ANALYSIS OF EFFECTIVE CITIZEN MODEL-BASED ENTREPRENEURIAL CHARACTER

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Abstract

The study aims to analyze students' entrepreneurial character by effective citizen model-based internalization of performance character values in entrepreneurship learning. Then, the method was descriptive quantitative. Descriptive analysis was employed to assist in summarizing the entire trend of the obtained data. As a result, the analysis shows that students' entrepreneurial character at Private Universities in Tasikmalaya was still in the low criteria. Averagely, the initial entrepreneurial character of students was 55.77%. Meanwhile, the profile of students' performance was within the sufficiently qualified category at 49.1%, where it was from 55 of 112 students. The rest was in the qualified and less qualified categories respectively which comprised 42.9% with 48 students and 8% with 9 students. The findings regarding the performance character imply the necessity of collaboration between parties, reviewing policy improvements related to entrepreneurship learning at both the local and national levels, and learning model development was required, so that it could build performance character, mainly for students. Thus, the performance character was necessarily strengthened and built by students to construct an entrepreneurial spirit.

Keyword: *Entrepreneur, Effective Citizen Model, Character*

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INTRODUCTION

Annually, the phenomenon of increasing unemployment in Indonesia is a field that must be reviewed, and serious management is necessarily required. Based on data from the Central Bureau of Statistics in 2020, Open Unemployment Rate (TPT) on August 2020 was 7.07 percent. It increased by 1.84 percentage than on August 2019. In addition, the increasing unemployment in 2020 was due to the global pandemic, such as Corona or Covid-19, in 2020. It had a negative impact on various sectors, both social, educational, economic, and other sectors. Moreover, economic growth depreciated, so companies dealt with several issues, such as the company's declining performance, bankruptcy, imbalance cash flows, and declining business turnover continuously. In contrast, longevity companies conducted various actions to save their businesses. One of the solutions was worker reduction. However, it implied an increasing unemployment rate (Central Bureau of Statistics., 2020)

In addition, data from BPS demonstrates that 29.12 million people (14.28 percent) of the productive age affected by Covid-19 consisted of the unemployed due to Covid-19 (2.56 million people), Non-Workforce (BAK) due to Covid-19 (0.76 million people), temporarily unemployed due to Covid-19 (1.77 million people) (Central Bureau of Statistics, 2020). Also, higher education has contributed to high unemployment rates. It can be seen from the following table:

Open Unemployment Rate (TPT) Based on Higher Education Graduates (percent), August 2018-August 2020

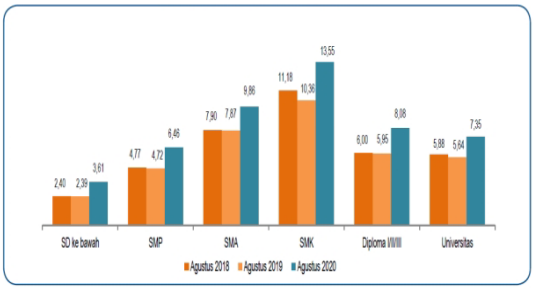

Figure 1 Central Bureau of Statistics, (2020).

Open Unemployment Rate (TPT)

Based on Higher Education Graduates

The data above represents that diploma graduates in 2018 contributed to an unemployment rate of 6% of the total productive-age population, which was 203.97 million people. In 2019 and 2020, it contributed 5.96%, and 8.08% to the unemployment rate, respectively. Meanwhile, for university graduates, in 2018 and 2019, it contributed 5.88% and 5.64% to the unemployment rate, respectively. However, in, 2020, it increased by 7.36% or equivalently 15.01 million people. From the data on higher education graduates, the large unemployment rate is caused by several factors, including the orientation of higher education to earn large incomes and the difficulty of getting jobs as the expectation (Susanto, E., Rochaida, E., & Ulfah, 2018). Furthermore, the preference of higher education graduates is to be employees in institutions or offices by receiving wages or salaries than creating jobs (Wahyuni, 2008).

According to (Onuma, 2016), many higher education graduates are unemployed because of some factors, such as they choose the wrong field of study; the quality of education is not appropriate; the lack of soft skill development; and they have higher expectations at the beginning of their career, which is looking for jobs with a higher salary in several prestigious institutions. These reasons are based on their cost calculation during studying and expectation to achieve a comparable rate of return, so many undergraduates are unemployed (Ekpo, 2010; Uzoagulu, 2012).

Similarly, based on the survey results of this study of 250 students of Islamic Institute (IAI), Tasikmalaya in 6 study programs, such as Islamic Education (PAI), Islamic Family Law/Ahwal Syakhsiyah (AS), Constitutional Law (HTN), Teacher Education of *Madrasah Ibtidaiyah* (PGMI), Islamic Education Management (MPI), and Early Childhood Education (PIAUD), it illustrates that around 79%, students expected to be civil servants (PNS) or State Civil Apparatus (ASN) or employee in a particular institution to achieve a large income after they graduated. With monthly salaries and insurance for a married person as well as the availability of certain facilities, and supporting work as civil servants/ASN, students were more interested in becoming civil servants than being entrepreneurs. The data shows that only 4% chose to be self-employed, and the rest wanted to be employees.

The survey results are in line with (Kirby, 2004) (Hannon, 2007), stating that students only look for a job and do not create jobs after graduation. Thus, it is not surprising that the unemployment rate increases annually because employment growth is not proportional to the growth of job seekers' rates.

Based on the above phenomena, there is a discrepancy between performance characteristics and future social reality. It is necessary to be solved this through performance character education for students so that they have a spirit of independence, mainly in work. Thus, higher education graduates are fixated on the paradigm of job seekers, not job creators (Laukkanen, 2000). Every year, hundreds of people want to work and get a job, and they try to apply to become employees. However, the availability of jobs is inversely proportional to the number of job seekers (Majdi, 2012). The intellectual intelligence possessed by higher education graduates, having knowledge from college, can be a source of creating new jobs and provide large income than if someone works in certain institutions (Bahri., 2019). Then, if the young graduates have the desire to make innovations on various products and services, or if higher education graduates can be more creative and innovative, and are willing to work hard to build various kinds of unexplored and undeveloped businesses, employment opportunities will open widely in Indonesia (Basrowi, 2014). Therefore, unemployed graduates can build their businesses. They do not become job seekers but create new jobs (Kabongo & Okpara, 2010; Maas, G., & Jones, 2017; Draycott, M. and Rae, 2011; Gibb, 2011).

One of the efforts to overcome the discrepancy between performance characteristics and future social reality is through character education. Character education is important for maintaining the existence of a nation (Shodiq et al., 2021), both locally and globally (Silfia, 2018). The lack of character education, emphasizing the performance character aspect, can be seen from the data of fresh students at one of the best higher educations in Indonesia. The data is as follows: (1) Intelligence level of 79%, (2) Independence of 13%, (3) Business of 67% (4), Confidence of 11%, (5) Sensitivity of 19% and (6) Leadership of 4%. Based on these data, the national education system is successful with a 79% of intelligence level, but this is not followed by a high percentage of students' mental characteristics, such as sensitivity, self-confidence, and leadership.

In the same vein, it is similar to (Bahri., 2019) arguing that the practice of education in Indonesia, starting from elementary school to higher education, is only more oriented to the cognitive aspect, stressing achieving test scores. By emphasizing the test scores, the meaning of education, loaded with character values, shifts to the teaching, connoted as transforming knowledge, and it causes a change in the substance of teaching (Faiz et al., 2021).

MATERIALS AND METHODS

This study employed survey/observation and experimental methods. Surveys or observations were used in preliminary studies to determine the initial conditions as a support associated with the product that would be developed. This experimental method was used to look for the effect of certain treatments on others under controlled conditions (J.W. Creswell & Creswell, 2018). This experimental research was conducted to foster students' entrepreneurial character of IAI Tasikmalaya and Struggle University of Tasikmalaya through Effective Citizen Model-based-performance values internalization. The research design used in this study was a Quasi Experiment with the Non-equivalent Pre-test-and Post-test Control Class Design technique. This referred to (John W. Creswell, 2007) stating that the study conducted a Pre-test and Post-test on two classes to see the effect of performance characteristics internalization in fostering entrepreneurial character. In this design, random assignment was not implemented, like a pure experimental design, but it used an intact group. Furthermore, in this design, the experimental and control class were selected without a random placement procedure. In these two classes, the Pre-test and Post-test were both conducted, but the experimental class was only subjected to treatment.

Shortly, the Non-equivalent Pre-test and Post-test of the Control Class Design technique can be seen as follows:

Table 1

Quasi Experiment (Non-equivalent Pre-test and Post-test of Control Class Design)

Class	Pre-test	Treatment	Post-test
Experimental	O1	X	O2
Control	O3	-	O4

Source: (*John W. Creswell-Research Design_ Qualitative, Quantitative, and Mixed Method Approaches-SAGE Publications (2013).Pdf*, 2013)

Information:

O1: Pre-test of Experimental Class

O3: Pre-test of Control Class

X: Treatment is available

-: Treatment is not available

O2: Post-test of Experimental Class After Treatment

O4: Post-test of Control Class without Treatment

In practice, firstly, both classes, such as the experimental and the control classes, were given a pre-test to know their initial abilities. Then, the experimental class was given treatment by internalizing performance character values through entrepreneurship learning. While the control class was not given treatment. In both classes, a post-test was performed to find out the final results. The pre-test and post-test, conducted at the beginning and the end were the same tests. This test was intended to determine the effectiveness of entrepreneurship learning. Here, the control class was used as a comparison, if the substantial results of the experimental class had changed significantly from the control class, after being given the treatment. The effectiveness of the treatment was more convincing than the treatment of pre-test and post-test in the experimental class.

RESULTS AND DISCUSSION

Preliminary Conditions of Students' Entrepreneurial Character of Islamic Institute of Tasikmalaya and Struggle University of Tasikmalaya

Nine indicators were used in fostering entrepreneurial character, which was derivative of the three dimensions of performance character. The indicators comprised 1) Perseverance; 2); Tenacity; 3) Strong Work Ethics; 4) Positive attitude; 5) Ingenuity; 6) Self-discipline; 7) Honest; 8) Creative and innovative; and 9) Risks taking. These indicators were expected to be a benchmark for fostering students' entrepreneurial character. The results of the questionnaire for both classes of private higher education can be seen in the following table:

Table 2

Data of the Results of Preliminary Study on Students' Entrepreneurial Character of the Islamic Institute of Tasikmalaya

Objectives of Competency	Indicators	Average (%)
Entrepreneurial character	- Perseverance	61
	- Tenacity	45
	- Strong work ethics	47
	- Positive attitude	65
	- Ingenuity	56
	- Self-discipline	52
	- Honest	53
	- Creative and innovative	58
	- Risks taking	65
Average (%)		55,77

The table above shows that the average of the preliminary entrepreneurial character of students was 55.77%, which was in the fewer criteria. Further, based on the percentage values of 9 indicators above, the criteria of very lack, less, and adequate with the highest score of 65% in the risks taking and the smallest value was 45% in tenacity. From these data, we can conclude that students' entrepreneurial character still required improvement if we wanted to get excellent graduates with their entrepreneurial character. Then, the results of the questionnaire at the Struggle University of Tasikmalaya showed slightly similar to the results of the questionnaire table above. The average was 55.77. The description can be seen in the following table.

Table 3

Data of the Results of Preliminary Study on Students' Entrepreneurial Character of Struggle University of Tasikmalaya

Objective of Competency	Indicators	Average (%)
Entrepreneurial character	- Perseverance	53
	- Tenacity	58
	- Strong work ethics	65
	- Positive attitude	46
	- Ingenuity	53
	- Self-discipline	62
	- Honest	67
	- Creative and innovative	48
	- Risks taking	50
Average (%)		55,77

The table above depicts that the average of students' preliminary entrepreneurial character was 55.77%, which was in the fewer criteria. Additionally, if the percentage values of the 9 indicators above were based on the criteria of very lack, less, and adequate, the highest score of 67% was on the risks taking, and the smallest value of 46% was on the tenacity indicator. From these data, it concludes that students' entrepreneurial character still required improvement if we wanted excellent graduates.

According to the results of the data above, the quality of the entrepreneurial character was not satisfactory. There are several indicators, close to the fewer criteria. This condition became an evaluation for the arrangements of programs and strategies to develop entrepreneurial character in higher education. All of the entrepreneurial characters were in the fewer criteria, as seen in the chart below.

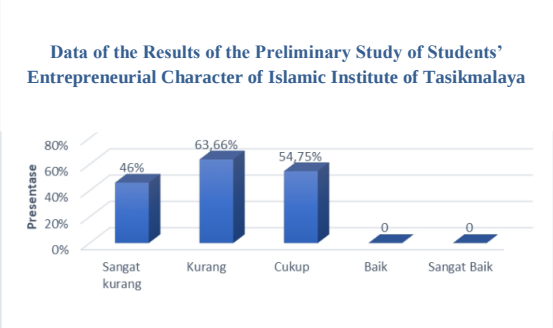

Figure 2 Data of the Results of the Preliminary Study of Students' Entrepreneurial Character of the Islamic Institute of Tasikmalaya

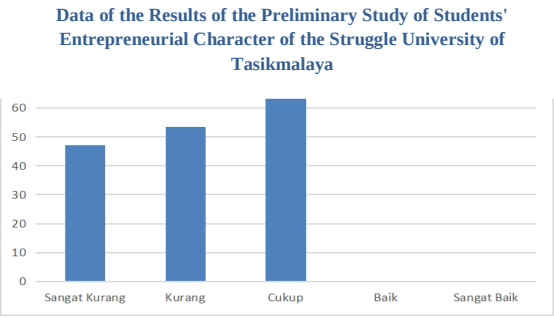

Figure 3 Data of the Results of the Preliminary Study of

Students' Entrepreneurial Character of the Struggle University of Tasikmalaya

Overview of Conventional Entrepreneurship Learning Model in Fostering Entrepreneurial Character

Various efforts had been made by the government in encouraging the establishment of entrepreneurs, including vocational education and Presidential Regulation (Perpres) Number 27 of 2013. Higher education as a final-level educational institution in Indonesia included entrepreneurship courses in the curriculum. It was one of the compulsory subjects for all students. One of the learning outcomes that had to be acquired by an undergraduate in accordance with the Indonesian National Qualifications Framework (KKNI) in the Higher Education Curriculum (KPT) and Perpres 08/2012 was able to apply the knowledge and skills according to his/her area of expertise in productive activities and service to the community with attitudes and behavior that were in accordance with the communal order. Then, it was highly appropriate if entrepreneurship was a compulsory subject in higher education.

Based on the results of field observations and interviews in two private higher educations in Tasikmalaya, such as the Islamic Institute of Tasikmalaya and the Struggle University of Tasikmalaya, two respondents were taken from both private universities in Tasikmalaya. They were lecturers from each university who were interviewed regarding entrepreneurship learning. In both private universities, entrepreneurship learning was generally more focused on theories regarding the concept of entrepreneurship in fostering entrepreneurial character. Though entrepreneurship education was available, it did not strengthen the entrepreneurial character values in both private universities. Additionally, the semester placement of Entrepreneurship was not the same for every study program. The mapping of one course and another was limited to integration or independence, so it became an obstacle to learning entrepreneurship as a multidisciplinary science. This condition occurred because the consortium of expert lecturers had not played a role in the coordination of the institutional level.

The conditions of entrepreneurship learning that occurred showed that several lecturers focused on understanding the mindset and values of entrepreneurship. Also, some lecturers set learning objectives, looked for opportunities in the surrounding environment, and found economic value from the findings. The majority of lecturers set their learning objectives on the ability to design a business plan. Also, lecturers used their learning materials as references. The learning activities were still concerned with observing material presentation, discussion, delivering learning outcomes, and written evaluations. In class, the learning activities still tended to take the form of classical theory, discussion, learning outcomes delivery, and written evaluations. The learning methods used were classical theory, discussion, and project approaches. Meanwhile, the learning tools used computers/digital media and books/worksheets. For learning evaluation, theoretical written tests and practice tests of presentation were used. Furthermore, in the same year, viewed from the learning aspect, several conditions were found. First, the cognitive aspect was achieved by students that understood entrepreneurial values and were able to apply theory to business plans. Second, psychomotor aspects comprised repeating the given theory and formulating a business plan document. Third, the affective aspect was following the learning process well.

Based on these conditions, the learning process that had been performed still focused on entrepreneurial awareness education, which was increasing knowledge. Thus, it had not directly contributed to the creation of entrepreneurial actors. It was because lecturers still only presented career choices, and did not prepare to become entrepreneurs. The description of the data of both pre-test and post-test results from both experimental and control classes is as follows.

1) Pre-Test Data of Both Experimental and Control Classes

Based on the data of the pre-test results from both experimental and control classes, the total lowest scores were 452 and 415, and the total highest scores were 698 and 683. The mean for the experimental class was 698 and 683 for the control class. Meanwhile, the median was 544.50 and 521.00. The standard deviation obtained from both experimental and control classes were not much different, which were 65.45 and 75.38, and the variances were 4283.74 and 5683.39. To facilitate analysis, the data is presented in the following table of statistical values as follows.

Table 4

Statistical Value of Pre-Test from Both Experimental and Control Classes Description

	CLASS			Statistics	std. Error
PRE-TEST	CONTROL	Means		530.30	13,764
		95% Confidence Interval for Mean	Lower Bound	502.15	
			Upper Bound	558.45	
		5% Trimmed Mean		528.56	
		Median		521.00	
		Variances		5683390	
		Std. Deviation		75,388	
		Minimum		415	
		Maximum		683	
		Range		268	
		Interquartile Range		113	
		Skewness		.331	.427
		Kurtosis		-.617	.833
	EXPERIMENTAL	Means		551.33	11,950
		95% Confidence Interval for Mean	Lower Bound	526.89	
			Upper Bound	575.77	
		5% Trimmed Mean		549.20	
		Median		544.50	
		Variances		4283,747	
		Std. Deviation		65,450	
		Minimum		452	
		Maximum		698	
		Range		246	
		Interquartile Range		96	
		Skewness		.453	.427
		Kurtosis		-.415	.833

Based on the table above, it can be seen students' initial abilities from both experimental and control classes. The ability of both experimental and control classes was slightly the same. The differences can be seen in the following figure.

K_EXPERIMENTAL

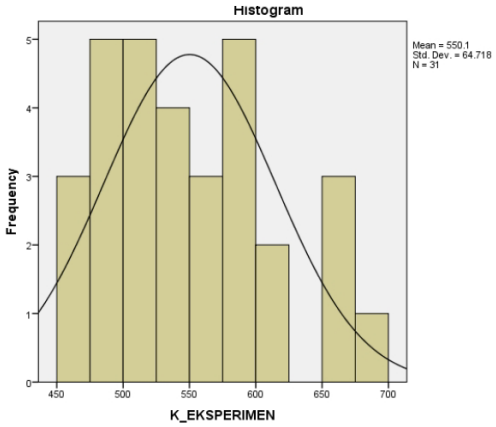

Figure 4 Histogram of Score Frequency of Pre-Test from the Experimental Class

K_CONTROL

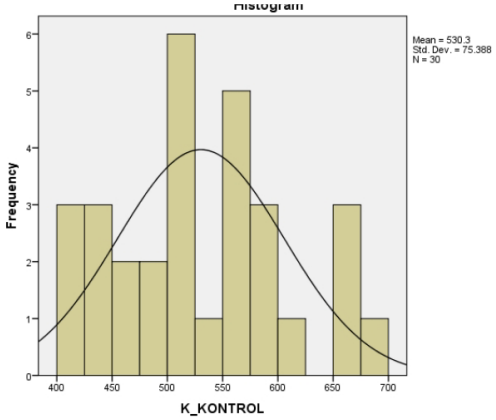

Figure 5 Histogram of Score Frequency of Pre-Test from the Control Class

The figure above illustrates that the data frequency was normally distributed, and there was no difference. It means that the data produced during the pre-test were the same.

a. Normality and Homogeneity Test of Pre-Test Score from Both Experimental and Control Classes

The normality test was carried out to find out whether both data were normally distributed or not. In this normality test, the calculation was assisted by SPSS 22.0 for Windows. The hypothetical formulation of the normality is as follows.

H_0: Pre-test data came from a normally distributed population

H_a: Pre-test data came from the non-normally distributed population

By using a significance level test of 5% (0.05), the criteria of the test were as follows.

a). If the significance value (sig) was ≥ 0.05, H_0 was accepted

b). If the significance value (sig) was < 0.05, H_0 was rejected

Based on the table using the Kolmogorov-Smirnov test above, the results of the normality test were obtained from both experimental and control classes. From these results, the significance value of both experimental and control classes was 0.200. Thus, H_0 was accepted, because the significance value of both experimental and control classes was greater than the significance level of 5% (0.05). This shows that the pre-test data from both experimental and control classes came from normally distributed data.

Based on this description, it describes that the pre-test data for both experimental and control classes were normally distributed because the homogeneity test was conducted. It aimed to show the same variance of population from two or more groups of sample data.

b. Two-Mean Test of Pre-test from Both Experimental and Control Classes

Based on the results of both normality and homogeneity tests of both experimental and control classes, it depicts that both classes were normally distributed and came from a homogeneous population. Then, the next step was the two-mean test. The pair of the null hypothesis (H_0) and the action hypothesis (H_a) used is as follows.

H_0: there was no mean difference between both sample classes

H_a: there was a mean difference between both sample classes

The criteria of decision-making used were if the p-value (Sig. (2-tailed)) was < 0.05, H_0 was rejected. Thus, there was a difference between both experimental and control classes. The test used was the t-test (T-Test Sample Independent), where the data assumption came

from a normally distributed population. The results of the two-mean difference test from the pre-test of both samples were assisted by SPSS 22.0 media for Windows.

From the table above, the t-value of both groups was 1.154 and the significance value, assuming that both classes were from normally distributed populations, was 0.253. This significance value was greater than 0.05, so H_0 was accepted based on the criteria of decision-making. Therefore, it can be concluded that the mean population of both classes on the pre-test was the same. This means that there was no difference in entrepreneurial character between the experimental classes that received treatment in the form of the Effective Citizen Model based on the internalization model of performance character value in fostering entrepreneurial character. with the control class that did not receive treatment.

2) Post-Test Data of Both Experimental and Control Classes

The experimental class that had been given treatment and the control class that was not given treatment were given a final test or post-test. The objective of the post-test was to see better treatment results using a different learning model, such as the Effective Citizen Model based on the internalization model of performance character values in fostering entrepreneurial character and conventional learning. After calculating the post-test in both experimental and control classes, the data was obtained in the descriptive statistics form.

Based on the data of the post-test results from both experimental and control classes, the total lowest scores were 647 and 492, and the total highest scores were 841 and 492. The mean value for both experimental and control classes was 731.37 and 604.97, respectively. In addition, the median was 728.00 and 602.00. The standard deviations of both experimental and control classes were not different, which were 45,524 and 66,147, and the variances were 2072,447 and 4375,482. To ease analysis, the data is presented in the following table of statistical values, as follows.

Table 5

Statistical Values of Post-Test from Both Experimental and Control Classes Description

	CLASS			Statistics	std. Error
POST-TEST	CONTROL	Means		604.97	12077
		95% Confidence Interval for Mean	Lower Bound	580.27	
			Upper Bound	629.67	
		5% Trimmed Mean		603.37	
		Median		602.00	
		Variances		4375,482	
		Std. Deviation		66,147	
		Minimum		492	
		Maximum		741	
		Range		249	
		Interquartile Range		76	
		Skewness		.332	.427
		Kurtosis		-.248	.833
	EXPERIMENTAL	Means		731.37	8,312
		95% Confidence Interval for Mean	Lower Bound	714.37	

	Upper Bound	748.37	
	5% Trimmed Mean	729.78	
	Median	728.00	
	Variances	2072,447	
	Std. Deviation	45,524	
	Minimum	647	
	Maximum	841	
	Range	194	
	Interquartile Range	55	
	Skewness	.551	.427
	Kurtosis	.138	.833

Based on the table above, it can be seen that there was an increase in the entrepreneurial character after the Effective Citizen Model-based on the implementation of the internalization of performance character values- in the experimental class. These differences can also be seen in the following diagram.

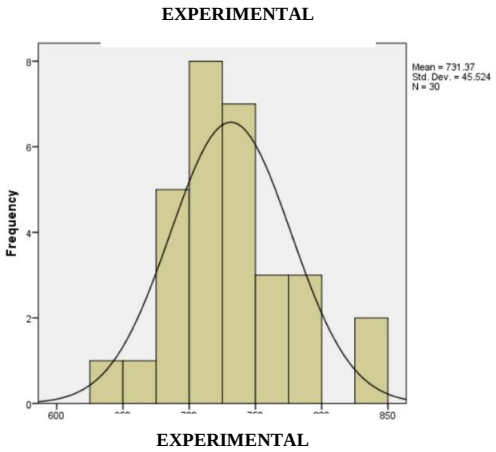

Figure 6 Histogram of Score Frequency of Post-Test from the Experimental Class

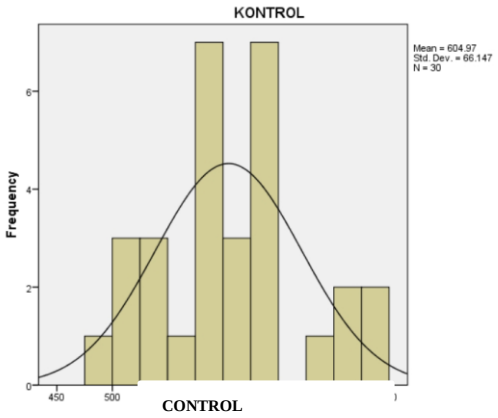

Figure 7 Histogram of Score Frequency of Post-Test from the Control Class

The figure above illustrates that the frequency data were normally distributed, and there were differences. It means that the data produced at the time of the post-test were the same.

a. Normality and Homogeneity Tests of Post-Test Score for Both Experimental and Control Classes

The normality test was conducted to find out whether the two data were normally distributed or not. In the normality test, the calculation was assisted by SPSS 22.0 for Windows. The formulation of the normality hypothesis is as follows.

$H_{0:}$ Post-test data came from a normally distributed population

$H_{a:}$ Post-test data came from a non-normally distributed population

By using the significance level test of 5% (0.05), the criteria of testing are as follows,

a). If the significance value (sig) was ≥ 0.05, H_0 was accepted

b). If the significance value (sig) was < 0.05 then H_0 was rejected

Based on the table using the Kolmogorov-Smirnov test above, the results of the normality were obtained from both experimental and control classes. From these results, the significance value of the experimental class was 0.200. Thus, H_0 was accepted, because the significance value of the experimental class was greater than the significance level of 5% (0.05). This shows that the post-test data of the experimental class came from normally distributed data. Moreover, the significance value in the control class was 0.159, so H_0 was accepted because the significance value of the control class was greater than the significance level of 5% (0.05). It indicates that the post-test data of the control class came from normally distributed data.

Based on this description, it finds out that the pre-test data from both experimental and control classes were normally distributed because the homogeneity test was performed. It was to show that two or more groups of sample data came from a similar variance of the population. The hypothetical formulation of the F-test or Levene's test is as follows,

H_0: $\sigma_1^2 = \sigma_2^2$, there was no difference in variance between both experimental and control classes

H_a: $\sigma_1^2 = \sigma_2^2$, there was a difference in variance between both experimental and control classes

The criteria of decision-making were as follows.

a). If the significance value (sig) was ≥ 0.05, H_0 was accepted

b). If the significance value (sig) was < 0.05, H_0 was rejected

The hypothesis testing was performed using the F-test (Levene's test) assisted by SPSS 22.0 media for Windows. The results of the homogeneity test of both samples are as follows.

Table 6

Results of Homogeneity Test of Post-Test from Both Experimental and Control Classes

Homogeneity Test of Variance

		Levene Statistics	df1	df2	Sig.
POST-TEST	Based on Means	2,759	1	58	.102
	Based on Median	2,736	1	58	.104
	Based on the Median and with adjusted df	2,736	1	50,435	.104
	Based on trimmed mean	2,753	1	58	.102

From the table above, it is obtained that the significance level of homogeneity for the pre-test result of learning outcomes was 0.102. Both classes had a greater value of homogeneity significance than α=0.05. Then, H_0 was accepted. It means that there was no difference in variance between the experimental and control classes. Also, the data of the post-test score on learning outcomes for both experimental and control classes showed no difference in variance. Meanwhile, the results of the homogeneity test of the post-test for both experimental and control classes were homogeneous.

b. Two-Mean Test of Post-Test from Both Experimental and Control Classes

Based on the results of both normality and homogeneity tests from both experimental and control classes, it states that both classes were normally distributed and came from a homogeneous population. Then, the next step was to the two-mean test. It is used with the pair of the null hypothesis (H_0) and the action hypothesis (H_a), as follows:

H_0: there was no mean difference between both sample groups

H_a: there was a mean difference between both sample groups

The criteria of decision-making used were if the p-value (Sig. (2-tailed)) was < 0.05, H_0 was rejected. Therefore, there was a difference between both experimental and control groups. The test used was the t-test (T-Test Sample Independent). The assumption was that the data came from a normally distributed population. Then, the results of the two mean difference tests from the post-test of both samples were conducted with the assistance of SPSS 22.0 media for Windows.

Based on the table above, the t-value of both groups was -8.622. The significance value providing that both groups come from normally distributed populations was 0.000. However, this significance value was less than 0.05. Thus, based on the criteria of decision-making above, H_0 was rejected. It, then, can be concluded that the mean of both groups on the post-test was different. This means that there was a different increase in students' entrepreneurial character between the experimental group that received treatment, such as the Effective Citizen Model based on the internalization of performance character values, with the control group that did not obtain treatment or with conventional learning. This improvement can be concluded that the developed model was effective in fostering students' entrepreneurial character (Madjid et al., 2021).

Discussion

Preliminary Condition of Students' Entrepreneurial Character of Islamic Institute of Tasikmalaya and Struggle University of Tasikmalaya

Based on the results of data analysis, the average of the preliminary entrepreneurial character of students was 55.77% and it was in the fewer criteria. If it was based on the percentage values of 9 indicators, comprising of the criteria of very lack, less, and adequate, the highest score was 65%, which was in the risks taking, and the smallest value was 45% on the tenacity. From these data, we can determine that students' entrepreneurial character still required improvement if demanding significant improvement of entrepreneurial character. Subsequently, the results of the questionnaire at the Struggle University of Tasikmalaya depicted similar to the questionnaire results, which was 55.77%.

The lack of entrepreneurial character shown by the data above was an illustration of the intention of entrepreneurial behavior. (Li, J., Liu, X., Zou, Y., Deng, Y., Zhang, M., Yu, M., ... & Zhao, 2021; Bouarar, A. C., Mouloudj, S., & Mouloudj, 2021) revealed that, based on the Planned Behavior Theory (TPB), a person's entrepreneurial attitude or entrepreneur is influenced by entrepreneurial education, and it also influences his/her intention and entrepreneurial behavior. It postulated that university graduates only oriented on the paradigm of job seekers, not job creators (Bouarar, A. C., Mouloudj, S., & Mouloudj, 2021) annually (Laukkanen, 2000). Every year, hundreds of people wanted to work and get a job, and they tried to apply to become employees. In addition, the parental paradigm also assumed that university or school was only focused on finding a job. Parents expected their children, studying at school or university, to get a job after graduation. Looking for a job had turned into an ideology for parents and students. The intellectual intelligence that graduates of higher education obtained from their studies could be a source of creating new jobs and providing a large income than working in institutions (Bahri., 2019)

Particularly, if graduates have the intention to create innovations on several products and services, or if graduates from higher education can be more inventive and innovative, and they want to work hard in making various kinds of unexplored and undeveloped businesses, job opportunities will widely accessible in Indonesia . Finally, unemployed graduates can make their businesses, so they are not only job seekers, but job creators (Kabongo & Okpara, 2010; Maas, G., & Jones, 2017; Draycott, M. and Rae, 2011; Gibbs, 2014).

Based on the phenomenon above, there was a discrepancy between performance characteristics and future social reality. This requires performance character education for students, so that they have an entrepreneurial spirit, including perseverance, tenacity, strong work ethics, positive attitude, ingenuity, and self-discipline at work (Davidson et al., 2014) since the entrepreneurial spirit is part of the indicator of performance character.

CONCLUSION

Based on the findings, students' entrepreneurial character is still in the low criteria, which was 55.77%. Additionally, the issues of entrepreneurship learning have become constraints in encouraging students' entrepreneurial character. The reasons are that entrepreneurship learning from private higher education was generally more focused on theories regarding the concept of entrepreneurship in fostering entrepreneurial character. Though entrepreneurship education was available in both universities but did not strengthen entrepreneurial character values. Also, the semester placement of Entrepreneurship was different for every study program. The mapping of one course and another had limited integration or independence so it became an obstacle to learning entrepreneurship as a multidisciplinary science. This condition occurs because the consortium of expert lecturers had not played a role in the coordination of the institution level.

The facts of entrepreneurship learning that have been taught by some lecturers are that firstly, entrepreneurship learning has focused on understanding the entrepreneurial mindset and values and setting learning objectives to look for opportunities in the surrounding and economic values from the findings. The majority of lecturers have set their learning objectives on the ability to design a business plan. Second, learning objectives have used references for each lecturer. Third, the learning activities have only dealt with the observation of presentation, discussion, delivering learning outcomes, and written evaluations. Fourth, the learning activities conducted in class have tended to the form of classical theory, discussion, delivering learning outcomes, and written evaluations. Fifth, the learning methods have used classical theory, discussion, and project approaches. Sixth, the learning tools have employed computer/digital media, and books/worksheets. Seventh, the learning evaluation is a written test of theory and a practice test of presentation.

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