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I Wayan Suartana<sup>1</sup>  
Gerianta Wirawan Yasa<sup>2</sup>  
Ica Rika Candraningrat<sup>3</sup>  
Luh Putu Virra Indah Perdanawati<sup>4</sup>  
Made Setini<sup>5\*</sup>

## Public Policy in Improving the Self-Learning Curriculum based on Social Entrepreneurship and Local Wisdom

### Abstract

*Public Policy is a factor in supporting or hindering situations in Independent learning activities and the concept of entrepreneurial activities are a unique collaboration, but based on 8 activities in independent learning, there is no mentioned in explicit of social entrepreneurship that intersects with local wisdom of a region, while social entrepreneurship is a concept that can solve social problems with a business approach. An ideal social entrepreneurship, directed and sustainable can be carried out through higher education activities oriented to the development of social entrepreneurship. Graduates are expected to become agents of change who can make a socio-economic contribution by providing new opportunities for the community. The purpose of this study was to identify, photograph, identify and map the development of an independent learning curriculum based on social entrepreneurship in universities, especially the Economics and Business faculties of all universities in Bali Province. The research method is descriptive qualitative, while the determination of the sample is carried out by the saturated sampling method (all members of the population are members of the sample). Data collection uses a combination of approaches that include surveys, observations, field studies, and interviews. The results obtained a research concept model related to IL-IC by adopting social entrepreneurship and Balinese local wisdom.*

**Keywords:** Independent Campus, Independent Learning, Social Entrepreneurship and Local Wisdom.

### Introduction

The concept of an assessment of entrepreneurship education can be defined as an active model of instruction through active participation of students to initiate, encourage creative thinking, encourage the ability to think

and take action with networking capital. existing in transformative learning (Fayolle et al., 2006; Harris et al., 2020). In line with current developments, the focus of business education is on empowering learners' knowledge, abilities, attitudes, and important values that make individuals more informed, productive, ethical,

I Wayan Suartana<sup>1</sup>, Faculty of Economics and Business, Udayana University, Denpasar, Bali, Indonesia.

Gerianta Wirawan Yasa<sup>2</sup>, Faculty of Economics and Business, Udayana University, Denpasar, Bali, Indonesia.

Ica Rika Candraningrat<sup>3</sup>, Faculty of Economics and Business, Udayana University, Denpasar, Bali, Indonesia.

Luh Putu Virra Indah Perdanawati<sup>4</sup>, Faculty of Economics and Business, Ngurah Rai University, Denpasar, Bali, Indonesia.

Made Setini<sup>5\*</sup>, Faculty of Economics and Business, Udayana University, Denpasar, Bali, Indonesia.  
Email: gitan4nd4@gmail.com

and responsible decisions as well as increasing participation in the formal and informal economic sectors (Waghid, 2018).

For this reason, to prepare students to face changes of social, cultural, a world of work and rapid technological advances, student competencies must be prepared to be more fit to the needs of the times and industry (Suman Rajest S, P. Suresh, 2019). Conformity and harmony not only with the world of industry and the world of work but also with a rapidly changing future. Universities are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitudes, knowledge, and skills optimally and always relevant (Purwanti, 2021). The Independent Learning Policy - Independent Campus (IL-IC) is expected to be the answer to these demands. Independent Campus is a form of learning in higher education that is autonomous and flexible to create a learning culture that is innovative, unfettered, and by the needs of students.

Students are given the freedom of taking credits out of their study program, three semesters in question in the form of one semester of the chance of taking study out of their study program and two semesters implement learning activities outside the university. According to the regulations of the ministry of education and culture (Permendikbud No. 3 of 2020). Independent learning (IL) is a policy that provides flexibility in interacting between individuals as beings social in social life (Wang et al., 2021), where lecture activities can take place in the campus, environment community, and industry. Understanding in social life sharpens soft skills and provides student solutions to problems in society with activities that are useful and give a value to the society (Hall, 2020).

Independent learning corresponds to the dynamics that occur in society so that the notion that universities are "ivory towers" is wrong (Glasgow et al., 2020). The psychology basis of the educational is a basis of the educational process about human life in general and aspects of personality at every stage of entering adulthood (Tayfur et al., 2021). The independent learning curriculum provides a space for sensitivity of students to phenomena in society as a process of personality maturation before entering the real world of work (Bourke, 2019). Practice to be more caring, empathetic, and responsive are needed by students so that they become strong and independent as well as fit in various situations and conditions. This reinforcement is important because once you enter the world of work you will always be faced in making decisions. Managerial decision-making is born from someone who mentally and

psychologically has internalized through activities offered by independent learning curriculum (Istiyani & Wibowo, 2020). Two important things that become the point of strengthening independent learning curriculum are social entrepreneurship and local wisdom.

In the current perspective, the social entrepreneurship figure who is an innovator can be mean as a person who struggle sincerely, consistently, and their life has meaning for society and the environment (Miranda et al., 2020). Innovators exist because they are needed to change the state of society through creativity and a touch of their work (Carayannis & Campbell, 2021). It is said by (Gupta et al., 2020) that innovators can find what is malfunctioning, helpless, find solutions by changing the system, share the solution, and convince all stakeholders to dare to make a change for the good. So, social entrepreneur who can exploit his ability to rise from adversity and benefit others and prioritize the public interest.

Nobel Peace Prize holder Yunus in his book *Building* mentions social business to articulate social entrepreneurship. This idea leads to a new form of business based on people's concern for others (Kyeyune, 2020). Yunus (2020) with his Women's Bank, had the idea starting from scratch and faced many challenges. It is a kind of business devoted to solving the social, economic, and environmental problems that have long plagued mankind, hunger, homelessness, infectious disease, pollution, and ignorance. The more radical the idea of bringing innovation, the greater resources are required. The obstacles that must be faced for radical social innovation are bureaucratic resistance and comfort, the status quo of actors with their level of faith. An interesting saying from Yunus is that poverty is not created by the poor themselves, poverty is created by the system we build, by the institutions we have designed, and by the concepts we have formulated. Social business treats its beneficiaries with more dignity and more autonomy. Beneficiaries who become dependent on charitable funds do not feel motivated to be independent.

Rasmussen (2021) Human who is admired as well as loved for his genius and also the various products he creates, where their principle is that wherever they work because they like and enjoy their job. Loving own job will give learning effect for both the person who does it and the object they done (Peters et al., 2020). The learning effect will make people diligent, patient, and self-correct when they make mistakes (Özkubat & zmen, 2021). Work has reformatted the information technology industry so that it is easy to use, pleasing to the eye, and relatively inexpensive. Technology provides

convenience with the concept of what you want and needs, already available before the user dreams of holding it, that is truly a true social entrepreneur who innovates continuously (Kim & Kim, 2021). It is hoped that this research will make a big and real contribution to society, so the material benefits will come automatically. This reinforces that the material is not the main point and goal, what is more important is how to make everyone happy. This is the essence of social entrepreneurship. Therefore, it is important to update the curriculum in the internal business processes of educational institutions by formulating GLO (Graduate Learning Outcomes) and looking for suitable and contextual models regarding FLA (Forms of Learning Activities) that are fitted with developments scientific, market signals, and local wisdom.

Higher education in the industrial era 4.0 includes and is connected to many things including the era of big data, digitalization of learning, virtual reality, personalized learning, learning experience, capability, and based on values (Arifin, 2020) (Tri, 2021); (Angelopoulos et al., 2020). This effort is supported by orientation curriculum, ability in Industry 4.0, data literacy, technological literacy, and human literacy. Therefore, Independent learning is based on several theories that generally view that meaningful learning as not over filled students with lecture material. The process of building competence requires improvisation efforts to form knowledge (Crossan and Sorrenti, 2001). On the other hand, contextual learning is connecting something that has been learned by using it in the real world according to (Hyun et al., 2020). This is also supported by transformative learning which describes how humans develop and use critical self-reflection to consider their experiences to see the world (Mezirow, 2009); (SS Rajest., P. Suresh, 2018). It is also inseparable from the thoughts of educational leader Ki Hajar Dewantara who believes that education is a real context that develops the potential of students and offers knowledge to students in a dialogical manner (Duryat, 2021).

Independent learning curriculum is in line with Outcome-Based Education (OBE), which is a learning method that focuses on what students should do (Roy Setiawan et al., 2021). In OBE, the learning outcomes (LO) are identified first and then the planning of learning methods and assessments is adjusted to the outcomes. This is different from the traditional learning method where the topic being taught is determined by the lecturer then from this topic the output will be identified. This OBE learning method puts pressure on the teaching and learning process that produces outputs certain. On Traditional method, if the educator (lecturer) has delivered

the course well then it is considered sufficient (Al-Balas et al., 2020). Outcomes depend on the results of the teaching and learning process. This learning model is relatively dependent on the teaching staff. Student achievement is measured after the teaching and learning process is complete. Good or not the results achieved by students depend on the teaching and learning process carried out. One of the weaknesses of this method is that the learning outcomes that have been determined in the course cannot be fully achieved. The independent learning curriculum has a vehicle to run it, namely OBE. OBE emphasizes the sustainability of the learning process in an innovative, interactive, manner, and effective. OBE is also an approach in the education system with a clear focus so that what skills are important for students can be carried out at the end of their learning experience.

## Literature Review

### 1. Social Entrepreneurship and Local Wisdom

Social Entrepreneurship is a concept includes variables individual and situational (Sanches, 2012); (Halberstadt et al., 2021). Social entrepreneurship offers a shifting paradigm in society and a unique path that contains several challenges. Social Entrepreneurship changes status quo practices as stated by Kriger (2015). Social entrepreneurship focuses on sustainability and accountability using a best practice framework and a matrix of social values and responsibilities creating opportunities for change (Mukherjee & Banerjee, 2021).

Social entrepreneurship is about how to apply a practical, innovative, and sustainable approach to have a positive impact on society, especially the lower economic class and the marginalized. Social entrepreneurship usually aims to solve economic or social problems. Social entrepreneurship is one of the global economic programs (*Sustainable Development Goals, SDGs*), from the UNDP (*United Nation Development Program*). Social entrepreneurship emerges against the background of alleviating poverty, narrowing the gap in economic inequality, and increasing economic growth, towards a better world. As an idea, social entrepreneurship comes from the definition of entrepreneurship as an economic activity, which is based on the basic philosophy of humans as being economic. This idea was expressed long before the definition of social entrepreneurship.

The economist from France defines entrepreneurial activity as an implementation of economic activities from entrepreneurial ideas

that have a social impact (Guerrero et al., 2020). In its evolution, the idea of social entrepreneurship is more driven by the search of an effective program implementation development of CSR (*Corporate Social Responsibility*). In theory, the definition of social entrepreneurship is still a debate (Jian & Desa, 2020). The definition of social entrepreneurship is divided into two categories, 1) the definition of social entrepreneurship in general 2) the specific definition of entrepreneurship. The definition of social entrepreneurship as the implementation of entrepreneurship that has a social impact, regardless of the form of organization in practice, is more widely accepted (Maseno & Wanyoike, 2020). Aspects of social entrepreneurship include social entrepreneur, social enterprise, as a form of organization/institutional social enterprise, and social innovation as an innovation that has a social impact (Han & Shah, 2020); Setini et al. (2021). Thus, the curriculum should be outcome-oriented with two indicators of competent and job seekers and professional job creators with their creativity and innovation capital. For example, it is time for the world of business education to capture THK (Tri Hita Karana) accounting as an example of the value of local wisdom included in the contents of the curriculum (Wanadjaja & Samputra, 2021). The curriculum is arranged as much as possible to provide a touch of THK-based business lessons. Before reaching that stage, no doubt to follow the lesson structure that teaches TBLA (*Triple Bottom Line Accounting*) which has been done in several countries. What is known so far, namely only reporting matters related to financial performance, needs to be supplemented with reports and reports containing environmental and social performance, all of which teach goodness in their relationship with God. For an example, environmental cost accounting. Costs related to the environment such as those related to pollution are sometimes included in a single 'administrative and general cost' item which is treated separately and partially from the production process, when in fact it relates to the company's operational production processes.

Research conducted by Sapir et al. (2015) entrepreneurship is an important part of economic development. If someone has an entrepreneurial spirit, he will have the characteristics of high motivation/dream, dare to try, be innovative and be free to take responsibility. With this nature, if there is the slightest opportunity, it can change, produce new product, new relationships, accumulate capital, either in the form of improving existing businesses or generating new businesses. With this effort, it will move the material / raw materials to change the form 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 (Sgroi, 2020). In economics, if this happens, it means there is economic growth, and if there is economic growth, there is development. The object of an entrepreneur is the creative industry, where the creative industry is a forum for an entrepreneur with his entrepreneurial spirit to develop himself into a formidable subject. Entrepreneurs and creative industries are like fish and water, to generate economic profit for all parties involved in it. The creative industry is an inseparable part of the creative economy. The creative industry is an industry that originates from the utilization of individual creativity, skills, and talents to create prosperity and employment opportunities through the creation and utilization of the individual's creative and creative power.

The research findings show that there is a dependency culture, a pilot culture, a traditional and religious culture, a culture of success and failure, and a social security network. On the side sociological interdependence among businesspersons have the principle of helping each other with efforts to provide an example to support their ability to be creative, holding the tradition of, and commitment to the sociological side, the personality with the availability of local resources and government support. The entrepreneurs studied have a strong model culture to support the existence of a social security network in the community, with their ability to inspire according to their respective capacities. The social behavior of this tradition coloring their vision of success and failure of the business, making them resilient and persistent, have the ability to self-control, confidence and the failure of efforts of three businessmen can be analyzed that the business does not always experience success even if several times failed. Responding sociologically, failure and success for them have been supported by social networks around business, the awareness of interdependence leads to fortitude and persistence and strives to be independent, learn from success and failure, and create high energy and enthusiasm for trying. Social security networks in relationships with consumers, suppliers, business partners, and associations are the core that cannot be separated from entrepreneurs.

Academically, the concept of social entrepreneurship has been developed in world-renowned universities (Nicholls, 2006). One of them is a university in the UK, such as the Skoll Center for Social Entrepreneurship. In United States also established centers for the study of social entrepreneurship, for example, the Center for the Advancement of Social entrepreneurship

at Duke University. An example of the practice of social entrepreneurship is found in a foundation that has gone global, which specifically seeks social entrepreneurs in various parts of the world to foster and provide funds for social change drivers, namely the Ashoka Foundation. Based on a study conducted by Barendsen and Gartner (2004 in Galang Journal (PIRAC, 2006, 12)), in organizations such as Plan Puebla in Mexico, Bangladesh Rural Advancement Committee (BRAC), The Self-Employed Women's Association (SEWA), Grameen Bank in Bangladesh and Six-S in France. These organizations are classified as social entrepreneurship organizations. The common characteristic of these organizations is that all of them seek to provide alternative answers to solve social problems, especially poverty (Astawa, 2016).

According to the Schwab Foundation, a foundation that works to encourage social entrepreneurship activities, it states that: social entrepreneurs create and lead organizations, for-profit or not, which are intended as catalysts for social change at the system level through new ideas, products, services, methodologies, and attitude. This definition explains how social entrepreneurs promote systemic change in their social environment by changing the behavior and understanding or awareness of the people around them. Astawa (2016) mentions that some scholars consider the mission to define social entrepreneurship that social entrepreneurs play the role of agents of change in the social sector, by adopting a mission to create and maintain social value (not only personal value), recognize and relentlessly pursue opportunities. new to serve a mission, engage in a continuous process of innovation, adaptation, and learning, act boldly without being constrained by the resources currently at hand, and demonstrate increased accountability to the constituents served and to create results.

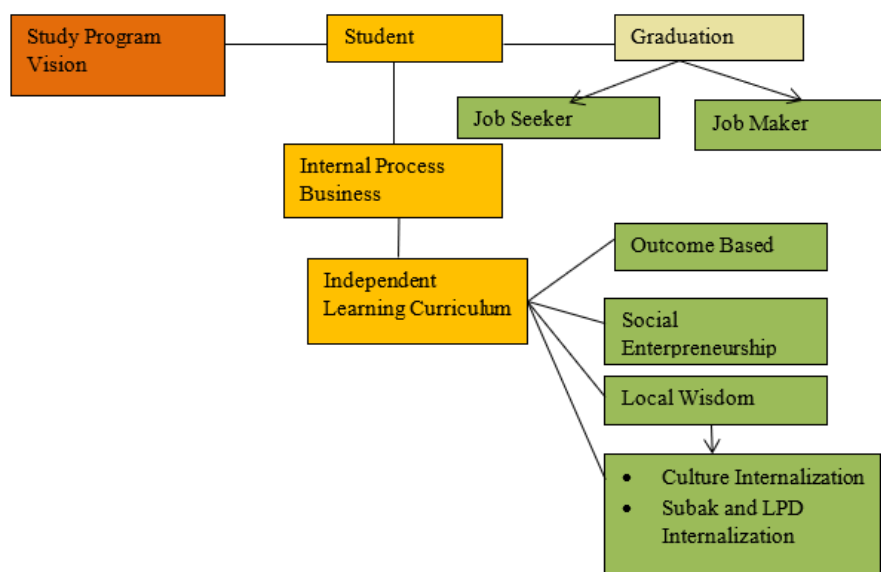
Social entrepreneurship is inseparable from the social environment in which the company is founded. The social environment lowers a culture that will be embraced and carried out consciously in an interacting society (Manuel-Navarrete et al., 2021). In Bali, a culture develops that emphasizes harmonious relationships with God, humans, and the natural environment. This cultural concept is known as Tri Hita Karana (THK) (Wanadjaja & Samputra, 2021). THK is a culture that comes from local wisdom. National culture is formed for different reasons because the emergence of a country has a different background. Therefore, various factors (such as ethnicity, economy, politics, religion, or language) contribute to the formation of national culture. Schein (2004) suggests that organizational culture is based on three levels,

namely: First are *artifacts*, something that is modified by humans for certain purposes which can be directly seen from the structure of an organization and the processes carried out within the organization. *Artifacts* are the easiest things to catch when we enter an organization because they relate to what we see, hear, and feel when we are in an organizational environment. Second, *espoused beliefs and values* are supporting values that include strategies, goals, and basic philosophies owned by the organization which can be understood if you have started to explore the organization by staying longer in the organization. Supporting values are usually stated in writing and become a reference for every step taken by members of the organization. Third, *underlying basic assumptions* are implied assumptions that are believed together. The values, beliefs, and assumptions used by the founders are considered important in bringing the organization to the gates of success.

The model developed by Schein (2004) helps organize a cultural puzzle in which artifacts are the most easily observed, while basic assumptions need to be summed up. To understand the intended behavior or beliefs by members, basic assumptions must be raised. The basic assumption is the most difficult level because it is beyond consciousness. Schein's (2004) model can be applied to both national and organizational cultures. Culture has always been conceptualized as the result of relationships that are patterned from various elements, such as technology, beliefs, values, and rules that serve as guidelines (Sugita et al., 2021). THK is a product of human behavior which is more subjective and interpretive. Therefore, symbols will be built by subjective understanding associated with phenomena that have objective consequences. About THK, *parayangan* is analogous to the value subsystem, *pawongan* is analogous to the social subsystem, and *palemahan* is analogous to the artifact subsystem (Windia 2007).

The success of social entrepreneurship is also supported by the government. For social entrepreneurship in the form of village credit institution called LPD, it is supported by village traditional institutions. The form of the village in Bali is mainly based on the unity of the place. In addition to territorial unity, a village is also a religious unit that is determined by a village temple complex called *Kahyangan Tiga* (three territorial temple), namely *Puseh* temple, *Bale Agung* temple, and *Dalem* temple. Social entrepreneurship that has grown and developed in Bali is Subak and Village Credit Institutions (LPD). Subak is a socio-economic-religious institution that has been recognized worldwide and is strict implementation of local

wisdom-based social entrepreneurship, while LPD is a type of non-bank microfinance institution where the owner is a traditional village institution and is the only institution non-bank microfinance managed by village community in Indonesia. The framework of thinking is as follows:



**Figure 1.**

*Research Framework*

## Methods

### 1. Design

There are 12 (twelve) public and private universities in Bali that have economics and business faculties, so the approach used in this research is the combination of qualitative and quantitative. The qualitative approach is descriptive-narrative by paying attention to the depth aspect to obtain more complete data in the form of writing, verbal, actions, symbols, physical objects or visual images, numbers and not only converted into numbers but non-standard shapes, sizes, and shapes. The quantitative approach displays descriptive statistical data.

The sampling technique was carried out by determining the sample using the saturated sampling method (all members of the population became members of the sample). Data collection uses a combination of approaches that include surveys, observations, field studies, and interviews. The ultimate goal of this research is to develop a model related to IL-IC by adopting social entrepreneurship and Balinese local wisdom.

Universities in Bali:

1. Udayana University
2. Dwijendra University, Denpasar

3. Hindu Indonesia University, Denpasar
4. Mahasaraswati University Denpasar, Denpasar
5. Mahendradatta University, Denpasar
6. Ngurah Rai University, Denpasar
7. Panji Sakti University, Singaraja
8. National Education University, Denpasar
9. Tabanan University, Kediri, Tabanan
10. Warmadewa University, Denpasar
11. Dhyana Pura University, Badung
12. Ganesha Education University

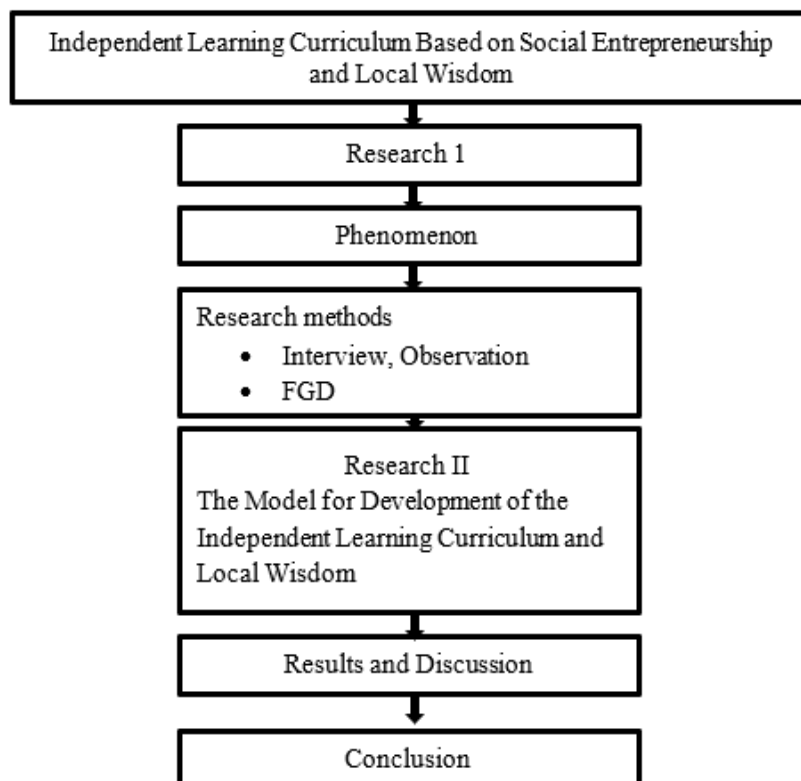
Qualitative approaches generally rely on collecting data through interviews, observation, documentation, and group discussion. The technique is relevant to use because a phenomenon will be understood well if the researcher interacts with the research subject where the phenomenon takes place. The compiled data consists of secondary data types obtained from various sources. Primary data as the main data is obtained through observation, interviews, and/or in-depth interviews with key informants. Then there will be further analysis, namely descriptive analysis by sorting the data so that it becomes information such as trends and data patterns.

## 2. Time and Conduct

This research is conducted in 2021. The researchers are at the Faculty of Economics and Business throughout the Province of Bali.

## 3. Research Stages

The overall research stages are depicted in Figure 2 below:



**Figure 2.**

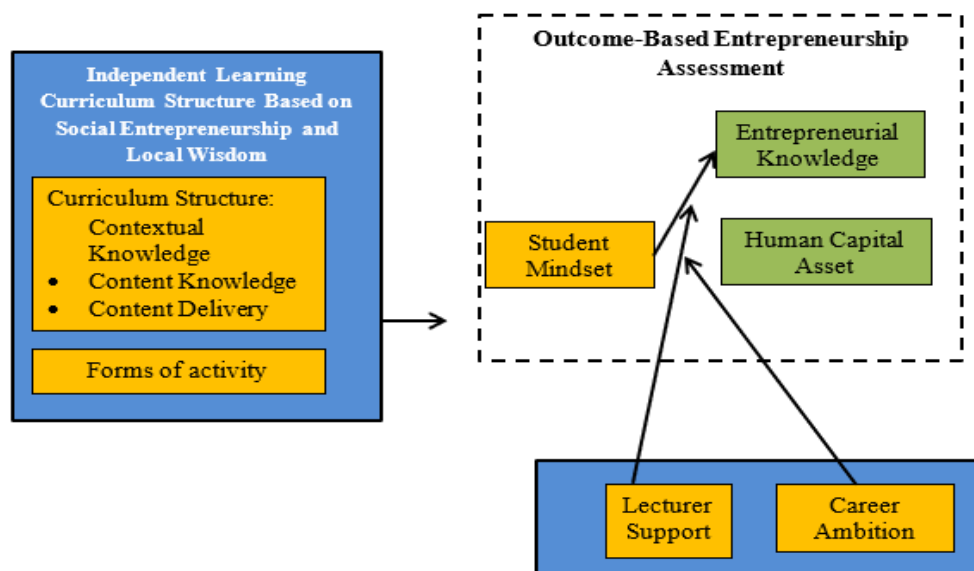
*Research Stages*

## Results and Discussion

### 1. Data Research

During the current research period, data collection has been carried out through interviews, observations, and documentation of mapping the implementation of the Independent Learning curriculum at universities that have a Faculty of Economics and Business (track academic) in Bali. Data has been obtained from the Faculty of Economics and Business (FEB) of the National Education University (Undiknas), the Faculty of Business Economics and Humanities (FEBH) of Dhyana Pura University (Undhira), the Faculty of Economics and Business (FEB) Warmadewa University (Unwar), and the Faculty of Economics. and Business (FEB) Ngurah Rai University (UNR). Three schemes can occur: first, the institution has implemented an independent learning curriculum

with existing social entrepreneurship content and local wisdom; both institutions do not yet have an independent learning curriculum. In the condition that there is no independent learning curriculum document, the researcher will provide recommendations and or supervision to develop an independent learning curriculum based on social entrepreneurship and local wisdom. The third scheme has compiled the independent curriculum but has not carried out the content analysis and mapping on course options. The model expected from this research is as follows:



**Figure 3.**  
*Research Expectation Model*

## 2. Discussion

### • Faculty of Economics and Business Universitas Pendidikan Nasional (Undiknas)

The realization of Independent Learning program – independent Campus (IL-IC) has been implemented at Faculty of Economics and Business Undiknas, which began in the odd semester of the 2020/2021 academic year by providing opportunities and facilitating students to fulfill their rights to take part in learning outside the study program. The programs that are facilitated include:

1. Learning outside the study program in Undiknas;
2. Learning in the same study program at different universities;
3. Learning in different study programs at different universities;
4. Learning outside universities through activities
  - a) internships/industrial practices
  - b) Student exchanges
  - c) entrepreneurship/startups.

Undiknas implements policies as guidelines for implementation, and strategies for the IL-IC program. These policies include: 1) Issuance of the Chancellor's Regulation regarding the implementation of Independent Learning-Undiknas' Independent Campus; 2) Preparation of academic guidelines; 3) Adjustment of the study program curriculum, in order to provide opportunities for students to take study out of their study program; 4) Conducting a common

perception with existing cooperation partners, both government agencies, the business world and the industrial world related to IL-IC as a new paradigm in the learning process; 5) Conducting workshops for prospective IL-IC supervisor lecturers; 6) Conducting socialization through all Undiknas social media accounts; 7) Providing understanding to students and parents/guardians and integrating the IL-IC program into the Undiknas e-learning system; 8) Issuing the Rector's Regulation which regulates free proposals and thesis for outstanding students in the field of scientific work publication.

All of these published policies aim to provide guidelines for the implementation of IL-IC, as well as to provide confidence to all parties (students, lecturers, parents, cooperation partners, stakeholders of the wider community as graduate users). So that all parties believe that the IL-IC program is a program that provides benefits, preparing students from an early age to become graduates who have competencies in accordance with the needs of the industrial world and the business world. Students and graduates of the Undiknas management study program who take part in IL-IC are able to think comprehensively in solving problems, through a collaborative learning process. The internship/industrial practice program is the program that is most in demand by FEB Undiknas students, through the Undiknas collaboration with various parties (Partners), these activities can be realized. Student exchange has been carried out through a program organized by the Ministry of Education and Culture, namely Permata Sakti, and International Credit Transfer. For the Permata



Sakti Program, Undiknas is listed as a private university that accepts inbound students with a large enough number to take online learning. Likewise, FEB Undiknas students who take part in learning outside Undiknas (outbound), so that the reciprocal model can be realized.

The success of obtaining international credit transfer grants has led Undiknas students to take online lectures at partner campuses outside Indonesia (Edith Cowan University Australia). Meanwhile, the entrepreneurship/startup pilot program is carried out by activating the role of a business incubator, to provide understanding and assistance in business management. All IL-IC activities carried out by students are accompanied by internal supervisors, and supervisors from the destination (Partners). Academic selection has also been implemented before students participate in various IL-IC programs, such as the minimum number of credits that have been taken, the minimum cumulative GPA that must be met, selection of proposals for students who will take part in business startup activities. As a newly launched program, IL-IC has received special attention from all levels of the Undiknas academic community and is committed to realizing it in an integrated manner involving all units within Undiknas. These units include: vice-chancellor for academic development, vice-chancellor for resources and finance, vice-chancellor for student affairs, vice-chancellor for cooperation and entrepreneurship, Institution for Research and Community Service, Tracer Study and Career Development Unit, Information System Development Unit, Business Incubator, Undiknas Study Center and Quality Assurance Institute.

Each unit must make adjustments and transformations so that the IL-IC program can be realized, providing positive benefits for Undiknas institutionally, students, lecturers, strategic partners and stakeholders of the wider community. Internalization which is interpreted as a process of mutual understanding of the meaning of IL-IC as an effort to realize a creative, innovative, non-restrictive learning process, students have the right to choose or not, but Undiknas as a higher education institution is obliged to facilitate, has been carried out in all study programs and all units in Undiknas environment. Especially for lecturers, internalizing the meaning of IL-IC is very necessary considering that lecturers will be dealing with students from various study programs in the learning process. Each student has different competencies and scientific backgrounds, so lecturers are required to understand that in IL-IC the lecturer is not the only source of learning. It is the student who acts as the center of learning. The internalization of other IL-IC values is carried out to provide an

understanding that the learning process in higher education is also the responsibility of the industrial world and the business world, so as to create a link and match with the graduates produced.

### ***Constraints Faced in IL-IC***

#### ***a. Apprenticeship***

Several challenges were faced by lecturers and students in the process of implementing the Internship. Prior to the implementation of the internship, students did not receive briefing or orientation regarding the institution that would be the place for Intern students. In addition, students also often experience technical problems in the process of applying for Internships to relevant government agencies due to lack of information about the Internship program at the intended government agency. This limited information makes it difficult for students to find government agencies where they can carry out their internships. Some students also do not know the right institution as a place for Internships so that they can meet their expectations in participating in Internships.

During the internship, students also do not have a clear schedule. The work done by students is not in accordance with their expectations so that the competencies and skills they want to be honed through the Internship program cannot be achieved. Supervising lecturers also play a less optimal role in providing direction during the Internship process so that learning outcomes have not been maximally achieved. The lack of a supervisor's role also has an impact on the preparation of the final report. In addition, the difficulty in preparing the final report was also caused by the incompatibility of the things to be learned and the things that were done during the Internship process. This also causes students difficulties in compiling a synthesis of problems related to issues in the science of state administration. Another challenge faced after the implementation of the Internship is that the competency test is not carried out so that the absence of this competency test causes a lack of information related to the effectiveness of the Internship program in increasing the knowledge and students' skills of state administration science.

#### ***b. Student Exchange***

Challenges faced by FEB and students in the process of implementing the exchange students with different Study Programs in their own Higher Education as well as the same Study Program and different Study Programs in other

Higher Education. Students still do not understand about the Independent Learning – Independent Campus (IL-IC) program. Students lack briefing or orientation regarding elective courses that can be taken in other Study Programs, either at their own university or at other universities. Besides, study time is still the same as in the original study program.

### **c. Entrepreneurial Activities**

The entrepreneurship program is a bridge that brings prospective graduate students to immediately get to know (getting-in) and join (getting-along) the real business world through business start-up facilities. Entrepreneurship activities as part of the educational strategy at the National Education University are intended to facilitate students who have entrepreneurial interests and talents to start entrepreneurship on the basis of the science and technology they are studying. The facilitation activities provided include the preparation of a business plan, capital support and business assistance. In the end, Entrepreneurship Activities are indeed expected to be able to provide support to the government's in realizing independence through job creation and empowerment of Small and Medium Enterprises (SMEs). In the Even Semester 2020-2021 in accordance with the Rector's Decree No. 139/I-5/UND/III/2021 that the recipients of internal grant funding for the entrepreneurship program for students of the Accounting Study Program are 2 students.

- **Faculty of Economics, Business and Humanities, Dhyana Pura University (Undhira)**

Implementation of Independent Learning – Independent Campus (IL-IC) Faculty of Economics, Business and Humanities (FEBH) at Dhyana Pura University is currently still in the socialization stage to Study Programs in the FEBH environment. This socialization was continued by the Study Program to lecturers and students in the form of IL-IC program offered by the Ministry of Education and Culture. As the initial stage of the Independent Campus program, such as: 1) FEBH conducts study between study programs. The study that students take is study that support the Learning Outcome of each study program. Like Communication Marketing offered by the D3 Marketing Study Program followed by students of the Management study program. Digital Business Communication marketing offered by the Accounting Study Program is followed by the Marketing Management study program of Diploma 3; 2) apprenticeship to industry. Internships are still being carried out

independently by students and currently, the number of internship credits for each study program is still being reviewed, so that it is in accordance with the IL-IC program.

FEBH encountered problems in implementing IL-IC such as: 1) Policies from the Rectorate are not yet complete, so far they are only equipped with curriculum preparation documents; 2) The socialization of the IL-IC program from the Ministry of Education and Culture to students has not received a positive response (not enthusiastic). Students prefer to attend study in accordance to the regular curriculum in accordance to the academic guidelines of the Study Program; 3) Cooperation/MOU with other Universities, and the Business and Industrial World specifically does not exist for the IL-IC program.

Currently the Study Program at FEBH is conducting a curriculum review so that the IL-IC program is included in the new curriculum. In accordance to university academic guidelines, local wisdom that must be included in the curriculum of each study program is about tourism. One example program is Communication Marketing MICE from the management study program. The output of this Communication Marketing is that students are able to create events that involve students in collaboration with the tourism industry. Evidence for the IL-IC implementation stage is still an offer letter for the IL-IC program from the faculty to Rectorate, while activities for online study among study programs have not been recorded at the faculty.

- **Faculty of Economics and Business Warmadewa University (Unwar)**

The implementation of IL-IC at the Faculty of Economics and Business, University of Warmadewa is planned to be carried out in the odd semester of 2021/2022 for the three study programs. This is because the study program is still concentrating on curriculum adjustments. Obstacles faced in the implementation of IL-IC, among others, are still preparing operational cooperation with partners. Meanwhile, the rules of the university are being made. Local wisdom in the curriculum refers to the vision and mission of quality, ecotourism insight, and global competitiveness. Currently, the document being prepared for the implementation of the IL-IC is Curriculum Adjustment (August 2021).

- **Faculty of Economics and Business Ngurah Rai University (UNR)**

Implementation of the Independent Learning-Independent Campus (IL-IC) at Faculty

of Economics and Business, Ngurah Rai University (FEBUNR) is currently still in the socialization stage to the Management Study Program (Faculty of Economics). The consideration for selecting the study program is related to the readiness of the study program in managing programs that will be implemented in the future and the wider ownership of cooperation with third parties, such as the government, industry and educational institutions, both in the country and abroad. This outreach was forwarded by the Study Program to lecturers and students in the form of the FEBUNR program offered by the Ministry of Education and Culture. As the initial stage of the independent campus program, such as: 1) The objectives of the study programs and the learning outcomes of graduates in each study program must be achieved; 2) Credits standards that have been required must be met; 3) Do not increase the study period that has been stated in the curriculum 4) Continue to maintain the uniqueness of the study program in the implementation of the independent campus program;

The implementation of the independent campus at Ngurah Rai University is in the management study program which has the flagship program "Business Innovation Hub as a forum for self-development in student activities". Through an independent campus, each individual's abilities can be developed through the curriculum and through business incubators. With the activity of the Incubator Business, it is possible to form human resources who have entrepreneurial motivation creatively, innovatively, productively and cooperatively as the first step in creating entrepreneurs who have competitive and comparative advantages and have a clear vision and mission in the future.

The quality of the incubator Business to be achieved in the independent campus: 1) Cultivate interest and entrepreneurial spirit for every student, not only students in one study program, but all students in Ngurah Rai University; 2) Develop student efforts to potentially become independent businesses; 3) Improving the process of technology and the process of commercialization of business from experts and industry; 4) Increase opportunities for partner collaboration in the entrepreneurship mentoring process.

The Faculty of Economics and Business, Ngurah Rai University (FEBUNR) has a program achievement strategy that will be implemented in the independent campus program, including: 1) Implementing innovation and curriculum adjustments as well as improving the learning system to support the implementation of the independent campus program, one of which is increasing the use of information technology in

the implementation of learning programs and other programs; 2) Establish cooperation with leading universities for the provision of guest lecturers, cooperation in summer school programs, exchange of lecturers and students to cooperation in conducting research activities; 3) Collaborating with third parties who can act as Ngurah Rai University partners, both from the government and industrial sectors (implementation of triple helix collaboration) to support university Education program and off-campus activities included in the Ngurah Rai University Independent Campus Program; 4) Carry out resource mapping (both lecturers and students), identify resource needs and socialize programs according to predetermined targets; 5) Establish development or training classes in accordance to the identification of needs.

FEBUNR experienced problems in implementing MB-KM such as: Socialization of the MBKM program from the Ministry of Education and Culture to students has not received a positive response (not enthusiastic). Students prefer to attend lectures in accordance with the regular curriculum in accordance with the academic guidelines of the Study Program. In the process of converting courses, there are difficulties from the regular curriculum to an independent campus.

### Limitations and Suggestions

This research cannot be separated from the existence of obstacles that hinder the data collection process. The obstacle faced was the difficulty of reaching respondents directly due to the extraordinary situation due to the Covid-19 pandemic which caused most of the data collection process to be done online. If data collection is done online, health protocols are always applied. In the future, researchers will continue their research by reaching out to other Faculty of Economics and Business in other universities.

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