



## The Influence of the Independent Entrepreneurship Program on the Entrepreneurial Skills of EduBlankOn Participants at Universitas Negeri Yogyakarta

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**Abstract:** This study aims to determine the effect of the independent entrepreneurship program on the entrepreneurial skills of EduBlankOn participants at Universitas Negeri Yogyakarta. This research uses a quantitative approach. The method used in this research is correlation with a probability sampling technique (random sample). The data collection techniques used were questionnaires and documentation. From the results of the study, it is known that the t value is 12,137 with a Sig value. 0.002 < 0.05, which means that there is a positive influence of the independent entrepreneurship program on entrepreneurial skills. Furthermore, from the coefficient of determination test, the value (R Square) is 43.1%, meaning that the independent entrepreneurship program has an influence of 43.1% on entrepreneurial skills. So it is concluded that there is a significant positive influence of the independent entrepreneurship program on the entrepreneurial skills of EduBlankOn participants at Universitas Negeri Yogyakarta.

**Keywords:** Independent entrepreneur program; EduBlankOn; Entrepreneurship skills.

**Article info:** Submitted September 2024 | Revised October 2024 | Accepted November 2024 | Publish December 2024

**Recommended citation:** Permatasari, B., Musa, S., & Suminar, U. (2024). The Influence of the Independent Entrepreneurship Program on the Entrepreneurial Skills of EduBlankOn Participants at Universitas Negeri Yogyakarta. *Journal of Nonformal Education and Community Empowerment*, 8(2), 30-35. <https://doi.org/10.15294/pnf.v8i2.03035>

## INTRODUCTION

An entrepreneurial activity is one of the efforts made by someone to improve their standard of living, because, along with the increasing acceleration of the economy, the needs of the community can be met. In order to fulfill the needs of the community, there is a need for jobs that can utilize ideas and innovations. Ordeñana et al., (2024) stated that entrepreneurship is a role in building the economy and its function is to innovate using new combinations. Meanwhile, according to Barkema et al., (2024), entrepreneurs are people who see opportunities and then form organizations by utilizing those opportunities to improve the standard of living. So, it is said that entrepreneurs are people with the ability to form something new that can be in the form of goods or services in an organization and are able to improve the economy.

Suryadi et al., (2024) argues that entrepreneurs are people who have skills and are able to take advantage of opportunities to develop their businesses to improve their lives. From this understanding, it can be stated that entrepreneurship requires good and correct skills in order to create business success. Samer Ali & Rashid, (2024) argues that entrepreneurial skills are entrepreneurs who successfully apply their competencies because the knowledge they apply is appropriate and the quality of the person carrying out the entrepreneurial activity. According to Okoro (2021), entrepreneurial skills are someone who is skilled in managing their business. Entrepreneurial skills must be possessed by people who really intend to become entrepreneurs. Not only that, entrepreneurs must have creative and innovative ideas through their individual skills. These entrepreneurial skills are very important because they are a supporting factor in maintaining the quality of their business and refer to the productivity and knowledge of a person who can influence work practices in order to build a successful entrepreneur.

Micro, Small and Medium Enterprises (MSMEs) play an important role in improving the economy in Indonesia. Basically, MSMEs are businesses or businesses carried out by both individuals and small groups.

MSMEs themselves are the main foundation of the community's economic sector, this is done to encourage the ability and independence in the development of society, especially in the economic sector (Habibi et al., 2023). MSMEs are the backbone of the economy in many countries, one of which is Indonesia. In order to improve people's welfare, the government plays an important role in providing adequate support and facilities to MSMEs. Society, especially the younger generation, needs to become entrepreneurs because it is related to the importance of economic growth for the prosperity of society. Therefore, efforts to strengthen MSMEs must continue to be encouraged by the government, financial institutions, and the community, to create equitable and sustainable economic growth (Arora, 2024).

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) provides an opportunity for students who are interested and want to learn entrepreneurship through the 2023 independent entrepreneurship program. This independent entrepreneurship program is a new flagship program from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) which was first implemented in 2022. Universitas Negeri Yogyakarta is part of the university that implements the Independent Campus Learning Student (MBKM) Independent Entrepreneurship program. The name of the independent entrepreneurship program at Universitas Negeri Yogyakarta is the EduBlankOn Program. EduBlankOn is an abbreviation of edu, blank, and on. Edu here means education, Blank means empty or when someone doesn't know anything, then finally On means active or when someone already knows a lot of things. So, EduBlankOn is education given to someone who doesn't know about something so that the person knows a lot of things. The EduBlankOn program aims to develop and empower participants with knowledge, skills, and support to be able to start their own businesses (SMEs). The EduBlankOn program collaborates with parties from universities and industry partners. The EduBlankOn program focuses on providing broad and comprehensive entrepreneurship education to participants. Participants are taught various things about entrepreneurship such as basic entrepreneurial knowledge, capitalization, marketing, and entrepreneurial development strategies through workshops and training. The EduBlankOn program also provides participants with the opportunity to interact and learn directly from experienced, successful entrepreneurs who can provide guidance, advice, and insight into managing good and proper entrepreneurship. This can help participants understand the challenges faced and hone their leadership skills and courage to take risks. There are various fields in the EduBlankOn program, including (1) Food and Beverage, (2) Cultivation, (3) Creative Industries, Arts, Culture, and Tourism, (4) Services and Trade, (5) Manufacturing and Applied Technology, and (6) Digital Business and IT. The EduBlankOn program has been running for approximately 5 months from August 2023 and ending in December 2023.

The EduBlankOn program is one of the programs that encourages the younger generation to start their own businesses in their respective fields of interest. From the researcher's observations after participating in the EduBlankOn program at Universitas Negeri Yogyakarta, the effectiveness of the activities that lasted for 5 months and the lack of application of their own entrepreneurial skills for participants, so that when practicing directly during the expo event carried out by the participants experienced difficulties. There are several previous studies that are relevant to the same discussion in this study, such as the study conducted by Alivia Nabila Kinasih, Dr. Eni Setyowati, S.E., M.Sc. (Suleman & Siregar, 2024) entitled "The Influence of the Independent Entrepreneurship Program on Students' Entrepreneurial Knowledge and Skills Towards Young Entrepreneurs in the Digital and Social Media Era". This study concluded that the creation of several types of businesses by students proves that there is a positive influence of the independent entrepreneurship program on students' knowledge and skills to become young entrepreneurs in the digital and social media era. The digital elements utilized such as the use of social media platforms encourage efficiency, effectiveness, and competitiveness of businesses run by students. After the explanation of the description above, the author is interested in researching the influence of this EduBlankOn program. The title that the researcher took was "The Influence of the Independent Entrepreneurship Program on the Entrepreneurial Skills of EduBlankOn Participants at Universitas Negeri Yogyakarta" to find out how much influence the independent entrepreneurship program has on the entrepreneurial skills of EduBlankOn participants at Universitas Negeri Yogyakarta.

## **METHODS**

This study entitled "The Effect of the Independent Entrepreneurship Program on the Entrepreneurship Skills of EduBlankOn Participants at Universitas Negeri Yogyakarta" uses a quantitative approach. Kasiram in (Johnson & Christensen, 2024) explains quantitative research as a method of acquiring knowledge by using data in the form of numbers to analyze information about the object of interest. In general, a quantitative approach in research is useful in collecting data with large samples. This approach is useful in inferential research with the aim of testing hypotheses and producing conclusions that form the basis for the possibility

of rejecting the null hypothesis. This quantitative approach emphasizes symptoms with certain characteristics as variables in human life (Johnson & Christensen, 2024).

This study uses a correlational method, which is a method of determining the relationship of influence and no changes are made to the data obtained (Arikunto, 2019). The relationship of influence in correlation can be known by two things, namely a positive or negative relationship of influence. The formulation of the hypothesis in this study is as follows:

- Ha: There is a significant influence of the independent entrepreneurship program on the entrepreneurial skills of EduBlankOn participants at Universitas Negeri Yogyakarta.
- H0: There is no significant influence of the independent entrepreneurship program on the entrepreneurial skills of EduBlankOn participants at Universitas Negeri Yogyakarta.

## RESULT AND DISCUSSION

This study was conducted at Universitas Negeri Yogyakarta and distributed questionnaires using Google Form via the Whatsapp application by contacting respondents one by one (Personal Chat). The score of the questionnaire distribution used a Likert scale with a value weight of 1 to 4 with answers ranging from strongly agree to strongly disagree with two variables, namely the independent entrepreneur program (X) and entrepreneurial skills (Y). The answers needed in distributing the questionnaire were 194 participants while the researcher distributed the questionnaire to 210 participants to minimize participants who could not fill out the questionnaire. From the results of the questionnaire distribution, the researcher got exactly 194 answers from the participants.

The results of the tests that researchers have conducted, in the simple linear regression test used to determine the effect of the significance of the independent entrepreneurship program on entrepreneurial skills. It can be seen in the simple linear regression test that there are coefficients of the regression equation which show that the constant value is 32,862, meaning that if the independent entrepreneurship program is worth 0 or fixed, then the consistent value of entrepreneurial skills is 32,862. If the independent entrepreneurship program increases by 1 unit, it is predicted that it will increase entrepreneurial skills by 1,128. So the positive regression coefficient value can be said that the independent entrepreneurship program has a positive effect on entrepreneurial skills. Seen in table 1 of the simple regression below. The results of the correlation test also show that the two variables are correlated with a significance value of  $0.001 < 0.05$ . At a correlation value of 0.659 where the form of a positive relationship with a strong correlation. Seen in table 2 of the correlation test below.

**Table 1.** Simple Regression Coefficient Results

|       |                           | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig.  |
|-------|---------------------------|-----------------------------|------------|---------------------------|--------|-------|
| Model |                           | B                           | Std. Error | Beta                      |        |       |
| 1     | (Constant)                | 32.862                      | 10.676     |                           | 3.078  | .002  |
|       | Program Wirausaha Merdeka | 1.128                       | .093       | .659                      | 12.137 | <,001 |

a. Dependent Variable: Keterampilan Wirausaha

**Table 2.** Simple Correlation Test Results

|                           |                     | Program Wirausaha Merdeka | Keterampilan Wirausaha |
|---------------------------|---------------------|---------------------------|------------------------|
| Program Wirausaha Merdeka | Pearson Correlation | 1                         | .659**                 |
|                           | Sig. (2-tailed)     |                           | <,001                  |
|                           | N                   | 194                       | 194                    |
| Keterampilan Wirausaha    | Pearson Correlation | .659**                    | 1                      |
|                           | Sig. (2-tailed)     | <,001                     |                        |
|                           | N                   | 194                       | 194                    |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 3.** Results of Determination Coefficient Test

| Model                                                | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|------------------------------------------------------|-------------------|----------|-------------------|----------------------------|
| 1                                                    | .659 <sup>a</sup> | .434     | .431              | 12.850                     |
| a. Predictors: (Constant), Program Wirausaha Merdeka |                   |          |                   |                            |

As seen in [table 3](#) to find out how much significant influence the independent entrepreneurship program has on the entrepreneurial skills of EduBlankOn UNY participants, the researcher conducted a determination coefficient test obtained (R Square) of 0.434, meaning that the influence of the independent entrepreneurship program on entrepreneurial skills is 0.434 (43.1%) and the remaining 0.566 (56.6%) is determined by other variables that were not examined in this study.

After seeing the results of the regression and correlation tests that have been presented, the existence of 3 stages in the independent entrepreneur program, namely Pre Immersion, Immersion, and Post Immersion, is able to provide in-depth knowledge and experience about entrepreneurship to EduBlankOn UNY participants. From the seminar held by presenting various sources of successful entrepreneurs, it encourages participants' motivation to be able to start their own businesses (UMKM). Mentoring activities with successful entrepreneurs who help to create business ideas for the program and for its sustainability.

Furthermore, from the test results above, it is known that in entrepreneurship, a person needs skills to manage his business with the goals achieved when wanting to open an MSME, either individually or in a group. Entrepreneurship and entrepreneurial skills are 2 things that cannot be separated, because skills are basic in every field or thing. The application of Technical Skills, Management Skills, Entrepreneurship Skills, and Personal Maturity Skills in entrepreneurship will potentially improve the quality of products and customers. From entrepreneurial skills, a person will recognize the form of raw material supplies, promotions, business planning, teamwork, marketing, customer attraction, etc. The more entrepreneurial skills are applied in innovating products and attracting customers who are interested in a person's business, the more turnover will be owned. Of course, this will make it easier for participants to open employment opportunities for the community.

In addition to statistical tests, the truth of the influence of the independent entrepreneurship program on the entrepreneurial skills of UNY EduBlankOn participants can be seen from the questionnaires distributed by researchers. From the distribution to 194 respondents, there was an output of several participants who still continued their businesses or started opening independent MSMEs. This proves that the knowledge gained when the independent entrepreneurship program was running was applied by participants to start and continue their businesses (MSMEs) in order to achieve entrepreneurial success.

These findings are in line with previous research by [Anggresta et al. \(2022\)](#), which showed that entrepreneurial literacy provided through educational programs can increase students' readiness to enter the business world. Improving skills such as business management, problem solving, creativity, and the ability to sell products are core competencies that are very important in shaping a strong young entrepreneurial profile ([Mutalimov et al., 2021](#); [Hood & Young, 1993](#)). Furthermore, the experiential learning approach applied in EduBlankOn such as hands-on practice, mentoring with business actors, and expo simulations has been proven to be able to increase participants' confidence in starting and running a business. This reinforces the findings of [Borhani et al. \(2022\)](#) who stated that involvement in innovative entrepreneurship programs has a direct impact on economic growth and entrepreneurial readiness. The application of soft skills and technical skills in the program also plays an important role in the success of the participants. Participants are not only taught entrepreneurial theory, but also equipped with practical skills such as business planning, digital marketing, and technology utilization. This is in line with the findings of [Aamir et al. \(2019\)](#), which emphasize the importance of supporting entrepreneurship education-based programs in encouraging MSME-based economic empowerment. However, the  $R^2$  result of 43.1% also indicates that there are 56.9% other variables outside the program that affect the participants' entrepreneurial skills. These factors can include economic background, previous entrepreneurial experience, social networks, or personal motivation. In the future, further research needs to examine these external variables to strengthen the effectiveness of similar programs in the future. Thus, it can be concluded that the EduBlankOn Program as part of the Independent Entrepreneurship Program has proven to be effective in developing student entrepreneurial skills, both in terms of knowledge, practice, and the courage to take risks in starting a business. This supports the importance of integrating

entrepreneurship education in the higher education curriculum as a strategy to build an independent and innovative young generation.

## CONCLUSION

Based on the results of statistical tests and research on the influence of the independent entrepreneurship program on the entrepreneurial skills of UNY EduBlankOn participants, the following conclusions are drawn: a) From the hypothesis test, the results of the independent entrepreneurship program have a significant influence on the entrepreneurial skills of EduBlankOn participants at Universitas Negeri Yogyakarta. This means that the more effective the implementation of the independent entrepreneurship program is, the more the entrepreneurial skills of EduBlankOn participants at Universitas Negeri Yogyakarta will increase. This is evident from the t-test value of 12.137 with a Sig. value of 0.002 < 0.05. So it can be concluded that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, meaning that there is a positive influence between the independent entrepreneurship program and entrepreneurial skills. b) From the determination coefficient test, the value (R Square) of 43.1% is obtained, meaning that the independent entrepreneurship program has an influence of 43.1% on entrepreneurial skills. So it is concluded that there is a significant positive influence between the independent entrepreneurship program and entrepreneurial skills.

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