

## Historiopreneurship: Building Nationalism Through Entrepreneurship Program in University

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### Abstract

*Youth participation in development through local cultural values is an alternative manifestation of nationalism. Entrepreneurship education is one of the youth's efforts to be able to develop themselves according to their interests, talents and potential to become economically independent youth. The growth of the character of the younger generation who has commitment, consistency, and discipline will form a character with behavior that is aware of how to love their country. This nationalist character can be built through the development of entrepreneurship programs that combine the mission of strengthening nationalist character and entrepreneurial competence by prioritizing local cultural values. Entrepreneurship programs that have been taking place, especially in universities, have focused more on developing entrepreneurial competencies from an economic perspective. It is necessary to develop entrepreneurship programs that are able to internalize nationalism for students as an integrative part of strengthening the character of nationalist entrepreneurs. This study aims to describe the concept of Historiopreneurship in the wetland environment in the perspective of building nationalism. This study uses a qualitative approach. Data were collected through focused group discussions with resource persons involving elements of universities, practitioners, and teachers of productive subjects at SMK Banjarmasin City. Data were analyzed by descriptive technique. The results showed that the relevant learning materials for the development of Historiopreneurship Program) included three general materials: History, Entrepreneurship, and Tourism. Historical material includes knowledge related to content and characters based on history which consists of: 1). Historical urgency (in cultural and character values perspective), 2). Mapping, 3). Assessment of historical objects, and 4). Feasibility of the object and feasibility assessment). Through the learning of historical material in this program, it is hoped that there will be an increase in the competence of students related to knowledge about historical objects as well as building the character of nationalism in themselves.*

**Keywords:** *Historiopreneurship, Entrepreneurship, History, Nationalism, Character Building.*

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## INTRODUCTION

Indonesian nationalism originating from Pancasila is being degraded by increasing conflicts: inter-ethnic, inter-religious, religious sects, separatism and other phenomena of national disintegration (Lura, 2002). Distortion of understanding and implementation that occurs today, we can observe the phenomena, among others: 1) the occurrence of a decline (decadence) of morals, character, mental and behavior / ethics of living in society and the nation, especially in the younger generation. 2) Hedonistic lifestyle, consumptive materialistic and tends to give birth to greed or greed, and leads to individualistic traits and attitudes. 3) The emergence of political symptoms that are oriented towards strength, power and violence, so that the law is difficult to enforce. 4) Shallow perceptions, narrow insights, differences of opinion that lead to hostile, anti-criticism and difficult to accept changes which in the end tend to be anarchic (Werdiningsih, 2020).

The majority of Indonesians, 66.4%, prefer to position themselves as part of the Indonesian nation than part of their religious group (19.1%) or ethnic group (11.9%). This means that the national identity (nationalism) of Indonesian citizens is much stronger than religious and ethnic identities. For the last three years, there has been a trend of strengthening national identity which is accompanied by a weakening of religious and ethnic identities (LSI, 2019).

To foster and maintain Indonesian nationalism, the main requirements are readiness and persistence and flexibility in elaborating forms of nationalism that are more relevant to the challenges of the times. Romantic nationalism, citizenship, culture, ethnicity, religion, as well as the administration of a clean, transparent and accountable government in order to create an egalitarian civil society (Lura, 2002). Deeper lessons on nationalism (nationalism, Pancasila, the 1945 Constitution and Diversity) are no longer found in schools. Related reading materials are also rarely found. One way out is by mainstreaming (mainstreaming) national values (nationalism) in this case Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia, and diversity in the millennial generation. Of course, the method does not repeat the indoctrination ways of the new order, through upgrading or boring lessons in class (Syamsurijal, 2019).

Loving the nation state and its regions by carrying out development through local cultural values as a form of awareness of defending the country. Entrepreneurship education is one of the youth's efforts to be able to develop themselves according to their interests, talents and potential to become economically independent youth. The growth of the character of the younger generation who has commitment, consistency, and discipline will form a character with behavior that is aware of how to love their country. Awareness of defending the country through entrepreneurship by prioritizing local cultural values can be done by applying the concept of Dynamic Governance. Entrepreneurial empowerment of the younger generation in growing awareness of defending the country is more directed to the form of participation, not in the form of mobilization (Herawati, 2020).

Millennials are productive and not afraid to start their own business. Salary is no longer the main reason to stay at the job. For them, opportunity for self-development and feeling comfortable in doing their work are the main priorities. They are also happy when they are given a space to develop creativity further. They have multitasking ability when working. These characters serve a capital for strengthening Indonesia's economic independence in the future, including creative economy industry (IDN Research Institute, 2019).

Against this backdrop, it is encouraging to see that more than a third of Indonesian youth say they aspire to become entrepreneurs—a ratio higher than in any other country in the region. In a 2019 survey by the World Economic Forum, 35.5% of youth respondents in Indonesia said they wanted entrepreneurial careers, above 31.9% in Thailand, 25.7% in Viet Nam, 22.9% in Malaysia, 18.7% in the Philippines, and 16.9% in Singapore (Banks, 2021).

Entrepreneurship education in higher education is ideally carried out in the long term, through a gradual and continuous learning process. Several important aspects that should be carried out by universities in implementing entrepreneurship education include positioning universities as entrepreneurial universities, designing clear and directed entrepreneurship curricula, determining appropriate methods, selecting teaching staff who have competence in the field of entrepreneurship, creating an entrepreneurial atmosphere, and designing a gradual and continuous learning process. It is hoped that if these aspects are met, then the goal of creating new young entrepreneurs from campus through entrepreneurship education can be realized (Rifa'i & Nugraha, 2019).

The problem of this research is how to build nationalism through the development of entrepreneurship programs that combine the mission of strengthening nationalist character & entrepreneurial competence? The aim of this research is to explain the concept of entrepreneurship programs that strengthen nationalist character & entrepreneurial competence.

## LITERATURE REVIEW

Liberal theorists view Nationalism with suspicion because of its emphasis on commitment and membership as opposed to liberals on individual rights, liberty and equality as universal values. Although they often examine the theme of nationality in two ways, first, there is a claim to self-determination, second, there is a claim to the importance of the principle of nationality for the relationship between the state and the pursuit of liberal values (Fauzi & Si, 2017).

Character education is a teaching and mentoring system that familiarizes the noble values of nationality and citizenship to increase knowledge and skills so that students have a sense of responsibility as part of a nation. The key to education for the Indonesian people is in character development on the basis of Pancasila. Education in general loses its spirit to develop character in Indonesia due to the personal or group economic orientation of the power holders or the implementation of policies. Education and character building for Indonesia have actually been stated in Article 3 of Law Number 20 of 2003 which reads, "National education functions to develop and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students. in order to become human beings who, believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Hadi & Ju, n.d).

The concept of entrepreneurship is more of a behavior and attitude that will be developed to become a character in students, not a discipline or a subject and a particular branch or branch of knowledge. Thus, it is necessary to choose a method and or a learning process in such a way that when implemented it can foster an entrepreneurial spirit (Elizar, 2014).

The problems of entrepreneurship education in tertiary institutions cover four aspects, namely: 1) Philosophical problems regarding the developing meaning of entrepreneurship can be appreciated in practical understanding (practical concepts). This is revealed because the existing narrow meaning of entrepreneurship is the interpretation and views that entrepreneurship is identical to what "entrepreneurs" or "entrepreneurs" have and do who have businesses (trade), 2) the problematic process, namely even though policies specifically on entrepreneurship development are integrated into the curriculum has not been issued, but from the implementation it has been carried out partially on study programs that are considered to have a relationship or not with entrepreneurship courses. This has an impact on the absence of cohesiveness and uniformity to lead to entrepreneurial values, 3) Problematic Results, namely that some people feel it is not appropriate to view entrepreneurial universities which are defined as business-minded

universities, considering the philosophical basis of education oriented to non-profit services (non-profit). -profit).

In fact, the concept of an entrepreneur university views things as a whole as a whole that is interrelated and synergized. Entrepreneurial activities are at the core of the phenomenon of university transformation in carrying out the tri dharma of higher education, meaning that all units become business centers as well as academic service centers, and 4) Strategic Problems, namely the development of entrepreneurship in higher education has not yet fully implemented the strategy and development of movement programs. Entrepreneurial culture through a Business Incubator (Erlangga & Skill, 2018).

## METHOD

The research uses a case study. Data were collected through focused group discussions with resource persons involving elements of universities, practitioners, and productive subject teachers at SMK Banjarmasin City. Data analysis with qualitative descriptive method.

## RESULT

Historiopreneurship as an entrepreneurship development program with two main missions: the internalization of character values and entrepreneurial competencies on a historical basis in a wetland environment. This program is suggested to be an alternative strategy to build nationalism through the development of entrepreneurship programs that combine the mission of strengthening nationalist character & entrepreneurial competence.

Historiopreneurship in this research has a specific main goal that is quite different with the same project by (Sodiq, 2017) that focuses on optimizing the fields of entrepreneurship that are oriented towards historical themes. This program aims to empower entrepreneurs who are engaged in the historical field around campus. Specifically, this program aims to (1) increase the low level of product orders and sales; (2) assisting and optimizing promotion strategies; (3) assisting business legalization efforts; (4) assisting administrative and financial arrangements; (5) assisting efforts to develop business diversification.

Development of historical entrepreneurship materials based on the inculcation of character and entrepreneurial values. Based on the findings during the Focus Group Discussion (FGD) in the previous stage, three major materials were found, namely history, entrepreneurship and tourism. This stage reveals the rationality and composition of each major material in the development of historical entrepreneurship programs at universities in Banjarmasin. Based on the needs analysis that has been carried out, the rationality of the development of historical entrepreneurship materials in universities can be seen in the following Table 1.

Table 1: Main Indicator: The Internalization of Nationalism and Entrepreneurship Characters

No	Content	Rational
1	Historical Knowledge	Specific knowledge about character and content based on historical theme
2	Entrepreneurship	Combination of profession and entrepreneurship in tourism
3	Tourism	

Material development is based on the rationality of needs in the field. Historical material is found with rationality in the content and character of historical material. Then the entrepreneurship material is based on the need to understand the profession and entrepreneurship in the tourism sector. Meanwhile, the tourism material is based on

developing product and service knowledge, developing marketing knowledge, promoting products and services, and applying sales skills.

Table 2: Historical Knowledge Content of Historiopreneurship

Content Details	Learning Method
Knowledge related to content and character based on history	
1. The urgency of history in many perspectives (culture, character values, etc)	1 Meeting (lecture and discussion)
2. The mapping	1 Meeting (group exploration about identifying and mapping historical objects)
3. Assessment of historical objects	2 Meetings (lectures and discussions)
4. Object Feasibility (form of eligibility requirement)	2 Meetings (presentation and product of assessment)

#### Determining the historical entrepreneurship learning method

Learning historical entrepreneurship programs needs to determine the right method for each learning material that has been determined. Each material has different characteristics, it is necessary to plan an appropriate method, so that the transfer of knowledge can run as expected. Based on the analysis of the material on each material, it can be recommended historical entrepreneurship learning methods as follows.

Table 3: Entrepreneurship and Tourism Content of Historiopreneurship

Content	Content Details	Learning Method
Developing knowledge of goods and services (1)	Historical tourism (including the integration of entrepreneurship)	Field observation ( <i>case study</i> ) and creating report
Developing knowledge of marketing (1)	Perspective of historical tourism marketing	Discussion and presentation (extra strengthening to develop student mindset Discussion with guest expert based on field observation)
Promoting goods and services (3)	Developing and promoting goods and services related to historiopreneurship	1 meeting to direct student about the project 2 meetings for presentation
The implementation of selling skills (3)	Selling skills of goods and services	1 meeting of simulation 1 meeting of field practice 1 meeting for evaluating and reporting

## DISCUSSION

Suharjana in (Apriani & Ariyani, 2017) mentions that learning in schools needs to develop students to have self-awareness, intentions, abilities, and behaviors to maintain the independence and sovereignty of the nation. Instilling an attitude of nationalism that will be developed in students includes the process of seeing, understanding, realizing, and daring to make decisions to do so. Nationalism value education is carried out in the form of holistic education that uses the methods of knowing the good, feeling the good, and acting the good.

Examining neighborhood and territorial legacy and history may be a middle for history learning and presents understudies to particular methodological and dialect disciplines, so that it can spur, in wrinkle intrigued in learning history, gotten to be an integrator since it contains a commitment to the arrangement of understudies within the encompassing environment. In expansion, it too strengthens aspects of personality building, and encourages understanding of history as a dynamic prepare that develops as the information that's not constrained, but makes sense within the associated organize that's built between data, sources, declarations, and stories (Magro et al., 2014).

Historical awareness is important in fostering the nation's culture because it requires the support and active participation of all members of the community. To mobilize

community participation in fostering and developing national culture, awareness needs to be raised that they are a social unit that is realized through a historical process that ultimately unites a number of small nations in an Indonesian nation. In the current era of globalization, understanding history is very fundamental to shape the character of people who will have a sense of historical awareness in their daily lives (Handy, 2021). There is an important link between understanding historical insights and individual nationalism. Historical knowledge and awareness can clearly reflect their moral behavior and nationalism. From a cognitive point of view, in the context of historical insight and understanding, it plays a role and influences the behavior and personality of one's identity (Hariyanto et al., 2020). Historiopreneurship using historical objects to build historical knowledge and awareness in term of build the spirit of nationalism for student. Through historical content that taught in the program, it will be easier to reach the purpose of building the value and spirit of nationalism

Entrepreneurship education taught at universities spread across Indonesia still has not shown a good impact for students where the curriculum and training feasibility for entrepreneurship courses are still less effective so they are less able to stimulate students to think creatively and have an interest in entrepreneurship because they focus more on preparing human resources in industry. Determination of an entrepreneurship education curriculum should be thematic in accordance with the potential and availability of resources and support for competence and culture in the area where entrepreneurship education is held (Pormes, 2021). Meanwhile, Historiopreneurship very related with this statement because in this program, student invited to do some field project close to their environment to practice all content that has been written down.

## **CONCLUSION**

Education is an effort to be able to make every young generation have superior knowledge, attitudes, and behavior. One of these efforts is to make historical-based entrepreneurship education an object in classroom learning. These efforts cannot be carried out in a short time, but require long preparation, implementation and evaluation. Through Historiopreneurship, it is hoped that it will increase youth participation in terms of nationalism, struggle to excel, and win global competition. Through the materials that have been prepared, the planned strategies, and the time specified in the entrepreneurship learning, the awareness of historical-based nationalism and entrepreneurship can be increased.

## **ACKNOWLEDGEMENTS**

The authors express their gratitude for the assistance of various parties, especially to Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM) Universitas Lambung Mangkurat which has provided financial support for this research.

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