

ENTREPRENEURSHIP LEARNING PROCESS BY USING SWOT ANALYSIS

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ABSTRACT

The research objective was to produce a model of learning entrepreneurship by using SWOT analysis, which was currently being run with the concept of large classes and small classes. The benefits of this study was expected to be useful for the Binus Entrepreneurship Center (BEC) unit to create a map development learning entrepreneurship. Influences that would be generated by using SWOT Analysis were very wide as the benefits of the implementation of large classes and small classes for students and faculty. Participants of this study were Binus student of various majors who were taking courses EN001 and EN002. This study used research and development that examining the theoretical learning components of entrepreneurship education (teaching and learning dimension), where there were six dimensions of the survey which was a fundamental element in determining the framework of entrepreneurship education. Research finds that a strategy based on a matrix of factors is at least eight strategies for improving the learning process of entrepreneurship. From eight strategies are one of them strategies to increase collaboration BEC with family support. This strategy is supported by the survey results to the three majors who are following the EN001 and EN002, where more than 85% of the students are willing to do an aptitude test to determine the advantages and disadvantages of self-development and more of 54% of the students are not willing to accept the wishes of their parents because they do not correspond to his ideals. Based on the above results, it is suggested for further research, namely developing entrepreneurship research by analyzing other dimensions.

Keywords: *entrepreneurship, learning process, SWOT analysis*

INTRODUCTION

In the developing countries, such as Indonesia, 86% of new jobs are created by small and medium business. Both in developed and developing countries, cultures and creativities play risk, structural policy, and supporting education are the foundation for growth and prosperity entrepreneurship activities. The main problem until now is the majority of students as young people still have a mind that they must seek a job. They also get support from their parents who want their children to choose work rather than entrepreneurship. Agung in Napitupulu (2012) has said that it occurs partly because people still shackled the idea that education should end up working in a national or multinational company.

There are various frameworks or models in providing education of entrepreneurship at various educational institutions. Each institution has a different focus that contributes to the growth of sustainable and maturation of entrepreneurship as a general course, in which it gives effect to contribute directly to economic productivity and jobs. Currently, the Private Universities (PTS) offers a variety of courses to attract students that course is related to the business. Bina Nusantara University as private seed in Indonesia draws on its curriculum in 2015 that targeted the program of 2 of 3 graduates work in Global Company or becomes entrepreneurs. As much as 71% of students who graduated in Bina Nusantara University at Graduation 51 on Monday (12-01-15) had already been

employed. At Graduation 51, there are 345 alumni that have already worked in global companies and 105 of them have become entrepreneurs. Central Bureau of Statistics/Badan Pusat Statistik (2014) has mentioned that the level of unemployment Indonesia in 2011 reaches 6,8% or 8,1 million. The largest percentage is the college graduates with percentage 21,5% where 9,9% of bachelor and 11,6% of diploma. The statistical data illustrates that the independence of students need jobs.

Based on a survey for Entrepreneurship Education Framework (Parsley, 2010), there are six dimensions of this survey are a fundamental element in determining the framework of entrepreneurship education. The survey is divided into several dimensions and sub-dimensions as follows Strategy, Infrastructure Institutions, Resources, Teaching and Learning, Development, Parties Outside.

The strategy is the policies and goals that describe the undergraduate or graduate from an institution's commitment to entrepreneurship education. The sub-dimensions of this part are (1) Objective entrepreneurship, the purpose of entrepreneurship is embedded in the institution's mission statement or overarching goal to promote entrepreneurship. (2) Entrepreneurship policy, the policy has long been known in the institution or plan activities to support entrepreneurship. (3) The strategy is implanted by the person authorized (assistant lecturer, lecturer, professor, dean, vice-chancellor, and structural employees at the Entrepreneurship) with management direction to oversee the implementation of policies and objectives.

The infrastructure institutions are the sources of support outside the classroom for those who are interested in entrepreneurship. The sub-dimensions of infrastructure institutions are (1) Approach, the access to the department of entrepreneurship, entrepreneurship centers, facilities and technology transfer office. (2) The signification on entrepreneurship, responsible entrepreneurship designated (permanent or non-permanent), excluding associates and assistant professors to support entrepreneurship on campus. (3) Research in entrepreneurship research and entrepreneurship education. (4) The structure of interdisciplinary structures allows students to receive credit toward their degrees on graduation entrepreneurship education. Sub-dimension is also considering entrepreneurship activities across faculties to offer opportunities for students of different faculties to cooperate.

The resources are funding and resources available for the education of entrepreneurship. The sub-dimensions of the resources are (1) The budget allocation, financial support for entrepreneurship education and the overall budget for entrepreneurship. (2) Sources of income, money that arises as a result of entrepreneurship education. (3) Type of financing, existing financial commitment to entrepreneurship education (financing short-term, medium or long).

Teaching and Learning about the theoretical component of entrepreneurship education. The sub-dimensions of teaching and learning are (1) Subject, a number of credits of entrepreneurship education, by the level of education (diploma, undergraduate, and postgraduate). (2) The program, access to courses in entrepreneurship with the level of education. (3) Curriculum, the method that used in the development of an entrepreneurship curriculum, such as learning from other institutions (inside and outside the country), in collaboration with practitioners, or collaboration between faculties/disciplines. (4) Teaching methods such as lectures, case studies, practitioner, team projects, company visits, and practical work. (5) Extracurricular activities like seminars, business plan competitions, visits to companies, meetings between students and business owners outside, training schemes.

Development is the processes that are given to evaluate and monitor the effectiveness of entrepreneurship education. This development can be seen from (1) Evaluation, the evaluation procedure formal. (2) Improvements based on the user, evaluation of entrepreneurship courses to measure the results, of course, from the perspective of students and users (investors, businessmen,

etc). (3) Management and development of human resources, the introduction of staff achievement in entrepreneurship education, the need for staff to have the experience of entrepreneurs, inviting guest lecturers.

And the last is the parties outside where the relationship with the community and students associated with the experience of doing entrepreneurship. The parties outside are (1) Alumni, stay in a relationship with alumni that involved in entrepreneurship. (2) Relationships with stakeholders, the existing relationships with foundations, private companies, entrepreneurs, government, a group of scientists, incubator, or specialized institutions in entrepreneurship. (3) Community involvement, the students that are involved with practical work, project work, and business competition to develop the mindset and skills of entrepreneurship.

Sarasvathy (n.d) has said that entrepreneurs are conducting entrepreneurship that their activities are different from the managerial or strategic thinker because entrepreneurs have the desire and the hope that comes from something invisible or abstract for humans. Other research results from Bambang Pratama and Qudrat Nugraha (2010) that the number of student respondents can be seen mostly Binus students after graduation, they have said that the college students want to open their own business, it is seen by the highest number as much as 70,43%, and it is followed by the number of students who want to work as much as 24,35%.

The biggest challenge for the managers of higher education is to prepare students with the competencies required to be capable of learning independently (Arjanggi & Suprihatin, 2010). The learning process in EN001 and EN002 that each student classifies each group of maximum 5 people; each group is required to create a project with an output in the form of a prototype. Based on the results of the study by Thomas (2013) entitled "Learning for Entrepreneurship in Heterogeneous Groups: Experiences from an International, Interdisciplinary Higher Education Student Program" with the object of study of the European experience Summer School (ESS), which has the objective to develop the entrepreneurial competence of international students from various background non-management, non-business as many as 35 students from the Netherlands, Latvia and Estonia. One of the research results, as follows (1) "... The team is more important than ideas. If you do not have a good idea, you can think of new ones. Without a good team, you will not be flexible enough to think of new ideas. And without a good team, it will not work at all" (2) "... Could be very different culture and awareness of the importance of animated discussion, despite having different opinions and share information multicultural diversity.."

From the results of these studies as a basis for developing learning entrepreneurship by combining more than two courses in small classes, because basically, humans have the ability within himself that can be explored so as to be empowered and developed. The concept of individual learning based on the opinions Kolb in Kusumastuti (2005) that the learning model or problem solving is the process of translating experience into a concept. The rules and principles are to be used as a guide for individuals to behave in a new situation and also the modification process concepts acquired to improve the effectiveness of individuals. Learning includes the process of active and passive, or concrete experience which is the basis for the observation and reflection; then the result will be assimilated observations in the theory, in order to obtain an understanding to be used as guidance in future operations.

METHODS

The research method used in this research is of Research and Development method by using SWOT analysis. According to Dharma (2008), methods of research and development are a series of processes or steps in order to develop a new product or enhance existing products in order to be

justified. These products are not always shaped objects or hardware such as books, modules, learning tools in the classroom or the laboratory. Besides that it can also be software such as computer programs for data processing, learning in the classroom, library or laboratory, or models of education, learning, training, coaching, evaluation, management systems, and others.

Data collection techniques in this study conducted by two methods are the study of literature and field research. Literature study is conducted by studying a variety of journals, literature, and books in the library and other information resources via the Internet. Literature study is conducted in order to obtain information that used as the theoretical basis of this research. A second data collection technique of field research is conducted by taking secondary data from previous studies of the Pratama & Nugraha (2010). Preliminary study SWOT analysis of student interests after graduating with the case study is the students of Binus University Entrepreneurship in the IT classes, Literature, and mixed. The report is required to process the data regarding the variables to be studied and tested in this study. In this study, it will be explained about the analysis to be carried out to analyze the factors that affect teaching and learning the process. Analyses are performed with matrix factor explaining strategies that meet the criteria for a predetermined period of observation. In this study, the method used is the SWOT analysis.

The research frameworks which apply research and development with SWOT analysis are as follows: (1) SWOT analysis on the six-dimensional survey of entrepreneurship education framework. The survey is conducted in six dimensions along with the sub-dimensions that described in the previous section in order to get the results of a SWOT analysis. The survey results in the form data are then performed data processing which produces analysis Strengths, Weakness, Opportunities, and Threats. (2) Data processing that determines the correlation (or lack circumstances correlation) between the current learning method against expected results (Summit Consulting, 2009).

The survey data that analyzed contains several questions, namely (1) Do students inspired business idea at the time to follow the big class? (2) Do students get inspired by the merger of several departments in the big classes? (3) Do the students get business ideas to be discussed in more focus on small classes? (4) Do the students get an idea of business development at the time in the small classes?

Follow-up questions if the answer to the previous questions is yes (1) Can these inspirations be developed in small classes? (2) Can the merger of some departments facilitate the developing business ideas in small classes? (3) Can the development of business ideas be done in small classes? (4) Does after developing a business idea they objectify their business ideas?

Furthermore, the writers estimate a series of logistic regression to examine the correlations between different types of output involves; they are (1) Expertise is expected to make market research and business plan. (2) Participation of entrepreneurship participants (multi-department cooperation). (3) The performance of participants that can create a presentation with good communication. (4) Various other supporting factors (communicative, makes the application of ideas in the social media, etc.).

The logistic regression model is used because often these output variables are in pairs or associated. The purpose of using regression analysis does not determine model the output driver of entrepreneurial comprehensively, but rather to determine whether the correlation found is the result of factors another confounding. In other cases, it uses the average difference test to determine the participation in the learning methods differs significantly from the one that does not use the average difference test. The article uses these methods to test the following hypotheses (1) Students are inspired by the business idea in large classes and small classes. (2) Students are interested in merging various departments in large classes and small class. (3) Students are ready benefiting with large classes and small classes.

RESULTS AND DISCUSSIONS

In order to improve the quality of the institution headed toward World-class University, Bina Nusantara University has formulated a vision and mission development that lead to the institutional capacity building as well as monitoring and evaluation (M&E) on the quality and quality assurance regularly. Evaluation of Bina Nusantara University in the last five years that must do are related to the study of the external environment, performance and management of academic programs, availability and management of resources, the improvement of quality assurance at the institutional level, as well as the development plan Bina Nusantara University in 2014. The results of institution evaluation form 2020 vision that a world-class university in continuous pursuit of innovation and enterprise. The 2010-2020 strategic plans are focused on improving the competitiveness of graduates in the competition in the era of globalization so that it can be absorbed well in the world of work and gain international recognition that Bina Nusantara University is a world-class university in 2020.

In an effort to achieve its vision and mission, Bina Nusantara University has been set as follows (1) Give recognition and appreciation to the talents of the most creative and the most added values. (2) Providing an experience of teaching, learning, and world-class research that emphasizes excellence in scientific research, innovation, and entrepreneurship. (3) Generate global community leaders who excelled and organized professional services through the application of science-based emphasis on community. (4) Improving the quality of life for the people of Indonesia and the international community.

The approach taken in the strategic plan is to be able to realize the expectations outlined in the vision 2020. So the 2020 vision has been the main goal of the strategy and the efforts that are made by Bina Nusantara University. Objectives that need to be achieved by 2020 in accordance with the vision outlined in the Bina Nusantara University are (1) World class means that Bina Nusantara University will produce the best examples or best practices that quality is well accepted in the international environment in learning process, research, and community service. (2) Knowledge institution is defined by Bina Nusantara University's role as a university in developing science in accordance with their respective fields of science and knowledge development so that they can provide economic added value in its application in society. (3) Innovation is the application of knowledge that generated by Bina Nusantara University either breakthrough or development of existing knowledge in order to create a competitive added value for the stakeholders. (4) Enterprises are the business innovative practice that generated by Bina Nusantara University to provide positive changes in an individual or an organization in order to increase the contribution of an individual or organization in the world.

To achieve the above objectives, Bina Nusantara University must establish seven main strategies. These main strategies include academic quality, research that results in an exceptional (High Impact Research), internationalization and industrial cooperation (internationalization and industry relations/partnerships), readiness working in foreign countries and entrepreneurship (global employability and entrepreneurship), development of science and innovation (knowledge and innovation), recognition of the global world and the choice of university, and sustainable growth. Through the achievement of these main strategies, it is expected Bina Nusantara University graduates may have the ability to work in the international environment. In addition to the strategies that have been mentioned, the graduates are equipped with debriefing soft-skills so as to improve the satisfaction level of user's graduates. Merging academic standards is enriched by high-quality research and learning experience abroad and the briefing is expected to be a soft-skills strategy so as to produce graduates who can be accepted to work in foreign countries. Entrepreneurial attitude also can be one answer to increasing the percentage of graduates entering the workforce. The concept of entrepreneurial learning is a concept that is given to all students of Bina Nusantara University to have smart and good value.

In order to strengthen the entrepreneurial briefing to the students, Bina Nusantara University establishes the unit of Entrepreneurship Center, Binus Entrepreneurship Center (BEC). It is under the auspices of the Vice Rector of the Global Employability and Entrepreneurship. The scope of BEC's work includes the entrepreneurship curriculum development, consulting and incubation of start-up, develop and implement activities that support increased entrepreneurial character.

Description and analysis of the data are obtained from primary and secondary data research. Primary data of this study are the result of a questionnaire distributed to 263 people. The data are the main data which is supported by the analysis of secondary data that obtained from the analysis of field observations and some literature sources to strengthen and deepen the analysis result. Data are obtained from the literature that will be used as secondary data to complement and support the primary data.

The SWOT analysis is structured planning method that used to evaluate the Strengths, Weakness, Opportunities, and Threats that involved in a project or a business venture. The SWOT analysis can be done for products, places, industry or people. This involves determining the objective of the business venture or project and identifying the internal and external factors that are favorable and unfavorable in achieving the objective, seen in Table 1 and Table 2.

Table 1 SWOT Analysis

<p>Strength (S), the internal factors of Strength are</p> <ul style="list-style-type: none"> • Students' strong interest to open a business • Conducive environment • Campus environment that supports (Binus Entrepreneurship Center) • Family support • Courses that especially packaged about the Entrepreneurship 	<p>Weaknesses (W), the internal factors of weakness are</p> <ul style="list-style-type: none"> • Lack experience of students in business that they will be entered • Weak business concepts and marketing concepts in the work • Lack understanding of the student in financial effort • Do not know the time in entering market (start-up) • Not all lecturers have business experience
<p>Opportunities (O), the external factors of Opportunities are</p> <ul style="list-style-type: none"> • The conducive economy of the country that allows the growth of the creative industries • A global economy that is open to anyone who has a high skill • ICT based opportunities are still wide open • The market demands at home and abroad are quite high • Campus environment that supports treats 	<p>Threats (T), the external factors of Threats are</p> <ul style="list-style-type: none"> • Lack experience of students in business that they will be entered • Weak business concepts and marketing concepts in the work • Lack understanding of students about the financial effort • Not all lecturers (AFM) has the business experience

Table 2 Factors Matrix Strategy

IFAS (Internal Strategic Factors Analysis Summary)	Strengths (Internal factors of strength)	(S)	Weaknesses (Internal factors of weaknesses)	(W)
EFAS (External Strategic Factors Analysis Summary)				

Table 2 Factors Matrix Strategy (continued)

Opportunities (External factors of Opportunities)	(O)	SO Strategy is the strategy of using strength to take advantage of opportunities. 1. Support in establishing of start-up of creative industries that based on ICT. 2. Improve collaboration BEC with family support.	WO Strategy is the strategies in minimizing weaknesses to exploit opportunities. 1. Support in establishing of start-up of creative industries that based on ICT. 2. Improve collaboration BEC with family support.
Threats (External factors of Threats)	(T)	ST Strategy is the strategy of using strength to resolve the threats.	WT Strategy is the strategy in minimizing the weaknesses and avoiding the threats.
IFAS (Internal Strategic Factors Analysis Summary)		Strength (Internal factors of Strength)	Weaknesses (Internal factors of Weakness)
EFAS (External Strategic Factors Analysis Summary)			
Opportunities (External factors of Opportunities)	(O)	SO Strategy is the strategy of using strength to take advantage of opportunities.	WO Strategy is the strategy in minimizing the weaknesses to exploit opportunities

Table 3 shows the answers of respondents regarding willing to accept the wishes of parents, though not in accordance with the ideals and willing to do an aptitude test to find out the strengths and weaknesses of students for self-development.

Table 3 Answer of the Research Respondents (Students of Bina Nusantara University)

Description Programs	Marcomm Program	Management Program	DKV-Accounting Program
Willing to do an aptitude test to determine the strengths and weaknesses of the students for self-development	84% agree 16% disagree	85% agree 15% disagree	91% agree 9% disagree
Willing to accept the wishes of parents, though it is not in accordance with the ideals	57% agree 43% disagree	46% agree 54% disagree	38% agree 62% disagree

Based on Table 3, it can be seen where 84% students of Marcomm program, 85% students of Management program, and 91% students of DKV and Accounting program are willing to do an aptitude test to determine the advantages and disadvantages of self-developing. 16% of students from the Marcomm program, 15% students of Management program, and 9% students of DKV and Accounting Department are not willing to do an aptitude test. While 57% of students from the Marcomm program, 46% students of Management program, and 38% students of the Accounting and DKV are willing to accept the wishes of parents, though it is not in accordance with their ideals. 43% students of Marcomm program, 54% students of Management program, and 38% students of Accounting and DKV program are not willing to accept the wishes of parents, though not in accordance with their ideals.

CONCLUSIONS

Based on the results of data processing and discussion of research, analysis of entrepreneurship learning process by using SWOT analysis can be summed up as follows (1) Run a minimum of eight strategies for improving the learning process entrepreneurship by prioritizing the most appropriate strategy to be implemented. (2) From eight strategies, there is one of the most appropriate to implement the strategy of increasing collaboration BEC with family support. This strategy is supported by the survey results to the student that are willing to do an aptitude test to determine advantages and disadvantages of self-development. (3) More than 54% of students are not willing to accept the wishes of their parents because they do not correspond to their ideals.

From the conclusions, in order to achieve the purpose and objective analysis of the process of learning entrepreneurship by using SWOT analysis, it is advisable to run strategy from Bina Nusantara University, especially BEC (Binus Entrepreneurship Center) to the enhance collaboration with the support of the family, the family invites students to dialogue on (1) Willingness to students in the aptitude test, (2) From the results of aptitude test can be known if the student is interested in developing entrepreneurship.

The suggestions for further research that based on the above results, it is suggested for further research, namely developing entrepreneurship research by analyzing other dimensions.

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