BEHAVIORAL ANALYSIS IN DEVELOPING ENTREPRENEURIAL LEARNING MODELS AT PHARMACY COLLEGES

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Abstract
Entrepreneurial education in pharmacy colleges just touched on the level of recognition norm and not yet at the stage of internalization and concrete actions that can formed independent, creative and innovative behaviors in daily life. This research used a quantitative descriptive approach with a survey method to analyze dominant personality formed through the learning process using DISC personality test in order to obtain an effective learning model references to foster entrepreneurial character. The results of research conducted on 693 final-level students, in general, obtained data on the low personality types of students who are Dominant (D) and Influence (I) which are part of the entrepreneur's personality, as a result of their interactions in the college learning environment. This is related to less the atmosphere and activities of developing entrepreneurial character in the college environment. Colleges need to apply a concrete and practical pattern of entrepreneurial education based on empirical input to equip students with meaningful knowledge in order to create entrepreneurial competencies. Colleges needs to be proactive by increasing coaching towards student interest and intensifying entrepreneurial education, both in terms of theory and practice so that the interest in entrepreneurship possessed by students can be channelled through activities that are coherent with the right learning models.

Keywords: behavioral analysis, entrepreneurial learning, pharmacy colleges

Introduction

Problem Research

Sciences and technology are experiencing rapid development. This caused competition in human resources become increasingly competitive. In order to answer this challenge, each individual must improve their quality by getting a decent education (Oktarina, 2007). The education provides is expected to be able to prepare for the achievement of individual competencies in order to have competitiveness for graduates. Seeing this phenomenon, reconstructing the educational model is a strategic action that must be done. Educatinal institutions, including pharmacy colleges are expected to develop and instill the values of entrepreneurs in the process of implementing their education. The pattern of education in Indonesia must be changed from an educational pattern that aims to create labor into an educational pattern that aims to create people who think creatively and independently so that they are ready not only to be professional workers, but also to create jobs. Entrepreneurial values must be integrated into the educational environment starting from the level of early childhood education to tertiary education and non-

formal education (Asmani, 2011). Educational institutions must develop and instill values that show the characteristics of an entrepreneur.

Entrepreneurial learning is given to prepare graduates to have hard skills and soft skills to deal with the world of work with a high level of competition in order to be ready to get employment opportunities both as professionals in the pharmaceutical field, and able to open jobs for themselves and also others. Barnawi and arifin (2012) stated that entrepreneurial learning is directed to the achievement of three competencies, namely the cultivation of entrepreneurial characters, understanding concepts and skills. Therefore the entrepreneurial learning model should be able to provide opportunities for students to be active in internalizing entrepreneur values through the implementation of independent tasks. The character of entrepreneurship can be shaped through education. As stated by a World Management Professor, Peter F. Drucker (World Economic Forum, 2011) that: Most of what you are hearing about entrepreneurship is all wrong. It's not magic, it's not mysterious, and it's has nothing to do with the genes. It's a discipline. And like any discipline, it can be learned. Achievement of entrepreneurial character competencies and skills is greater in weight than concept comprehension competencies. Therefore the entrepreneurship learning model should be able to provide opportunities for students to be active in internalizing entrepreneur values through the implementation of independent tasks.

Importance of the Problem

The problem is that entrepreneurial education has only touched the level of introduction of norms or values, and not at the level of internalization and concrete actions in daily life. As stated by Priyanto, S. (2009:57) that: To develop entrepreneurship, an adequate curriculum needs to be developed, ranging from early childhood education to higher education. The principle is first, students must be interested and motivated, both of them must be able to see opportunities for profitable business, and thirdly, they must have several skills such as social skills, industrial skills, organizational skills and strategic skills. The process of being creative and innovative is not something that is instant, which can be obtained simply by a conservative learning model that is classical. Analysis and learning methods are needed to achieve these competency goals. To produce great entrepreneurial people must be done through a systematic education process. Entrepreneurial learning is directed to the achievement of three competencies, namely the cultivation of the character of entrepreneurship, understanding the concept of entrepreneurship and mastering the skills of entrepreneurship. Learning is formulated as changes that occur in students. This change is not caused by natural factors but by deliberate efforts that come from outside the students, namely in the form of stimulus; and changes that occur from within students (knowledge, attitudes, skills, and aspirations) are a response to that stimulus (Hamalik, 2004).

The success of a learning process is determined by several factors, both internal and external (Barnawi and Arifin, 2012). Internal input is a factor that comes from within the individual itself. The form can be in the form of talent, knowledge, initial ability, initial attitude, motivation, soul, behavior, and self-control. Meanwhile external factors are things that affect those from outside the individual. The form can be in the form of environment, family, experience, organization and group. In general, experts, both education experts and psychologists have the same opinion that

the results of learning activities are changes, where these changes occur due to experience. Many scientists interpret learning according to their respective perspectives. Some opinions of scientists about the definition of learning as a change among others: Slameto (2003) states that: Learning is a business process that is carried out by a person to obtain a new behavior change as a whole, as a result of his own experience in interaction with the environment ". In line with this opinion, Hudojo (2003) means that, "Learning is an active process in gaining new experience / knowledge so that it causes changes in behavior". From these opinions it can be concluded that learning is an attempt by a person consciously to obtain behavioral changes. Meanwhile, what is meant by learning is basically a way to be able to stimulate, maintain, and improve the creation of thought processes from every individual who learns. In the word learning is emphasized on student learning activities, through planned efforts in learning resources so that the learning process occurs.

Relevant Scholarship

Personality is understood as (a) unique individual variations in evolutionary design common to human nature, which are expressed as developing patterns (b) dispositional characteristics, (c) characteristic adaptations, and (d) life narratives that define themselves, are complex and differentially located (e) in culture and social context. (McAdams, D. P., & Pals, J. L, 2006). The finding of a strong correlation between the past and behavior then proves temporal stability of certain behaviors and antecedents (Icek Ajzen, 2011). The human behavior model is based on fundamental observations about how people usually behave. Everyone's perspective is built into who they are (Robert A. Rohm, 2013).

Entrepreneurial learning focuses on the one hand on teaching entrepreneurship – in a sense of founding and managing enterprises – and the other hand on developing an entrepreneurial mindset within the meaning of life skills (Moser D, Eisel T. Eiselsberg, 2017). Self-learning has emerged as an important field of inquiry in relation to entrepreneurial learning, as well as entrepreneurial performance (Chien-Chi Tseng, 2013). The Entrepreneurship Education Study centers on the impact of the entrepreneurial role model on entrepreneurial passion, which is also expected to influence entrepreneurial intentions (Katharina Fellnhofer Lappeenranta, 2017). Entreprise education has been promoted to encourage entrepreneurial behavior in public universities. Literature review on entrepreneurship education program suggested that these programs are successful in encouraging entrepreneurs to start a business, or improve the performance of a business (zaidatol Akmaliah, Z Salleh, A, S, 2009). Higher Education Institutions can provide entrepreneurial learning opportunities for students, stimulating new attitudes and behaviours towards entrepreneurship. In terms of non-formal and informal learning, various types of activity are of particular significance, and include entrepreneurship promotion and skills-based training, as well as monitoring of the development of ideas and projects (Ana Paula Marques, 2015).

Hamalik (2004), argues that: Learning is a combination composed of human elements, materials, facilities, equipment and procedures that influence each other to achieve learning objectives. Humans involved in a teaching system consist of students, teachers and other personnel, for example laboratory personnel; material, consisting of books, chalkboards, chalk, photography,

slides, audio; facilities and equipment consist of classrooms, materials, practice, study, exams, and so on.

The main characteristic of learning is the interaction between students and their learning environment, both with teachers, friends, tutors, learning media, and other learning resources. Learning is a means of honing cognitive, affective and psychomotor aspects in which the learning process applies aspects of theory and practice and various means to express its activities.

Entrepreneurship learning model can be built through three main components, namely the content of the material that is contextual with the development of technology and information, the delivery of material with creative variations, and openness to the improvement of the learning process undertaken (Pranti, 2016). Effective learning models must be able to adjust and provide experience in the development of personality of students. Individual personality is the whole way an individual reacts and interacts with other individuals (Setiawati et al, 2016). Personality is often described in terms of traits that someone can measure. The personality is not a habit, but the habit generally comes from a person's character. But what seems clear in front of others is usually a habit, and from this habit we can find the characteristics of a person's character.

Basically, each individual has a unique and unique personality and dominant nature. This is a consideration that is applied and developed an ideal learning model in order to achieve the expected competency goals. Information about the personality of students can be used as a basis for the preparation of the right entrepreneurship learning model. The world of psychology discusses and studies several psychological tests that can identify a person's character. Psychological tests that are often used include IST (Intelligence Standard Test) to measure general ability, test MBTI (Myers Briggs Type Indicator) to measure personality tests. The psychological test mentioned below requires quite a long time, besides that from the psychological test requires quite a lot of data. DISC test is a personality measurement that aims to see and measure behavior based on 4 types of personality that was first developed by William Moulton Marston.

Behavior instruments can be a useful tool to help leaders gain insight into how to communicate better with co workers. DISC instruments classify behavior into four personality types (ie, Dominant, Influencer, Steady, and Responsible) and provide methods that can be used by leaders to work with each personality type (Kay M. Slowikowski, 2005). The starting point in the research conducted by the Keller Center on DISC behavior styles and performance is to begin investigating the effects of behavioral styles on performance among people. In particular, if the individual style is adjusted, versus the natural style, predicts performance (Kirk Wakefield, 2008).

The DISC test divides 4 types of individual behavior when interacting with the environment, namely Dominance, Influence, Steadiness and Compliance. This is a construction that is quite complex, and is not easily described in one word, but can be grouped as elements of assertiveness, communication, patience and structure. DISC is a behavior model that helps every human being understands why someone does what he does. Besides that, the dynamics of the

dimensions of dominance, influencing, steadiness, and conscientiousness in each different person form the personal DISC model and describe the behavior of each. DISC is one of the tools that are powerful enough to identify a person's personality character in a relatively short time. A person's expertise in reading personality dynamics illustrated on the graph of the external and internal personality side becomes the key to the accuracy of his analysis. This includes recognizing one's tendency to manipulate the answers to the questionnaire given. DISC personality test is a measuring tool that contains a set of objectively standardized items that can be used widely, which can distinguish or predict individual characteristics both psychologically and behavior (Hardaningtyas, 2013). DISC test will produce a score based on responses given from individuals, from aspects current style, pressure style and self style (Setiawati, 2016) which then provides information about how well individuals in a particular field, can be at work or know someone's character, depends on the purpose of the psychological test and its three main functions, namely in the context of education, work, and clinical.

In this research, the application and development of entrepreneurship learning models will be applied through an analysis of the results of mapping the dominant behavioral trends of pharmacy college students through the DISC test. This research aims to explore and describe the mapping of the results of student behavioral analysis and academic community through the DISC test, which can be used as a basis and consider the application and development of entrepreneurship learning models so that it can become a pharmacy college that produces independent, creative graduates, innovative and has a major role for social and economic development in society.

Method

In this study, the method used is quantitative descriptive analysis research method, which intends to understand the phenomenon of what is experienced by the research subject such as behavior, perception, motivation, actions, etc., holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods (Creswell, 2010). Research is carried out on natural objects, which develop as they are, not manipulated by researchers and the presence of researchers does not affect the dynamics of the object. So in this study, to obtain primary data from participants or field observations, the author records every available fact, so that the notes of the findings are in accordance with the actual description in the field as material for further analysis.

The data collection process was carried out by conducting literature studies from supporting books and also seeking information from articles that supported this research. In addition, the data collection process was carried out by interviewing experts from DISC psychological tests, as well as interviews with psychologists. In addition, the process of collecting data is done by interviewing the institutions related to this research.

Data collection through the dissemination of the DISC test tool (questionnaire) was conducted to 693 respondents consisting of: 79 pharmacy diploma students (2014), 52 people (2015). S1 bachelor's degree is 171 people (2013), 173 people (2014), and 131 Extension students (2015)

and 87 people (2016). The analysis process is then carried out using DISC analysis software and interpreted by the BMS Global team.

Results

Through the DISC test instrument in the form of a questionnaire consisting of 24 questions, the following results were obtained:

Table 1. DISC test result of Farmacy Diploma 2014

Type	Basic Character	%	Current Character	%
D	8	10,13	2	2,53
I	8	10,13	12	15,19
S	27	34,18	27	34,18
C	36	45,57	38	48,10
Total	79	100	79	100

The DISC results on the basic characters that are owned, all almost uniformly have a dominant C and S modality. D modalities are generally below average. Whereas I is still above the character modality D. Data on the reality character shows that C is very dominant in moving almost all the basic characters possessed. Character D decreases, I relatively increases and S tends to decrease.The DISC test results show that the environment and input obtained by students encourage them to have the character of C and slightly improve the character of I. Type D which initially is rarely less owned by students.

Table 2. DISC test result of Farmacy Diploma 2015

Type	Basic Character	%	Current Character	%
D	5	9,6	1	1,96
I	8	15,3	8	15,3
S	28	53,84	19	37
C	11	21,15	22	43,13
TOTAL	52	100	52	100

The DISC results on the basic characters that are all almost uniform have dominant modalities I and S. The modality D is very small while C is still above D. In the character of reality, shows that C becomes very dominant. Character D is decreasing, I is relatively increasing and S tends to decrease, replaced by dominance C.These results show that the environment and input obtained by students encourage them to have a C character and reduce type D which initially is rarely becoming less.

Table 3. DISC test result of Bachelor's degree 2013

Type	Basic Character	%	Current Character	%
D	18	10,53	11	6,43
I	24	14,04	38	22,22
S	80	46,78	48	28,07
C	49	28,65	74	43,27
TOTAL	171	100	171	100

The DISC results on the basic characters that are owned, all almost uniformly have a dominant C and S modality. D modalities are generally below average. Whereas I is still above the character modality D. Data on the reality character shows that C is very dominant in moving almost all the basic characters possessed. Character D decreases, I relatively increases and S tends to decrease.The DISC test results show that the environment and input obtained by students encourage them to have the character of C and slightly improve the character of I. Type D which was initially rarely owned by students.

Table 4. DISC test result of Bachelor's degree 2014

Type	Basic Character	%	Current Character	%
D	8	9.41	3	3,52
I	18	21,17	30	35,29
S	35	41,17	25	29,4
C	24	28,23	58	68,23
TOTAL	85	100	85	100

The DISC results on the basic characters that are all almost uniform have dominant modalities I and S. The modality D is very small while C is still above D. In the character of reality, shows that C becomes very dominant. Character D is decreasing, I is relatively increasing and S tends to decrease, replaced by dominance C.These results show that the environment and input obtained by students encourage them to have a C character and reduce type D which initially is rarely becoming less.

Table 5. DISC test result of extension class 2015

Type	Basic Character	%	Current Character	%
D	14	10,69	4	3,05
I	18	13,74	28	21,37
S	46	35,11	29	22,14
C	53	40,46	70	53,44
TOTAL	131	100	131	100

The DISC results on the basic characters that are owned, all almost uniformly have a dominant C and S modality. D modalities are generally below average. Whereas I is still above the character modality D. Data on the reality character shows that C is very dominant in moving almost all the basic characters possessed. Character D decreases, I relatively increases and S tends to decrease.The DISC test results show that the environment and input obtained by students encourage them to have the character of C and slightly improve the character of I. Type D which was initially rarely owned by students.

Table 1. DISC test result of Extension class 2016

Type	Basic Character	%	Current Character	%
D	11	12,64	6	6,89
I	17	19,54	25	28,73
S	33	37,93	17	19,54
C	26	29,88	39	44,82
TOTAL	87	100	87	100

The DISC results on the basic characters that are all almost uniform have dominant modalities I and S. The modality D is very small while C is still above D. In the character of reality, shows that C becomes very dominant. Character D is decreasing, I is relatively increasing and S tends to decrease, replaced by dominance C.These results show that the environment and input obtained by students encourage them to have a C character and reduce type D which initially is rarely becoming less.

Discussion

Human personality is broadly divided into 4 main types of behavior and personality namely Dominance, Influence, steadiness, Compliance. Each has its own character:

Dominant (D). People with high Dominant will be assertive (direct) and direct. Usually they are very independent and ambitious. In solving the problem, this dominant type takes an active approach and quickly resolves the problem. They are quite manly people, they really like challenges and competition. They are seen by others as strong-willed people. Therefore they want everything according to their will.

Influencing (I). This Influencing Type likes to be friends. They like to entertain others and are social. In solving problems or doing things, they rely a lot on social skills. These interpersonal people love to participate in groups and like to work together. Openness of attitude makes other people see themselves as easy-going and friendly people. Ordinary personal like this has many friends. This interpersonal type, the type of person who is emotional because they easily express emotions to others, emotionally means that they are not easily angry, but easily express their hearts. They feel more comfortable dealing with emotions than anything else.

Steadiness (S). This type of Steadiness is a person who is hard-hearted, persistent, and patient. They approach and live life by utilizing measurable and stable standards. In general they don't like surprises. This great personality is not demanding and accommodating. They are very friendly and show their loyalty to those around them. They really appreciate sincerity. This type of solid person is honest and says what he is and hopes that others will do the same. Others view them as calm, careful and consistent in the way they live their lives. Have an extraordinary level of fortitude. They can maintain their focus and interests for a long time compared to others who are able to do.

Conscientiousness (C). Thorough, so called this type of person. This meticulous type is very interested in precision (accuracy and accuracy) and also with accuracy (speed). They like everything in an orderly and clear manner. And they are very focused on the facts, they want evidence. These meticulous people really appreciate the rules, they don't like breaking the rules. In doing so too, using systematic and rules of the rules so that everything is managed properly. Overcoming conflicts indirectly. In front of others, they are seen as passive and always yield. Just like the title of the song, always give in.

In general, data on the low personality type of students is Dominant (D) and Influence (I) as a result of their interaction in the learning environment on college. This is related to the development of the entrepreneurial character of the academic community with the existence of

entrepreneurial activities that are still less in the campus environment. The curriculum related to entrepreneurship education already exists, although the duration of learning is still lacking, both by entrepreneurial lecturers and students. Meanwhile, the supporting capacity in the form of campus entrepreneurship business centers is not yet available, so that the creativity of students and other civitas cannot develop optimally.

The leadership factor with its policy is one of the driving forces needed to create these conditions. Work units with their respective fields hold their activities in accordance with the direction of the policy leader including in the implementation of entrepreneurship activities and processes as well as support of resources on campus, both material and human resources (staff, employees, lecturers, etc.) creative, innovative and able to analyze opportunities and risks.

The university needs to implement a concrete and practical pattern of entrepreneurship education based on empirical input to equip students with meaningful knowledge in order to encourage enthusiasm for entrepreneurship. Therefore, the campus needs to be proactive by increasing guidance on student interest and intensifying entrepreneurship education on campus, both in terms of theory and practice so that entrepreneurship interests owned by students can be channeled through coherent activities with the right learning model.

Through education, an entrepreneur can be taught and created. Entrepreneurship education is experiential or experiential education, which puts forward practice in the field that is supported by basic knowledge in the classroom. Some studies have found that there is an influence of entrepreneurship education on entrepreneurial behavior of students.

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