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## **CROSS-CULTURAL LEARNING STRATEGIES FOR ENTREPRENEURSHIP EDUCATION: IMPLICATIONS FOR LIFETIME EDUCATION TOWARDS CIVIL SOCIETY**

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### **ABSTRACT**

Islamic universities have the belief and view that start-up activities create demand that will boost the economy. However, entrepreneurial activities have not developed in universities. This paper attempts to analyze the findings of a survey-based study of students receiving entrepreneurship education at IAIN Sjech M. Djamil Djambek Bukittinggi in West Sumatra. The main objective of this research is to compare management attitudes and students' attitudes towards entrepreneurship within the framework of cultural studies. Methodology/approach: using ratio measurement in quantitative research. For example, the sample will be asked to decide whether- those who are self-employed are seen as 1=failures, 2=not failures but also failures, 3=very successful. To ensure maximum reliability and validity, the questionnaire was administered in person. The Thurstone scale method with intervals used to evaluate quantitative research is the same. The results of the study show that the main difficulties in setting up and starting a business at UIN Sjech M. Djamil Djambek Bukittinggi are cultural and activity perceptions. Prospective Entrepreneurs/entrepreneurs who graduate from UIN Sjech M. Djamil Djambek Bukittinggi must build sustainable networks and relationships during and after creating a new business. Entrepreneurship education will be an important subject for Islamic tertiary institutions, so it is important to establish culturally adapted programs.

**Keywords:** entrepreneurial university, culture, lifelong education, civil society.

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### **INTRODUCTION**

Research on entrepreneurial activity was first conducted by David Birch in 1979, who wrote extensively on the role of economic growth as a result of entrepreneurial activity. Although many opposed it, this research was continued by many of his followers. Joseph Schumpeter's creative destructive theory states that economic growth occurs because entrepreneurs create new small companies that use innovation to enter the market. With the entry and success of this entrepreneurial activity, it creates new demand, which increases overall economic activity and therefore creates jobs and wealth.

In line with Scott A. Shane's opinion that the use of independent entrepreneurial organizational forms will increase the real economic growth rate of professionally managed companies. He continued that the form of organization of independent entrepreneurs provides a greater incentive for the development of a combination of factors of production than the form of professional management. From this opinion, many researchers and experts agree that there is a tendency for individuals to be able to create and produce more value if they are independent

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entrepreneurs than if they work in professionally managed companies. It is accepted by universities that have successfully become entrepreneurial colleges. Islamic universities themselves have the belief and view that start-up activities create demand that will improve the economy. However, entrepreneurial activities have yet to develop in universities.

Entrepreneurship is recognized as a significant source of economic growth and a factor influencing the socio-economic well-being of people (Guerrero et al., 2016). The entrepreneurial process is a critical factor in economic development activities, and business actors are the key to economic growth. The evolution of business also opens up social prospects through which entrepreneurship can be a source of job creation, poverty reduction, innovation, economic development, and economic competitiveness (Liñán, F., & Fayolle, 2015); (Wu, H., & Gu, 2017).

The formalization of entrepreneurship education in developed countries is associated with economic growth. There is a view that university graduates are considered potential entrepreneurs, with a stronger tendency than non-college graduates (Hahn et al., 2020). Entrepreneurship education is an instrument used to increase entrepreneurial activity (Bischoff, K., Volkmann, C. K., & Audretsch, 2018). Nowadays, universities are increasingly offering not only the general skills but also the specific skills needed for creating and continuing a successful entrepreneurial venture.

However, policies and efforts to improve entrepreneurial attitudes, intentions, and actions among graduates are hampered by the lack of a common understanding of the objectives, content, methodology, and educational resources needed to develop entrepreneurship (Finardi, 2013); (Fayolle, A., & Gailly, 2015); (Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, 2017); (Nabi, G., Walmsley, A., Liñán, F., Akhtar, I., & Neame, 2018). There is much debate about whether entrepreneurship education can increase strengths and overcome limitations associated with individuals. Several researchers have concluded that entrepreneurship education is relatively new during the last decade. The results of research related to entrepreneurship to date have not reached the same but sometimes conflicting conclusions (Martin, B. C., McNally, J. J., & Kay, 2013); (Nabi, G., Walmsley, A., Liñán, F., Akhtar, I., & Neame, 2018).; (O'Connor, 2013); (Rauch, A., & Hulsink, 2015);

Every part of entrepreneurship education consists of a pedagogical program or educational process for entrepreneurial attitudes and skills. Based on several research results, entrepreneurship education positively impacts several types of outcomes from entrepreneurial activities. Entrepreneurship education will increase the perceived feasibility and desire for an entrepreneurial career. There is a stronger intention to entrepreneurship from those who receive entrepreneurship education than those who do not. This aligns with research that participants who take part in entrepreneurship education and training courses are more likely to start their businesses than those who do not.

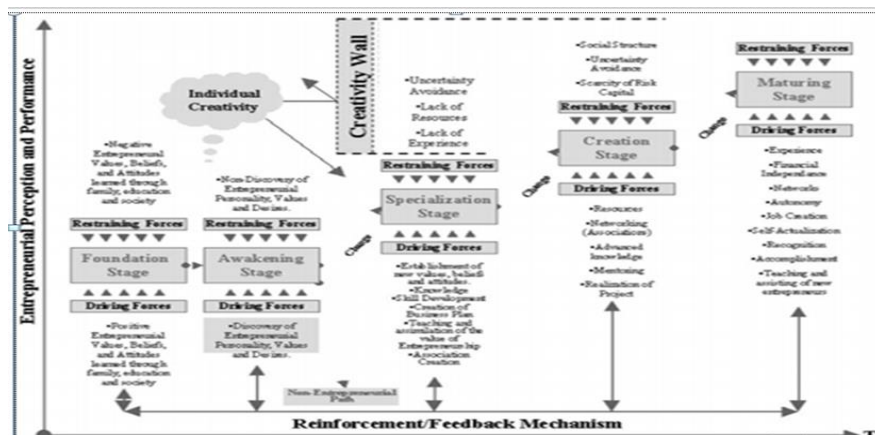
In addition to the positive effect, several studies did not find a positive effect on entrepreneurship education and training activities. They can conclude that participation in entrepreneurship education (in general management training) does not increase the intention to entrepreneurship. Likewise, the research results by 1 to start their own business decreased after completing entrepreneurship training.

The conflicting results of this study were conducted at a single university, which may reflect certain aspects of Training, students, the entrepreneurial environment, or a combination of these

factors. Most studies on entrepreneurship education take from a holistic point of view, analyzing the impact of entrepreneurship education and entrepreneurship training. Entrepreneurship education consists of several components, including training content lecture materials, resource persons, resources, delivery methods, facilities, and so on).

**Entrepreneurial Environment**

The author will try to explain when to use the entrepreneurial value intervention strategy, how to monitor its use, and how to manage it. To measure it, the key to the strategy itself is students who will strengthen their learning. This is believed to be able to direct students to a positive self-perception to become an entrepreneur. One of this strategy's goals is to involve students in active learning.



**Figure 1. Environmental Forces: Perception and Performance**

From Figure 1, the concept of Evans and Hanson, 1999, explains that there are five stages for an individual in the entrepreneurial career path model, namely:

1. The Foundation Stage, in the form of creating and strengthening entrepreneurial values both for the individual itself and for the community as a whole
2. The awakening stage, where at this stage individuals are faced with entrepreneurship as a viable alternative to other forms of career paths
3. The specialization stage is the initial skill required to create the acquired business. In this case, the individual identifies himself as an entrepreneur.
4. The creation stage is where the individual moves from knowledge and learning to action: company creation or valorization, the achievement of mastery of entrepreneurial skills.
5. In the maturity stage, the individual builds on his experience and advances his career through knowledge-based development, networking, and external validation and assessment of his chosen career.

From the picture, there is an exciting thing, namely, the existence of a reinforcement/feedback mechanism. This mechanism illustrates the interaction between entrepreneurs and their environment, which is temporal across groups.

Researchers want to learn what is currently being done at Islamic universities, especially UIN Sjech M Djamil Bukittinggi, regarding value creation in traditional entrepreneurship education

activities. How does the organization's attitude at UIN Sjech M Djamil Djambek Bukittinggi about management and ethics compare to their cultural views?

Innovative concepts based on knowledge economy and organization represent new developments in the knowledge society (Giraldo et al., 2022). The most influential factor for a person's future is how they respond to these developments. Higher education is essential, and universities play an important role on which all activities and decisions depend. Because universities are a source of creative inspiration whose primary purpose is to create, build, and control new technology (Starko, 2013).

Entrepreneurship provides an avenue for the development of higher education where the autonomy of higher education is determined so that universities can ensure that it is possible to provide financial resources in other ways that will reduce dependence on the state. Consequently, universities must be able to develop new activities according to the community's needs and make fundamental changes in their structure to ensure the capacity of universities to face change. Therefore, universities are encouraged to do so because of the importance of knowledge in industry and economics and are responsible for transferring creativity, innovation, and new technology to the community (Moghaddasi et al., 2015).

At the Islamic College of UIN Sjech M Djamil Djambek Bukittinggi, with the performance and role of traditional universities as well as their identity and commitment to society, the issue of entrepreneurship becomes a significant factor to be developed in economic, social, and cultural programs.

### **Entrepreneurship Education at UIN Scjeh M Djamil Djambek Bukittinggi**

Entrepreneurship education is not a program that has long existed at UIN Scjeh M Djamil Djambek Bukittinggi. Only recently, minimal entrepreneurship teaching was carried out in the education system because entrepreneurship has not been seen as the primary goal of the education system. Based on a survey conducted at UIN Scjeh M Djamil Djambek Bukittinggi, 75 percent said the entrepreneurship teaching system at UIN Scjeh M Djamil Djambek Bukittinggi did not develop a business spirit among students (Sonita et al., 2021). At the Islamic tertiary level, the latest survey shows that entrepreneurship education is growing at all levels of the study program and in the entrepreneurship particular study program. Student interest in entrepreneurship is more due to the current conditions of employment. Currently, the availability of middle management positions has begun to decrease. Graduates can make entrepreneurship an alternative to their work. Finally, the entrepreneurship education system needs to be promoted, and the values of entrepreneurship in all educational cycles. Although the success of this educational program shows that education can increase the likelihood of business success, the fact on the ground is that only a few highly educated people interested in entrepreneurship need to get attention.

The proposed form of learning strategy for entrepreneurship will be designed to harness the power to convey knowledge effectively and maximize the learner's cognitive absorption capacity from peer-to-peer stories. It will emphasize various active and experiential learning aspects regarding pedagogical, behavioral, and cognitive forms and dimensions of process, context, content, and impact. In addition, the nature, dynamics, and implications of learning relationships, such as apprenticeship, student mentoring, and peer-to-peer learning, will be explored empirically and

placed in a learning life cycle model (Carayannis et al., 2015). This model consists of two stages of the evolutionary cognitive, behavioral, and physiological life cycle: embryonic, growth, adult, and stagnation.

When one talks to students of UIN Sjech M. Djamil Djambek Bukittinggi about entrepreneurship in their higher education, people can easily perceive that entrepreneurial values are positive. How can we conclude about this opposing view? Is it possible to change the perception of entrepreneurship at UIN Sjech M. Djamil Bukittinggi and other cultures?

This lack of entrepreneurial interest in Islamic tertiary institutions is seen with more than 11,000 students of UIN Sjech M. Djamil Djambek Bukittinggi. Around 2000 are students at the Faculty of Islamic Economics and Business, and only a few specialize in entrepreneurship. Moreover, this is quite interesting at the Faculty of Islamic Economics and Business; the authors get several reasons during interviews and dialogues with students about this lack of interest in entrepreneurship. One of the most common is the public's view of entrepreneurship. People still see entrepreneurship as an individualist figure, where the motivation for entrepreneurship is to make money at the expense of others. Some students of UIN Sjech M. Djamil Djambek Bukittinggi prefer to take products from existing companies to start a new business. Another reason given by students is that entrepreneurship is too risky; there is a view that someone who fails in entrepreneurship is stereotyped as a failure for the rest of his life. Another view is that entrepreneurial people need to get an office job. In addition, there is a view from students that entrepreneurship is for those who already have great experience in business rather than for someone who is just starting a business. Students also believe that it is challenging to raise initial capital to open a new business. Even if there is a bank that lends capital, it is usually given to graduates who are professionals and need more experience. In addition, there are also arguments for entrepreneurship needing more administrative work to be done. Moreover, one of the most common reasons for not being interested in entrepreneurship is related to too necessary taxes and the high risk of bankruptcy.

From some of the findings from the survey, a question arises: Can teaching entrepreneurial values increase interest and start-ups? Is entrepreneurship education tailored to fit a particular environment and culture? Because individual values based on culture can change over time and education. Is it possible for UIN Sjech M. Djamil Djambek Bukittinggi to teach that entrepreneurship aligns with the region's cultural values? Is entrepreneurship destined always to be seen as a second-class activity for those who fail to find a career path in the office? Based on the background, this study aims to find out and analyze cross-cultural learning strategies for entrepreneurship education with lifelong education implications for civil society.

## **METHOD**

This type of research is survey research. Where researchers conducted a survey of UIN Sjech M. Djamil Djambek Bukittinggi students. The research location was conducted at the Sjech M. Djamil Djambek Bukittinggi State Islamic College (UIN). The research population was students of UIN Sjech M. Djamil Djambek Bukittinggi, especially students of the Faculty of Islamic Economics and Business. Sampling was carried out by means of random sampling of students who had received entrepreneurship education, took entrepreneurship courses, and who had just taken

entrepreneurship courses. By using a questionnaire as a data collection tool. Experimental design techniques or post tests: related to changes in entrepreneurial values before and after receiving entrepreneurship learning and its benefits for society as a whole. The survey method is used for ratio measurement for quantitative research. An example is that the person being questioned (using a written questionnaire) will be asked to decide whether those who are self-employed are seen as 1 = failures; 2 = neither failed nor succeeded; 3 = very successful. True score theory will be used to discuss reliability.

## RESULTS AND DISCUSSION

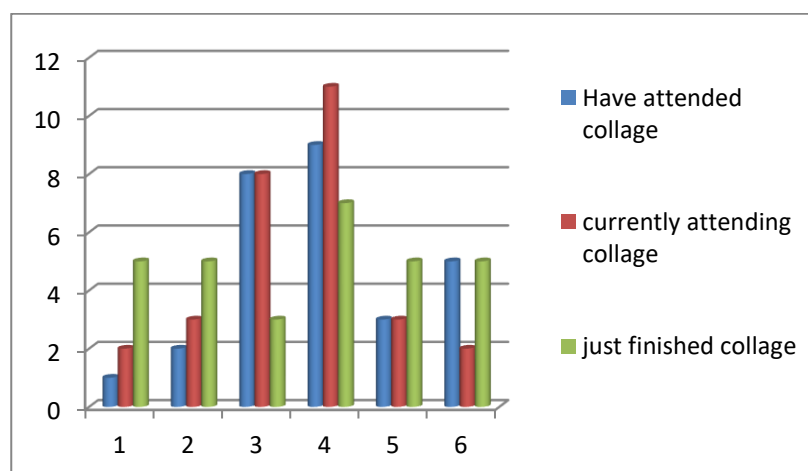
This result continues the survey of entrepreneurship students at UIN Sjech M. Djamil Djambek Bukittinggi. The author has collected information from students of UIN Sjech M. Djamil Djambek Bukittinggi, especially students of the Faculty of Economics and Islamic Business consisting of three samples, namely: a) a group of students who have taken entrepreneurship courses; b) students who are taking entrepreneurship courses and c) are students who have just completed entrepreneurship courses.

We focus on some of the questions asked and compare the results between the three sample groups to illustrate the findings of the early stages of the study. Questionnaire answers have been provided with options.

1. Strongly Agree
2. Agree
3. Just agree
4. Disagree
5. Disagree
6. Strongly disagree

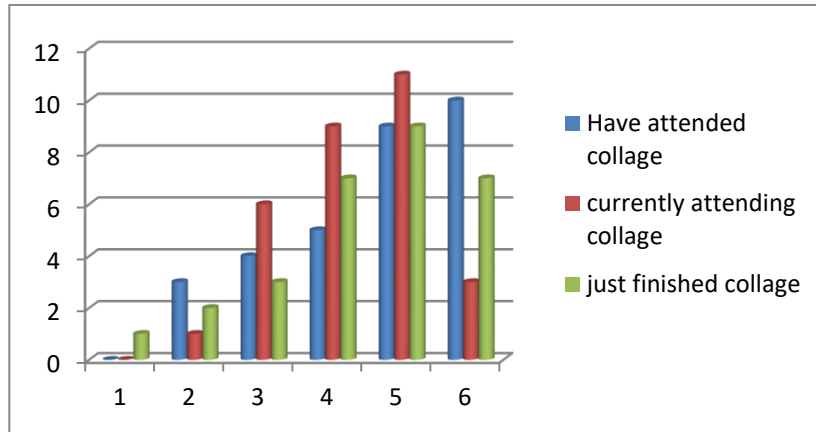
### Survey Results/Questionnaire

1. Question: In business, it is better to be an entrepreneur than to be an employee of a big company



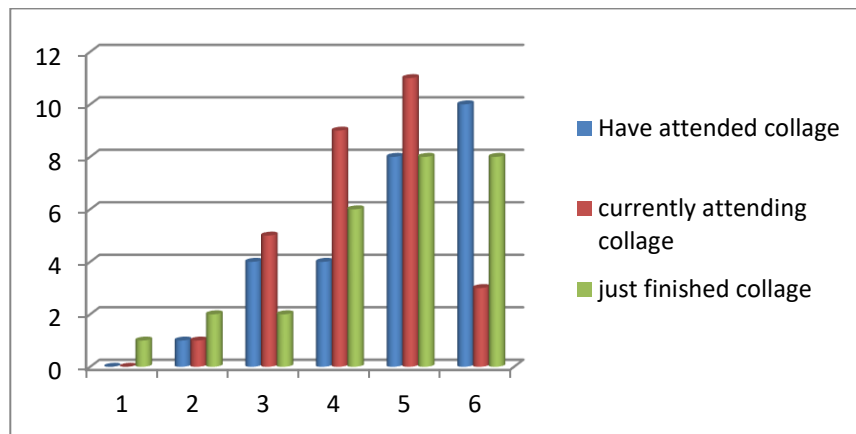
Graphic 1. Result to question 1

2. Question: It is more beneficial for society to own a large company than many small companies.



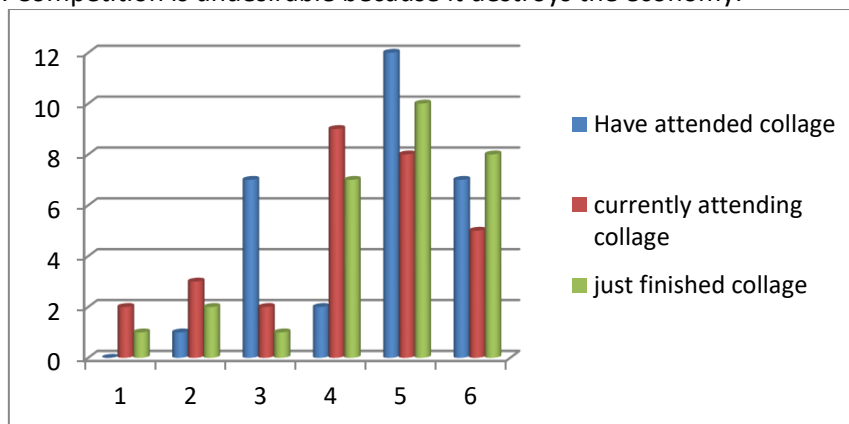
Graphic 2. Result to question 2

3. Question: The success of an entrepreneur is primarily determined by "chance"



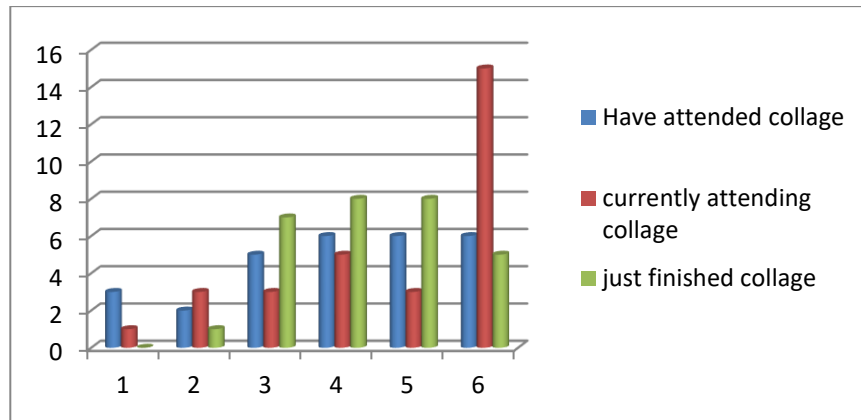
Graphic 3. Result to question 3

4. Question: Competition is undesirable because it destroys the economy.



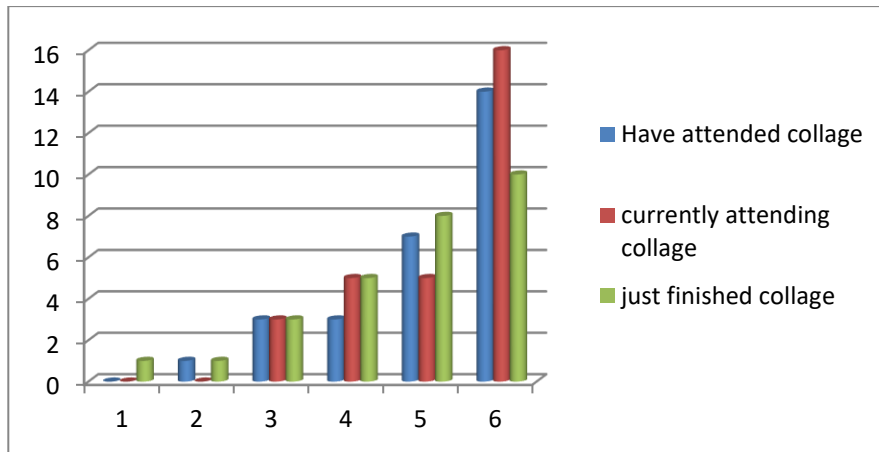
Graphic 4. Result to question 4

5. Entrepreneurs are selfish



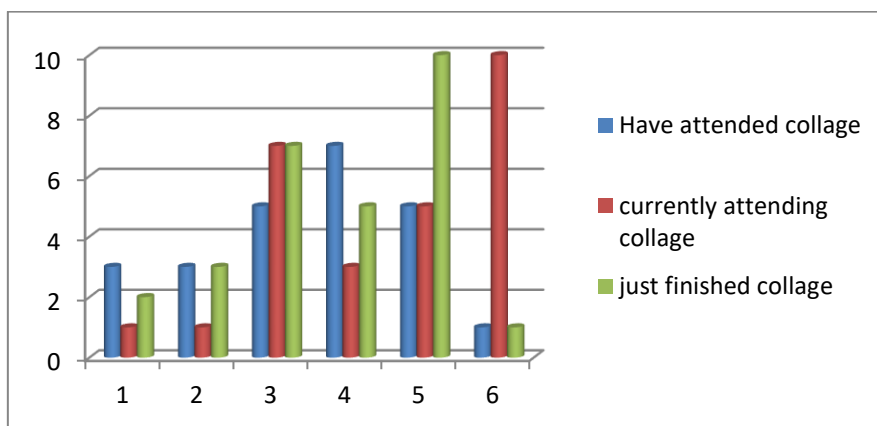
Graphic 5. Result to question 5

6. Entrepreneurship is primarily a way out for people who have failed elsewhere.



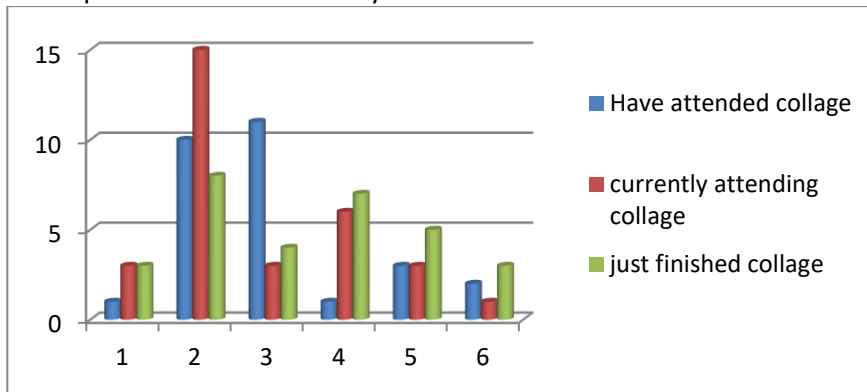
Graphic 6. Result to question 6

7. Trainings is more important than personality as a success factor in entrepreneurship.



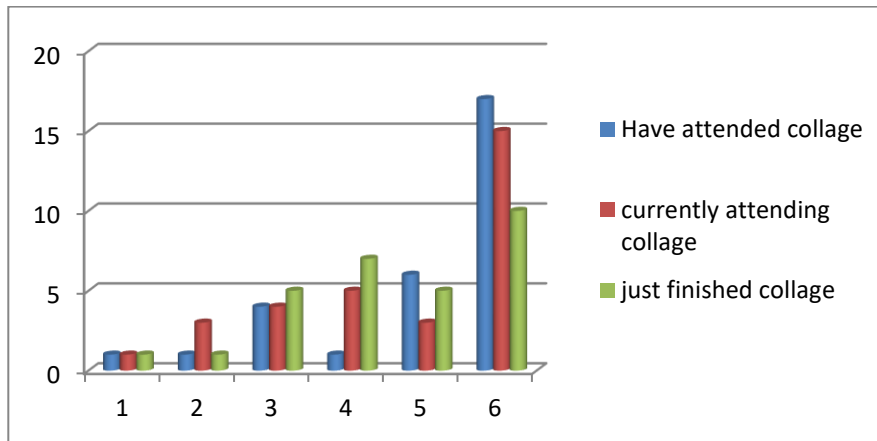
Graphic 7. Result to question 7

8. Entrepreneurship is detrimental to family life.



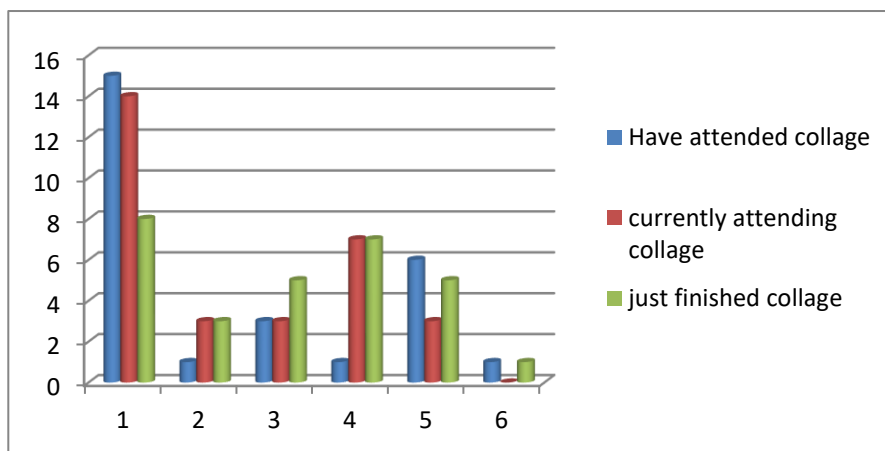
Graphic 8. Result to question 8

9. A business plan is the most essential tool for creating a new business.



Graphic 9. Result to question 9

10. The sole purpose of a business plan is to obtain financing for a new venture.



Graphic 7. Result to question 7

Considering the objectives of entrepreneurship education and the environmental realities faced by teaching staff and students, the authors try to provide recommendations for providing entrepreneurship teaching at Islamic colleges of UIN Sjech M. Djamil Djambek Bukittinggi, which the authors obtained from the results of ongoing research and several literature studies.

- a. Re-education is needed because students have their presumptions about entrepreneurship and entrepreneurship. In this case, students need to be encouraged to be more creative and be able to express their individuality.
- b. Students must know market realities and understand that creating new businesses is a suitable alternative.
- c. The need to involve young entrepreneurs who have been successful in the educational process.
- d. They encourage vertical and horizontal integration, involving students in junior and senior high school entrepreneurial activities. In this way, students will reinforce what they have learned in entrepreneurship and help others benefit.
- e. There are government efforts to encourage cooperation between Islamic universities and business/industry actors.
- f. They are setting up a secure environment for business creation. Students need to be allowed to set up their new business within the boundaries of the educational program. This is a challenge for teaching staff but is part of entrepreneurial practice.
- g. Introduce students to a rich entrepreneurial environment where creativity, innovation, independence, and individuality can be easily expressed.
- h. There should be a close relationship between consulting/guidance groups and entrepreneurial studies
- i. there needs to be a relationship between the teaching staff and the outside environment to provide students with information, valuable assistance, and assurance.

This research aimed to develop a better understanding of the context of entrepreneurship in the unique Islamic College of UIN Sjech M. Djamil Djambek Bukittinggi. Moreover, we cannot assume that what is successful in public universities both abroad and domestically will be successful in Islamic universities and other universities. UIN Sjech M. Djamil Djambek Bukittinggi needs to create a learning model that is needed and follows the university's culture.

## **CONCLUSION**

the main difficulty in setting up and starting a business at UIN Sjech M. Djamil Djambek Bukittinggi is the perception of culture and activities. Prospective Entrepreneurs/entrepreneurs who graduate from UIN Sjech M. Djamil Djambek Bukittinggi must build sustainable networks and relationships during and after creating a new business. We can see and predict how sustainable entrepreneurship education is at UIN Sjech M. Djamil Djambek Bukittinggi. Entrepreneurship education will be an essential subject for Islamic tertiary institutions, so it is essential to set culturally adapted programs.

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