The Influence of the Entrepreneurship Subject 4 (Four) Curriculum and 7 (Seven) University of Ciputra Entrepreneurial Spirit towards the Students’ Skills to be Entrepreneurs

JE. Sutianto¹, Natalia Christiani²
¹International Business Management Program Study, University of Ciputra, Surabaya, Indonesia
²Language and Culture Center, University of Ciputra, Surabaya, Indonesia

Abstract

In the current situation, the most favorite schools for studying to the graduated high school students are business schools. The students expect to get the business knowledge, skills and practices. However, business schools could develop a curriculum which teaches students to be entrepreneurs that have entrepreneurial skills to show up their talents in business and either to motivate others in institutional environment. It is noted for the business schools to develop an attractive curriculum to learn business strategies itself. Researchers figure out that changing the students’ mind and reaction to be more critical in learning and applying the business lessons. The curriculum keeps tightening the origins and the nature of mark loan by developing general strategies and tactics to deal with, such as in creating a brand, the packaging, and the price. Using the concept of mark loan, it is to examine how recent development of doing mark loan may be affecting students’ attitudes toward their acknowledgement in business schools. Business schools environment used is needed to remain its changes by combining resource-based theory and the business strategies. The influence affect students’ attitudes and beliefs towards the success of entrepreneurship subject 4 curriculum towards the students’ skills to be entrepreneurs.

Keywords: entrepreneurship subject 4, curriculum, entrepreneurial spirit, build-up characteristic

I. Introduction

The Indonesian higher education schools are nowadays trying to give different styles of teaching and learning. The joy of learning has been changed by the monotony of control and standardization. Most of the schools, especially business schools give the best methods which are useful to teach, to assess the effectiveness of their teaching programs and to make research in the field. According to Burrello et. al (1942, 1) that school is somewhere these kind of students go because they have to. School does not foster their learning, nor does it challenge them to become independent workers or active citizens. This perception makes this paper is deserved to be shared to all readers concerned with the education going on in this country, especially for those who teach and/or taught business knowledge.

There are many business schools as the options for the students today to learn not only from inside of the school but also they must learn how to respond to social, economic, and technological situations that are simultaneously new and rapidly changing. Schools, again stated by Burrello et. al (1942, 2), are not providing students with what they need to know and do in ways that are motivating or inspiring to learners minds grappling with dynamic social conditions. Students’ personalities and society collectivities are being concerned to prepare students for life in the future.

Many business schools, nowadays, initiate trigger a number of activities at the business unit level as the implications of a strategic initiative are explored and developed across different functional units. These activities become a brief review of the traditional approaches and educational tools, such as lecturers and businesses planning, to teach what is called entrepreneurship at university level or higher education schools. These are few examples in which business schools experience in increasing number of corporate change initiatives. Business schools