

Transforming Student Competencies in Emancipated Learning: Entrepreneurship-Based Curriculum Design

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Abstract: Changes in the fulfillment of student competencies in the study program are increasingly massive. Universities are required to be able to be more adaptive and flexible in responding to any changes quickly as well as the ability to detect changes that occur early. This study aims to analyse the transformation of student competencies based on the entrepreneurship curriculum which is discussed in the context of independent learning. The method used in this study was a literature review of 133 articles published in Scopus-indexed journals. This research also used the background of the education management study program at the State University of Surabaya. The results of the study found that to realize the entrepreneurship curriculum in the study program, several aspects are needed, namely: managerial, organizational, 21st-century skills, and the learning process.

Keywords: student competence, independent learning, entrepreneurship-based curriculum

changes in the higher education system, have occurred in various countries, including Indonesia. One form of transformation of the higher education governance system is the change in the status of universities from the Public Service Agency (BLU) to Legal Entity State Universities (PTN-BH). Various analyses have come to the fore, one of which is related to broader autonomy. In the concept of PTN-BH, it is stipulated that autonomy is given to state universities to play a role as a moral force, and is one of the important aspects of higher education reform. Universities must be able to be more adaptive and flexible, with the ability of facilities to respond to any changes quickly as well as the ability to early detect changes that will occur and have the capacity to develop new programs or close existing programs according to existing developments in the community.

The form of change in universities also has an impact on every study program in the organization. The form of real change in the study program is found in the change in curriculum. The curriculum is the core of the educational process which is the direction in shaping the competence of graduates. To revitalize the direction of higher education policies with the learning process, curriculum revitalization is needed. Where the current challenges are, the college curriculum must be dynamic according to the needs and challenges of an increasingly complex and unpredictable future. The concept of the curriculum in the background of the research is an educational management study program. The direction of curriculum change adapts to the needs and challenges of the future, also relevant to government policies. The design of the curriculum led to a policy of independent learning for students in college.

The problem currently faced by university graduates is the readiness of students to face multi-scientific disciplines. This is relevant to the industrial revolution 4.0 and technological disruption. Where to meet competencies to compete in the future, college graduates must be able to master multi-scientific disciplines in accordance with the interests and talents of each individual. Students are not only required to study on campus but also get the opportunity to study outside the study program with a choice of various forms of learning.

Independent learning provides opportunities for students to get a broader learning experience and new competencies through several learning activities including student exchanges, internships/work practices, research, independent projects, entrepreneurial activities, humanitarian projects, teaching in schools, and projects in the villages/thematic real work lectures. The curriculum of study programs that used to seem constant and inflexible began to be broken with the presence of a more innovative and flexible independent learning curriculum.

Efforts to meet the competence of graduates in accordance with the challenges and needs of the era can be facilitated by internalizing the entrepreneurial spirit in students. The embodiment of entrepreneurship has a broad meaning. In the context of the curriculum of the educational management study program, it is interpreted as a form of manifestation of student attitudes and skills in behavior and products that can be produced from the process of management, innovation, and even the creation of digital-based educational business units. This is supported by the need to meet gaps in order to align curriculum and graduate profiles in accordance with the changing vision of entrepreneurship-based universities.

As the basis of entrepreneurship as a reflection of graduates, curriculum adjustments need to be made the initial stage is the analysis of curriculum content in the education management study program. There are four main points in translating the study program curriculum, namely entrepreneurship-based, digitalization approach, and the scope of independent learning and outcome-based education. The whole needs to be synergized to produce graduates who are competent and competitive.

METHOD

The research design used was descriptive research with a qualitative approach. Descriptive research is the most basic form of research aimed to describe existing phenomena. This research was conducted by the method of content analysis of the curriculum documents of the educational management study program to analyze the suitability of the content of the entrepreneurship-based curriculum and its relevance to the research objectives. The sources of documents in this study are graduate profiles, study program curricula, tracer study' data, and curriculum tools consisting of course descriptions, lesson plans, vision, and mission of universities and study programs. Data collection in this study used documentation techniques. In the documentation method, the researcher holds an instrument to be used as a joke in carrying out the analysis, where the instrument used is a documentation sheet.

Determining the content validity of the curriculum of the education management study program is carried out qualitatively by the researcher, with the method of content analysis. In analysing of the learning tools in the education management study program, it is carried out by analysis and described qualitatively. The suitability of the content is carried out by analysing the relevance of the discussion content with literature reviews carried out on articles indexed by Scopus on the appropriate topic. The results study of the article were then analysed based on the group of years published to find out the trend of discussion about the entrepreneurship curriculum. In addition, the analysis of the article is described into groups of first order, second order, and aggregate.

RESULT AND DISCUSSION

Curriculum design in transforming competencies in the era of independent learning is a challenge for study program managers in universities. This is interesting because the subject of education is students who have a mature mindset as well as an emotional so learning can be done with andragogy. The competencies that must be mastered by students are now reflected in the 21st-century competency profile, including the ability to communicate, collaborate, creativity, and critical thinking. These competencies are reflected in the curriculum of study programs that manifest in each learning process.

The challenge of higher education also lies in the ability of graduates who have an entrepreneurial spirit. In the context of this research in the education management study program, in line with the direction of organizational (institutional) policies in realizing the entrepreneurial spirit in students. In the context of educational management, the entrepreneurial spirit can be reflected in attitudes and

behaviors that show high enthusiasm not to give up easily, have high enthusiasm, high creativity, and become a problem solver in facing challenges in the world of work. In addition, education management entrepreneurship can also be seen in designing educational start-up programs, running school business units, and being able to see the opportunities that exist around the school based on their local potential.

To sharpen the analysis of the curriculum of the entrepreneurship-based study program, researchers have conducted a review of articles in Scopus-indexed journals using the keywords entrepreneur, higher education, and curriculum. From the study of articles relevant to the limit of the last four years (2019-2022) the publication profile is obtained as follows.

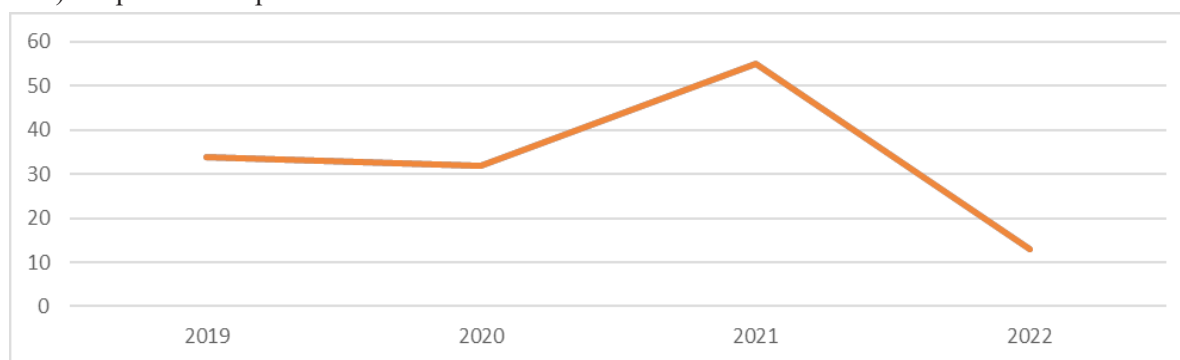


Figure 1. The rise in publication on entrepreneur curriculum (source: Scopus)

From the figure above, it can be seen in the study of the curriculum of the entrepreneurship-based study program that there was a significant increase in 2021. In detail, it can be seen in 2019 as many as 34 articles, that year is slightly more than in 2020 as many as 32 articles. Publications on similar topics, a significant increase in 2021 by 55 articles, although until July 2022 publications can still be taken 13 articles. This shows that there is not much interest in writing articles about the curriculum of entrepreneurship-based study programs. Moreover, the context of researchers in writing this article is approached by the direction of the national policy on the independent curriculum, as well as the institutional policy on the entrepreneurial spirit that arises in each graduate of the study program.

The curriculum of an entrepreneurship-based study program has a forming factor in its implementation. Researchers studied 133 articles published in Scopus-indexed journals with a range of years of publication for the last 4 years (2019-2022). From the analysis that has been carried out, it is then grouped into three clusters, namely: first order, second order, and aggregate. First order, second order, and aggregate are factors that shape the implementation of an independent curriculum in the study program. From the analysis of the literature review carried out, the following results were obtained.

Based on the analysis of data from the literature review, it shows that to realize the entrepreneurship curriculum in the study program, several aspects are needed that have been grouped, namely: managerial, organizational, 21st-century skills, and the learning process. The managerial aspect relates to the management of institutions that focus on the establishment of the implementation of the entrepreneurship curriculum. Meanwhile, from the organizational aspect, it is related to the culture, values, and climate that is created an entrepreneurial atmosphere that is manifested in every behavior of the academic community in higher education. Another important aspect is the 21st-century skills that need to be grown in students when implementing the entrepreneurship curriculum in the study program. As well as the last is the aspect of the learning process. This relates to curriculum content and learning methods that lead to the formation of an entrepreneurial curriculum in the study program.

Table 1. Mapping research topics on the entrepreneurship curriculum

First order	Second order	Aggregate
Campus start-up		
Career development		
Competence development		
Entrepreneurial competence	Managerial	
Talent training		
University leadership		
World-class institutions		
Climate changes		
Create culture		
Creating value	Organizational	
Entrepreneurial culture		
Sustainable development goals		
Collaboration network		
Communication		
Community engagement		
Conceptual development		
Creativity		Entrepreneur curriculum in the program study
Critical thinking	21 st -century skills	
Digital competences		
Entrepreneurial attitude		
Entrepreneurial behavior		
Self-confidence		
Self-efficacy		
Academic curriculum		
Academic programs		
Assessment procedures		
Assessment program		
Course curriculum		
Curriculum design	Learning process	
Entrepreneurial intention		
Entrepreneurial mindset		
Entrepreneurial motivation		
Pedagogical innovation		

CONCLUSION

Efforts to transform student competencies within the framework of the entrepreneurship curriculum in the educational management study program are carried out comprehensively by elaborating four main points, namely entrepreneurship-based, digitalization approaches, independent learning, and outcome-based education. Competencies that must be mastered by students are reflected in the 21st-century competency profile including the ability to communicate, collaborate, be creative, and think critically. Where the whole is integrated with the project-based learning process and/or case study. Based on the analysis of the literature review in supporting the analysis in this article, the results obtained to realize the entrepreneurship curriculum in the study program require several aspects, namely: managerial, organizational, 21st-century skills, and the learning process.

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