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Learning Model of Female Entrepreneurship in Indonesia: Development of Learning Model Based on the Characteristics and Needs of Female Entrepreneurs



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ABSTRACT

This study aims to provide an overview of an effective entrepreneurship learning model for female students in vocational schools. The previous research related to the characteristics and needs of female entrepreneurs becomes the basis for building the model. The method used in this research was Research & Development with a 3-step design, preliminary study stage, development stage, and model validation stage. This research involved 32 research informants. At the initial stage, this study used a literature review related to the characteristics and needs of female entrepreneurs in Indonesia for designing learning content. The next stage is the design of learning methods based on the needs and characteristics of Indonesian women. The results of this study are an effective learning model for female students in Vocational Schools. Then, at the model testing stage, the study illustrates that the effectiveness of the learning model was based on the characteristics and needs of Indonesian women based on learning outcomes. This

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study concludes that the particular learning model for women in Indonesia is very appropriate to be developed based on the needs and characteristics of women. This study suggests the need for support from various parties in optimizing the particular learning model for women based on the needs and characteristics of female entrepreneurs.

KEY WORDS: *entrepreneurship learning, learning model, female entrepreneurs, development, education, vocational school, entrepreneurship education*

Introduction

Many studies have widely explored Entrepreneurship Learning on the growth of entrepreneurial spirit and readiness. Almost all of them stated that there was a significant effect between entrepreneurial learning and the formation of entrepreneurial traits, characters, or intentions (Hasan, Khan & Nabi, 2017; Hussain & Norashidah, 2015; Jena, 2020; Küttim et al., 2014). Furthermore, Friskawati (2018) and Boldureanu et al. (2020) stated that entrepreneurial learning heavily influenced entrepreneurial decision-making. Suasana and Suandana (2014) conducted research entitled Analysis of Student Entrepreneurship Potential. It illustrates whether students can obtain entrepreneurial potential through entrepreneurial education.

The entrepreneurship education model continues to develop to find the best formulation to increase interest in entrepreneurship (Gabrielsson et al., 2020). The development occurs due to various factors that cause entrepreneurship learning to be ineffective in increasing interest and entrepreneurial orientation (Abd Rahman et al., 2018). A study conducted by Gianiodis and Meek (2020) explained the need to develop an entrepreneurship education model due to the development of today's information and communication technology.

One of the factors that determine an effective entrepreneurship learning model is gender. Research by Petridou, Sarri and Kyrgidou explained the differences in understanding the entrepreneurial perspective between men and women. Furthermore, van Ewijk and Belghiti-Mahut (2019) demonstrated that in their UAE research, they found differences in the effect of entrepreneurship learning on female and male students' entrepreneurial interests. Meanwhile, Ogundana et al. (2021) explained the role of education and training as the dominant factor in developing female entrepreneurship in developing countries. Various studies related to the differences in the effectiveness of entrepreneurship education for women and men emphasize

the gender variable as an essential determinant of developing entrepreneurship learning models.

Meanwhile, other studies have stated that there are problems related to the role of women in business. Agasalim (2021) said that gender differences and women's participation in politics and entrepreneurship are still fascinating issues for discussion. It refers to the many issues related to equality. Furthermore, Lazić, Jovanović, and Lazarević-Moravčević (2021) concluded that most Serbian women work in the business sector, which is very vulnerable to crises, such as tourism, catering, and trade. For this reason, policies are necessary to awaken female entrepreneurs.

Tambunan (2017) explained that some of the obstacles that Indonesian women face in running a business are: 1) low level of education and lack of training opportunities, 2) heavy household chores, 3) there may be legal, traditional, customs, cultural or religious constraints, 4) limited access to financing from banks or other formal financial institutions. This problem has become urgent and needs a solution, one of which is through entrepreneurship learning.

A study by Rudhumbu, du Plessis and Maphosa (2020) has proven that there are more complex and formidable challenges; the existence of tailored entrepreneurship education and training for women can offer opportunities for female entrepreneurs to improve their knowledge and technical skills. In line with this, the findings of Ershadi, Rezaee & Bagheri (2020) explained the powerful social and cultural influence on women's entrepreneurship. Based on this view, examining the relationship between entrepreneurship education and female entrepreneurship is crucial. Furthermore, what is an effective entrepreneurship learning model for increasing women's entrepreneurship?

Research Question: What is an effective entrepreneurship learning model for increasing the mindset and orientation of Female entrepreneurs in Indonesia?

The entrepreneurial learning model in schools should adapt to the characteristics of students (Petridou, Sarri, & Kyrgidou, 2009). Furthermore, the research initiated by Vukmirović (2019) concluded that there is a need to develop an entrepreneurial learning model that focuses on women. Vukmirović (2019) highlighted the concept of entrepreneurial learning for women. Entrepreneurship education for women focuses on increasing self-confidence and the courage to start new businesses. In addition,

entrepreneurship education should have an orientation on the different needs of women.

Most researchers explore Entrepreneurship learning in Business and Management Vocational Schools without special treatment for female students. In contrast, all Business and Management Vocational High School students are women. Teachers often experience ineffectiveness in learning because of the low motivation of women in entrepreneurship.

Entrepreneurship Learning Models

Various learning models also play a role in determining the effectiveness of entrepreneurship learning. The project-based Entrepreneurship Learning Model successfully increases students' entrepreneurial spirit growth (Farida et al., 2018). Meanwhile, another model of Nature-based Entrepreneurship learning (Paramita, 2017) is also considered capable of increasing the enthusiasm and readiness of entrepreneurship for several students. Another study says that entrepreneurship learning is very effectively carried out through a direct experimental model (Arnita, 2022). Besides that competency-based learning models are also effective in increasing interest in entrepreneurship, this is due to the emphasis on entrepreneurial attitudes in learning objectives (Amalia, 2021).

The learning model follows our education system and consists of three components: input, process, and output. Input is something that has been given, which is given by the Education unit. At the same time, the process is a learning area that is the authority of the teacher to develop activities to achieve the goals set in the curriculum as input. At the same time, the output manifests. It results from the developed process as a learning model and benchmarking outcome.

The learning components, in general, are students, teachers, learning objectives, material/content, methods, media, and evaluation. Meanwhile, Sumiati and Asra (2009) group learning components into three categories: teachers, content or learning materials, and students. Elements of entrepreneurship learning materially, according to Tung (2011), are 5, namely: know-what (entrepreneurial knowledge), know-why (values and motives), know-who (social interaction), know-how (entrepreneurial skills and abilities), and know-when (intuition, the right time to start up).

Previous studies have included several models of entrepreneurship education. Honing (2004) explains that there are at least three models of entrepreneurship education: 1) the convention model that encourages the preparation of business plans without doing it, 2) the experimental model that emphasizes hands-on experience and practice, and 3) contingency-based entrepreneurship education that applies the concept of a Piagetian balance and emphasized to provide the cognitive tools and flexibility to accommodate unexpected environmental factors faced by future entrepreneurs. In addition, Linan (2004) describes an intensive-based entrepreneurship education model that prioritizes aspects of interest as cited in Ajzen's theory and Sapero and Sokhol.

In general, the model of entrepreneurship education for women is no different from that of men. Amalia and Korflesch (2021) explain that learning in Indonesia is dominated by the direct involvement of students in entrepreneurship. Furthermore, Hani et al. (2012) demonstrated that although there is no gender difference in entrepreneurship education in Indonesia, entrepreneurship education for women still needs to be done. Learning variations according to the characteristics of women is essential to encourage women's entrepreneurship according to the needs of these women.

The importance of extraordinary entrepreneurship learning for women is due to the phenomenon that women in developing countries are dominated by those with dual identities, so special treatment is needed (Babbitt, Brown, & Mazaheri, 2015). The dual identity of women as mothers and career women is one of the drivers of the need for the emergence of women's needs in applying the entrepreneurship education model in Indonesia.

Characteristics and Needs of Women Entrepreneurs in Indonesia

As Quader (2012) described, the characteristics of entrepreneurial women are the main carrying capacity of successful female entrepreneurs. The features of entrepreneurial women, as quoted by Quader (2012), include: 1) Female entrepreneurs are more prepared to face losses than male entrepreneurs, 2) have a higher motivation to develop as a form of financial independence, 3) have an unchanging lifestyle and continue to prioritize children, 4) emphasize training and skills development. Furthermore, Bastaman and Juffiasari (2018) described the characteristics of female

entrepreneurs in Indonesia, namely: 1) tolerance and flexibility, 2) realism and creativity, 3) enthusiasm and energy, 4) being able to relate to the community, 5) having a medium level of self-confidence.

A study conducted by Hani et al. (2012) explained that there are various characteristics of entrepreneurial women in Indonesia, namely: 1) Most women in business are inspired by family, close friends and business success stories in various media, 2) women need high support from family in business, 3) Women need equality and equal opportunity, 4) being confident and motivated, 5) being involved in various entrepreneurial activities and entrepreneurial networks, 6) tending to avoid conflict, 7) being interested in self-development and business development.

A study conducted by Rafiki and Nasution (2019) described the success factors of female Muslim entrepreneurs, who later become a necessity in entrepreneurship education for women, are:

1. Trait Related Factors, which consist of: managing risks, optimism, commitment, decision making, being achievement-oriented, tenacity, advancement drives;
2. Behavioral Related Factors, which consist of financial management and resources, leadership and management skills, networking, effective marketing, technology resources, human resource talent;
3. Social Psychological Related Factors: understanding competition, understanding rules and regulations, partners and support business, government networking, family business background, strategic location.

Entrepreneurship education for women should consider these needs.

To sum up, the essential components in the characteristics of female entrepreneurs are tolerance, prioritizing family, involving in a business and networking environment, and having high self-confidence. Furthermore, the needs of female entrepreneurs in Indonesia are focused on business networking and also improving soft skills and entrepreneurial networking.

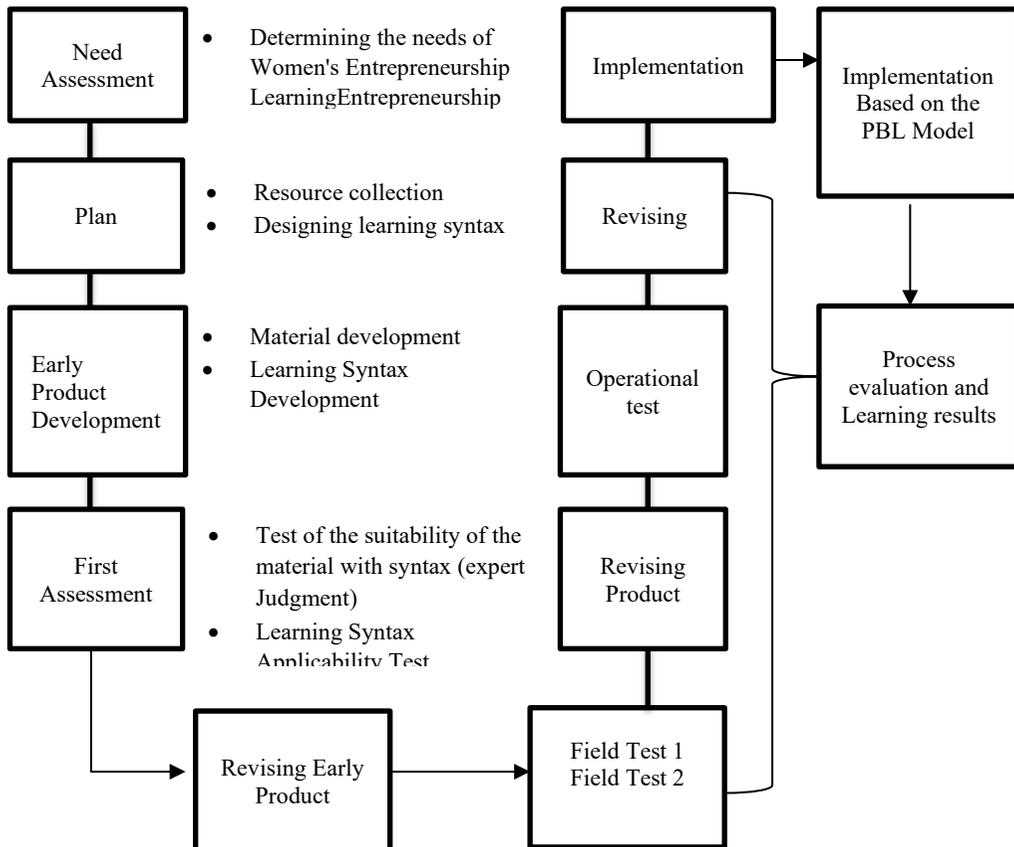
Research Methods

This research was a Research & Development (R&D) developed by Borg and Gall (1983:775). It has ten steps, but then the researchers design it into three phases: preliminary study, development, and model validation.

The preliminary study stage focused on disclosing the needs and characteristics of successful female entrepreneurs and maximizing them by determining entrepreneurial learning needs. At the development stage, this research projects and develops a new learning model for female students in Vocational High Schools based on the characteristics of successful female entrepreneurs in Indonesia. At the model validation stage, this study will measure the effectiveness of the learning model's application in improving students' entrepreneurial spirit and spirit in general.

The stages of research and development based on the Borg and Gall (1983) model in this study are as follows:

Figure 1: Research and Development Model Adapted from the Gall and Borg Model (1987)



Source: Gall and Borg Model (1987)

This research focuses on how education carries out entrepreneurial learning for women. The locus in this study is in the city of Semarang, and the research object was the Vocational High School (VHS) of Business and Management in two public vocational schools in the city of Semarang, namely Semarang 2 VHS and Semarang 9 VHS. The suitability of themes and locus were considered from the aspect of the number of female respondents in vocational schools of business and management dominated by female students.

Purposive sampling was used in this study to determine the number of respondents used. The categories of respondents selected were: 1) education policymakers, 2) entrepreneurship learning teachers, 3) students, and 4) parents of students. Respondents in this study are in table 1.

Table 1: Key Informants

No.	Research Informants	Details of Data Sources		
		Number	Keys	Total
1	Principal	1 person	2 VHS	2 people
2	Head of Expertise Program	1 person	2 VHS	2 people
3	Teachers	3 people	2 VHS	6 people
4	Students	5 people	2 VHS	10 people
5	Parents/Guardians	5 people	2 VHS	10 people
6	Secondary <i>Education Authority</i> , Basic Education Authority of Semarang			1 person
7	Education Authority of Central Java			1 person
	Total			32 people

For measuring the validity of the data, this study has four criteria. They are the degree of trust (credibility), extending the research, discussing it with colleagues and similar researchers, and transferability. Then, the analysis results are compiled into research reports. Further, colleagues, linguists, and communication experts should read them to avoid misperceptions and misunderstandings. Dependability, which means reviewing similar research to control the results of scientific studies, is crucial too. Confirmatory, which means developing a log book to record all events and events found in the study, is to maintain objectivity.

The data analysis involves three activities written as follows: (1) data display, (2) data reduction, and (3) conclusion drawn/verification. The

whole process has been carried out properly and in accordance with qualitative research procedures.

Research Results and Discussion

Research Results

The first stage of this research is to identify the need for a specific entrepreneurship learning model for women. The results of a literature search and field review on entrepreneurship learning can be explained by the matrix as follows:

Table 2: Need Assessment Matrix

Learning Objectives	Content of the required material	Content Indicators	Analysis of the current situation	
			Available	Not available
Entrepreneurial skills	Women's skills in entrepreneurship (Quader, 2012; Bastaman & Juffiasari, 2018)	Managerial skills, accounting skills, risk-taking competence, mastery of social media	√	
	Creativity and innovation (Quader, 2012; Bastaman & Juffiasari, 2018)	Innovation and creativity in developing business ideas	√	
Entrepreneurial motivation	Entrepreneurial motivation (Hani et.al, 2012)	Free from social pressure, motivated to develop business ideas.	√	
	Women Achievement (Hani et.al, 2012)	Having equal social status and having an economic role in the family		√

Learning Objectives	Content of the required material	Content Indicators	Analysis of the current situation	
			Available	Not available
Women entrepreneur self-confidence	Women self-confidence (Hani et al., 2012)	Having a medium level of confidence and self-placement		√
	Social Psychological related Factor (Rafiki & Nasution, 2019)	Understanding competition, understanding rules and regulations, partners and support business, government networking, family business background, strategic location		√
	Trait related factors (Rafiki & Nasution, 2019)	Managing risks, optimism, commitment, decision-making, achievement-oriented, tenacity, and advancement drive		√
	Behavioral related factors (Rafiki & Nasution, 2019)	Financial management and resources, leadership and management skills, networking, effective marketing, technology resources, human resource talent		√

Resource: Based on Literature Review of Indonesians Female entrepreneurship Needs

The next stage is the development of learning syntax. In this study, the learning syntax adopted was the PBL syntax from Borrows (1986); Newhouse (2017). The product development of the learning syntax is as follows:

Table 3: Syntax development of entrepreneurial learning for women

Original Syntax	Developed Syntax/Activity
Phase 1 Student orientation to the problem	<ol style="list-style-type: none"> 1. Introducing learning objectives and learning activities 2. Raising the issues of female entrepreneurs in Indonesia 3. Categorizing problems faced by female entrepreneurs in Indonesia; <ul style="list-style-type: none"> - Family support - Social stigma - Managerial ability and leadership - Technical ability
Phase 2 Organize Student	Grouping of student groups based on problems and division of tasks
Phase 3 Individual and Group Research	<ol style="list-style-type: none"> 1. Conducting a mini research project to investigate the success of female entrepreneurs in solving the problem. 2. Having a group discussion about the problem and finding a conclusion
Phase 4 Develop and present the work	<ol style="list-style-type: none"> 1. Providing group discussion result 2. Making a general conclusion
Phase 5 Analyze and evaluate the problem-solving process	<ol style="list-style-type: none"> 1. Arranging the material from the discussion result 2. Analyzing the problem-solving and material matching 3. Making a specific conclusion 4. Making an assessment

The next step is measuring the success of learning syntax. The measurement in this research refers to the experimental model with a non-equivalent control group design. Further, comparing the post-test results in the two classes becomes the basis of the assessment. Different tests were conducted to measure differences using the new syntax developed in this study.

The following table presents the assessments related to learning achievement:

Table 4: Independent Samples t-test of Post-test

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	Tdf	Sig.	. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Post-test	Equal variances assumed	2,398	,126	2,076	69	,042	7,183	3,460	,280	14,085
	Equal variances not assumed			2,082 66,586	7,183	,041	3,449	14,068	,297	Based

The table shows the differences between classes controlled with the experimental class using the developed syntax. Furthermore, the N Gain test was used to measure the difference in learning outcomes between the two classes being tested. The results are as follows:

Table 5: Test N Gain

N-Gain Score	class		Statistical	Std. error
	Experimental	Mean	0.273	0.13726
		Maximum	1.00	
		Minimum	-2.00	
	Control	Mean	0.092	0.14532
		Maximum	1.00	
		Minimum	-3.00	

The N-gain test results showed a more significant change in the pre-test and post-test values in the experimental class using development syntax.

The next step is to analyze the usability of syntax in the learning objectives. This research uses qualitative methods of investigation to determine the suitability of the learning syntax with the goals of entrepreneurship learning in women. The results of the analysis are in table 6 below:

Table 6: Matrix of Syntax Conformity with Learning Objectives

No	Learning Objectives on Female entrepreneurship	Achievement Indicators	Results of Syntax Application	Supporting Components
1	Entrepreneurial Skills	Students can be entrepreneurs if they meet the characteristics of students in learning	Achieved in Phases 2 & 3	Structured tasks
2	Entrepreneurial Motivation	Students are interested in the business world and prioritize business as a career.	Seen in Phases 1 & 5	Profile of Female entrepreneurs & mini research results
3	Female entrepreneurs' self-confidence	Students can increase their self-confidence as female entrepreneurs and solve various social problems related to entrepreneurship with various stigmas of female entrepreneurs in society.	Achieved in phases 1, 3, 4	

Discussion

Entrepreneurship learning at school does not only aim to produce great entrepreneurs but also to produce graduates who are professionals in all jobs (Slamet & Fiany, 2020). An entrepreneurial spirit, such as being innovative, creative, independent, proactive, and having the courage to take risks and find opportunities, is not only needed to run a business but is also very much needed for professionalism in the world of work. Furthermore, particular learning aspects for female entrepreneurs are fundamental because they do not only talk about entrepreneurial skills but also consider how to increase women's confidence in entrepreneurship and carry out their professional careers (Bhardwaj, 2014).

The critical role of teacher competence in the success of entrepreneurship learning begins when designing learning activities until the evaluation. Sirait (2021), Muhlis (2016), and Nursyam (2019) support the conclusion. In learning entrepreneurship, specifically for women, the teacher's vital role as a motivator is dominant. It is because the main

problem of female entrepreneurs is self-confidence in entrepreneurship and running business relationships. Anggadwita et al. (2017) explained the factors of multicultural society's demands as the biggest challenge in developing women's entrepreneurship in Indonesia.

In principle, the model is a systematic pattern or design. In contrast to learning, the teacher uses a method to implement the plan. The learning model is still a basic framework or conceptual framework to explain procedures or steps in achieving learning. (Suprihatiningrum, 2013). The development of an entrepreneurial learning model specifically for women as a result of the research has the assumptions: (1) The model uses a Problem-Based Learning model pattern, (2) The component information is based on the results of the research, (3) The learning model should be implemented at the Vocational School of Business Management, and most of the students are female, (4) The model is only for Vocational High Schools with Dual System Education.

The development of entrepreneurship learning specifically for women focuses on the importance of self-confidence of female entrepreneurs and efforts to solve the social problems of female entrepreneurs. Based on the female entrepreneur profiling adopted from Quader (2012), Hani et al. (2012), and Rafiki and Nasution (2019), this research has developed a learning model based on the needs and characteristics of female entrepreneurs. The development of learning models is carried out by setting specific learning objectives, strengthening learning materials and content, and changing learning syntax, which is modified from PBL syntax (Borrows, 1986; Newhouse, 2017).

Tests of learning models that had been carried out found the effectiveness of learning models in optimizing entrepreneurship learning, especially for women. In addition, the measurement of syntax proved that there was a match between the syntax designed to learn entrepreneurship education for women in Indonesia. This answers the various challenges for female entrepreneurs, as stated by Tambunan (2017), which mentions that some obstacles to female entrepreneurs are social, religious, environmental, and cultural. In addition, Rudhumbu, du Plessis and Maphosa's (2020) opinion about the challenges in learning entrepreneurship specifically for women.

The testing side of the learning model that has been developed has good results. This is evidenced by the non-equivalent group test-based test in the control and experimental classes, which revealed differences in the

results of the two. In addition, the practical class had better learning outcomes using a modified model. On the measurable side of learning objectives with learning syntax, there was also a conformity that emphasized new content based on the needs and characteristics of female entrepreneurs in Indonesia. Other research findings from Cho and Chaudhuri (2020) and Riantoputra and Muis (2020) regarding the dominant psychological aspects influencing females' entrepreneurial interest said that weighting the content based on women's needs in learning syntax can attract female students to explore entrepreneurship. In addition, increasing self-confidence is also a high priority in developing this model.

This study concludes that female students prefer to receive entrepreneurship learning treatment based on their needs and passion. Examples of projects in the beauty, culinary, and media businesses are the most popular with female students. Learning by presenting female entrepreneurs is more inspiring than male entrepreneurs. The following learning stage reveals that female students' confidence in practicing entrepreneurship is the best part of this model of entrepreneurship education.

Conclusion

This research has developed a particular entrepreneurship learning model for female students in the Vocational School of Business Management. This particular entrepreneurship learning model for women is based on the characteristics and needs of female entrepreneurs in Indonesia. The main reason for the need for specific emphasis on entrepreneurship learning for women is related to socio-cultural factors and the perspective of Indonesian society towards female entrepreneurs. Testing the learning model based on the characteristics and needs of female entrepreneurs proved that the learning model was practical and very feasible to use.

The findings of this research should become a critical consideration for the policy maker in developing and designing an entrepreneurship curriculum at a vocational school. He should analyze the students' needs and students' characteristics.

This research provides suggestions for schools to incorporate the experiences of women entrepreneurs in Indonesia into entrepreneurship learning. Specialization in the needs of women entrepreneurs also needs to

be discussed in learning. Furthermore, it can also be pursued to have teaching practitioners who come from women entrepreneurs.

Furthermore, this research has several limitations, especially in projecting the results of using the learning model in the long term. There is a need for further research to measure the model with treatments and syntax developed for entrepreneurship learning in the long run. The second is that the research respondents still need to be more varied. Respondents are only limited to high school female students. It needs to be explored again by adding research respondents.

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