Conceptual Design of Spiritual Preneurship as Implementation of "*Merdeka Belajar Kampus Merdeka*" and Project - Student Centered Base Learning

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Abstract.*Since the Global Covid 19 pandemic has had an impact on the economy of the people of Cikahuripan Village in Sumedang Regency. People who work as factory workers are sent home. The village government is working with the university, namely the Nusantara Islamic University of Bandung, non-governmental organizations in the field of economic empowerment, and the business world working together to overcome this. The village of Cikahuripan, which is located at the foot of Mount Geulis, has thousands of Mahogany trees, with the right to process them handed over to the Forest Village Community Organization (LMDH). The simple Mahogany wood processing industry is quite developed to produce large amounts of waste. Village human resources who are experts in timber combined with the presence of discarded wood waste are the basis for business feasibility in the creative industry sector made from wood waste. The Nusantara Islamic University Research Institute conducts social entrepreneurship development activities with joint funding sources (crowdfunding). The research which was conducted in Lebak Kaso Hamlet, Cikahuripan Village, Sumedang Regency, West Java Province between April and August 2020 aims to carry out market analysis, business feasibility analysis, product design, financial analysis, work design analysis, digital-based production system design and marketing.The method implemented is descriptive method with primary and secondary data sources. The result is a sociopreneurship learning method in implementing "Merdeka Learning Kampus Merdeka" based on Project - Student Centered Learning. This journal will describe all the results of research, analysis and design of a learning system for the application of Spiritual Preneurship to form a creative industrial production and succeed together in building rural empowerment.*

Keywords: *Design, Social Entrepreneurship, Creative Industry*

1. INTRODUCTION

Since Covid 19 began to be announced officially entering Indonesia in March 2020, it has had a huge impact on the economy of all provinces in Indonesia, including West Java. As many as 2 thousand companies in West Java have been affected by Covid-19. This has resulted in disruption of company performance and even led to layoffs (PHK) for employees. West Java Governor Ridwan Kamil said, of this figure, at least 500

companies laid off their employees. This is because the majority of companies in West Java are engaged in the sectors hardest hit by Covid-19, namely manufacturing and services.

Higher education has a high awareness of the duty to prepare its graduates to be ready to face the world of work and the world of business. Pandemic conditions that caused an economic recession and caused hundreds of companies to go bankrupt narrowed job opportunities. However, this challenge is tried to be answered by universities to focus more on their graduates to be ready as entrepreneurs. Through a curriculum system that builds entrepreneurial spirit and competence for graduates, universities try to develop various breakthroughs in curricula related to entrepreneurship. The concept of the Independent Campus which was initiated by the Minister of Education and Culture Nadiem Makarim provides opportunities for students to take courses outside of their study program and make changes to the definition of Semester Credit Units (SKS). "Higher education is obliged to give students the right to volunteer, so students may or may not take SKS outside their campus for two semesters or the equivalent of 40 credits, said Nadiem. He continued," Plus, students can also take SKS in other study programs in on campus as much as one semester of the total semester that must be taken. This does not apply to health study programs. "Nadiem assessed that currently the weight of credits for learning activities outside the classroom in their study program is very lacking and does not encourage students to seek new experiences, especially in many campuses, student exchanges or work practices and the community raises the possibility of delaying graduation Furthermore, the Minister of Education and Culture explained that there was a change in the meaning of SKS. Each SKS is defined as 'hours of activity', no longer 'study hours'. Activities here mean studying in class, internships or work practices in industry or organizations, student exchanges, community service community, entrepreneurship, research, independent studies, and teaching activities in remote areas. "Every activity chosen by students must be guided by a lecturer who is determined by the campus. The list of activities that can be taken by students can be selected from programs determined by the government and / or programs approved by the chancellor, "said the Minister of Education and Culture (Kompas, 25 January 2020).

Based on this, it is necessary to build an off-campus learning concept that supports the "Merdeka Learning Campus Merdeka" program, which is able to build an entrepreneurial spirit as well as an alternative answer in facing a pandemic in the community by developing SMEs (Medium Small Enterprise) in the form of Community Service. together with lecturers, students and the community. This concept must equip students with competencies that allow them to return to their village communities after graduating and build their respective areas based on Spirituality which is known as Spiritual - preneurship.
Pada project

2. LITERATURE REVIEW

2.1 Project Base Learning

Project-based learning is a learning method that uses problems as a first step to collect and integrate new knowledge based on their experiences in applying them to real activities. PBL is designed to be used in complex problems needed by students in improving soft skills, especially the ability to complete complex problem solving, analytical thinking and team base projects, the most needed competencies in the era of the Industrial Revolution 4.0. The application of research results that can be used by the public / business, which is one of the important roles of the University of Indonesia, is still quite low. Higher education must be encouraged to increase research to produce innovation for the progress and welfare of the nation. The existence of a university can provide positive benefits to society. Wood et.al., (2008) states that "public value reflects

an organization's department objective to create value in a certain way".High as a public organization must implicitly have a public value orientation

2.2 Student Centered Learning

Student-centered learning is a learning strategy that places students as active and independent subjects / students, with a psychological condition as adult educated citizens, who are truly responsible for their learning, and can learn outside the classroom. Students are expected to be able and motivated to find and get learning materials from various sources, especially in the field and society

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System shows the characteristics of SCL. In Chapter III, Article 4, paragraph (3), there are provisions regarding the application of education, as follows: Education is held as a lifelong process of cultivating and empowering students ". Furthermore, in article 4 paragraph (4) there are the following provisions: Education is held by giving an example, building a will, and developing the creativity of students in the learning process.

2.3 Spiritualpreneurship as Character based education

The business concept with the spirituality aspect is a business concept with attention to the vertical dimension (divinity) and the horizontal dimension (humanity), halal products, production and economic transactions, where Halal products and production have become high-value products for the world. The concept of entrepreneurship with spiritual specifications is carried out with Shiddiq, Amah, Tabligh, Fathonah (From Prophet Muhammad). Shiddiq means to say good and honest. An entrepreneur must say correctly, act kindly or be silent. This means that all leaders and employees in entrepreneurship must be able to behave properly and honestly with every decision and action, be honest with consumers, competitors so that the efforts made are handled with the principles of truth and honesty. Amanah is a trustworthy character both internally and externally. Trust and responsibility are the keys to success in the implementation of entrepreneurship. Having this trait will establish high credibility ensuring the responsibility of each individual and student.

Tabligh is the ability and effective communication skills. Effective entrepreneur is effective communication that can make their products compete. What this means is that entrepreneurs must be able to train their business ideas and products, must be able to communicate and promote product benefits in an attractive and appropriate way, in a way that is best understood by consumers of all levels who listen to them. Entrepreneurs must be able to become a bridge for companies, partners and consumers. The nature of Fathonah means that entrepreneurs have intelligence in business. In this sense, smart entrepreneurs are entrepreneurs who can understand, and know their commercial duties and responsibilities very well.

2.4. Spiritual Preneurship as New Learning Model, and as a supporter of " Merdeka Belajar Kampus Merdeka " Curriculum

Spiritual preneurship becomes a New Learning model that integrates various aspects that can meet industrial needs, community needs, Industrial Revolution 4.0 and various government learning programs in tertiary institutions.

Students are given the freedom to take credits outside the study program, three semesters in the form of 1 semester of opportunity to take courses outside the study program and 2 semesters to carry out learning activities outside of college. Various forms of learning activities outside of tertiary institutions, including doing internships / work practices in industry or other workplaces, carrying out community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making studies / independent projects, and participate in humanitarian programs. All of these activities must be carried out with the guidance of the lecturers. An independent campus is expected to provide contextual

field experiences that will improve student competence as a whole, be ready to work, or create new jobs.

3. RESEARCH METHODS/METHODOLOGY

This study is conducted in two stages. The firststage is the study of secondary data (websites, press articles, blogs and similar sources) on business models of Non Government Organization and addressing social and environmental problems.The second stage of this study is the qualitative research method through in-depth interview of 30 chosen social entrepreneurships in chosen area.

Qualitative method with a descriptive approach that focuses on data descriptions in the form of sentences that have deep meaning from the informant and observed behavior. Qualitative data collection was carried out by means of surveys, observations, field studies, literature studies and interviews. Surveys, observations, and field studies were carried out in areas that were partners for Project and Student Character Base Learning, namely Lebak Kaso Hamlet, Cikahuripan Village, Sumedang Regency. In this study the authors used the interview method with in-depth interviews or questions and direct observation of the research object. Interviews were conducted with target communities, students and lecturers.

Identification of Applied Research Variables A society consisting of individuals who are the targets of entrepreneurial development is a combination of various forms of action in their life behavior, both from internal and external aspects. In research with a quantitative aspect is to divide and compare the two groups of people, namely groups that have great potential in entrepreneurship and groups that have potential under the first group.

The following are applied research variables that will be the basis for the success of entrepreneurship programs, especially the spiritual concept of preneurship and its derivatives.

1. Experience analysis
2. Socio-Cultural Analysis
3. Motivation Analysis ,
4. Financial Analysis
5. Marketing and sales Analysis
6. Operation, Product and production analysis
7. Enterpeneurship values analysis
8. Supporting analysis

Research sampling Researchers determined the amount of 20 percent of the adult population of the valley of the Kaso village, namely

S = 20 % x p
S = 20 % X 150
S = 30

Based on the results of the study, there are 4 aspects which, in order, students must fully understand before going into the community to develop the concept of Spiritual Preneurship. These five competencies must also be conveyed to the community in addition to the basic spiritual values of preneurship in Figure 2.

These five competencies compile the curriculum and the order of meeting field courses for off-campus courses that support the determination of the Social Entrepreneurship preparation sample with the Spiritual Preneurship concept totaling 30 people. sa and the Smester Lesson Plan, Spiritual preneurship field course.

Identification of the required data and how to collect data

Identification of the right data for the parties to be developed in accordance with the objectives for spiritual development. In collecting data, researchers used the following techniques: questionnaires, interviews and discussions (brainstorming).

The analysis of the business model of social entrepreneurship organization is conducted through several steps. The first step is the development of a thorough understanding of what a particular business model did and what specific activities were involved. The second step is to determine the structure of activities and the underlying value creation logic. It was aimed in order to get the understanding of how the value was created through the activities organized. The third step is identifying the stakeholders related to each activity to know who was involved in performing the activities and what kind of community was impacted by organizations' activities. The last step is identifying what value is proposed, created and captured. Those three values are the important elements for generating business model.

4. RESULTS AND DISCUSSION

4.1. The first stage: the study of secondary data

According to Muhammad Hamirul H. R, Suraya H, Mohamad T.I, and Sarah B. in the Social Entrepreneurship Learning Model in Higher Education using Social Network Analysis conveyed an in-depth analysis in developing a Learning Model for college students in developing social entrepreneurship skills Social entrepreneurship needs the cooperation of three actors inside the university as well as from outside resources. These three actors are students with the passion and interest to pursue their career or start-up a social enterprise. Students can get the idea of social entrepreneurship, social mission or social impact from their experiences from guest speakers from social enterprises, internship at social enterprise sectors or engaging in activities outside the classroom that are related to giving more to the society [11]. Next, the second actor is the university and it resources. Its function is to provide help and guidance, whether in the class or from outside class activities, such as training and workshop that gives more output about the social entrepreneur and the related target program. The connection between the university and the community can lead social entrepreneurship education to another level of teaching and learning. Universities hence need to support student's idea and product; while organizations and professionals can look for their product and help in other ways such as giving incentives and social support [11].

Constructs in Social Entrepreneurship Proposed Initial Learning Model From Table 3, the first construct is engagement. Engagement is important in social entrepreneurship with the community. One of the engagement is to help students use the knowledge learned in class to beapplied in real life situations and solve social problems [33], [12]. It will encourage students to be of good personality, motivation and social network as well as preparing them to be potential social entrepreneurs [5]. Another construct is to have more training in social entrepreneurship. It is necessary to have management training, program evaluation and other social works among the students and the community. This effort is to help them manage their social entrepreneurship activities and try to further their passion in their future professional career [6]. Moreover, this effort will be one of the best practices needed to carry out preparations on how to implement the social enterprise strategies through markets that are based on their effort on social works [36]. It will also help them recognize social entrepreneurship opportunities whether in the university or the engagement with the community. Next, the motivation about social entrepreneurship is also another construct. Motivation can prepare students with the social entrepreneur challenge; and hence transforms them from students to become social entrepreneurs [18]. There is need to motivate them in social

entrepreneurship by providing them with skills that can boost up the social spirit to solve social problems. It can as well enable social enterprising graduates to implement their innovative solutions from lot of opportunities. Interestingly, the institutions already assists with the connection to the organizations and perspectives on how to understand the contexts that facilitate social entrepreneurship [47].

4.2. The second stage of this study is the qualitative research method through in-depth interview

In research with quantitative aspects with the research location in Lebak Kaso hamlet, Cikahuripan Village, Sumedang Regency, dividing and comparing the two groups of people, namely groups that have great potential in entrepreneurship and groups that have potential under the first group.

Raw data matrix

The data to be processed is the data input program which is the first step in discriminant analysis, namely the raw data matrix

Matrix of Variance - Covariance

The next step of the discriminant analysis is to calculate the variance - covariance matrix, using the formula:

Variansi

$$S^2 = \frac{SS}{n-1}$$

Dimana $S2$ = Variansi
          SS = Sum of Squares

$$\sum_{i=1}^{n} (X_i - \overline{X})^2 = \sum_{i=1}^{n} X_i^2 - \left(\sum_{i=1}^{n} X_i^2 \right)^{2/n}$$

Kovariansi

$$Cov = \frac{SP_{jk}}{n-1}$$

$$SP_{jk} = \sum_{i=1}^{n} (X_{ij} - X_j)(X_{ik} - X_k)$$

In the table below, only the variables that show the main focus are presented where detailed calculations have been shown in previous studies:

Table 1. Variable grup 1

No	Variabel Ke -	Detail Variabel	Number of Var.	Information
3	3	Business Background	1.420	Able to influence the success rate of entrepreneurs
4	4	Selection of Business Partners	1.0630	Able to influence the success rate of entrepreneurs
8	8	Motivation	1.0465	Able to influence the success rate of entrepreneurs
9	9	Human Resources Work Relations	1.0102	Able to influence the success rate of entrepreneurs

Table 2. Variable grup 2

No	Variabel Ke -	Detail Variabel	Angka Var.	Keterangan
14	14	Understanding of financial and profit management	1.014	Able to influence the success rate of entrepreneurs
16	16	Ability in Provision of advanced resources in Sustainability and business development	1.019	Able to influence the success rate of entrepreneurs

Table 3. Variable grup 3

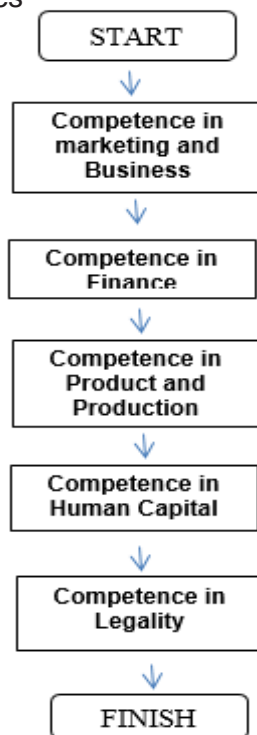| No	Variabel Ke -	Detail Variabel	Angka Var.	Keterangan
25	25	Understanding of raw materials, products and understanding of competitors' products	1.0393	Able to influence the success rate of entrepreneurs
26	26	Understanding in quality control when managing raw materials, production processes and product distribution reaches the consumer (end user)	1.4270	Able to influence the success rate of entrepreneurs
27	27	Understanding Social-based entrepreneurship	1.8854	Able to influence the success rate of entrepreneurs
30	30	Understanding entrepreneurship with science and technology and ICT	1.4675	Able to distinguish between the success rate of entrepreneurs
32	32	Market Innovation	1.8854	Able to influence the success rate of entrepreneurs
33	33	Attitudes towards entrepreneurship based on spiritual preneurship	1.0212	Able to influence the success rate of entrepreneurs
34	34	Halal as Value Product & Chain	1.0393	Able to influence the success rate of entrepreneurs
35	35	Sociopreneur	1.4270	Able to influence the success rate of entrepreneurs
36	36	Technopreneur	1.8854	Able to influence the success rate of entrepreneurs
37	37	Etnopreneur	1.4675	Able to influence the success rate of entrepreneurs
38	38	Ecopreneur	1.8854	Able to influence the success rate of entrepreneurs
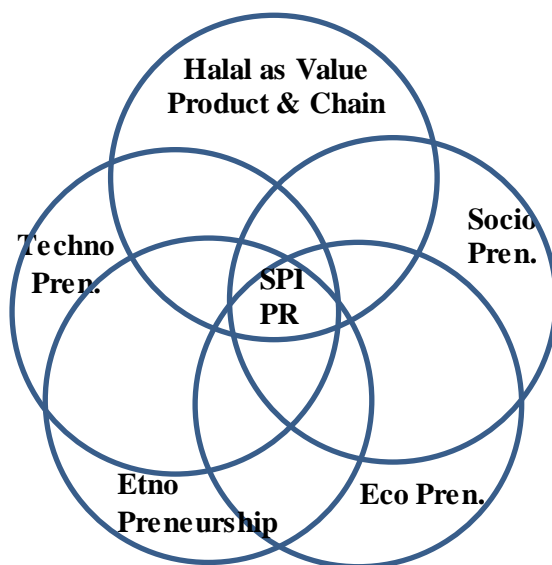
Figure 2 First Pre Model Spiritual Preneurship
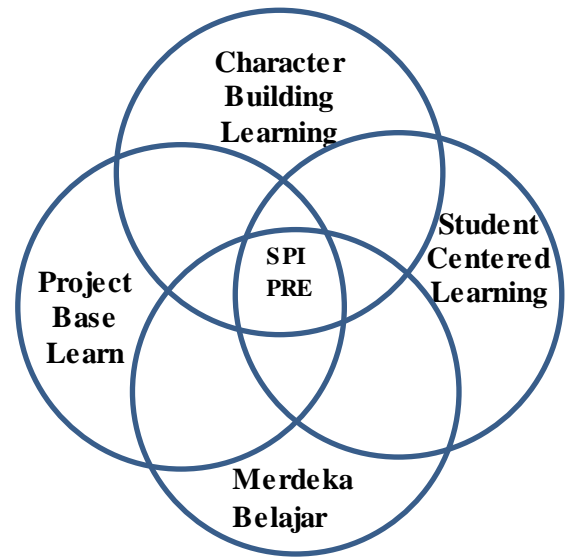
Figure 3 2nd Pre Model Spiritual Preneurship

Figure 2 is a pillar or component that builds Spiritual-preneurship. There are 5 pillars, namely Halal Product and chain-based entrepreneurship, social-based entrepreneurship (Socio Entrepreneurship), entrepreneurship that supports environmental sustainability and is environmentally friendly both plants and humans and ecosystems (Eco Preneurship), Entrepreneurship supports local wisdom and respects history, customs and culture the surrounding community (Ethno Entrepreneurship) and entrepreneurship with science, communication and information technology (Technopreneurship).

In figure 3, how Spiritual preneurship strongly supports the concept of learning by integrating various current concepts in learning, namely character-based learning, student-centered learning, the concept of independent learning in an independent campus and project-based learning in solving problems and taking advantage of opportunities

Based on the results of the study, there are 4 aspects which, in order, students must fully understand before going into the community to develop the concept of Spiritual Preneurship. These five competencies must also be conveyed to the community in addition to the basic spiritual values of preneurship in Figure 2. These five competencies compile the curriculum and the order of meeting field courses for off-campus courses that support "Merdeka Learning Kampus Merdeka". The five concepts obtained from the results of this study are developed in the curriculum, syllabudas and the Smester Learning Plan for pre-teaching Spiritual field courses. The five concept fundamental consist of : Marketing and Business, Finance, Product and Production, Human Capital and Legality

Figure 4 Flow of competencies needed in building and developing MSMEs

Figure 5 illustrates the Spiritual-preneurship model with financing from Islamic institutions, cooperatives or crowdfunding investors

The Creator team of Spiritual-preneurship : clockwise from right to left : Mr. Darwin (Sharia Banking expert), Mr Iwan (student representatives / advisors) , Mr. Ahmad Ryad (University Leader), Mr. Otong (NGO) , Mr. Ari (Market/ consumer expert), Mrs. Evi (PT. KIU , Industry/ company). The team poses among product prototypes produced by Hexa Helix - Spiritual-preneurship.

CONCLUSION

1. Based on the results of data processing, analysis and discussion, the following conclusions can be drawn:

2. From the results of the hypothesis testing, with a confidence level of 95%, it is stated that Ho is accepted, and concludes that the Multivariate mean of the two groups is the same. This means that each research variable has approximately the same weight in influencing the entrepreneurial level of the respondent.

3. In accordance with the results of the discriminant analysis, from the 28 research

4. Variables measured against 19 groups of people who showed high entrepreneurial potential (group 1) and 11 entrepreneur candidates who were included in the low potential success group (group 2), there were 2 differentiating variables that could affect the success of both groups of entrepreneurs. These variables include: Market Innovation and Business Background

5. The two variables that affect the success rate of the two groups of entrepreneurial potential come from 6 aspects of entrepreneurial characteristics, namely experience, social, culture, capital, marketing, product, and supporting aspects. While the aspects that have the potential to influence as many as 2 aspects, namely:

6. Experience Aspects, including variables: Business Background

7. Additional Aspects, including variables: Market innovation

8. Variables that can be identified and affect the entrepreneurship of prospective entrepreneurs based on Spiritual preneurship are:

9. The background variable of the business or occupation shows certain specifications for the possibility of entrepreneurship of the respondent, meaning that the individual candidate will be motivated by the ownership of private capital which will ensure sustainable and profitable production, which will certainly ensure the smooth running of the business. If there is less attention to capital and proper capital policies, it will be difficult to delegate business operational responsibility and potentially hinder business development and sustainability.

10. Market Innovation Variable, is a specific tool to explore opportunities and changes that can develop a business. This variable describes the level of aggressiveness of prospective entrepreneurs in managing dynamics through market

11. Reforms and business information absorbed and implemented in the business.

12. he results of this study are expected to become an illustration for prospective entrepreneurs to develop a process-and result-oriented business that focuses on the target aspects and marketing methods while still paying attention to other aspects.

13. The difference in success in business sustainability in the potential of entrepreneurs is quite different. On the other hand, the small business sector which is based on social society, utilizes appropriate science, competence and technology, is environmentally oriented, adheres to the moral ethics of spirituality and is based on local wisdom which is packaged in SpiritualPreneurship very well developed. Especially for small businesses, tableware made of wood from Mahogany wood waste is very feasible to develop because of the abundant raw materials available, the abundance of skilled wood workers and the potential to empower the community's economy.

14. hese five competencies must also be conveyed to the community in addition to the basic spiritual values of preneurship .
These five competencies compile the curriculum and the order of meeting field courses for off-campus courses that support "Merdeka Learning Kampus Merdeka". The five concepts obtained from the results of this study are developed in the curriculum, syllabudas and the Smester Learning Plan for pre-teaching Spiritual field courses. The five concept fundamental consist of : Marketing and Business, Finance, Product and Production, Human Capital and Legality

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