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## THE IMPORTANCE OF THE APPLICATION OF MICHAEL MICHALKO'S CONCEPT OF LEADERSHIP SCIENCE IN ENTREPRENEURSHIP COURSE AT UNIVERSITY

Linda Purnamasari<sup>1</sup>, Vallyrina Trysia<sup>2</sup>

<sup>12</sup>Universitas Pelita Harapan; Indonesia

Correspondence e-mail; [01627210013@student.uph.edu](mailto:01627210013@student.uph.edu)

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### Abstract

This research aims to explore the application of entrepreneurship based on innovative and creative leadership, according to Michael Michalko, to students of Esa Unggul University. The university's vision, which prioritizes intellectuality, creativity, and entrepreneurship, is expected to produce graduates who can become leaders in the business world. This study uses a qualitative method with data analysis from the work results of the Entrepreneurship 1 course students in the 2020/2021 academic year. The researcher collected data from online and virtual assignments carried out by students during 14 learning sessions. The study results show that innovative leadership-based entrepreneurship helps students develop the potential to think creatively in responding to business challenges, predicting business opportunities, and designing business ideas that others have not thought of. It is proven that Michael Michalko's application of entrepreneurship can provide solutions for students to achieve entrepreneurial independence in the era of global competition.

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### Keywords

Entrepreneurship, Leadership, Innovation, Creativity Michael Michalko.

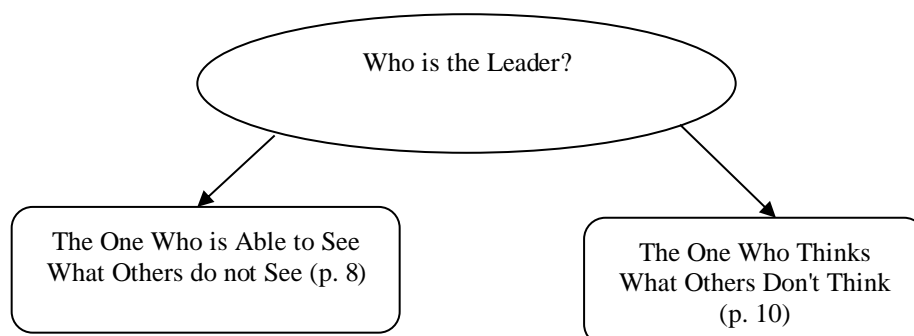


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## INTRODUCTION

Esa Unggul University was established in 1993. It has three campuses: Kebun Jeruk, Tangerang, and Bekasi. The university has a vision to become one of the world-class universities based on intellectuality, creativity, and entrepreneurship, which excels in the quality of management and the results of implementing the Tridharma of Higher Education. By looking at the keywords, namely intellectuality, creativity, and entrepreneurship, it is hoped that graduates will become leaders who are good at using their thinking skills to create various kinds of businesses that are trustworthy and successful in bringing profits. It's not easy to reach. The three things above. Therefore, from one of the courses, Entrepreneurship 1, it is hoped that students can achieve the three main elements of the university's vision: innovative, creative, and entrepreneurial. An innovative leader must be able to see conditions in any circumstances, and he can continue to strive to think about the progress of the company he leads (Cashman, 2017; Ibarra, 2015). So, it is clear that the vision of Esa Unggul University is rational in terms of why it creates innovative, creative, and entrepreneurial graduates.

What is an entrepreneur so that he must be required to have a leadership spirit? In an etymological sense, an entrepreneur is said to be brave, like a knight who struggles to achieve what he wants (Dewi et al., 2020). To reach that level, one must have a leadership spirit. No one will be able to achieve that if he cannot manage everything by being able to withstand any risk by going forward and never going backward like a true leader. By taking the concept of leadership in the style of Michael Michalko in his book entitled *Cracking Creativity: The Secrets of Creative Genius*, it will be seen to what extent students can organize themselves to become innovative and creative leaders as evidenced by the research proposals they make in assignments in E-learning and presented in the final semester exam (Michalko, 2011). Michael Michalko's concept of a leader is:



**Figure 1.** Michael Michalko Concept

It's not easy to see what others don't see. The point is that the person must have a great deal of knowledge to see all that is already in front of him so that he will know what is not yet in front of him. Finally, it occurred to him that he had to think of something other than the other, where people had not yet gotten to the point of his mind. Connected between Michael Michalko's genius leadership theory with the students of the Entrepreneurship 1 course, the character of an entrepreneur includes being able to create accordingly, ready for the consequences of what he does, never despairing, having the right estimate, not consumptive, having a leadership spirit, forward-thinking (Firmansyah & Roosmawarni, 2019).

The first problem at the location was the limited ability of participants to respond to questions asked during the virtual face-to-face session. Although they have been provided with detailed explanations and learning materials through online and virtual methods, the results obtained during the weekly evaluation show a mismatch between the expected understanding and the real results. Some participants have difficulty applying creative and innovative entrepreneurial concepts, especially in predicting business opportunities that are unique and different from those already on the market (Sani, 2019; Zaidan et al., 2023). Access to important theories and concepts has been provided, but their application in real tasks and discussions still needs further reinforcement.

The uneven development of understanding and abilities of participants throughout the program is also the next obstacle. Based on the weekly analysis, there was a significant difference in the academic progress of each participant. Some consistently improve over time, while others are stagnant or have a deterioration in tasks and responses. This can be caused by various factors, including personal motivation, difficulties understanding the material, or obstacles in utilizing online learning media. This inequality is a challenge in formulating effective learning strategies so that all participants can reach their potential following the concept of entrepreneurship taught (Amelia, 2023).

Previous research on leadership and entrepreneurship can be mapped into three patterns. *First*, Entrepreneurial leadership is an important aspect of business and economic development. Entrepreneurial leaders must have the ability to lead themselves, competence, and empathy (Bagheri & Harrison, 2020; Harrison et al., 2018; Karavidic et al., 2016). *Second*, the "Leadpreneurship" approach emphasizes integrating leadership and entrepreneurship to start, maintain, and grow a business (Aditi, 2018; Lubis & Firmansyah, 2020; Suswati & Hatta, 2021). *Third*, Creative and innovative entrepreneurship training for teachers can help improve the quality of entrepreneurship learning in schools (Boldureanu et al., 2020; Gautam & Singh, 2015; Linton & Klinton, 2019;

Purwanto et al., 2022).

While the three research patterns above provide important insights into the relationship between leadership and entrepreneurship, some shortcomings must be noted. First, research that emphasizes entrepreneurial leaders' abilities, such as empathy and competence, tends to under-consider how these aspects of leadership are applied practically in real-world situations full of uncertainty. Second, the "leadpreneurship" approach is still limited to integrating theoretical concepts of leadership and entrepreneurship. Still, there is a lack of in-depth empirical evidence regarding implementing this model in different local and cultural contexts. Third, although entrepreneurship training for teachers is considered creative and innovative, many of these studies do not measure the long-term impact of such training on students' entrepreneurial behavior in the field.

This research differs from the previous one in that it directly applies Michael Michalko's creative leadership concept in entrepreneurship courses. This research also comprehensively examines how students can identify unique business ideas from an unusual perspective, as well as how they assess their development in entrepreneurship throughout the full semester. This research is important because it can answer the gap of previous research, especially in the empirical context of applying innovative leadership in entrepreneurship education at the university level. By including an analysis of student progress from week to week and comparing it with Michalko's leadership concept, this research can make a new contribution to the literature on maximizing students' potential as future business leaders. Based on the above problems, the research aims to explore the concept of entrepreneurship rather than the concept of Michael Michalko, which can be applied to make students independent in entrepreneurship in the face of global competition. The concepts of independence prepared students, and the concepts of Michael Michalko can overcome the gap in achieving entrepreneurial independence in students.

## **METHOD**

This research uses a qualitative method focusing on applying the concept of innovative leadership-based entrepreneurship, according to Michael Michalko. The object of this research is students of the Entrepreneurship 1 course class KH003 at Esa Unggul University in the 2020/2021 academic year. The data collected included the results of student work for one semester, consisting of seven online assignments and seven virtual face-to-face sessions. The main source of data is the assignments uploaded by students and their interactions during virtual face-to-face sessions, which

provide insight into their ability to respond to lecturer questions and discuss the material.

The data collection method is done by observing and documenting the assignment results. In each virtual face-to-face session, the researcher observed student participation and their ability to argue and overcome the questions asked (Raco, 2018). Furthermore, the results of the collected assignments are systematically analyzed to evaluate student progress. In data analysis, the researcher uses an exploratory analysis approach to understand the depth of students' thinking about the concept of entrepreneurship taught. The results of student assignments are evaluated based on the criteria of creativity, innovation, and relevance to the leadership concept put forward by Michalko. This process allows researchers to identify patterns of development and improvement of students' entrepreneurial competencies throughout the semester and assess the effectiveness of teaching in preparing them as future leaders in the business world. The following is the schedule of student activities for 14 sessions:

**Table 1. Student Activity Schedule**

<b>It</b>	<b>Session</b>	<b>Topic</b>	<b>Information</b>
1	1	Self-Concept and Potential	Gaze Maya with lecturers
2	2	Setting a Vision and Goals	Online Learning
3	3	Creativity and Innovation in Entrepreneurship	Gaze Maya with lecturers
4	4	Basic Concept (Preparation) of Entrepreneurship	Online Learning
5	5	Aspects of Operational Management in Business 1	Gaze Maya with lecturers
6	6	Aspects of Financial Management in Business 2	Online Learning
7	7	Aspects of Marketing Management in Business	Gaze Maya with lecturers
Mid Semester Test			
8	8	Business Environment Analysis (SWOT)	Online Learning
9	9	Business Idea and Development	Gaze Maya with lecturers
10	10	Business Model (BMC) 1	Online Learning
11	11	Business Model (BMC) 2	Gaze Maya with lecturers
12	12	Business Plan	Online Learning
13	13	Business Proposal Preparation Techniques	Gaze Maya with lecturers
14	14	Exhibition / Business Proposal	Online Learning
Final Semester Test			

## **FINDINGS AND DISCUSSION**

### **Findings**

The researcher took a research sample in the Entrepreneurship class 1 KH003. The researcher will see the final results of students in the form of business idea proposals and the process of forming proposals by looking at the results of activities from each online assignment (Online Learning). To make it easier, look at the grades achieved after online assignments. The data that will be presented is in the form of a table. The 2nd online learning with the theme "Setting Vision and Goals" contains setting goals to become an entrepreneur. The results of the assignments answered by the students were:

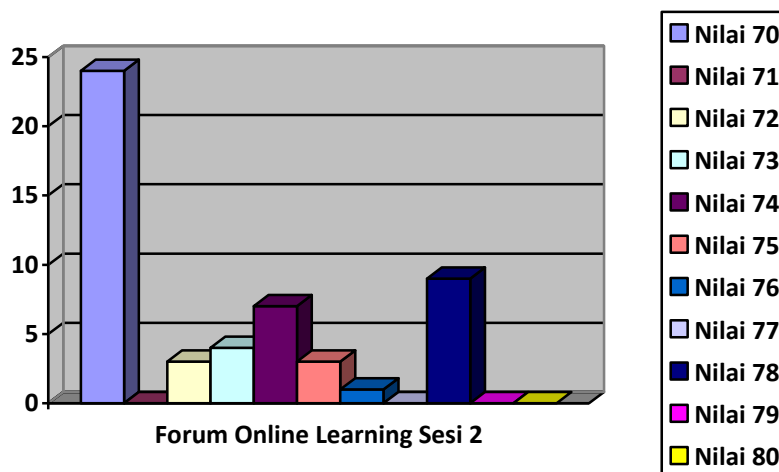


Figure 2. Online Learning Forum Session 2

Explanation: The task in session 2 is to create a descriptive one about their mission and goals. As a result, students get a score: 70 = as many as 24 people, 71 = as many as 0 people, 72 = as many as three people, 73 = as many as four people, 74 = as many as seven people, 75 = as many as three people 76 = as many as one person 77 = as many as 0 people 78 = as many as nine people 79 = as many as 0 people 80 = as many as 0 people. It can be seen here that the highest score is a score of 70, which is as many as 24 people, while the lowest score while for the highest score of 80, no one gets it. It seems that here, the students have not reached their maximum ability to understand what tasks they have to do by making a vision of their goals to become entrepreneurs.

In the 4th online learning, students were given online lecture material entitled "Basic Concepts of Entrepreneurship," coupled with participating in a webinar entitled "Youth Entrepreneurship Lecture." After following the two, students were asked to summarize the speaker's words. The results of the assignments collected in E-learning by students can be seen in the following chart, complete with an explanation.

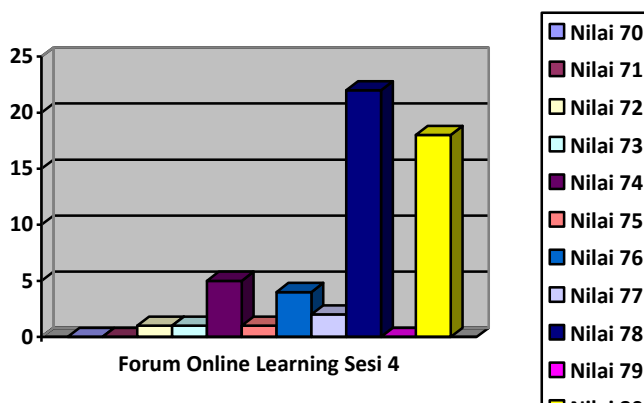
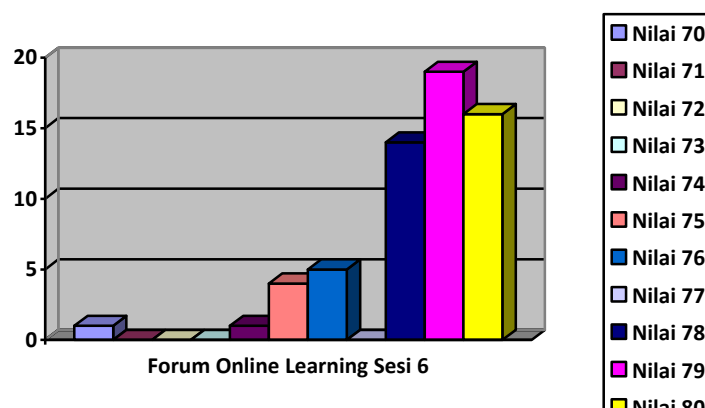


Figure 2. Online Learning Forum Session 4

Explanation: The task in session 4 is to describe their personal mission and goals. As a result, students get a score: 70 = as many as 0 people 71 = as many as 0 people 72 = as many as 1 person 73 = as many as 1 person 74 = as many as 5 people 75 = as many as 1 person 76 = as many as 4 people 77 = as many as 2 people 78 = as many as 22 people 79 = as many as 0 people 80 = as many as 18 people It can be seen here that the highest score is 78, which is as many as 22 people. It can be seen here that the student's progress after participating in the webinar and meeting virtually with the supporting lecturer 2 times, namely in the 1st and 3rd meetings, has received an injection of guidance from the supporting lecturer to be independent in entrepreneurship. It can be seen that many 18 students have achieved a score of 80. Lecturers in entrepreneurship courses with their staff have been increasingly aggressive in guiding students to become independent individuals to increase their knowledge in making new ideas in entrepreneurship.

Next, we will see at the 6th meeting on the next chart whether there is a big change in students making a business idea that will later make them independent individuals in leading themselves to entrepreneurs.



**Figure 3.** Online Learning Forum Session 6

Explanation: In this session six online learning forum, the results which students achieved in doing assignments were: 70 = as many as one people, 71 = as many as 0 people, 72 = as many as 0 people, 73 = as many as 0 people 74 = as many as one people 75 = as many as four people 76 = as many as five people 77 = as many as 0 people 78 = as many as 14 people 79 = as many as 19 people 80 = as many as six people It can be seen here that the highest score is 78, which is as many as 14 people. It can be seen here that the student's progress after participating in the webinar and meeting virtually with the supporting lecturer 2 times, namely in the 1st and 3rd meetings, has received an injection of guidance from the supporting lecturer to be independent in entrepreneurship. It can be seen from the accumulation of scores at around 78-80, although there is a decrease in the number of students who get a score of 80. The collection

of grades is not always the same in every session. Sometimes, some students do not collect assignments.

Next, we will see at the 8th meeting on the next chart whether there is a big change in students making a business idea that will later make them independent individuals in leading themselves to entrepreneurs.

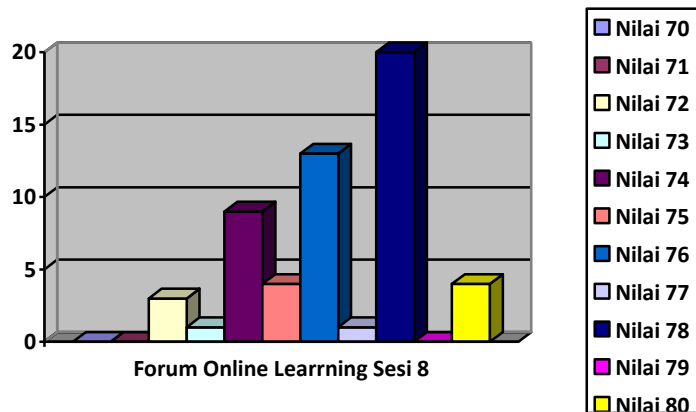
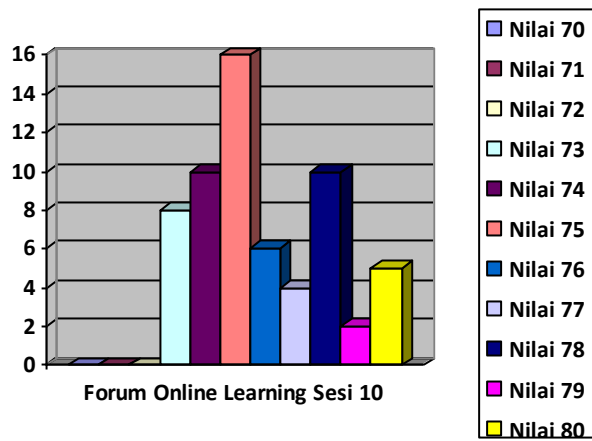


Figure 4. Online Learning Forum Session 8

Explanation: In the online learning forum session 8, the theme given was "Business Environment Analysis," and the results achieved in doing assignments by students were as follows: 70 = as many as 0 people, 71 = as many as 0 people, 72 = as many as three people 73 = as many as one person 74 = as many as nine people 75 = as many as four people 76 = as many as 13 people 77 = as many as one people 78 = as many as 20 people 79 = as many as 0 people 80 = 4 people It can be seen here that the highest score is 78, which is 20 people, while at the highest score of 80, it can be seen that there are not many students who can achieve this score, only four people. It can be seen that there are difficulties in students understanding the theme in this 8th session, so not many can achieve the highest score, only in the round of 78 scores. So there needs to be a special note on this one theme for the supporting lecturers.

In the 10th session of online learning, we will see the development of these students as follows with the theme "Business Model Canvas" To what extent the students can follow lecturers' demands through this online learning will be seen.

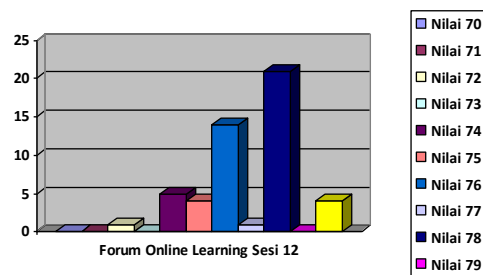




**Figure 5.** Online Learning Forum Session 10

Explanation: In the online learning forum session ten, the theme given is "Business Model Canvas," and the results achieved in doing assignments by students are as follows: 70 = as many as 0 people 71 = as many as 0 people, 72 = as many as 0 people 73 = as many as eight people 74 = as many as ten people 75 = as many as 16 people 76 = as many as six people 77 = as many as four people 78 = as many as ten people 79 = as many as two people 80 = as many as five people Seen here, The highest score is 75, which is 16 people, while at the highest score of 80 it can be seen that not many students can achieve this score, only five people. It can be seen that there are difficulties in students understanding the theme in this 10th session, so not many can achieve the highest score, so there needs to be a special note on this theme for the lecturers to find out why there are not many students who achieve the highest score, which is 80.

Continued in the 12th session with the theme "Business Plan" to make a business plan. Some things must be in the task are; 1) Summary; Business description; 3) Marketing Strategy; 4) Competitive Analysis; 5) Design and development plan; 6) Operation and management plan 7) Financial plan analysis; 8) Conclusion;



**Figure 6.** Online Learning Forum Session 12

Explanation: In the online learning forum session 12, the results achieved in doing assignments by students were as follows: 70 = as many as 0 people, 71 = as many as 0 people, 72 = as many as one person, 73 = as many as 0 people 74 = as many as five people 75 = as many as four people 76 = as many as 14 people 77 = as many as one person 78 = as many as 21 people 79 = as many as 0 people 80 = 4 people. It can be seen here that the highest score is 78, which is 21 people, while at the highest score of 80, it can be seen that there are not many students who can achieve this score, only four people. Continued in the 14th session with the theme "Exhibitions/Business Proposals."

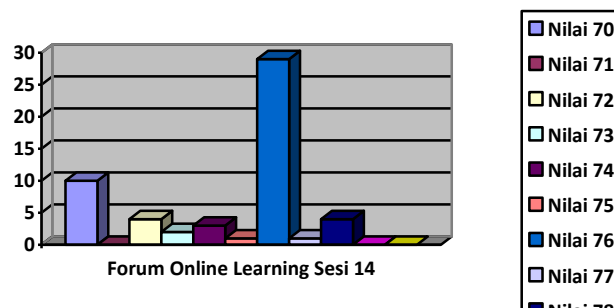


Figure 7. Online Learning Forum Session 14

Explanation: In the online learning forum session 14, the results achieved in doing assignments by students are as follows: 70 = as many as ten people, 71 = as many as 0 people, 72 = as many as four people, 73 = as many as two people 74 = as many as three people 75 = as many as one person 76 = as many as 29 people 77 = as many as one people 78 = as many as four people 79 = as many as 0 people 80 = as many as 0 people. Here, it can be seen that the students with the highest score of 80 are absent, while the highest score is 76. Students experience difficulties, so they cannot make proposals properly.

## Discussion

From the analysis of the results of online assignments obtained by students in Entrepreneurship class 1 KH003, there was a striking variation in the scores achieved in each session. In the 2nd session, for example, the highest score obtained by students was 70, of which 24 students achieved it. This shows that students struggle to formulate their vision and goals as prospective entrepreneurs. This finding aligns with research that found that students often have difficulty developing a good business plan, especially in the early stages of learning entrepreneurship (Chen et al., 2015; Ferreira et al., 2017; Ferreras-Garcia et al., 2019).

However, there was a significant increase in the 4th session, where the highest score obtained was 78, and there were 22 students who achieved it. This increase may be due to the lecture materials

and webinars provided showing that active interaction between faculty and students, as well as participation in seminars, can increase students' understanding and interest in entrepreneurship (Sintiawati et al., 2022; Wardhani & Nastiti, 2023).

In the 6th session, despite the progress, the results showed that 14 students scored 78. This shows that students increasingly understand the material, but the highest score (80) is rarely achieved. This weakness may indicate that even though lecturer guidance is in place, students may not have fully mastered the practical aspects of entrepreneurship, which is in line with the findings (Billett, 2020; Engeström, 2015; Jackson, 2015; Johnson et al., 2024) who argue that theoretical learning alone is not enough without adequate practice.

In the 8th session, the highest score was still at 78, with only four students reaching an 80. Limitations in understanding the theme "Business Environment Analysis" may indicate a lack of readiness for students to apply the theories learned. This is relevant to research by (Munfiatik, 2023; Siregar et al., 2024), which shows that students often face difficulties applying theoretical concepts to real situations, especially in business contexts.

In the 10th session, there was a decrease in the number of students who achieved the highest scores, with the highest score being 75. This suggests that students may not understand the theme of "Business Model Canvas" well, and the need to clarify the material is crucial. Research by (Asitah & Ismafitri, 2021; Hamdan 2024 Ningrum, 2024) stated that understanding the basic concepts of business models is essential for entrepreneurship students to develop their ideas effectively.

The 12th session shows that students must develop a complete business plan. Here, 21 students achieved a score of 78, but only 4 achieved a score of 80. This shows that even though students have understood the basic elements of a business plan, they still face difficulties in drafting a comprehensive plan. Research by (Burns, 2022; Langenwalter, 2020; Maresch et al., 2016) revealed that writing a business plan is often challenging for students, especially in integrating various business components.

In the 14th session, the results showed that students had difficulties making business proposals, as seen from the fact that no student achieved a score of 80, and the highest was 76. The absence of this highest score indicates that despite progress in the previous few sessions, the challenge of drafting a good proposal remains. Research (Hisrich & Ramadani, 2017; Pujiyono, 2017; Sumarno et al., 2018) indicates that expertise in drafting business proposals is very important and requires a better mastery of entrepreneurial concepts and practices.

Overall, the results of this analysis show progress in students' understanding of entrepreneurship. However, much must be improved, especially regarding material understanding

and practical application. More interactive learning, with practical guidance and feedback from lecturers, is indispensable to improving students' abilities. Based on these findings, it is recommended that teachers adapt more active and collaborative teaching methods to support the development of students' entrepreneurial skills, following the recommendations of existing research.

## CONCLUSION

This study succeeded in providing a comprehensive overview of the development of student understanding in the Entrepreneurship 1 KH003 class through the analysis of online assignment results. The conclusion of this study shows that despite progress in the value and understanding of the material, students still experience challenges in practically applying the concept of entrepreneurship, especially in preparing business plans and proposals. The strength of this research lies in the use of detailed quantitative data to assess student development from session to session and its relevance to existing entrepreneurial learning theories. However, this study also has shortcomings, including limitations in exploring other factors that can affect learning outcomes, such as motivation and background of student experiences. Therefore, it is recommended that further research be conducted that considers these variables and applies more interactive and practice-based learning methods so that students can better master the material and develop an effective business plan.

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