



Tropical Studies Based on Social Enterprise Learning at Mulawarman University

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Abstract

This study aims to determine students' understanding and perceptions of lecturers at Mulawarman University on applying tropical studies-based social enterprise in learning activities. This study uses a qualitative descriptive method of sampling groups of informants using purposive sampling, then snowball sampling to determine individual informants. The analytical technique used in this research is the categorization method to extract field findings into units of information which are then synthesized into themes to obtain a conceptual formulation related to the objectives of this study. The results showed that 72% of students and 57% of lecturers did not understand the concept of social enterprise, and 75% of lecturers who taught entrepreneurship courses were not interested in its conception.

Keywords: *Tropical Studies; Social Enterprise; Learning; Mulawarman University*

Introduction

Social entrepreneurship is a fascinating phenomenon today. The difference between social and traditional entrepreneurship is the focus on material benefits and customer satisfaction, as well as their significance to people's lives. Global social entrepreneurship received attention when Muhammad Yunus received the 2006 Nobel Peace Prize for pioneering the development of micro-credit and social business through Grameen Banks. Social entrepreneurs see problems as opportunities to form a new business model that is beneficial for empowering the surrounding community. Rijal (2019) revealed that social entrepreneurship is the use of entrepreneurial behavior that is more oriented to achieving social goals and does not prioritize profit or the profits earned for social purposes. According to Kasali (2012) many people talk about entrepreneurship but do not understand it. Currently, many mentors teach entrepreneurship in a get-rich-quick way. In social entrepreneurship, the things that become the grip are the social mission, the products or services exchanged, the profits obtained are distributed not for self-interest, and must be accountable to the community. In social entrepreneurship, not only the rich can share with the poor.

In the current economic structure of Indonesia, the youth unemployment rate is still relatively high, so it will lead to serious social problems if it gets serious attention. Some social factors influenced by high unemployment include poverty, drug abuse, crime, promiscuity, thuggery, buying and selling humans (human trafficking), and so on. This condition will disrupt development in all fields and national stability. Therefore, what is needed now is a natural solution that can help overcome the problems above. One solution is to increase the spirit of social entrepreneurship in every individual in the community, especially young people as the backbone of the nation, so universities must be present to provide superior human resources to overcome this problem, one of which is Mulawarman University.

Universities have a responsibility through entrepreneurship learning to be able to change the attitude and mentality of their graduates to become entrepreneurs who are confident, disciplined, creative, innovative, like challenges, and dare to take risks. This ability is needed to face the industrial era 4.0. One of the universities' efforts is to present entrepreneurship courses that students must follow. The learning process in entrepreneurial practice has been an essential topic in the study of entrepreneurship during the last two decades. In 2005, a reputable journal called *Entrepreneurship Theory and Practice* published a unique issue that described learning as a crucial moment in entrepreneurship development (Leitch & Harrison, 2005). Since the emergence of the journal, more and more articles have discussed the social aspects of learning and their implications for entrepreneurship education (Zhu et al., 2016). Thinking about learning in entrepreneurship has developed rapidly. It has focused on issues such as the social purpose and nature of learning (Karataş-Özkan, 2011), the relationship between individual and organizational learning (Stinchfield et al., 2013), and the implications of representative learning in the process (Karataş-Özkan, 2011).

Mulawarman University is one of the universities that has uniqueness and advantages in the tropical rainforest area. Mulawarman University has advantages compared to other universities as outlined in the Principal Scientific Pattern (PIP), namely Tropical Studies (Wet Tropical Forests and Their Environment). The tropical rainforest area is an area that has a crucial role in life on earth. The diversity of natural and human resources is a potential that can utilize for human and environmental survival. Tropical forests are also critical to achieving the Sustainable Development Goals (SDGs), a series of sustainability targets agreed upon by countries around the world in 2015. The Life on Land Goals (SDG 15) specifically target the protection, restoration, and use of forests and land ecosystems in a sustainable manner.

In contrast, many other SDG targets relate to the existence and healthy functioning of forests; for example, as an essential source of income, food security, and livelihoods, tropical forests contribute to the Eradication of Poverty (SDG 1) and the Eradication of Hunger (SDG 2). The extraordinary potential of tropical forest areas should be an opportunity for students at Mulawarman University to make various innovations to contribute to development through learning activities, one of which is through the concept of social enterprise learning. The following is the formulation of the research question:

RQ1: What is the Mulawarman University students' understanding of social enterprise learning?

RQ2: What is the perception of Mulawarman University lecturers in applying tropical studies-based social enterprise in learning activities?

Method

Research Design

This study used the descriptive qualitative method (Creswell, 2009). This study's samples were all

Mulawarman University students who had taken entrepreneurship courses and lecturers who taught entrepreneurship courses. The technique of determining the sample of informants using the purposive sampling method.

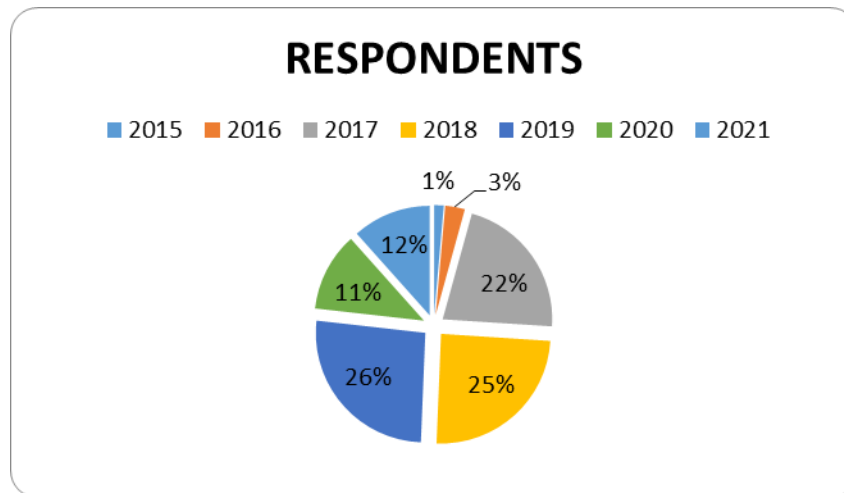
Sample and Data Collection

The determination of the informants was carried out using a purposive sampling method based on the groups represented, namely Mulawarman University students who had taken entrepreneurship courses and lecturers in entrepreneurship courses. Data collection techniques were carried out through observation, interviews, and documentation. The data analysis technique used triangulation with the stages, namely data collection, data reduction, categorization, synthesis, and answering the research objectives. (Bogdan & Biklen, 2007)

Results and Discussion

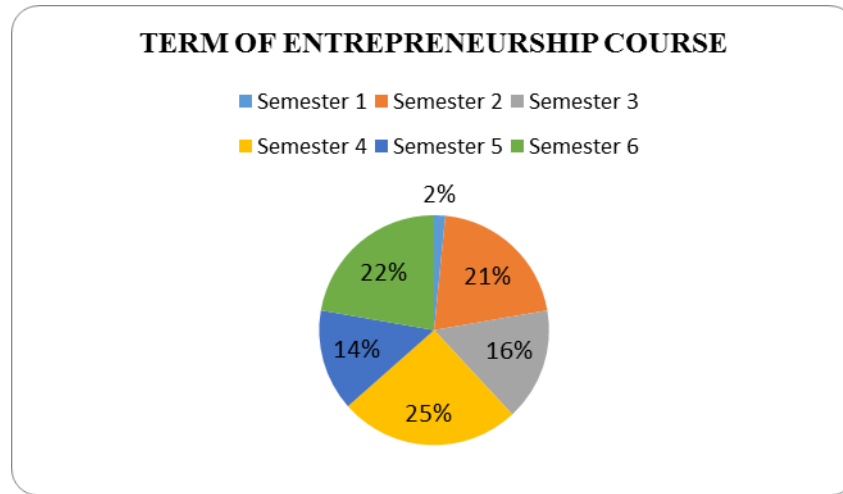
Results

This research involves students who have taken entrepreneurship courses and lecturers in entrepreneurship courses at Mulawarman University. Student respondents came from various batches, as shown in the following figure.



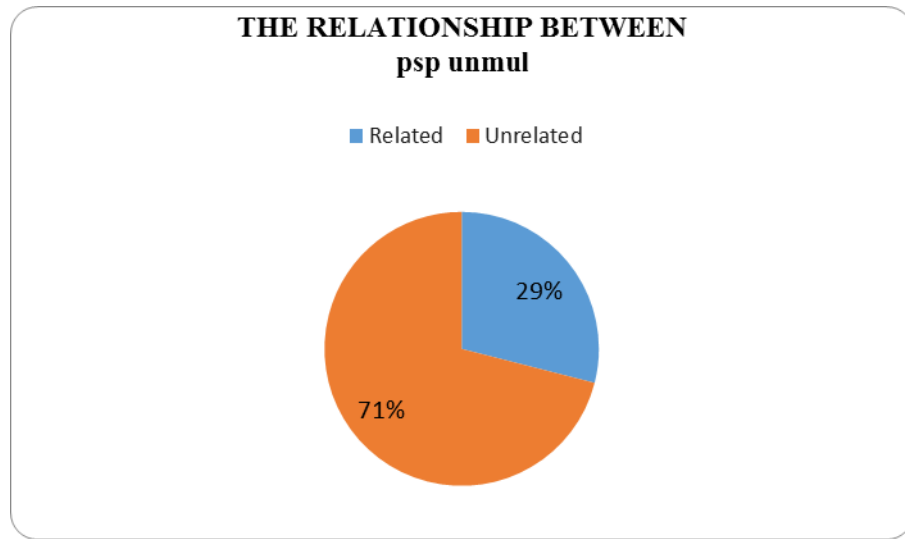
Picture 1. Percentage of Respondents by Batch

The percentage of the most significant number of student respondents from the 2019 batch was 26%, and the lowest was from the 2020 batch at 8%. Each study program has its policy regarding entrepreneurship courses that students must take, as shown in the following figure.



Picture 2. Percentage of Time Students Take Entrepreneurship Courses

Each study program has its policy regarding when students can take entrepreneurship courses. Most students can take entrepreneurship courses in semester four at 25% and the lowest in semester five at 2%. This difference is not a problem because each study program has a different lecture curriculum and policy, but what is more important is the relationship between entrepreneurship course learning activities and the Basic Scientific Pattern (BSP) of Mulawarman University.



Picture 3. The Relationship Between Entrepreneurship Learning and PIP Unmul

The result showed that the interviews with lecturers who support entrepreneurship courses show that 71% stated that entrepreneurship learning has no synergy with Basic Scientific Pattern (BSP) Mulawarman University. In comparison, 29% is related to BSP Mulawarman University, although learning activities for entrepreneurship courses are mostly project-based, as stated by lecturer respondents. The following.

“A project-based entrepreneurship learning method in which students are allowed to conduct observations, market research, the business analysis then make business designs and do entrepreneurship practice by utilizing digital promotions.”

Several entrepreneurial learning activities have synergized and developed into BSP Mulawarman University, as stated by the following lecturer respondents.

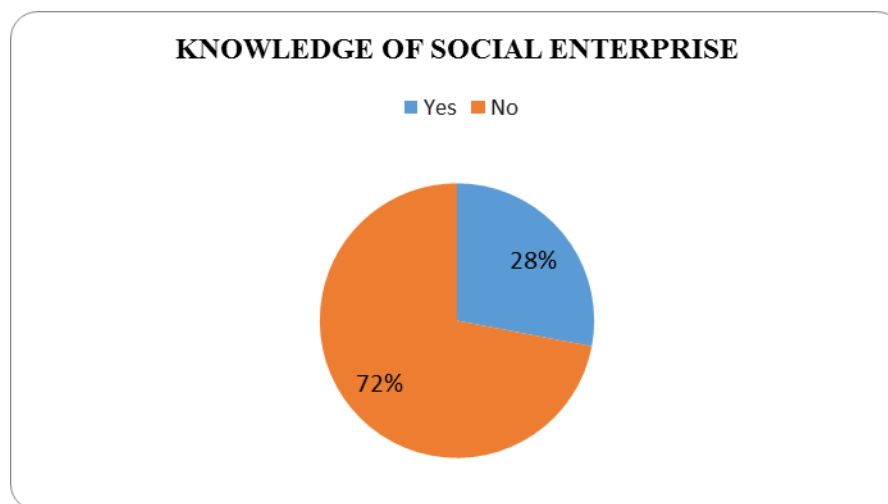
"In BSP points, it is about culture. Entrepreneurial products must be related to BSP, namely literature, such as t-shirts such as Jogja or Bali (part of Indonesian literature), but adapted to the needs of the student market (maybe local food is more interesting)."

Discussion

Student Understanding of Social Enterprise Learning

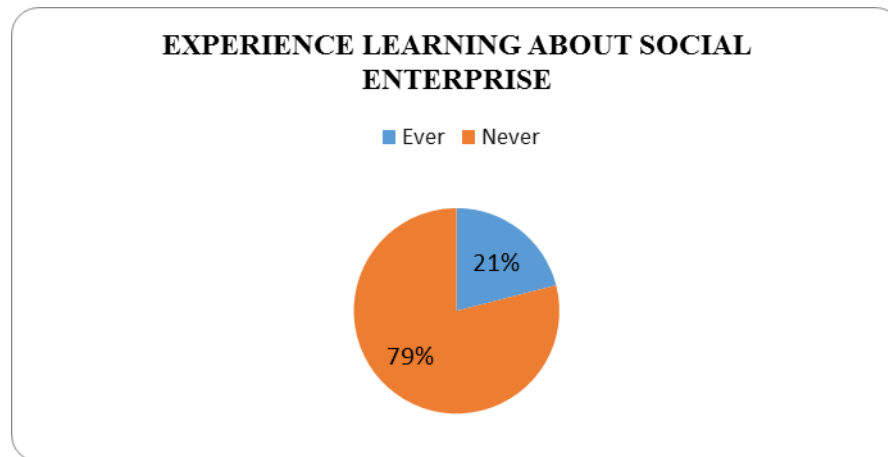
Universities carry out various activities to produce young entrepreneurs to support post-campus student activities and solve unemployment problems. Mulawarman University also carries out another program, namely the curriculum integration in the form of entrepreneurship courses students must take. Mulawarman University also has uniqueness and advantages compared to other universities as outlined in the Principal Scientific Pattern (BSP), namely Tropical Studies (Wet Tropical Forests and Its Environment). This uniqueness and advantage should be optimized for learning development.

Social enterprise or social entrepreneurship in the 4.0 era is significant because it does not only aim for economic but social sustainability. Emerson & Twersky (1996) summarizes the definition of social enterprise. Social entrepreneurship can be defined as the creation of social value produced in collaboration with people and organizations from civil society engaged in social innovation that usually implies an economic activity (Hulgard, 2010). The concept of Social enterprise has yet to be discovered among students because entrepreneurship learning has yet to be integrated with social values that are grown in society, as shown in the following figure.



Picture 4. Knowledge of Social Enterprise

The results showed that 72% of Mulawarman University students did not know about social enterprise, while 28% said they already knew. As shown in the following figure, understanding can emerge through learning experiences, but most students have yet to experience social enterprise learning experiences.



Picture 5. Experience Learning about Social Enterprise

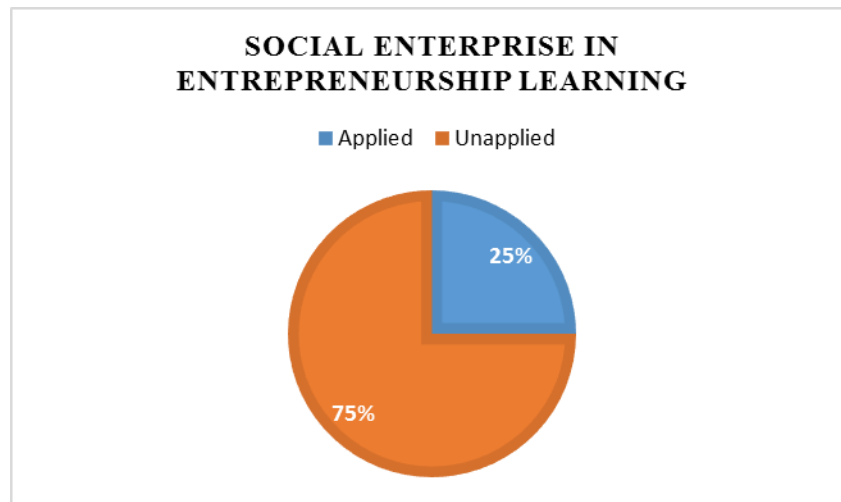
The social enterprise learning experience has yet to be obtained by Mulawarman University students. The study results showed that 79% of students still needed to experience learning about social enterprise. In comparison, 21% of students had learned about social enterprise outside lecture activities. It is crucial because social innovation is very much needed and carried out, especially by young people. Social innovation is an initiative to meet the needs of society by producing new products, services, and activities that are more effective than traditional markets and the public sector (Rhodes et al., 2022).

Lecturer's Perception in the Application of Tropical Studies-Based Social Enterprise in Learning Activities

Social enterprise is an exciting phenomenon in this era because it is different from traditional entrepreneurship, which only focuses on material gain but has not been able to empower the community (Dees & Anderson, 2003); (Austin & Reficco, 2018). The concept of social enterprise reached the peak of understanding after Mohammad Yunus 2006 won the Nobel Peace Prize in microeconomics for women in Bangladesh. The Nobel Prize that awarded to a social entrepreneur. This phenomenon is one of the inspirations used to carry out various innovations in learning activities (Napsiah, 2020).

Tropical forests significantly contribute to agricultural production by providing clean water for irrigation, regulating weather patterns so that the soil is suitable for agriculture, and providing habitat for insects, birds, and bats that pollinate crops. Products harvested directly from the forest account for an average of almost a quarter of the household income of families who depend directly on this ecosystem (Sofia, 2017). The community can also utilize the potential of tropical rain forests to improve the quality of the economy, including tourism activities and utilization of other forest products.

The potential of tropical rain forests also provides opportunities for applying social enterprise learning in learning activities on campus. Potential Tropical rainforest areas can be one of the efforts to eradicate poverty, eradicate hunger. It can be one of the basic guidelines that can be used to strengthen the urgency of social enterprise learning, especially at Mulawarman University. In general, the concept of social enterprise learning has not been widely chosen and applied by lecturers at Mulawarman University, as shown in the following figure.



Picture 6. Social Enterprise in Entrepreneurship Learning

Only 25% of entrepreneurship learning activities have implemented the concept of social enterprise, which refers to using the design thinking stage, such as information from the following lecturer respondents.

“Increasing market growth through design thinking. Lecturers divide groups and provide facilitators to learn more about market strategies in the era of the digital economy.”

The application of social enterprise in entrepreneurship learning activities which is still minimal is possible because some lecturers still need to learn and understand the concept. The results showed that 57% of entrepreneurship course lecturers did not know, and 75% were not interested in the concept of social enterprise learning. However, various examples of social enterprise activities have been carried out by several figures.

Various social enterprise activities have been started in several areas in Indonesia and pioneered by youth, one of which is the Garbage Insurance Clinic (GAS) in Malang, East Java, established in 2010. The concept of the Garbage Insurance Clinic developing by a doctor who graduated from Brawijaya University named Gamal Albinsaid. This program was developed to show concern for the health conditions of the people who have not been able to access medical services because some feel in the community that medical treatment is still expensive. Social entrepreneurship in the field of education has made achievements in this country. Ahmad Baharudin initiated the Community Learning Activity Center (CLAC) named Qoriyah Thoyibah Playgroup (QTP). His concern for others began when he enrolled in Junior High School at one of his favorite schools. He saw that the residents of Kali Bening in Salatiga, who work as farmers, could not access the school because of the high registration cost, books, uniform fees, and tuition fees. Because of this, he and the Peasants Union Association were motivated to establish alternative schools for disadvantaged children (Utomo, 2015).

Universities have to foster the spirit of social entrepreneurship. It is because universities graduate thousands of graduates each year. Ideally, these graduates are not only job seekers but also try to create jobs, so entrepreneurship education in higher education is crucial to socialize to produce reliable social entrepreneurs. Some universities include entrepreneurship courses with varied practices. However, they still need to link it to social enterprise, even though the impact can be more comprehensive (Hasanah, 2019). In China, students who practice entrepreneurship receive full support from the government, universities, and parents. Parents provide funds to students who are practicing entrepreneurship. This support is a form of positive response from parents to entrepreneurial activities on campus so that they

have sufficient provisions for entrepreneurship. Entrepreneurship programs carried out by universities in developed countries should also apply to universities in Indonesia. Entrepreneurship programs in universities receive full support from the government.

Mulawarman University, which has the uniqueness and excellence of tropical rainforests, should be able to jump-start students' potential to develop it through lecture activities, one of which is entrepreneurship courses that use the concept of social enterprise learning. The uniqueness of Social enterprise learning can be applied in collaboration with several courses. This collaboration can make lecture activities more synergistic with the concept of independent learning. Make social entrepreneurship a massive, structured, and sustainable movement.

Conclusion

The results of this study indicate that most of the entrepreneurship learning activities at Mulawarman University have yet to synergize with the PSP of Mulawarman University, namely tropical studies. The concept of social enterprise learning based on tropical studies is not widely known by students and is of interest to lecturers in learning activities.

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