

Integration of Educational and Entrepreneurial Insight: A Concept Towards to Develop Human Resources

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ABSTRACT

The aim of this study to describe a concept of integration of educational and entrepreneurial insight for college students. There are several stages for developing a model, such as literature review, conceptual model, and model validation. In this study, we use the literature review and empirical analysis to identify relevant theories and models used as a reference for educational, entrepreneurship, and human resources. The results show a concept of combination integration of educational and entrepreneurial insights to responses to the requirement of industries and be a good entrepreneur.

KEYWORDS: *Insight, educational, entrepreneurial, integration.*

1. INTRODUCTION

Many indicators to know a nation can compete and enter in a developed country such as the *human development index* (HDI) and *global entrepreneurship index* (GEI). The HDI is a summary measure average achievement in key dimensions of human development: a long and healthy life, being knowledgeable, and have a decent standard of living (UNDP, 2019). The GEI is a composite indicator of the health of the entrepreneurship ecosystem in a given country. This index measures both the quality of entrepreneurship and the extent and depth of supporting the entrepreneurial ecosystem (Acs et al., 2018).

Table 10: HDI of ASEAN's Country

No	Country	Rank	Qualification
1.	Singapore	9	High
2.	Brunei Darussalam	39	
3.	Malaysia	57	
4.	Thailand	83	
5.	Philippines	113	Medium
6.	Indonesia	116	
7.	Vietnam	117	
8.	Laos	139	
9.	Cambodia	146	
10.	Myanmar	148	

Source: UNDP (2018)

Association of Southeast Asian Nations (ASEAN) is geopolitics and economic organization in the south Asian region. Based on data from UNDP (2018) HDI of ASEAN's countries shown in Table 1, there are four countries included in the high human development qualification and six states in the medium of human development. These are a concern for the country's leaders to improve the ability and quality of the human resources of their country. It is needed to cooperate, so those ASEAN countries included in the qualifications of high human development.

Furthermore, based on data by Acs et al. (2018) show GEI rank of ASEAN country from 27 to 127. Indicate that position of most of ASEAN's countries under level 50. So that needed strategies to improve the number of entrepreneurs in each state.

Table 2: GEI of ASEAN Country

No	Country	Rank
1.	Singapore	27
2.	Cambodia	47
3.	Brunei Darussalam	53
4.	Malaysia	58
5.	Thailand	71
6.	Philippines	84
7.	Vietnam	87
8.	Indonesia	94
9.	Laos	112
10.	Myanmar	127

Source: Acs et al. (2018)

Education patterns applied in several countries will affect the output of higher education to encourage improvement in the quality of human resources. Produce alumni who have competencies that can compete in the world of work according to their fields and have an innovative entrepreneurial spirit that is finally able to create jobs.

There have been several models developed at university to improve these abilities, but each has been implementing partially. To answer these problems, a concept or model is the need that can represent capabilities in the field of education and entrepreneurship how to build a conceptual framework that combines educational and entrepreneurial insight.

2. LITERATURE REVIEW

2.1. Constructing Model

There are several stages for developing a model, such as literature review, conceptual model, and model validation. The first stage is conducting a study of literature to identify relevant models according to the problem. Furthermore, building a conceptual model refers to the first and last stages of validating the model by collecting and analyzing data on the sample (Hair et al., 2014; Wang et al., 2019).

Farid and Day (2016) research by building models through qualitative research as a stage to test the model whether it is by the theory needed in limited samples with similar industries. Subsequent stages of the model were modified before being tested on a wider sample.

2.2. Human Resources in Higher Education

Important issues for contemporary universities in developing human resources capacity as an effect in responding to increasing global market demands (Gordon and Whitchurch, 2007). Therefore, a university is expected to adopt changes in the external environment. Unusual activities that require particular management practices make the universities a unique type of organization. Their primary purposes responding to the needs of stakeholders, whether externally or internally, then involve the creation and dissemination of knowledge (through teaching and research) (Clark, 1983; Mainardes et al., 2011).

Furthermore, the curriculum is about proposing and determination of courses that refer to the needs of stakeholders that must be programmed by students on a particular academic program (Null, 2011). An educational institution will do a process stages at every specified period or mostly five years period with ongoing updates and revision through curriculum development (Khan and Law, 2015).

2.3. Educational

Demands of the era requiring more competence make the educational purpose change rapidly. These demands directly affect the educational system. Operate educational system became the responsibility of teachers, so that needed efficient and strong professional competencies. Commonly, the teacher's competencies include three main areas fields' competencies, pedagogical competencies, and cultural competencies (Selvi, 2010).

Furthermore, Selvi (2010) develop a teacher's competencies in nine such as field, research, curriculum, lifelong learning, social-cultural, emotional, communication, ICT, and environmental.

Table 3: The Teacher's Competencies

Aspect	Competencies
Field	The core areas of teacher competencies that include academic studies about content.
Research	The competencies of research methods and techniques, designing and carrying out research in teachers' fields.
Curriculum	The understanding of the curriculum plans.
Lifelong learning	The abilities to learn and skills of using tools/the means to develop the learning in human life.
Social-Cultural	The knowledge about students' and teachers' social-cultural background, social studies, value, and collaborative work with others.
Emotional	The application of psychological consultation in school.
Communication	Capability to communicate in intrapersonal, interaction among teachers, and students.
Information and Communication Technologies (ICT)	The ability using tools and technical equipment for teaching, disturbing, and transferring knowledge.
Environmental	Competencies for environmental and ecological safety.

Source: Selvi (2010)

UNESCO (2018) releases competencies for the teacher who develops ICT-based education. There are six aspects to measure the competence of a teacher such as 1) Understanding ICT in education; 2) Curriculum and assessment; 3) Pedagogy; 4) Application of digital skills; 4) Organization and administration, and 5) Teacher professional learning. Each aspect describes the competence of a teacher. These competencies consist of three-level are knowledge acquisition, knowledge deepening, and knowledge creation. In this study, we show competencies in the knowledge acquisition level (see in Table 4).

Table 4: ICT Competency Framework for Teachers Knowledge Acquisition level

Aspect	Competence
Understanding ICT in Education	Articulate how their practices correspond to and support institutional.
Curriculum and Assessment	Analyze curriculum standards and identify how ICT can be used pedagogically to support attainment of the standard
Pedagogy	Make appropriate ICT choices to support specific teaching and learning methodologies
Application of Digital Skills	Identify the function of hardware components and common productivity software applications, and be able to use them
Organization and administration	Organize the physical environment to ensure technology supports different learning methodologies in inclusive manner
Teacher Professional Learning	Use ICT to support their own professional development

Source: UNESCO (2018)

2.4. Entrepreneurship

In the literature can be found many definitions of entrepreneurship represent business processes. The earliest definition of entrepreneurship, dating from the eighteenth century, used it as an economic term describing the process of bearing the risk of buying at certain prices and selling at uncertain prices. Other, later commentators broadened the definition to include the concept of bringing together the factors of production (Allah and Nakhaie, 2011).

Syam (2019) defines entrepreneurship is the ability to creative thinking and behave innovative as a basic resources, purpose, and process of facing life's challenges. Furthermore, Blundel et al. (2011) argue involved teams, organizations, inter-organizational networks, institutions, and social in the level of analysis as the process of entrepreneurship expands beyond the individual.

2.4.1. Entrepreneurial Competencies

The entrepreneurial competencies developed at some level be the main purpose of most entrepreneurial education. These competencies have defined the ability and willingness to perform the new value innovation entrepreneurial job based on impact integration of knowledge, skills, and attitudes. Table 5 shows contains a framework outlining some competencies often thought to be entrepreneurial (Lackeus, 2015).

2.4.2. Intrapreneur

Generally, the term entrepreneurship referred to individuals. Nevertheless, employees' contribution to an organization is needed to develop new products, services, and innovations (Gursoy and Guven, 2016). One of the factors that play an essential role in improving quality and maintaining organizational competitiveness is intrapreneurship. So, expect optimization of the role of intrapreneurship in organizational development and contribute to economic growth (Safari et al., 2016).

Table 5: Entrepreneurial competencies

Main Themes	Sub themes	Definition
Knowledge	Mental models	Knowledge about how to get things done without resources, risk and probability models.
	Declarative Knowledge	Basics of entrepreneurship, value creation, idea generation, and opportunities.
	Self-Insight	Knowledge to identify characteristic of an entrepreneur.
Skills	Marketing skills	Capability to communicate a vision, dealing with costumers, guiding market research, and assessing the marketplace.
	Resources skills	Ability to create a business plan and saving access to resource.
	Opportunity skills	Ability to capture and realize opportunities.
	Interpersonal skills	Leadership, motivating others, managing people, listening, resolving conflict, socializing.
	Learning skills	Active learning, coping with uncertainty, and adapting to new situations.
	Strategic skills	Setting priorities (goal setting) and focusing on goals, defining a vision, developing a strategy, and identifying strategic partners.
Attitudes	Entrepreneurial passion	Need for achievement
	Self-efficacy	Belief in one's ability to perform certain tasks successfully.
	Entrepreneurial identity	Deep beliefs, role identity, and value
	Proactiveness	Initiator, proactive, and action oriented.
	Uncertainty/ambiguity tolerance	Adaptable, comfortable with uncertainty and ambiguity.
	Innovativeness	Visionary, creative, rule breaker, unpredictable, innovative, radical change, and novelty.
	Perseverance	Capacity to overcome adverse circumstances

Source: Lackeus (2015)

2.4.3. Social Entrepreneur

Mair and Marti (2006) describe social entrepreneurship as a process of addressing important social needs and encouraging social change by not making direct financial benefits for entrepreneurs the primary goal. Promotion of social values and community empowerment compared to economic values are the main priorities of social entrepreneurship compared to other entrepreneurship.

There is a significant difference between a business entrepreneur and a social entrepreneur. Generally, entrepreneurs are individuals who can to identify and take advantage of current opportunities by exploiting change while considering risks. Typical entrepreneurs who are focused to improve commercial markets, while social entrepreneur concerned with improvement in social conditions (Shukla et al., 2016).

3. METHODOLOGY

In this study use a development model at the first stage is study literature (Farid & Day, 2016; Wang et al., 2019) and empirical analysis to collect data with relevant theories and models. Furthermore, be the recommendation for the next stages or other researchers.

Based on study literature, we use teacher's competencies by Selvi (2010) and UNESCO (2018) to support educational knowledge. Furthermore, an entrepreneur's competencies by Lackeus (2015) to support entrepreneurial knowledge. Activity and learning process in a university as an empirical analysis to identify the potential integrity of educational and entrepreneurial insight.

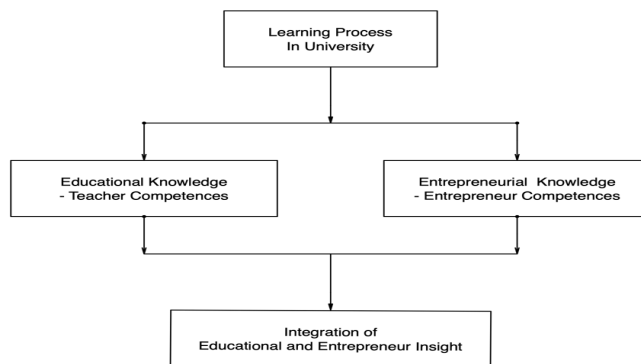


Figure 7: Research Framework

The state university of Makassar (UNM) is one of the universities that carry out the mandate to produce educators. Since 1999, after UNM got the mandate to produce not only educational alumni but also non-educational alumni. To realize the vision of UNM, entrepreneurship courses are required in all of the department. In the curriculum educational department, the proportional of educational subjects 17.5%, field study subject 71.5%, and others 11%. Especially for entrepreneurship subject 3 credit. Since 2019, UNM releases an entrepreneurship department below the coordination of economic faculty.

4. RESULT

Learning processes in the university through the integration of educational and entrepreneurial insight give change for students to prepare their abilities and competencies. Produce educational alumni through three main competencies, such as fields, pedagogical, and cultural competencies (Selvi, 2010). Furthermore, they have entrepreneurial competence through competencies such as declarative knowledge, self-insight, marketing skills, resources skill, opportunity skill, interpersonal skill, learning skill, strategic skill, entrepreneurial passion and identity, self-efficacy, proactiveness, uncertainty, innovativeness, and perseverance (Lackeus, 2015).

Developing an entrepreneurial spirit, to encourage students to become alumni who can make start-up businesses also have the potential to become a professional workforce that turns into an intrapreneur.

In addition, being a social entrepreneur is not only oriented towards an orientated profile but also encourages to empower the community economically.

5. CONCLUSION

Integration of educational and entrepreneurial insight prepared students not only be an alumnus who is ready to work but also ready creating jobs for the peoples. It will encourage increased human resource capacity and will overcome unemployment, which is a problem in each country.

Recommendations for further research to find a comprehensive model to represent the conceptual framework. So, it can be used to measure the effectiveness of program implementation at universities that will and have implemented the integration of educational and entrepreneurial insights.

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