

# Development of Business Training Models for Students of Universitas Negeri Padang

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**Abstract**— The purpose of this study is to produce an entrepreneurship training model that can be applied at Universitas Negeri Padang. The development model used in this study was adapted from the ADDIE model. This model consists of 5 stages, namely: a) the analysis phase (Analysis) in the form of a needs analysis based on the determination of performance problems and alternative solutions; b) design phase in the form of determining competencies, methods, media and evaluating learning outcomes; c) development stage in the form of training materials and media; d) implementation phase in the form of place, time, schedule and instructor of the training program and; e) evaluation stage (evaluation) in the form of effectiveness, efficiency and attractiveness of the program. The results obtained from this research development are entrepreneurship training models. Based on the findings of this study it can be concluded that the entrepreneurship training model is declared valid with an average validation of three validators on the material aspect of 0.80 and on the handbook aspect of 0.83. The entrepreneurship training model with the practicality value of the participants' responses was 88.06 and the facilitator's response was 90.50 and was effective in increasing the student's ability in entrepreneurship obtained from the calculation of a gain score of 0.66 with a medium score. So it can be concluded that the entrepreneurship training model is valid, practical, and effective to be used as a guide in the implementation of entrepreneurship training.

**Keywords**— Entrepreneurship, Training Model, Development.

## I. INTRODUCTION

Entrepreneurship is a top priority in the economics of developing middle economies. Economic progress or decline in the country is largely determined by the role of the entrepreneur. A country will not be able to become a developed country without being supported by entrepreneurs in that country. Some developed countries in Europe and the United States, every ten minutes get a new entrepreneur (Saiman, 2009: 22). More entrepreneurs bring significant economic improvement for the country, so the more these countries have entrepreneurs, the more the country develops.

The role of entrepreneurs in a nation to determine the development and progress of the nation has been proven by several developed countries. Sociologist David Mc. Clelland was quoted by Heri Kuswara (2012) arguing that it takes 2% of the entrepreneur from the population to make a country a developed country. The statement is very reasonable because in some developed countries in the world the number of entrepreneurs exceeds 2%. Data obtained from the Ministry of Cooperatives, Small and Medium Enterprises (2016) note that the United States has 12% entrepreneurs from its total population. Some other developed countries such as Japan

11%, Singapore 7%, Malaysia 5% and Thailand 3%. Ideally the number of entrepreneurs is 2% of the total population, but to achieve a good per capita income target it requires 6.13 million entrepreneurs or around 2.5% of the population. The fact is that currently in Indonesia the number of new entrepreneurs reaches 4 million or 1.6% of the population. To meet the number of entrepreneurs in Indonesia, one of the efforts that can be taken is through entrepreneurship education in higher education as a gateway that is expected to produce new entrepreneurs.

Entrepreneurship education in tertiary institutions has been facilitated by the Directorate General of Higher Education since 1997 with entrepreneurship development programs in tertiary institutions that offer a variety of activities namely Entrepreneurship Lectures (KWU), Entrepreneurship Internships (MKU), Business Work Lectures (KKU), Business Consultation and Work Placement (KBPKK), and the New Entrepreneurial Incubator (INWIB). The development of DIKTI offers programs that are packaged as Student Creativity Program (PKM) programs that facilitate students to be creative in various fields including research, community service, application of technology, scientific articles, written ideas, copyrighted works, and entrepreneurship. Furthermore, since 2009 DIKTI has provided a place for students who are interested in becoming job creators through an entrepreneurial student program (PMW). All of these policies are implemented in an effort to improve the quality of tertiary education graduates by implementing abilities, expertise, responsible attitudes, building teamwork and developing independence and business through creative activities in the occupied field of science.

In fact, a number of attempts by the government to implement entrepreneurship education in tertiary institutions have not been sufficient to deliver the expected results. Entrepreneurship education has not been able to change the mindset of college graduates from job seekers to job creators. Though universities should create humans who have the ability and skills to be able to be independent after completing their education. This is in line with Government Regulation No. 17 of 2010 cited by Kasmir (2010: 2) stating that the aim of higher education is to form critical, creative, innovative, independent, self-confident and entrepreneurial people.

Data obtained from the Central Statistics Agency (BPS) on Open Unemployment Rate (TPT) according to the highest level of education completed in February 2017 - February 2018 shows that an increase in educated unemployment annually. Judging from the level of education in February

2018, the highest Open Unemployment Rate (TPT) is from the Vocational High School (SMK) which is 8.92%, the next highest TPT is Diploma I / II / III which is 7.92%. This proves that there are labor offers that are not absorbed, especially at the level of vocational education and Diploma I / II / III. Compared to conditions a year ago, the increase in TPT occurred at the level of education in Diploma I / II / III, universities, and high schools while TPT at other levels of education declined because those with less education tend to accept any job.

Anticipating this, universities must focus their education implementation on the growth of the desire for entrepreneurship among students. Some related studies on entrepreneurship education show a positive impact on the implementation of training or entrepreneurship programs at universities that produce an attraction to create a new business from students after participating in entrepreneurship education programs (Graevenitz, et al, 2010: 8). The university is the highest level of education that has the opportunity in developing entrepreneurship based on competence and analytical skills so as to create a high value Small Medium Enterprise (SME) (Edwards and Muir, 2005: 3).

Schulte (1999) cited by Rachma (2012: 2) argues that universities have three important roles in entrepreneurship education. First, universities as facilitators of entrepreneurial culture are focused on entrepreneurship education and introducing an entrepreneurial culture. Secondly, the university as a mediator of skills is to produce students who are able to pursue their entrepreneurial career with a set of skills. The three universities as a locomotive of regional business development that is encouraging universities to relate to other stakeholders in the scope of entrepreneurship. The university also facilitates the creation of regional policies and entrepreneurial infrastructure that is profitable in essence the purpose of entrepreneurship education in higher education institutions not only to print job seekers but also as job creators.

So far even the tertiary institutions, especially the Padang State University, have sought to foster entrepreneurial desires among students. This is evidenced in the application of several courses that aim to practice entrepreneurship skills and growth. Sutanto (2002: 3) argues that entrepreneurial learning materials can motivate entrepreneurship, learning methods, the ability of teachers to teach, and direct experience can foster interest in entrepreneurship. The aim of entrepreneurship learning should be to provide students with supplies through 3 dimensions, namely managerial skills, production technical skills and personality developmental skills (aspects of managerial expertise, production engineering skills and personality development skills).

Some courses in culinary study programs that are closely related to entrepreneurship are in the form of theoretical and practical courses. Theory courses aim to develop an entrepreneurial culture through needs analysis, market opportunities, business planning, marketing techniques, business development and catering to consumers. Theory courses such as entrepreneurship, consumer education and excellent service. The practice course aims to hone skills and

skills possessed. Practical subjects such as bakery, pastry, pastry and art, gastronomy, Indonesian cakes and drinks, cake decorating, catering business management and catering business management.

But the application of several courses aimed at growing entrepreneurial spirit alone is not enough, this is evidenced in the results of research conducted by Cici Yoma Riza (2013: 13) about the profile of graduate students majoring in Family Welfare Sciences. The results of the study illustrate that only a small proportion of students are self-employed or as many as 13% are recorded from 2008-2012 alumni. The rest chose to work in school (50%), government (5%), private sector (13%), and not work (20%).

The results of the above study are also supported by data that the author obtained from (Central Statistics Agency (BPS), 2018) about the comparison of the number of entrepreneurs and employees at the Higher Education Level. In these data it can be seen the main employment status of tertiary education graduates in Indonesia based on the highest education completed. The highest education completed consists of the Academy and the University. Data (Central Statistics Agency (BPS), 2016) on Comparison of the Number of Entrepreneurs and Employees at the College Level shows that there is a very significant gap between entrepreneurs and workers / employees / employees. College graduates who work as workers / employees / employees reach 81.28% while college graduates who choose to work alone or entrepreneurial is 5.77%. On average graduates from tertiary institutions better prepare themselves to look for work when graduating. Graduates of higher education generally prepare themselves to take part in the selection of admission of new employees both from government agencies and from private companies rather than preparing themselves to open jobs with entrepreneurship. Therefore, university students need to be directed and supported to not only be oriented as job seekers but can and are ready to become job creators or entrepreneurs.

Another alternative solution undertaken by the University in encouraging student entrepreneurship is to provide venture capital funds in the Student Entrepreneurial Program (PMW). But the results of research conducted by (Tri, 2017) on the Evaluation of Entrepreneurial Student Programs at the State University of Padang is found that the Entrepreneurial Student Program at Padang State University is in the unsatisfactory category, this is evidenced in the results of the input component which shows that The human resources (participants) of the UNP Entrepreneurship Student Program are classified as sufficient, meaning that participants have an entrepreneurial desire but still lacking preparedness and need to be leveled in the implementation of entrepreneurship. Whereas the product component results found that the achievement of the UNP Entrepreneurial Student Program was classified as lacking, meaning that the UNP Entrepreneurial Student Program was not implemented maximally (less effectively) because only 6 business groups were still running out of 33 groups that received participant capital assistance funds. Entrepreneurship Student Program 2016.

The above is also supported by the data obtained by the author from the UNP Student Affairs section on student

participation in participating in entrepreneurial activities which include PMW (Entrepreneur Student Program), KBMI (Indonesian Student Business Competence) and Get Funded. It is known that in 2015 the number of submissions of PMW UNP 172 proposals, participants who passed 50 and who survived to date only 6 participants, in 2016 the number of submissions of PMW UNP proposals 91, participants who passed 33 and who survived to date 13 Participants, in 2017 the number of submissions for PMW UNP 125 proposals, participants who passed 34 and who survived to date 4 participants.

Another form of entrepreneurial activity participated by the university is the Indonesian Student Business Competition (KBMI). In fact, of the 141 tertiary institutions in Indonesia that participated in the KBMI and there were 438 proposals that passed to be funded in 2018, Universitas Negeri Padang itself only had one proposal that passed, with the title proposal CV. Karya Muda (Business Services Industry and Mabel Field) in the category of Services and Commerce. This is also a bit of progress considering that in 2017 from the Universitas Negeri Padang no one participated in the KBMI program (UPT Archive of Career and Entrepreneurship Development, 2018).

Furthermore, the form of entrepreneurial activity participated by the university is Get Funded. The Get Funded Program itself is attended by 44 students of Padang State University with various types of businesses such as quiner, flower bouquet, photo studio, fashion, beauty services and design (UPT Archive of Career and Entrepreneurship Development, 2018).

Focusing on the problem of lack of interest in entrepreneurship among students, it is therefore necessary to develop an entrepreneurship training model for the growth of entrepreneurial spirit among students. Through this entrepreneurship training model, an evaluation phase will be carried out to measure the effectiveness and performance of the implementation of the entrepreneurship training program.

This entrepreneurship training model is very much needed for an educational institution especially an educational institution considering some of the facts that researchers have met in the field, namely that the number of graduates with entrepreneurship is still small, the number of student participation in participating in a series of entrepreneurship training program activities is still small, the type of business which is run by many self-employed students who do not run for a long time, there are some deficiencies that occur in entrepreneurship training programs such as time problems, training materials that are less focused on one type of business and mentors that do not guide training participants. This study aims to produce a model of entrepreneurial training that is valid, practical and effective so that it can be applied at Padang State University and can be implemented as a preparation for students to make entrepreneurship.

To be able to become an entrepreneur, students must be well equipped with entrepreneurship training. Training according to Adrew E. Sikula (in Mangkunegara 2008) is a short-term educational process that uses systematic and organized procedures, non-management employees study

technical knowledge and skills for limited purposes. Training is felt to be very important to be carried out.

This is consistent with what was said by Manullang and Manullang (2008: 66) states:

"Through training or education, someone is easier to carry out their duties. The existence of training or education, ensuring the availability of personnel in companies that have expertise, after all people who are trained and educated can use their minds critically".

Therefore, in this study entrepreneurship training was felt to be very important in order to provide knowledge and skills to students. Some related research on the importance of the implementation of entrepreneurship training at universities, among others is Solomon et al (2002) cited by Rachma (2012: 3) conducting the most comprehensive empirical analysis of entrepreneurship education. The entrepreneurship education study, Solomon et al. States:

*A core objective of entrepreneurship education is that it differentiates from typical business education. Business entry is fundamentally a different activity than managing a business (Gartner and Vesper, 1994); entrepreneurial education must address the equivocal nature of business entry (Sexton & Upton, 1987; Van Clouse, 1990). To this end, entrepreneurial education must include skill building courses in negotiation, leadership, new product development, creative thinking and exposure to technological innovation (McMullen and Long, 1987; Vesper and McMullen, 1988).*

It is known from the above explanation that the goals of entrepreneurship education must include skills development courses in negotiation, leadership, new product development, creative thinking and exposure to technological innovation. In achieving these objectives, entrepreneurship training models are needed to shape the character of self to be trained in entrepreneurship.

The training was held to provide entrepreneurial knowledge, encourage the growth of obsession and entrepreneurial motivation, improve management understanding (organization, production, finance and marketing), change the mindset about entrepreneurship and make a business business plan (Muhtarom et al, 2017)

Priyatno (2009: 81) states that the basic principle in entrepreneurship education is that students must be made interested and motivated, secondly they must be able to see opportunities for profitable businesses, thirdly they must have some expertise such as social skills, industrial skills, organizational skills, and strategic skills.

The results of Indarti and Rostiani's research (2008: 19) show that students with economic and business educational backgrounds actually have lower entrepreneurial intensity. This indicates that students who have no economic and business education background are suspected to have better entrepreneurial intensity if they get the right entrepreneurship education. Therefore, it is important to design entrepreneurship training that is able to train, guide and assist students to become entrepreneurs.

Several studies on entrepreneurship training include Muhada (2001), Daryatno (2008), and Sastri (2010). The results of the study concluded that entrepreneurship training can increase knowledge for students and small and medium industries.

One of the most important factors in the development of human resources is education and training. Education and training not only increase knowledge, but also improve work skills, so work productivity will also increase. This is evident from the results of research conducted by Ali (2012) showing that the education level of a population in a country with a high average will experience faster economic growth. So education and training are seen as Human Investments, the rewards of which can be obtained a few years later. The level of education and training possessed by a worker will have an influence on the productivity of the workforce.

## II. REVIEW OF LITERATURE

### A. Development Model

Research and Development (Research and Development) is a new research concept in the field of education. Research and development methods Research and Development (R&D) is a research method used to produce certain products, and use the effectiveness of these products. According to Sujadi (2003: 164) development research or Research and Development (R&D) is a process or steps to develop a new product, or the development of existing products, which can be accounted for.

The opinion above is supported by Nana Syaodih Sukmadinata (2006: 169) defines research and development is a research approach to produce new products or improve existing products. So development research is a method for producing certain products or perfecting existing products and testing the effectiveness of those products. According to Sugiyono (2012: 407) research and development are research methods used to produce certain products, and test the effectiveness of these products.

Based on the above opinion it can be concluded that development is a research model that produces or updates certain learning products which will later be tested for the effectiveness of the product to determine whether or not the product is used. The development model used in this study is the ADDIE model developed by Dick and Carry (1996).

### B. Training Model

Amirin (2001: 70) defines that "the model is an abstraction of reality, an" approach "to reality, because indeed the model cannot tell the details or details of the reality, but only certain portions or parts that are important, or which are" key figures "Or key (key features)". The same thing was said by Elias M. Awadr quoted by Amirin (2001: 70) arguing that the model is a reflection, a depiction of a real or planned system".

In relation to the Atmodiwirio training model (2002: 56) defines "design (design and construction) is a planning process that describes the sequence of activities (sitematics) about a program". This was made clear by Hamalik (2001: 20) stating that "the training model is a form of training implementation in which there is a training program and procedures for implementing it". Based on these explanations, the training

model is a comprehensive picture of what steps must be taken in the cycle to be divided into three stages: the planning stage, the implementation phase and the evaluation stage. This opinion is supported by (Gomes, 2003: 204) that "the training model has at least three main stages in training and development, namely determining training needs, training program design, training program evaluation".

Training is generally used more by institutions or organizations, both government and private, and also companies, using different models. The training models presented are all aimed at improving the quality of human resources as a workforce, which in turn can increase production. Implementation of training can also be done in the community, which also aims to improve the quality of community members such as knowledge or certain areas of skill (Gomes, 2003).

Some forms of training models published by Kamil in the book Model Education and Training (Concepts and Applications) (2012: 36), including:

- 1) Apprenticeship Training / Learning By Doing Model
- 2) Model Internship (Internship Training)
- 3) Job Training Model
- 4) Literacy Training Model
- 5) Entrepreneurship Training Model
- 6) Quality Management Training Model

The training model chosen in this study is the entrepreneurship training model because it is in accordance with the title and purpose of this study where the purpose of conducting this research is to produce an entrepreneurial training model that is suitable to be applied at Padang State University and can be implemented as students preparation for entrepreneurship. The expected outcome is that later training will not be limited to developing skills and guidance. The training is given with the hope that the trainees can carry out their work properly. Alumni of trainees who have attended the training can provide more work and better results than students who did not attend the training

In connection with the background of this research and the theories that have been presented previously, the training model that is carried out includes the type of entrepreneurship training model. Furthermore, for the training development model that will be applied, in accordance with the facts obtained in the field, more discussing process problems and outputs that are not yet maximal, the researcher chooses the training development model following the ADDIE model development procedure developed by Dick and Carry (1996).

### C. Entrepreneurship

The term entrepreneurship began to be popularized since 1990. Before that the term entrepreneurship or entrepreneurship (French) is better known as people who buy goods at a fixed price, even though that person does not know at what price the item will be sold. Entrepreneurship comes from the word Entrepreneur. Entrepreneurship comes from the word wira meaning brave, primary, noble. Business means commercial and non-commercial business activities (Daryanto, 2013: 3).

Broadly, entrepreneurship (entrepreneurship) can be interpreted as a soul, spirit, attitude, behavior, and the potential ability of a person to handle businesses and or activities that lead to efforts to find, create, apply work methods, technology, and new products by increasing efficiency in order to provide better services to obtain greater profits. In other words, entrepreneurship in this case is a creativity and innovation possessed by college graduates to produce added value for themselves and benefit others (Subijanto, 2012).

In essence, entrepreneurship is the nature, characteristics, and character of someone who has the will and ability to realize innovative ideas in the real world (business) creatively and productively. Someone who has the potential or entrepreneurial spirit, he is able to see and assess business opportunities, gather various resources needed to take appropriate action and take advantage of business opportunities (Siswo, 2012).

Based on the above opinion it can be concluded that entrepreneurship is an attitude, soul, noble spirit in someone who is innovative, creative, strives for personal and community progress. In other words, entrepreneurship is a person's potential to be developed through education and training in the form of experience, challenges, and courage to take risks in working and / or creating jobs.

III. DEVELOPMENT METHOD

The development of this entrepreneurship training model uses the type of research development (research and development). Research and development methods are research methods used to produce certain products, and find the effectiveness of these products. Sugiyono (2011: 4) states that development research is a process used to develop and validate products used in education and learning. Based on this opinion it can be concluded that research and development (R&D) is a research method that aims to develop new products or improve products, so as to produce products that are superior, effective and efficient than existing products.

This entrepreneurship training development model uses the ADDIE development model. This model was chosen because it has complete and systematic procedures in accordance with the steps of the research in developing the entrepreneurship training model conducted by researchers. Benny (2014: 23) regulates the implementation of the ADDIE model in a systematic way that will provide an effective and efficient training program. The ADDIE development model consists of Analysis (Analysis), Design (Analysis), Development (Development), Implementation (Implementation), Evaluation (Implementation). One model or learning system design that can be applied to design and develop effective and efficient training programs is the ADDIE model. The ADDIE learning system design model is real simple and can be done in stages or systematically to create a comprehensive training program (Benny, 2014).

IV. DEVELOPMENT AND DISCUSSION RESULTS

A. Data Analysis

1. Data analysis Effectiveness of entrepreneurship training model

a) Effectiveness Based on Practice Results

1) Assessment of the realm of skills

The evaluation of the skills domain is used to see improvements that occur in trainees. In this study, of the 14 participants who attended the training, only one participant had a business. After conducting the training there was an increase in the number of participants in the entrepreneurship from 1 person to 7 participants. It can be concluded that there has been an increase in entrepreneurial skills in the participants who attended the training.

The basis for determining the effectiveness of the training model is if the percentage of completeness has a minimum value of more than 70. Conversely, if the percentage of completeness has a value of less than 70 then it can be said that participants are still unable to apply their skills in entrepreneurship. The following skills assessment criteria:

TABLE 1.0. Skill Assessment Criteria

Number	Category	Criteria
90 – 100	Very well	Skill indicators are achieved through the process of developing, producing and producing products naturally.
80 – 89	Well	Skill indicators are achieved through a process of improvement and coordination activities with various sources
70 – 79	Enough	Skill indicators are achieved through a process of experimenting, testing, and proving
60 – 69	Less	Skill indicators are achieved through a process of discussion, dialogue, and question and answer.
≤ 59	Very, very little	Skill indicators are achieved only through the process of observing, emulating, and imitating.

Source: Guidelines for evaluating the implementation of the 2013 curriculum implementation training.

Retrieval of data on the realm of skills is taken during the implementation of the business for about two weeks. The assessment was carried out by the observation method using the observation sheet instrument assessment skills. Based on the assessment of the skills domain for the 14 participants who received an average percentage of completeness of more than 70, there were 7 participants. 2 participants scored above 90 with very good descriptions, these participants are participants who have more skills than other participants. These skills are achieved through the process of developing, producing, producing products naturally and is unique. These participants are also skilled in marketing their business products so that the products are widely known and quite popular in the market. 3 participants subsequently scored above 80 with a good description, these participants were participants who had good skills as a whole but the skills still needed improvement and still had to learn more. These skills are achieved through a process of improvement and coordination activities with various sources. The business products produced by the three participants are still of a general nature, the uniqueness of the product has not yet been discovered. 1 participant

subsequently scores above 70 with a sufficient description, the participant is a participant who has good enough skills in entrepreneurship only the participant is quite innovative in producing the product but sometimes for the level of efficiency is less thought by the participants other than that sometimes the selling price and capital are not comparable which makes a little profit. The advantage is that the participants have enough control of the market to make it easier for participants to market the products they produce.

Furthermore, 5 participants who received grades of 66.08, 65.65, 64.00, 63.94, 62.54 with less description were participants who were unable to maintain their business until the final stage. The types of business of the five participants are 3 in the culinary field, which are pabukoan menu, caramel banana and taro crackers. Then the other 2 participants made a type of business in the field of crafts, namely the use of used glass into a hijab hanger and the use of patchwork into a key chain. After completing the business planning stage, at the implementation stage they made the business, but the business did not last for only a week or so. This happens due to several factors, namely the first problem, less optimal marketing, so many unsold products that cause losses. Because at that time of the fasting month, business products sold by participants were a kind of breaking menu that had to be used up on that day so that if it did not run out on that day it would suffer losses. The second problem, products that are made are still general and have no uniqueness so that they are unable to defeat the same products that have been known before by consumers, consumers are more interested in products that have been known before. The business products made by the participants at that time were caramel bananas and taro crackers, but the products did not have the uniqueness of the products which tended to look the same as other similar products. The third problem is implementation activities that go hand in hand with the semester exam schedule so that participants do not focus on running their business. Some of these things made his enthusiasm for entrepreneurship go down and decided not to continue his business.

The remaining two participants, who scored 59.38 and 47.34, were only able to plan the business but at the time of implementation it was not carried out due to several obstacles that came from the participants such as implementation activities that coincided with the semester exam schedule so that the participants did not focus in running their business, the activities of participants who are dense outside the interests of lectures because they are busy in the organization, implementation activities that go hand in hand with the schedule of substitute lectures from participants plus many assignments given at the end of the semester make participants not focus in running their business. In conclusion, it is difficult for participants to divide their time between entrepreneurs and lectures, even though if arranged optimally, this is certainly not an obstacle.

2) Assessment of the realm of attitude

The evaluation of the attitude domain is used to see improvements that occur in trainees. The basis for determining the effectiveness of the training model is if the average percentage of completeness finds a minimum value of more

than 70. In this study, of the 14 participants who attended the training, only one participant had a business. After conducting the training there was an increase in the number of participants in the entrepreneurship from 1 person to 7 participants. It can be concluded that there has been an increase in entrepreneurial attitudes and behavior in the participants who attended the training.

The basis for determining the effectiveness of the training model is if the percentage of completeness has a minimum value of more than 70. Conversely, if the percentage of completeness has a value of less than 70 then it can be said that participants are still unable to apply their skills in entrepreneurship. The following attitude assessment criteria:

TABLE 2.0. Attitude Assessment Criteria

Number	Category	Criteria
90 – 100	Very well	Showing a very good attitude in terms of self-confidence, oriented to the task and results, dare to take risks, have a leadership spirit, have a perceptive future outlook, and have originality.
80 – 89	Well	Showing a very good attitude in terms of self-confidence, oriented to the task and results, dare to take risks, have a leadership spirit, have a perceptive future outlook, and have originality.
70 – 79	Enough	Demonstrate a fairly good attitude in terms of self-confidence, task and outcome oriented, risk taking, leadership, future oriented, originality but lacking perseverance in doing a job.
60 – 69	Less	Showing lack of confidence, quick to give up with circumstances, easily discouraged, afraid to face risks, less motivated to be more advanced, less able to get along in an environment, especially in a new environment, and less serious in working.
≤ 59	Very, very little	Demonstrating an attitude that lacks self-confidence, lacks courage, hard work, and motivation to advance, are unable to take risks, have no leadership spirit, have no perceptive outlook, and have no originality tend to depend on others.

Source: Guidelines for evaluating the implementation of the 2013 curriculum implementation training (modification).

Retrieval of data on the realm of attitude and behavior was taken during the implementation of the business for about two weeks. The assessment was carried out using the observation method using the observation sheet instrument to assess entrepreneurial attitudes and behavior. Based on the attitude domain assessment for 14 participants who received an average percentage of completeness of more than 70, there were 7 participants. 2 participants scored above 90 with very good descriptions, these participants were participants who had all aspects of the scope of entrepreneurial attitudes and behavior. This attitude shows a very good attitude in terms of self-confidence, task and outcome oriented, dare to take risks, have a leadership spirit, have a perceptive outlook, and have originality. 3 participants subsequently scored above 80 with a good description, these participants are participants who have good entrepreneurial attitudes and behaviors overall only those attitudes and behaviors still need improvement and still have to learn more. These attitudes and behaviors are shown in self-

confidence, task and outcome oriented, risk taking, leadership, future oriented, originality but still need to be improved. It's just that in resolving the problems he encountered when the entrepreneur lacked participants, participants tended to stop at one point if the problem was not solved. 1 participant subsequently scored above 70 with a sufficient description, the participant is a participant who has a fairly good entrepreneurial attitude and behavior in entrepreneurship only participants are sufficient to accept the suggestions and criticisms given, but for improvement of the suggestions and criticisms are rarely done. So the same mistakes are often made repeatedly. The advantage of participants being able to lead themselves to run a business is evidenced by the design of the steps compiled by participants in running their business to be more successful.

Furthermore, 5 participants who received 69.00, 60.00, 61.00, 66.30, 69.90 with less description were participants who were unable to maintain their business until the final stage. The types of business of the five participants are 3 in the culinary field, which are pabukoan menu, caramel banana and taro crackers. Then the other 2 participants made a type of business in the field of crafts, namely the use of used glass into a hijab hanger and the use of patchwork into a key chain. After completing the business planning stage, at the implementation stage they made the business, but the business did not last for only a week or so. This happens due to several factors, namely the first problem, less optimal marketing, so many unsold products that cause losses. Because at that time of the fasting month, business products sold by participants were a kind of breaking menu that had to be used up on that day so that if it did not run out on that day it would suffer losses. The second problem, products that are made are still general and have no uniqueness so that they are unable to defeat the same products that have been known before by consumers, consumers are more interested in products that have been known before. The business products made by the participants at that time were caramel bananas and taro crackers, but the products did not have the uniqueness of the products which tended to look the same as other similar products. The third problem is implementation activities that go hand in hand with the semester exam schedule so that participants do not focus on running their business. Some of these things made his enthusiasm for entrepreneurship go down and decided not to continue his business.

The remaining two participants, those who scored 52.40 and 48.90, were only able to plan their business but at the time of implementation they were not carried out due to several obstacles that came from the participants such as implementation activities that coincided with the semester exam schedule so that the participants did not focus in running their business, the activities of participants who are dense outside the interests of lectures because they are busy in the organization, implementation activities that go hand in hand with the schedule of substitute lectures from participants plus many assignments given at the end of the semester make participants not focus in running their business. In conclusion, it is difficult for participants to divide their time between

entrepreneurs and lectures, even though if arranged optimally, this is certainly not an obstacle.

Based on the description above it can be concluded that of the 14 participants who attended the training there were 12 people who were entrepreneurs and 2 people who only reached the planning stage. However, out of the 12 entrepreneurs, only 7 people carried out their business until the final stage and conducted an evaluation by returning to class one day after the implementation phase to evaluate the results of the implementation of the business. While 5 more people are participants who are unable to maintain their business until the final stage. After completing the business planning stage, at the implementation stage they made the business, but the business did not last for only a week or so.

Guidance to students is carried out since the training, preparation of business plans to business realization. With a lot of interaction and communication between students and supervisors, it is expected that synergistic relationships between supervisors and students will occur. If there are problems with students, a solution can be immediately found.

The pattern of supervision of students is carried out by monitoring and evaluating the activities carried out by students during the entrepreneurship program starting from the training activities to the end of the entrepreneurial activities. Monitoring is carried out when students take part in every stage of the activity, starting from the preparation of the business plan to the realization of the business. At the end of each activity students are asked to make a self-reflection report to find out how much influence each entrepreneurship training activity has on the changes that occur in the trainees themselves. It is intended that the results of activities can achieve goals and run as expected.

## V. CONCLUSION

From the research findings of the development of entrepreneurship training models that have been carried out, it is concluded that this research has produced a model of entrepreneurship training for students of Universitas Negeri Padang which is valid, practical and effective. This research has also produced training model manuals, facilitator manuals, and participant manuals that function as a guide in conducting the training.

In this study, of the 14 participants who participated in entrepreneurship training, only one participant had a business. After conducting the training there was an increase in the number of participants in the entrepreneurship from 1 person to 7 participants. While the other 7 participants were only able to plan their business but at the moment the implementation was not carried out optimally due to several obstacles that came from the participant. However, the assessment of the cognitive aspects and entrepreneurial potential of the 14 participants increased from before and after the training.

Based on the conclusions, there are several suggestions that the author gave, namely: 1) for lecturers, it is better for the implementation of entrepreneurship training in university lecturers to use this entrepreneurship training model as a guide of their implementation in order to increase the entrepreneurial potential of participants in entrepreneurship, 2) for students,

This entrepreneurship training model should be utilized properly so that students are able to explore their abilities well for entrepreneurship.

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