[7]

Entrepreneurship Education Model in PTKI

Referring to the concept of the curriculum according to Nasution that the curriculum covers the product (as a result of curriculum development), program (tool do the educational institutions to achieve the goal), things are expected to be studied by students (attitudes, certain skills), and the curriculum is seen as an experience students.[8] Then the concept of curriculum development of entrepreneurship (entrepreneurship) in PTKI can be formulated as follows:

1 . Entrepreneurship education in vision and mission

Vision is a picture of a desired future at a college which includes the ideals forward and become a fighting spirit academic community to improve the quality, quality and performance to achieve the desired goals. Overview ideals are covered in the vision then be operationalized through a mission that includes steps and stages of labor more concrete in the realization of the ideals of the college.

2. Entrepreneurship education in interest

Curriculum goals PTKI let accommodate the interests of realizing some competence, namely the core competencies (competence of Islamic sciences and job descriptions of the scientific), supporting competence

6   Hamalik, *Manajemen Pengembangan Kurikulum,* (Bandung: PT. Remaja Rosdakarya, 2010), p. 30-32

7   Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran,* (Jakarta:Kencana Prenada Media Group, 2010), p. 133-134

8   Nasution,S., *Asas-Asas Kurikulum,* (Jakarta: Bumi Aksara, 2011), p. 8-9

(competence in terms of applying the core competencies in public life) and other competencies (entrepreneurial competence) . Interest PTKI let third accommodate these competencies in order to synchronize with the vision and mission entrepreneurial characteristics.

3. Entrepreneurship education in the graduate profile

Profile graduate after studying takes a picture or profile of graduates is more concrete and measurable. This profile should describe the knowledge, attitudes, and what skills will be owned or carried by graduates after they followed courses at the college. PTKI graduate profile of this let show some qualifications.

Qualifying PTKI entrepreneurial graduates can be viewed from various aspects:

a. Competence entrepreneurial mindset

The entrepreneurial mindset is a must-have competency for graduates PTKI become spirit and spirit in initiating, creating and expanding a business. This entrepreneurial mindset includes value entrepreneurial character that is expected to be internalized in thought patterns, patterns of attitudes and patterns of action possessed PTKI graduates. Those values include: independent, creative, innovative, confident, oriented on the tasks, leadership, honest, discipline, responsibility, tolerance, open to criticism, curiosity and motivation.

b. Competence skills and entrepreneurial skills

In the context of entrepreneurship education, graduates should be competent skill PTKI entrepreneurship built since students attend a series of courses and learning experiences as well as programs related to entrepreneurship. Competence in terms of skill of entrepreneurship is acceptable graduates through a series of programs developed in educational activities, training and mentoring to develop a spirit of entrepreneurship that is supported by a marketing practice, preparation of business proposals, understand the business world with the practice of entrepreneurship and undergo apprenticeship in the field, especially studying directly with the industrialized world as well as assistance in units of small and medium enterprises.

4. Entrepreneurship Education Values developed in Islamic Education (PTKI)

The values of entrepreneurship in this case is the value that such attitudes and actions that can animate the character of a good entrepreneur. The values are as follows: independent, creative, innovative, confident, oriented on the tasks and actions, dare to take risks, leadership, oriented forward, work hard, honest, discipline, tenacious, responsibility, tolerance, open to criticism, curiosity, motivation to advance

5. Entrepreneurship Education in Course Structure

In the structure of actual subjects in PTKI enough to just load the entrepreneurship courses as basic courses that must be taken by students, considering the entrepreneurial competence profiles of graduates just as other competencies of graduates PTKI. To further deepen the process of entrepreneurship in students is through other programs facilitated by entrepreneurship center in PTKI. But it should be among the subjects with other subjects not given a separate impression that the values and entrepreneurial mindset can be included in each course, in order to create profiles of graduates as expected. It refers to the concept of interconnection on all subjects in PTKI

CONCLUSION

Based on some of the problems in higher education shows the gap between *das sein* and *das sollen* (between reality and expectations). Higher education so that it is time to evaluate and look for alternative solutions. One effort to do higher education in particular PTKI (Islamic Religious Universities), such as by developing curriculum-based entrepreneurship. Entrepreneurship-based curriculum development is necessary in order to respond to link and match between output and employment. Based curriculum development of entrepreneurship can be done by providing entrepreneurship education is integral in the design of educational curriculum.

The concept of curriculum development of entrepreneurship in PTKI can be formulated in the vision, mission and goals are ideals to the front and into the fighting spirit of the academic community to enhance the quality, the quality and performance to achieve the desired goals. Thus, in realizing the ideals

planting entrepreneurship education are explicitly required to be displayed in the vision, mission and goals PTKI that operational phase in its work are measurable and realism in the structure of the course, the learning experience of students and the level of their success will be measured by specific indicators in the profile graduates. In addition, the development of entrepreneurship curriculum in PTKI also be embodied in the design of the graduate profile, education strategy, the structure of the course, the values of entrepreneurship in the stretcher PTKI.

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