

Building An Entrepreneurship Mindset Through Social Science Entering The Society 5.0 Era (Critical Review E ntrepreneurship Urgency At Sps Uhamka Jakarta)

Rd. Heri Solehudin¹, Ihsana El Khuluqo²,
Erna Budiarti³, Ibnu Salman⁴, Sulhi⁵, lisa'diyah Ma'rifataini⁶

^{1,2,3} Universitas Muhammadiyah Prof. Dr. Hamka Jakarta

^{4,5,6} National Research and Innovation Agency Indonesia

¹herisolehudin@uhamka.ac.id, ² ihsana_khuluqo@uhamka.ac.id,

³ bbbudiarti@gmail.com, ⁴ ibnu009@brin.go.id,

⁵ sulh001@brin.go.id, ⁶ lisa004@brin.go.id

Abstract

Campus personnel are agents of change, their presence in the midst of society and the state has a very strategic role in the process of change, even recorded in history they have always been the driving force in every change. We realize that the process of social transformation is and will continue to follow the progress of science and technology (science). Because of this, an entrepreneurial spirit is needed in dealing with socio-economic developments which are currently entering the era of society 5.0. This study uses a qualitative descriptive research method, while the data collected is based on direct observation, interviews and document studies. The results of the study show that the output of university graduates, especially in this case, is that the Uhamka Postgraduate is still limited to being a teacher and not many have become entrepreneurs, at the same time they have a very strategic role as agents of change, only a small proportion have started businesses and even then more due to family environmental factors..

Keywords : Entrepreneurship, Social Education, Era society 5.0

Introduction

We are all of course well aware that currently we are in the process of enormous social transformation, societal patterns, social interactions to the industrial world continue to experience quite

significant developments as a logical consequence of advances in information and communication technology. Digital media lately seems to be the commander in chief who controls all aspects of our lives, the pandemic that hit the country for the last two years also requires us all to surrender and adapt to digital technology, in various countries that the use of digital media is very important in grow their business.

This very rapid digital transformation process in its development then gave rise to a new era, namely the Society 5.0 era, the birth of the Society 5.0 era gave rise to creativity and innovation among the younger generation in the world of work and business. This creativity and innovation are then developed in the form of startups such as online shops, Gojek, Grab, and various other digital platforms. Era Society 5.0 is a development and refinement of previous concepts, namely Society 1.0 which is the initial phase of humanity, then Society 2.0 when humans start to know farming, Society 3.0 when humans have entered the industrial era and recognize machines as a tool to facilitate activities his work, the era of Society 4.0 where we and millions of other people around the world have been introduced to new technology, namely computers and even internet networks, and Society 5.0 is the development of digital technology where all aspects of human life in this world are controlled by digital technology.

Network society is a society whose social structure is made up of networks supported by information and communication technology based on microelectronics. By social structure I understand human organizational arrangements in relations of production, consumption, reproduction, experience, and power which are expressed in meaningful communications encoded by culture. (Elgar, 2004) A network is a collection of interconnected nodes. The nodes are the points where the curve intersects itself. A network has no center, only nodes. Nodes may have varying relevance for the network. Nodes increase their importance for the network by absorbing more relevant information, and processing it more efficiently (Elgar, 2004). Network Society is one of the concepts that many experts have initiated to describe the phenomenon of community communication activities through the use of information and communication technology (ICT) or also known as communication and informatics technology. (Rustam, 2017)

On the other hand, the complexity of the problem is increasingly difficult to decompose, the more developed a country, the more

people with higher education, and usually the more unemployed. Therefore, the world of entrepreneurship is needed, where people are not looking for work, but are able to create jobs (Alma, 2009). This high population can worsen the economic situation in a country and have an impact on many job applicants getting a job that is not in accordance with their education, getting a job that is not feasible, and will even become unemployed (Wibowo, 2016).

This is of course a national problem and quite troubling to the public, what exactly is it that has triggered the very high unemployment rate in this country? Admittedly or not, universities have so far only been able to produce many products holding D1, D2, D3, S1, or maybe Masters degrees but cannot do anything after they graduate from college (Zubaedi, 2014). Because of this, universities have the right to autonomy in preparing lecture curricula. The law also states that students in tertiary institutions have the freedom to develop their potential, whether to become intellectuals, scientists, practitioners, or professionals.

As agents of change, campus people have a big social responsibility in order to provide a bridge for the process of social transformation. It must be recognized that the quality and results of education do not meet the expectations and needs of society or have low competitiveness. An indicator that shows the low quality of our educational outcomes is the social sensitivity of alumni of the education system to community issues which should be their main concern (Zubaedi, 2014). This post-pandemic era can be used as a momentum for the rise of the entrepreneurial world, considering that if we look at previous years (2020-2021) the impact of the covid 19 pandemic has devastated all aspects of our lives. The Covid 19 pandemic has created a multidimensional crisis that is quite severe, not only in health issues but also in the economic and social fields, as many as 94% of workers affected by the Covid 19 pandemic have experienced termination of employment. Likewise in Indonesia, more than 3.5 million people were affected by termination of employment (Solehudin, 2021)

At the same time, tertiary institutions are required to be able to prepare a quality generation that is able to adapt and even be able to become a driving force for social change. That's why scientific buildings based on pure scientific thinking are not enough and must be supported by applied scientific buildings (applicative science). This is intended to answer the challenges of the business world and the world of work which currently not only require us to have intellectual skills (ansich) but also what is no less important is that

the campus is also responsible for preparing students who have skills. This is bearing in mind that there is a tendency for both undergraduate and postgraduate students who generally prefer an established job with a respectable status and generate a lot of income after completing their education. This also shows that most of the final year Masters students and recent graduates have no plans to become entrepreneurs.

This is where the urgency of building an entrepreneurship mindset among students is through entrepreneurship education, entrepreneurship is a lesson that is expected to shape the entrepreneurial character of students and increase student knowledge about the ins and outs of business both in terms of soft skills and hard skills. Entrepreneurial development is an appropriate strategy to apply as an expansion of employment in the current era, besides that it can also develop the community's economy. Therefore, the development of entrepreneurship education must be the focus of tertiary institutions, so as to be able to create graduates with an interest in becoming entrepreneurs (Farradinna & Fikri, 2020).

This is considering that the challenges ahead are very complex, the world of work and the business world requires tough competition and even tends to be unhealthy, so it prepares students to be able to take advantage of business opportunities that exist around them in creating their own businesses after graduating or while still in college. All challenges can become opportunities if there is innovation (Sunarya, 2011). As a general basic subject, entrepreneurship is a lesson that is expected to shape the entrepreneurial character of students and increase student knowledge about the ins and outs of business both in terms of soft skills and hard skills.

The process for developing a new business occurs in the entrepreneurial process, which involves more than just solving problems in a management position. An entrepreneur must find, evaluate, and develop an opportunity by overcoming the forces that prevent the creation of something new. This process has four distinct stages: 1) Identification and evaluation of opportunities 2) Development of a business plan 3) Determination of required resources 4) Management of the resulting company (Dzulfikri & Kusworo, 2017).

In a study conducted by Agustina and Sularto (2011) on Student Entrepreneurial Intentions (Comparative Study between the Faculty of Economics and the Faculty of Computer Science) using the

stratified random sampling method shows that the variable need for achievement, self-efficacy, academic achievement is the dominant variable in influencing intention. entrepreneurship faculty of economics students. Instrumentation readiness, self-efficacy and work experience are the dominant variables in influencing the entrepreneurial intent of computer science faculty students (Dzulfikri & Kusworo, 2017). This can show that interest in entrepreneurship is a desire, a connection, and a willingness to work hard or try to make ends meet without feeling afraid of the risk of failure.

Uhamka postgraduate students are different from postgraduate students at other tertiary institutions because 90% of Uhamka postgraduate students have backgrounds as active teachers who teach both at the elementary, middle and high school levels, so researchers believe that building an Entrepreneurship mindset in the Uhamka graduate student environment is the same as sowing millions of seed business actors in the future, if one Uhamka postgraduate student teaches 50 students at his school and is able to transfer entrepreneurial knowledge to 50 of his students then he will potentially give birth to 50 new entrepreneurs in the future.

From the description above, several problems can be formulated which form the basis of thought in this research, namely How far is the urgency of entrepreneurship courses in shaping the entrepreneurship mindset among postgraduate students at Uhamka Jakarta. What are the biggest impacts and benefits for the implementation of the entrepreneurship curriculum in developing an entrepreneurial mindset among Uhamka Postgraduate students.

RESEARCH METHODOLOGY

This research was conducted to find out whether the science of entrepreneurship has a significant effect on students' interest in entrepreneurship. The research used in this research is descriptive qualitative using a case study approach which aims to describe the results of a research as a whole and thoroughly. Qualitative research is research conducted in certain settings in real (natural) life with the intention of investigating and understanding what phenomena occur, why they occur, and how they occur (Fadli, 2021)

This research was conducted for 3 months in the Uhamka Graduate School environment. The data collection method was carried out using observation techniques, interviews with several sources consisting of Alumni, Lecturers, Students, and the academic

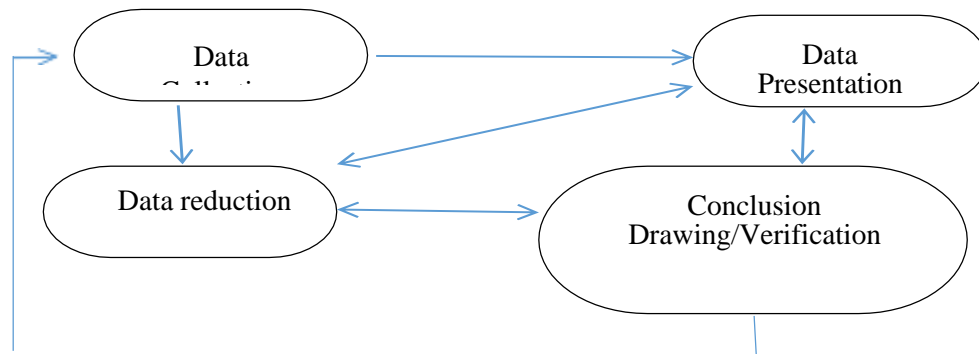
community in the Uhamka Jakarta postgraduate school environment, as well as supported by documentation research that could assist this research.

The data analysis in this study went through three stages referring to the theory of Miles and Huberman (1984), namely data reduction, data presentation, drawing conclusions and verification (Rijali, 2019)..

1. Data reduction: Information obtained from the field will be summarized and compiled, and emphasizing the important points so that the data will be easier to verify.
2. Data Presentation, that is, all data obtained will be analyzed using the theory previously described, sorted and grouped using problem boundaries.
3. Drawing conclusions from a data will be carried out continuously to get a verified conclusion. If stronger and more supportive evidence is found, the researcher will review the field notes, so as to form a firm conclusion

Miles and Huberman described the process of analyzing qualitative research data as follows:

Figure 1 Qualitative Research Data Analysis Process



RESULTS AND DISCUSSION

The development of science and technology has turned out to have positive and negative impacts, the positive impact of course is that there are many conveniences, everything is instant, fast and various other conveniences, on the other hand technology also has a negative impact with the complexity of problems which might even get worse from the previous conditions, because modernization has a very problematic and complex impact when viewed from a sociological perspective.

In the field of education, there have been changes in statutory regulations followed by changes in the aspects of implementation, including the educational paradigm, educational substance, learning process to evaluation and supervision in the implementation of education. Changes in various aspects in the implementation of education occur at all levels of existing education, starting from the basic education level to the higher education level. When referring to the goals of Higher Education as stated in Law No. 12 of 2012, namely to become human beings who believe in and fear God Almighty and have noble character, are healthy, knowledgeable, capable, creative, independent, skilled, competent and cultured for the benefit of the nation (Kemenkumham, 2012).

The next thing that should also be our concern is that the social transformation of our society that is so fast, must be balanced with fundamental changes in the economy of our society, therefore as campus people we are also required to be able to adapt to the development of that society, because along with the development of society it will give birth to various gaps and opportunities or new opportunities in building our economy. Various views state that basically entrepreneurs are not looking for risks, but looking for opportunities. Therefore entrepreneurship teaches a person the ability to look for opportunities as a solution to the life he will live in this world.

For Uhamka tertiary institutions this is a challenge in itself in developing creativity and innovation in utilizing technology, especially in this case of course in the field of Education, we all witness various innovations, creativity and best practices and new ways that are developing so fast, as part of from efforts to adapt to the current situation and conditions bearing in mind that the challenges in the world of education are in line with the development of society and advances in technology. So in this context the output quality of tertiary institutions is required to be able to answer these challenges

Campus people are an important part and have a strategic role in the current process of social change, and we are well aware that the process of transformation in every aspect of life occurs very quickly, even faster than expected. Various circles, both practitioners and academics, refer to this new era as an era that is easier, more advanced and more modern. Manuel Castells (2004) refers to the current era as the network era. Castells firmly focuses his study in the context of network society on collective identities. This is

because in a network society individual meanings pass through space and time and are spun in a network (Elgar, 2004).

Castell believes that information plays an important role in organizing economic activity in contemporary society. The application of knowledge and information produces a process of technical innovation that is accumulative in nature and has a significant effect on social organization. In such conditions, the network is an extension of power concentrated at the top of the vertical organizations that shape human history: the state, religious apparatus, warlords, soldiers, bureaucracy, and their subordinates who are responsible for production, trade, and culture (Elgar, 2004).

In the current context of our society, the development of information and communication technology has had a significant impact on the process of social and industrial transformation, digital transformation produces new things in society so that it will affect industrial policies in various countries in this part of the world. To anticipate the above, human resources (HR) are needed that are reliable and able to adapt to developments in technological advances so as to be able to contribute to the development of the national economy. Entrepreneurship education is something that is really needed. The entrepreneurial process includes all functions, activities and actions related to obtaining opportunities and creating business organizations. The entrepreneurial process includes all functions, activities and actions related to obtaining opportunities and creating business organizations (Zubaedi, 2014).

The most dominant economic factor in facing these challenges is human resources who behave in an entrepreneurial manner with a global outlook. Human resources with global entrepreneurial behavior will be able to increase the productivity of international trade in the real sector which will have an impact on improving the national economy (Dwijayanti, 2017).

Seeing the many needs of new entrepreneurs to position Indonesia as a developed country, some say that at least our nation will need 25 years to achieve it. One of the concrete steps that can be taken is to create new entrepreneurs born from university graduates. In recent times, college alumni have tended to prefer jobs as civil servants for certain reasons of convenience/security and stability. So with the support of the entire academic community, the higher education campus can bring a new atmosphere, the campus is able to give birth to new entrepreneurs who can contribute in real terms

to the nation's economic development in the future (Solehudin, 2022)

One of the factors that contribute to the development of a country is the number of entrepreneurs in the country is 2% of the total population (Carolina, 1961). Currently, the number of Indonesian entrepreneurs has reached 400,000, out of around 200 million, less than 1% of Indonesia's population. This situation is in stark contrast to what is happening, for example in the United States where 11.5% of the population are entrepreneurs, or in the neighboring country Singapore where 7.2% of the citizens are entrepreneurs. The effect is not surprising when the two countries become one of the most economically developed countries in the world

Among students, when compared to several other developed countries in Indonesia, the interest of students in tertiary institutions in the business world is currently still relatively low. The low entrepreneurial ability of students can be seen from the tendency of college graduates to choose to look for work. by applying to people or companies that are already surviving rather than trying to start a business or do business.

The era of post-pandemic revival requires all of us to adapt to digital technology that has entered all sectors of our lives, the impact that we really feel is in matters of education and the economy, two things that are the lifeblood of all of us, therefore entrepreneurship and education are two things that must be synergized. Entrepreneurship for Uhamka students is of course so that students are able to think creatively and innovatively so that they are able to take advantage of business opportunities around them in creating their own businesses after graduating or while still in college. Entrepreneur Curriculum development at the Uhamka Graduate School is absolutely necessary in responding to market needs. Therefore the design and development of the curriculum must really pay attention to the interests of students both during the teaching and learning process and at the time of graduation and work in accordance with the demands of the job market and the business world, so that competencies or outcomes are in accordance with the expectations of graduate users of each study program. In the context of Uhamka postgraduate students who, when viewed from their professional background as educators, will certainly have a greater impact when compared to postgraduate students at other tertiary institutions who do not have an educator background.

As we all know that currently Uhamka is fostering a master program (S2) which is managed by the Postgraduate School (UHAMKA SPs).

Established on the 8th of 1997 The Uhamka graduate school opened a Masters Study Program and in 2022 opened a Doctoral Study Program as follows:

1. Educational Research and Evaluation Study Program
2. Educational Administration Study Program
3. Indonesian Language Education Study Program
4. English Education Study Program
5. Public Health Study Program
6. Management Study Program
7. Social Science Education Study Programl.
8. Basic Education Study Program
9. Mathematics Education Study Program
10. Indonesian Language Study Program (S3)

The Graduate School, as is known, aims to be able to produce Human Resources who are competent, innovative, and adaptive to the times. However, when viewed from the structure of the course and the weight of the credits, applied science still does not get a sufficient portion as shown in the following diagram:

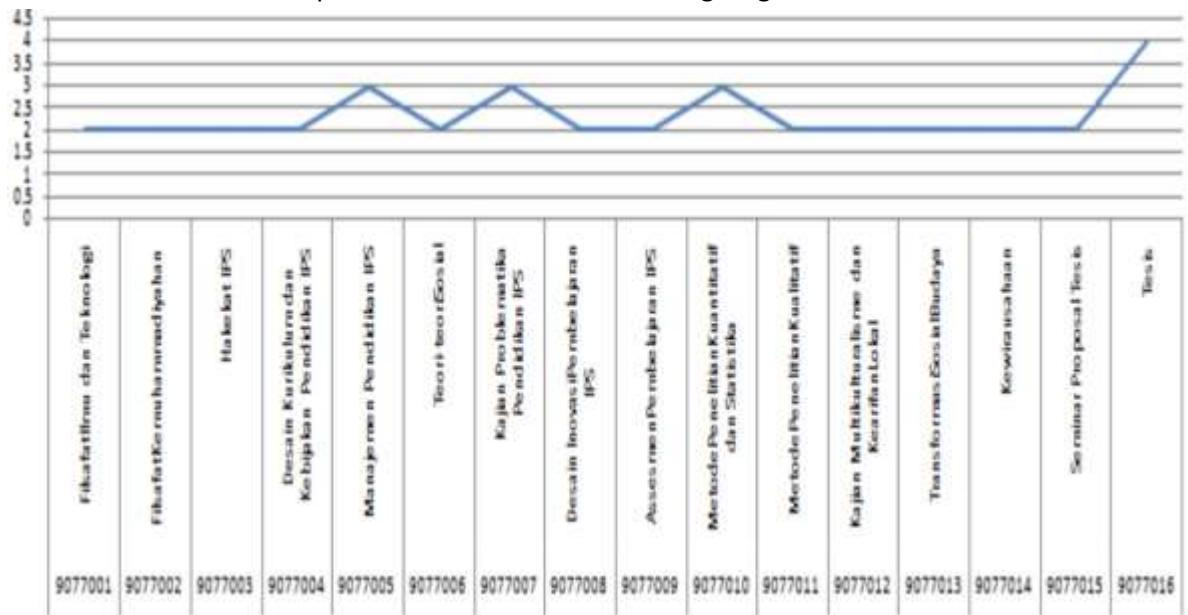


Figure 2. Course Structure and Course Credits Weight

If seen from the table above, it can be seen that the entrepreneurship material only gets a portion of 2 credits so of course the results won't be optimal. This is certainly not in line with market challenges which in its development require Universities to be able to produce graduates who can adapt to the times. The key to the success of successful people is their understanding of their

own potential, strengths, weaknesses, independence and taking advantage of opportunities to achieve success. Then they have a personality that develops with several intelligences so that they are able to solve different problems according to the context of life they encounter. The results of research on the factors that influence entrepreneurial interest show that the variable entrepreneurial interest is influenced by 60.4% in total by capital, skill, place, and entrepreneurial spirit (Muljaningsih et al., 2012)

Because of this, it is necessary to develop a broader entrepreneurship curriculum in all Masters Study Programs (S2) at Uhamka. If we refer to the Semester Learning Plan (RPS) data which is used as reference material in learning per semester as described in the SLP for each department in the Uhamka Postgraduate Program. More specifically, when referring to the STP for the Entrepreneurship course, one of the aims is for students to be able to understand and apply entrepreneurial theory, attitudes, thoughts and management in the various professions they will be engaged in. Education and entrepreneurship are two things that can be integrated into a unified whole, Education is a continuous process considering that most Uhamka Masters students work as educators who will distribute their knowledge and knowledge to students at the school where they teach. So this can be a very good future projection where in the next 5-10 years, the ideas, ideas, experience and knowledge of these students will at least be implemented by their students. Entrepreneurial knowledge supports entrepreneurial values, especially for students, so that it is expected to foster a business spirit for entrepreneurship. Student attitudes, motivation and interests are needed for students who are entrepreneurs so they are able to identify business opportunities, then utilize business opportunities to create new job opportunities (Dzulfikri & Kusworo, 2017))

Table 2. List of Uhamka PIPS Masters Students 2019

NO	NIM	NAME	Professio
1	1909077002	Della Agyta Abdullah	Teacher
2	1909077003	Febrianto	Teacher
3	1909077004	Eernawati	Teacher
4	1909077005	Khoirudin Nur Rohman	Private sector employee
5	1909077006	Mirza Widiarto	Private sector employees
6	1909077007	M. Ibnu Ardani	Teacher
7	1909077008	M. Dinar	Teacher

8	1909077009	Rahma Afriani	Teacher
9	1909077010	Swastika Rini	Teacher
10	1909077011	Nurwahidah MF	Teacher
11	1909077012	J. Francoise	Private Teach employees
12	1909077013	Sri Handayani	Teache

Big changes will occur if this can be done, as a simple illustration when one Uhamka postgraduate student teaches 100 people in his school, it can potentially give birth to 100 new entrepreneurs in the next five-ten years. It can be calculated that if currently there are 50 students taking entrepreneurship courses and can transfer them to their students, then 5000 new entrepreneurs will be born. That means that Uhamka as an educational institution has taken a very strategic role in making a real contribution to the growth of our national economy..

Table 3. List of Uhamka PIPS Masters Students 2020

NO	NIM	Name	Profession
1	2009077001	M.Farhan Fathurrahman	Teacher
2	2009077002	Fajar Kurniawan	Teacher
3	2009077003	Alimudin	Private sector employee
4	2009077004	Laila Nur Jannah	Teacher
5	2009077005	Hanifa R.I.	Teacher
6	2009077006	Jamal Arifansyah	Teacher
7	2009077008	Ivan Sanjaya	Teacher
8	2009077011	Imas Fatimah	Teacher
9	2009077012	Ahmad Suraji	Teacher
10	2009077013	Haria Ikbal	Teacher
11	2009077015		

The data illustrates that more than 95% of Uhamka postgraduate students work as teachers, this is of course what distinguishes them from postgraduates on other campuses. So directly Uhamka postgraduate students are agents of change who, if managed and conditioned optimally, will be able to contribute greatly to the growth of new entrepreneurs in the next 5-10 years as educators, so they have a considerable opportunity to transfer knowledge. entrepreneurship to their students. Transfer of necessary knowledge and skills is usually the easiest part, and in this approach is taken as a prerequisite for changing behavior (Heinonen, 2007)

It is an investment in human capital to prepare students to start new businesses through the integration of experience, skills and knowledge essential to developing and expanding a business. Entrepreneurship education can also increase students' interest in choosing entrepreneurship as a career choice in addition to career choices to become private employees, civil servants, or BUMN employees which can significantly direct attitudes, behavior, and interests towards entrepreneurship

Consciously or not, especially managers of formal and non-formal educational institutions in general do not think ahead to deliver their graduates, only those who become public servants are prioritized or promoted either through print or electronic media by claiming that these educational institutions have succeeded in delivering their graduates to the things they want. becoming a Civil Servant annually is not up to 5%. Where do 95% of the graduates go? (Qurnain, 2015).

The phenomenon of entrepreneurship among young people in recent years has become increasingly popular. Moreover, with so many motivational seminars, reading books and news covering the success of business people, it encourages them to get involved in the business world. Business among students is now mushrooming, apart from being an elective subject in various faculties. This seems to have become a trend, the term "no business is not cool". The scale also varies, from small ones such as selling phone credits to large ones such as making boarding houses..

Table 4. List of Uhamka PIPS Masters Students 2021

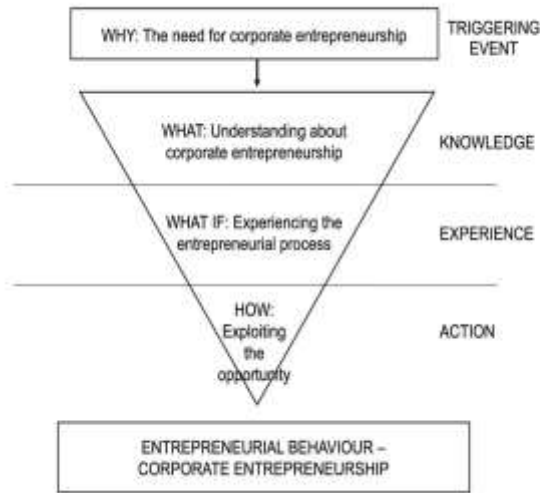
NO	NIM	Name	Profession
1	2109077001	Kamaluddin	Teacher
2	2109077002	Ratu Roihatul Jannah	Teacher
3	2109077003	Anneya Wulan Maharani	Private sector employee
4	2109077004	Wirna Bardianti	Teacher
5	2109077005	Dendi Komaruddin	Teacher
6	2109077006	Halimahtusa'diah	Teacher
7	2109077007	Nurseha nurseha	Teacher
8	2109077008	Bustami M. Kaibana	Private sector employee
9	2109077009	Tri Rahayu Pramono	Teacher
10	2109077010	Arysepthanaulu Pohan	Teacher
11	2109077011	Arna Aryani	Teacher
12	2109077012	Khosriyati	Teacher
13	2109077013	Muhammad Rizal Djanti	Teacher

14	2109077014	Fajri Aryawan	Teacher
15	2109077015	Ivan Pahlefi	Teacher
16	2109077016	Sanuri Abdul latip	Teacher
17	2109077017	Yuni Shara Marantika	Private sector employee
18	2109077018	Indah Yulianti	Teacher
19	2109077019	Taufik Alamsyah	Teacher
20	2109077020	Hariono Nurlette	Private sector employee
21	2109077021	Five Sri Handayani	Teacher
22	2109077001	Emmy Mulia Wijayanti	Teacher
23	2109077002	Erni Nursanti	Teacher

Becoming the driving force for the birth of new entrepreneurs is the task of a teacher besides not ruling out the possibility that Uhamka Postgraduate students at the same time also run a business on the sidelines of their busy lives as a teacher, a small proportion of them work as businessmen or business actors from the data obtained it is still very small amount of only 1-2 percent.

The approach to teaching entrepreneurship in tertiary institutions provides an interesting opportunity to involve students in the learning process: students have ownership of their learning and teachers act as guides and facilitators. Entrepreneurship teaching is seen here as a multi-phase process even though it is not sequential, it can be thought of as a simple deterministic way of moving deliberately from the starting point i.e. intention to the end point i.e. entrepreneurship (Heinonen, 2007).

Figure 3 : Entrepreneurship learning approach in Higher Education



Source: Elaborated from Heinonen and Poikkijoki (2006)

Meanwhile, according to Ciputra (2009) there are three types of entrepreneurship that must be developed by the younger generation, namely:

1. Necessity Entrepreneur

Namely being an entrepreneur because he was forced and pressured by the necessities of life.

2. Replivative Entrepreneur

Those who tend to imitate trending businesses so that they are prone to competition and fall.

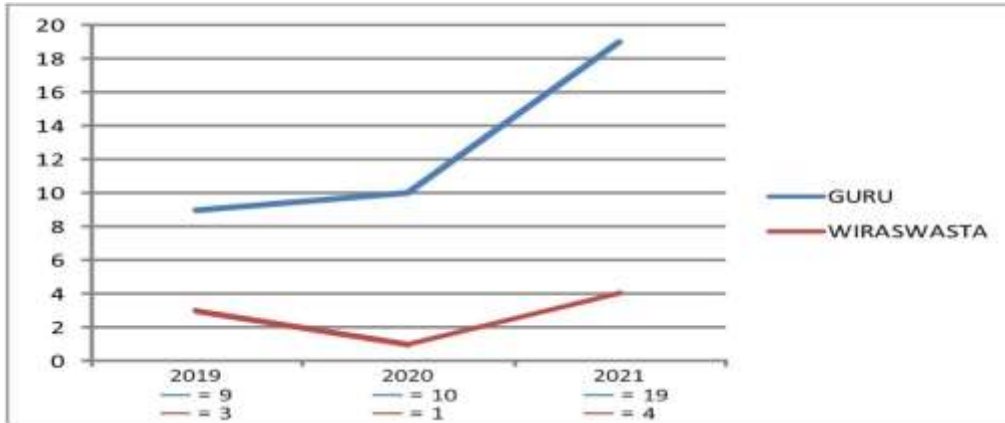
3. Innovative Entrepreneur

Innovative entrepreneur who continues to think creatively in seeing business opportunities and improving them. It's time for the younger generation to change their perspective, don't just think about becoming an employee after graduating from a higher education institution, let alone civil servants, becoming an entrepreneur needs to be considered as an option. To advance the economy and prosperity, Indonesia needs 4 million entrepreneurs, especially innovative ones, in Indonesia there are only 400,000 or 0.18%, ideally 2% of the population (Ciputra, 2009)..

If you look at the annual data for at least the last three years, namely 2019-2021, it can be said that the tendency and desire of Uhamka Postgraduate students to do business actually exists, it's just that there are still a small number and they do business on average due

to environmental and family backgrounds businessman. as in the following graph :

Figure 4. Graph of student professions in the last three years



According to Pearce II, there are 10 characteristics of a successful entrepreneur, the first of which is unlimited commitment and determination. Second, strong encouragement or stimulation to achieve achievement. Third, Orientation towards opportunities and goals. Fourth, the locus of internal control. Fifth, tolerance for ambiguity. Then, the sixth is skills in terms of taking calculated risks. Seventh, there is less perceived need for status and power. Eighth, the ability to solve problems. Ninth, high ability to get feedback), and finally the tenth is the ability to deal with failure effectively (Winardi, 2008)..

CONCLUSION

It is time for entrepreneurship courses not only to become the dominance of big and superior tertiary education institutions, but all tertiary institutions, both large and small universities, with public and private status, must be concerned about the implementation of this entrepreneurship curriculum, especially for higher education institutions that are producing high-level employees. educators like Uhamka, then Entrepreneurship Education should be a compulsory subject in all majors within the Uhamka Postgraduate School environment.

From the observations of researchers, it shows that the majority of Uhamka postgraduate students work as Teachers at several school levels, both elementary, middle and high school, so Entrepreneurship Education for Uhamka postgraduate students is education that has the potential to have a huge effect on the growth

of new entrepreneurs in the future. will come. So students are not only educated to be entrepreneurs but at the same time are also formed to become entrepreneurship educators, with the hope that they can later teach how to do entrepreneurship and foster the entrepreneurial spirit of students where they teach..

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