

Entrepreneurship Development Module Based on Minangkabau Culture to Increase Student Self Confidence

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Abstract – This study aims to develop an entrepreneurship module based on the Minangkabau culture to increase self-confidence. Learning objectives using this module to help direct and program the future of students according to the goals they want to achieve. Students who are eligible to be used on campus. Research is research and development (R&D). Result The study found that the average condition of student self-confidence was in the moderate category, but this remains a concern and requires future follow-up. Quality module seen from the aspect of the feasibility of the contents, aspects of the language to get the responses were positive and worthy of the category well. Based on the results of data analysis, the application of modules in learning, in general, can be implemented.

Keywords – Module Development, Entrepreneurship, Culture Minangkabau, Self-Confidence.

I. INTRODUCTION

Universities as educational institutions have objectives as stated in Law No. 12/ 2012, Article 5 mentioned four (4) objectives of higher education, i.e: 1) development of potential students to become a man of faith and fear of God Almighty and noble, healthy, knowledgeable, skilled, creative, independent, skilled, competent, and cultured in the interests of the nation; 2) produce graduates who master branch of Science and/ or Technology to meet the national interests and enhance the nation's competitiveness; 3) generate Science and Technology through studies that observe and apply the value of *h Umenyiora* order beneficial for the progress of the nation, as well as the progress of civilization and the welfare of mankind; 4) the realization of community service based on reasoning and research work that is useful in advancing public welfare and the intellectual life of the nation.

Universities also have several functions as stated in Law No. 12/2012 Article 4 is as follows: 1) developing abilities

and shaping the character and civilization of a nation with dignity to educate the nation's life; 2) developing an innovative, responsive, creative, skilled, competitive and cooperative academic community through the implementation of *Tridharma*, and 3) developing Science and Technology by taking into account and applying Humanities values.

The above objectives and functions have implied that universities can generally produce quality graduates, i.e: graduates who are successful academically, are successful in career planning and are successful in social life (Putra, 2010; Chandra *et al*, 2019). Academic success is marked with the achievements of the index's achievement of optimal (high), success in career planning is characterized by the ability of students to assess and self-analysis, to understand the world of work and to take career decisions that will be undertaken. Meanwhile, success in social life is marked by the ability of students to adapt to the social environment in which they are located. In line with the opinion above, ASHE Higher Education Report (2007) states that the success of student

studies is determined by two measures, first about the amount of time and effort students are involved in the learning process and secondly about the ability of universities to provide resource services, curriculum, facilities and programs activities that attract student participation to increase actualization, satisfaction and skills. To support the success of students, the government has issued a regulation on the Indonesian National Qualifications Framework (KKNI) for learning in tertiary institutions. National Qualifications Framework Indonesia (KKNI) is a national reference for increasing quality competitiveness of Indonesia sector human resources through the achievement of qualifications human resources is produced by the education system and the system national job training, as well as an assessment system for the equivalence of learning outcomes (Jono, 2016).

To bridge this problem, each university has provided students with entrepreneurship courses and has included it in the college curriculum to prepare students to become entrepreneurs after graduating from college. In the context of entrepreneurship learning, it seems that student participation and university abilities need to be synergized, by providing the best possible service to give birth to student entrepreneurs. Student entrepreneurs are learners/students who can plan, make decisions about what career or job they will carry out and can direct themselves to make it happen. Individuals like these are individuals who have self-confidence (trust yourself).

Those who believe themselves are people who feel satisfied with himself. Self-confidence is a belief in the human soul that any life's challenges must be faced by doing something (Lindenfield, 1997). Kartono (2005) explains that many experts state that the entrepreneurial spirit can come from cultural factors that develop in society or social culture. Elfindri, Ayunda and Saputra (2010) explain that there are four aspects of the division of the entrepreneurial figure, i.e business entrepreneur, social entrepreneur, academic entrepreneur, government entrepreneur, corporate entrepreneur. In the process of entrepreneurship learning, this entrepreneurial aspect should appear in the discussion, so that students have broad insights to determine and live an entrepreneurial spirit. that education which is good for the individual is by using the method of fusion between education practical and nature (Rahayu, 2013).

Ramadhani and Nurnida (2017) explained that the material explained directly affects student interest. This explains that entrepreneurship learning that is made complete and by student needs will have a good effect on student confidence in their careers.

Students of UIN Imam Bonjol, especially the Faculty of Da'wah and Communication Sciences generally come from the Minangkabau community, where the Minang community has a different character from other communities. Ayunda and Saputra (2010) explain some of the missing social culture factors. The current Minang generation has begun to lose its entrepreneurial spirit. This is due to the effects of globalization which cause degradation in society. This indicates that a study that aims to produce a Minangkabau culture-based entrepreneurship learning module is necessary to increase student self-confidence.

II. RESEARCH METHODS

The research conducted using the method of research and development (R & D). Gall *et al*, (2003) state that "Educational R & D is an industry-based development module in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated and refined until they meet specific criteria. of effectiveness, quality, or similar standards ". The quote above can be understood that research and development is a research process whose findings are used to design new products or procedures which are then systematically tested, evaluated and refined until they meet the criteria of effectiveness, quality or meet certain standards. The product to be developed in this study is an entrepreneurial learning module based on the Minangkabau culture to increase student self-confidence.

Criteria for research subjects as 1) Imam Bonjol UIN Campus, Padang, Faculty of Da'wah and Communication Sciences as the implementer of the KKNI curriculum; and 2) The research subjects were 6th-semester students who were attending entrepreneurship lectures. These students will also complete lectures and it is hoped that their self-confidence will be established before graduation.

The category of subject selection is student self-confidence who is in the very low, low and moderate categories. The type of data in this study is primary data obtained directly from students and lecturers, regarding Student self-confidence problems. Lecturer in entrepreneurship courses in increasing student self-confidence. Entrepreneurship learning that is used by lecturers who teach the subject concerned. This data is a reference in making entrepreneurship learning modules based on Minangkabau culture to increase student self-confidence in the form of textbooks. The learning module is validated by the validator and becomes additional data for improvement of the module before it is implemented.

III. RESEARCH RESULT

The Results to research that researchers do can be seen from this Fig. 1 below.

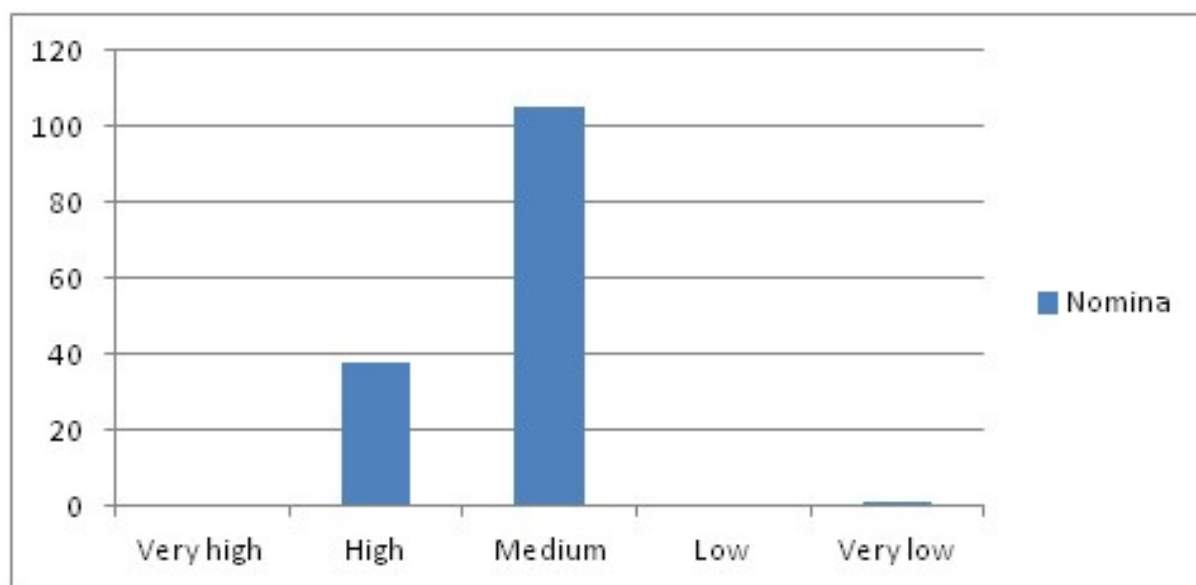


Fig.1 Self Confidence in Entrepreneurship

Based on the Fig. 1, of the 144 students who filled out the self-confidence instrument in entrepreneurship based on the Minangkabau culture, 38 people were in the high category, 105 people were in the medium category, 1 person was in the very low category, and no student was in the very high category and low. It can be concluded that the overall self-confidence of students in entrepreneurship is in the medium category. If analyzed in more detail more than 144 respondents some items questions gain value being that relating to the lack of unfamiliarity student against the proverbial Minangkabau are associated with the spirit and soul of the entrepreneurial community Minangkabau.

Even though on average, the students' self-confidence condition is in the medium category, this is still a concern and needs further action in the future. This follow-up is needed so that the student's condition does not decline and it is hoped that their self-confidence can even get better. It can be analyzed that students need module learning entrepreneurial-based culture of Minangkabau which can increase the self-confidence of students.

IV. CONCLUSION

Product modules are required, i.e, modules develop an entrepreneurial-based culture of Minangkabau to increase

the self-confidence of students. Quality module seen from the aspect of the feasibility of the contents, aspects of the language to get the responses were positive and worthy of the category well. Based on the results of data analysis, the application of modules in learning, in general, can be implemented.

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