



Entrepreneurship Learning Model Based on Local Wisdom for Increasing Student Creative Business

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ABSTRACT

Creativity is the most important thing to make ends meet. With creativity will create a variety of innovations that are useful both for themselves and others. Today local wisdom is a dynamic source of knowledge. Entrepreneurship based on local wisdom in improving student business can be a development for entrepreneur learning models at the College of Education and Teacher Training (STKIP). This study aims to identify the values of local wisdom and the creative endeavors of students to find entrepreneurship learning models on campus. This research uses depth-interview method and non-participation observation. To obtain the validity of the data triangulation was carried out with three creative business entrepreneur of student who were informant in this study. The results of this study are the reconstruction of entrepreneurial learning models based on local wisdom. In addition, intrapreneurship and entrepreneurship managerial behavior influenced by environmental factors. This research is useful for creating entrepreneurship learning models among student and can be used as a guide in entrepreneurship development.

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1. INTRODUCTION

Entrepreneurship is an important part of economic development. If someone has an entrepreneurial spirit, he will have high motivational/dream characteristics (need of achievement), risk taker, innovative and dependence. By its nature, if there are few opportunities and opportunities, he is able to change, produce something new, new relationships, accumulate capital, both in the form of upgrading and producing new businesses. With this business, it will move the raw material/budget to "change shape" that is more valuable so that eventually consumers want to buy it. In this process, there will be an exchange of goods and services, both in the form of natural resources, money, social resources, opportunities and human resources.

In economics, if something happens, it means there is economic growth, and if there is economic growth, it means that there is development. The object of an entrepreneur is a creative industry, where the creative industry is a place for an entrepreneur with an entrepreneurial spirit to develop himself into a strong subject. Entrepreneurs and creative industries demand "innovation and creativity" for the purpose of generating economic profit for all parties involved.

The creative industry is an integral part of the creative economy. The creative industry is an industry that originates from the use of creativity, skills and individual talents to create welfare and employment through the creation and utilization of the individual's creative and creative power. Indonesia ranks fourth, after the US, India and the United Kingdom based on advertising demand through mobile advertising (Kompas, January 1 and November 23, 2003). The creative industry has been claimed to be a driver in the knowledge-based economy and facilitator for other industries and service industries (Hesmondhalgh, 2009).

In 2010, in East Java Province there were 10 small medium enterprises with a production value of Rp. 66.838.000.000 (DISPERINDAG East Java Province, 2013). By considering superior products that are loaded with the entrepreneur's creative abilities in developing themselves, this study chose East Java Province as the study area with consideration; 1) Creative economic actors everywhere have the characteristics to try to survive in the midst of pressure; 2) Crafting educational games contains elements of a high challenge of creativity to win competition and become a superior product; 3) Entrepreneurial figures who succeed in lectures, can be a model of entrepreneurship development

typical of local communities, because they have understood internal and external conditions, competition and business cooperation with social challenges that can be transmitted to other business actors; 4) Every work of refusing wisdom has its own characteristics in terms of cultural, social, and individual behavior of entrepreneurship, so that the local model can be used as the basis for making local government policies. The wisdom of the local culture itself is local knowledge that has been so integrated with the system of beliefs, norms and culture and expressed in the traditions and myths that are adhered to for a long time. To carry out creative industries in the region, anyone should first know the mind-set and what is the target of development.

Entrepreneurship learning has developed as an important study in the research and development of entrepreneurial paradigms related to the study of entrepreneurial academic studies and practical development for new entrepreneurs, but the research is still rare and not many are well understood (Deakins, 2000; Nasiru, 2015a, 2015b;). Entrepreneurship itself is a learner, who continuously explores successful desires from his life journey (Franco and Haase, 2009; Afandi, 2018; Mursalin, 2018). Minniti and Bygrave (2001) suggest that entrepreneurship must be understood as a learning process where theories about this phenomenon require learning theory. This research is compiled based on entrepreneurial learning studies in creative industries in the student environment that explore questions; "How do entrepreneurs learn from the knowledge they have learned in the campus to increase creativity as entrepreneurs?"; "Is there a significant process of experience in learning related to entrepreneurial learning theories that can be developed into an entrepreneurial learning model?".

Entrepreneurship is an interrelated process in order to create, recognize and act because of opportunities, by combining innovation capabilities, decision making and self-confidence, this is consistent with the definition by Shane and Venkataraman (2000). Learning is emerging as a logical process in which people develop the ability to act differently, which consists of knowing, doing, and understanding the situation. Through learning, people build meaning through contextual experience and create new realities. Second, entrepreneurship and constructive learning are basically behavioural and social processes. The term entrepreneurial learning thus means learning to recognize and act on opportunities, and interact socially to start, organize and manage businesses. Based on the empirical conditions of the creative industry and the theoretical framework that supports entrepreneurial learning, the focus of this study seeks to describe the values of beliefs that shape business attitudes and behavior, the process of internalizing values, and actions of entrepreneurs in managing businesses. On the basis of these findings, it is expected to find a model for developing wisdom-based entrepreneurship learning as an economic reinforcement of the community.

2. METHODS

This study included qualitative research with a social constructionist approach (Gergen, 2009), narrative (Polkinghorne, 1988) and interpretative (Smith et al. 2009). The narrative approach becomes recognized as a valid method in interpretive study of entrepreneurship. The research subjects were students of creative industry entrepreneurs in the Bekasi School of Teacher Training and Education (STKIP) by choosing three entrepreneurs who were believed to be able to represent the creative business figure of students based on local wisdom. The researcher acts as a research instrument that seeks to record data directly through depth-interview and non-participatory observation of the life experiences of three business people.

With the help of instruments in the form of interview guidelines, interview recording tools and documents, and camera photos, each interview was recorded and coded with a set of categories developed through discourse analysis (Potter and Wetherall, 1987). The key informants chosen in this study were the three main figures who represented the figure of the SME entrepreneur (Student Creative Business). From the three business informants, it is hoped that extensive and in-depth information will be obtained according to the scope of the results and focus of the research. The three informants of the business group are the business leaders of educational games (Rizal), the head of the translator clinic (Ifan), and the chairman of the event organizer for Early Childhood Education (Ani).

They have participated fully in this research, and they do have a business background with an active commitment to help grow and develop creative businesses in innovative ways. Other considerations that have been set for selecting entrepreneurs (informants) are; 1) Resource persons become pioneers in pioneering and always have creative ideas to overcome entrepreneurial problems and use different platforms from their competitors, are known in market leadership (market leadership), not just followers in the creative industry, have a strong brand image in the eyes of consumers; 2) Providing strong contributions and commitments in similar industries, so that it is often a place for questioning by other student entrepreneurs with employees of more than 5 people and have been in business for more than 2 years, with strong business and social networks; 3) Having the accuracy, accuracy of good access and being maintained with all circles both government, the surrounding community and consumers; and 4) Always be creative in input, process and output by caring about the vision of the future development of the creative industry in the field of business. Validity or validation of qualitative data is done by researchers through triangulation, member check, audit trail. Triangulation is an attempt to see phenomena from several angles, verify findings using various information sources and techniques.

Triangulation researchers did to the chairman of the student entrepreneur group. Member check is to check the correctness of the data by returning the data to the data source to be verified. There are two stages of member check

that researchers do, namely; done immediately after the data entered during interviews and observations, and after the recording data is transcribed. Audit trail is an effort to examine conformity between the findings of researchers and data collected through tracking of field notes, collection methods and analysis techniques. In this study, an audit trail is open to anyone. Continuous observations of researchers do so that they can see phenomena in the background of the study carefully, in detail and in depth.

Discourse analysis and thematic are used to interpret the narrative of the life stories of three entrepreneurs in the creative industry. The scope of interviews includes career stories in starting a business and exploring life experiences as entrepreneurs in essence the core process of self-learning that can be learned and taught to others, such as their reasons for deciding to start a business and various business experiences, business strategy changes are a core part learning. This learning experience is used to support the development of a conceptual model of entrepreneurship. This in an effort to show the relationship between the emergence of entrepreneurial identity, learning as a social process, the ability to see opportunities, and the formation of business as activities negotiated with external parties. The stages of qualitative data analysis include transcription, data organizing, recognition, and coding. The steps for implementing data analysis include; data collection, transcription, organizing and reducing data, coding data, presenting data, and drawing conclusions or propositions.

3. RESULTS AND DISCUSSION

The results section presents findings based on the perspective of entrepreneur typology, values believed, internationalization of values, actions in business, entrepreneurial learning models.

3.1. Typology of entrepreneurs studied

Based on the perspective of the entrepreneur typology, the results of the analysis show that the entrepreneurs studied are in the category of Craftsman type entrepreneurs. Entrepreneurs studied have a tendency to shape and influence the communities around them. This can be seen from the profiles and values that form and form within each informant. The creative endeavors of students have a high learning spirit with proof of the existence of a text book with a guest and tirelessly participating in business development training anywhere because they enjoy learning from others, the values of entrepreneurship can emerge by imitating others, and there is an effort next generation of entrepreneurs.

3.2. Effect of social entrepreneurship

Based on the perspective of entrepreneurial social influence, the research findings show that there is a dependency culture, pilot culture, traditional and religious culture, a culture of success and failure, social security networks. On the socio-political side, the interdependence of business people has the principle of mutual help, with efforts to provide examples with the support of the ability to

create, hold traditions, and joint commitment on the sociological side, personality with the availability of local resources and government support.

The entrepreneurs studied have a strong pilot culture in an effort to support the existence of social security networks in the community, with their ability to provide inspiration according to their respective capacities. Local culture and religious religion (Islam) color sociological behavior which is inseparable from the individual behavior of the three informant entrepreneurs. This traditional social behavior colors their vision of business success and failure, makes them steadfast and persistent, has self-control ability, confidence and flexibility in doing business. Responding to the successes and business failures of these three entrepreneurs, it can be analyzed that doing business does not always experience success and tends to fail several times. Responding sociologically, for them failure and success for them have been supported by social networks around the business, mutual dependence awareness actually leads to fortitude and perseverance and strives to be independent, learn from success and failure, make energy and enthusiasm to try. Social security networks in relationships with consumers, suppliers, business partners, and associations are the core that cannot be separated from entrepreneurs on campus.

This social constellation has formed a vision, a culture of interdependence, commitment to others, in conditions of market uncertainty, creativity and flexibility with the role of government as a policy controller in industrial centers as well as independent entrepreneurs on campus. Social security networks that mean the synergy of business people seem to be a social fact that cannot be ignored in forming an entrepreneurial learning model.

3.3. Entrepreneurship personality perspective

From the perspective of entrepreneurial personality, research findings show that the personality values possessed by entrepreneurs include; tolerance to risk, tolerance to uncertainty, vision, capacity to inspire, creativity, firm internal supervision, steadfast and persistent, self-control, self-confidence, energy/high morale, proactive, motivated independently, flexible, learning ability, commitment to others. Tolerance to risk always means that negative risks are faced firmly by entrepreneurs. From their narratives, there are sides where tolerance to risk has strengthened their personalities in the context of encouragement to be more independent, steadfast and persistent, proactively dealing with problems, actually leading to creativity and making it an inspirational capacity and learning opportunities when facing existing risks. Tolerance to uncertainty is basically carried out with different strategies by actors, it can be with strict internal control of employees, building networks with established entrepreneurs, and tolerating the risks faced.

Self-control ability is the internalization of learning outcomes because there are no businesses that do not fall up and this is ultimately related to the growth of self-confidence in doing business. The struggle to never give

up with the support of different educational backgrounds does not dampen the attitude to struggle and encourage the choice to be independent is the values that exist in entrepreneurs.

4. Entrepreneur macro condition perspective

From the perspective of the macro environment or the outside environment of entrepreneurs, the research findings show that there are several conditions that shape attitudes and business behavior, namely; changes in market conditions, availability of local environmental facilities, control of the availability of local environmental resources and facilities, access to finance, ability to build partners and alliances, and the role and support of the government. These environmental conditions have sufficient meaning in shaping the attitudes and behavior of entrepreneurs.

5. Learning model findings

The entrepreneurship philosophy of the three presumably has brought this research to the conclusions of the model that was formed from the entrepreneurial behavior of creative industries on campus. Overall the original model of entrepreneurship is essentially a form of creative action by the three-business people in seeing competitive market conditions and strong personal and social characteristics, and changing market conditions.

The research findings show that the typology of the three entrepreneurs has the same tendency as the "craftsman" typology of entrepreneurs, who have traces of business from parents. But not always following the ideas of values that come from parents, they always strive to learn from the environment and always strive for renewal. There are two types of informants, although there are those that reveal explicitly or not, clearly the three are included in the "craftsman" domain in the context of the opinion that defines craftsman as "The craftsman" which includes products or services directly to customers and who Generally enjoy doing so.

Sociologically, the findings are because the three have the Craftsman typology according to A Ward (2005) and this type of analysis of findings has 5 basic characteristics that shape and encourage them to become entrepreneurs, namely, Dependency culture (cultural interdependence); 1) Role model culture (pilot culture); 2) Culture of respecting traditions and religious values (Tradition and religious culture); 3) Positive culture responds to success or failure (failure/success culture); 4) and have a Social safety net; 5) This finding succeeded in describing and analyzing the sociological characteristics and personality characteristics of the three entrepreneurs as a whole or together, although as a note that one sociological and personality characteristic would be related to each other on each existing item and characteristic of entrepreneurial behavior they.

Both of these characteristics intersect in the attitudes and behavior of informant entrepreneurs, it can be a social characteristic in it contains elements of personality that are inherent in themselves. As values that are normatively

carried away from the life experiences of each entrepreneur.

As stated by Mitchell (2002) entrepreneurship in a person initially arises from the objective reality that exists in society in the form of symbols, work, values, beliefs and expectations. Regarding how students learn from entrepreneurs, is there a significant process of experience in their learning. This theoretical study is related to the part of individual human limitedness, where entrepreneurs need social processes in entrepreneurial learning (Davidson et al., 2001; Usmadi, 2018).

This concept certainly does not ignore the contribution of economic theory, Kirzner (1973) observed the importance of learning in the entrepreneurial process. Binks and Vale (in Rae 2005) argue that there are limitations to economic theory in understanding human sociological and psychological aspects of entrepreneurial behavior. Recent studies concerning entrepreneurial cognition, from Mitchell et al. (2002) and Ojastu (2010) have been limited by the cognitivist paradigm of individuals (not social) and conceptualization of the brain (not behavioral) in their research. Armed with such meaning, entrepreneurship in a person initially emerges from the objective reality in society in the form of symbols, work, values, beliefs and expectations.

This person continues to grow with various kinds of relationships, interactions, integration and acculturation so that the identity of the person concerned will emerge. The main conclusion that can be drawn from the extensive writings on entrepreneurship education is that education can provide cultural awareness, knowledge and skills for entrepreneurship, "art" entrepreneurship practices are learned through attempts to directly engage in business rather than the educational environment (Jack and Anderson, 1999; Fonna, 2018).

Learning must be explored as a contextual and active process rather than just pure education, which raises the second question, can the framework be created to understand entrepreneurial learning. The cognitive paradigm has also dominated learning studies, and is limited by using the concept of individual information processing to understand the human mind and the ability to learn that divides individual learning can be in the form of learning by doing, reflection when comparing situations and imitating them (Bandura, 1986; Thahir, 2018). Learning can also be seen as a cognitive process by taking and structuring knowledge. The research findings about the personal characteristics of entrepreneurs, supported by Deakins (1998) which show they need to be achievement oriented, take account of risk, high localized internal locus control seekers, tolerant of ambiguity and visionary.

Given that risk taking for uncertainty is always sought to be a certainty opportunity. The study of personality becomes interesting because it involves the internalization of what happens to the individual entrepreneur as a result of the life experience he experiences when interacting with his environment. So it is not an exaggeration to say that descriptive stories presented as informants have deep

meaning in the formation of attitudes and actions as entrepreneurs.

The above conditions are consistent with the deepening of cognitivism from Mumford et al (1995) which developed a theory of experience and social learning that combines action, conceptualization and social practice where the role of leaders and social factors determines, while contributions from language, constructivism, and discourse in understanding learning. The meaning of learning is the ability to capture experience and develop it into meaningful which is the culmination of learning itself.

This provides a conceptual basis for entrepreneurial learning models that accommodate social participation and human action and cognition, enabling sophisticated learning theories to be applied to entrepreneurship. This also allows the development of the conceptions of entrepreneurial individual learning (Rae and Carswell, 2001). Cope and Watt emphasized the importance of mentoring to interpret critical events faced as learning, so that learning outcomes became effective.

Sullivan (in Rae 2005) emphasizes the importance of client-mentor matching in successful mentoring. He said that knowledge, skills, and learning can be facilitated when needed by entrepreneurs, taking into account the level of the entrepreneurial life cycle, from which learning resources are internal and external. Broadly speaking, the personality of an entrepreneur in Deakin (1998) is motivated by its orientation which always achieves, calculates itself to take every risk, controls control that is high, innovative, tolerant of diversity and visionary, and always strives to solve problems rather than finding problems. From the narratives of business people, the soul inherent in the form of internalizing values in their daily lives, does not take place in an instant.

Theoretically and practically their learning process is realized in the form of behavior in the form of instincts and thoughts (cognitive) and management skills. Any business environment, large or small, essentially has the same structure where challenges and problems always exist. So if the facts of the findings above provide an indication that before they are now also learning, trying to manage and consolidate relations with various parties is the thing that should be. As stated that looking at small and medium enterprises is essentially the same as large companies they need good management methods and the perpetrators must have skills where they must continually learn.

The third type of entrepreneurial student shows an effort to maintain a harmonious relationship with the environment, which is characterized by mutual exchange of knowledge with business partners and bureaucracy, as well as outside sources that influence them. As an entrepreneur, it is always looking for and ready to face challenges, and respond to them, manage them to read opportunities by focusing on consistently working.

This is clearly in the soul of small companies and also large companies. The conclusion regarding the management of small companies is that skills are still

needed in the form of behavior to perpetuate business operations, although the level of depth and breadth of business differs from large companies, the difference is more in the variety and types of small industry jobs that have different scales. But the note is that even large industries depart from small industries, so the learning process will always be experienced by each party.

Relatively easy financial access to the three business actors, the ability to build alliances as chairman, and the closeness with customers with experience as marketers has caused them to have the ability to control local environmental resources and facilities (employees, raw materials, markets). Realizing this condition, researchers also included managerial theoretical elements of entrepreneurship into a context that could complement the learning model built by including variables that change the market environment with all conditions, the availability of unique resources and local campus environmental facilities that had been anticipated by the three entrepreneurs with their creativity. have to run their business with concrete actions in the form of technical capabilities.

Technical capabilities which in this case are needed are skills to run and manage business, in the form of entrepreneurship and intrapreneurship. This study supports the awareness that the act of entrepreneurship in the essence of entrepreneurship is the ability to manage the company with the support of technical capabilities and behavior. Technical capabilities in developing small and medium enterprises, marketing, finance, strategic planning, managing human resources, production management, overcoming legal problems, quality management and managing environmental management.

Intrapreneurship is essentially managing management into, by fostering an entrepreneurial spirit for members of the organization, which in this case is encouraging innovation capabilities in the process of product management and management. This capability appears to have two facets that are owned by entrepreneurs, namely the technical capability in the form of an invitation to employees to develop small and medium businesses, marketing, finance, strategic planning, managing human resources, production management, overcoming legal problems, logistics management and managing environmental management.

While the innovation of behavioral capabilities is built through the ability to communicate and make predictions, negotiation, creativity, decision making, delegation of power, maintaining relationships with customers and suppliers, providing motivation, solving problems and forming teamwork, elements that are essentially also in the ability to behave in entrepreneurial.

As a proposition, the model is an abstraction of the actual system, in a simpler picture and has a percentage level that is comprehensive, or the model is an abstraction of reality by only focusing on some traits of actual life based on Rae (2005), Priyanto (2009), Ojastu (2010) and Model A Ward (2005) who synergize with the behavior of local

wisdom of creative Industrial entrepreneurship, researchers want to look for the possibility of developing models in processes in the field, because theoretical functions in qualitative functions only as material thinking without having to be absolutely bound the theory.

Personal and social emergence is the development of an entrepreneurial identity, including early life and family experience, education and career formation, and social relations. This includes the formation of a sense of self and future aspirations. To become entrepreneurs who are known to have to prove to be active people, people try to negotiate personal and social identities that reveal who they are, who they want, and how they take the path to be known in their social context. Contextual learning occurs through participation in society, industry and other networks where individual experiences are related, compared and the meaning for sharing is built. Through this experience situation and relationships with others can form intuition and the ability to recognize opportunities.

The emergence of learning their social context "can be who they are" and "how to work with others to achieve their goals" as well as the reality of "what they can and cannot do". The concept of a negotiated company is that a business is not run by one person, but through negotiating relationships with other people. Individual ideas and aspirations are realized through an interactive process of exchange with other people in and around the company, including customers, investors and co-actors such as corporate partners or employees. Deniss Rutseikov Ojastu (2010) uses the human geography method, mapping the entrepreneurial domain constructed based on the story of 36 entrepreneurs in Norway, by developing cognitive models. The findings of the entrepreneurial model are initiated or influenced by the external environment such as the physical environment, economic environment, social environment and economic environment and individual character.

Then entrepreneurship does not directly cause business performance, but must be mediated by management capacity. Integrative thinking concerning entrepreneurship from the perspective of A Ward, Department of Electronics, University of York in developing entrepreneurial learning models; 1) Economic Perspective that considers the role of entrepreneurs in the economy in the development of regions, nations or regions.

Entrepreneurs always have the characteristics of each having an economic motive behind their actions; 2) Sociological Perspectives that see entrepreneurs as members of a social system and who are influenced by and through the influence of their entrepreneurial activities, social environment and personality traits that give rise to a sociological system. Sociological perspectives are taken to include a spectrum of people from units outside the family that influence; 3) The discretely perspective focuses on entrepreneurs as individuals with a unique combination of personal characteristics and beliefs they have when acting and acting in their business activities with the support of the ability to take concrete actions in entrepreneurship by

applying the principles of entrepreneurship and intrapreneurship. They have become examples and pioneers of entrepreneurs who are emulated for their environment.

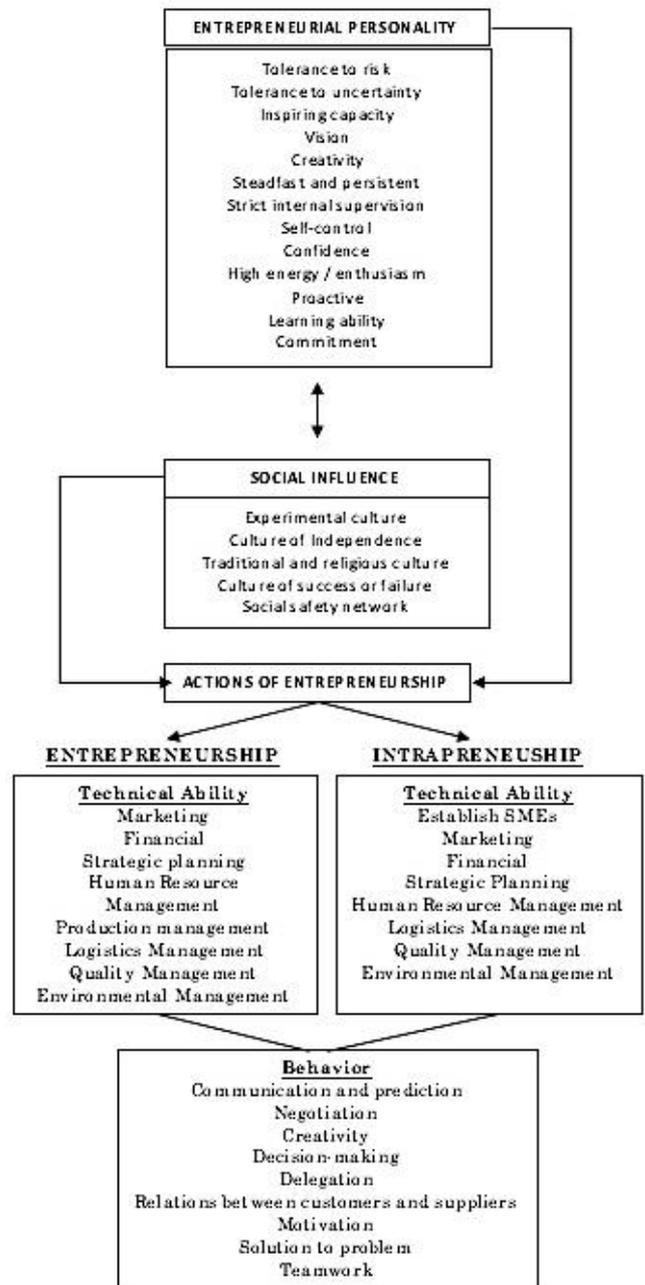


Figure 1. Entrepreneurship Learning Model based on Local Wisdom for Increasing Student Creative Business

This model also mainly illustrates that the formation of entrepreneurial actions is basically a process of embedded social values and personality in a person, in the form of internalization that occurs within themselves supported by their ability to "read the environment and self-capacity" in this case the opportunity to make it as a basis for acting (an act of entrepreneurship) which means they are capable and willing to apply it in the form of ideal entrepreneurial and intrapreneurship actions.

Entrepreneurial actions will essentially lead to the establishment and management of an SME in ways that innovate into the company and leave the company. When

they are faced with business competition and maintaining customer relations (relationship marketing at the same time, they have shown their success by maintaining harmonious relationships with consumers, suppliers, and even consider competitors as not competitors but "partners". When they are faced with the conditions of business management in (Intrapreneurship), they approach humanely through religion, train and develop, and never blame. This behavior in managing internal (intrapreneurship) and external (entrepreneurship) management is one of them successfully built and developed by all three, whose character strengthens positive character and personality in entrepreneurship.

Overall, the model begins with entrepreneurship which is essentially a form of creative action from the three business actors in seeing competitive market situations and strong personal and social characteristics, and changing market conditions. Creative ability is needed to identify every opportunity needed in order to balance existing local resources and facilities. In this case it could be the presence of new technology, financial opportunities and markets that allow exploitation and available resources. The ability of creativity is indicated as a component of competence assuming that the ability of creativity can be built in the individual. Entrepreneurial opportunities as they are in the model are supported by the social and personality factors of the three entrepreneurs, so the internalization of these factors will really form a strong attitude and this becomes the basis for someone to act in business. The internalization process is a learning process for entrepreneurs that does not happen instantly.

The act of entrepreneurship is a "gate" where the individual entrepreneur must go through it which is influenced by social variables and personalities and the business environment. What is in the entrepreneurial spirit of the entrepreneurial learning process has been discussed at the beginning as a result of interviews in the form of narratives to the perpetrators' informants. The three individuals have gone through the learning process through a continuous process in each of them. In general, it can be said that if an individual is able to form himself with a personality and social spirit then the opportunity to become a successful entrepreneur is open. Practical actions in the form of actual implementation have been carried out on the three business actors. All three have proven to have a strong entrepreneurial orientation, although in their own ways. With the technical capabilities and behavior, they show, they are known as entrepreneurs who are able to read environmental situations and trends with their respective patterns in their entrepreneurial learning process.

This learning model at least supports the statement that a learning model allows the education system to provide the same training and learning as the same situation in the context of small and large industries. Furthermore, the model can be used to increase opportunities in learning that allow individuals to gain a great influence from what they learn in the form of

cognitive and affective knowledge, especially related to the case studies produced.

A generic model has potential that is useful in curriculum planning, especially those who want to develop curriculum planning by adopting entrepreneurial behavior. Whereas the modules that will be produced from this study in the following year will be a guiding tool for instructors of entrepreneurship education for students. The development of entrepreneurial learning is an arena that is being and continues to be developed by universities so that the direction built will be significant with the model of education development that is in accordance with the real reality of entrepreneurial behavior, where students can learn.

4. CONCLUSION

This integrated model of learning that has been developed from a social and personality perspective was developed from the creative endeavors of students in STKIP and will later be developed into a guideline for entrepreneurship learning with the target of all STKIP students who are interested in entrepreneurship.

The resulting model has illustrated that; 1) Entrepreneurial learning experiences three stages: the planting of social values and personality of entrepreneurial individuals who internalize in all efforts to act and act on entrepreneurship and the third embodies real-life behavior of entrepreneurship in the form of corporate exit (entrepreneurship) and in (intrapreneurship); 2) Values of local wisdom in terms of religion and tradition / culture instilled by parents contribute to the social behavior of entrepreneurs, internalization of local values has also influenced the behavior patterns of entrepreneurs as figures that directly influence the local environment where each person lives each entrepreneur informant; 3) Macro environment as a market opportunity, employers can read as an opportunity that must be utilized by developing potential through the creativity and innovation of each individual entrepreneur; 4) Learning model allows the education system to provide the same training and learning as the same situation in the context of small and large industries; 5) Model can be used to increase opportunities in learning that allow individuals to gain a great influence from what they learn in the form of cognitive and affective knowledge, especially related to the resulting case studies; 6) A generic model is possible to have potential that is useful in curriculum planning, especially those who want to develop curriculum planning by adopting entrepreneurial behavior.

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