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Entrepreneurial Based University: Case Study Approach



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ABSTRACT

Because the college administration was critical in the development of student entrepreneurship competency, effective policy models were required. Entrepreneurial-based university (EBU) is breaking into one of the chance-leading strategies of developing an effective entrepreneurial development program within a spiritual religious framework. The purpose of this study is to examine how college entrepreneurship management is implemented in West Sumatra province to foster student entrepreneurship. The research was qualitative in nature, with descriptive analysis techniques used. Techniques for data retrieval include interviews, structured stickies, and observation. The research is being carried out at Universitas Negeri Padang (UNP) of West Sumatra Province. The framework of the factual model of college entrepreneurial management was built on the factual data of subsequent research results. The results show that development programs are carried out through the optimization of student activity units. Through the effective implementation of managerial functions of strategic policy planning in the form of statutes, strategic plans, designation of campus development priority programs, establishment of business units, and entrepreneurship programs, leadership plays a role in developing student entrepreneurship; Organizing functions are performed in the form of task formalization and managing restructuring; leadership functions in the concept of view, appreciate, leading, understand, and evaluate (VALUE) in the spiritual religious frame–muslimpreneur; and supervision functions are performed both against program implementation and budget liability in the development of student entrepreneurship.

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1. INTRODUCTION

The achievement of entrepreneurial governance is no longer a conceptual debate, but a linear thinking system is needed between higher education inputs and the resulting outputs (Sendouwa et al., 2019). The phenomenon in the public sector begins because it violates the principle of organizational effectiveness, meaning that universities have problems managing due to wrong

planning. A systemic solution that can be done is to carry out long-term achievement-oriented strategic planning. In this case, educational institutions accommodate the needs of graduates in facing the VUCA era (Elkington et al., 2017; Indrawati & Kuncoro, 2021).

A high level of education is not a guarantee for higher education output to get a job. Analysis of the survey results issued by the Central Statistics Agency (BPS), although there was a decrease in the open unemployment rate (5%), it was dominated by college graduates (Badan Pusat Statistik (BPS), 2019). A survey issued by katadata.com shows relatively similar results. In 2019, the unemployment rate for college and diploma graduates was 6-7%. This percentage is far above the unemployment rate for elementary school graduates (2.7%) and junior high schools (5%) (Bimo Ario Tejo, 2019; Kata Data, 2019) (Pusparisa, 2019).

The increase in the quantity of higher education is not accompanied by an increase in the quality of graduates, which is a factor causing the increase in the unemployment rate for college graduates. This gap is exacerbated by the lack of skills possessed by college graduates, both hard skills and soft skills. Not to mention the demands of society, the needs of the world of work, and the industry world for college graduates, which are increasingly complex, requiring universities to develop effective entrepreneurship. In addition, the impact of the COVID-19 pandemic has further narrowed the prospects for college graduates (Hasibuan & Rujiman, 2020; Wang & Huang, 2021).

The aspect of the research discussion seeks to accommodate the analysis of how universities contribute to the development of the entrepreneurship education model. The orientation is a response to the sustainable development movement or Education for Sustainable Development (ESD) in the Tri Dharma of Higher Education activities. The ESD program can be achieved effectively by optimizing the role of universities in increasing the entrepreneurial competence of graduates (Cebrián et al., 2020; Muqsith, 2020).

The government's ability to open job vacancies is very limited. Toma's research shows that human resource development is achieved through increasing entrepreneurship (Sorin-George Toma et al. et al., 2014). People who have skills are able to open job vacancies, although on a limited scale. When coupled with high intensity, it will play a crucial role in reducing unemployment.

If in the private sector, government and society work together in terms of entrepreneurship spirits, it will reduce the unemployment rate significantly. In addition to the capacity to operate technology, entrepreneurial competence can also guarantee the future of university graduates. The argument is corroborated by the research of Strachan and Rashid (Rashid, 2019; Strachan, 2018)

To be more competitive and able to compete with other developed countries, Indonesia responds to the challenges of industry 4.0 with the Making Indonesia 4.0 program, which includes ten national priorities, the main one being the quality of Human Resources (HR) which increases through entrepreneurial competence. At the higher education level, the policy was responded to by developing business units as a manifestation of the entrepreneurship education taught in class. The competitiveness of university graduates can be increased through the development of entrepreneurship carried out by universities. Development can be done through the integration of the entrepreneurship curriculum, the establishment of a business incubator, and the development of a partnership network (Fayolle & Redford, 2014; Schlaepfer & Koch, 2015).

The Central Statistics Agency (BPS) issued data in line with Economic and Social Development (ESD) data, revealing that 2030 is the peak productive age of a nation's population. Future HR needs are increased through increasing human capital capacity. In addition, in terms of age, Indonesian people are students who are in their productive period. As an anticipatory step, universities make a series of strategic policies related to entrepreneurship

development. The goal is to produce competitive graduates who have high capacity and competence in terms of innovation, creativity, and institutional development (Lee, 2021). In line with the needs of the industrial world, innovative value and talent are more valuable than material capital. Humans have creative ideas, so they are the scarcest resource (Uhbiyati, 2015).

The dynamics of higher education development cannot be separated from the leadership role as a central figure in decision making. Frisch's research statistically analyzes the relationship between policy and leadership characteristics and strategy (Frisch Aviram et al., 2020). Managerial competence is a basic aspect that must be mastered by higher education leaders (Prasetyo & Husaini, 2021). On the other hand, leaders who do not master management impact the powerlessness of the institution in producing quality human resources. The nation's failure to improve its human resources means (Sorin-George Toma et al. et al., 2014).

Identification of crucial issues faced by universities to compete in the era of industry 4.0 in the realm of policy covers seven areas of strategy: education, people, finance, marketing and sales, leadership, and motivation. Lessons on how to think strategically in development, who makes the best business partners, what attracts people, where to avoid obstacles, and why too much formal education can hinder entrepreneurial growth (Johnson, 2013; Prasetyo et al., 2021).

This phenomenon makes the study of higher education entrepreneurship very interesting and a strategic issue that must be studied in detail through research studies. Entrepreneurship problems include policy domain sectors, individuals/groups, layers of government, and geographic distribution in line with relevant research on entrepreneurship conducted by Daim and Vanessar (Seneler et al., 2019; Urve Vanesaar, 2011).

This study aims to analyze the model applied by university leaders in West Sumatra to increase student entrepreneurship. The research was conducted at Padang State University (UNP), a university with the highest accreditation rating in West Sumatra. The majority of the population living in West Sumatra is the Padang tribe, who are famous for their profession as entrepreneurs (Hastuti et al., 2015). This allows research to be carried out in the context of entrepreneurship development in universities.

2. METHOD

This type of research is qualitative with the university entrepreneurship case study approach. The context of social issues in the scientific study is Public Higher Education (PTN) in West Sumatra Province with the research subject, Padang State University (UNP). Interviews were conducted on sources of informants consisting of the Chancellor, Lecturers, and the academic community who contribute to entrepreneurship development. The informant's sampling technique is snowball sampling. The researcher in this study acts as a key instrument. Data were collected by interview, observation, and field documentation methods. After the data is collected, then the data is processed using data triangulation techniques (Bungin, 2019; Creswell et al., 2003).

3. RESULTS AND DISCUSSION

3.1 Results

Revitalization of strategic policies carried out by universities is conducting entrepreneurship development. So, graduates have entrepreneurial competencies and are able to create jobs and act as development generators (Handrimurtjahjo et al., 2015). The term entrepreneurship is known in the business context in the 1980s and defines the ability to make an object of value

because it has its own characteristics of excellence. (Kasali, 2017) dan (Jalil, 2013), defines entrepreneurship as an independent process to create opportunities.

Entrepreneurship education in higher education aims to increase competence and attributes of economic independence, starting from improving basic aspects such as thinking skills, reasoning to work creatively, ability to work as a team, and managing risk (Harvard Business Review, 2018). In addition, factors that encourage students to become entrepreneurs include innate potential or nature, family economic factors, educational background, and environmental conditions. However, for the case in Indonesia, the economic pressure encourages an attitude to become an entrepreneur (Kaijun & Ichwatus Sholihah, 2015). As agents of change, universities play a significant role in driving an entrepreneurial spirit so that innovation is needed to remain competitive and efficient.

Universities are required to adapt to the demands of the work and industry world. For that, it is necessary to change the curriculum that is contextually based on entrepreneurship. One of the models that can be used as a concept for changing the entrepreneurship curriculum (World Economic Forum, 2009). Policies in changing entrepreneurship education are conceptually different from educational standards at other levels. Changes Higher education-based entrepreneurship education requires a coordinated system between components and coordinators on institutional structures (Seneler et al., 2019) Entrepreneurship is a stimulus for individuals to have better, independent and professional performance. There are differences between the development of traditional and modern entrepreneurship models. Observations on these aspects are contained in the following table:

Table 1. Aspects of Campus Entrepreneurship Characteristics

Attention Aspect	Campus based Entrepreneurship	Traditional Model Campus
Institutional Structure	Participatory and Flat Organizational Structure	Hierarchical Structure Homogeneous Structure
Implementation of Discipline, Rules, and Work Mechanisms	Network Workgroup	Strict Discipline Binding Rules Procedural Work Standards
Decision	Availability of Expert Trainers Availability of Business Mentors	Dependence on instructions Sectoral Policy
Monitoring System	Flexibility	Strict supervision and monitoring

Source: (Audretsch et al., 2011; Fayolle & Redford, 2014)

The pandemic situation is a benchmark for the existence of business actors. Micro, small, and medium enterprises have shown resilience in facing the economic crisis. Such conditions open up opportunities for universities to develop an external entrepreneurial network. The external analysis provides space for universities to prepare resources with entrepreneurial competencies. Universities need innovative entrepreneurship development with various business units as the economic support for the institution. The establishment of business units is projected as a long-term asset of educational institutions.

Padang State University (UNP) applies an ecosystem-based development model from many development models. The concept is called the development of an entrepreneurial ecosystem-based campus -University-Based Entrepreneurship Ecosystems (UBEES)- (Marta Peris, 2017).

A review of the 2018 OECD survey explains that there are six strategic aspects of embedding higher education entrepreneurship values: (1) the scope of the entrepreneurship education program (educational scope); (2) strategic program planning, (3) entrepreneurship and business program characteristics, (4) entrepreneurship program development model, (5)

entrepreneurship program budget and financing and (6) entrepreneurship program evaluation (Fayolle & Redford, 2014; Potter, 2008).

The rector's central role is needed to develop student entrepreneurial competencies. This strongly supports the college's plan in optimizing student interests and talents in terms of entrepreneurship.

The conceptual model that becomes the reference for UNP leadership in developing the entrepreneurial ecosystem can be identified into six fundamental aspects. First, the construct of thought or the entrepreneurial paradigm, the campus policymakers have the paradigm of looking at entrepreneurs' future direction (vision), partnership relationships with central, regional governments, the industrial world, and university sponsorships. Second, having strong entrepreneurship programs from the rector and his staff. In this case, the leadership through the faculties of Economics, Business and Management optimizes the campus incubation unit and student organization unit.

Third, have a commitment to conduct programs that is sustainable for a long time. This means that managers have a commitment to implementing entrepreneurship programs. Fourth, the Manager has a commitment with large financial resources to the university. UNP, as a state university, has an advantage because the government has covered operational costs. UNP has a business unit to support the economy as an independent campus. To anticipate conflicts of interest, it is necessary to create a system that regulates financial reporting accountability.

Fifth, the commitment of internal stakeholders is important in implementing curriculum innovations that are integrated with university entrepreneurship programs. Sixth, the suitability of campus infrastructure in implementing the entrepreneurship program. The campus must have a standard infrastructure in the development of entrepreneurship programs. Seventh, campus administrators have a long-term commitment to implementing cooperation with companies in developing entrepreneurial campuses.

As the top leadership, the Rector has flexibility born of an entrepreneurial spirit. The process of creating management that gives freedom of creativity. Referring to the conceptual model of research, entrepreneurship development will be carried out by implementing the management function through the following description:

3.2 Discussion

Entrepreneurship Program Development Planning

The role of planning in program implementation is very urgent. Strategic planning is carried out through a series of stages: determining goals, priority policies, and procedural rules that are actualized in student programs. At this stage, the leadership's effective planning makes implementation guidelines in line with university goals. Conceptualization of planning as a determinant of the organization's direction and how the strategy to achieve goals. Planning in the development of entrepreneurship programs is the determination of performance targets and the strategic decision-making process. It is necessary to have sufficient human resources available to achieve this goal. In this case, UNP has the necessary human resources because of the prestige of UNP as a superior university in West Sumatra. However, the entrepreneurship planning implemented by UNP refers to the vision of the Tri Dharma of Higher Education, which is the implementation of teaching education, research implementation, and community service implementation.

The actualization of the higher education planning function is contained in strategic policies in the form of strategic plans, making higher education statutes, institutional formalization, priority programs, and the establishment of campus business units. The planning function, the Rector of UNP in developing the entrepreneurship program, produces results in

four stages: (1) the formalization of the entrepreneurship program through the preparation of the UNP Statute. Formally, UNP's vision is "to organize student activities that form prospective leaders and entrepreneurs with character"; (2) UNP Strategic Plan. In the case of the implementation of the UNP entrepreneurship program, the index of active participation of students who have businesses becomes the main performance indicator (IKU) in setting strategic targets. (3) increasing the implementation of entrepreneurship programs as priority programs. (4) making student entrepreneurship development programs in actualizing programs such as MSME product bazaars, product expos, guest lectures about entrepreneurial spirit, internships or comparative studies to companies, and industrial factories or local MSMEs.

Organizing Entrepreneurship Development Programs

The conceptualization of organizing provides an operational principle that consists of setting institutional goals, division of labor, peer relations in the work environment, and implementing coordination and communication of information. If those go well, the goals are easier to achieve. The conceptualization of the organizing function refers to mutually beneficial aspects, starting from creating a working relationship pattern as part of the management authority system, the responsibility of the division coordinator, and the implementation of reporting accountability. Understanding of the organizing function for managers includes HR recruitment following institutional needs. UNP staff and employees work according to standard procedures set by universities with their own characteristics. The key components in developing the entrepreneurship program at UNP are categorized into (a) UNP lecturers (faculty lecturers, students, and employees/staff) who have an entrepreneurial vision. Individually they are committed to becoming entrepreneurs, (b) institutionally, UNP has the vision to become an entrepreneur campus, and (c) implementation of cooperation or the occurrence of institutional interaction between higher education institutions and the entrepreneurial ecosystem.

The organization's implementation was shown by UNP in the form of formalizing tasks in the entrepreneurship program, restructuring the coordinator of the entrepreneurship program manager, and establishing several supporting business units. Establishment of business units supporting entrepreneurship, among others: Student Activity Unit of the Indonesian Young Entrepreneurs Association of Higher Education UNP (HIPMI PT UNP); Technical Implementation Unit (UPT); Entrepreneurship development as well as a central career applies to lecturers and students; Entrepreneurial Career Development Sector Student Activity Unit (UPKK); and the UNP Student Cooperative of Student Activity Unit (KOPMA UNP). The section formed with the work program plan is required to have positive synergy with each other. It requires the involvement of internal and external parties of UNP to achieve the institution's goals, developing entrepreneurship for UNP students.

Entrepreneurship Development Program Leadership

The leading function in the research context consists of implementing operational activities ranging from decision-making, effective communication between the rector and lecturers, motivating subordinates, attitudes that inspire lecturers and students to act in harmony with the vision conveyed, and choosing people can become working groups. In addition, the attitude reflected in the entrepreneurial leadership of the UNP leadership is an effort to facilitate activities that aim to increase entrepreneurial insight competence and improve subordinates' attitudes so that they are skilled in entrepreneurship. The entrepreneurial leadership process carried out by the UNP leadership begins with creating value in the form of organizational culture. In addition, the leadership actively conveys the entrepreneurial vision to all

organizational components to foster the independent spirit of lecturers and students to be more innovative and creative.

The implementation of managerial functions is driven by leading functions. The leadership correlation in this study systematically contains the following: First, the leadership's projection of the implementation of the entrepreneurship program and considers it an important component in the quality of graduates (view). In detail, the view is defined as the leadership's view of the study of entrepreneurial management through the perspective of organizational culture.

The second is a form of appreciation for leadership. In this case, the Rector appreciates the entrepreneurship movement carried out in the form of policies. Appreciation can be understood as a form of leader appreciation for the performance of subordinates who automatically feel an integral part of an organization. The leadership's appreciation in the UNP student entrepreneurship program consists of five forms of activity, including (1) providing non-financial incentives, such as facilities for career development, granting dispensation in the form of thesis release for those who actively contribute to entrepreneurship development, and granting a Certificate of Companion Diploma for students who play an active role in student entrepreneurial activities; (2) the implementation of various kinds of self-development training in the form of an entrepreneurship training clinic (coaching clinic), workshops with the theme of entrepreneurship economics, supervising evaluation monitoring of entrepreneurship programs internally and externally, and training models of trainers and smart entrepreneur models/SEM. (3) giving rewards in the form of financial incentives for the best entrepreneurship program implementers, exemption from single tuition fees accompanied by the provision of working capital. (4) the leadership also appreciates them by providing work motivation to support them with BOPTN funds and other entrepreneurship programs. (5) Policymakers also provide trust in the form of delegation of authority to people who are trusted, SMEs engaged in entrepreneurship, such as: KOPMA, HIPMI PT UNP, dan UPKK.

The third is the art of leading entrepreneurship. The art of entrepreneurial leadership through the inhibition of observations is establishing communication through high entrepreneurial culture. Discussions related to the implementation of entrepreneurship programs are formal and informal. The leadership's ability to develop a priority list is called a *List*. Observing the *List*, the capacity of the leadership to compile a priority list to see the institution's potential. The list of priorities according to the priority scale, in this case, the Rector has priorities (1) time, by looking at the big agendas that are used as busy "market moments" such as birthdays - *Dies Natalis* - Graduation events, and big university events; (2) places, identification of commercial areas, tourist sites, and the UNP campus auditorium; (3) subject or entrepreneur for students who have successfully passed the entrepreneurship course can also be cross-faculty and inter-generational. (4) The basis for entrepreneurship development is in the form of entrepreneurial character, regional cultural characteristics, student entrepreneurial character both through startup and existing businesses and market segmentation;

The fourth is leadership knowledge (understand, entrepreneurship policy requires knowledge based on the entrepreneurial spirit). For this reason, leaders and implementing coordinators have an entrepreneurial vision proven through entrepreneurship programs that can be identified and measured. Fifth is an evaluation with a spiritual, religious frame).

Understand or a leader's understanding of the suggestions and opinions of lecturers and student representatives in the concept of developing entrepreneurship programs. The leadership shows the implementation of the understanding concept through the slogan "*Be a good listener*" and the work motto "*together we are excellent.*" Implementation of the evaluation is a form of assessment of the implementation of UNP's entrepreneurial management and becomes material for consideration in strategic policymaking.

Monitoring and Evaluation of Entrepreneurial Development Programs

The control function often coexists with evaluation activities. In the research context, it is interpreted as an internal control mechanism carried out by the leader towards subordinates. Meanwhile, the external control mechanism covers reporting accountability. The implementation of activity control includes determining the program coordinator's standard of action and taking corrective actions if needed.

The problem faced by managers is the gap between opportunities and needs. Entrepreneurship through analysis of available opportunities is expected to have a long-term positive impact than entrepreneurial motivation based on formality. Based on the results of the annual evaluation, the management managed to increase the monitoring evaluation to every week.

The PKK Technical Implementing Unit forms a monitoring team from the supervisory element, either from lecturers or externals who function as assistants. The goal is to monitor student activities with the status of recipients of entrepreneurship grants. At the end of the activity implementation process, UPT PKK conducts a thorough evaluation. UPT PKK UNP also holds meetings 2-3 times before implementing entrepreneurial activities (work programs).

The evaluation function is carried out by the campus entrepreneurship program manager looking at the accountability of reporting activities, budget accountability in student entrepreneurship development, and business unit profit reports.

Relevant studies conducted by (Winardi, 2017) (Aan, 2019) dan (Muñoz, 2013), they assume that openness to innovation is openness to change. The effectiveness of transformational change depends on the extent to which the organization innovates (Machado, Carolina, Davim, 2020). The following tabulation shows the differences in the paradigm of entrepreneurship development between traditional and contemporary views:

Table 2. Observation Results of Research on Development of Traditional Universities towards Entrepreneurship.

Characteristic	Traditional Model	Entrepreneurship Development Model
Decision-making	Not principled and tends to follow the decisions of the leader/supervisor/boss	Convince colleagues as advocates of ideas for the program that will be launched
Activity	Work from office	Flexible time for work, small business, and professional
Background		
Main Motivation	Work expecting a reward	Although there is a reward system, individuals focus on freedom and developing talent
Program Operation	Delegating and lots of supervision	More directly involved
Risk Taking	Vigilance	Moderate
Status	Very considerate	Be objective regardless of status
	Overprotective	
Fault	Avoid a mistake	Get used to mistakes

Higher education policies refer to government regulations in favor of developing an entrepreneurial culture, including entrepreneurship courses, internships in entrepreneurship, business work courses, new entrepreneur incubators, job placements in the industry and business sectors, procurement of business consulting, and government intellectual business synergy activities. In 2009, UNP established a Student Entrepreneurship Program (PMW) (Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset Teknologi dan Pendidikan Tinggi, 2018). The strategic policy carried out by UNP is to make entrepreneurship a compulsory subject in all faculties. The revitalization program that UNP has carried out since 2017 includes four programs focused on (1) entrepreneurial skills, (2) development of personal

social skills, and (3) business skills and financial management. The characteristics of the UNP integrative entrepreneurship development program are described in the following table:

Table 3. Characteristics of UNP's Integrative Entrepreneurship Development Program

No	Program Components	Realization of Entrepreneurial Activities
1	Public Lecture on Entrepreneurship (General Entrepreneurship Stadium)	<ul style="list-style-type: none"> a. Entrepreneurship socialization activities b. A place for consulting and entrepreneurship development. c. Paradigm change by increasing students' motivation and confidence to be independent
2	Work Learning Activities	<ul style="list-style-type: none"> a. One of the entrepreneurial activities oriented to the development of MSMEs aims to provide entrepreneurial experience for UNP students; b. Implementation of student activities by developing MSME production units owned by the institution; c. Activities for capacity building (entrepreneurship capacity building) include increasing knowledge, skills, personal qualities consisting of influence, motivation, attitudes, and actions); d. Market share analysis by surveying the voices of customer desires and efforts to fulfill needs by involving users - consumers;
3	Indonesian Student Business Competition (KBMI)	<ul style="list-style-type: none"> a. Activities that aim to provide capital assistance to students who are interested in the business world (can come from students who are members of PBBT, PKMK, and other entrepreneurial programs within the scope of UNP).; b. Empowerment activities include increasing student participation in solving entrepreneurial cases; c. UNP develops business activities covering five aspects: food and beverage, services and trade, creative business industry, production technology, and plant cultivation;
4	Implementation of Student Entrepreneurship Exhibition	<ul style="list-style-type: none"> a. Annual activity in the format of an entrepreneurship exhibition and a business meeting between students; b. The implementation of the activity is followed by students who have an interest in the business world.

Entrepreneurial development is essential to recognize the skills and attitudes that lead to the entrepreneurial nature of work without binding rules. Entrepreneurship is targeted at students who are still in college. Not only managerial factors but the increase in entrepreneurial competence is also determined by the motivation of the students themselves. Individual behavior that builds student motivation based on the findings is the student's view of the prospects of entrepreneurship in the future, referring to the level of individual evaluation in assessing whether being an entrepreneur is beneficial (positive) or detrimental (negative) (Jennifer & Gareth, 2012).

In research, the implementation of entrepreneurship development is also determined by social networks that can influence students' decisions to have a career as entrepreneurs. Social networks as facilitators in driving the entrepreneurial spirit are found in the external environment of the campus (family and community) (Rokhman & Ahamed, 2015).

The leadership management model described above results from field research at UNP. However, there are still some weaknesses, and the need for additional elements: (1) program sustainability refers to the university's long-term vision, which can later be shown in a cyclic sign (cycle); (2) making business legalities through the establishment of official business institutions to make it easier for students to issue products; (3) the effectiveness of funding through the proposal for granting a PMW budget ceiling, prioritized prospective UNP graduates considering that 40-50% of them will continue their business even though they are already becoming alumni of UNP; (4) The need for a mentor in the development of student

entrepreneurship in a university; (5) the application of the scrum method to overcome process barriers (time-sharing) in the implementation of entrepreneurial activities at UNP; (6) The addition of one key success indicator is called Sense of Diversity as something unique in the implementation of student entrepreneurship development activities (Religious Spiritual).

The urgency of entrepreneurship development in higher education is supported by Patricia's research (Patricia & Silangen, 2016), Ndoen (Ndoen et al., 2002). Figure 1 shows the model that researchers offer in student entrepreneurship at the State University of Padang:

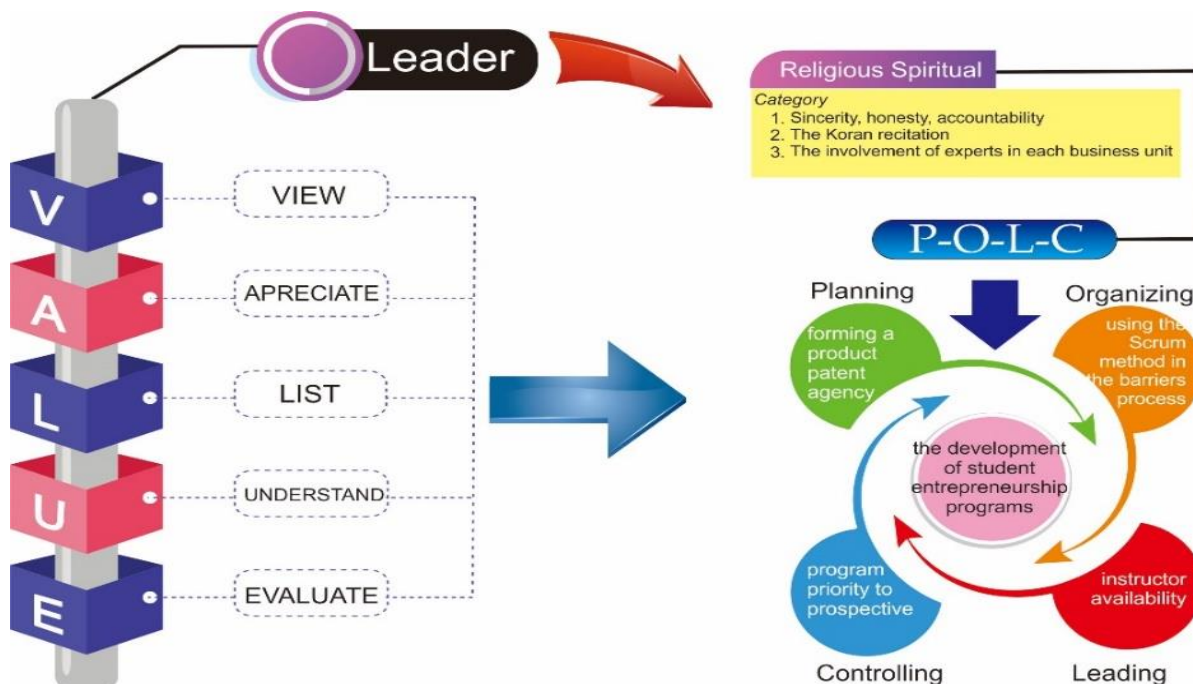


Figure 1. Novelty

Figure 1 describes UNP's entrepreneurial development and leadership practices. The activity construction starts from building a foundation based on religious philosophy. This point of view becomes a norm that gives spiritual, religious value. The value in question is based on a high sense of religiosity (Islamic) as an indicator with the highest position that regulates management course. Religious values formed in a strong campus culture. The planting of religious elements inspires ideas, actions, and behaviour at every step in the implementation of the institutional campus development model and individual leadership management, starting from View/perspective, Appreciate/award, List/Compilation of potential lists, Understand/understanding and evaluate/evaluate leadership within the framework of the POLC standard management function.

In management studies, managerial functions will not work well if the five elements in the leadership management above are not based on a series of management functions Planning, Organizing, Leading, and Controlling (POLC). Formal institutions of schools or universities are able to mobilize entrepreneurship development with an integrated entrepreneurship education pattern with the higher education curriculum. Informal religious events in certain cases are illustrated through community meetings, religious organizations, and entrepreneurship are able to play an important role in promoting and increasing awareness of Islamic entrepreneurship, which is integrated with the spiritual principles of entrepreneurship. This interaction indicates the fulfillment of several characteristics of *Muslimpreneurs* by UNP

leaders and shows the presence of spiritual religious elements in the development of entrepreneurship for UNP students.

Effective entrepreneurial practice is driven by a great deal of personal motivation. That is, students who have an independent spirit are able to read business opportunities. The reality that occurs on the campus field is able to become a facilitator in honing student entrepreneurship skills through business units, MSMEs, training education, implementation of entrepreneurial learning, access to institutional and industrial partnership networks, and other activities that contextually support entrepreneurship development. The effectiveness of the entrepreneurship program also takes into account the following aspects: economic and financial aspects, indicators of social and gender equality, educational background, production unit, sense of management responsibility, innovative program, and infrastructure improvement.

The research results on the entrepreneurship development model are contained in the effectiveness of policymaking and program operations. For example, UNP students becoming a priority as the acceptance of the benefits of the entrepreneurship program, UNP functions as a facilitator in the form of supporting organizations and business incubators. The value of local wisdom in the form of integration of Minangkabau culture is unique. The spirit of the Minangkabau community is thick with the spirit of entrepreneurship and trade.

The expected implication of implementing the entrepreneurship program on campus is the transformation of knowledge that can be taught starting from inculcating effective entrepreneurial attitudes and behavior so that UNP graduates become talented entrepreneurs and bring benefits to the people. The implementation of effective entrepreneurial management contributes to improving the national accreditation status of higher education institutions.

The proposed model starts with an administration phase that identifies student interests. Then, an assessment of the student's business proposal was carried out with in-depth interviews and observations. This is followed by the implementation phase, with the main activities of student entrepreneurship accompanied by intensive monitoring and evaluation. Institutional commitment and support for the learning environment, finance, and coordination between related parties are the main contributors to the sustainability of the program.

4. CONCLUSION

The practice of entrepreneurship development carried out by UNP is running effectively, as evidenced by the entrepreneurship program activities carried out starting from training education, procurement of entrepreneurship expos, etc. These activities provide a major contribution to the people and government of West Sumatra in various aspects of life. With the existence of MSMEs, Production Units, and multi-skilled students, they are able to create jobs, thereby reducing the number of unemployment, poverty, and social inequality. An entrepreneur can also produce new useful innovations for many people and can satisfy needs or wants. Development of entrepreneurial activities based on Islamic philosophy in the form of *Muslimpreneurs* with the characteristics of piety; (2) a sense of sincerity in *jihad* with their possessions and themselves; honest and responsible, uphold high accountability and have skills. The research has implications for changing the paradigm of higher education management on the importance of entrepreneurial competence so that it requires all components ranging from organizational components, stakeholders, and government.

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