Ipteks for Entrepreneurship Creates New Students-Entrepreneurs

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Abstract

The Science and Technology (IPTEKS) for the improvement of new entrepreneurial skills aims to build students and give them much-needed entrepreneurial skills. Science and Technology helps improve students in terms of training, empowerment, hard and soft skills. Any student that completes this program is capable of becoming a job creator and not a job seeker. The program will run for eight months, and 20 tenants will be selected from 75 participants. The first selection will be based on the talents of the participants, their portfolio and their business training activities in and out of the class. Direct training and Project Based Learning (PBL) methods will be used for this activity. The model of mentoring and empowerment will include: doing, empowerment, facilitation, and evaluation. The Participatory Rural Appraisal (PRA) approach is conducted to explore talent-based potentials. Therefore, we shall obtain the candidates for the tenant candidates by studying their business profiles, conducting interviews, and examining fingerprints. This activity will enable students to become tenants. This includes students PKMK, students who are starting a new business and alumni who have or do not have a business. This implementation shall be executed by training, empowerment, and mentoring for a 3-month period. Furthermore, there will be another three months of monitoring on the field, provision of e-commerce marketing materials, and the introduction of business development. The exercise will be conducted in conjunction with the social entrepreneur institutions at the Muhammadiyah University of Surakarta. There will also be a collaboration with relevant business institutions that are proven to be competent in their fields. These business institutions will include: (a) Vocational Schools with the necessary technology-based equipment, training and training facilities, (b) LazisMu, (c) IIBF (Indonesian Islamic Business Forum of Solo) and, (d) HIPMI (Association of Young Entrepreneurs of Sragen). These institutions will provide entrepreneurial materials for the tenants. 20 early tenants will receive training and mentorship. The result shows that 50% of the tenants are capable of running a business independently using their talent and they can cultivate a new entrepreneurial mentality which they never had before.

Keywords: Ipteks, Entrepreneur, Independent

1. Introduction

UMS is one of the largest Private University in Central of Java. The university is facing several challenges including the burden of creating high-quality graduates that can compete in the job market and stand ahead of others in their fields. These graduates are expected to create new jobs. Therefore, they contribute to the absorption of manpower and reduce unemployment problems.

To actualize its goals of producing independent entrepreneurial minded candidates, UMS needs appropriate methods and tools. This need is the basis for the creation of the entrepreneurship training learning model and strategy. The use of incubator-based science and technology with a focus on the subject of entrepreneurship can help the university to achieve this. The IPTEKS-based incubator owned by UMS will serve as a tool/method(strategy to empower tenants (participants) who are still weak. These include doing, empowering, facilitating and evaluating students to be empowered and professional (independent). IPTEKS incubator is used as a tool in the training of new entrepreneur candidates to be more creative,
empowered, professional, independent, self-sufficient and have a high mental capability for business (Moerdiyato, 2010).

Based on the observation and facilitation of the tenants, the problems faced by the students, alumni and cadres of Muhammadiyah are as follows: (a) the knowledge and understanding of students and alumni on the subject of entrepreneurship is minimal. (b) The quality and self-sufficiency of UMS students and alumni are still not relevant to the needs of the industry. The industry needs more entrepreneurs. (c) The level of competition for prospective workers is getting tighter. Hence, only high-quality graduates can enter the workforce successfully. (d) In UMS, there is no program for the development of talent-based entrepreneurship potential. Students do not have the opportunity to develop their entrepreneurial skills. (e) The facilities on ground might not be enough to accommodate the IPTEKS program comfortably and cater for all the students and alumni. (f) The entrepreneurial program, entrepreneurship capital, and methods of entrepreneurship development and networking (marketing) of products of students have not been coordinated optimally. The products produced by the tenants thus far have the advantages of (1) Superior design as well as better final product result, (2) Affordable and competitive pricing in the market, (3) High-quality service but the products made are limited by poor and badly-optimized marketing.

The IPTEKS program for Entrepreneurship (IbK) implementation is expected to be a solution for unemployment problems for UMS students and alumni. This is done through business training activities. Therefore, this activity is likely to train at least 5-10 students as independent entrepreneurs.

The solutions offered in IbK activities are: (a) The socialization of IbK programs to students and graduates/alumni of UMS. (b) Prospective trainees will be selected through written tests, interviews, and fingerprint tests before they can be made IbK's partner. (c) Program assistance and coaching of IbK partners independently. These participants will include entrepreneurial students, PKMK, and alumni and ensure that they gain necessary entrepreneurship skills. (d) Provide mentoring (training, mentoring and empowerment) to tenants. (e) Implement an entrepreneurship empowerment contract agreed upon by the IPTEKs program for Entrepreneurship and business partners. (f) Provide training, empowerment, facilitation, and maximization of the potential of tenants to generate new entrepreneurs and develop the skills of the tenants (Andersson, Formica and Curley, 2009) (Fayolle, 2007).

2. Research Method

This second-year IbK activity was held at Muhammadiyah University of Surakarta, March-November 2017. Training activities, counseling, mentoring and potential empowerment were held in UMS Entrepreneur Incubator Room. The methodology in this activity uses PBL (Project Based Learning) and PRA (Participatory Rural Appraisal) and apply the concept of DEFE (Doing, Empowering, Facilitating and Evaluating). This means that the concept of Doing (direct action of entrepreneurship), Empowering (direct empowerment of participants), Facilitating (facilitating participants for business), and Evaluating (Suherman, 2008) (Zimmerer and Scarborough, 1996) (Suranto, 2012). The population in this activity included 75 registrants, and 20 participants were selected. Therefore the real population in this activity is 20 tenants.

3. Result and Discussion

Discussion of the activities of IbK is done by stages: recruitment, training, empowerment, mentoring, evaluation of the results of the participants (tenant). More details are as follows:

1) Stage I, These activities include recruitment of participants, verification of business data (business profile) of the participants (tenant) for the IbK program.

2) Stage II, The second phase of activity provides an understanding of entrepreneur’s talent/potential and entrepreneur-based mindset. The second phase contains information on how to produce a direct product, a business plan, capturing business ideas and turning talents into business ideas. The phase also involves
understanding that the best business ideas are sourced from talent potentials and talent-based entrepreneurs will produce 4E (enjoy, easy, excellent, earn). This stage empowers the ability of tenants according to their respective talents through the concept of empowerment.

3) Stage III, The third stage of each participant presents the business analysis through SWOT (Strength, Weakness, Opportunity, Threat). A business profile of Business Model Canvas (BMC) is created, and problem analysis is conducted. This stage requires management skills (business management) through a real business plan. The companion provides motivational training and business knowledge as well as technical coaching for starting a business. The activity continued under the guidance of the Association of entrepreneurs from IIBF Solo and HIPMI Sragen, learning primarily by compiling a business plan, product marketing, etc. This stage used the concept of empowering, doing and facilitating, empowerment, and assistance to cater to the business needs of each tenant.

4) Stage IV, This stage is based on SWOT analysis and BMC, presented from every business that needed companionship. More solutions are provided to run business smoothly. There is also the addition of online material on ecommerce and internet marketing as a solution to solve the difficulty of selling the product.

5) Stage V, Monitoring and observation of participants who have received ecommerce and internet marketing training and mentorship in every business. All participants were made to sell products both online and offline. This stage, used the concept of empowering, doing and facilitating, empowerment, assistance as needed by each tenant.

6) Stage VI, This stage is used to continue to evaluate, monitor and observe the behavior or tendency of each tenant. This stage is also used to monitor and assess the trend of turnover, whether experience increased or decreased. Participants also make comments, notes and final results of activities that have been implemented.

7) Stage VII, Participants are evaluated through various activities undertaken. These activities include creating a real business plan (doing), starting and running a business (empowering), facilitating and entrepreneurial motivation (evaluating). IbK activity has a container or community within a WA (WhatsApp) group. This activity is included in web.inwabi.lppm.ums.ac.id (entrepreneurial and business incubator UMS).

8) Stage VIII, In line with the training activities, IPTEKS incubator team went to the tenant in the place of business and conducted field assistance 2-3 times in the tenant’s business place. The meeting is held for 15 times, either face-to-face meetings in class and place of businesses, or mentoring communication via SMS, WhatsApp, or telephone to know the progress of every activity undertaken and developed by tenants.

9) Stage IX, In this stage, each tenant must have finished products from their business. The IPTEKS incubator team invites tenants to participate in product promotion activities at bazaars, events, and through online product displays. Links to this are available on the website (inwabi.lppm.ums.ac.id)

10) Stage X, The results of the exercise are disseminated at seminars, proceedings or national and international journals.

Through this IbK activity, several benefits have been achieved for tenants, namely:

1) Participants receive training materials on attaining talent/potential based entrepreneurship to get 4E (enjoy, easy, excellent, earn).

2) Participants have obtained a real example of entrepreneurship through the production, marketing, and development of the products they manage by marketing products through technology, both online social media and internet shop marketing. Participants also learn retail management and franchise management.

3) Tenant incubator IPTEKS is satisfied with the activities of IbK because the training method is good enough and the accompaniment of the practitioners and the sales turnover has increased.

The obstacles faced by the participants are:

1) There are some tenants that have not optimized some processes like how to get capital to make more products and improve product variant/ diversification.

2) Several tenants have not been able to establish a market network rapidly.
3) Training schedules/times often collide with the production/marketing operations (activities) run by tenants.

IBK activities are excellent, and tenants will learn a lot. Tenants must have:

1) Awareness and confidence that entrepreneurship through incubator empowerment is useful.
2) Entrepreneurship development and training through ecommerce shop and internet marketing training is more helpful for marketing the products.
3) Optimization of IPTEKS's role including the use of social media for networking (marketing) to provide advantages like speed amongst others.
4) Creation of networking opportunities with entrepreneurs, producers and Search Engine Optimization (SEO) specialists who are skilled and competent in their field.
5) Dissemination of IbK IPTEKS results to the wider community.

4. Conclusion

IBK activities run through advisory with the concept of Doing (direct action of entrepreneurship), Empowering (direct empowerment of participants), Facilitating (facilitating participants for business), and Evaluating (evaluating activities that have been run by the participants) for 6-8 months. This helped 10 tenants to become self-help tenants amongst 20 guided tenants, meaning that 50% have succeeded in becoming self-sufficient tenants. Through IbK, new, emerging entrepreneurs from UMS students and alumni have studied entrepreneurial motivation materials, real business plans, and product marketing through online and offline shop marketing. The result is very encouraging, the sales turnover of the tenant has increased. The highest gross turnover was 65 million/month, and the lowest turnover was 800ribu/month, on average a gross turnover of 9.5juta/month. The role of IPTEKS is so prominent that mentoring is focused on the business development process, conducting retail and franchise management training and it has opened up the insight to improve and develop the managed business. This adds to the spirit in increasing the turnover of each tenant. Social media technology, introduced to the tenants, can provide insights and more knowledge for tenants to increase their hard and soft skills and boost their entrepreneurial skills.

The suggestions of this research are: 1) being an entrepreneur does not necessarily require substantial capital. Anyone can become an entrepreneur by selling a product, either self-produced or a product produced by another person (re-seller). 2) The role of networking and cyberspace must be emphasized further since it is one of the keys to success in marketing (sales). 3) The addition of more training time and the provision of more materials. Therefore, tenants can maximize their entrepreneurial abilities, and sell their products in various other areas.

5. References


