



Innovative Entrepreneurship Learning: Developing an Influential Curriculum for Undergraduate Culinary Students

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ABSTRACTS

In line with the increasing attention to entrepreneurship in the world of catering, this research also developed an innovative entrepreneurship curriculum specifically designed for undergraduate catering students. This research develops and evaluates creative modules consisting of mentoring methods and creative problem solving (CPS) practices for the undergraduate Boga innovative entrepreneurship program at UNY. Mentoring is carried out by practitioner lecturers who come from the industrial field. A quasi-experimental design with a sample of 60 students estimated the causal impact of the educational intervention. Students in the experimental group participated in mentoring and CPS-based culinary business practices for one semester. The results showed that students who received the intervention from practitioner lecturers significantly improved their innovative entrepreneurship as assessed by the T-test. This study examined innovative entrepreneurship through qualitative and quantitative instruments. Findings support the positive impact of education on entrepreneurial potential. In addition, an innovative entrepreneurship development model was developed that can contribute instructional content and learning progressions that can help educators prepare well for practice and predict student progress.

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1. INTRODUCTION

Currently, innovative entrepreneurship is needed in the world of work, especially in the industrial world. The implementation of entrepreneurship education is very important to prepare entrepreneurship graduates when they enter society. To motivate graduates of

entrepreneurship vocational schools, various countries are making breakthroughs through entrepreneurship education and entrepreneurship courses that emphasize entrepreneurial skills, attitudes and behaviors that encourage students and their graduates to start their own businesses (Onstenk, 2014). University graduates in China account for 20% of entrepreneurs, but only 2% choose to start their own business (Bin, et al, 2018). Under these conditions, it is very important for policy makers to foster an entrepreneurial spirit among students (Bin et al., 2018). Meanwhile, Indonesia concentrates on promoting entrepreneurship in an effort to develop and grow talented young entrepreneurs (Ghina, 2014). Entrepreneurial potential to help the nation and state to overcome socio-economic problems, especially unemployment, poverty and slow economic growth. With the potential for entrepreneurship, it can be a starting point for supporting sustainable economic development, increasing competitiveness, and creating economic and social welfare (Sousa, Maria Jose, et al, 2019). In developing innovative entrepreneurship, it is important to instill an entrepreneurial spirit in students. To become a successful entrepreneur, it takes more than just an identified set of competencies or skills (Sousa, Maria Jose, et al, 2019). In learning, the lecturer as a teacher acts as a facilitator, and also as a motivator in learning (Munawaroh, 2018). Formation of entrepreneurial interest can be done with a practical approach so that students are invited to be directly involved in real learning, like an entrepreneur (Gamez & Baquero, 2017). Mentoring is an effective strategy in assisting students in developing skills and knowledge in the field of entrepreneurship. Mentors can advise, direct, guide, and provide moral support to students who want to start their own business. Through mentoring, students can acquire the knowledge and skills they need to develop a business idea into a successful venture. The benefits of mentoring are very broad, especially in the world of the culinary industry. Innovation competencies must be included in the development of courses that are useful for increasing the success of culinary undergraduate students (Horng & Hu, 2009). One of the courses in Food Engineering Education at Yogyakarta State University that carries the theme of entrepreneurship is Culinary Business Practice (PUB). In addition, students are also equipped with internship courses or industry practice for one semester, so that students are expected to have extensive knowledge and experience in the world of entrepreneurship. Therefore, this study aims to develop an innovative entrepreneurship curriculum with assistance based on creative problem solving (Creative Problem Solving).

2. METHODS

2.1. Research Design

This research was conducted by applying mentoring methods and teaching interventions based on creative problem solving. The mentoring was carried out by three practitioner lecturers who came from the world of industry, both hospitality and culinary. This study used a quasi-experimental method to estimate the impact or influence of the intervention carried out by practitioner-lecturers. In this study, pretests and posttests were conducted before and after receiving interventions from practitioner lecturers, which aimed to measure the effectiveness of this program.

2.2. Participants

The participants who participated in this experiment were undergraduate students of Yogyakarta State University (UNY). The student sample consisted of 60 students from semester 3.

Table 1. Demographics of participants

Dimensions	Category	Frequency	Percentage
Gender	Male	10	16,7 %
	Female	50	83,33 %
Education level	3 rd semsters	60	100 %

The reason for choosing the number of participants is so that there is a diversity of participants. The number of female students is higher than the number of men because, in general, there are more female students than male students in culinary education. The choice of education level in semester 3 is based on the consideration that in semester three students have gained basic knowledge about food science so that, when the practitioner lecturers provide assistance, students already have an idea of how entrepreneurship can be developed in the world of food. In addition, in semester 3, students usually have completed several courses related to management and business, so they can understand the important aspects of managing a culinary business as delivered by practitioner lecturers. This will be a good provision for students who want to develop a career in the field of food or culinary business in the future.

3. RESULTS AND DISCUSSION

The pretest and posttest data obtained were tested using SPSS with a paired t-test. The paired t-test is a type of parametric test because it assumes that the data being tested is normally distributed. In addition, the paired T-test also assumes homogeneity of variance, meaning that the variances of the two groups being compared must be the same, so to ensure that the normal distribution assumption is met, it is necessary to conduct a normality test and a homogeneity test. The paired T-test is used to compare the means of two groups taken from the same population or two measures taken at different times from the same subjects. In this context, the pre-test and post-test are considered two measures taken at different times on the same subject (Haryanti et al., 2019). From the results of the T-test, the t value was 4.62 and the p value was 0.00005, thus indicating that there was a significant difference between the pre-test and post-test. In this case, it shows that educational intervention has an effect on entrepreneurial spirit, as in the following chart:

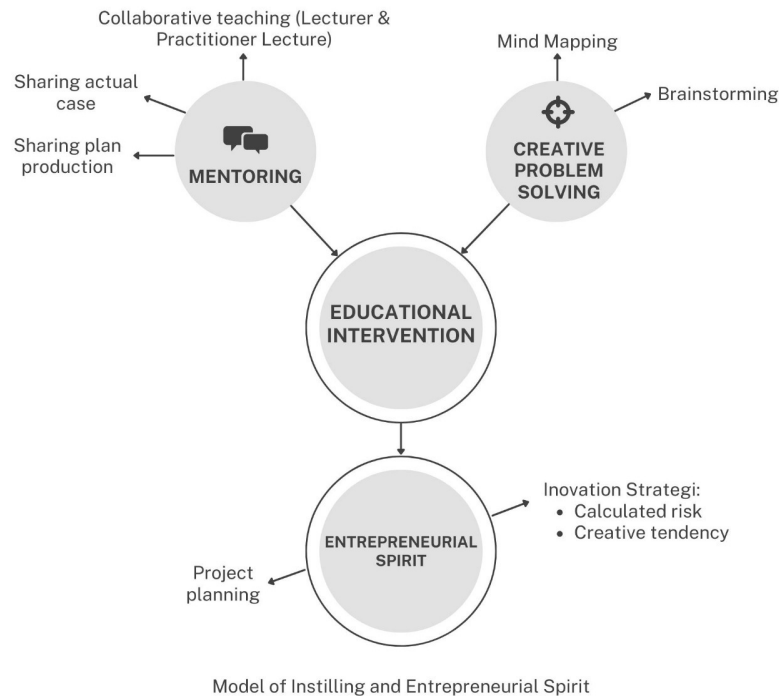


Figure 1. Model of Instilling and Entrepreneurial Spirit

The quantitative data showed that the experimental group had higher innovative entrepreneurship test scores on the post-test than on the pre-test. Furthermore, the intragroup effect values showed significant results. This shows that the assistance provided by CPS-based practitioner lecturers has a positive effect on the post-test results, so that students' innovative entrepreneurship can increase after receiving assistance from practitioner lecturers for one semester. These results support previous research, which states that the entrepreneurship mentoring program has succeeded in increasing the ability of culinary students to start a culinary business. Students who take part in this program can develop good business plans, improve marketing skills, and expand business networks. This program also has a positive impact on universities by increasing the reputation and quality of culinary education study programs (Ariani D et al., 2019). Assistance provided by practitioner lecturers is also tailored to the business fields that are engaged in by practitioner lecturers. In addition to intervention through the assistance of practitioner lecturers, there are several courses that are in line with increasing entrepreneurship in the curriculum in Cosmetology Education at UNY. Courses that are in line with increasing entrepreneurship are industrial practice and culinary business practice. Assistance from practitioner lecturers is expected to be able to improve students' insights and abilities so that, at the time of industrial practice, they can apply what has been conveyed by practitioner lecturers when mentoring. They will also certainly be greatly helped when taking a culinary business practice course. Students will be better prepared for starting a business and analyzing what challenges and obstacles will be faced when building a business. In the course of business practice, students are required to be able to think critically and creatively to build a business.

4. CONCLUSION

The data obtained shows that the post-test results are higher than the pre-test, indicating that the assistance provided by the practitioner lecturers has had a positive effect. With this

assistance, students can be helped in determining the type of entrepreneurship to be developed and knowing what the challenges in entrepreneurship are and their solutions. The recommendation given by researchers is that there is a need for more curriculum development based on entrepreneurship because entrepreneurship is needed in the industrial world and other places. In addition, universities can also better embrace all entrepreneurial circles to be able to join in the preparation of the curriculum because they are more aware of the challenges of entrepreneurship in the real world. The university should also increase relations with various industrial circles to be able to facilitate students doing industrial practice or internships. Besides that, it can also make it easier for students to get assistance from practitioner lecturers from the industry.

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