

LEARNING PROCESS OF STUDENT ENTREPRENEURSHIP (PMW) PROGRAM IN EMPOWERING STUDENTS

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Abstract

This study aims to determine the empowerment process in the learning activities of the entrepreneurial student program (PMW). This research uses a qualitative approach with a case study research type. The research location is State University of Malang. The data collection techniques used in this research are observation, interviews and documentation. The results showed that the empowerment process of the Student Entrepreneurship Program (PMW) at the State University of Malang was carried out through two learning activities, namely non-formal and informal learning. Non-formal learning activities involve program facilitators and the entire group of program participants through four activities, namely Business Fund Assistance activities, namely funding for business development and business management coaching, Entrepreneurship Workshops containing activities with discussion learning models and entrepreneurship training, Business Internships involving program alumni as partners as apprenticeship locations, and Industrial Study activities, namely observation learning models to program partner companies. While informal learning involves between supervisors and groups of program participants. For the manager of the Student Entrepreneurship Program (PMW) should be more massive in socialization in order to increase student participation in the Student Entrepreneurship Program (PMW). For the Department of Non Formal Education, to increase socialization to students on a regular basis according to their needs..

Keywords: 1; Empowerment 2; Learning Proses, 3; Program Mahasiswa Wirausaha

1. Introduction

Education is a planned effort in the process of guidance and learning for individuals to develop and grow into independent, responsible, creative, knowledgeable, capable, virtuous human beings who have high morality. Education is a way to improve the quality of human resources. Education has an important role in improving people's standard of living to achieve prosperity.

In order to achieve prosperity through education, according to data from the Central Statistics Agency (BPS) in February 2021, the unemployment rate was still 7.07%. Meanwhile, according to data from the East Java Central Statistics Agency (BPS), in February 2021 the open unemployment rate in East Java was 5.71%. This figure is considered very high so it can be said that education today does not guarantee that someone will get prosperity/work.

The high level of educated unemployment is due to the fact that Indonesian society still adheres to a job seeker mindset, the interest and entrepreneurial activity of highly educated workers is relatively low in being able to become an entrepreneur and work independently (Suyanto & Ariadi, 2015). Educational level factors that are not relevant to employment needs also contribute to the birth of educated unemployed in Indonesia. According to Tilaar & Nugroho (2012, p.13),

Another opinion states that there are at least three things that are the main reasons why many university alumni do not work, namely cultural barriers, the quality and relevance of the educational curriculum, and the job market (Ahmad, 2018). This condition is supported by the fact that universities today are focused on how to quickly graduate students and get jobs, not on preparing students who have the ability to create jobs. This further strengthens the conditions experienced by many college graduates.

The student entrepreneurship program is a program designed by the Ministry of Education, Culture, Research and Technology through the Directorate of Learning and Student Affairs, Directorate General of Higher Education and Technology as entrepreneurship guidance with the principle of developing innovative, impactful and sustainable character. Not only that, the program aims to produce students who are entrepreneurs and strengthening the entrepreneurial ecosystem in higher education.

The existence of the Entrepreneurial Student Program is a strategy in an effort to build a new paradigm from job seekers to job creators. Universities are required to provide space and forums for students to develop their entrepreneurial potential and foster entrepreneurial spirits. This is in line with the aim of the PMW program, namely building an entrepreneurial climate in the university environment.

Therefore, the research "Student Empowerment in the Learning Process of the Entrepreneurial Student Program" is very important to carry out to find out how the empowerment process is in the Entrepreneurial Student Program (PMW) at the State University of Malang.

2. Method

Research on "Student Empowerment in the Learning Process of the Entrepreneurial Student Program" uses a qualitative descriptive research type with a case study approach. The location of the research was carried out at Malang State University. Researchers chose this location because Malang State University is one of the universities that implements the Student Entrepreneurship Program (PMW). then for data collection techniques the researcher carried out an observation interview process and literature study. Meanwhile, data sources were obtained from primary and secondary data, primary data came from informants who were competent in each research variable. Secondary data sources come from documentation and archives. Then the data analysis technique is carried out through 3 stages, namely data reduction, data presentation and drawing conclusions.

3. Results and Discussion

3.1 Result

Based on the results of field findings in the research "Student Empowerment in the Learning Process of the Entrepreneurial Student Program" at the State University of Malang, there is an empowerment process carried out through learning activities. PMW activities are continuous or continuous with a monitoring system. PMW has the main activity in the form of capital for students who have business units. Apart from that, in the program there are also coaching activities which are carried out on an ongoing basis. The process of distributing PMW capital funds is carried out through selection stages carried out by universities. Empowerment in this activity is carried out using a welfare approach by providing capital as a stimulus to the

object of empowerment. Based on the findings according to Elliot (1996), the Welfare Approach is an approach whose main focus is more focused on providing assistance to the community, including those who face disasters such as natural disasters, whether in the form of floods, volcanic eruptions, prolonged drought or in the form of natural disasters. another. Apart from that, there are also coaching activities in the form of mentoring, workshops, business internships and industrial studies. The results of further research will be explained in the following discussion points

3.2 Discussion

Entrepreneurial activity is an important element in driving economic growth and improving people's welfare. In Indonesia, empowering the entrepreneurial community is the main focus of the government in realizing sustainable development. Various efforts are made to encourage the acceleration of the number of entrepreneurs and MSMEs. One of the strategies used is through capital and coaching programs by the government for small and medium business actors. (Harefa, 2020) says that entrepreneurs can be a driver of innovation or increase competition in an industry, which can lead to higher productivity, which in turn can positively affect employment growth. In line with the above opinion, (Acs, et al., 2017) states that individual and group entrepreneurs as innovators encourage new business opportunities. The relationship between entrepreneurship and employment is always in line with the growth of entrepreneurship, with the growth of entrepreneurship in certain places will also open up new business opportunities. On the basis of this awareness, the government then made various efforts to accelerate the economy through entrepreneurship programs, one of which was the Student Entrepreneurship Program (PMW). the purpose of the program is to provide financial and non-financial support to business actors within the scope of higher education in order to increase productivity, competitiveness and independence.

The empowerment process in the Student Entrepreneurship Program (PMW) is carried out through two learning models, namely informal and non-formal learning models. In its implementation, the two learning models run hand in hand and support each other in achieving the entrepreneurship program. Informal PMW learning occurs between supervisors and PMW groups. During the implementation of the program, the main task of a dosbing is to facilitate PMW groups from various aspects such as; Business management, building networks and marketing, utilizing appropriate technology. informal learning is basically flexible in implementation, which can be done anytime and anywhere. The learning process sometimes often occurs on the sidelines of the main PMW activities which are non-formal. So it can be said that the role of informal learning is to support the program. However, even so, it turns out that the role of PMW supervisors cannot be underestimated and set aside. In addition to coaching, PMW supervisors also conduct monitoring and evaluation of each PMW activity. Monitoring and evaluation are carried out to ensure that PMW groups can maximally absorb every PMW learning process. The presence of supervisors in fact has a great impact on the PMW Group. Based on the findings, there are at least 4 (four) things that are done by dosbing as a facilitator during mentoring. First, determining the group leader. someone who acts as chairman will become a leader or leader as the mediator and unifier of the many heads that exist in a team. Therefore, the team leader has a great influence in achieving goals. The team leader is not just a formality but rather serves to facilitate coordination and communication between the mentor and group members. Second, determining the mentoring pattern. Each mentor has a different

mentoring style. So that the mentoring style cannot be uniformed. Therefore, in assisting the PMW program, each supervisor is freed regarding the way of mentoring. The most important thing is to create a space of comfort for the team and supervisors. This is so that the running of a team is not rigid. third, conduct monitoring. Supervisors in carrying out monitoring are usually armed with experience as entrepreneurs or have knowledge of entrepreneurship so that in monitoring the supervisor can determine the rules in monitoring. The mentoring process has a close relationship with monitoring as a control and effort for individuals or organizations. fourth, encorrecting. is an activity carried out by supervisors to oversee the preparation of PMW participants' business proposals until the submission stage. It is an activity carried out by supervisors to oversee the preparation of PMW participants' business proposals until the submission stage. In this stage, the supervisor will review and provide suggestions related to the group's work. Usually, the encorrecting stage is carried out several times depending on how many errors there are in the group proposal that need to be corrected. The fewer the errors, the less the supervisor will do the encorrecting.

1.Capital Activities

The Business Capital Assistance activity process begins with technical guidance to all participants on the management of capital funds. The aim is to provide direction and guidance in managing the funds effectively and efficiently. After the technical guidance, participants can then disburse the funds. The disbursement of capital funds is divided into two terms. In the first phase, 50% of the funds were disbursed. The remaining 50% of the funds are disbursed after the PMW group shows a satisfactory progress report.

After the participants have disbursed the funds, monitoring and evaluation will then be carried out by the PMW team on a regular basis. The monitoring and evaluation process is carried out to ensure that the funds are used optimally by the PMW group. Monitoring is carried out through progress reports and final reports. Progress reports are made once a month by filling in log books and financial reports. This report contains information about the development of the business and the use of aid funds. While the Final Report is made at the end of the program which contains all information about progress reporting activities, log books, reports on the use of funds, and achievement targets that have been achieved. This report serves as a reference to assess the effectiveness of the program. After going through the stages of the activity, the final goal is that all participants are able to carry out business management, rebranding and building business legality. This is done to increase productivity and build a business image. According to Aaker in (Nastain & Staff, 2017), the concept of rebranding is a marketing communication effort undertaken to give a new personality to a brand or product through changes in its inner or outer appearance. In line with this opinion, Anholt in (Nastain & Staff, 2017) explains that rebranding is the process of designing, planning, and communicating the name or identity of a product or service. The goal is to manage reputation in the community and increase the attractiveness of the product/service.

This activity not only provides capital to participants, but also equips them with the knowledge and skills to manage these funds effectively and efficiently. In addition, this program also helps PMW to increase productivity and build a positive business image through rebranding.

2.Entrepreneurship Workshop

Entrepreneurship Workshop is a learning activity that uses a group discussion model and presents entrepreneurial practitioners to discuss various issues related to entrepreneurship. This activity aims to build an entrepreneurial spirit in participants, as well as increase their capacity in preparing business plans and designing product stereotypes.

An entrepreneur needs not only a strong mentality, but also adequate knowledge and skills. The Entrepreneurship Workshop provides a platform for participants to gain such knowledge and skills, while encouraging them to open up to new opportunities and make positive changes. To achieve the best quality, an entrepreneur must go through a long process and learn from people who are experienced in the field of entrepreneurship. One of them is the PMW supervisor who plays an important role in improving the quality of participants. Dosing has a role as an informal mentor for PMW groups in developing business plans and product stereotypes. This mentoring is carried out on an ongoing basis, so that participants get optimal guidance and direction in developing their ideas.

The continuous mentoring process in the Entrepreneurship Workshop is a form of empowerment for students. Through this process, students are encouraged to become independent entrepreneurs who are able to compete in the business world. The Entrepreneurship Workshop is a useful activity to build an entrepreneurial spirit and increase the capacity of participants in preparing business plans and designing product stereotypes. The role of the supervisor as a mentor in this activity makes it a form of empowerment for students.

3. Business Internship

Business Internship is a learning activity that provides insight and practical experience for students. Through this program, students have the opportunity to experience firsthand how a business is run, from pre-production to post-production. This experience opens up opportunities for them to observe various aspects of the business directly, such as: first, the production process, namely understanding how the product is produced as a whole, from raw materials to the final product. second, work methods such as knowing the methods used in business management, both in terms of technology and organization. Third, Market, namely Understanding the market for the products produced, including target consumers and marketing strategies. Fourth, Problems and solutions such as Facing problems faced in the business world and learning how to solve them. Fifth, Creativity and innovation: Developing a creative and innovative nature in facing challenges and opportunities in the entrepreneurial world.

Business Internships provide various benefits for students, including: Improve interpersonal skills, communication, teamwork, problem solving, and various technical skills needed in the world of work, gain real experience and practical knowledge about the business world, so that they are better prepared to face competition in the world of work. Building networks by establishing connections with professionals in related fields, which can open up job opportunities in the future, fostering an entrepreneurial spirit, namely gaining insights and experiences that encourage interest and enthusiasm for entrepreneurship.

Supervisors have an important role in the Business Internship program. They act as mentors who conduct tug-of-war monitoring, namely observing student progress from afar, but are ready to help when students experience problems. In addition, dosbing also encourages the spirit of entrepreneurship, namely providing motivation and encouragement to students

to develop an entrepreneurial spirit. And what is also important is facilitating decision making, namely guiding students in making the right decisions during the Business Internship program.

Business Internship is a learning program that provides real benefits for students in preparing for the world of work and fostering an entrepreneurial spirit. The role of the supervisor is very important in guiding and encouraging students to achieve the goals of this program.

4. Industry Study

Industrial study activities are learning activities that provide direct experience for PMW participants in observing and studying business management in companies or industries. Through this activity, PMW participants will gain greater insight into the business world and recognize the various problems faced in the field.

As stated by Parmin (2011), visiting learning objects such as companies or industries can provide extensive opportunities for students to explore complete information about creative and innovative entrepreneurship. This is expected to encourage them to find and create innovative works that are beneficial to society. The main output of industrial study activities is experience and understanding for PMW participants related to the implementation of the theory they have learned before. This experience can be a valuable provision for them in developing their own business in the future.

Although supervisors are not directly involved in industrial study activities, they still play an important role when PMW groups need advice or input. This means that supervisors still have a hand in every activity and contribute to the learning process of PMW participants. The empowerment process, both in informal and non-formal learning, has its own role and complements each other. In the context of empowerment that emphasizes sustainability, the two models cannot be used as mutually exclusive options, but must go hand in hand.

Informal learning can foster entrepreneurial spirit and motivate PMW participants to develop their businesses. Meanwhile, non-formal learning can provide the knowledge and skills needed to manage businesses effectively and efficiently. By combining these two learning models, it is hoped that the success of the empowerment program can be maximized. PMW participants will have complete provisions to start and develop their businesses in a sustainable manner, so that they can contribute to the improvement of the community's economy.

4. Conclusion

The Student Entrepreneurship Program (PMW) at State University of Malang (UM) implements an empowerment strategy through two main pillars, namely non-formal and informal learning. The integration of these two pillars is to produce young entrepreneurs who are independent, creative, and innovative. The non-formal learning is 1) Capital Assistance. Forms of activities in the form of capital assistance and mentoring for PMW business development. The empowerment process of this activity lies in the monitoring and mentoring process to ensure effective and efficient use of funds. 2) Entrepreneurship Workshop, to improve entrepreneurial knowledge and skills. The empowerment process of this activity lies

in the assistance in preparing a business plan to help PMW formulate a mature business strategy. 3) Industrial Studies, which is an activity that aims to find out directly the production process in the company. There is an Empowerment Process in this activity, namely assistance in preparing a visit report to assist PMW in analyzing and applying the knowledge gained. 4) Business Internship, aims to increase capacity in combining theory and field experience. The Empowerment process of this activity is in the mentoring during the internship to help PMW in facing challenges and developing adaptability in the world of work. In tandem, there is Informal Learning that occurs between supervisors and PMW groups during the program, namely the Monitoring process to directly control the progress of PMW groups. There is an Empowerment Process in informal learning through the role of lecturers who conduct mentoring and monitoring to the group on an ongoing basis. The integration of formal and informal learning in PMW UM allows for a comprehensive and sustainable empowerment process. Formal learning provides a theoretical basis and basic skills, while informal learning provides space for practice and soft skills development. The PMW UM empowerment strategy through the integration of formal and informal learning is expected to produce young entrepreneurs who are superior and able to contribute to national economic development.

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