

University Community Engagement Program and Entrepreneurship Education: Entrepreneurship Learning for Non-Business Participants

Hetty Karunia Tunjungsari¹

¹Tarumanagara University, Jakarta, Indonesia, email : hettyt@fe.untar.ac.id, Ph :+628557883881

Abstract: *University community engagement program creates meaningful relationships between university scholars and society at large, which enhance the use of theory to solve problems in the real world. The program enhances teaching, learning and research in ways that accept the use of knowledge through engagement with the society. This paper presents community engagement programs' report conducted by Tarumanagara Center for Entrepreneurial Studies (TCES) of Tarumanagara University during 2012-2014, which focused on entrepreneurship learning for the non-business participants. The engagements were made with various entities ranging from educational institutions, government institutions, as well as groups of housewives in the suburban area. As we believe that entrepreneurship is a knowledge that can be taught and is also a skill that can be learned, we brought together several methods such as training, coaching, consulting, writing competition, or just as simply as teaching introduction to entrepreneurship.*

Keywords: *university community engagement program, entrepreneurship education, non-business participants*

1. Introduction

For the last decades there has been a growing concern among university scholars in many countries on community engagement programs. Today's university scholars seem to put more efforts to make a distinction between simply doing good and applying specialist knowledge from scholarship to professional activities through various community engagement programs. The Indonesian Directorate General of Higher Education (DIKTI) also gives special grant (known as *Hibah Pengabdian Kepada Masyarakat*) to encourage more university scholars to develop community engagement programs with many different entities. The program's aim is to promote direct and mutually beneficial interaction between university scholars and communities that is critical for the development and application of knowledge, toward a better society in the future.

The modern university interacts with a diverse array of external constituencies—alumni and parents, local communities, state and federal government, business and industry, the media and the public-at-large [1]. It is university scholars' duty to make scientific understanding becomes applicable to help solve problems in the real world. Entrepreneurship education in the university has many opportunities to unravel the problems of unemployment and economy imbalance of our nation. Even though there is no real consensus on the issue, the literature has shown that some key aspects of entrepreneurship can be taught and much of the debate has now shifted to what should be taught and how it should be taught [2]. As well as delivering entrepreneurship education to university students, through community engagement activities university scholars can design many different approaches to make entrepreneurship education more accessible to the society and provide extensive advantages for the society at large.

2. Theoretical Backgrounds

2.1. The Importance of Entrepreneurship Education

Entrepreneurship education is the delivery of entrepreneurial competencies through formal structures, by using the basic concepts, skills, and mental awareness of individuals during the process of starting and developing their businesses [3]. In 2002, the European Union launched the entrepreneurship educational goals that include increasing the students' awareness of self-employment as a career option (the main idea of this program is that students can become not just an employee but can also become entrepreneur); encourage the development of personal qualities that are relevant to entrepreneurship, such as creativity, risk taking, and responsibility; as well as providing technical expertise and business skills required in starting a new business.

In 2008, The Consortium for Entrepreneurship Education states that entrepreneurship education is not just about teaching someone to run a business, but also about encouraging creative thinking and promoting a strong sense of self-worth and empowerment. Students learn how to create business and learn other knowledge and skills through entrepreneurship education. Eventually, beside knowledge and skills in business, entrepreneurship education is mainly focused in the development of certain beliefs, values and attitudes, and the objective of the education is to get students to really consider entrepreneurship as an attractive and convincing alternative to paid employment or unemployment [4].

Education seems important for stimulating entrepreneurship because several reasons [5]. First, entrepreneurship education provides individuals with a sense of autonomy independence and self-confidence. Second, entrepreneurship education makes people aware of alternative career choices. Third, entrepreneurship education broader the horizons of individuals, thereby making people better equipped to perceive opportunities, and finally, education provides knowledge that can be used by individuals to develop new entrepreneurial opportunities. For this reasons, we acknowledged the importance of disseminating entrepreneurship education not only for students in the academic environment, but also for any person in the society who seek for the entrepreneurship expertise.

Entrepreneurship education provides intellectual tools and skills that allow “would-be” entrepreneurs to visualize and evaluate opportunities [6]. It also helps students conceive ways to overcome obstacles while pursuing these opportunities. Understandably, the value of entrepreneurship education is widely recognized in the developed countries [7]. Entrepreneurship education can be integrated into general education in several ways: as part of the curriculum that students must take, integrate with existing lesson subjects, or introduced as a separate subject from the curriculum [8]. However, in some cases, we can combine one method with each other. In accordance with community engagement program, entrepreneurship education can help university students learn entrepreneurship in the real world. While in the other side of the engaged party, entrepreneurship education can enhance entrepreneurship learning.

2.2. University Community Engagement Program

University community engagement program is considered as specific method for academic research and teaching that necessarily involves external communities (business, industry, schools, governments, non-governmental organizations, associations, indigenous and ethnic communities, and the general public) in collaborative activities that address community needs and opportunities while also enriching the teaching, learning and research objectives of the university [9]. There are four main areas of community engagement program : research which involves engagement with external stakeholders as a core element of the knowledge generation process; sharing existing knowledge between the university and external stakeholders, whilst developing new knowledge through shared co-learning; delivering services to external groups which they find useful and/ or demand; and involving external stakeholders (small business and community) in teaching activities which meets their needs and improves teaching quality [10]. Table I summarizes different kinds of university engagement activities.

2.3. Entrepreneurship Learning for Nonbusiness Participants

In many countries, entrepreneurship education for nonbusiness participants is still a very new issue. We may find extensive research on entrepreneurship areas within the context of business environment, but very few have been done in the nonbusiness environment. Students intentions to become entrepreneur, students entrepreneurial personality traits, effective methods in disseminating entrepreneurship studies, as well as pursuing creativity and innovation in the environment to enhance entrepreneurship were explored from different participants in business environment [11], [12], [13], [14], [15], [16], [17], [18]. However, considering the critical roles of entrepreneurship education in shaping future entrepreneurial individuals in the society, we should make entrepreneurship education available for any participants.

TABLE I: A Typology of Different Kinds of University Engagement Activities

| Areas of university activity | Main areas of engagement activity |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Engaged research | Collaborative research projects Research projects involving co-creation Research commissioned by hard-to-reach groups Research on these groups the fed back |
| Knowledge sharing | Consultancy for hard-to-reach groups Public funded knowledge exchange projects Capacity building between hard-to-reach groups Knowledge sharing through student 'consultancy' Promoting public dialogue and media |
| Service | Making university assets and services accessible Encouraging hard-to-reach groups to use assets Making an intellectual contribution as 'expert' Contributing to the civic life of the region |
| Teaching | Teaching appropriate engagement practices Practical education for citizenship Public lectures and seminar series CPD for hard-to-reach groups Adult lifelong learning |

Source: Benneworth, Charles, Conway, Hodgson, & Humphrey [10]

3. University Engagement Programs at Tarumanagara Center for Entrepreneurial Studies

Tarumanagara Center for Entrepreneurial Studies (TCES) is a research center focusing on entrepreneurship studies, founded in 2012 under Tarumanagara University Research Center. The main objective of TCES is to conduct research and community service in entrepreneurship discipline, as well as its interfaces with any other disciplines such as management studies, psychology, economics, even arts and designs. Within the context of community engagement, TCES consistently seeks opportunity to creatively initiate collaborative activities that address community needs while also enriching the teaching, learning and research objectives of the university, especially in entrepreneurship area.

Since June 2012, TCES has managed many different community engagement activities, ranging from teaching, community service, and knowledge sharing. The engagements were made with various entities, such as government institution (Directorate General of Higher Education, The Ministry of Cooperatives and SMEs, administrative village), educational institutions (schools from different levels), local community (organic rice farmer and batik craftsmen), and groups of housewives living in the suburban area. We managed community engagement activities both for business society and nonbusiness society. However, this paper will only discuss those conducted with the nonbusiness society.

The manifestation of entrepreneurship education in TCES community engagement activities were designed carefully by our center members, with specific objective to enhance participants understanding on entrepreneurship and its opportunity to creates better future for the society. Table II summarizes TCES community engagement activities with various nonbusiness participants for the time period of June 2012 until December 2014.

TABLE II: TCES Community Engagement Program for Nonbusiness Participants (2012-2014)

| Areas of university activity | Main areas of engagement activity | Time Frame |
|------------------------------|-----------------------------------------------------------------------------------------------|------------|
| Knowledge sharing | Consultancy for rice farmer community in Jatiluwih, Bali | 2013 |
| | Consultancy for rice farmer community in Sukoharjo, Central Java | 2014 |
| Service | Brand naming for organic rice product in Sukoharjo, Central Java | 2014 |
| | Packaging design for organic rice product in Sukoharjo, Central Java | 2014 |
| Teaching | Teaching entrepreneurship to groups of housewives at suburban area of Surakarta, Central Java | 2012 |
| | Entrepreneurship training and workshop for junior high school teacher | 2012 |
| | Entrepreneurship lectures for junior high school students at Sukoharjo, Central Java | 2013 |
| | Writing contest on Entrepreneurship for senior high school student in Bali | 2013 |
| | Entrepreneurship lectures for elementary school students at Sukoharjo, Central Java | 2013 |
| | Entrepreneurship lectures for senior high school students at Singkawang, Central Java | 2014 |
| | Entrepreneurship learning for senior high school teacher at Ketapang, West Kalimantan | 2014 |
| | Writing contest on Entrepreneurship for senior high school student in Surakarta, Central Java | 2014 |
| | Entrepreneurship training and workshop for senior high school teacher | |

3.1. Entrepreneurship Knowledge Sharing at TCES

In November 2013, we have been invited by organic rice farmer in Jatiluwih, Bali. Jatiluwih is popular as a tourist site with its exclusive farming system called “subak”. At the moment, the villagers were transforming their village into promising tourist destination in Bali by empowering village assets (organic rice farms, traditional houses, natural sites, traditional dances and music performances, traditional cuisines). We gave consultancy on entrepreneurship in tourism business, assisted the process of defining unique value of Jatiluwih as a tourist destination, and gave advices on what tour packages should be offered to attract tourists. This community engagement activity has helped villagers in Jatiluwih to learn entrepreneurship as important skill needed to transform conventional organic farm into fascinating tourist site, without forfeiting their authenticity.

TCES also gave consultancy to organic farmer association in Sukoharjo, Central Java, in March-June 2014. This organic farmer association, Taniaji Greenfarm, required professional assistance to improve the distribution system of their organic rice. We suggested them to create a brand name for the rice prior to designing a reliable distribution system. We gave recommendations based on literatures and business practices on product branding, product design, marketing organic products, what kind of consumer who bought organic products, and effective supply chain management. We also presented some articles on how entrepreneurs have successfully marketed their product with appealing brand name to inspire the association.

3.2. Entrepreneurship Community Services at TCES

We have also done community services for many different entities. The nonbusiness participants came from groups of housewives in the suburban area of Surakarta, Central Java, in 2012. We were invited by the Head of Cangkol administrative village, about 15 kilometers east of Surakarta, to teach entrepreneurship to groups of housewives living in the area. The administrative village of Cangkol was granted with government funds and planning to revive their village as batik production center in Surakarta. They have already administered a serial

training on batik production to these groups of housewives, but still they see the importance to complement each participant with entrepreneurship expertise. Within two intensive days we delivered teaching materials on basic entrepreneurship and business management. We emphasized the materials on the process of small business venturing, since the ultimate goal of the administrative village program is to motivate the participants to start their own business in batik production.

The engagement with Taniaji Greenfarm in 2014 was also made to help the association create brand name and product packaging to increase their product value to the market. In the process of brand naming and product packaging, we managed survey on organic rice consumer behaviour. We assessed 10 different brand name and 3 product packaging design with 500 organic rice consumers as our sample in Jakarta, Surakarta, and Bandung. From the survey result, we then jointly decided the most favourable brand name and product packaging design to be used as their product identity.

3.3. Entrepreneurship Teaching at TCES

Since teaching is also effective in disseminating entrepreneurship know-how, we have initiated several engagement programs with schools from elementary school until senior high school since 2012. We tailored different teaching approach for each school level, to ensure a better learning for each participant. At the elementary school level, we highlighted the material on the introduction of entrepreneur as a profession, which has the same opportunity to be chosen with other profession such as medical doctor, teacher, lawyer, engineer, and many more. While at the senior high school level, we put stressed on materials that help encouraging students' entrepreneurial intention, for example, showing them lots of story about successful young entrepreneurs from Indonesia and overseas.

Our engagement program at schools were also been done with teachers as participants. In 2012 and 2014, we ran entrepreneurship training and workshop, as well as entrepreneurship learning, for junior high school and senior high school teacher. The entrepreneurship training for junior high school teacher in Sukoharjo, Central Java, were designed to improve teachers' creative teaching method, which in the end can generate higher entrepreneurial traits of the students. Whereas in 2014 we set up adult learning on entrepreneurship by delivering introduction into business management to senior high school teachers in Ketapang, West Kalimantan and Surakarta, Central Java.

Another way to promote entrepreneurship learning was done by organizing article writing contest on entrepreneurship topic. In 2013 and 2014, we organized article writing contest on how entrepreneurship contributes to increase the stability of national economy for senior high school students in Bali and Surakarta, Central Java. The writing contest was organized to enhance students self-learning on entrepreneurship and its contribution to the national economy's stability.

4. Conclusions

University community engagement program is very important to make science becoming more useful in the daily life. University scholars as a member of society at large play significant role in the process of making science more applicable in the real world's problem solving. Given the importance of entrepreneurship education for all participants, university scholars can make entrepreneurship education more accessible to the society through various community engagement activities.

Aligned with its objective to administer community engagement in entrepreneurship area, since 2012 TCES have done several community engagement activities with many different entities. The engagement activities reported in this paper revealed many different approaches to enhance entrepreneurship learning for nonbusiness participants, ranging from academic institutions, groups of housewives, and farmer in the villages. The formulation of community engagement activities for nonbusiness participants must be carefully designed to effectively enhance entrepreneurship learning.

5. References

- [1] J.J. Duderstadt, "Leading higher education in an era of rapid change." State Higher Education Executive Officers 48th Annual Meeting, Portland, Maine July 30, 2001.
- [2] F. Lourenco and O. Jones O, "Developing entrepreneurship education: Comparing traditional and alternative teaching approach." International Journal of Entrepreneurship Education, Vol. 4, 2006, pp.111-140..

- [3] A. Alberti and B.P. Sciascia, "Entrepreneurship education: Notes on an ongoing debate." In Proceedings of the 14th Annual International Entrepreneurship Conference, Naples, Italy, 2004.
- [4] C. Holmgren, From, J. Olofsson, A., Karlsson, H., Snyder, K., and U. Sundtröm, "Entrepreneurship education: Salvation or damnation?" *International Journal of Entrepreneurship*, Vol. 8, 2004, pp. 55-71.
- [5] P.D. Reynolds, M. Hay, and S.M. Camp, *Global Entrepreneurship Monitor: 1999 - Executive Report*. Babson College, London Business School and the Kauffman Center for Entrepreneurial Leadership, 1999.
- [6] J.O. Fiet, "The theoretical side of teaching entrepreneurship." *Journal of Business Venturing*, Vol. 16(1), 2001, pp.1-24.
[http://dx.doi.org/10.1016/S0883-9026\(99\)00041-5](http://dx.doi.org/10.1016/S0883-9026(99)00041-5)
- [7] G. Packham, P. Jones, C. Miller, D. Pickernell, B. and Thomas, "Attitudes towards entrepreneurship education: a comparative analysis." *Education+ Training*, Vol. 52(8/9), 2010, pp.568-586.
- [8] J. Seikkula-Leino, E. Ruskovaara, M. Ikavalko, M. Mattila, J and T. Rytokola, "Promoting entrepreneurship education: the role of the teacher?" *Education + Training*, Vol. 52 (2), 2010, pp.117-127.
- [9] Australian University Community Engagement Alliance, (2008), Position Paper 2008-2010. Universities and Community Engagement. March, 2008.
- [10] P.S. Benneworth, D.R. Charles, C. Conway, C. Hodgson, and L. Humphrey, "How the societal impact of universities can be improved both conceptually and practically" *Sharing Research Agendas on Knowledge Systems: Final Research Proceedings*, UNESCO: Paris, France, 2009.
- [11] E.J. Gatewood, and K.G. Shaver, Expectancies for success and attributes for failure: Thoward a theory of entrepreneurial persistence. Paper presented at the Academy of Management, Miami, FL, 1991.
- [12] J. Florin, R. Karri, and N. Rossiter, "Fostering entrepreneurial drive in business education: An attitudinal approach." *Journal of Management Education*, Vol. 31 (1), 2007, pp.17-42.
<http://dx.doi.org/10.1177/1052562905282023>
- [13] M.L. Harris, S.G. Gibson, S.R. Taylor, and T.D. Mick, "Examining the entrepreneurial attitudes of business students : the impact of participation in the small business institute". *USASBE Proceedings – 2008*, pp.1471.
- [14] E. Isaacs, K. Visser, C. Friedrich, and P. Brijlal, P, *Entrepreneurship education and training at the Further Education and Training (FET) level in South Africa*. *South African Journal of Education*, Vol 27, 2007, pp.613–629.
- [15] P. Pounce, "Teaching entrepreneurship: Insights into the students of the SEED programme and their perceptions of its non-traditional facilitation." *Caribbean Teaching Scholar*, Vol. 4 (1),2014, pp.39–50.
- [16] P.B. Robinson, D.V. Stimpson, J.C. Huefner, and H.K. Hunt, "An attitude approach to the prediction of entrepreneurship." *Entrepreneurship Theory & Practice*, Vol. 15 (4), 1991, pp.13-31.
- [17] J.C. Sánchez, "University training for entrepreneurial competencies: Its impact on intention of venture creation." *International Entrepreneurship and Management Journal*, April, 2010, pp.-16.
- [18] G. Tamizharasi and N. Panchanatham, "An empirical study of demographic variables on entrepreneurial attitudes." *International Journal of Trade, Economics and Finance*, Vol. 1 (2), 2010.
<http://dx.doi.org/10.7763/IJTEF.2010.V1.40>
- [19] K. Yuvaraj, "The environment for entrepreneurship." *Management and Extension Journal*, Vol. 20, 1993, pp.23-28