

Research Article

Mapping the Potential of Faculty of Teacher Training Education Lecturers in the Field of Study Program Development Innovation, Work Mindset, and Competitive Entrepreneurial Attitudes in the Digital Area

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Abstract. This study aims to map the innovation potential of Lecturers. Aspects of the study include competence, demography and socio-culture with work mindset variables, entrepreneurial attitudes, and Study Program development innovations. Next studied the relationship between these variables. Data collection was carried out by random sampling via electronics to the lecturer population at Faculty of Teacher Training Education. The results of the returned and valid questionnaire were 33 samples. Descriptive data processing of each component is studied one by one and analyzed followed by a simple correlation test, using SPSS software. The results of the study show that demographically and socio-culturally the lecturers have positive potential with high confidence from the dimensions of the work mindset and entrepreneurial attitude at a sufficient stage to carry out innovations in the development of the Study Program. Meanwhile, between one variable and another, there is no correlation with the innovation of the Study Program development. This research paved the way that faculty collaborative programs related to innovation in the development of Study Program with stakeholders to increase the social cohesiveness and entrepreneurial attitudes of lecturers. It is necessary to improve the quality of innovation collaboration between lecturers and colleagues to face the demands of competitiveness in the digital era. Further studies are needed on the innovation model of Study Program development for the synergy of work mindsets, entrepreneurial attitudes with innovation in the development of Study Program for all faculties in the university.

Keywords: *Development of Innovation, Mindset of Work, Entrepreneurial Attitude, Competitiveness.*

A. INTRODUCTION

The demands of 21st-century education need to be responded to by the whole society because it opens the way for graduates to be capable, adaptive, and competitive. Answering the needs of the challenges of digital era education needs to be initiated by changing the work mindset and entrepreneurial attitude of lecturers, (Murniawaty, Izzah, and Farliana 2022), (Zubaidah 2019), (Murniawaty, Izzah, & Farliana 2022), and (Hasan et al. 2019) especially Faculty of Teacher Training Education who produce prospective teacher graduates. This means that the demands of this education become a "lecturer's thinking emergency" namely innovative thinking, work mindset, entrepreneurial attitude, and competitiveness. This thinking becomes substantive given the capacity of lecturers who will produce future teacher candidates.

Higher Education is currently demanded to be able to provide a competitive "input" to prospective graduates (Kementrian Pendidikan dan Kebudayaan 2020). So that graduates have the ability and skills according to market needs to work in the digital era. Job market competition in the digital era is characterized by a variety of multidisciplinary skills such as leadership, agility and adaptability, initiative and entrepreneurial spirit, writing skills, being able to access various information and analyze it, make decisions, and have curiosity and imagination. Including The 4C Skills (communication, collaboration, critical thinking and

problem solving, and creativity and innovation), metacognition, information literacy, personal and social responsibility, general knowledge and information and communication technology skills, and others (Purwadhi 2019) digital-based, fast, cheap, quality, effective, efficient, and sustainable (Nastiti & Abdu 2020).

The mindset and work patterns of lecturers with the above characteristics about the demands of the faculty graduates, cannot be carried out utilizing "ordinary thinking", you need to think "extraordinary". Therefore, lecturers at the Faculty of Teacher Training and Education need to have high-level thinking capital, the ability to create and engineer thinking patterns, collaborate with fellow lecturers, integrative thinking, spiritual thinking, and appropriate soft skills (Wahidin 2015) and (Ningsih & Rohman 2018). To reach this stage, it is necessary to increase the capacity of lecturers who have a more important component of innovation in the development of the Study Program, development of a work mindset, and entrepreneurial attitude including the entire academic community in the campus environment (Muyasaroh et al, 2014).

At present, the process of developing scientific culture and academic culture is merely normative, people's perceptions that learning in quiet and silence is an indicator of seriousness, and crowded is an indicator of less seriousness. This pattern needs to change, learning needs to move from merely normative to a collaborative center through a bustling and exciting "academic market" for lecturers and students. The development of Study Program curriculum innovation is the fulfillment of the lecturers' and students' competence to achieve graduates who are competitive in the digital era. This process has not been widely carried out in the world of education. Therefore, this research is very reasonable for developing a work mindset and entrepreneurial attitude for lecturers and students. In the digital era, the work mindset and entrepreneurial attitude are the main capital for lecturers and students to carry out various innovations, according to the demands of the digital era job market (Ministry of Education and Culture 2020) and (Puspita et al. 2020).

In the future, Lecturer Workload (BKD) will become a guide for productive and efficient work patterns for lecturers and students. Efforts to change the mindset of lecturer work that fulfilling lecturer workload is part of self-control to provide services to students as an internal improvement for lecturers must be carried out. Lecturer's role must shift to being a companion for students in learning. The work mindset and the lecturers' entrepreneurial attitude dimensions are "keywords" to build productive, efficient, and competitive work patterns. Currently, the performance of lecturers concerning innovation and achievements of the Study Program curriculum has not been measured, because lecturer workload is only at the stage of fulfilling administration for the benefit of lecturers.

The lecturer's work mindset is thinking pattern about the need for a culture of science and work. The lecturer's work culture is born from an entrepreneurial attitude. The lecturer's work mindset is strengthened by an entrepreneurial attitude, not by a "labor attitude". The attitude of labor is a perspective and tendency of thinking from lecturers which are actualized in the act that work is done as a fulfillment of obligations, or because there is a reward (Wahidin 2022). "Labor" has a high dependence on their employers. Labor is powerless if their employer terminates their employment. The attitude of the laborers is not independent in the context of working as a lecturer in an educational institution. The loss of independence from a lecturer is very dangerous for students. This is the importance of research on the work mindset and lecturers' entrepreneurial attitude of Study Program development innovations.

The results of previous studies indicate that a work mindset is the basic framework of someone's subconscious thinking that already existed before doing a job. Therefore, it is not strange if the Human Resource Development (HRD) department of a company tests the work mindset by asking, "Why did you choose this job?" The question is to test the work mindset

before doing the expected job. Work mindset patterns are built from attitudes and habits in working as evidence of performance. Other studies show that a person's work mindset patterns are influenced by motivation, beliefs, knowledge, attitudes, ideas, behaviors, habits, work environment, connections, actions, and objects (Wahidin 2022). Furthermore, other studies show that the entrepreneurial attitude determines the competency of university graduates, increasing the knowledge insight, and motivation of entrepreneurs (Mambu, Pangemanan, and Pandowo 2019). Other studies see the need to pay attention to values or ethics, that the main values of entrepreneurs in entrepreneurship education are honesty, discipline, hard work, creativity, innovation, independence, responsibility, cooperation, leadership, tenacity, willingness to take risks, commitment, realistic, curiosity, communicative, and appreciating achievement (Wahidin 2022). Prawirokusumo (1997) states that an entrepreneur usually makes creative and innovative efforts by developing ideas, and gathering resources to find opportunities and improve life. Meredith (1999) explains the characteristics of people who have an entrepreneurial soul are self-confident, task and result oriented, dare to take risks, have a leadership, and are forward-oriented and original. An entrepreneur takes actions and efforts for reasons of independence, self-development, and superior alternatives to unsatisfactory jobs, income, and security. McClelland (1917-1998) suggested three types of motivation for an entrepreneur, namely the need for achievement, the need for power, and the need for affiliation.

The results of this research will be developed into an innovation model for Study Program development. Including the learning model that was built with the help of a work mindset and entrepreneurial attitude of lecturers for Study Program development innovations in the Faculty of Teacher Training Education environment. A learning model is a form of academic market that delights lecturers and students. The innovative model for the development of the Study Program is following the potential of the Study Program lecturers with the target of meeting the needed skills in the job market in the digital era. The work mindset and entrepreneurial attitude are an integral part of preparing excellent human resources in the digital era.

The problem formulations are 1) What is the potential mapping of work mindset and entrepreneurial attitude from lecturers in implementing Study Program development innovations in response to the demands of insightful and competitive graduates in the digital era? and 2) Is there a significant relationship between the work mindset and the lecturers' entrepreneurial attitude in carrying out the Study Program curriculum development innovations in Faculty of Teacher Training Education?

The research objectives are; 1) To study and map the potential of work mindset and entrepreneurial attitude from FKIP lecturers in implementing Study Program development innovations in response to the demands of insightful and competitive graduates in the digital era. 2) To examine and map the relationship between work mindset and lecturers' entrepreneurial attitude in implementing Study Program curriculum development innovations in Faculty of Teacher Training Education.

B. METHOD

This research uses a mixed method. The variables with quantitative data, such as survey results, are analyzed quantitatively. While the variables with qualitative data, for example, faith and spirituality, are analyzed through in-depth interviews and qualitative analysis.

The population in this research is all lecturers in the Faculty of Teacher Training Education, while the selected lecturers as research samples are determined randomly. Sampling criteria are determined based on demographics and socio-culture such as institutional status, gender, age, and years of service with functional positions. The number of samples taken is at least 10%. And because the number of lecturers is 257 people, the minimum samples are 25

people.

The instruments are arranged in the form of a questionnaire in the field of Study Program development innovation, a work mindset questionnaire, and an attitude scale test as well as an interview guide. The indicators for each instrument are 22 survey items in the field of Study Program development innovation, 36 items in the field of work mindset, and 31 instrument items in the field of lecturer entrepreneur attitudes. The content in the instrument contains the potential for innovation in the Study Program development, work mindset, and entrepreneurial attitude of lecturers in the Study Program environment. Data is collected through surveys using Google forms and interviews with active lecturers of the Study Program. The data obtained is checked multiple times to obtain final data that is truly valid and can be accounted for. In short, the quality improvement techniques and limitations of this research use four levels of trust, namely credibility, transferability, dependability, and confirmability. Then the data is processed in a simple statistical manner using the SPSS software, then a description and discussion are carried out.

C. RESULTS AND DISCUSSION

1. Demographic and Sociocultural Potential Map of Lecturers.

On demographic and sociocultural, the potential of the Study Program lecturers on aspects of lecturer's age, years of service, and functional position of each variable shows a percentage score that is quite potential. Firstly, 72.7% of lecturers are less than 45 years old, secondly, 74.7% of lecturers' years of service are less than 15 years, and thirdly, 84.8% of the functional positions of assistant lecturers/expert assistants and associate professors. This means the potential is very significant for program improvement in terms of quality and quality because "circumstances" can be forced to carry out activities that require energy, thought, and physical endurance. This potential is still greater than those who are ready to work but physically the level of resilience needs to be considered. This, if related to the potential of lecturers from the aspect of experience and skills, is normatively a potential that is supported from the perspective of Lecturers. Normatively, most of the years of service of lecturers at FKIP are still relatively short, so they don't have much experience. However, 9.1% have worked for about 16 to 20 years. If it is related to the performance of lecturers and functional positions, then the years of service are related to this, namely only 18% of lecturers who are recorded as having the functional positions of head associate professor and professor. The following is survey data related to demographic data.



Figure 1. Demographic Data

2. Potential Map of Lecturers in the Field of Study Program Development Innovation, Work Mindset, and Entrepreneurial Attitude

Lecturer potential is seen from the supporting variables for achieving the Higher Education performance index, that Study Program development innovation, work mindset, and

entrepreneurial attitude show an average Study Program development innovation of 3.35, meaning that the lecturer's work mindset is according to the potential of the Study Program that currently exists and is oriented to the needs of current users. Field of work according to Study Program standards, namely; setting SKL Study Program targets, Study Program content, determining course learning outcomes, updating learning every semester, preparing learning media, carrying out learning processes, designing, implementing, and evaluating work practices with students, conducting evaluation and assessment of learning, carry out the process of increasing self-capacity both in qualifications and professions, managing learning with students, helping to find projects that can collaborate with Universities others to help the state budget and internal PNPB lawfully, utilizing research results for innovation in Study Program development, student learning, and development of knowledge according to the field of science through lecturer research, and conducting research-based community service. The following is the survey data;

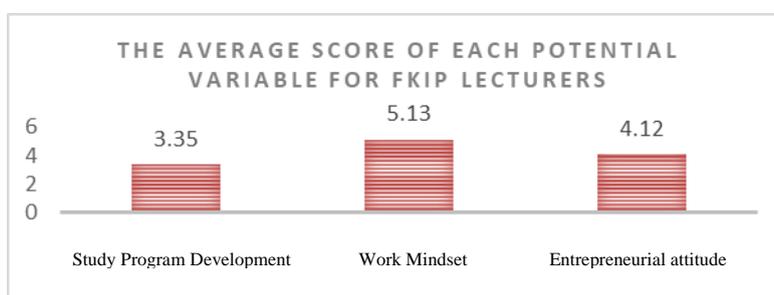


Figure 2. Average Score of Each Innovation Variable, Work Mindset, and Entrepreneurial Attitude

Based on table 1 above, shows that in general, the average lecturer's work mindset is 5.13 from a score of 1 to 7, meaning that the lecturer's way of thinking in carrying out various activities is at a fairly confident and confident level. Meanwhile, from the attitude aspect of the entrepreneur, it is 4.12 from a score of 1 to 5, which means that it ranges between agree and strongly agree. This means that in general the potential for lecturers to innovate, the potential for the lecturer's mindset, and the entrepreneurial attitude are at an ordinary level, specifically their thinking is oriented towards the present, the way of thinking is quite confident, and the attitude of the entrepreneur is agreeing. In general, the lecturer map of the three variables shows the potential for innovation in Study Program development, entrepreneur mindset, and attitudes have scores above the average which are 5 and 7 with a confidence level of mindset is confident and very confident.

The potential of Study Program lecturers on *Tri Dharma* needs integrated management by overseeing aspects of the work mindset and entrepreneurial attitude so that work programs can be carried out in an integrated manner. The concept of an integrated program means that lecturer colleagues collaborate for common interests with the same pattern and core, namely the management of a business-oriented Study Program. This is necessary because the work mindset and entrepreneurial attitude must be an integral part of students. If the lecturer only works in the field of science (academic) solely, it will have an impact on the conditions of Study Program activities (students and lecturers) with a work mindset and student entrepreneur attitude that does not change according to current needs. The current demands are students must be able to do problem-solving, have creative and innovative leadership, can create various ideas, and be productive. These types of graduate students are very difficult to build if lecturers are only limited to transforming concepts according to the field of knowledge in their learning. The Minister of Education and Culture stated the concept of the lecturer is the driving force for the lecturer, the lecturer must simultaneously work with students to explore all fields of

knowledge that are directly business-oriented in society. When the lecturer carries out a project related to research with a core business, students must be involved in it. While theoretical lectures are sufficiently presented in the form of video recordings and students only need to listen privately to not waste time. Therefore, potentials that are confident and have enough entrepreneurial attitude need to start by implementing the *Tri Dharma* of Higher Education which is directly oriented to entrepreneurs in an integrated manner.

The map on the potential capacity of lecturers has years of service dimension in general that the years of service determines experience, teaching skills, fieldwork practicum, techniques for building networks, and carrying out problem-solving through research and community service in the form of activities with the community. In general, this variable increases the acceleration of the Study Program's growth in terms of the learning process, quality of service, a balance between the number of input students and the number of graduates, as well as output achievements that are absorbed in the job field, and a significant number of students every year (Asfawi 2022). But the skills are difficult because a small number of lecturers can be categorized as recently work with 9.1% working for around 16 to 20 years. Therefore, lecturer performance requires many variables between commitment, perception, cultural dimensions, skills, motivation, and the supporting system for the work culture of the lecturer concerned (Sudiyono et al. 2020), (Wahyudi 2020), (Bayu Putra and Fitri 2021), (Budiawan 2020) and (Aldo 2019).

The map of lecturer potential from the dimension of functional positions shows that 84.8% of lecturers occupy the functional positions of Assistant/ Expert Assistant and Associate Professor. Only 18% of the recorded lecturers have the functional positions as head of associate professor and professor. This reality is not very favorable for Universities, Faculties, and Study Programs related to accreditation, of course, it will also have an impact on University Accreditation. The functional position of the lecturer is also related to the feasibility of research and duties of the lecturer in an academic field about the lecturer's work-free fulfillment report. The study shows that the functional position of lecturers is related to the development of a performance climate, work motivation, and increasing the competence of lecturers (Studies et al. 2021) and (Jufrizen et al. 2020). This situation does not affect the lecture process as the main responsibility of the lecturer and carries out the obligation to reach 6 to 16 credits each semester. This situation forms a comfort zone for lecturers, even though the impact toward innovation in the development of the Study Program is not progressing.

3. Map Profile on Potential of Lecturers in the Field of Study Program Development Innovation

Most of the lecturer's potential in their efforts to innovate in Study Program development is oriented towards the concepts and views of lecturers according to the potential of the Study Program that exists today and is oriented to the needs of current users. This potential shows that the insights possessed by lecturers are not far ahead, only what is currently available and according to current needs, meaning that the potential to see future opportunities is still relatively low. The orientation of thinking about Study Program development innovation is very important because it is the first step in carrying out Study Program development work.

The potential for innovation in Study Program development concerning the functional position and the lecturer's recent years of service (less than 15 years), shows no correlation. This means that functional positions do not directly support innovation in the development of the Study Program, so lecturer creativity is needed. In line with other studies, the Study Program needs to optimize lecturers in building creativity to innovate on Study Program development (Rohmadi 2021). Innovation on Study Program development revolves around accreditation areas such as the SKL field, the content of the Study Program curriculum (Sitopu

Herdiana; Sitorus, Herowati; Sipahutar, Roy Charly HP 2022), determines the learning outcomes of courses including an entrepreneur-based curriculum (Hasbi and Mahmudah 2020), updating learning every semester, preparing media and carrying out learning processes, designing and implementing and evaluating fieldwork practices with students, conducting learning evaluations and assessments, carrying out self-capacity building processes both qualifications and professions, and managing learning with students.

The data shows that there are lecturers who look for collaborative projects with other tertiary institutions and the community in non-academic fields such as the business sector through community empowerment programs and even have an impact on increasing the university's finances. This collaborative project is carried out through lecturer research that supports innovation in Study Program development in the form of learning and knowledge development. The development of knowledge is not only normative but also practically used to carry out community service to improve people's welfare. This project is in the form of utilizing microbes for the manufacture of fermented fertilizers in rural farming communities. This innovation potential map is a form of the lecturer's work mindset in carrying out Study Program development innovations. The results of the study on the potential of the lecturer's work mindset and entrepreneurial attitude are still at an ordinary level, namely, the thinking is oriented to the present, the way of thinking is quite confident, and the attitude of the entrepreneur is still at the agreeing level. Another thing that can be revealed from the results of this study is that "the results of the study can be used on school curriculum policies" which is the direction of prototype curriculum development and has characteristics that support studying recovery efforts. The prototype curriculum that will be implemented by the Ministry of Education and Culture-Research and Technology in the 2022/2023 academic year has a goal of wanting more active and adaptive learning by providing flexibility for educators to carry out learning processes that are oriented toward problem-based learning and learning projects" (Faiz, Parhan, and Ananda 2022), (Utami, Wiendijarti, and Pambudi 2019).

4. Lecturer Potential Map Description in the Field of Work Mindset

The results of the study show that the lecturer's work mindset has the potential to be developed for the innovation of Study Program development. The lecturers think that "building a work mindset is a very fundamental and important part of human learning in any organization". The lecturers argue that "a person thinks subconsciously to work and behave based on his mindset. Mindset is the foundation of the most basic subconscious thinking for a person to behave and do good deeds in his life. All human orientations, activities, and obsessions cannot be separated from mindset. A lecturer works of course based on his conscious and subconscious mind that was built during his life by the person concerned". This view is implemented by some lecturers working on campus. A study of the potential map of the lecturer's work mindset can describe the assets of the Study Program's Human Resources which can be used for the general progress of institutions at the faculty level. This study is in line with the view that the lecturer's work mindset describes the mental and philosophical background (reflected in intentions), orientation, ideas and thoughts, attitudes, awareness, habits, and self-confidence in daily practice (Wahidin 2015) as a lecturer in implementing the *Tri Dharma* of Higher Education.

The results of this study indicate that there are several indicators of the lecturer's work mindset in the context of Study Program development innovation. These indicators include; the ability to take real action in collaboration with all lecturer colleagues in working to develop knowledge and entrepreneurship within the Study Program. The lecturers are very confident that this method can produce the expected output. This concrete action should be in the form of works that support the interests of professional development and Study Program

accreditation. This real action can be carried out by lecturers through the performance of the ability to create a conducive learning ecosystem with the management of self-change within the Study Program environment. A lecturer can be agile, adaptive, and responsive in developing the field of knowledge and entrepreneurial attitudes within the Study Program. Strong self-confidence demonstrated by the agility, adaptability, and responsiveness of lecturers in working with fellow lecturers in carrying out the *Tri Dharma* of Higher Education both on campus and off campus which is supported by entrepreneurial practice programs is an important factor in innovation on Study Program development, the results of this study are in agreement with the views and results of the study (Wahidin 2019a).

Lecturer's work mindset will be demonstrated by the ability to become a "trigger" in overcoming phenomenal drastic disruptive changes in the development of knowledge and entrepreneurial attitudes within the Study Program. Changes and improvements in lecturers' skills in science and information technology that cannot be controlled (disruptive changes) require lecturers to have an adaptive and competitive work mindset. The lecturers believe that being a trigger in overcoming the problems of self-development in the field of science and entrepreneurship is rare to do, because of the culture of science and academic culture, where the emphasis has been placed on mastering concepts. Lecturers should be oriented towards problem-solving skills, community, and entrepreneurial skills. This lecturer orientation is usually "forced" on several other lecturers whose fields of knowledge are relevant to empowerment, economics, and other similar fields. Fields such as education, pure science, mathematics, and similar fields are not highly demanded. This is an "old" perception that has been running until now. The demands of the Study Program to carry out development in the field of knowledge are not an easy and ordinary matter. This disruptive drive for change is what challenges the personality of today's lecturers. If the work mindset does not adapt to the demands of change, then the process of improving the professionalism of Study Program lecturers will be difficult to realize. Currently, lecturers are required to be a "trigger" to overcome disruptive changes with uncertainty in the development of science and entrepreneurship within the Study Program. Uncertainty is common in the current phase of life. Some lecturers feel unsure about the process of disruptive change regarding the uncertainty in the development of science and entrepreneurship. So, this is what causes students to miss information from their lecturers. Lecturers find it difficult to balance and adjust to these changes which require the ability to be a "trigger" to overcome complex disruptive changes in the development of knowledge and entrepreneurship within the Study Program environment.

The lecturer's work mindset is very clear when job challenges demand more abilities, for example, the confusing situation in the development of science and entrepreneurship within the Study Program. Mental and physical endurance is an important form of exam to face the increasingly high external demands of Higher Education. Confusion is a psychological condition that can happen to anyone and requires tenacity, patience, mental resilience, and mental strength to continue working to achieve the target of the Study Program's scientific development. When a lecturer feels unsure of his abilities, then this is a form of the lecturer's work mindset that needs to get the support of other lecturer colleagues. Most of the lecturers felt confused about designing the entrepreneurship program model at the study program level, in fact up to 45.5% of the lecturers were unsure of their abilities to develop a student entrepreneurship program at the study program level. The potential for the work mindset and entrepreneurial attitude of lecturers to transform students requires a process that involves factors of will, ability, courage, breakthrough, and ability to do so. These five processes need recognition, understanding, motivation, and self-confidence that the effort will produce results.

The work mindset, which is an integral part of the institution, is the potential of lecturers in terms of their ability to oversee the transformative leadership of the Study Program for the

benefit of developing science and entrepreneurship within the Study Program. Although most of the lecturers believe they can make a breakthrough that can change the lecturer's work mindset, where the lecturer is willing and able to oversee the transformative leadership of the Study Program for the benefit of science and entrepreneurship at the Study Program level. The Study Program Leaders collaborate with the lecturers wisely and openly, so that there is a transformation of information, policies, and obsessions that have become a shared commitment. The results of the study show that there is a phenomenon between colleagues at the Study Program level where there is a gap (separator) between fellow lecturers indirectly, for example, due to political interests, social gaps, and so on which can hinder mental work. The lecturer's view of this phenomenon is that it is necessary to grow a culture of progress such as academic culture, learning ecosystems, and collaboration characters. So that slowly the gap between fellow lecturers will be neutralized. The views of other lecturers say that matters relating to the culture of science must be highlighted in the Study Program ecosystem because the Study Program is more about fostering the science of the Study Program community. The cohesiveness of each lecturer in the Study Program will produce a culture of learning, academic culture, and a culture of the science of its own. One indicator of the implementation of this culture is characterized by a learning atmosphere oriented toward developing students' thinking skills in the Study Program environment.

The lecturers' views show that building a work mindset is through a culture of thinking, a work culture, a culture of respect, and finally, a culture of cooperation is built. Building a work mindset produces a quality culture because people work with orientation and will not lose it. The work mindset gives birth to behavior that has an orientation and works obsession apart from worship, socializing, as well as professional work performance. A lecturer who has the right work mindset and mainly teaches with the ability to create a learning atmosphere oriented towards developing students' thinking skills in the Study Program environment. Lecturers with the right work mindset will synergize with fellow lecturers, lecture materials, student assignments, and other *Tri Dharma* of Higher Education.

In this study, there are several findings as an illustration of the potential tendency on lecturers' work mindsets, this description is a key dimension related to the potential on lecturers' work mindsets. In general, the lecturers have the potential for a realistic positive work mindset regarding the time and effort to develop science and entrepreneurship at the Study Program level. Table 4.1 below shows a map of potential trends in lecturer work mindsets that are measurable and become indicators of supporting the implementation of learning ecosystems in the Study Program environment.

Table 1. Lecturer Work Set Potential Map

No.	Type of Lecturer Work Mindset Potential tendencies	Status
1	self-ability to think realistically	confident/high
2	self-ability to use the word "not yet" when "failed"	confident/high
3	self-ability to develop mental and physical fortitude	confident /high
4	self-ability to highlight the relationship between learning and brain training	confident /high
5	self-ability to provide regular opportunities for reflection to colleagues	confident /high
6	self-ability to separate between self-improvement and self-failure	confident /high
7	self-ability to reward colleague action	confident /high
8	self-ability to celebrate the success, growth, and progress of colleagues	confident /high
9	ability to appreciate	confident /high

10	ability to stop unproductive thoughts	confident /high
11	ability to be a "trigger" in dealing with change	confident /high
12	ability to replace the word "fail" with the word "learn"	confident /high
13	ability to try	confident /high
14	ability to see challenges as opportunities	confident /high
15	ability to collaborate without reason	confident /high
16	ability to accept the imperfection of colleagues	confident /high
17	ability to build networking	confident /high
18	ability to create programs	confident /high
19	ability to have an orientation	confident /high
20	self-ability to implement learning models	confident /high

5. Lecturer Potential Map Description of Entrepreneurial Attitudes

Lecturers' entrepreneurial potential in terms of not covering up their weaknesses in front of Study Program colleagues. 94.0% strongly agree and agree that there is no need to cover up weaknesses in front of Study Program colleagues. Meanwhile, there is 6.1% of lecturers hesitated not to cover up their weaknesses. This means that there are a small number of people who still cover up their weaknesses in front of fellow lecturers in the Study Program. The potential for lecturers with high abilities not to cover up their weaknesses does not mean to open up about their weaknesses in front of their colleagues. Not covering up one's weaknesses means that when it turns out that a lecturer is not able to work on an innovative work program for the development of a Study Program, or a particular field of study, the lecturer concerned admits his weakness in front of other colleagues, without shame and immediately gives awards to other lecturers. This self-recognition of weakness shows a form of self-awareness and self-openness which is interpreted as self-learning. An entrepreneurial attitude is a driving force for a lecturer to do more learning in various things, not only in science but other related fields. Because naturally the lecturer in question already has a creative character and contextually the lecturer likes to collaborate with others. The work mindset and entrepreneurial attitude have become part of his life culture. This is in line with the results of the study which stated that "research shows entrepreneurial attitudes, the contextual environment influences entrepreneurial behavior". Entrepreneurial intentions can mediate the influence between entrepreneur attitudes and the contextual environment on entrepreneurial behavior (Murniawaty, Izzah, and Farliana 2022).

The lecturer's potential map seeing from the personal attitude in terms of being proud has a mindset of enjoying opportunities for self-improvement so that he can learn from a failure properly. 100.0% strongly agree and agree that are proud to have a mindset of enjoying opportunities for self-improvement. This means that in general lecturers are proud to have a mindset of enjoying opportunities for self-improvement in developing Study Programs. The potential for lecturers to have a mindset of enjoying opportunities for self-improvement is an asset for the Study Program in providing various programs and services to obtain the Study Program's top program. Indeed, this pattern is following the independent campus learning program which refers to the demands of 21st-century education, one of which is the development of higher order thinking. The attitude of lecturers who can enjoy opportunities and challenges with 100% agreement shows that lecturers have entrepreneurial potential. Likes to face challenges and opportunities is an indicator of entrepreneurial attitude, while the readiness of lecturers to face challenges and opportunities shows that lecturers have insight and knowledge of these opportunities.

The lecturer's potential map seeing from personal attitudes in terms of self-confidence to try shows that no model is accurate for everyone to succeed. Therefore, it is necessary to

learn strategies for obtaining success. 100.0% strongly agree and agree that it is necessary to learn strategies for self-improvement. This means that in general lecturer believes that there is no accurate model for everyone to succeed. Therefore, it is necessary to learn strategies on how to gain success and self-improvement in developing Study Programs. The data from this study shows that the Study Program has an opportunity to develop the Study Program through fellow lecturers and students to study entrepreneurship. This conclusion is based on the assumption that potential lecturers believe in the assumption that no model is accurate for all success. Therefore, the results of this study are following our view that "research results show that there is room for universities to create better entrepreneurs among graduate students" (Sadikin et al. 2022). The results of Sadikin's research (2022) also inspire that Study Program has a space for collaboration with students and lecturers to produce entrepreneurial minds. So, it is very much in line with the results of this study that lecturers have a positive entrepreneurial attitude to like opportunities and challenges as well as many models to become entrepreneurs.

The lecturer's potential map seeing from personal attitudes in terms of making mistakes or failing, lecturers are still happy because they believe they have not failed, but have learned. 100.0% strongly agree and agree that it is necessary to learn strategies to keep learning. This means that in general, the lecturer's attitude continues to study even though, in reality, it is a failure, the attitude and perspective of the lecturer continue to work because it is a learning process in developing the Study Program. The lecturer's potential map seeing from the personal attitude in terms of prioritizing approval over learning, meaning that he sacrificed his potential to prioritizing approval over learning, meaning he sacrificed his potential to develop with 3% of lecturers strongly disagreed. Meaning that prioritizing approval over learning is a good thing. When in fact he has sacrificed his potential to develop. This attitude underlies non-innovative activities among Study Program lecturers. The results showed that entrepreneurial knowledge, family and business experience, and entrepreneurial education are positively, and significantly related to student entrepreneurship (Mambu, Pangemanan, and Pandowo 2019).

The lecturer's potential map is viewed from a personal attitude in terms of "enjoying" the learning process, they don't mind if campus activities and the learning process continue beyond the expected time limit, as many as 3% of lecturers disagree, meaning that lecturers don't want to work beyond the time limit. This means that only a small number of lecturers are still calculating profit and loss if the time used in innovation in the study program development is outside working hours. The potential for lecturers with an entrepreneurial attitude is positive toward the innovation of the Study Program development. Entrepreneurial attitude in this context is confidence, willingness, and readiness to carry out activities. The view of this study's results is in line with the views of other researchers who stated that "The results of partner activities with the *Tri Dharma* of Study Program are the absorption of science and the formation on attitudes of business actors through material that is understood so that partners can change mindsets and attitudes for businesses to survive, thus business actors can contribute to the creative economy." (Risambessy, Rehatta, and Tutupoho 2022), and (Wahidin 2019b). The results of another study also stated that "the results of the study show that entrepreneurial learning has a significant effect on student entrepreneurial competence through the mediation of positive psychological capital." (Hasan et al. 2019).

The lecturer's potential map seeing from personal attitudes in terms of self-confidence that Study Program can achieve bigger targets. Lecturers have a model for the big picture going forward, only 3% of lecturers are in doubt, meaning that 93% of lecturers are ready to develop the Study Program because it has been illustrated when the Study Program has the predicate of excellence and progress in entrepreneurship, it will be felt by the lecturers themselves. Lecturers have a big "picture" of the future of the development innovation program, so the attitude of the lecturer is ready to implement it. The lecturer's attitude is a strength to be willing

and able to carry out an innovation program for the development of the Study Program. This is a common attitude among people in general. If the program has a clear target, then people will want to do it. The results of this study are in line with other researchers who stated that "consideration is needed in planning, but in implementation, only belief is needed" (Ai Nurhasan 2020).

6. Relationship between The Potential of Study Program Development Innovation, Work Mindset, and Lecturer's Entrepreneurial Attitude

After examining the relationship between the variables of Study Program development innovation, work mindset, and entrepreneurial attitude, the extrapolating of the three variables can be seen in Figure 3 below:

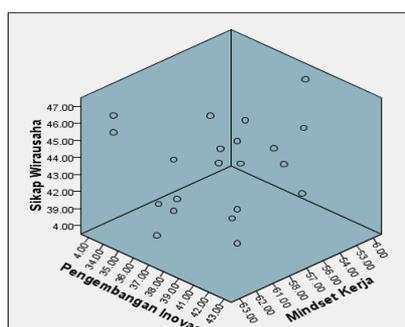


Figure 3. The Relationship between The Potential of Study Program Development Innovation, Work Mindset, and Entrepreneurial Attitude

Figure 6.1 above shows that the three variables, namely Study Program development innovation, work mindset, and lecturer entrepreneur attitude, show a distribution of dots that do not show consistency or the weight of the three variables is not related to each other. This means that the lecturer's work mindset and entrepreneurial attitude toward Study Program development innovation are not consistent. At least, it means that the three variables show a relationship with a low level of consistency. The data means that the work mindset and entrepreneurial attitudes of lecturers still need to be nurtured to be able to synergize with beliefs, wills, and abilities, and make breakthroughs and concrete actions of innovation to develop a Study Program with entrepreneurial insights. The support referred to is stakeholders, lecturer colleagues, and regulations or other variables that have not been measured in this study and need to be improved. The simple conclusion from this data is that the lecturers have high potential with strong convictions and the existing wills and abilities need to be built on collaboration, synergy, and clear targets supported by clear regulations so that the work mindset and entrepreneurial attitude contribute to the Study Program development innovations.

Then, to test the hypothesis of the relationship between entrepreneurial attitude and work mindset variables with Study Program development innovation, a simple correlation test is carried out. The results of the correlation test are shown in table 2 below:

Table 2. Correlation of Innovation Development, Work Mindset, and Lecturer's Entrepreneurial Attitudes

		Innovation Development	Work Mindset	Entrepreneurial Attitude
Innovation Development	Pearson Correlation	1	0.093	0.131
	Sig. (2-Tailed)		0.688	0.572
	N	21	21	21
Work Mindset	Pearson Correlation	0.093	1	0.100
	Sig. (2-Tailed)	0.688		0.665
	N	21	21	21
Entrepreneurial Attitude	Pearson Correlation	0.131	0.100	1
	Sig. (2-Tailed)	0.572	0.665	
	N	21	21	21

Table 2 above shows that there is no significant correlation between work mindset and innovation development ($r = 0.093$, sig. 0.688), as well as between entrepreneur attitude and lecturer work mindset ($r=0.100$, sig. 0.665). The conclusion is that all hypotheses are accepted that there is no relationship between the innovation variables of Study Program development, work mindset, and lecturer's entrepreneurial attitude. This data shows that the performance of lecturers in the innovation efforts of Study Program development still needs a lot of support from various factors because the lecturer's work mindset is not yet significant to the issue of innovation in the development of the entrepreneurial Study Program.

This study found that the "slice center" is a center of strength for the innovation synergy of Study Program development that needs to be built by Study Program lecturers. It is hoped that the work mindset variable and entrepreneurial attitude will have a positive correlation with the Study Program development innovation. High potential with a strong belief that is built by a lecturer's entrepreneurial-oriented work mindset can be utilized significantly. Look at figure 4 below:

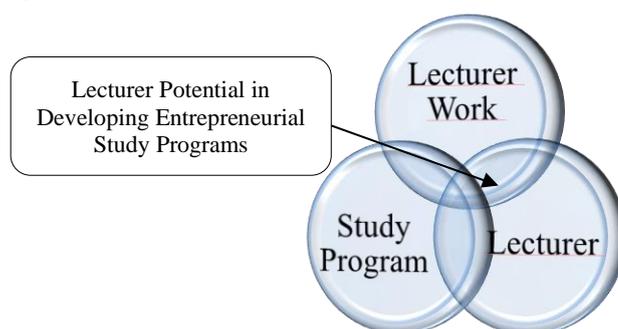


Figure 4. Triple helix Potential Entrepreneurial Attitude, Work Mindset, and Study Program Development Innovation

Figure 4 above shows that the three variables are interrelated, between the high confidence of the lecturer (work mindset), and the readiness to develop an entrepreneurial Study Program (entrepreneurial attitude) with various innovations. Mathematically, the values seem to be related, but statistically, there is no relationship (the relationship is very small, only 0.1 and 0.09) and the relationship is not significant. This condition is caused by the history of the academic community building a cultural system that lacks insight into the future which results in an unbalanced demographic between age, years of service, functional positions, and so on. As a result, the social cohesiveness that exists in the community that is built can be

assumed to be "pseudo". The implication for stakeholders is the need to think about how to unite all potential lecturers who are demographically diverse with existing sociocultural capital because the lecturer's potential is quite high.

D. CONCLUSION

The profile map of lecturers in the Faculty of Teacher Training Education environment seeing from the work mindset and entrepreneurial attitude on Study Program curriculum development innovation has yet to take advantage significantly of the demographic and sociocultural bonus opportunities (staff status, age, gender, functional position, and years of service) for innovation programs of Study Program development in responding to the demands of graduates with an insight into competitiveness in the digital era.

The high self-confidence and work motivation from lecturers have not been matched by their entrepreneurial attitude so the output cannot be utilized optimally to collaborate with lecturers in increasing innovation toward Study Program development in responding to the demands of graduates with an insight into competitiveness in the digital era.

There is no significant relationship between self-confidence, work motivation, and lecturers' entrepreneurial attitude (work mindset and entrepreneur attitude) in carrying out innovations on Study Program development within Faculty of Teacher Training Education.

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