

# **The Implementation of Integrity in Developing Entrepreneurship Education Among Students at Universitas Serambi Mekkah Banda Aceh**

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## **Abstract**

*Integrity is a quality that an entrepreneur should have as it can determine the success in developing a business in this modern era. Lecturers who teach the entrepreneurship course have done a great deal of effort to develop students' integrity, both in the academic and non-academic settings, so that they will pay careful attention to the halal-haram and positive-negative sides of their actions when trying to gain a large amount of profit. This research aimed to build the integrity of students at the Faculty of Islamic Religion (FAI), Universitas Serambi Mekkah, in entrepreneurship. This research used mixed methods (qualitative and quantitative). The population consisted of 100 students, with 30 of whom being taken purposively as a research sample. Only the students who had taken and were taking the entrepreneurship course were selected. The indicators used to determine whether or not the students have integrity are honesty, commitment, and competitiveness. The results showed that FAI students have implemented integrity well in their entrepreneurial development. 79% of students could maintain their businesses even after they had graduated from the university, 12% of students left their business because they were worried about not being able to balance time between their business and university, 9% of students chose to expand their business and finished college in the fifth and sixth year of university life. The integrity of the students was reflected through their ability to keep promises, be honest, look for opportunities, not give up easily, overcome problems, build networks, take risks, prioritize superior service, and compete against others fairly.*

**Keywords:** *Integrity, Entrepreneurship, Education*

## **1. Introduction**

Integrity is an important quality that an entrepreneur should have in running a business. Integrity is reflected in one's efficiency, competence, high transparency, the provision of excellent service, and honesty (Mustofa, 2013). According to Heru & Srirahayu (2019), integrity includes moral integrity, honesty, and consistency (Heru & Srirahayu, 2019). In other words, an entrepreneur should make an informed decision prior to taking an action so that none will be harmed. He/she should also not increase the price above the recommended standard. In addition, the prices of the goods that he/she sells should follow the quality. However, these days, many people aim to achieve a large amount of profit without taking into account the halal-haram and positive-negative sides of their actions (Sudrajat, 2018).

A university is often seen as an institution that should produce graduates who are ready to work or are able to create job opportunities for others (Hayati & Mayasari, 2019). However, many universities currently lack lecturers who truly have entrepreneurial skills, such as the skill of building a network with agencies outside the universities, even though the government through Presidential Regulation No. 12 of 2012 on KKNI (Indonesian National Qualifications Framework and Regulation of the Minister of Education and Culture No. 2013 concerning the Implementation of KKNI in Higher Education to get recognition of the qualifications of graduates from certain majors. Integrity in English, integration which means perfection and overall (Redjeki & Herdiansyah, 2013).

Integrity is essential in running a business because it can determine whether a person will succeed or not in business (APJII, 2019). There are several things that should be considered by entrepreneurs who want to implement integrity in their business: 1) determining the visions and missions of the business, 2) developing the strategies needed to achieve the desired goals, and 3) having a Taxpayer Identification Number (NPWP) that will allow entrepreneurs to run their businesses legally, 4) maintaining the balance between expenditure and income, 5) being pro-active in participating in various training and workshops to find out every development and needs of the community (Mustaqim, 2019). Besides, the application of integrity in tertiary institutions must be integrated with a curriculum that refers to the KKNI, even today at Merdeka Learning and Free Campus.

Becoming an entrepreneur after graduating from college is a promising thing. However, not all entrepreneurs have high integrity. Based on the results of initial observations by Hayati in 2018 regarding the application of integrity through entrepreneurship learning at Universitas Serambi Mekkah, it showed that students did not fully understand integrity in business. The application of entrepreneurs with integrity aims to change the mindset of students from consumptive to productive and from looking for work (job seekers) to creating jobs (job creators) (Ranto, 2016). This study aims to determine the application of integrity in developing entrepreneurship activities at the Faculty of Islam, Universitas Serambi Mekkah. From the description above, the main problem discussed in this study is that honesty, commitment, responsibility, competitiveness can shape student integrity in carrying out entrepreneurial activities.

## 2. Method

The method uses in this research is mixed methods, combining qualitative and quantitative approaches (Creswell, 2010). The population of this study was conducted in three study programs at the Islamic Faculty of Universitas Serambi Mekkah and attended Entrepreneurship courses, namely PAI, PIAUD, and KPI, totaling 100 students with 30 students used as a sample. The sample selection used in this study used a purposive sampling technique, with the consideration that these students were taking entrepreneurship courses. There were two stages in this research, the first stage looked at the education and learning process in the lecture hall, and the second stage conducted field trials. In determining the integrity of students, there were four aspects used as indicators; honesty, commitment, and responsibility, and competitiveness.

**Table 1. Categories for assessing honesty, responsibility, and competitiveness.**

Assessment Level	Category
0%-20%	Very Less
21%-40%	Less
41%-60%	Moderate
61%-80%	Good
81%-100%	Very Good

## 3. Results and Discussions

The results of this research were described quantitatively and qualitatively. In quantitative findings, the application of integrity to the entrepreneurial skills of FAI students at Universitas Serambi Mekkah is shown in the following Likert scale table:

**Table 2. Percentage of honesty, commitment, responsibility, and competitiveness of students in carrying out entrepreneurial activities**

No	Aspects Assessed	Statement	Very Less	Less	Moderate	Good	Very Good
1	Honesty	1. Provide information as is in selling	10%	3%	20%	15%	52%
		2. Profits from sales as a group are divided equally	0%	0%	10%	50	40%
		3. Quality of good sold according to the price	20%	10%	47%	20%	3%
2	Commitments	1. I obey the rules of entrepreneurship in accordance with the direction of the lecturer even though my conscience is against	10%	23%	14%	40%	3%
		2. I continue to be entrepreneurial while studying even though my graduation is not on-time	5%	12%	33%	42%	8%
		3. I have never increased the price of the goods I sell	26%	11%	22%	20%	21%
3	Responsibilities	1. I am partially responsible for the success and failure of the business that I run	2%	0%	30%	50%	28%
		2. I do not care if this company incurs a loss	22%	65%	5%	10%	10%
		3. I can leave my employer's business, which is important for me to study	39%	2%	22%	20%	28%
4	Competitiveness	1. I always compete fairly in marketing products	7%	12%	2%	20%	59%
		2. The goods I sell are surely to satisfy customers	0%	1%	6%	23%	70%
		3. I still compete by legalizing all means	70%	30%	0%	0%	0%

It can be inferred that in all aspects of student assessment, both qualitatively and quantitatively, students have understood the importance of integrity in doing business. Integrity means how students uphold the attitude and ethical values in doing business since implementing integrity requires a very long struggle and always competes fairly. If someone has implemented integrity in daily life, they would be consistent, responsible, and transparent.

Honesty is an asset in running an entrepreneur. This explanation is shown from the words and actions because honesty is the innermost attitude from an accumulation of beliefs and real work. Commitment is the heart of every business actor (Rahayu, 2018). Being a commitment, someone can run his business without capital (zero capital). It is visible from the courage and tenacity in running a business, challenges in doing business are always there, but persistence and *istiqamah* will produce results (Nurcholifah, 2015).

The qualitative results for doing interviews and observations, showed that all respondents understand integrity, even though there are always opportunities for respondents to cheat. Moreover, in the face of very tight business competition and student conditions that generally require tuition fees. For example, students who do not commit were not being on-time in returning the business funds given by the lecturer. Even though the lecturer has given commands, to provide monthly reports even with various risks. Responsibility is the fulfillment of the rights and obligations of every entrepreneur. It can be seen from the attitude of students fulfilling their rights and obligations in carrying out their duties properly. Not being negligent in running the business, keeping records of every item received and going out, not running the business halfway.

Besides, the strength of students in running their business is inseparable from the guidance and direction of the entrepreneurship lecturer. It is due to the lecturer who provides various steps till students can continue their studies even though they have economic limitations. One of the most important actions in building the integrity of students in higher education is to map the challenges faced by every entrepreneur, such as avoiding risks even though there are risks, fraud, bribes, debt and credit, unclear bookkeeping, and so on, also they have to know the political regime situations while doing business (Weber et al., 2014). With a picture like this, students are more careful in running their business to don't go out of business.

Entrepreneur integrity can be seen from the planning built by students to the implementation and financial reporting that can be accounted for both individually and in groups (Fajaryani, 2015). The results of interviews showed that the integrity possessed by students was already formed before the students started their business. However, as a companion, the lecturer still controls the student's honesty until they succeed independently.

The description above explained that honesty, commitment and responsibility, and competitiveness are inseparable parts of integrity. These four components are sufficient as a reference to develop entrepreneurs with integrity in higher education.

#### 4. Conclusions

The application of integrity in entrepreneurship activities for students of the Faculty of Islam, Universitas Serambi Mekkah has been carried out properly. It is visible from the quantitative and qualitative tests on the activities and attitudes of the students who run entrepreneurship. This integrity can be assessed not only in the form of consistency between the results of decisions taken to the actual actions taken. It is a moral principle that he believes in and applies in real life. The application of integrity in entrepreneurship education at Universitas Serambi Mekkah is carried out in several stages: 1) education in the classroom, 2) direct practice in the field, 3) looking for networks outside the campus, 4) independently.

The integrity shown by students lies in their honesty, the commitment they build can convince others, the responsibility they have is not only to fulfill their duties but oriented towards the long term and the competition is always competing healthily by prioritizing ethics and morals. Integrity in students will not be formed if trials are not carried out in the implementation of entrepreneurial activities in the field.

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