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The implementation of interest-based entrepreneurship curriculum in the Theory of Economics course

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Abstract. College and university are educational institutions and they should be able to design entrepreneurship program in order to strengthen creativity and innovation. Potential grown-up citizens potential is the main problem of national development solved through the role of universities by reconstructing the curriculum based on 2016 Indonesian National Curriculum Framework. The interest of building entrepreneurship becomes the work of all elements which one of them is a university. Reconstructing interest-based entrepreneurship curriculum is the first step to construct characterized economic. Economics lecturers have a responsibility to develop the curriculum. This study aimed to explore the interest in entrepreneurship used to develop the contextual learning using problem-based learning (PBL) method that refers to Universitas Negeri Surabaya's motto "*Growing with character*" and integrated into 2016 Indonesian National Curriculum Framework. This study was qualitative explorative. The subjects of the study are 86 students in their first semester. The objective of the study was curriculum development interest-based entrepreneurship in the theory of economics course. The results of the study showed that the interest-based entrepreneurship curriculum was able to reach the targeted learning outcome as well as to create a product in the culinary and services project in Wonorejo mangrove forest according to students' interests.

1. Introduction

Creating creative and innovative learning will develop students' creativity and innovation. Universities have important roles to bridge the community needs through entrepreneurship curriculum. Jeffrey [1] stated that lecturers should develop creative teaching and creative learning for the learners/students and universities need to be wiser in adapting in order to grow student's entrepreneurial mindset. Study of entrepreneurship significantly influences the growth of national development in entrepreneurial companies and economic development in a region or country. As Arthur said, "policy-makers should review the current higher education system and change them into entrepreneurial mindset". [2]

Wonorejo mangrove forest in Surabaya is one of the tourist destinations as well as a means of education for the community in Surabaya. Various market activities can be seen in this area and it makes the area becomes a market representative. Observing the area, students are able to see all the possibilities in creating business opportunities. This study focused on mangrove forests as innovative

learning media in line with the research conducted by Cruz at all [3] who mentioned that education centers and institutes should provide more facilities and aids for the entrepreneurship program that is lack of support, in order to strengthen and to build the entrepreneurship spirit. Utilizing mangrove forest is expected to give a contextual learning which possibly grows the innovative spirit.

2. Theoretical review

2.1. Previous studies

Entrepreneurship interest cannot directly emerge but it needs to be nurtured. Educational institutions should provide an aid to grow as well as to strengthen the entrepreneur spirit as defined by Cruz [3] at all. Carrying out entrepreneurship material in formal education should be well-designed especially in the curricula. Ertuna & Gurel's [4] study showed that creative and innovative curricula were able to fill the gap in the literature by examining the educational moderation effects of entrepreneurial trait and intention.

Economics is a social science concerned with describing and analyzing production, distribution, and consumption of products and services and focuses on the behavior and agents' interaction as well as their works. Economics cannot be separated from the actors, the entrepreneurs. They are the people who actually run the economy which theoretically debated in the Theory of Economics. Rocha argued that in microeconomics, mainstream economics and Theory of Firms have difficulties in adjusting entrepreneurial practices to theories resulting in a tendency to ignore the existence of entrepreneurs [5]. Reisman [6] referred the word "Schumpeter" as entrepreneurship, although Frank Knight was the one succeeded to instill the word into life which has remained hidden for years [6]. Schumpeter considerably contributed in understanding entrepreneurship mainly from economics lens; he discovered the concept of entrepreneur against the backdrop of economic development by defending it as a dynamic process involving the economic disturbance, especially in remaining the status quo by inviting the entrepreneur to share the responsibility [7].

The importance of entrepreneurs at the student level is significantly affecting the policymakers in developing appropriate educational policies to escalate the entrepreneurial performance [8]. Joyce and Weil [9] mentioned several uses of model in improving entrepreneurship such as a) to identify the procedures followed in the activities; b) to control the covered activities; c) to identify the component used by the administrator; d) to carry out the appropriate changes when discrepancy occurred; e) to help teachers to unify the student tasks.

2.2. Ideal curriculum

The university's ideal curriculum should meet the today's demands. The curriculum is often considered as an official document containing all the necessary information to undertake educational qualification, program, or course. [10] it is also called as curriculum plan or curriculum document. Unesco [11] mentioned that curriculum could ideally be the bridge between education and development. Sarimah Ismail and Dahiru Sale Muhamme [12] concluded that curriculum on Technical and Vocational Education and Training (TVET) in Nigeria did not relate to problem-solving skills and decision-making as well as with long-term learning process. Those resulted in the graduates who did not fit in the work demands. Whether Sitthipon [11] Art-in (2014) study indicated that to develop ideal curriculum, there are six components should be fulfilled, namely: rationale, objective curriculum, content structure, training activity management, measurement and evaluation, and graduation criteria.

2.3. Curriculum of economics study with interest-based entrepreneurship

The study program of management in Universitas Negeri Surabaya designed the curriculum to prepare students to be creative entrepreneurs along with Indonesian National Curriculum Framework. Learning-oriented in students' interest interpreted in social, economic, and cultural context considered as a professional learning activity [13]. Forsythe [14] stated that PBL develops problems, first meeting,

research, feedback meeting, and response. Duch [15] stated that in PBL, students are presented with problems, discussion, grades, learning issues, and new integrated knowledge before leading to the core problem. He as well mentioned that students are encouraged to summarize both new and old knowledge as well as to relate them.

3. Methodology

This study was qualitative explorative. The project was to design or create a business opportunity, and analyzed the business, carried out for real. In class activities, students should design and create the project planning at Wonorejo Mangrove Forest. The project was conducted in a group. The subjects of the study were 82 students in the first semester, students of 2014 class who have programmed microeconomics. The objective of the study was to implement interest-based entrepreneurship curriculum in Theory of Economics course. Data analysis was conducted in several steps, as 1) distributing questionnaires to students openly; 2) coding the options, obtained the data of students' interests; 3) collecting data; 4) analyzing data obtained; 5) calculating the frequency of students' interests; 6) analyzing data as learning activity consideration.

4. Results and discussion

This study was qualitative explorative. The project was to design or create a business opportunity, and to analyze the business, carried out for real. In class activities, students should design and create the project planning at Wonorejo Mangrove Forest. The project was conducted in a group. The subjects of the study were students in the first semester of 86 people, students of 2014 class, who have chosen microeconomics. The objective of the study was to implement interest-based entrepreneurship curriculum in Theory of Economics course. Data analysis was conducted in several steps, as 1) distributing questionnaires to students openly; 2) coding the options, obtained the data of students' interests; 3) collecting data; 4) analyzing data obtained; 5) calculating the frequency of students' interests; 6) analyzing data as learning activity consideration.

4.1. Understanding the orientation of students' interest in entrepreneurship

McKimm [14] and Timperley [15] agreed that the first step to analyze the students' interest in entrepreneurship was by collecting data and it can be seen from Table 7.

Table 1. Interest in entrepreneurship

Validity	Frequency	Percentage	Valid Percentage	Cumulative Percentage
No interest	16	18.6	18.6	18.6
Culinary	34	39.5	39.5	58.1
Trading	7	8.1	8.1	66.3
Service	15	17.4	17.4	83.7
Furnitures	4	4.7	4.7	88.4
Garment	5	5.8	5.8	94.2
Farming	3	3.5	3.5	97.7
Fishery	1	1.2	1.2	98.8
Information and Technology	1	1.2	1.2	100.0
Total	86	100.0	100.0	

Based on the data above, it is seen that the highest entrepreneur interest selected by students were culinary as 39%, and followed by service business as 17.4%. The remaining students preferred trading

as 8.1%, garment as 5.8%, livestock as 3.5%, fisheries 1.2%, and information and technology as 1.2%, and 18.6% of them did not have any business preferences. This data is very accurate to determine the topic of economics learning as well as it can be used as themes in the project preparation in the assignment. In the end, learning topic agreed was a project study on the mangrove forests for culinary and service business as the learning media. Whether the other students need to adjust to the learning designed was contextual learning using Problem Based Learning (PBL) method.

4.2. Learning of characterized theory of economics using interest-based entrepreneurship

Character Education should be implemented in the study of the theory of economics. The program developed the “Entrepreneur”. McKimm [14] defined stages into four, namely: need cycles, assessment, design, and implementation. Moreover, the results were reviewed and evaluated based on the original assessment needs. at Universitas Negeri Surabaya, the Theory of Economics described in the lesson plan should cover all points in the learning outcomes, such as a) mastering the basic concepts of theory of economics and utilizing Internet to know price and policy; b) determining prices and outputs on various types of input and output markets as well as price competition strategy; c) growing the faith, intelligence, independence, honesty, cares and resilience in determining price and output as an economic agent [16].

The micro theory course described the firm of equilibrium output in perfectly competitive markets, pricing and equilibrium outputs. Several textbooks such as the “Character-Based Economic Learning Edition (Micro-Based Approach)” and other relevant sources were used in the Theory of Economics course, while Wonorejo Mangrove forest Surabaya became the location selected as learning media. PBL was applied in determining learning design stages including conducting learning experiences, contextual application, literary reading, outclass study, data preparation, presentation, and discussion.

Learning outcomes and evaluation stage were determined using interest-based entrepreneurship curriculum in various culinary and services business as seen in Table 8.

Table 2. Student’s work reports curriculum with interest-based entrepreneurship

Team	Material	Project Theme	Criteria
1	Market Competition	Fruits, Leaves, and Roots of Mangrove, JOMA’s (Johan & Martin) Seafood	Culinary
2	Perfect Monopoly	Electric bike rents in the area of Mangrove Park Labyrinth	Service
3	Monopolistic	Various products of mangrove chips	Culinary
4	Monopsony	Mangrove leaves fertilizer	
5	Oligopoly	Renting culinary Stand/Booth in Mangrove conservation area, Istana Ice Cream Mangrove, and Café Shop	Service/Culinary
6	Input Market	Syrup, Dodol, and Mangrove jam	Culinary
7	Public properties	Various of public properties In Mangrove Forest	Service

Based on the students’ works which were organized at the end of the course, they showed the capability in understanding the Theory of Economics using creativity and producing a product from the project selected in culinary and services as an indicator.

5. Conclusion and suggestion

5.1. Conclusion

Learning activities conducted in the Theory of Economics course using interest-based entrepreneurship was focused on culinary and services located in Mangrove forest. Developing a curriculum of interest-based entrepreneurship was evaluated and targeted on the learning outcomes.

The result of learning activity using contextual learning approach and PBL method showed by the ability of students in writing papers about how to run culinary business by making use of mangrove tree's products (fruits, leaves, and roots), such as by opening JOMA's (Johan & Martin), seafood stall, and café shop, as well as producing mangrove chips, syrup, *dodol* (traditional snack), jam, and ice cream. Aside of culinary, students were able to propose the service business, such as opening electric bike renting in the mangrove forest and in the Labyrinth Park, renting booths and other public facilities in the mangrove forest area. The result of the study indicated that interest-based curriculum was appropriate in growing entrepreneurship interest, yet it was a dynamic curriculum that continuously needs to be improved and developed even it was able to fulfill the targeted learning outcomes.

5.2. Suggestion

Before starting the learning process, the lecturer should perform students' interest mapping in order to obtain targeted learning outcome in the Theory of Economics course. Hereafter, methods, media, learning material, and proper evaluation were decided.

The lecturer should develop the dynamic curriculum through appropriate approached considering the entrepreneurial interest, so the goal of economics learning can be obtained due to meet the community's needs.

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