



ACADEMIC ENTREPRENEUR DEVELOPMENT (MANAGEMENT PTKIS PERSPECTIVE)

Kholilur Rahman ¹, Ahmad Aziz Fanani ²

^{1,2}Posgraduate Lecturer of IAI Ibrahimy Genteng Banyuwangi, Indonesia

Email: lilur66@gmail.com¹, fananiahmadaiz89@gmail.com²

Abstract:

Recently, the phenomenon of paradigm revolution arised in the management of tertiary institutions (both state or private) to become financially more independent institutions, no longer only rely on funding subsidies from the government, but doing for innovating, exploring, and managing the potential "assets" possessed for Realizing the independence of the university. One of the concepts offered in that direction is the development of academic entrepreneurs. This article was intended to describe the development of academic entrepreneurs in the perspective of management, prospects and challenges for PTKIS.

The approach of the study was Qualitative methods. While the data collection was carried out through literature studies and other secondary data. The results of the study showed that the development of academic entrepreneurs in the management perspective got prospects, and at the same time got challenges. to react for this, it was recommended that university, especially PTKIS, started mapping readiness to the development of academic entrepreneurs using the scale of readiness calculation or unpreparedness in implementing it.

Keywords: *Management, academic entrepreneur, prospects and challenges*

INTRODUCTION

The background of the study started from an academic anxiety related to the changes of Higher Education Management paradigm (State and Private), the university which was under of the Indonesian Ministry of Religion or the Ministry of Education and Culture, so that it became an independent institution, no longer depended on government subsidies or other subsidies agencies.

The number of Islamic Religious university (PTKI) in Indonesia was 847 PKI: 59 State Islamic Religious university (PTKIN), or 7% under the management of the Indonesian Ministry Religion, 788 Public Islamic Religious university (PTKIS), or 93% under the management of institutions or private foundations.(Diktis, 2022)

The changes of paradigm was well realized by the government (Religion Ministry of Republic Indonesia) by conducting out the transformation of PTKI management. To realize PTKI at the Wold Class University (WCU) level, systematic and consistent efforts were needed.

The Religion Ministry of the Republic of Indonesia established 3 (three) forms of transformation, namely: 1) PTKIN as the Work Unit of the Indonesian Ministry of Religion, 2) PTKIN with the status of the Public Service Agency (SU), and 3) PTKIN with PTN-BH status (university with a legal entity). Rightnow, from 59 PTKIN the majority of BLU status. While PTKIN with the status of a new PTN-BH still one, namely the Islamic University of Indonesia (UIII).(Diktis, 2022)

Unfortunately the institutional transformation was only focused on PTKIN, while PTKIS was still free from the government attention. This happened because of

the government's inability to carry out the institutional transformation in PTKIS, or maybe the government thought positively to PTKIS, that PTKIS would be able to carry out institutional transformation independently, without funding interventions from government.

Along with the changes of the university management paradigm, PTKIS should not always wait for government interference to transform, but must be able to find and carry out the creativity and innovation management. For this reason, the development of academic management entrepreneurs became an alternative answer.

Every organization or institution in which accommodated many people to reach the same point of destination must conduct the substance of management. Likewise with PTKIS. Depending on the choice of management models made by the reactor or PTIS chairman who converts.

Generally, PTKIS management included two things: First. PTKIS as an institution, consisting of Human Resources Management (HRM), Facilities and Infrastructure, and Licensing. Second, PTKIS as a system, consisted of curriculum management, academic policies, research governance, service governance, student governance and lecturers, as well as quality assurance governance.

The sustainability of good PTKIS management needed to be supported by visionary, innovation and commitment. The implementation of good PTKIS management today was moderate management, adaptive, innovative, progressive and collaborative. In other words, in the future PTKIS should be able to develop its management.

Management is a profession, science and the art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve certain goals. It can be said that management as a profession because all types of activities must be regulated and managed in accordance with clear rules. (www.ngalih.id, 2021) Someone who has a profession (responsibility for his work) will do it effectively and efficiently for the success that is desired.

Management is said to be a science, because management is seen as a field of science that systematically tries to understand why and how people work together (Hasibuan, 2009). While management is viewed as an art, because it involves the ability to lead with various uniqueness or characteristics. (Siswanto, 2005)

Management Perspective is as a profession, the science of setting and art academic is dynamic, along with the environmental development that influences it, both the environment is local and global. Therefore, PTKIS management must always be developed in other to be able to become a quality PTKIS.

Development is a long -term education process using systematic and organized procedures whose manager is learning conceptual and theoretical knowledge to achieve general goals (Miftah Thoha, 2005). In principle, development can be defined as an attempt to improve the technical, theoretical, conceptual, and moral ability of employees in accordance with work or position needs through education and training. (Hasibuan, 2003)

Considering the desired development is to expand PTKIS dependence from government funding assistance, and foster its independence. so the development of academic entrepreneurs is a proportional choice. Sam'un Jaja Raharja cited the opinion of Wirgen at.al. specifically defines academic entrepreneurs as follows:

A practice performed with the intention to transfer knowledge between the university and the external environment in order to produce economic and social value both for external actors and for members of the academia, and which at least a member of academia, and which at least member of academia maintains a primary role (Sam'un Jaja Raharja, 2018)

The judgment of wigren at.al. at least contained three important things, namely: (1) Academic Entrepreneur is something that must be practiced (not a theoretical study), (2) Practice in the form of activities is carried out in order to produce economic and social added value for external and internal of university, and (3) the university or academics involved are the main executant, such as Director, Chair, or Recktor.

LITERATURE REVIEW

The rapid flow of global competition in the world of higher education made many private universities in Indonesia often difficult to keep abreast of its development, especially PTKIS who incidentally in terms of quality and educational instruments were still far from what is expected. The implication, many of them suffered a pathetic fate, "Life is reluctant to die". Not even a few that must be "out of business". This condition results in paradigm changes in the management of universities.

The reality has an extraordinary impact on the emergence of a gap between PTN and PTS which ultimately raised the dichotomous view that PTN was a tertiary institution that had better quality than PTS. This condition made people more confident and tend to choose the State Public Higher Education (PTUN) compared to the State Islamic Religious Higher Education (PTKIN). Even more aggressively, the public favored PTKIN than PTKIS.

The reality is further exacerbated by government policy, currently opened the opportunities of PTUN and PTKIN to make changes to management: PTN Satke Ministry to PTN Public Service Agency (PTN-BLU), PTN-BLU was encouraged to change to PTN Legal Entity (PTN-BH), with the authority and the authority given, (www.kompas.com,2022)

The description illustrated that the changing paradigm of tertiary management was caused by: First, external factors, namely global conditions with all its consequences demanding changes. Globalization made the world more narrow, making it easier for humans to interact with one another. Important changes that could be used as an indicator of the process of globalization in a society were changes in the realm of economic, lifestyle (lifestyles), science and technology. (Muchlis R. Luddin, 2008)

Second, external factors, the policy of the Indonesian Ministry of Religion that encouraged and provided opportunities for changes in the form of STAIN to IAIN and IAIN to UIN. It was realized that the change in institutional form was a necessity of external factors. However, because the change in institutional form was only limited to PTKIN, PTKIS was encouraged to carry out a paradigm, namely the paradigm of dependence into a paradigm of independence. (diktis.kemenag.go.id, 2022)

1. Manajemen Entrepreneur PTKIS
 - a. Management Concept

In terminologis, experts differed in opinions in interpreting management in accordance with their respective backgrounds and perspectives. In summary, management was difficult to define because there is no management definition that was universally accepted.

Management was often defined by "Management as the art getting things done through people". Keywords of this definition "The art of completing work through other people. Mary Parquet Follet understood management as an art, because by doing a job through other people required special skills. As revealed by Sahertian, that in the management contained two meanings, namely mind (thought) and action (action).(Fahim Tharaba, 2016)

The collaboration between thought and action must be arranged in such a way, so that it could be a pleasant orchestration that was pleasant and heard, and became an effective and efficient source of power. This was in accordance with Muhaimin's view of the substance of the management. He stated that management was basically a process of effective used of sources to achieve certain goals or objectives.(Muhaimin, 2009)

Contrast from this understanding, then in the principle management contained several characteristics, namely: 1) The existence of goals to be achieved, 2) it was as a guide to science and art, 3) it was a systematic, coordinated, cooperative, and integrated processed in its benefits, 4) there was Two or more people in collaboration in organizations, 5) it was based on the division of labor, duties and responsibilities, 6) it included several functions, 7) it was a means of achieving goals.(Hasibuan,, 2001)

Based on the previous explanation, and in the perspective of PTKIS management it could be understood that management was a process of planning, organizing, directing and supervising or evaluating by the management of the PTKIS organization by maximizing existing resources in order to achieve independent and quality PTKIS goals

b. Entrepreneur Concept

In the principle, there were many management choices that were carried out by PTKIS leaders to develop their bases, for example, education oriented (PTKIS). Quality education would be obtained at quality PKIS. And quality PTKIS would produce quality human resources as well. (Uly Muzakir, 2013). There were also PTKIS who built management based on performance measurements. This management was known as the Balanced Scorecard concept

The Balanced Scorecard management concept was originally used by business organizations for performance measurements. Today could not only be used by business organizations but also public organizations. Public organization was an organization that provided services to the community with the aim not to find profits. To be used by public organizations, BS must be modified.

Balanced Scorecard translated the vision and strategy of the organization into a comprehensive set of sizes that provided a framework for measuring and strategic management systems. If the vision and strategy could be expressed in the form of strategic objectives, clear measures and targets, which were then communicated to each member of the organization (PTKIS academic community), it was hoped that each member of the organization could understand and implement it so that the vision and organization were achieved. (Rober S. Kaplan and David P. Norton, 2000)

Recently, the new management concept raised in the PTKIS developer, the Triple Helix concept which was faithful by Etzkowitz. (Aan Jailani, 2019) Triple Helix was needed to explain the university, industrial and government interaction models. The analysis stated that the interaction is the key to improving the conditions for knowledge -based community innovation. (Henry Etzkowiz, 2003)

On its implementation, PTKIS was as a higher education institution must carry out transformation in the expansion of its mission by including economic and social development as well as competence, cultural reproduction, research and shift from individual to the focus of the organization. In this case, the triple Helix modelled confirms the relationship between universities, industry, and government as a development strategy to meet social capital and technological gaps, so that this model could provide optimal conditions for PTKIS innovation.

This triple helix model ultimately inspired the birth of a new management concept for the development of higher education, namely Entrepreneur University and Academic Entrepreneur.

2. Academic Entrepreneur Development

Frequently, among of the community there were discussions of equalizing the term entrepreneur and entrepreneurship, even though the two terms had significant differences. In general, entrepreneurs were people who were able to create creative ideas with their steps, and were able to turn into a reality. In this case he would act in building a business in a particular field, which would later have the opportunity to attract commissions to the market and compete with other competitors. (www.rantiang.com, 2022)

The focus of the entrepreneur refered to people who acted, while entrepreneurship was more focused on a process or activity in terms of starting, developing, managing to operate business activities that would be run on the market differently from entrepreneurs that were commonly known as entrepreneurs or business actors who run, while for entrepreneurship was a way or strategy carried out in developing businesses on the market. (www.rantiang.com, 2022)

Meanwhile, along with developments with the business world with all its

Deversification, Ciputra classified entrepreneur into 4 (four) groups, namely: a) Business Entrepreneur, b) Government entrepreneur, c) Social entrepreneur, and d) Academic Entrepreneur (Sayu Ketut Sutrisna Dewi, 2017). Furthermore, Ciputra defined academic entrepreneurs were academics who taught and managed educational institutions with patterns and styles of entrepreneurs while maintaining the noble purpose of education. (Sayu Ketut Sutrisna Dewi, 2017)

In a larger scope and the maintenance of the original education, the concept of the University Entrepreneur, which was a university that had an entrepreneurship, where activities carried out are profit -oriented without eliminating their function as an educational institution. (Iwan Kuntadi, 2004)

According to Burton R. Clark, that the emergence of a new format of Higher Education management in the form of the concept of Academic Entrepreneur was as a result of an imbalance between the demand for very high people (demands over load) of universities with the ability of limited tertiary institutions responses. (Burton B. Clark, 2010)

The real requirement for the development of an entrepreneurship -oriented higher education system had a logical consequence for the management of higher education to think of the right strategy in preparing and implementing it. Clark offered three key elements in the implementation of Academic Entrepreneurs, namely: 1) Strengthening the Institutional Core Management, 2) Increasing the role of institutional peripherals, and 3) financing -based deversification. (Umi Zulfa, 2017)

RESEARCH METHODS

The research method used in this study was a descriptive method, which was a research method that overtook to describe and interpret the object as it was. In this study, the authors described what it was about the possibility of the development of PTKIS management to realize its independence through the development of academic entrepreneurs. Furthermore, the authors described opportunities and challenges related to the development of academic entrepreneurs for PTKIS. From the description of what it is was expected to find a management model that was appropriate to help the independence of PTKIS, towards the realization of a quality PTKIS

The research used a qualitative approach. The choice of this approach were intended to be able to provide in -depth meaning of existing data or facts. The approach was chosen, because this study did not aim to test the hypothesis, but described the data, facts and conditions or tendencies that was exist, as well as conducting analysis and predictions about what to do to achieve the desired circumstances in the future.

RESULTS AND DISCUSSION

Academic Entrepreneur Management in PTKIS

Admiring the high quality PTKIS was not an instant and easy work. It took a long time, patience, responsibility, and commitment and noble intention to realize it. It was just. That attitude was not optimal if it was not accompanied by a professional attitude, hard work, had a clear vision and mission, future-oriented. No less important, it must be supported by a healthy and productive PTKIS management, one of which was through the application of entrepreneurship management

In the aspect of entrepreneurship management, the management process was presented, starting from planning (how a PTKIS business was planned), organizing (preparation of all resources to start a PTKIS business), executing (business implementation in order to achieve PTKIS goals), and Controlling (overseeing the implementation of PTKIS business).

In the development of PTKIS's independence management aspects were the

most important factor. In this aspect. The idea of developing a PTKIS business would become a reality under the leadership of a management team. Entrepreneurship management concerns all the strengths and potentials of PTKIS which guaranteed that his business would truly exist. If the new business wanted to succeed, then entrepreneurs (read: Team Management) must have competence, including: (Basrowi, 2011)

1. Focus on market needs, not on technology
2. Create a Comprehensive Financial Budget Planning
3. Building a Management Team, not Nonjolkan Individuals (Not a "One Person" Show)
4. Give a role to the Innovator. (Suwinto Johan, 2011)

Coulter viewed that the entrepreneurial process as a comprehensive process of the start of the stages of exploration of the stages of the problems that allowed a hope and the possibility to get the opportunity, as well as the compactive advantage which was certainly only obtained with creativity and innovation to then decided to "in action" in entrepreneurship. The conception of entrepreneurial anniversary was illustrated in the chart below: (Stephen P. Robbins, 2016)

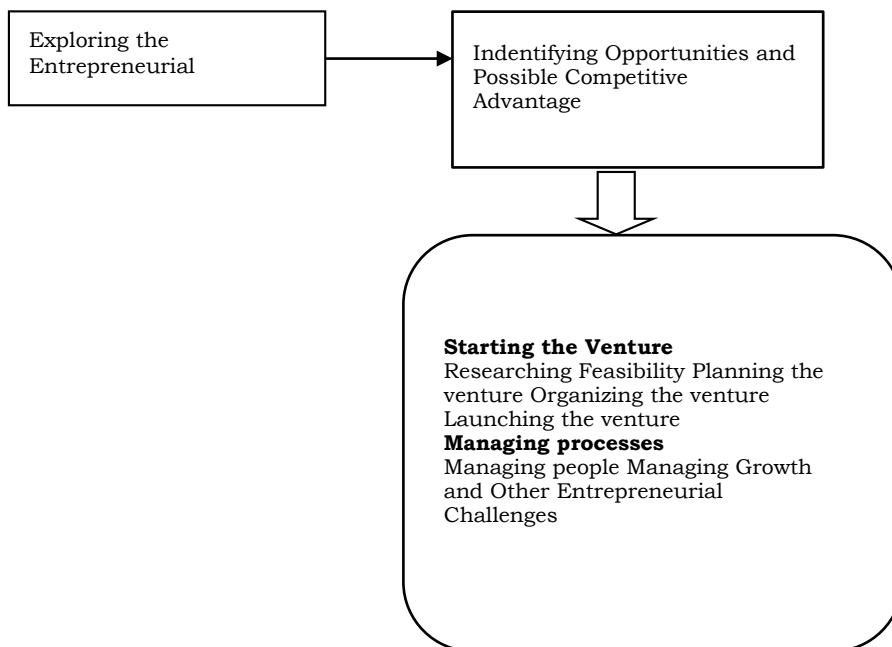


Chart: Entrepreneurial in Action-The Entrepreneurial Process

The Din chart of illustrates that Exploring Entrepreneurial Context was very important in the entrepreneurship process, because in the context of entrepreneurship would explain "role of the game" and "what decision were likey to be succesful". After determining this, the next was the process of an inversion of management functions.

2. Academic Entrepreneur Development in PTKIS

a. Academic Entrepreneur development challenges

Conceptually the challenges of developing academic entrepreneurs included two things: first, differences in paradigms and perceptions of the notion of academic and entrepreneur. Differences that arised when understanding the substance of the word entrepreneurs, entrepreneurial account, and the word entrepreneurship. Second, the difference in the capability of PTKIS in synergizing itself with the industrial world, the business world and the government. Third, the objectivity and quality of the results of higher education research has not been connected with the business world and the

industrial world (DUDI)

The first, paradigm differences and perceptions of academic and entrepreneur understanding. In fact, entrepreneurship in PTKIS was directed to change the traditional paradigm of PTKIS could only produce graduates solely to the new Paradigma who saw PTKIS as a higher education entity that produces financial resources to cover the operational costs of PTKIS concerned.

At the implementative level, PTKIS could not run alone, but must be part of the system and integrates with the industrial world and the government. The interaction was carried out to provide and increase the benefits of the results of basic and applied research, by accelerating and integrating various forms of knowledge and technology transfer.

Among experts there were no agreements related to the meaning of entrepreneurs, entrepreneurship, or academic entrepreneurs. Simply entrepreneurs were someone who actively conducted entrepreneurs and could think creatively to be able to benefit others around him with business intermediaries that he was doing or who was being built by him (www.linovhr.com, 2022)

Meanwhile according to Winardi, entrepreneur was someone who created new business, by dealing with risks and uncertainties, which aimed to achieve profits and growth through identifying opportunities through a combination of resources needed to benefit. (Winardi, 20023)

Likewise with the definition of entrepreneurship. The experts had not found an agreement to define it. Entrepreneurship was an attitude, soul, noble spirit in an innovative person, creatively trying to progress in personal and community (Daryanto, 2012). Irianto stated his opinion, that entrepreneurship was an applied knowledge and management technique that was accompanied by a high risk in changing or processing resources into added value output (value added), (Yoyon Bactiar Irianto, 2012)

Although, the experts still had different opinions on the definition of entrepreneurs and entrepreneurship, but in it there was a "common thread" as a substance of understanding, namely the existence of an innovative and creative attitude, and that was at the same time what distinguishes between ordinary business and entrepreneur.

Based on previous research, that innovation factors were related to university entrepreneurship. This was like the explanation of the Ziyae, that institutional factors such as innovation, the culture of supporting entrepreneurship, and business activities directly affected academic entrepreneurship (Babak Ziyae, 2016). Furthermore Panigrahy asserted, that innovation was a new idea of the recombination of an old idea that is considered new to the community, and could be developed internally. Innovation in companies involved generations or adopts ideas so that they could become new service products and strategies. Innovation was carried out aims to provide value so that it can increase productivity (Nrusingh Prasad Panigrahy and Rabindra Kumar Pradhan, 2015)

Although there was no expert understanding related to the definition of Academic Entrepreneurship, there were at least five stages for the realization of Academic Entrepreneurship: Motivation, Governance, Selection, Competition, and Performance. Of the five stages, motivation was an important stage, because it was the forerunner of the Academic Entrepreneurship process. (Simon Michael Hornsby, 2014)

The motivation came from the Faculty Member (Lecturer) of the relevant university, the industry and the government jointly carried out the process of commercialization

The second, the difference in the capability of PTIX in synergizing itself with the industrial world, the business world and the government

According to the report on the results of the Institute for Management Development (IMD) World Competitiveness YearBook 2022, the competitiveness of the Indonesian people declined to rank 44, in the case last year ranked 37. In detail, in 2018 the Ranking of Indonesia's competitiveness was at level 43, 2019 ranked 32, 2020 ranking 40, and 2021 rank 37. (investor.id/business, 2022)

One of the ranking factors was the quality of the HR. The fact showed that many college graduates (PT) were not ready to work but were only ready to train. Many companies complained because the quality of PT graduates had not met the requirements of the world of work even though the graduates were cumlaude. High achievement in PT was apparently not a guarantee of high achievement achievers in the world of work. The world of work turned out to be not only concerned with intellectual intelligence but also emotional intelligence including intelligent socializing and organizing. As a result, the business world was reluctant to accept PT graduates, and finally many PT graduates were unemployed (Sukartono, 2007)

Based on the description above, to increase the competitiveness of the Indonesian nation required conception, acts of synergy of PT, the government and the world of entrepreneur that were clear and operational in order to prepare quality human resources through the concepts and actions of the Tridharma PT Partnership PT

Satrio Sumantri Brojonegoro asserted that the demands in the HR field as a result of globalization were the need for research and development capacity for the development of new products and internalization of new technology in the product process to increase the competitiveness of industrial products. As happened in many developing countries, in Indonesia, the industry is the highest place to be a gateway for entering new technology (Satrio Sumantri Brojonegoro, 2001). Based on this thought, PTKIS (especially research institutions), local governments and the world of entrepreneur and the industrial world had the potential to become synergistic triangles to transfer, internalize, and develop science and technology were very strategic to increase competitiveness. Thus, research was very important role in the 2020 global era.

Research activities in PT have direct implications for the quality of education, especially lectured materials, supported the development of scientific (body of knowledge), encouraged the development of dudi, helped solve the problems of local governments and the community, built confidence, and created reliable stone researcher cadres. In order to increase the competitiveness of Aini Bangs, it needed autonomy and organizational health. This was confirmed by the Director General of Higher Education, that three Concepts of the PT Basic Policy Strategy to improve quality, namely: (1) Nation's competitiveness, (2) Nomicity of PT, and (3) Organizational Health (Ditjen Dikti, 2003).

Third, the objectivity and quality of the results of university research had not been connected with the business world and the industrial world (DUDI)

Nowdays the changes in the business world and the industrial world were running very fast, in contrast to PTKIS who had their own speed, for this it was necessary to be more adaptive and flexible with the business world and the industrial world as well as with various advances and developments that occurred in Dudi. PTKIS with Dudi could not walk alone to create an Eka Cipta ecosystem, but required synergy. The synergy between PTKIS and Dudi would avoid Mis-match between the two. But the synergy was not only between PTKIS and Dudi, but there were several other supporting aspects commonly referred to as Pentahelix. In order to avoid mis-matches that occurred between the two parties, collaboration was needed which aimed to create knowledge from PTKIS to Dudi. Knowledge transfer could be done through various different mechanisms between PTKIS and DUDI research centers based on the motivation and HR available

The collaboration between PTKIS was always higher education institutions and DUDI was important, because through collaboration could be created solutions to the problems that occurred in the field of science and social, economic, and political agendas, such as democracy, sustainable development, and understanding of culture and integration . PTKIS collaboration with Dudi as a scientific collaboration was defined from the perspective of behavior, tasks, and social background. (Diane H. Sonnenhawal, 2006)

In order to realize the collaboration between PTKIS and Dudi Sanchez and Tejedor offered four ways that could be taken. Furthermore Sanchez and Tejedor

expressed their opinions, that four ways that allowed collaboration between universities and industry, namely: (Angel Martinez Sanchez, Ana-Clara Pastor Tejedor, 1995)

1. The industrial sector can look for existing research centers at universities that might be able to solve problems owned by the industry.

2. The industrial sector receives a proposal of cooperation directly from the university or research center as a provider of knowledge or technology.

3. The industrial sector can ask for help from third parties who will then find the university

4. The industrial sector receives a proposal from a third party to propose collaboration with a research and local development center. (Angel Martinez Sanchez, Ana-Clara Pastor Tejedor, 1995)

In different editors, Santoro and Chakrabarti offered 4 collaboration models between universities and the industrial world, namely:

1. Research support. This model can be in the form of industry providing assistance or contribution to funding or equipment to Tunggi College.

2. Research Cooperation. This model can be a research agreement with individual researchers to help the completion of the problem faced by the industry.

3. Transfer of knowledge. This model can be in the form of Tridharma activities, the exchange of HR/Employees, graduate recruitment.

4. Transfer of technology. This model can be in the form of high interaction activities, such as research driven by universities and practical expertise of the industry. (Santoro, M.D., Chakrabarti, 2002)

b. Academic Entrepreneur development Opportunity

The reality showed that at present the quality of PTKIS was still inferior to PTKIN. This kind of image was certainly less favorable to the position of PTKIS which was categorized as a second -class tertiary institution. From a number of existing PTKIS, there were only a few PTKIS that were said to be feasible, the rest was still below the standard. More specifically, Mujamil Qomar divided Islamic Religious Universities (PTAI) in terms of the responsibility of its management into two types, namely PTKIN and PTKIS. PTKIN was almost entirely funded by the government, while PTKIS was almost entirely funded by the community (Mujamil Qomar, 2007)

Nowdays PTKIS was faced with two heavy burdens that came simultaneously as a problem: a) The responsibility of its management was fully funded by the foundation or society, so that it is required to be able to choose and realize management that were oriented to the principles of effectiveness and efficient, b) the impact of globalization. This impact befalls the life of PTKIS which had the main activities in the field of higher education with academic activities that generally had universal concepts, and their applications required accuracy and adaptive ability to match the conditions and situations. (Hamdan Mansoer, 1994)

Answering this PTKIS problem, he must make a paradigm change. The paradigm was a set of mutual concepts that were logically interconnected and form a framework of thought that functions to understand, interpret and explain the reality and/or problems encountered. Understanding of the concept of the paradigm is relevant for the development of research and Science. (Jawahir Thontowi, 2012)

The pardigma changes must start from a review of the PTKIS paradigm. The study was intended to produce new thoughts and concepts about the development of PTKIS that could be used as a handle, way of thinking and how to act correctly. Sukadji Ranuwihardjo submitted a paradigm of higher education development in a concept: 1) Improving the quality of tertiary institutions, 2) Increasing productivity, 3) Increasing relevance, and 4) Expansion (Sukadji Ranuwihardjo 1985). Continuing through improving and improving the quality of management, in this case autonomy, accountability and accreditation were the most important components.(Bambang Soehendro, 1996)

The changes of the paradigm must be carried out evolvingly, from the concept of traditional PTKIS management to the realization of PTKIS with the concept of

Entrepreneurial University management, which was a university with an entrepreneurship/entrepreneurial character, which was able to finance itself and contribute to other aspects of blackish. Of course whatever the concepts and strategies for the development of tertiary institutions that had been tested, basically must still be based on effective and efficient principles. This was the importance of building efficient tertiary management in this global era

PTKIS which was advanced and quality, in fact was not enough to only play an active role in answering the challenges of industrial needs, the business world and society today, but should play a proactive role in engineering the needs of the people in the future. Thus, the reciprocal relationship between PTKIS and the community would be synergistic.

Making PTKIS who was able to meet the demands of the community (reaching external efficiency), and at the same time support the development of the needs of the community in the future, the PTKIS must make themselves efficient in organizations and activities (internal efficiency). For this reason, Kemenristek-Dikti determines the policy that in the field of higher education must be achieved an increase in seven, namely: 1) Relevance of goals and objectives, 2) efficiency, 3) productivity, 4) effectiveness, 5) accountability, 6) management of the system, and 7) academic atmosphere (Mulyono, 2016),

Reflecting on the success of developed countries, such as the United States and Europe, most of all higher education accommodated entrepreneurship learning in each of its courses. Likewise with countries in Asia, such as Japan, Singapore and Malaysia also applied entrepreneurship material at least two semesters. That was what made our neighboring countries a developed country and jump in increasing the development of their country. (Darwanto, 2012)

Based on the previous, so universities played an important role in realizing entrepreneurship cultures in a country. Higher Education as one of the centers of entrepreneurship development and development was established through the Kasil of the Asia Pacific Economic Cooperation Meeting or APEC (Asia Pacific Economic Cooperation) in Seattle, the United States, one of the agreements was that to help accelerate economic growth in the Asia Pacific region in a way broad and equitable, it was necessary to cooperate with "Tripartite" between "Government-Business-Universities" (Achmad Sanusi, 2005)

Efforts grew the soul and spirit of entrepreneurship in PTKIS in Indonesia continued to be improved and encouraged with various methods and strategies that made students interested in entrepreneurs. According to Heri Kuswara, there were six efforts or ways to increase entrepreneurship echoes for students, including: (1) Establishment of Campus Entrepreneurship Center; (2) Entrepreneurship Priority; (3) Development of Entrepreneurial Student Programs; (4) independent entrepreneurial program for students; (5) Program to improve labor competencies and productivity for students; and (6) Program providing business capital for students (Heri Kuswara, 2012)

Meanwhile Herkules offered the concept of a tertiary institution to realize a campus entrepreneur with the name "stretching entrepreneurship" as follows: (1) compiling the curriculum; (2) Increased lecturer human resources; (3) forming an entrepreneur center; (4) cooperation with the business world; (5) forming a business unit; (6) cooperation with financial institutions; and (7) Entrepreneur Award (Herkules, , 2014)

CONCLUSION

Based on the previous description, and to make PTKIS as an independent and quality higher education institution, then; 1) PTKIS needed to develop academic entrepreneurs within the framework of entrepreneurship management that focuses on market needs, planning a comprehensive financial budget, building a management team, and giving a role to the innovator, 2) The challenges of Development of Academic Entrepreneurs in PTKIS include: (a) Differences in paradigms and perceptions of the

notion of academic and entrepreneur. (b) Differences in the capability of PTIX in synergizing themselves with the industrial world, business and government. (c) Objectivity and Quality of Higher Education Research Results have not been connected to the business world and the industrial world (DUDI), 3) The opportunities for Development of Academic Entrepreneurs in PTKIS is the "Tripartite" synergy opportunity between "Government-business-universities" with the program of programs: (a) Establishment of Campus Entrepreneurship Center; (b) Entrepreneurship Priority; (c) Development of Entrepreneurial Student Programs; (d) independent entrepreneurial program for students; (e) Program to improve labor competencies and productivity for students; and (f) Program providing business capital for students.

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