

Entrepreneurship in University Islamic Education Constructivism Perspective

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Abstract: Constructivism, as a philosophical paradigm, seems to be a good explanation in understanding the entrepreneurial learning process that builds meaning through experience with the business world. This study aims to explore the learning process of student entrepreneurship from a constructivist perspective and try to understand how students learn to become entrepreneurs in the context of higher education. This research is based on the learning of a small group of Sharia Economics study program students who take entrepreneurship modules at Sunan Giri University Surabaya Indonesia. The results of the study indicate that the student learning process is seen as a very valuable experience and is based on all types of interactions in the classroom according to the situation outside their class. Entrepreneurship development is supported by an experience approach to learning, action-based and student-centered, focusing on developing skills and competencies related to entrepreneurship..

Keyword: Entrepreneurship education, entrepreneurship learning, constructivism in Islamic education, innovation education

INTRODUCTION

In an environment where high skills produce high added value, graduates are the key to national growth. Graduates who are inspired, confident, talented, and active are more likely to be found and lead new dynamic businesses and change whatever organization they follow or manage¹. Developing graduates of entrepreneurship is important for the future success of our generation. Entrepreneurs with higher academic backgrounds are often more innovative, use business models, and base their business on the use of new technologies. The university, in this context, plays an important role and is seen as an ideal place for the development of entrepreneurial graduates as creators of business and new wealth in the future. For this reason, universities are challenged to support their students with the right mindset, knowledge and abilities for entrepreneurial activities.

The research question from this study concerns entrepreneurial education from a pedagogical side. The focus of this study is to explore the learning process of student entrepreneurship from a constructivist perspective and understand how students learn to become entrepreneurs in the context of universities. This study aims to make a theoretical contribution to the process of entrepreneurship learning from a constructivist perspective by exploring the fundamental questions that every educator must ask when evaluating problems in curriculum

¹ Herrmann, K., Hannon, P., Cox, J. and Ternouth, P., Developing Entrepreneurial Graduates: Putting entrepreneurship at the centre of higher education. National Council for Graduate Entrepreneurship (NCGE) UK, 2008

design and pedagogical practices, namely, What? Why? How? For what results?

This research is based on the activities of a small group of students in the Sharia Economics study program who take entrepreneurship modules and conduct business innovation at Sunan Giri University Surabaya Indonesia. This study seeks to understand how students develop entrepreneurial learning and develop knowledge progressively for one semester when they are involved with the learning activities of the module. Through this study researchers also try to understand how constructivism can offer learning theories in entrepreneurship education.

Entrepreneurs Learning

Entrepreneurship education is recognized by many parties as being very important for the development of the economic dynamics of society in the 21st century²; ³. Much of the literature on entrepreneurship education shows the increasing importance of this field of education. Nevertheless, there is a lack of research that specifically addresses how to develop entrepreneurial learning that can be promoted effectively⁴; ⁵; ⁶.

There is an increasingly strong consensus that traditional pedagogical approaches to learning are not enough to adequately develop entrepreneurs in the face, run and create the complexity of innovative business opportunities. Traditional approaches tend to ignore, cannot overcome, and be ambiguous in addressing the uncertainties that surround the entrepreneurial process and tend to undermine the functioning of employers in the broader social context⁷. "Factors that make a creative and enjoyable learning is the learning objectives are appropriate"⁸. Komsiyah, 2012; "Learning is a process of changing a person's behavior as a result of interaction with the environment in meeting life's needs"⁹.

Although the use of traditional teaching approaches is still extensive, it is noteworthy that there are significant changes to experience-based learning, the approach emphasizes learning 'for entrepreneurship rather than learning' about 'entrepreneurship'¹⁰. Entrepreneurship is more than just creating a new business¹¹, call it a dynamic process of dynamic vision, change and creation, which requires the application of energy to creation, creative solutions, and the implementation of

² Ibid

³ Taatila, V.P., *Learning Entrepreneurship in Higher Education*. Education and Training, 52(1) 2010, 48-61

⁴ Rae, D., Understanding entrepreneurial learning: a question of how?. *International Journal of Entrepreneurial Behaviour and Research*, 6(3), 2000. 145-159

⁵ Politis, D., *The Process of Entrepreneurial Learning: A Conceptual Framework*. Entrepreneurship: Theory and Practice, 29(4), (2005). 399-424

⁶ Gibb, A., In pursuit of a new 'enterprise' and 'entrepreneurship' paradigm for learning: creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Reviews*, 4(3), 2002. 233-269

⁷ Higgins, D., Smith, K. and Mirza, M., Entrepreneurial Education: Reflexive Approaches to Entrepreneurial Learning in Practice. *The Journal of Entrepreneurship*, 22(2), (2013). 135-160

⁸ Ahmad Syafi, "PANDANGAN TENTANG KREATIVITAS GURU PEMBELAJAR Sebuah Upaya Motivasi Belajar Siswa," in *ANCOMS 2017* (Surabaya: Annual Conference for Muslim Scholars Kopertais Wilayah IV Surabaya, 2017), 691-697, <http://proceedings.kopertais4.or.id/index.php/ancoms/article/view/69>.

⁹ Hermawan Tri Marfiyanto, Ahmad Syafi'i, "Implementasi Teori Operant Conditioning Dalam Pengembangan Kurikulum Pendidikan Agama Islam Melalui Pendampingan Guru Al- Qur'an," *CARADDE: Jurnal Pengabdian Kepada Masyarakat* 1, no. 2 (2019): 180-188, <http://journal.ilinstitute.com/index.php/caradde/article/view/108>.

¹⁰ Solomon, G., An examination of entrepreneurship education in the United States. *Journal of Small Business and Enterprise Development*, 14(2), 2007. 168-182

¹¹ Kuratko, D.F., The Emergence of Entrepreneurship Education: Development, Trends, and Challenges. *Entrepreneurship Theory and Practice*, 29(5), (2005). 577-59

new ideas.

In order to successfully manage a business in such an environment, entrepreneurs often cannot use the 'roadmap' obtained from management and entrepreneurial textbooks because many questions about where and how to lead a business cannot be answered with known solutions. Instead, they often need to create their own 'new' roadmap to find their way through unknown territory. In this sense, learning for entrepreneurship cannot be abstracted from the situation in which it is acquired and used. Knowing and doing is reciprocal, like¹² articulating, knowledge is the product of what we do, the specific context of action, and the culture in which it is built and used. In developing a pedagogical approach that stimulates entrepreneurial learning, a philosophical framework is needed that conveys the idea that learning is experience, based on actual entrepreneurial realities or simulations of students acquiring authentic learning experiences 'by' and 'of' that they do.

Pedagogy Entrepreneurship

In this view constructivism can offer a philosophical framework that underlies the nature of the experience of the entrepreneurial learning process in which knowledge is built by individuals based on their experience with the world. Entrepreneurial learning is related to learning how to recognize and act on opportunities that exist, as well as how to manage and manage a business. This means learning to work through entrepreneurial means, by knowing, acting and interconnecting that makes sense. This actively involves the attitude of 'doing' and understanding 'what success is', and realizing a form of change that causes or allows individuals to do things differently. In this sense, 'learning becomes' and experience-based, and very many future-oriented processes in creating a prospective reality for students¹³. Therefore, learning enables personal change and includes dimensions of 'knowing', 'understanding', and 'doing'. Learning outcomes are the ability to act differently, where individuals have a greater understanding of their actions¹⁴. In other words, to get entrepreneurial knowledge, students do not learn and only become what they are when they are internalized by individuals through thought processes and reflect on their own experiences, and make their own theoretical interpretations¹⁵. Entrepreneurship learning is a social construction process in which students build what they know based on their experience and engage in the construction of new meanings according to their perceptions of reality.

The spirit of entrepreneurship in an Islamic perspective is based on the understanding that Humans are ordered to prosper the earth and bring it to a better direction and are ordered to try to find rizki. This enthusiasm is seen as described in the Qur'an Al-Jumu'ah verse 10, following.



¹² Brown, J.S., Collins, A. and Duguid, P. Situated Cognition and the Culture of Learning. *Educational Researcher*, 18(1), (1989). 32-42

¹³ Rae, D., Understanding entrepreneurial learning: a question of how?. *International Journal of Entrepreneurial Behaviour and Research*, 6(3), 2000, 145-159

¹⁴ Rae, D. (2003). Opportunity Centred Learning: An Innovation in Enterprise Education?, *Education and Training*, 45(8/9), 542-549

¹⁵ Gibb, A., *Entrepreneurship: Unique Solutions for Unique Environments: Is it possible to achieve this with the existing paradigm?*, Working Paper 038/2006. National Council for Graduate Entrepreneurship (NCGE) UK.

METHOD

This study uses a qualitative research design to investigate the learning process of 20 students in the entrepreneurship module delivered for one semester in the Sunan Giri University Surabaya economic study program. Data was collected from direct interviews with students to capture the authentic perspective of the entrepreneurial learning process in the entrepreneurship curriculum. Data collection was conducted in the classroom using focus groups as the main data collection instrument and asking students how they were involved in developing entrepreneurial learning.

To analyze entrepreneurial learning in an entrepreneurial education environment, this research refers to the key questions that every educator must ask when examining curriculum design problems and pedagogical practices, namely What? Why? How? For what results? These questions provide a framework for research design, which is then applied to understand the learning process of entrepreneurship education from a student perspective.

First; Questions about 'what'; Questions about 'what' relates to the content / material that will be taught in the entrepreneurship curriculum. What students want to learn?

Second; The question 'why'. Questions about 'why' are related to 'goals' or 'results' of learning in the curriculum. What learning outcomes are felt and defined by students?

Third; Questions about 'how' Questions about 'how' refer to 'pedagogy' as a way to achieve learning goals, objectives or results. How best learning is stimulated through pedagogy as perceived by students?

The four questions 'for which results' This question refers to the evaluation and assessment of learning. How students think that their learning should be evaluated and assessed?

In understanding data, memo writing techniques are adopted based on the principles suggested by¹⁶. Writing consecutive memos throughout the research process so that researchers remain involved in the analysis and help increase the level of abstraction of their ideas. Writing memos will help capture comparisons and connections, and crystallize questions and to pursue further questions for researchers. Through interviews when writing memos, new ideas and insights arise during the act of writing, and in doing so provide space to become actively involved in data, develop ideas, and perfect the making of subsequent data interpretations.

The research findings are based on data collected in the classroom using focus groups as an instrument to involve participants in sharing their experiences of how they progressively develop entrepreneurial learning over a period of one semester.

RESULT AND DISCUSSION

Motivation To Learn (Questions About 'Why')

The question 'why' asks students to respond to what they want to get from entrepreneurship education, and learning goals or results that are considered desirable. The aim is to examine student learning motivation and personal reasons for taking entrepreneurship education. There are four themes of answers to questions about entrepreneurial learning motivation that arise, namely: "To have a different method of thinking"; "Creative thinking";

¹⁶ Charmaz, K., *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*. London: Sage Publications, (2006).

"Critical thinking"; "How to be original".

The dominant theme that emerged from the respondents' data was 'getting better at thinking'. They want to learn about different ways of thinking but 'creative thinking' is chosen as the most important and desirable for entrepreneurship. Having creative thinking skills is considered as something that distinguishes them from other graduates.

While learning to be creative is important and desirable, creativity as a concept or idea is interpreted as a means to an end, and not an end in itself. Here, creativity is understood in a certain context and as a mechanism or tool that has practical applications in the business world.

In particular, creativity is associated with something "they can use" to create new ideas for business innovation. This is described as a curious idea, able to apply different thought methods, improve basic ideas. They want to understand how to use their inquisitive minds to start with basic ideas and then increase them to become extraordinary ones that will have real-world impacts. To be more creative in terms of 'abstract' in the world, creativity must be understood in a 'practical' sense and can be applied in useful contexts, for example finding out potential areas for innovation.

Students want learning goals to include content areas that are related to aspects of entrepreneurship and innovation. They want to learn about what motivates entrepreneurs, how they carry out challenging assumptions, throw ideas at potential investors, and start new businesses. Develop entrepreneurial abilities that are considered very desirable. Having these abilities allows them to 'think like' and 'be able to act like' an entrepreneur, so they can also make and realize their own innovation ideas.

Regarding the idea of becoming an entrepreneur, learning how to start a new business from scratch (ie zero start) and managing a micro business is considered an important goal. This, perhaps, reflects the interest of some students who aspire to start their own businesses or take over small family businesses after graduation. Business start-ups and small business management are important disciplines in entrepreneurship.

Learning Stimulation (Question About 'How')

Under any conditions education is always discussed. Both in developing and advanced conditions and in stagnant conditions or even in the worst conditions¹⁷. The question 'how' ask students how they learn well and what makes a learning experience successful for them. One of the dominant and recurring aspects in the data shows that learning is best stimulated through pedagogy that emphasizes 'learning while doing' and simulating professional real-life practices. Learning must be practical and can be applied in real life or real world situations. There is a clear desire to be able to apply what they have learned to the real business world. Such learning can be achieved through pedagogy which establishes a close relationship between professional theory and practice, and clearly illustrates how theoretical knowledge is applied in real world situations. Students feel that they learn best when practical learning, supported by the use of relevant examples, case studies and / or material audio-visual, where knowledge or theory is 'brought to life' in the classroom, making it 'real' for them.

¹⁷ Muh. Barid Nizaruddin Wajdi, "Pendidikan Ideal Menurut Ibnu Khaldun Dalam Muqaddimah," JURNAL LENTERA: Kajian Keagamaan, Keilmuan dan Teknologi 1, no. 2 (2015): 272-283, <http://www.ejournal.staimnglawak.ac.id/index.php/lentera/article/view/49>.

While there is a strong desire to gain experience, practice-based education, there is recognition of the need for theoretical knowledge and its important role in supporting professional practice. However, students assume that this knowledge must be placed in areas that are considered interesting, relevant and interesting to them.

Such responses indicate that students may be due to a lack of work-based experience, it may often be difficult to relate abstract theoretical knowledge to professional practice. This can then generate a strong desire for tutors to help them make connections between what they learn in the classroom and the outside world. Indeed, the role of the tutor is felt to be very important to stimulate learning and make the subject relevant for students.

To create an attractive education for their students and deliver it in such a way as to stimulate learning, it is very important that 'good' tutors are to understand the student's perspective on what is meant. Students often regard their lecturers as experts who will provide the learning material needed and help them understand the relationship between the subject and their relevance to them. Using their expertise and experience, their tutors will build a learning environment where they gradually develop knowledge and skills in subjects, expand their intellectual capacity and broaden their horizons.

It is considered that learning is best stimulated if it is collaborative and interactive, supported by many opportunities where students can interact, share ideas and collaborate productively to complete learning assignments. A learning environment where students participate in active interactions and collaborations, therefore, can be applied in the social world. Seen as a social process, student learning is stimulated through social exchange, interaction and collaboration. Communicating with peers and tutors seems to be the most useful way to understand and obtain learning. Such interactions and collaborations can occur either in class or online. Some references are made to the use of social networking sites like Google+ and Facebook. Described as a special teaching tool, the use of technology this can be used as a means by which students can interact with each other outside the classroom.

Learning Results (Questions About 'What')

Questions about what is asking students what they expect to be taught and learned, and what areas of content in the entrepreneurial curriculum are considered important or desirable. There is a strong emphasis on subject content that will equip them with the knowledge and skills for successful entrepreneurship. An entrepreneur is associated with being a company leader. Students are interested in learning how to become entrepreneurs who run the company's business. Students are motivated by success. As entrepreneurs, they want to learn what makes entrepreneurs successful, and what they must do and should not achieve.

To run a company successfully, students recognize the need to have knowledge and skills from a variety of different disciplines, including intellectual property law, managing risk, partnerships, reaching customers through channels, financial control, human resources and aspects of implementation.

To the extent that they are motivated by success, there is recognition of the importance of learning about business failures and understanding their causes. Such failure will make interesting case studies and provide lessons from which students can learn.

The following responses highlight that creativity and innovation, applied in various organizational contexts, are considered as important supporting aspects and learning outcomes of

entrepreneurship education. In such a curriculum, students want to see content with a strong emphasis on innovation - namely innovative strategies and skills that will help them develop innovations that are unique to the market.

Apart from knowledge-based content, there is a good awareness of students that successful entrepreneurs have entrepreneurial traits and intuition that is considered important for successful entrepreneurship. For example, such traits and intuition include the ability to develop unique insights and risk taking, attention and perseverance.

Furthermore, this response shows that the expected results of entrepreneurship education should enable them to develop entrepreneurial traits and intuition that is connected with themselves, and thus realize their ambitions to become instigators or successful business owners.

Learning Assessment Questions For The Results

The question 'what results for' ask students how they think learning outcomes will be evaluated and assessed properly. Students recognize the importance of using appropriate assessment methods for purpose - that is, using the right tools for the right job. Students acknowledge the difficulty in assessing learning outcomes from entrepreneurship education because of the unique and complex nature of the subject matter. Most assessment methods are considered to be partially successful in evaluating learning outcomes.

Given the complex nature of entrepreneurship, the only effective way to assess or measure the value of the entrepreneurial concept developed by a student is to practice it in the real world. To assess entrepreneurial learning outcomes, it might be more appropriate to evaluate the results achieved in the real world and practitioners or trained professionals. The students seem to say 'all the theories of entrepreneurship are good but what really counts in the end is that it works in reality'. As marketing students, they are conditioned to think that having business and customer agreements is by far the most important measure of success. In measuring the 'usability' and 'real-world feasibility' of what they have learned, they see potential opportunities to get companies, prospective customers and investors involved in the valuation process.

An assessment of what is widely seen as a practical practice-based subject must reflect its practical nature. In assessing entrepreneurial learning, students feel that academic achievement assessments must take the final position, and support the assessment of personal transformation such as increasing entrepreneurial tendencies.

Students recognize the difference between assessments that evaluate the results of the 'final product' (eg final examination) and those that evaluate the learning process that is progressively obtained over a period of time (eg a learning portfolio).

Entrepreneurship learning is considered a process, because it is progressively developed over a period of time. The evaluation of the learning process recognizes the progressive nature of individual entrepreneurial learning and is therefore student-centered. More than assessing the 'end product', there must be an emphasis on learning assessment in the whole process where students are increasingly learning to become entrepreneurs. This may be why there is a clear preference for course-based assessments for year-end examinations. There is an emphasis on 'practical' assessments, centered on the use of case studies and reflections. Such assessments tend to assess students' analytical thinking and problem solving abilities in certain professional contexts.

Finally, students want to 'curb' the assessment process, effectively 'move it outside the classroom'. For example, students suggest using a business plan competition where all students at

the university will compete, and the involvement of companies to support the process.

Assessment of this trait is usually set in the context of management consultations where students work together with the allocated company, presenting possible solutions to real business problems. The company will be involved in the assessment process.

CONCLUSIONS

The student learning process is considered as a deep experience and is based on all types of interactions inside and outside their class. The development of graduate entrepreneurship is supported by an experience to learning approach, which is preferably action-based and student-centered, focusing on developing entrepreneurial skills and competencies related to entrepreneurship. ¹⁸ shows that, "the learning experience and generation of empathy for 'real life' situations are important components of entrepreneurship education". When needed, students must be given ownership of their own learning goals, and given with some experience in entrepreneurial decision making to help them deal with complex decisions related to real-world problems and opportunities. Student learning is based on actual entrepreneurial realities or simulations from which they obtain authentic experiences of 'by' and 'from' learning.

Entrepreneurial activity has results that are often impossible to anticipate. Therefore, a pedagogical approach must be developed to focus on the direct activities implemented, action-based actions, which produce experiential learning.

The overall conclusion drawn from this study is that constructivism provides a good explanation of the learning process in the entrepreneurship education curriculum. Learning appears as a social construction process in which knowledge is built together, based on social interaction with colleagues and lecturers. The constructivist perspective of learning views knowledge as a form of mental representation and construction of the human mind, and therefore offers a strong framework for understanding how each student regulates what they experience, how they process what they experience, and consequently what they learn.

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