Need Assessment of Islamic Teaching Materials Character-Based Entrepreneurship in University

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ABSTRACT: The implementation of entrepreneurship education emphasizes the cognitive aspect, so it has not created the entrepreneurial character yet. Besides, the unavailability of teaching materials for students related to entrepreneurship education in achieving learning outcomes. This study aims to obtain an overview of the needs assessment for preparing character-based entrepreneurship teaching materials at the University of Muhammadiyah Kotabumi. The method used was qualitative research based on the post-positivism philosophy. Data collection techniques were observations, interviews and documentation studies by testing the validity of the data using triangulation. The results of this study can be seen from the aspects of material substance (Excellent character, The character of the Prophet Muhammad in business, and Character of a Successful Entrepreneur From Zero), content structure aspects (Introduction, Presentation, and Closing), presentation and linguistic factors (Attractive presentation, Accuracy, Digestibility, Illustrations, and Completeness), assignment aspects (Observation, Making a business plan, and Entrepreneurial practice) and character-based question types (Assignments, Midterm exams, and Semester exams). This study indicates the need for character-based entrepreneurship teaching materials with the substance of character-based teaching materials using structures, criteria, question forms and assignments in university entrepreneurship teaching materials.

Pelaksanaan pendidikan kewirausahaan cenderung menekankan pada aspek kognitif, sehingga belum tercipta karakter kewirausahaan. Selain itu, tidak tersedianya bahan ajar bagi mahasiswa terkait pendidikan kewirausahaan dalam mencapai capaian pembelajaran. Penelitian ini bertujuan untuk memperoleh gambaran penilaian kebutuhan penyusunan bahan ajar kewirausahaan berbasis karakter di Universitas Muhammadiyah Kotabumi. Metode yang digunakan adalah penelitian kualitatif berdasarkan filosofis postpositivisme. Teknik pengumpulan data adalah observasi, wawancara dan studi dokumentasi dengan menguji keabsahan data menggunakan triangulasi. Hasil penelitian ini dapat dilihat dari aspek substansi material (Karakter luar biasa, Karakter Nabi Muhammad dalam bisnis, dan Karakter Pengusaha Sukses Dari Nol), aspek struktur isi (Pendahuluan, Penyajian, dan Penutup), aspek presentasi dan linguistik (Presentasi menarik, Akurasi, Kecermnaan, Ilustrasi, dan Kelengkapan), aspek penugasan (Observasi, Membuat rencana bisnis, dan praktik Kewirausahaan) dan jenis pertanyaan.
berbasis karakter (Tugas, ujian Tengah semester, dan ujian Semester). Penelitian ini menunjukkan perluinya bahan ajar kewirausahaan berbasis karakter dengan substansi bahan ajar berbasis karakter menggunakan struktur, kriteria, bentuk pertanyaan dan tugas dalam bahan ajar kewirausahaan di perguruan tinggi.

Keywords: Entrepreneurship, Need Assessment, Character Teaching Materials.

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I. INTRODUCTION

Education is essential in solving the nation's problems (Kristiawan, Ahmad, Tobari, & Suhono, 2017). The Regulation of the Minister of Education and Culture Republic Indonesia Number 49 of 2014 concerning the competence of higher education graduates includes attitudes, knowledge, and skills that are formulated in learning outcomes. The universities are expected to create job opportunities by exploring the area's potential. The current phenomenon of learning in universities still needs to emphasize the importance of entrepreneurship (António Porfírio, Augusto Felício, Carrilho, & Jardim, 2023). The reality is that university graduates still prioritize being civil servants rather than job creators (Ningsih, 2017);(Putri, 2017). This arises due to the learning system implemented by higher education institutions which focuses more on preparing students to graduate quickly and get jobs. Students are not allowed to practice connecting the content of academic subjects with the context of their daily lives. The potential of higher education can provide graduates with the opportunity to find meaning in creating better jobs and not as job seekers so that they do not depend on the jobs offered by the government (Aryaningtyas & Palupiningtyas, 2017).

Entrepreneurship education significantly contributes to the economic development of the community and nation of a country (Gedik, Miman, & Kesici, 2015). Entrepreneurship education is one of the efforts in economic challenges with a global entrepreneurship perspective to increase trade productivity (Dwijayanti, 2017). Competition in life is getting higher, so the nation's competitiveness by using opportunities in the globalization era is essential to carry out various innovations in entrepreneurship education (Sarina & Lian, 2018), especially for universities that will produce graduates who play a role in nation-building. Universities are expected to be able to produce graduates who have reliable and innovative competencies in opening market opportunities (Saied, 2016);(Hastuti, Thoyib, Troena, & Setiawan, 2015).

Entrepreneurship can solve socioeconomic problems, especially unemployment and poverty (Adnyana, Agung, Lanang, Gusti & Purnami, Made, 2014);(Atmaja & Margunani, 2016). Entrepreneurship is an alternative solution that has a multiplier effect. Namely, it can overcome economic problems and improve the mental quality of human resources (Arianto, 2013). The importance of entrepreneurship in overcoming socio-economic problems and business skills must be instilled through entrepreneurship education. Entrepreneurship education is expected to break the mentality of the nation's next generation so that they can handle the challenges of life and be ready to compete intelligently with other countries (Hong, Hong, Cui, & Luzhuang, 2012). Entrepreneurship education has a firm intention in entrepreneurship (Wibowo, 2017).
Universities prepare their students to be competitive and ready to meet the demands of the industry (Widiyanti, 2021). Entrepreneurship development in universities is packaged in Entrepreneurship Courses. The government strictly requires entrepreneurship education in universities. Entrepreneurship courses will indirectly foster an entrepreneurial spirit through its dimensions, namely having an innovative, creative, proactive, flexible, development-oriented mindset and having the courage to take risks after being calculated carefully (Cai, Peng, & Wang, 2018). Aware of the demands above, it is necessary to develop an entrepreneurship-based curriculum to respond to various problems in creating jobs. Universities must be oriented to quality and creative graduates and have soft skills to provide competitiveness in the life community (Anggaraeni Permatasari, Nugraha, & Hadiansah, 2018).

The entrepreneurship curriculum can be developed by integrating entrepreneurship education into the design of the higher education curriculum (Ulya, 2017); (Gubik & Vörös, 2023). Universities must give great attention to building the nation's competitiveness by implementing an entrepreneur-based curriculum (entrepreneur curriculum) that can produce graduates who are job creators, not just job seekers (Amin, Tri, & Bagus, 2019); (Maguni, 2014). Universities drive entrepreneurial growth (Suharti & Sirine, 2011); (Anggraeni Permatasari & Agustina, 2018). Students' entrepreneurial spirit must be explored to foster attitudes and behaviours that are willing to do business by utilizing the potential of natural resources and human resources (Setianti, Subekti, Saptya, & Budiana, 2020).

Entrepreneurship education must provide opportunities for the growth and development of entrepreneurial character. Entrepreneurship education aims to internalize the entrepreneurial attitude, spirit and character in students and actualize it in the form of business establishment and development. According to (Wibowo, 2017), entrepreneurship education is an effort to internalize the entrepreneurial spirit and mentality through educational institutions and other institutions. Entrepreneurship is the formation of an entrepreneurial spirit by instilling a person's enthusiasm, attitude, behaviour, and ability to handle a business or activity that leads to efforts to find, create, and apply ways of working to increase efficiency and effectiveness in achieving an activity.

Entrepreneurship has many aspects that must be understood because it is hoped that entrepreneurs can solve various problems they will face (Boz & Ergeneli, 2014). The path of education, significantly higher education, is an alternative that can be taken to shape students' character to become superior entrepreneurs. College is a potential place to shape and apply the characteristics of an entrepreneur (Pormes, 2021). Entrepreneurship education not only provides a theory about entrepreneurship but also shapes entrepreneurs' attitude, behaviour and mindset (Ningsih, 2017). Thus, the substance of the entrepreneurship material deserves to include a discussion of the positive characteristics of an entrepreneur.

In higher education, one of the expected learning outcomes for students is to have entrepreneurial characteristics (Tetteng, 2022); (Olofinyehun, Egbetokun, & Adelowo, 2022). However, in this case, this learning achievement has yet to be fully achieved as expected. This can be seen from students' low interest and enthusiasm in entrepreneurship (Liu, Gorgievski, Zwaga, & Paas, 2023). Most of them are still economically dependent on their parents and their intended orientation after graduation only to become a team member. On the other hand, implementing

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entrepreneurship education in higher education still tends to emphasize the cognitive aspect. Entrepreneurship lectures have been unable to instil entrepreneurial attitudes and characters to the maximum because complete character-based teaching materials have yet to support them (Elnadi & Gheith, 2023). Teaching materials in textbooks still need to be improved because they only support material mastery, and there is no basis for the inculcating entrepreneurial character (Sumardiningsih, Mulyani, & Marzuki, 2013).

This study aims to learn about Islamic character-based entrepreneurship teaching materials in universities. Previous research that developed entrepreneurship teaching materials adapted to the needs of the student level (Nikmah, Mursid, & Tanjung, 2021);(Fahrurrozi & Juaini, 2022). Analysis of the needs of entrepreneurship teaching materials in designing entrepreneurship teaching materials was carried out (Yulastri & Dewi, 2021);(Afwan, Vahlia, & Sholiha, 2022). Development of Islamic character-based teaching materials to contain entrepreneurial character values systemically and can be used independently (Rahayu, Pratikto, & Rahayu, 2016).

II. METHOD

This qualitative research was based on the post-positivism philosophy, used in the condition of natural objects and the researcher as the vital instrument. This study's results were expected to describe the need for developing Islamic character-based entrepreneurship teaching materials at the Muhammadiyah University of Kotabumi. This research focused on the needs and forms of development of Islamic character-based entrepreneurship teaching materials at the Muhammadiyah University of Kotabumi. The informants of this research were lecturers and students. Data collection techniques were observations, interviews and documentation studies by testing the validity of the data using triangulation. The data analysis technique used were the analysis phase, data reduction, data display, and conclusion drawing/verification (Miles, M. B., Huberman, A. M., & Saldana, 2014);(Ikhwan, 2021).

III. RESULT AND DISCUSSION

Development Need Assessment of Islamic Teaching Materials Character-Based Entrepreneurship

Need Assessment of Islamic Character-Based Entrepreneurship Teaching Materials shows that the substance of character-based entrepreneurship teaching materials in universities is expected to integrate entrepreneurial characters. The development of teaching materials for entrepreneurship education modules must be based on character (Sumardiningsih et al., 2013). Entrepreneurship education aims to develop creative, innovative and risk-taking behaviour. Independent, willing to take risks, desire to progress, creative, communicative, leadership spirit, have business insight in taking advantage of opportunities (Siswadi, 2013);(Sudarwati & Retnowati, 2015);(Suratman & Supriyantiningsih, 2019). At the University of Muhammadiyah Kotabumi, it is necessary to add characters in the need assessment of teaching materials for students, that is, the unique character of entrepreneurship, the character of the Prophet Muhammad S.A.W and the character of an entrepreneur from scratch. Based on the data research results on the need assessment of character-based entrepreneurship teaching materials, it shows that at the University of Muhammadiyah, Kotabumi, there

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are no unique teaching materials related to character-based entrepreneurship materials. In developing character-integrated entrepreneurship teaching, a qualitative need assessment needs analysis is needed.

The need for Islamic character-based entrepreneurship teaching materials deemed necessary in developing Islamic character-integrated teaching materials includes material substance, content structure aspects, presentation and linguistic aspects, assignment aspects and character-based question types. It can be seen from the diagram below:

![Figure 1. Need Assessment of Islamic Teaching Materials Character-based Entrepreneurship](image)

**Material Substance**

The substance of entrepreneurship teaching materials based on the importance of entrepreneurship for students at the Muhammadiyah University of Kotabumi is expected to include studies on the urgency of students to become entrepreneurs. Additional substances about a character in the preparation of entrepreneurship teaching materials are:

1. Excellent character

The excellent character of entrepreneurs is also expected to be discussed in character-based entrepreneurship teaching materials. This is because the character is essential for the success of an entrepreneur. Entrepreneurs are leaders, decision-makers, and controllers of their businesses. The characteristics that characterize their personality affect the development of their business.

2. The character of the Prophet Muhammad in business

Regarding the substance of teaching materials about the character of the Prophet Muhammad in business, it is hoped that students are given material understanding about the character of the king in business. They are honest and trustworthy, friendly and sincere, trade well, do not sell lousy quality goods, do not sell illicit goods, do not hoard, do not take unfair advantage, and pay wages on time to workers.
3. The Character of a Successful Entrepreneur From Zero

Characters of Successful Entrepreneurs From Zero about the substance of the aspects of successful entrepreneur figures, a discussion of the figures in managing successful businesses in Indonesia, both local and national levels, should be included. Generally, successful entrepreneurs in Indonesia, both locally and nationally, are not all born from wealthy families. Many of them try because the crush on the family economy triggers them. They have inspirational stories of becoming successful entrepreneurs. Their success takes time, sacrifice, and money. Moreover, no less important is that they are determined, ambitious, and willing to work hard. The stories of these figures deserve to be part of character-based entrepreneurship teaching materials because they are exciting and inspiring and can be a model for students to build their businesses in the future.

**Aspects of Content Structure**

Need assessment of the structure of the content of teaching materials provides an overview of the hope that the substance of character-based entrepreneurship teaching materials has a system by the provisions of the preparation of teaching materials in universities in general, including the initial part before entering the introduction in writing the identity of the study program, name of the course, number of credits, instructor, learning objectives, prerequisite courses, course descriptions. They were then followed by Part I. Introduction (containing the scope or scope of learning materials, learning objectives, initial behaviour of students, benefits, sequence of discussions, and learning instructions). Next part II. Presentation (Description of learning materials, the scope of application, exercises and independent assignments). Moreover, Part III Closing (containing summary, formative test questions, feedback, follow-up and bibliography).

**Presentation and Language Aspects**

A need assessment of the criteria for Islamic character-based entrepreneurship teaching materials will meet the criteria for an attractive presentation, supported by relevant pictures and packaged in good and correct language that is easy to understand. In the development of teaching materials, it is also essential to pay attention to the accuracy of content, the accuracy of coverage, digestibility, use of language, packaging illustrations, and the completeness of the components of teaching materials.

The accuracy of teaching materials is related to the validity of the content or the suitability of the content with science and its truth based on applicable rules. The contents of the development teaching materials refer to concepts and theories by the field of scientific study and relevant research results. Thus, the contents of these teaching materials can be accounted for in scientific terms.

The accuracy of the coverage is adjusted to the breadth and depth of the content or material and the integrity of the concept according to the scientific study. Depth and breadth are related, describing the level of teaching materials developed.

The digestibility of teaching materials is an indicator that shows that teaching materials can be understood easily and readers can understand their contents. Therefore, teaching materials must be presented logically and systematically, giving examples and illustrations that facilitate understanding.

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The use of language for teaching materials is an essential factor. Using various languages, choice of words, effective sentences, and preparing meaningful paragraphs dramatically affects the benefits of teaching materials.

In addition to the above criteria, other things to consider are illustrations and the completeness of the components. Illustrations are related to variations in the delivery of messages for writing teaching materials to make them more attractive, motivating, and communicative and help improve readers' understanding of the contents of teaching materials. Moreover, the completeness of the components related to the package of teaching materials that function as the primary, complementary components of learning outcomes.

**Aspects of Assignment/Training**

Need assessment on aspects of assignment/practice on character-based entrepreneurship teaching materials, assignments and exercises adapted to the theory of each discussion in detail. Assignments/exercises can be in the form of observation by assigning students to observe business objects to explore business knowledge and experience from selected figures, making a business plan, that is an assignment in the form of making a business plan as an alternative business that students can do or engage in after graduation, entrepreneurial practice, in this case, students practice entrepreneurship starting from planning, production and promotion with the market share of the Muhammadiyah University of Kotabumi academic community in the form of a bazaar.

**Aspects of Question Type**

A need assessment of the types of questions in Islamic character-based entrepreneurship teaching materials shows that it is carried out through assignments, midterm exams and semester exams to determine learning achievement. The type of midterm exam questions is designed in the form of a test to measure the theoretical achievement that has been learned in lectures. Several types of questions are generally used according to the material, such as objective questions, essays and case analyses.

Moreover, for the overall entrepreneurial ability of students from business planning or business plans, production and implementation is carried out in the form of practice exams with the estuary stated in the business report. Another alternative is to do exercises and case studies. The teaching materials contain questions or cases that students need to solve independently so that understanding of the learning materials is more internalized.

Entrepreneurship education must be able to internalize the soul and mentality of students (Sari, 2017). Entrepreneurship education is essential in growing and developing the desire, spirit and entrepreneurial behaviour among the younger generation because education is a source of overall attitudes and intentions to become successful entrepreneurs. In the future (Fatoki, 2014). Cultivating the entrepreneurial spirit of college students is believed to be an alternative to reducing the unemployment rate because scholars are expected to become young educated entrepreneurs who can start their businesses because the business world today and, in the future, rely more on knowledge and intellectual capital so that they can become competitive. Nation, the development of young entrepreneurs needs to be directed at the educated (intellectual) youth group (Azwar, 2013).
Teaching materials are the learning components that influence what happens in the learning process most. Internalization of entrepreneurial values can be done into teaching materials, both in the presentation of materials, assignments and evaluations. Entrepreneurship teaching materials are modules that shape the entrepreneurial character of students to increase knowledge about the ins and outs of the business, both in terms of soft skills and hard skills, so that they can utilize the opportunities that surround them in creating their own business after graduation or while still in college (Pujiastuti, 2020). Several related studies positively impacted integrated entrepreneurship education (Von Graevenitz, Harhoff, & Weber, 2010). In addition, several other studies also revealed a positive relationship between implementing integrated entrepreneurial character education. Thus, integrated entrepreneurial character education is predicted to shape students' entrepreneurial character and apply entrepreneurial character in their lives. Entrepreneurship is the point where a person is interested and tries to become an entrepreneur so that he shows entrepreneurial behaviour, which is influenced by a deep desire from him (Koe, Omar, & Sa’ari, 2015).

IV. CONCLUSION
Based on the research results and discussion, Islamic character-based entrepreneurship teaching materials are essential for students to realize learning outcomes, including affective aspects, knowledge and skills. For this reason, the need for character-based entrepreneurship teaching materials in its development includes: 1). Aspects of the desired material substance related to needs include the importance of entrepreneurship for students, the unique character of entrepreneurship, the character of the Prophet Muhammad in business and successful entrepreneur figures. 2) The structural aspect of the book is expected to contain the course identity section, part I. Introduction, part II. Presentation and part III. Closing. 3) the presentation and linguistic aspects of writing character-based entrepreneurship teaching materials are expected to consider the accuracy of the content, accuracy of coverage, digestibility, use of language, packaging illustrations, and the completeness of the components of teaching materials. 4) Aspects of assignment/training on character-based entrepreneurship teaching materials are expected to include observation of business objects, making business plans, entrepreneurial practices, and business promotion in the form of bazaars. 5) Aspects related to the form of questions in character-based entrepreneurship teaching materials are expected to contain objective questions, essay questions and case analysis questions. With the results of the need assessment of Islamic character-based entrepreneurship teaching materials, Islamic character-based entrepreneurship teaching materials can be prepared that can enrich the repertoire of entrepreneurship knowledge for lecturers and students at universities. So, universities can produce students who have Islamic character-based entrepreneurship and is ready to compete in the future.

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