

## Pembentukan Karakter Sosial Entrepreneurship melalui Mata Kuliah Kewirausahaan Buddhis: Studi Kasus pada Samanera di STAB Kertarajasa

*Formation of Social Entrepreneurship Character through Buddhist Entrepreneurship Courses: Case Study of Samanera at STAB Kertarajasa*

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### **Abstract**

*This research aims to explore the impact of Buddhist entrepreneurship courses in forming the social entrepreneurial character of Samanera at STAB Kertarajasa. The research method used is a qualitative approach with in-depth interview techniques and participatory observation of the novices who took the course. The research results show that Buddhist entrepreneurship courses provide a deep understanding of entrepreneurial principles based on Buddhist values, such as karma, seva, and alignment with the common good. This learning helps Samanera to develop social entrepreneurship characters, such as empathy, social sensitivity, collaboration and creativity in creating solutions to social problems. The implication of this research is the importance of integrating religious or spiritual values in entrepreneurship education to form a more holistic and sustainable character in business practice.*

**Keywords:** *Buddhist Entrepreneurship, Social Character of Entrepreneurship, Samanera, Entrepreneurship Education*

### **Abstrak**

Penelitian ini bertujuan untuk menggali dampak dari mata kuliah kewirausahaan Buddhis dalam pembentukan karakter sosial entrepreneurship pada Samanera di STAB Kertarajasa. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik wawancara mendalam dan observasi partisipatif terhadap para Samanera yang mengikuti mata kuliah tersebut. Hasil penelitian

menunjukkan bahwa mata kuliah kewirausahaan Buddhis memberikan pemahaman yang mendalam tentang prinsip-prinsip kewirausahaan yang berlandaskan nilai-nilai Buddhis, seperti karma, seva, dan keberpihakan pada kesejahteraan bersama. Pembelajaran ini membantu Samanera untuk mengembangkan karakter sosial entrepreneurship, seperti empati, kepekaan sosial, kolaborasi, dan kreativitas dalam menciptakan solusi untuk masalah-masalah sosial. Implikasi dari penelitian ini adalah pentingnya integrasi nilai-nilai agama atau spiritual dalam pendidikan kewirausahaan untuk membentuk karakter yang lebih holistik dan berkelanjutan dalam praktik bisnis.

**Kata Kunci:** *Kewirausahaan Buddhis, Karakter Sosial Entrepreneurship, Samanera, Pendidikan Kewirausahaan*

## Introduction

Economic development requires Human Resources. The formation of human resources is very necessary so that the HR productivity process is in accordance with what is expected. However, the excess quantity of human resources in Indonesia encourages the government not only to direct the population to become workers or employees, but also to become job providers. The growth of entrepreneurial interest is important in economic development considering the contrast between demand and supply of labor. The supply of labor is very high while the demand is relatively low. In BPS data for 2020, the main problem of economic development in Indonesia is the high unemployment rate and slow economic growth in Indonesia due to the impact of Covid-19.<sup>1</sup>.

It was recorded that in November 2020 alone, the unemployment rate in Indonesia reached 5.50%, while economic growth this year or in the third quarter grew by 5.03%. This number has increased from 2014 which was 4.79%, which is a percentage lowest in the last 6 years. This large amount of unemployment will of

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<sup>1</sup> Indonesia BPS, Indonesian Central Bureau of Statistics 2020, Indonesian Statistics 2020, vol. 1101001, 2021.

course have consequences for oneself, the family, society and the nation<sup>2</sup>. Let's look at expert opinions regarding this matter, especially in the business sector. David McClelland stated that a country will be prosperous if the number of entrepreneurs in that country is at least 2% of its total population. In 2017, the United States had 11.5% entrepreneurs. Singapore had 7.2% entrepreneurs in 2017. Meanwhile, Indonesia only had 5.7% entrepreneurs in 2017<sup>3</sup>. Then there is an interesting opinion from Lester Thurow, a professor of economics and management from MIT, who stated that without entrepreneurs the economy would be poor and weak.

In an era of globalization marked by complex social and environmental challenges, it is important for entrepreneurship education to not only focus on economic aspects alone, but also on the formation of sustainable and ethical character.<sup>4,5</sup>. In this context, spiritual and religious values can be a strong foundation for forming an inclusive and sustainable social entrepreneurship character<sup>6,7</sup>. The Buddhist entrepreneurship course at STAB Kertarajasa is one of the initiatives that integrates Buddhist values in entrepreneurship learning, with the aim of forming students, including Samanera, into entrepreneurs who are not only economically successful, but also have a commitment to social service and

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<sup>2</sup> BPS.

<sup>3</sup> BPS.

<sup>4</sup> Ernest CH Ng, "Servant Leadership Beyond Servant and Leader: A Buddhist Perspective on the Theory and Practice of Servant Leadership," in Servant Leadership, Social Entrepreneurship and the Will to Serve: Spiritual Foundations and Business Applications, 2019, [https://doi.org/10.1007/978-3-030-29936-1\\_3](https://doi.org/10.1007/978-3-030-29936-1_3).

<sup>5</sup> Nurhidayani Nurhidayani, Trisno Martono, and Dewi Kusuma Wardani, "Freedom to Learn: Entrepreneurial Education to Increase Entrepreneurial Intention," Duconomics Sci-Meet (Education & Economics Science Meet) 1, no. 0 (2021).

<sup>6</sup> Stasè Navasaitienè and Marharyta Bahaniuk, "The Specific Character of Online Investigations in the Research of Social Entrepreneurship," Management Theory and Studies for Rural Business and Infrastructure Development 38, no. 1 (2016), <https://doi.org/10.15544/mts.2016.5>.

<sup>7</sup> Ng, "Servant Leadership Beyond Servant and Leader: A Buddhist Perspective on the Theory and Practice of Servant Leadership."

environmental sustainability<sup>8</sup>.

Today's entrepreneurship education increasingly recognizes the importance of forming a social entrepreneurial character that does not only focus on economic aspects, but also on positive social and environmental impacts.<sup>9</sup>. In this context, the Buddhist entrepreneurship course at STAB Kertarajasa is an interesting research object, because it integrates spiritual values in entrepreneurship learning. This research aims to explore the impact of these courses on the formation of social entrepreneurial character in Samanera.

By combining Buddhist values with the principles of social entrepreneurship, Buddhist students can become effective agents of change in creating positive and sustainable social change.<sup>10</sup>. The character of Social Entrepreneurship in Buddhist students reflects their commitment to entrepreneurial practices based on ethical and moral values, as well as their orientation towards community service and environmental sustainability.<sup>11</sup>. Efforts have been made by STAB to make the Business Motivation and Entrepreneurship course a mandatory subject that must be taken by students, providing a Business Incubator work unit to support and facilitate student and lecturer activities in activities related to entrepreneurship, prospective graduates are also provided with seminars and workshops on entrepreneurship as preparation for facing the world of work in the future.

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<sup>8</sup> Mohammed Faiz Kamaludin, Jesrina Ann Xavier, and Muslim Amin, "Social Entrepreneurship and Sustainability: A Conceptual Framework," *Journal of Social Entrepreneurship*, 2021, <https://doi.org/10.1080/19420676.2021.1900339>.

<sup>9</sup> Trenton Alma Williams et al., "Seizing the Moment—Strategy, Social Entrepreneurship, and the Pursuit of Impact," *Strategic Entrepreneurship Journal* 17, no. 1 (2023), <https://doi.org/10.1002/sej.1456>.

<sup>10</sup> Abel García-González and María Soledad Ramírez-Montoya, "Social Entrepreneurship Education: Changemaker Training at the University," *Higher Education, Skills and Work-Based Learning* 11, no. 5 (2021), <https://doi.org/10.1108/HESWBL-01-2021-0009>.

<sup>11</sup> Tata Ananta Nur Juwarso et al., "Buddhist Economics: For Student Creativity Program in Entrepreneurship by Catera Zebuart Product," *International Journal of Science and Society* 4, no. 2 (2022), <https://doi.org/10.54783/ijsoc.v4i2.472>.

## Method

This research uses a qualitative approach with a focus on case studies, namely a research approach used to understand complex phenomena in real contexts, in depth and comprehensively. Data collection techniques include in-depth interviews with novices taking Buddhist entrepreneurship courses as well as participatory observation during the process. learning. This research data analysis uses data reduction with interviews and the collected observations are analyzed using a thematic approach to identify patterns and main findings related to the formation of the social character of entrepreneurship.

## Results and Discussion

### *The Character of Social Entrepreneurship in Buddhist Students*

The character of Social Entrepreneurship in Buddhist students refers to a series of attitudes, values and skills possessed by Buddhist students who are involved in entrepreneurial activities with the aim of creating a positive impact on society and the environment, in line with Buddhist teachings and values. The following are several aspects of the Social Entrepreneurship Character in Buddhist students<sup>12</sup>:

1. **Empathy:** Buddhist students tend to have a high level of empathy for the suffering and difficulties experienced by others. They can feel and understand social, economic and environmental conditions more deeply, which is an important aspect in developing solutions that have a social impact.
2. **Balance Between Personal Well-Being and Collective Well-Being:** Buddhist teachings encourage achieving personal well-being through self-development, but also emphasize the importance of focusing on the common

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<sup>12</sup> Ng, "Servant Leadership Beyond Servant and Leader: A Buddhist Perspective on the Theory and Practice of Servant Leadership."

good. Buddhist students tend to have an awareness of the importance of contributing to the collective well-being, not just their personal interests.

3. **Creativity and Innovation:** Buddhist education often encourages creative and innovative thinking in finding solutions to social problems. Buddhist students can apply Buddhist principles to create innovative and sustainable solutions for society and the environment.
4. **Collaboration:** The concepts of interconnection and interdependence in Buddhist teachings encourage students to collaborate with others in an effort to create positive change. Buddhist students may be more inclined to work in teams and build strong networks with other stakeholders.
5. **Environmental Awareness:** Buddhist teachings often emphasize the importance of maintaining natural balance and respecting the environment. Buddhist students tend to have a greater awareness of environmental issues and strive to develop environmentally friendly solutions.
6. **Standing for Social Justice:** Buddhist principles, such as justice, equality, and support for those who are less fortunate, encourage Buddhist students to play an active role in fighting for social justice and reducing social inequality. Based on the conclusions of all interviews conducted by researchers with students, it is stated that entrepreneurial character can be formed, namely students become confident in carrying out entrepreneurial practices, confident in delivering the business smoothly and getting satisfactory results. And students can also come up with creative ideas to create business opportunities<sup>13</sup>. The results of this research are the success of entrepreneurship education as a medium for forming the character of Buddhist students, namely the creation of communication in cooperation and responsibility in implementing projects that have been given in entrepreneurship

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<sup>13</sup> . Suharto et al., "The Role of a Community Learning Center in Fostering the Community's Social Entrepreneurship Character and Motivation in Facing New Normal Era," KnE Social Sciences, 2021, <https://doi.org/10.18502/kss.v5i8.9354> .

learning.

### ***Buddhist Entrepreneurship***

Buddhist entrepreneurship refers to entrepreneurial practices that are based on Buddhist values and teachings. Although entrepreneurship has traditionally been associated with achieving purely economic goals, in a Buddhist context, entrepreneurship is directed at creating broader value, including social welfare, environmental sustainability, and the empowerment of individuals and communities. Following are some of the key concepts and characteristics of Buddhist entrepreneurship<sup>14</sup>:

1. **Karma:** The concept of karma in Buddhism refers to the law of cause and effect, where individual actions have corresponding consequences. In the context of entrepreneurship, understanding karma can encourage responsible and ethical business practices, because every business action has an impact that can influence the sustainability and welfare of society at large.
2. **Seva (Selfless Service):** The concept of seva or selfless service is an important aspect of Buddhist entrepreneurial practice. Buddhist entrepreneurs are driven by the desire to benefit others without expecting great personal reward. They strive to improve social conditions, help those in need, and make positive contributions to society.
3. **In favor of Shared Welfare:** Buddhist entrepreneurial practice encourages attention to the common good and welfare, not just personal gain. This includes paying attention to the needs of society and the environment, and creating solutions aimed at improving collective well-being.

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<sup>14</sup> Peter Harvey, “ECONOMIC ETHICS,” in An Introduction to Buddhist Ethics, 2012, <https://doi.org/10.1017/cbo9780511800801.007>.

4. **Ethics-Based Creativity and Innovation:** Buddhist entrepreneurship values creativity and innovation, but within a strong ethical framework. Buddhist entrepreneurs try to develop innovative solutions to social and environmental problems, while considering the ethical impact of their actions.
5. **Simplicity and Discretion:** Buddhist teachings teach the values of simplicity and wisdom in managing resources. Buddhist entrepreneurs tend to adopt a simple and sustainable mindset in the management of their businesses, avoiding waste and excessive consumption.

The findings of this research are consistent with experts' views on the importance of integrating spiritual values in entrepreneurship education to form a more holistic and sustainable character in business practice. The Buddhist social entrepreneurship approach which is based on values such as justice and support for vulnerable groups can be a strong foundation for creating innovative solutions to social problems. Besides that,<sup>15</sup>emphasizes that Buddhist social entrepreneurship also involves extensive collaboration between various stakeholders to achieve sustainable impact<sup>16</sup>.

### ***Entrepreneurship Education***

Entrepreneurship education is a learning process that aims to prepare individuals with the knowledge, skills and attitudes necessary to become successful entrepreneurs. Entrepreneurship education not only focuses on the technical aspects of business, but also develops creative, innovative and action-oriented thinking abilities. The following are several important aspects of entrepreneurship education<sup>17</sup>:

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<sup>15</sup> Harvey.

<sup>16</sup> Juwarso et al., "Buddhist Economics: For Student Creativity Program in Entrepreneurship by Catera Zebuart Product."

<sup>17</sup> Uli Wildan Nuryanto, "Analysis Of The Influence Of Attitudes, Subjective Norms Of Self-Efficacy And Emotional Intelligence On Entrepreneurial Interest," Dynamic Management Journal 4, no. 1 (2020), <https://doi.org/10.31000/dmj.v4i1.2509>.

1. **Business Knowledge Development:** Entrepreneurship education equips students with basic knowledge about various aspects of business, including management, marketing, finance, and operations. This includes an understanding of business planning processes, market analysis, marketing strategies, and financial management.
2. **Practical Skills Development:** Apart from knowledge, entrepreneurship education also emphasizes the development of practical skills needed to run a business, such as communication, negotiation, leadership and time management skills. These skills are important in facing challenges and making decisions in a dynamic business environment.
3. **Development of Entrepreneurial Attitude:** Entrepreneurship education helps form the entrepreneurial attitudes needed to succeed in the business world, including the courage to take risks, resilience in the face of failure, persistence in finding solutions, and motivation to continue learning and developing.
4. **Creativity and Innovation Development:** Entrepreneurship is not only about following existing patterns, but also about creating something new and different. Entrepreneurship education encourages students to develop creative and innovative abilities in identifying business opportunities, creating new products or services, and developing unique strategies.
5. **Practical and Project Based Approach:** The learning approach in entrepreneurship education is often based on practical experience and real projects. This allows learners to apply the knowledge and skills they learn in real-world situations, thereby strengthening their understanding of business processes and developing their confidence in running a business.
6. **Interdisciplinary Approach:** Entrepreneurship involves various aspects of life, including economic, technological, cultural, and social. Therefore,

entrepreneurship education often uses an interdisciplinary approach, integrating concepts and theories from various fields of knowledge to provide a comprehensive understanding of the entrepreneurial process.

Entrepreneurship education has an important role in creating and preparing a generation of entrepreneurs who are innovative, brave and competitive in the current era of globalization<sup>18</sup>. Through entrepreneurship education, individuals are empowered to develop their potential and contribute to the economic and social development of society<sup>19</sup>.

## **Conclusion**

The Buddhist entrepreneurship course at STAB Kertarajasa makes a significant contribution to the formation of the social character of entrepreneurship in Samanera. By integrating Buddhist values in entrepreneurial learning, novices are equipped with the understanding, skills and attitudes necessary to become agents of change committed to social service and environmental sustainability in their business practices.

In this increasingly advanced era of globalization, it is important for the nation's generation to have entrepreneurial character education, so it is appropriate for the world of education to begin to be seriously oriented towards educating our students to have an entrepreneurial character so that the amount of unemployment can be minimized and at the same time play a role in advancing the nation. The role of universities is to form entrepreneurs in their students so that in the future they become graduates who are active, productive and create jobs and are not job seekers.

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<sup>18</sup> Noviasari Devi, Haryono Andi Tri, and Fathoni Azis, "Analysis of the Influence of Entrepreneurship Learning Quality, Innovation Creativity, and Social Capital on Entrepreneurial Interest with Self-Efficacy as an Intervening Variable," *Journal of Management* 4, no. 4 (2018).

<sup>19</sup> F Fesharaki, "Entrepreneurial Passion, Self-Efficacy, and Spiritual Intelligence among Iranian SME Owner-Managers," *Psychological Studies* (Springer, 2019), <https://doi.org/10.1007/s12646-019-00507-0>.

The practical implication of this research is the need to develop an inclusive and values-based entrepreneurship curriculum, as well as increase cooperation between educational institutions, religions and the business world to create a learning environment that supports the formation of empowered social entrepreneurial characters.

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