

## Conference Paper

# Implementing 'PATRIOT' As an Integrated Model of Instruction to Rebuild the Culture of Entrepreneurship in Higher Education

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## Abstract

This research was aimed to find an instructional technology program of Entrepreneurship from theory to practice. Those integrated events were showed through mastering theoretical knowledge acquisition, and then applied in the business firms and completed by action. The research activities start from prototyping four instructional packet programs based on the PATRIOT's model of instruction, and then offered to students through integrated instruction to increase abilities to conduct the Totally Entrepreneurship actions ( $E_{ntrepreneurs}$ ) in the fields. Instruments of this research were the learning materials of entrepreneurship, operational procedures standard the field work practice, field study practice, and field actions at the end program. That prototype was designed and empirically surveyed among the research subject of 110 university students, faculty staffs, and owners of the small business in the field. Research finding showed that in general, the entrepreneurship program has been running, but it still needs to improve to match theoretical viewpoints to practical actions. The weakness of this program was in how to coordinate learning activities among students, teachers, and field workers. The other problems were about how to standardized operational procedures, readiness of the students to come to the field, and internal barriers of the firms.

**Keywords:** entrepreneurship, culture of business, integrated model, higher education

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Received: 29 January 2019  
Accepted: 27 February 2019  
Published: 24 March 2019

Publishing services provided by  
Knowledge E

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Selection and Peer-review under the responsibility of the 3rd ICEEBA Conference Committee.

## 1. Introduction

Reconstructing the Culture of Entrepreneurship has become an interesting discourse among academics and practitioners in higher education. As submitted by Directorate of Research and Community Service (2017), the unemployment rate of higher education calumnies in Indonesia has been increasing from year to year. Research findings (Suharsono, 2012, Suharsono and Bagia, 2015) shows that more people in the higher level of education do or act less in the lower value of entrepreneurial spirit. Therefore,

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entrepreneurship values should be developed continually among students as an alternative solution to overcome the problem of unemployment in the group of Indonesian university graduates. Suharsono (2004) explained that entrepreneurship is a scientific theoretical model that can be learned and improved gradually based on the four learning steps: entrepreneurial probing, theoretical understanding, environmental creating, and entrepreneur shaping in action.

The question is, how to develop entrepreneurship culture systematically in the field of universities to increase positive impacts in improvement the welfare of the community? What have been done in this activity is to link the development program of entrepreneurship culture into the integrated main task of institution. The integration of the program is realized by constructing the competency tools and performance indicators, then allocating the achievement through the benefit (*dharma*) of higher education programs, community service in the field, and then followed by learning the aspects of entrepreneurship scientifically.

This integrated research activity is conducted to find a model of entrepreneurship instruction Technology that can provide a unified learning experience from theory to application. Integration is realized from the mastery of theoretical knowledge, then practice in the business world, and examine the scientific phenomenon of real life in the field. His concrete activities began with the engineering of four packages of learning programs, which were then offered to students through education, devotion and research in an integrated way. The competence of the final goal to be achieved is the formation of the ability to conduct real business actions in accordance with the background of science and interest of the students (Herawati, 2009). Wulandari et al. (2017), founded that Entrepreneurial motivation significantly influential on knowledge sharing, business performance, and knowledge sharing on business.

Theoretically, the integration of learning activities could increase the chances of greater success compared to partial activities. Moreover, if supported with a strong theoretical base and optimal learning tools, and staff of lecturers and students who have internal motivation to choose the way of life as an entrepreneur. The theoretical model that has been implemented in this activity is the PATRIOT learning model (Suharsono, 2004) which is used as the basis for restructuring learning activities and organizing the lecture materials in an integrated manner. The learning model of this research were the learning materials of entrepreneurship, operational procedures standard the field work practice, field study practice, and field actions at the end program. Formula is: *Totally Entrepreneurship in actions* ( $TE_{ntrepreneur_s}$ ) is function of principles, actions, and theories

*(PAT) that should be matched with reality on business, information, and field Objects (RIO)*

Entrepreneurship itself is flourishing as a discipline, and there is a reason to believe it will be an interested topic in the future (Shepherd, 2015). However, despite rapid growth in entrepreneurship research, many central concepts remain under-theorized and under-applied or integrated approach should be understood (Student learning activities in the lecture hall are done by giving the experience of learning to master a set of principles, actioma, and theories (PAT) that are compatible with the reality, iinfomation of business entity, and object (RIO) of a particular business field. From the mastery of PAT and RIO, activities are further developed into the totally practice for business actions (T). The business in action itself is the ultimate-product competency with an indicator of the ability to take the form of produce something or a set of standardized behavior. Actions are measured from the behavior or service provided to others, while the manufacture is measured from the existence of certain product goods that can be produced by someone.

In terms of implementation of entrepreneurships lecture, the results of research Suharsono et al. (2012) indicates that the utilization of standard operation procedure (SOP) was a proven to optimize the implementation of multimedia based entrepreneurship activities. However, the process of designing and testing of empirical learning instruments is constrained by the lack of skills of mastered by lecturers and students utilizing due to lack of practical experience in the field. Therefore, as found by Suharsono et al. (2006), the design and test-empirical prototypes of instructional devices need to be synchronized with the characteristics of teaching materials and alternative patterns of learning activities. In relation to this fact, this activity utilizes the instruments of instructional products of relevant research results and P2M activities.

Entrepreneurship Learning Materials are developed and studied with the aim of enhancing basic competency mastery (1) introduction of values and concepts (FK), (2) principle cultivation, business rules, and theory (PAT), (3) introduction to reality, actual information, The business object (RIO), and (4) the development of skills competence acts by multiplying the exercise of decision-making action (TEA). Thus, in the end learning should be more focused to the development of technical competence and practice of doing business acts with field cases.

Focus the above learning activities can be more focused if you can take advantage of learning resources and the availability of learning tools with the environment of the business world together. That is why, students who have mastered the four basic competence entrepreneurial tools need to test their application in the field. The test can be

done through internship or field work practices for vocational students, or through the field work program for undergraduate program. Both programs can be used to achieve the competence standards of the new entrepreneurial profession through the acquisition of basic competence tools in the field of expertise and type of business selected. To optimize the implementation of field activities, the pattern of work activity management adapts the KKU program management pattern Suharsono et al. (2015) that has been developed for students with partners in the field, and the management pattern activities for undergraduate students (Suharsono, 2013).

As shown in the curriculum structure and the allocation of semester credit load, field work practice activities are generally concurrent or close to the time with research for thesis of strata program and final project work of diploma student. Therefore, when technical interns in the field, they need to get a chance to observe more closely the phenomenon of business activities as part of their final research tasks. In relation to the implementation Suharsono (2016) found that from the five curriculum components of each department and course, the potential for the development of Entrepreneurship culture lies in the group of innovation and work creativity. However, the learning activities used and the ensemble of independent entrepreneurship competence development activities are still done partially.

To ensure the existence of synergy of practice performance and field research, initial effort and supervision of supervisors to the field should be done periodically and scheduled. The main tasks of the field supervisor there are three kinds, namely monitoring the development of work practices, consulting research activities, and harmonize the relationship of partnership with the business world as well as equating perceptions of how to foster students during field work practices in the business world. The field supervisor's duties are assisted by a monitoring and evaluation team with the main task of monitoring the overall field activities and raising the management data of the entrepreneurial culture development program.

## 2. Research Methods

This research combines Entrepreneurship courses, Field Work Practices, Field Work Lectures in the business world, and Final Student Work Research collected in the Entrepreneurship Culture Development Program Handbook at the university level. In detail, the four activities were prepared for lecturers and students along with their partners. The basic pattern of activities is the same, but the type of work and target targets in each year shifted following the progress of the process and the results

obtained in the previous year. Basically, there are four interrelated stages: (1) mastering the theoretical aspects through lecturing activities; (2) applying theoretical competence in the field to achieve the competence; (3) linking the field practice with Final work making activities, and (4) synergize the learning experience to build self-image of self-employed entrepreneur candidate.

**Implementation** The basic pattern follows the academic calendar of universities starting from the middle of first year which is July-December 2016 (odd semester) and February-June 2017 (even semester). From the archetype then the research design designated research according to the workflow with the target goal of the end of the year is the production prototype. In this design, the intended package is a set of learning technology products designed to follow the general procedure of learning product development with integrated system approach, while the material structure and the real learning activities follow prescription PATRIOT learning model (Suharsono, 2004, 2012).

The main instrument of this research is the prototype of integrated learning product itself. Physical form of prototype learning after revised can be seen as Product Package Research Grant competence in the form of a separate book, while the product specifications appear from the physical appearance of textbooks 'Introduction to Entrepreneurship' which has been published and circulated in Indonesia. The product package is produced through the process of manufacturing, testing, and revising the prototype components of the product as required. The supporting instruments are: questionnaires back lecturers and students, digital cameras, software needed to support the implementation of street vendors and student activities in the field. This activity involves 74 undergraduate students (S-1) and 36 diploma students (D-3), 10 lecturers, and 20 entrepreneurial practitioners in their respective workplaces. From their activities it was found four kinds of data about the suitability of teaching materials with classroom lecture needs, laboratory performance, field-observed performance, and ongoing performance in the process of developing entrepreneurial culture. The data were analyzed by content analysis techniques and component analysis to determine performance indicators, key descriptor, and information for ongoing improvement.

Research data obtained in this first year there are two categories, namely qualitative data and quantitative data. Qualitative data are (1) lecturer and student responses to the format and contents of prototype component of teaching materials, (2) clarity of standard operational procedures (SOP) of the three designed Guides, and (3) suggestions and recommendations from entrepreneurial practitioners in the field. The three kinds of data are processed by content analysis techniques, to collect data and information as a

material to improve the display, content, and structure of communicative and interactive information presentation.

Qualitative data obtained from the implementation of the test according to the standard operational scenarios of applied learning, analyzed by Content Analysis techniques (Content Analysis). The results of content analysis can provide an overview of how the implementation of learning that has been planned can run, especially related to the evaluation of the learning process. The results of this content analysis are used as information to explain why learning tools developed and produced can provide the impact of instructional (instructional effect) and nurturing effect for the establishment of value system of entrepreneurial culture in entrepreneurship in universities.

The quantitative data obtained are (1) the attendance of the students in the lecture room and at the location of field work, (2) the score of learning result of lecture and field training, (3) the operational and managerial financing units in the business world, (4) product marketing partner companies in the field. Once the data is collected and then analyzed to obtain the key information device that can be used as a means of verifying the truth test of the research framework. Data analysis techniques used are descriptive statistics and percentage techniques performed in two stages, namely at the time of testing and at each end of the testing activities for the purposes of revision of the format and content of the device components of entrepreneurial learning products.

### 3. Result and Discussion

The results show that the developed prototype has been prepared and the four components in general have shown the synergies. However, the implementation phase is constrained by the weak coordination between the personalities involved, the clarity of standard operating procedures, and the readiness of students to go to the field, and the variation of internal conditions of the company where students practice. In this case, the conception of program integration in this research activity requires cooperation between students, lecturers, faculty/departments of origin, committee of entrepreneurship service program, practitioners of field partners, and small industry employer association and offices Business District for the development of entrepreneurs from the elements of Local Government in the area of practical work field activities.

In the process of organizing education on campus, the provision given to the students is still too general so that the aspects of application of entrepreneurial competence have not been able to facilitate the emergence of the ability to conduct Totally actions when the student plunge and be in the business environment that is casuistic. Therefore,

the instructional guidelines should be revised based on the results of field activities. Likewise with, structuring work activities in the business world was not yet synchronized with the format of structuring of research work activities for data collection efforts for the purposes of thesis or final assignment of students. The completion of the instructional program itself can only be completed after the overall work program has been applied.

From the exposure of the research results in advance can be synthesized that in general the integration of college programs in the process of developing an entrepreneurial culture can provide a higher chance of success when compared with separate approaches in entrepreneurship education activities, research, and community service. The strength of the proposition lies in the ongoing synergy of work between the activity of theory and practice on an ongoing basis of interrelated statements. The proposition is subsequently used as a basis for determining the type and specification of product of the Entrepreneurship Cultural Development Program Guidance at Higher Education (P3-BKPT). The Guidebook itself should be revised to optimize the learning power of the courses in the actual courses.

#### 4. Conclusion

The advantage of this program lies in the realization of synergistic performance among learning, instruction and field experience as mentioned in the university programs. However, in the implementation process, many are constrained by the weakness of the field coordination and preparedness of personnel involved both from the institutional point of organization in universities and business world in the field.

The entrepreneurship instruction program itself can provide students with greater opportunities to gain a thorough learning experience from the mastery of theory to application, with a deeper introduction of potential future and prospective reality, information, and business objects. The experience of the application aspect is shown in the form of doing business acts within the later business world occupied by student practice. The following are findings related to the theoretical aspects of the business world, as a form of proposition that can be used as an effort to enrich the subject matter of Entrepreneurship courses in the coming year.

From the results of research in advance can be concluded that in general duty of college proved can be used as a 'vehicle' for efforts to accelerate the development of entrepreneurial culture in college. The third performance synergy of dharma can optimize the increased chance of higher success when compared with a separate approach from learning activities, research, and community service.

The strength of the proposition lies in the ongoing synergy of work between the theory and practice activities on an ongoing basis and the coordination of inter-related programs. The proposition is subsequently used as a basis for determining the type and specification of product device components of the Entrepreneurship Cultural Development Program Guidance at Higher Education. The Guidebook itself is one of the operational instruments that can be used to optimize the level of learning implementation in the actual course classes, relevant field practices, and students' end-of-the-art mono-disciplinary and multi-disciplinary works. Here are the conclusions about the performance synergies of the four components contained in the Entrepreneurship Cultural Development Program Handbook at Higher Education: First, the competency standard and the basic competence type of entrepreneurship is a kind of integrative competence of the five components as a whole, namely: the development of personality, science and basic skills, work skills, work attitude, and community life in the business world. Competence is characterized by the emergence of the ability of students to perform business acts or work in the context of economic activities for the improvement of people's welfare.

Secondly, entrepreneurship is a kind of creative thinking and innovative behavioral skills that can be learned and taught by utilizing the essential materials of cross scholarship as teaching materials, from theory to application. The teaching material itself is a balanced capture between theoretical studies and actual activities with the pattern of scientific structure that varies in such a way that can be alternative choices for students to learn according to their needs.

Third, learning activities should be synchronized between classroom and scientific-research papers, with fieldwork practices in the business world in accordance with established operational standards. At the implementation stage it is carried out through various learning and learning activities-tiered following standard operating procedures of innovative learning models relevant to information technology aid commonly used as communication and social interaction in the business world. To develop an entrepreneurial culture, it is necessary to have a learning experience tool that can give students the opportunity to develop theoretical knowledge into field work practice in real business objects, both related to operational aspects and management aspects of their business. The development of entrepreneurial culture can be carried out continuously to develop research capability among students in real conditions in the business world.

Fourth, the evaluation and assessment of Entrepreneurship Education through the P3-BKPT program is carried out continuously from theory to application using the learning process evaluation tools and learning outcomes gradually following the stages of the



program and the operational standards of the procedures that have been tested for their implementation. The program started

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