Creative Entrepreneurship Based Learning Model Integrated With The Student Entrepreneurship Program (SEP) To Grow Creativity And Innovative Students

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Abstract. The aims of this research are to; 1) find out the entrepreneurship-based learning model that is integrated with SEP; 2) expert validation of the research model; 3) profile of student creativity and innovation; and 4) the effect of the model development results. The method used in this research is descriptive qualitative. The sample used is culinary education students contracting entrepreneurship-based courses, with as many as 78 students taken by purposive sampling technique. The results of the study show 1) Design of creative entrepreneurship models, namely (a) identification of business potentials and opportunities through market research; (b) business feasibility studies on similar products; (c) creation of Canva's business model and business proposal; (d) product development and production quality; (e) expansion of marketing of digital-based products; (f) administration of business activities and network improvement and (g) evaluation; 2) validation results have a score of 92%; 3) student creativity score is 87.6% and student innovation is 72.5%; 4) the result of the development model has an effect on student creativity and innovation. This implies that the developed model can improve student life skills.

Keywords: learning model, entrepreneurship, creative, innovative, student entrepreneurship program

1 Introduction

Entrepreneurship is vital for every economy, but many researchers argue that education and entrepreneurship in Indonesia are still less favored than in western countries. Meanwhile, Indonesia only has 1.56 percent or around 3,707,184 entrepreneurs from the total population of Indonesia [1]. There is not a single developed country without being supported by the presence of entrepreneurs [2]. The effectiveness of entrepreneurship education requires the concept of the actual state of the entrepreneurial world in the teaching and learning process. Curriculum development in enriching the entrepreneurial aspect may be a solution to unraveling the problem

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of educated unemployment in Indonesia. It is hoped that with the development and enrichment of entrepreneurship aspects in the curriculum, theoretically and practically, in the lecture process, it is expected to be a provision for students to think creatively and innovatively in entrepreneurship, furthermore, with a high entrepreneurial spirit and the ability to think creatively and innovatively. The entrepreneurial spirit exists in everyone with creative and innovative abilities and in everyone who likes change, renewal, progress, and challenges [3]. When students have creative and innovative ways of thinking to be integrated with the entrepreneurial spirit, they can create job opportunities and more easily adapt to a new environment, so they will be expected to become agents of change in society. They can support the development of a culture of entrepreneurship in universities. Someone who can be able to find new ideas and find new ways to solve problems and read the surrounding opportunities is a hallmark of creativity[4].

The purpose of learning entrepreneurship is also in line with the Student Entrepreneurial Program (SEP) organized by Unesa, which is not only to provide entrepreneurial skills in facing global competition but also to give birth to creative and innovative potential young start-ups, whose hope is that through this program students can apply classroom learning into SEP. The core of SEP is increasing the ability to create something new and different (create new and different) with creative and innovative thinking processes that will become opportunities [5]. Creative entrepreneurship is seen as creative entrepreneurs who are expected to create jobs in the community. Entrepreneurship is a person's ability to think creatively and innovatively, which is used as a basis and resource to seek opportunities to make changes toward success. So the purpose of this research is to

1. find out the entrepreneurship-based learning model that is integrated with SEP,
2. knowing the results of expert validation of the research model,
3. knowing the profile of student creativity and innovation, and
4. knowing the effect of the model development results on student creativity and innovation.

Through this research, researchers want to find a creative entrepreneurship model that can be applied to students so that it is expected to grow their entrepreneurial spirit and increase student creativity and innovation in entrepreneurship. The results of this study are expected to contribute to the gait of students in the entrepreneurial world so that they can reduce the number of educated unemployed in the future. It is hoped that the results of this study can be a starting point for finding a suitable model for entrepreneurship learning.

2 Method

The research method used in this research is descriptive quantitative. Descriptive research aims to obtain an overview of the characteristics of variables. In contrast, this study is to obtain an overview of the creative entrepreneurship learning model with a holistic or comprehensive approach and cannot be separated. Sources of data are also from documents and observations or observations. The data collection in this study is through interviews with resource persons.

In this study, research respondents were given a project to carry out culinary business activities. Tasks were given to respondents through three types of student worksheets: 1) market research; 2) business feasibility study; and 3) preparation of business proposals and Canva business models as well as business activity reports. The project is carried out in groups of 3 (three) people. The observations were made on students who have taken entrepreneurship courses. This

research was located in the Bachelor of Family Welfare Education Study Program, Faculty of Engineering, Unesa, from February to July 2022. In conducting the research, it was necessary to determine the population to be studied, namely the undergraduate students of Culinary Education. Determination of the population in this study using purposive sampling. In this study, the research subjects were undergraduate students of the Catering Education class of 2020, totaling 78 students. The results of the percentage of feasibility data are converted to eligible (85-100%), good (70-84%), fair (55-69), poor (40-54%), and bad less than 39% (Setiawan 2021).

3 Results And Discussion

3.1 Entrepreneurship Education Policy

In Higher Education, the government has established several programs that aim to foster an entrepreneurial spirit among students. These programs include the Student Entrepreneurial Program (SEP) and the Student Creativity Program for Entrepreneurship (SCPE). The Student Entrepreneurship Program (SEP) is part of the education system in higher education which has been launched since 2009. SEP at Unesa needs to be held massively and done seriously because it is not only to increase student competition in the field of entrepreneurship but also to reduce the number of educated unemployed who are not absorbed by the industry. Therefore, entrepreneurship is considered the right solution for students and alumni. Increasing the number of entrepreneurs will significantly help the country's economic growth. The purpose of implementing SEP is intended to

1. foster entrepreneurial motivation among students;
2. Build an entrepreneurial mental attitude, namely: self-confidence, awareness of their identity, motivation to achieve a goal, never giving up, ability to work hard, creative, innovative, daring to take risks with calculations, behaving as a leader and have a vision for the future, responsive to suggestions and criticism, can empathize and social skills;
3. Improve the skills and skills of the students, especially the sense of business;
4. Develop new entrepreneurs with higher education;
5. Create new business units based on science, technology and art; and
6. Building business networks between business actors, especially novice and established entrepreneurs.

SEP fund allocation is not entirely for a capital student. The SEP program implementation mechanism begins with 1) conducting socialization with students; 2) identification and selection of students; 3) entrepreneurship provision; 4) preparation of business plans while doing internships in Small and Medium Enterprises (SMEs). Furthermore, to get support capital in the context of establishing a new business, students must submit a business plan that is eligible for selection by the "Selection Team" consisting of elements of banking, SMEs, and universities executive height. Employers are actively involved in providing operational guidance to entrepreneurship. The existence of institutions responsible for entrepreneurship education programs is one of the essential considerations for the Directorate General Higher Education to support the university concerned. In efforts to create prospective young and educated entrepreneurs or young entrepreneurs beginners, cultivating an entrepreneurial culture in higher education can be started through Entrepreneurship Lecture/KWU [6].

3.2 Creative Entrepreneurship Learning Model

A humanistic theory approach uses a personal model of creative entrepreneurship learning through business practices, including market research, business feasibility studies, preparation of business proposals, making Canva business models, and business implementation. The creative entrepreneurship learning model can be depicted in Figure 1.

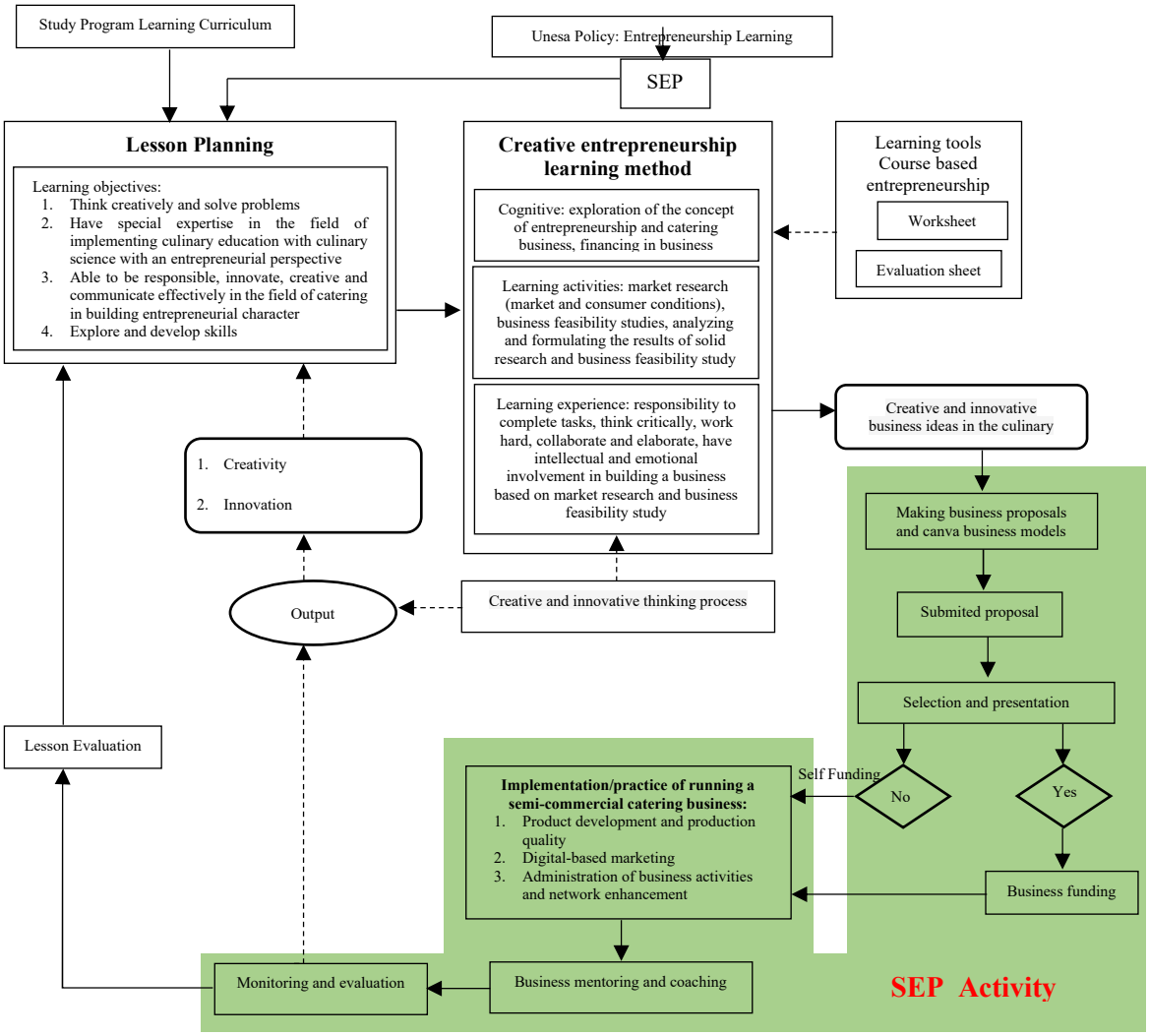

Fig 1. Creative and Innovative Entrepreneurship Learning Model Integrated with SEP

Creativity-based learning emphasizes business management resulting from creative and innovative thinking processes through learning activities. At the beginning of learning, the lecturer conducts brain storage with students regarding learning objectives and methods integrated with SEP activities. The goal is that students understand the concept of entrepreneurship, the implementation of the PMW program, and the urgency of entrepreneurship in the industrial revolution 4.0 so that learning objectives will be achieved. Learning activities are arranged systematically to generate creative and innovative business ideas based on consumer needs and market conditions. To get business ideas, students must first understand market conditions and what consumers need/taste, so they must do market research. The business idea emerged based on the results of market research. After the product to be used as a business has been identified, the next step is to conduct a business feasibility study from Udha with similar products to minimize the occurrence of risks in the future, both things that can be controlled and things that cannot be controlled.

The design of this creative entrepreneurship learning model was validated by 2 expert lecturers in the field of entrepreneurship and economics and 1 creative industry person. The following are the results of expert validation:

Table 2. Validation Results

No	Aspect	Validator		
		V1	V2	V3
1	Model syntax	13	14	14
2	Social syntax	40	34	44
3	Reaction principle	20	26	18
4	Support system	17	17	19
Total scor		90	91	95
Precentage (%)		90%	91%	95%
Avergae			92	
Criteria			Elligible	

The results of the validation calculation above show a percentage of 92%. The results are then converted in table 1 with very feasible criteria. There are several inputs from the validator for model improvement, including completing the assessment rubric in detail, adding information sheets when giving projects to students and re-checking the systematics of writing reports so that efforts can be measured properly. [7] stated that the learning model is a pattern that functions to facilitate the implementation of the curriculum to achieve learning objectives consisting of (1) syntax, namely the sequence of steps for learning activities, (2) the principle of reaction is the reaction of lecturers to activities carried out by students, (3) a support system is a facility needed in implementing the model, (4) a social system, namely a description of the various roles of lecturers and students, hierarchical relationships between lecturers and students, various rules to encourage students[8]. In addition, it is also supported by the theory of planned behavior (TPB) from Ajzen, which states that the formation of human behavior begins with consideration, then comes the will, and then behavior arises. When the creative entrepreneurship learning model is applied and then rationalized by students and lecturers, it can facilitate entrepreneurial activities well because it is supported by research results and existing theories then arises the will to apply and carry out according to model procedures [9].

3.3 Student Creativity

Based on data obtained from the field, in general, the description of student creativity is outlined in Table 3. From the assessment of 78 respondents in Creativity, with a total of 8 question items referring to [10] obtained values as in the table above with a total of 2627. To find out the answers to these responses, they are categorized in the form of weighting with an ideal score per item is 375. Based on the weighting, the student creativity is considered very good, as much as 87,6%, which means students have high Creativity in entrepreneurship learning activities in this case in order to complete business practice assignments.

3.4 Student Innovation

An innovative entrepreneur is known to have the ability to combine imagination and creative thinking systematically and logically [11]. This combination is an essential provision for success in entrepreneurship. According to [12], there are 4 processes for applying innovative capabilities: Invention (invention) is an entirely new product, service or process. Development (extension) is a new use or application of existing products, services or processes. , Doubling (duplication) is the creative replication of an existing concept, and Synthesis is a combination of existing concepts and factors in a new use or formulation. Based on the data obtained from the field, in general, the description of students' innovative spirit is described in table 4. From the assessment of 78 respondents in Innovative students, with a total of 6 question items obtained values as in the table above with a total of 1502. To find out the answers, the responses are then categorized in the form of weighting.

Based on the weighting above, students' innovative spirit is considered good, which means that students have a relatively good innovative power in entrepreneurship learning activities. In this case, it is necessary to improve students' innovative spirit to be even better in the future. According to [13] thought, innovation is related to the improvement of something that not only entails creating something new but also involves applying what has been created to solve an existing problem. Following this line, [14] noted that innovation involves introducing ideas from outside an organization through creative processes and linking these ideas to products and processes. According to them, all innovation begins with identifying a problem, continues with adopting an idea and results in developing a solution. According to [15], innovation is crucial for several reasons: 1. The existence of technology that changes very quickly in line with the emergence of new products, processes and new services from competitors, and this encourages entrepreneurial efforts to compete and succeed. For this reason, it is necessary to adapt to new technological innovations. 2. The impact of environmental changes on the product life cycle is getting shorter, which means that old products or services must be replaced with new ones quickly, and this can happen because there are creative ideas/thoughts that lead to innovation. 3. Markets/consumers today are more demanding to fulfill their needs. The existence of the fulfillment of the need to expect more in terms of quality, renewal, and price. For this reason, the ability to innovate is needed to satisfy market/consumer needs while retaining consumers as customers. 4. As markets and technologies change rapidly, good ideas can be more easily imitated, requiring methods for using products, new and better processes, and continuously faster services. 5. Innovation can lead to faster growth, increase market segments, and create a better corporate position.

3.5 The Effect of SEP's Integrated Creative Entrepreneurship Learning Model on Student Creativity and Innovation

The influence of the creative entrepreneurship learning model on student creativity and innovation can be seen in the following table:

Table 3. t-test Learning Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.525	59.369		.632	.535
	Y1	1.878	.646	.757	2.905	.009
	Y2	1.124	.317	.616	3.548	.002

a. Dependent Variable: X

In the creativity variable, the value of B1 = 1.878 with t = 2.905 and Sig. = 0.009. Therefore the value of Sig. <0.05, then Ho is rejected, which means that the learning model positively affects student creativity. For the innovation variable, it is found that the value of b2 = 1.124 with t = 3.548 and Sig. = 0.002. Therefore the value of Sig. <0.05, then Ho is rejected, which means that the learning model positively affects student innovation.

The creative entrepreneurship learning model used in the Catering Business Management course uses a personal, humanistic model approach so that each student is free to be creative in completing their respective tasks, where educators encourage each student to be enthusiastic about learning. Based on research data shows that creative entrepreneurship learning is considered very good, which means that students feel there is a positive encouragement from the lecturer to learn so that students can take part in learning where the most significant value is obtained in the amount of confidence in the business practices that are made. In line with this, [16] stated that three entrepreneurial factors could be applied to student learning: curricular programs, extracurricular programs and social education. PMW is one of the extracurricular programs in which students can participate. Curricular and extracurricular programs for entrepreneurship have a positive influence on student attitudes and entrepreneurial abilities. The innovative, creative approach has been proven to increase students' creativity and innovative spirit [17] to increase students' interest and independent character. The innovative, creative approach has proven to be more effective than other approaches because lecturers guide it during the implementation and reflection stages [18].

Based on the research results above, it is known that the creative and innovative entrepreneurship-based learning model with the learning cycle constructivism learning model is more effective in instilling students' entrepreneurial spirit. This is because the learning cycle constructivism model requires students to construct their knowledge actively. The constructivist model ensures that students construct the meanings they get in learning. By constructing meaning, students can understand the concept of the material [19]. So when students construct their knowledge about creative industries, they will understand the importance of creating creative industries for themselves and society. Through this meaning, the entrepreneurial spirit for taking the initiative increases. In addition, with the learning cycle constructivism model, the teacher gives examples of successful types of creative industries and invites one successful entrepreneur to engage in creative business so that it increases students' willingness to explore

ideas related to the creative industry. This follows the opinion of Paris, Scott G. Byrnes, James P. Paris (2001), which state that students can actively construct meaning if the lecturer constructs activities that can allow students to explore ideas. Constructivist learning has the meaning of studying in depth so that students can construct the general information that has been obtained by exploring and reviewing the information that they already have; in line with this, [20] and [21] state that teaching develops students to explore and reflect on their experiences. Reflection in the constructivist learning process can also increase the spirit of accepting risk.

4 Conclusion

To develop entrepreneurship as a whole to students with final results in the formation of young entrepreneurs, a learning model is needed for creative entrepreneurship. The conclusions from the research results are:

1. Design of creative entrepreneurship models, namely (a) identification of business potentials and opportunities through market research; (b) business feasibility studies on similar products; (c) creation of Canva's business model and business proposal; (d) product development and production quality; (e) expansion of marketing of digital-based products; (f) administration of business activities and network improvement and (g) evaluation;

2. The results of the alhi validation have a score of 92%, which means it is feasible;

3. Student creativity profile is 87.6%, and student innovation is 72.5%;

4. Model development results affect student creativity and innovation

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