



Implementation of the Independent Entrepreneurship Program in Developing Students' Interests in Becoming Social Entrepreneurs

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Abstract: The aim of this study was to describe the implementation of the independent entrepreneurship program in developing students' interest in entrepreneurship. Describe students' interest in becoming social entrepreneurs after participating in the 2023 UNY independent entrepreneurship program. Describe the supporting and inhibiting factors in students' interest in becoming social entrepreneurs. This research method uses a qualitative approach. The subjects in this study were the head of the organizers, supervisors, and 5 student participants in the program. The results of this study indicate the implementation of the 2023 UNY independent entrepreneurship program in developing students' interest in entrepreneurship was carried out very well, starting from the 3 stages of learning in the independent entrepreneurship program as indicators that influence students' interest in entrepreneurship. Students' interest in becoming social entrepreneurs shows a positive direction, based on students' experiences in participating in the entire series of independent entrepreneurship program activities. Supporting factors in students' interest in becoming social entrepreneurs are self-motivation, ability, feelings of happiness, and family support. Meanwhile, the inhibiting factor in students' interest in becoming social entrepreneurs is the community environment. This study provides a new contribution in understanding the role of the independent entrepreneurship program in shaping students' interest in social entrepreneurship. This study specifically explores the impact of participation experiences in the program on students' motivation and orientation towards social entrepreneurship, which has rarely been studied before. In addition, this study identifies unique supporting and inhibiting factors in the context of implementing entrepreneurship programs in higher education, especially in Indonesia.

Keywords: Independent Entrepreneurship Program; Entrepreneurial Interest; Social Entrepreneur

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INTRODUCTION

Approaching the 21st century, Indonesian society has slowly made great achievements in the field of entrepreneurship. Presidential Instruction of the Republic of Indonesia Number 4 of 1995 concerning the National Movement to Socialize and Cultivate Entrepreneurship, stipulates that in order to achieve and increase the role of society and create a supportive atmosphere, among other things, it is necessary to make sustainable development efforts. Entrepreneurial spirit, attitudes, behaviors, and human resource capabilities in Indonesia. The follow-up to this movement resonated greatly through entrepreneurship seminars and training which made these entrepreneurial activities more focused.

According to Odia in Arpizal et al., (2022) that the current reality itself shows that job competition and unemployment are getting tighter for both college graduates and other professions, especially in the uncertain conditions after the Covid-19 pandemic. The way out of this problem is of course to develop entrepreneurial skills that can help turn challenges into opportunities.

Entrepreneurship education opens the eyes and insights as widely as possible as an opportunity for students after graduation. The lack of entrepreneurship education makes the next generation like a frog in a well and believes that the world is too small. Therefore, the role of educators is very important so that students can expand and open the window of opportunity that they can achieve through entrepreneurship education (Viswanathan et al., 2022). The growth of a young generation with an entrepreneurial spirit who strives to

develop independent businesses is very much needed. Of course, with the existence of social entrepreneurship training, students as students have an alternative opportunity that can change the fate of themselves, their families, communities, and the wider community.

Based on the Regulation of the Minister of Education and Culture Number 3 of 2020 Article 15 paragraph 1, the forms of learning activities that can be carried out by students both within the study program and outside the study program include student exchanges, internships/work practices, teaching assistance in educational units, research/research, humanitarian projects, entrepreneurial activities, independent studies/projects, and building villages/thematic real work lectures. In this study, the researcher took research on the entrepreneurship activity program. Permendikbud Number 3 of 2020 also states that entrepreneurship activities are one of the Independent Learning Campus Independent Policy Programs (MBKM) which is currently being launched by the Ministry of Education and Culture. Entrepreneurship Program – Merdeka Belajar Kampus Merdeka (KW-MBKM) is related to entrepreneurship learning. The Entrepreneurship Program – MBKM itself is intended to provide opportunities for students to gain new knowledge about business and to develop themselves into prospective entrepreneurs by participating in activities carried out outside of lectures that refer to competency standards.

The Merdeka Entrepreneurship Program provides a new breakthrough for students to be able to develop their social entrepreneurial spirit. This independent entrepreneurship program activity is not only attended by students of Yogyakarta State University, but also from all State and Private Universities in Indonesia. The development of social entrepreneurs is very important for the welfare of society because from the next generation, job opportunities can be opened, not only the opening of new jobs but also improving the quality of human resources in Indonesia.

The implementation of this independent entrepreneurship program is an important point for students who have a high social spirit, especially those who want to help improve the welfare of their region. In addition, the success of social entrepreneurship does not only depend on the profits generated but also on the level to which they can generate social value. The development of social entrepreneurship provides new opportunities for students who feel able to utilize local potential and learn business opportunities through social problems faced by local communities.

Based on the background of the problem above, this encourages researchers to describe the Implementation of the Independent Entrepreneurship Program in Developing Students' Interests in Becoming Social Entrepreneurs (Case Study of Participants in the EduBlankOn Entrepreneurship Program, Yogyakarta State University in 2023).

METHODS

This study uses a qualitative approach. According to [Sugiyono \(2017\)](#), qualitative research is research that uses a natural setting with the intention of interpreting the phenomena that occur and is carried out by involving existing methods. For example, behavior, perception, motivation, actions and so on. According to Bogdan and Taylor, qualitative methodology is a research procedure that produces qualitative descriptive data in the form of written or spoken words from people and observed behavior. In qualitative research, the collection of descriptive data is mostly presented in the form of reports or descriptions. This research was conducted on the head of the program organizer, UMKM partners, and 5 student participants in the EduBlankOn independent entrepreneurship program at Yogyakarta State University in 2023 using a case study research method. Furthermore, researchers will investigate in depth with data collection methods through in-depth interviews, participant observation, and documentation. The data validity technique used in this study is the triangulation technique. The triangulation technique is interpreted as a collection technique from existing data sources. Furthermore, the data analysis technique uses the Miles and Huberman analysis ([Thalib, 2022](#)). Miles and Huberman, namely data analysis is carried out interactively and continues continuously until the data is saturated, then in the data analysis activities, namely data reduction, data display, and conclusion.

RESULT AND DISCUSSION

The Independent Entrepreneurship Program (WKM) collaborates with the Program Implementing Universities to develop entrepreneurial learning that can hone the entrepreneurial spirit, encourage increased entrepreneurial experience and increase students' work capacity. EduBlankOn (Education-Blank-On) is the name of the UNY independent entrepreneurship program. The location itself is at Yogyakarta State University, Jl. Colombo No. 1, Karang Malang, Caturtunggal, Depok District, Sleman Regency, Special Region of Yogyakarta.

The UNY EduBlankOn independent entrepreneurship program provides guidance to students who do not yet have a direction for developing entrepreneurship (blank) to become entrepreneurial students with capabilities in the field of entrepreneurship (on). EduBlankOn is implemented with a techno-edupreneur approach in order to realize a collaborative and innovative multi-player impact. Learning in the EduBlankOn program is packaged with the principle of inherent mentoring according to the characteristics of Yogyakarta culture.

The implementation time of the 2023 UNY independent entrepreneurship program begins with students registering on the MBKM-Wirusaha Merdeka platform and being selected by the implementing university for approximately 1 month, after which students who have been selected can take part in the UNY independent entrepreneurship program for 1 semester or approximately 5 months. The total number of courses or materials taken by students in this program is 10 courses with an average number of recommended credit conversions of 2 credits per course. Students are also facilitated with facilities and infrastructure that support teaching and learning activities because the place of implementation itself is on the campus of the Yogyakarta State University.

According to the [Winarno & Nadia \(2021\)](#), the independent entrepreneurship program is a superior program of student entrepreneurship programs in Indonesia. This program has aroused the interest of many students to become entrepreneurs because the independent entrepreneurship program has a teaching model and has implemented entrepreneurship education and development programs for students. In line with this statement, based on the 2023 independent entrepreneurship program guidebook by the Ministry of Education, Culture, Research and Technology, it is stipulated that the reference standard for the stages of program implementation carried out by universities implementing the independent entrepreneurship program EduBlankOn UNY with its learning stages divided into 3 (three) parts, including the pre-immersion, immersion, and post-immersion stages which have been implemented very well.

In connection with the independent entrepreneurship program which has aroused many students' interest in entrepreneurship, [Irawan et al., \(2023\)](#) stated that interest in entrepreneurship is a tendency in a person to be interested in creating a new business which is then able to organize, manage, bear risks and develop the business they create themselves. In accordance with what was expressed by [Masithoh & Nugraha \(2020\)](#) regarding students' interest in becoming a social entrepreneur that:

Sociopreneurs are people who apply their entrepreneurial skills and are willing to solve problems in the community environment, related to education, health, and the economy in other words that social entrepreneurs are people who are skilled at taking risks and entrepreneurship.

In line with this statement, in reality, pursuing the world of social entrepreneurship requires high commitment and willingness to sacrifice in everything, starting from finances (money), time, even feelings. Another thing that a social entrepreneur needs to have is to never give up. The goal of social entrepreneurship is to seek social opportunities to be able to build social businesses. In this regard, [Kruse et al., \(2021\)](#) also stated that indicators of interest in becoming a social entrepreneur are through feasibility and desirability, namely that: To measure how many people believe that they can start a social business, namely with feasibility (able to utilize existing resources) and desirability (products needed by many people) both of which are related to a person's interest in becoming a social entrepreneur.

Implementation of the 2023 UNY independent entrepreneurship program in developing students' interest in entrepreneurship

At the pre-immersion stage, this stage is filled with learning basic entrepreneurial knowledge and skills. Learning is carried out using the online method using zoom with supporting teaching materials, while offline learning is carried out according to the time and mechanism that has been determined. At the pre-immersion stage, grand launching activities, seminars and classical classes have been carried out. Furthermore, at the immersion stage, students are involved in directly seeing the real business process with the concept of learning onboarding in MSMEs. At this stage, the mentoring process has also been carried out by partners so that they can produce prototyping and business proposal models. The implementing university divides student teams according to the types of businesses such as food, services and trade, industry, fashion, beauty, and technology businesses.

At the post-immersion stage, this last stage focuses on the market validation and feasibility study process, and demoday so that students have the ability to start a business. Students in the process themselves are inspired to become entrepreneurs and grow an entrepreneurial mindset. The peak of this activity is the implementation of the independent entrepreneurship expo. The purpose of this expo is for students to be brave in marketing their products and to be able to develop themselves into prospective entrepreneurs.

From the implementation of all stages of learning that have been carried out, students have begun to recognize and explore entrepreneurship and students also feel that their interest in doing business and becoming an entrepreneur is starting to grow.

The implementation of the learning stages in this program shows a comprehensive approach, starting from theoretical learning to practical application, which is in accordance with the concept of experiential learning. Learning that involves direct experience can significantly improve participants' understanding and skills, especially in the context of entrepreneurship (Suminar et al., 2023). The pre-immersion stage provides a foundation of basic knowledge and skills, which are then strengthened by direct experience during the immersion stage, where students can observe and be directly involved in real business processes.

Mentoring by partners during the immersion stage also plays an important role in improving students' ability to develop prototyping models and business proposals. This is in line with the findings of Neck et al. (2014), who emphasize the importance of experiential learning and guidance from mentors to develop an entrepreneurial mindset. The post-immersion stage, which involves market validation and feasibility studies, provides students with the opportunity to test their business ideas in the real world, strengthening their confidence in starting a business.

The culmination of the activity in the form of an entrepreneurship expo creates an ecosystem that supports students to market their products and obtain feedback from real audiences. According to Rasmussen and Sørheim (2006), such activities not only improve technical skills but also provide essential practical experience in the entrepreneurial journey. With all stages designed holistically, this program has succeeded in forming students' entrepreneurial interests and mindsets, and encouraging them to become independent entrepreneurs.

Students' interest in becoming social entrepreneurs after participating in the 2023 UNY independent entrepreneurship program

From the results of interviews with 5 students as respondents, who in their implementation participated in this activity from beginning to end, described their interest in becoming a social entrepreneur through feasibility and desirability that their interest in becoming a social entrepreneur showed a positive direction, because several students have also started to take real action to open an independent business.

In accordance with what was expressed by Kruse et al., (2021) Interest in becoming a social entrepreneur is also a result of a person's interest in the world of entrepreneurship and entrepreneurial activities, and having a strong desire to start their own business. Meanwhile, students in their sustainability already have a strong determination to start an independent business, have a high level of seriousness in starting a social business, several students have taken action or actions to start a social business, and are willing to do anything to realize their desire to become a social entrepreneur.

Supporting and inhibiting factors for students' interest in becoming social entrepreneurs

According to Aryati, (2023), the factors that influence a person's interest in entrepreneurship are divided into two criteria, namely internal factors and external factors. The supporting factors for students' interest in becoming social entrepreneurs after participating in the 2023 UNY WMK program are from internal factor indicators, namely self-motivation, ability, feelings of happiness and from external factors, namely family support. While the inhibiting factors for students' interest in becoming social entrepreneurs are from external factor indicators, namely from community environmental factors.

In line with the results of interviews with respondents, the role of a social entrepreneur can be played both from an internal and external perspective. This role from an internal perspective is by reducing the level of dependence on others, increasing self-confidence and feelings of happiness. From an external perspective, entrepreneurship has a role in providing job opportunities or opportunities to people who do not yet have job opportunities and applying every knowledge gained during lectures.

In addition, students who showed interest in becoming social entrepreneurs also reflected a relationship between practical experience during the program and their intrinsic motivation. This is in line with findings from Hockerts (2018), who explained that direct experience in entrepreneurial activities can increase individuals' understanding of social values and strengthen their commitment to creating social impact through business. Furthermore, factors such as mentor support, access to entrepreneurial knowledge, and exposure to social issues directly during the program were important catalysts that encouraged students to move towards realizing their social ventures.

Students who had started concrete steps, such as developing a business plan or collaborating with local communities, also showed that the implementation of the program had a transformative effect on their

mindset. This is supported by the statement from Mair and Martí (2006), who emphasized that social entrepreneurship does not only involve creating economic value but also requires the courage to solve complex social problems. Thus, the combination of internal motivation and the supporting ecosystem of this program contributes to the development of potential social entrepreneurs.

CONCLUSION

Based on the research results obtained and the discussion that has been described, the researcher can draw the following conclusions: The implementation of the 2023 UNY independent entrepreneurship program in developing students' interest in entrepreneurship was carried out very well, starting from 3 stages of learning the independent entrepreneurship program as an indicator that influences students' interest in entrepreneurship. Students' interest in becoming social entrepreneurs after participating in the 2023 UNY independent entrepreneurship program shows a positive direction, based on students' experiences in participating in all series of independent entrepreneurship program activities. The students already have a strong determination to start an independent business, have a high level of seriousness in starting a social business, some students have taken action or actions to start a social business, and are willing to do anything to realize their desire to become social entrepreneurs. The supporting factors for students' interest in becoming social entrepreneurs are self-motivation, ability, feelings of happiness and family support. Meanwhile, the inhibiting factors for students' interest in becoming social entrepreneurs are from the community environment.

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