

SUSTAINABILITY DEVELOPMENT IN THE BUSINESS COMMUNITY STUDENTS OF UNIVERSITAS DUTA BANGSA SURAKARTA WITH UNI-KL MALAYSIA STUDENTS BUSINESS COMMUNITY

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Abstract: Sustainable development in the field of entrepreneurship in the business community, students need to be developed so that after graduating students can still run their businesses to develop and sustainably. Indonesian and Malaysian students after graduating from college on average look for work and do not continue their business. This research was conducted to obtain a model of developing entrepreneurship training through a Project Based Learning approach based on contextual business problems, applying a real planned business. make a profit, create jobs, reduce unemployment and poverty in Indonesia. This study uses a qualitative research method with a simulation observation research strategy. Observations were made on business groups, where each group consisted of 4-5 students from Duta Bangsa University and Malaysian University students. This research was conducted for 4 months divided into 2 stages. The first stage of the research is to identify and map the fields of Micro, Small and Medium Enterprises (MSMEs) with the prerequisites of entrepreneurial competence possessed by students, this stage is carried out using a qualitative descriptive method. The second stage is to build an entrepreneurship training development model based on a business plan with a Project Based Learning approach. The results of the research are mapping student entrepreneurship and obtaining an entrepreneurship training development model.

Keywords: *Development, Students, Business community*

1. Introduction

Organizing entrepreneurship and business-based education in order to prepare Human Resources who are independent, innovative, visionary, faithful and globally oriented is very necessary, the importance of entrepreneurship education and training in the campus environment is expected to grow alumni as young entrepreneurs who are able to create jobs. The role of higher education institutions in integrating entrepreneurship education into the curriculum, shaping the character of entrepreneurial independence and implementing entrepreneurship education in the campus environment, The problem with universities in general in realizing students who are oriented as entrepreneurs is in determining the training and development model of entrepreneurship that appropriate for students in order to produce young, independent and sustainable entrepreneurs. Many students have ideas and creativity in

opening a business, but they only stop at the end of the lecture activity which is usually an entrepreneurship bazaar, after graduating from the entrepreneurship course they stop opening a business. Problems in the field of marketing there is no marketing network with the business world and the industrial world does not yet have a place of business. The purpose of the Student Entrepreneurship Development Program is to develop student entrepreneurship in order to produce new, profitable young entrepreneurs to create jobs and assist the government in alleviating unemployment and poverty. The solution to the problem is in determining the right entrepreneurship training and development model, namely providing entrepreneurship training to students by applying an entrepreneurship training development model through a Project Based Learning approach based on contextual business problems, applying a real planned business. This model will be a form of community based education (growing active participation of students in education and training) which is able to change the mindset of students to have an entrepreneurial spirit and form new entrepreneurs who are profit-oriented and sustainable businesses, placing students to carry out internships in companies or business units. Solutions to problems in the field of on-line, off-line and place of business marketing, by providing training for business startups and marketplaces for their products and services. For places of business, we direct them to open businesses from their respective homes, as well as provide a place of business on campus.

2. Literature Review

Researches related to entrepreneurship include:

- a. Development of project-based entrepreneurial learning methods to improve student entrepreneurial character. Project-based to improve student entrepreneurial character at State Polytechnic of Malang State Polytechnic of Malang, Jl. Soekarno Hatta No. 9 Malang.
- b. Development of an Entrepreneurship Training Model for Unemployed Women in Demak Regency. This research study obtained that this entrepreneurship training development model includes several parts, namely 1) participant selection system, 2) training materials and methods, 3) apprenticeship, 4) financing, 5) business assistance, 6) evaluation and report.
- c. Analysis of the Influence of Family, Education and Environmental Factors on Entrepreneurial Interest of STMIK Duta Bangsa Surakarta Students. This study shows that education and environmental factors affect student interest in entrepreneurship while family factors have no effect.

Entrepreneurs are people who have the ability to coordinate, organize and supervise. Entrepreneurs have extensive knowledge of the environment and make decisions about the business environment, manage a certain amount of capital and face uncertainty to achieve profit.

The definition of entrepreneurship according to Presidential Instruction No. 4/1995 concerning GNMMK (National Movement to Socialize and Cultivate Entrepreneurship) is the spirit, attitude, behavior and ability possessed by a person in handling a business or activity that leads to efforts to: find, create, apply ways of working, technology and new products by increasing efficiency in order to provide better service and greater profits. The first type of entrepreneur is Necessity Entrepreneurs are people who become entrepreneurs because they are forced by circumstances (if possible not to become entrepreneurs). The second is Replicative Entrepreneurs. Entrepreneurs who tend to imitate existing businesses,

usually because they are considered trending or on the rise so they are prone to competition and downfall. The third is Redistributive Entrepreneur, placing himself between the project owner and the project implementer (contractor). Entrepreneur's spirit and character are formed by 3 (three) main components, namely Intrapersonal, Interpersonal, and Extrapersonal. Interpersonal and Interpersonal are components of the Soft Skill factor.

Successful entrepreneurs in general are those who have competence, namely someone who has knowledge, skills, and individual qualities which include attitudes, motivations, values and behaviors needed to carry out work/activities. Entrepreneurship not only requires knowledge but also skills. These skills include managerial skills (managerial skills), conceptual skills (conceptual skills) and skills to understand, understand, communicate, and relate (human skills) and skills to formulate problems and make decisions (decision making skills), skills to organize and use time management skills, and other technical skills specifically. However, having knowledge and skills alone is not enough. Entrepreneurs must have a positive attitude, be motivated, and always committed to the work they are doing.

Competence is defined as knowledge, skills, and individual abilities (personality) that directly affect performance. Performance for entrepreneurs is a goal that they always want to achieve. In the business world, what is called a core competency (care competency) is creativity and innovation to create added value to achieve excellence, which is created through the development of knowledge, skills, and abilities. Knowledge, skills, and abilities are the core competencies of entrepreneurs to create special competitiveness in order to have a strong bargaining position in the competition.

Entrepreneurship Education & Training Method Design

Design The method of entrepreneurship education is through Problem Based Learning (PBL) which is one of the training strategies oriented to the contextual teaching and learning process. Contextual Teaching and Learning (CTL) is an educational concept that helps connect educational materials with real-world conditions and encourages participants in the educational process to use their knowledge that can be applied in their lives as members of the community. PBL is learning that emphasizes authentic problem solving. happens everyday. PBL can be defined as project-based learning, experience-based education, authentic learning, learning rooted in real-life problems.

In the PBL model training, participants learn through situations and settings on real or contextual problems. Therefore, everything is carried out in the following ways: dynamic group work, independent investigation, achieving a high level of understanding, developing individual and social skills

This PBL learning method focuses on: real problem solving, group work, feedback, discussion, and final report. In the learning process, students are encouraged to be more actively involved in the subject matter and develop critical thinking skills, so that participants practice conducting investigations and inquiries. PBL is a learning method that encourages trainees to apply critical thinking, problem solving skills, and gain knowledge about the real problems and issues they face.

PBL Excellence in Entrepreneurship Education

This PBL learning and training method has the following advantages: (a) Trains trainees to use “reasoning” in overcoming business problems. (b) Train trainees to create hypotheses in problem solving based on simple business concepts and principles, (c) Train critical and

contextual thinking skills with real problems, (d) Train trainees to conduct trials in proving hypotheses, (e) Train the ability to make decisions about the right solutions to problems (f) Train trainees to work in teamwork with their group members, (g) Train participants to carry out dialogue in understanding problems and problem-solving efforts with active discussion, (h) Train participants to be flexible and tolerant with rational and steady decisions (j) Increase business motivation because the things learned are real and contextual with work that will be done in the future.

3. Method

This research was conducted using a qualitative method with an observation simulation strategy. In this study, the subjects of this study were given directions so that they would carry out activities with Project Based Learning. Directions were given to the subject orally and in writing. The observations were carried out on groups, where each group consisted of 4-5 students. This research is a type of research using a classroom action approach. The location of this research was at Duta Bangsa University, Surakarta and Uni-Kl Business School Malaysia Students.

This research was conducted in the even semester of the 2020/2021 academic year. The research subjects are students who already have a business community who take entrepreneurship courses with a total sample of 100 students as research subjects.

The research variable contains the entrepreneurial character quoted from several literatures consisting of several variables, namely: able to lead, take risks, persevere, focus, discipline. Sources of data used are primary data and secondary data. While the method of data collection through questionnaires, interviews, documentation, and observation techniques.

4. Data Analysis

Data analysis was carried out using quantitative descriptive analysis. The learning model used as research material is a project-based learning model (Project Based Learning). There are several actions used to develop the model, namely:

1. Designing the implementation of Entrepreneurship Learning and preparing research instruments in the form of observation sheets for student entrepreneurial characters through project-based learning.
2. Implementing the Project Based learning process in developing and applying the entrepreneurial spirit including:
 - a. Create a business group of 5-6 people
 - b. Gathering information: Carrying out the learning process by providing basic materials, brief discussions and views on the projects implemented.
 - c. Provide field assignments from the material provided and create project activities from the learning process carried out.
 - d. Consulting the progress of activities carried out and assessing the progress of tasks or projects.
 - e. Carry out activities / presentation of project results, conduct assessments and provide feedback.
3. Carry out an evaluation of the projects that have been implemented.

Variables Able to lead, Take risks, Diligent, Focus, Discipline, which are used to assess the character of students. The data collected were analyzed descriptively. The creativity observation data collected is in the form of an assessment with a maximum score of 10. The score is analyzed by percentage, using the formula: $NP = R/SM \times 100$ Description NP: percent value R: raw score obtained SM: ideal maximum score.

The next step is to carry out the interpretation of quantitative data to qualitative data. The interpretation technique is as follows. 76%-100% : Good. 56%-75% : Fairly Good. 40%-55% : Not good. <40% : Not good.

5. Conclusion

Based on the results of this study through the student business community, they were successful both in developing and continuing their business and they were able to create innovative products that had added value, and were able to create jobs to reduce unemployment and economic inequality in Indonesia and Malaysia.

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