Civil Servant Entreprneurship "*Diklat*" Management Model Based on Achievement Motivation Training in the Human Resources Development Board of Central Java

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Article Info

Abstract

The main purpose of this study is to find the final model of Civil Servant (*PNS*) entrepreneurship education and training (*DIKLAT*) management based on Achievement Motivation Training (*PMB*) which is suitable to be applied in the Human Resource Development Board of Central Java Province. This research employed a research and development (R & D) method. The ten (10) steps contained in the method were modified into three, namely the preliminary stage, the development stage, and the evaluation stage. The data source was civil servants who were attending the education and training program in the Human Resource Development Board of Central Java Province. Data were drawn from the respondents through interviews, open and closed questionnaires, observations, as well as pre and post test. The data were validated using validity and reliability tests. The effectiveness of the model was assessed using pre and post tests. The result of this research shows that the civil servant entrepreneurship education and training management model based on achievement motivation training is feasible to be applied in Regional Human Resources Development Board of Central Java Province. The effectiveness of the model is proven by the pre and post test results showing that it improves the need for achievement/n-Ach from 5.27 to 8.10, the need for affiliation/n-Aff from 1.80 to 2.00, and the need for power/n-Pow motive from 4.63 to 5.27; there is an increase of each from medium to high category.

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INTRODUCTION

"Civil Servants" hereinafter abbreviated as PNS are citizens of Indonesia who meet certain requirements, are appointed as the State Civil Apparatus (ASN) permanently by the civil service officers to occupy government positions (ASN Act No.5 year 2014). Article 5 of the ASN Act year 2014 states that one of the functions of the civil servants is as public servants.

The survey results of the Ombudsman's Representative of the Central Java Province in 2015 said that the compliance level of the regional apparatus unit (*SKPD*) of Central Java Province towards the implementation of public services is considered to be low. Data from the Ombudsman's Representative of Central Java province show that half of the 26 SKPD in Central Java Province were in the red zone, with a very low compliance.

Equipped with Law No. 22 of 1999 on Regional Autonomy, the government should be able to explore its potential to increase local revenue (*PAD*) as capital to conduct the economic development policies in the region. Therefore, a creative strategy is required to develop the potential of the region in order to increase the PAD. The local revenue for Central Java Province in 2015 was missed from the expected target of 90.83% (tribun, tribunow.com /2016/01/26/target PAD tahun 2015).

Based on the above fact, for the public servants to be more optimal and the regional autonomy to be implemented properly, it takes a bureaucracy that has an entrepreneur spirit (Budi Winarno, 2014: 370). Osborne and Gaebler (1992: 29) formulate ten principles of bureaucracy that contain the entrepreneurial spirit, namely (1) The catalyst government: directing rather than pedaling; (2) Community-owned government: empowering rather than serving; (3) Competitive governance: injecting competition into service delivery; (4) A mission-driven government: changing a regulatory-driven organization; (5) Result-oriented governance: financing results rather than input; (6) Service-oriented governance: meeting the customers' needs rather than bureaucratic ones; (7) Entrepreneurial government: yields compared to spending; (8) Anticipatory government: prevention rather than curing; (9) Decentralized governance: instead of centralization; (10) Market-oriented governance: boosting change through markets.

The entrepreneurship bureaucracy can be realized through education and training (diklat). Diklat aims to realize new competencies, both in the form of knowledge and skills to overcome a problem (Haris Mujiman, 2011: 4). One of the organizers of the education and training for Civil Servants is the Human Resource Development Board of Central Java Province while the training that is aligned to foster the entrepreneur spirit is Entrepreneurship Training (KWU) of the Civil Servants (PNS).

The management model of PNS entrepreneurship training is currently limited; the material provided is still focused on business management (entrepreneurship concept, business partnership, UMKM capitalization, UMKM facilitation technique, business planning, etc.). Therefore, the participants come from several SKPD who have the main duty and function as a coach/facilitator in Small and Medium Enterprises (SMEs) so that participants are often relatively the same from year to year. This happens because the term entrepreneurship is narrowly defined, i.e. someone's courage to do a business (Ciputra University Entrepreneurship Online) so that the competence intended to be built is capabilities in business management.

According to Suharsono Sagir, an entrepreneur is someone whose main capital is perseverance based on optimism, creative attitude, and courage to bear the risk, whereas according to Hisrich, an entrepreneur is someone who brings material resources, workers, and other assets into a combination of something that has more value so that the entrepreneur introduces change and innovation.

Therefore, it is necessary to develop the management of entrepreneurship training so that the training participants are not limited to the work unit of a particular area but derived from all units of regional apparatus, while the

materials taught to the participants are not just focused on Business Management Training (BMT). It is necessary to add new materials which are able to cultivate the spirit of entrepreneurship.

A study conducted by David Miror and David C Mc Clelland (1979), shows that Achievement Motivation Training (AMT) is able to improve the performance of entrepreneurs despite the lack of access to capital, location, or labor.

Another study conducted by Heru Susilo (2013) questions whether there is an influence for students who participate in a student entrepreneurship program (PWM) and students' entrepreneurship creativity program (PKPM) concerning motivation/spirit of the entrepreneur. The results show that there is no significant effect for students who attend PWM and PKMK on motivation of entrepreneurial spirit

Based on the above background, the researchers need to implement the model of civil servant entrepreneurship training management that is based on the achievement motivation training (PMB) in the Regional Human Resources Development Board of Central Java Province. The preliminary research results conducted on 30 participants of the entrepreneurship training are shown in Table 1 as follows.

Tabel 1. Results of the Preliminary study.

No.	Assessed indicators	Average	Predicate
1.	Training design	2,15	Poor
2.	Training program	3,37	Good
3.	Training materials	2,15	Poor
4.	Widyaiswara	3,57	Very good
5.	Facilities	3,37	Good
6.	Curriculum condition	1,28	Poor

Table 1. shows that the training design, the teaching materials, and the curriculum conditions average scores have not been considered good by the 30 training participants as the respondents of this study. Therefore, it is necessary to develop a model of civil servant entrepreneurship training management, which was previously focused only on business management materials whose participants were limited to certain offices, by necessarily adding new materials that are expected to foster entrepreneurship spirit that is achievement motivation training (PMB) or is often called achievement motivation training (AMT). In addition, the training participants are not limited only to certain departments; all members of the offices are expected to be participants in the training. Thus, the required training management model is the civil servant entrepreneurship "diklat" management model based on achievement motivation training.

A previous research that is closely related to this study was done by Platow, Michal, Shave and Roger (1995). They state that social values both egoistic and non-egoistic can be used to predict an achievement motivation value. Ward, Edward A (1997) explains that achievement motivation is a competence with the standard of excellence or as the desire of the adult workers to organize and realize goals for themselves. Tuunanen (1997) states that American entrepreneurs have innovative behavior that is higher than Finnish entrepreneurs. The country has a higher level of uncertainty avoidance than America. Muller and Thomas (2000), found in their research that there is no significant

relationship between innovative behavior and cultural values in an entrepreneur. They explain that innovative behavior is trait universal and is not formed by a particular cultural value so that innovative behavior is not only owned by a community with certain cultural values. Fortune, Anne E, Lee, Mingun, Cavaos, Alonzo (2005) found that the 188 students are more satisfied with field education. Kamin Umardi (2007) who studied 80 students of Mechanical Engineering of Universitas Brawijaya found that only 59 students (73.75%) had an average level of entrepreneurial intelligence, 9 students (11.25%) were above average, 1 person had superior intelligence, and 11 students (13.75%) were below average. Johnson, Danis, and Dollinger (2008) suggest that an entrepreneur takes the role as an innovator rather than an adapter. An innovator dares to make changes, is willing to do something differently, while an adaptor tends to follow the existing patterns and develop instead of changing them. Jeremy, David, Christopher, Duane (2009) argue that opportunity is the central concept of entrepreneurship, how an opportunity that emerges from the processes that occur around an opportunity determines whether or not an entrepreneurship is successful. Lanik, Marin, Thornton, George C, Hoskovkova, Simona (2009), in their study of Americans and Czechoslovakians, show that Czechoslovakian citizens have a higher value than those of the United States in terms of competitiveness, enthusiasm for learning, and control of status. However, they are lower in terms of involvement, internalization, and preference for difficult tasks. Based on her study, Putri Wisnu Wardhani (2009) states that there is a relationship of the innovative behavior of uncertainty avoidance culture value among Minangkabau entrepreneurs. Nugroho in Saputro (2009) found that there is a direct relationship between achievement motivation and the performance of Widyaiswara in the Ministry of Forestry Training Center. Richard M Ryan and Edward L Deci (2000) examined intrinsic and extrinsic motivation. Intrinsic motivation is a habit internally motivated because of interest and to satisfy the psychological need. Extrinsic motivation is a type of instrumental motivation. David Miroan and David McClelland (1979) through the results of their study show that AMT is able to improve MSMEs' performance despite the lack of access to capital, location, or labor.

The theoretical framework used as the basis of this research consists of (1) Civil Servant Competence; (2) Basic Concepts of Training; (3) Training Management; (4) Entrepreneurship; (5) Achievement Motivation Training.

METHODS

This study employed research and development (R & D) method. According to Borg and Gall (1983: 775 - 776), research and development encompass ten stages, which are then simplified into three: preliminary stage, developmental stage, and model effectiveness testing stage. The data source was the civil servants who were attending the entrepreneurship training at the Human Resources Development Board of Central Java Province.

There are two types of data, i.e. quantitative data and qualitative data. The data in the form of comments and suggestions are described qualitatively, while the data on accuracy, clarity, benefits of the model, and entrepreneurship training materials are analyzed using descriptive statistics percentages. The quantitative data were obtained from the percentage of the answers to the questionnaire of the training needs analysis, the expert/practitioner assessment, and the participants' appraisal in Liker's numerical scale. The data were drawn by means of interview, Likert-scaled questionnaires, and the questionnaire on participants' assessment.

The data were then analyzed using descriptive quantitative analysis, descriptive qualitative, and test of effectiveness. The results of the participants' assessment of the civil servant entrepreneurship training management model based on achievement motivation training are analyzed quantitatively using the scale

assessment criteria of 1-4. The results of the participants' assessment obtained from the observation of the learning process in the form of suggestions, inputs, and reactions are processed and used for finalizing the development of the model. The effectiveness test is administered using a Social Reaction Inventory Test consisting of 29 statements given before and after the training.

RESULTS AND DISCUSSION

Results

The management model of civil servant motivation-training-based entrepreneurship diklat is a conceptual framework of the civil servant entrepreneurship training management process that includes: planning, implementation, and evaluation. This model is presented in Figure 1.

The planning stage of the training begins with the identification of training needs, the determination of training goals, and the preparation of training programs. During the preparation of the training programs, it is necessary to develop a training model that is equipped with instruments to be used in training activities. The development of the implemented training model is to make the instrument for the development of education and training management including, among others, (1) the book of training development model; (2) training manuals, (3) widyaiswara manuals, and (4) training modules.

The implementation stage consists of a series of training program activities that are guided by the needs analysis, training objectives, training programs, and training development.

The implementation of the training needs to be preceded by preparations, including the preparation of learning models. The learning model used here is a learning system for adults that is implemented by team teaching, approaching individual participants. The employed method is lecturing, questions and answers, discussion, role playing, socio-drama, and muhasabah.

Requirements for the Civil Servant Entrepreneurship "Diklat" Management Model Based on Achievement Motivation training to be successful include 4Ks: (1) openness (Keterbukaan) of the participants to be honest, to recognize their strengths and weaknesses; (2) awareness (Kesadaran) of the training participants to understand that everyone has his/her own strengths and weaknesses; (3) (Kemauan) commitment to maintain/increase the strength and minimize/eliminate the self-weakness; (4) seriousness (Kesungguhan) of the participants to attend the training from the beginning to the end. In this training program, the participants take the role of as subjects as well as objects.

The learning process of the achievement motivation training includes (1) the process of understanding the materials by reading 5%, seeing 15%, hearing 15%, feeling 20%, and doing and experiencing 45%. There are only a few reading activities, the most important activity of the participants is their seriousness in doing and experiencing what is instructed and fully participating in the events of the program; (2) internalization process: for internalization process to be effective, it is necessary to develop Kurt Lewin's management method as shown in Figure 2.
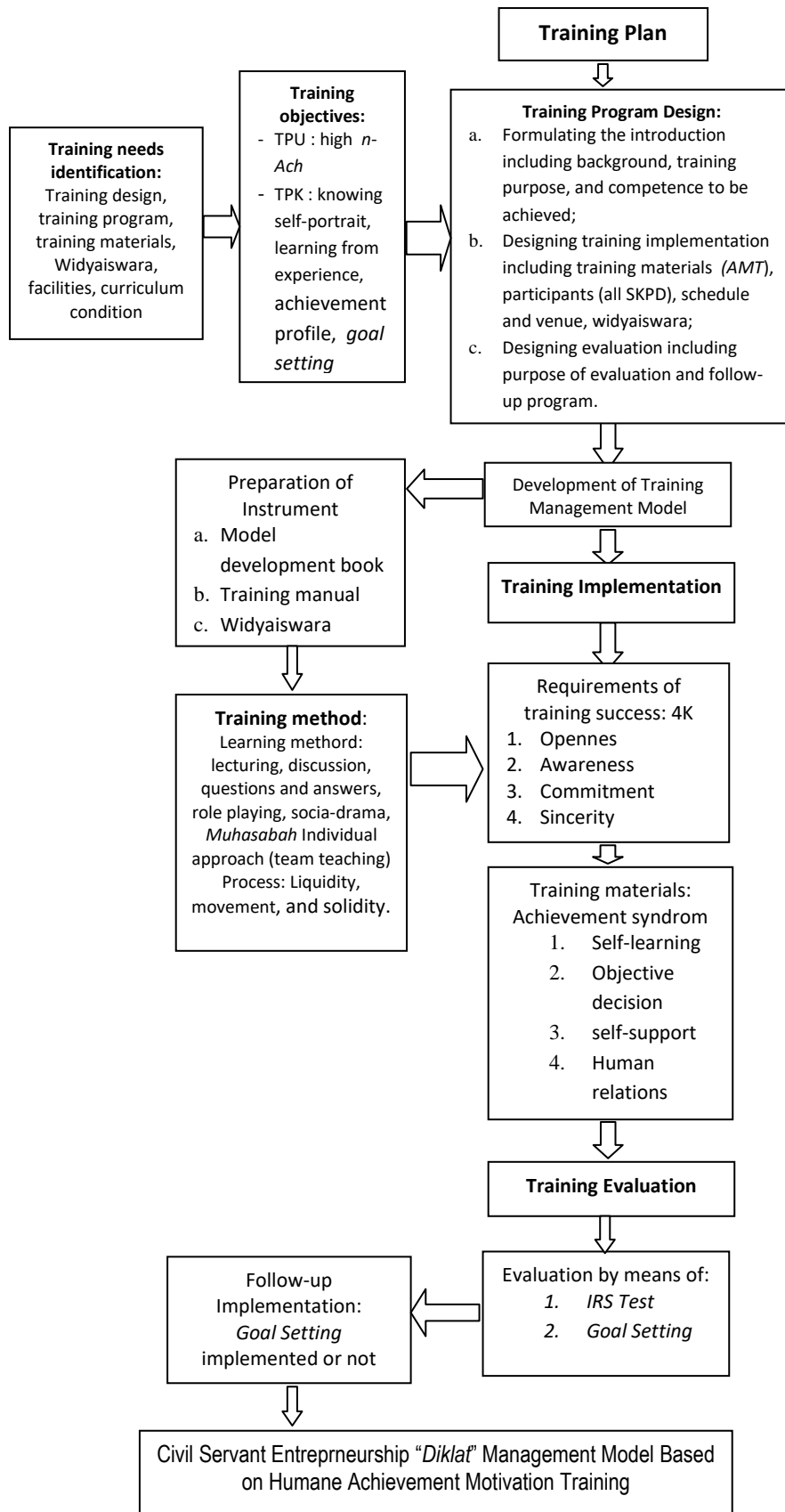
Training Plan

Training objectives:
- TPU : high *n-Ach*
- TPK : knowing self-portrait, learning from experience, achievement profile, *goal setting*

Training needs identification:
Training design, training program, training materials, Widyaiswara, facilities, curriculum condition

Training Program Design:
a. Formulating the introduction including background, training purpose, and competence to be achieved;
b. Designing training implementation including training materials *(AMT)*, participants (all SKPD), schedule and venue, widyaiswara;
c. Designing evaluation including purpose of evaluation and follow-up program.

Development of Training Management Model

Preparation of Instrument
a. Model development book
b. Training manual
c. Widyaiswara

Training Implementation

Training method:
Learning methord: lecturing, discussion, questions and answers, role playing, socia-drama, *Muhasabah* Individual approach (team teaching)
Process: Liquidity, movement, and solidity.

Requirements of training success: 4K
1. Opennes
2. Awareness
3. Commitment
4. Sincerity

Training materials: Achievement syndrom
1. Self-learning
2. Objective decision
3. self-support
4. Human relations

Training Evaluation

Evaluation by means of:
1. *IRS Test*
2. *Goal Setting*

Follow-up Implementation:
Goal Setting implemented or not

Civil Servant Entreprneurship "*Diklat*" Management Model Based on Humane Achievement Motivation Training

Figure 1. Civil Servant Entrepreneurship "Diklat" Management Model Based on Achievement Motivation Training

Figure 2. PMB Learning Process.

(1) Unfreeze process: In this process, the participants must be aware of the environment in which they are located, of the weaknesses and strengths they have, of the meaningful goals for themselves, of the things that have been done, experienced both exhilarating and entertaining.

(2) Transition process: After the participants are aware of or knowing about "self-existence", they are invited to see the difference between the self with the model with the high need for achievement; they are also invited to move to the model of people who need for high achievement so as to achieve their goal.

(3) Freezing process: The final process after the new "self-model" is projected into the formulation of the truly meaningful goal-setting for oneself, realistic with challenges there are time-bound and moral bonds which are measurable. And it is this process that will be observed to see to what extent the effects of the training are.

As the final conclusion of the above description, the internalization process in the program can be done as shown in Table 2 as follows.

Table 2. Internalization Process

Process Staging	Proportion		Method/material
	In %	In hour	
Unfreeze	25	6 sessions	Learning contract, who am I, role playing, questionnaire, self exploration, Roleplaying, review, model N-Ach, disco, self realization concept.
Transition	45	11 sessions	
		7 sessions	Concept movement, objective determination, TAT.
Freeze	30		

The materials provided in the implementation of the training sessions include (1) achievement syndrome; (2) self-learning; (3) goal setting; (4) self-support.

At the training evaluation stage, the assessment of the implementation of the training programs includes (1) evaluation of the participants; (2) follow-up implementation. The evaluation of the participants includes pre-test and post-test comparison through Social Inventory Reaction Test containing 29 statements. This training is considered effective if there is an increase in the need for

achievement (n-Ach). The follow-up activity is done by considering whether the design in setting the goal is implemented or not.

The trial results of the Civil Servant Entrepreneurship "Diklat" Management Model Based on Achievement Motivation Training in the field test was limited on researching the instrument of the training design, the training program, the teaching materials, widyaiswara (civil servants who are appointed as functional officials with duties, responsibilities, and authority to educate, teach, and/or train other civil servants at government education and

training institutions), and the facilities as well as the curriculum condition as shown in Table 3 as follows.

Tabel 3. Try-out results of the Civil Servant Entrepreneurship "Diklat" Management Model Based on Achievement Motivation Training

No	Indicators of Assessment	Average (n=30)	Predicate
1.	Diklat design	3.58	Very good
2.	Diklat programs	3.44	Good
3.	Diklat materials	3.50	Very good
4.	Widyaiswara	3.59	Very good
5.	Facilities	3.61	Very good
6.	Curriculum conditions	3.51	Very good

Table 3 shows that indicator of the average diklat design is 3.58, the average training program is 3.44, the average diklat materials are 3.50, the average widyaiswara is 3.59, the average facilities is 3.61, and the average curriculum condition is 3.51. Therefore, it can be inferred that in general the formulation of the diklat design, the training programs, the diklat materials, the widyaiswara, the facilities, and the curriculum conditions in the civil servant entrepreneurship "diklat" management model based on achievement motivation training on the limited trial, 30 respondents state that the model was very good and feasible to apply.

The test for the effectiveness of the education management model in the limited group I is shown in Table 4 below.

Table 4 shows that the need for Achievement which was previously 5.27 increased to 8.10; the need for affiliation and the need for power also experienced a slight increase. The data in the table can be presented as graphic images as shown in Figure 3 as follows.

Table 4. Results of the Pre and Post achievement motivation training.

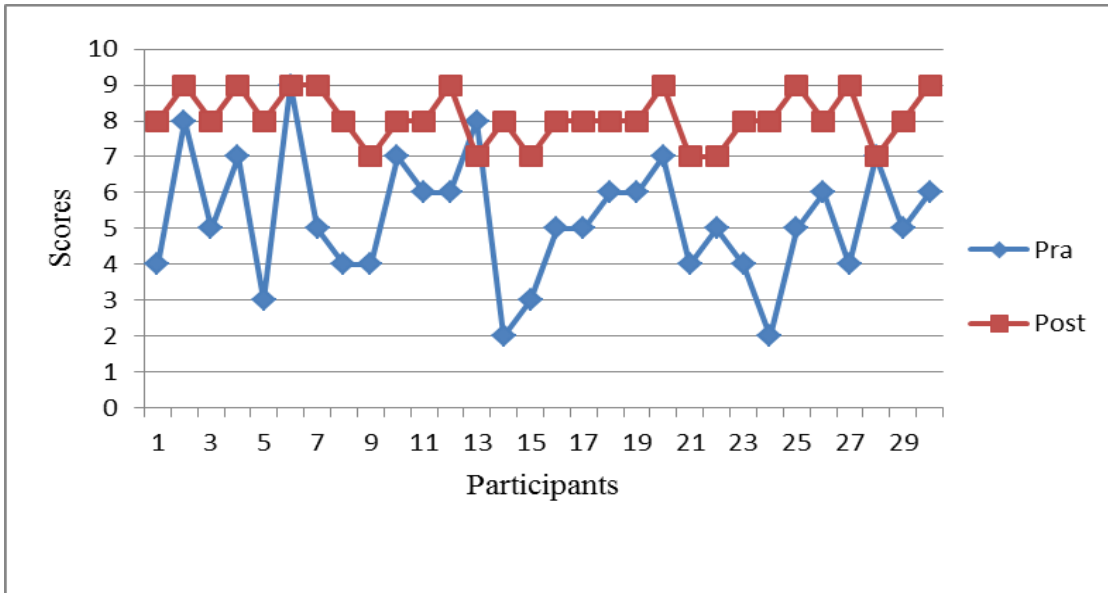| No	Need - Achievement		Need - Affiliation		Need – Power	
	Pra	Post	Pra	Post	Pra	Post
1	4	8	1	2	3	5
2	8	9	1	1	7	7
3	5	8	2	2	5	6
4	7	9	1	3	6	7
5	3	8	3	2	3	3
6	9	9	3	2	4	5
7	5	9	2	3	3	3
8	4	8	2	2	2	3
9	4	7	3	3	6	7
10	7	8	1	2	8	8
11	6	8	1	3	7	8
12	6	9	1	1	3	4
13	8	7	2	1	4	5
14	2	8	1	2	6	6
15	3	7	2	1	5	5
16	5	8	2	3	4	4
17	5	8	1	1	3	4
18	6	8	2	2	7	7
19	6	8	2	2	4	4
20	7	9	2	2	8	8
21	4	7	1	2	5	5
22	5	7	1	1	3	3
23	4	8	2	2	2	3
24	2	8	2	2	4	5
25	5	9	3	3	2	3
26	6	8	3	3	3	5
27	4	9	3	2	4	6
28	7	7	2	2	6	6
29	5	8	1	2	5	6
30	6	9	1	1	7	7
Average	5,27	8,10	1,80	2,00	4,63	5,27

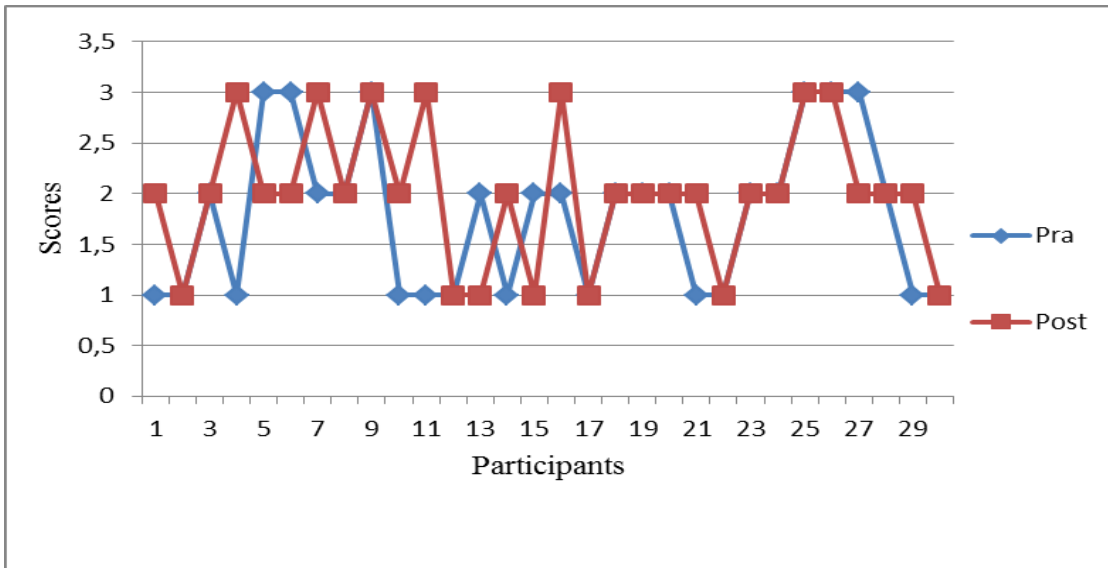**Figure 3.** Result of Participants' Need - Achievement Evaluation

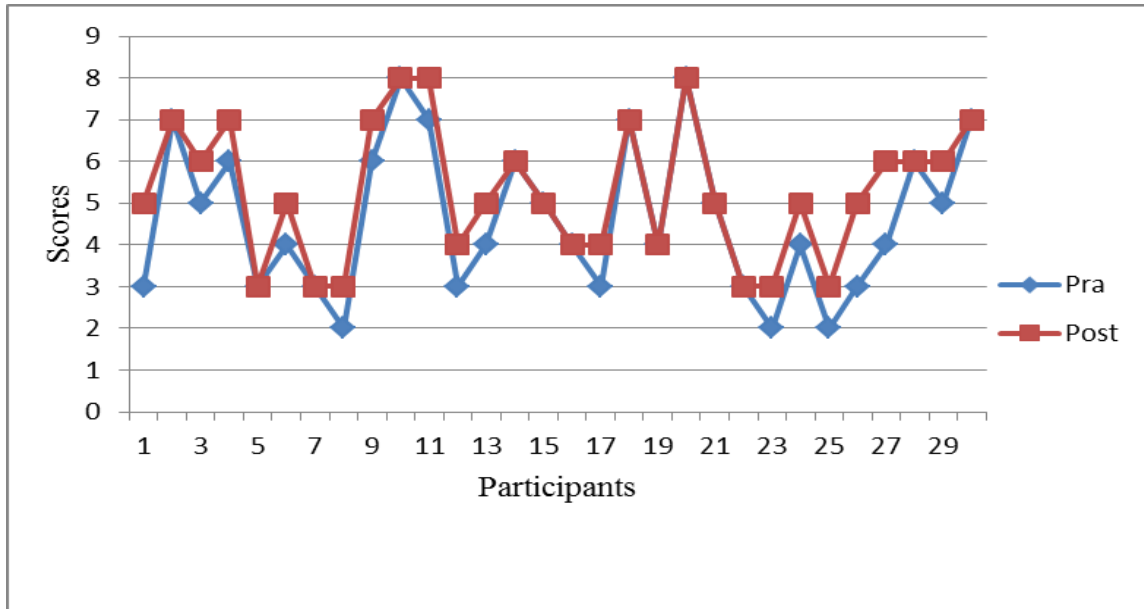**Figure 4.** Result of Participants' Need - Affiliation Evaluation

Figure 5. Result of Participants' Need - Power Evaluation

Based on the results of the above evaluation it can be seen that there is an increase in achievement motive, affiliation motive, power motive on the training participants after the participants were attending the achievement motivation training. The average achievement motive before attending the achievement motivation training was 5.27; it increased to 8.10 after attending the achievement motivation training. The average affiliation motive before attending the achievement motivation training was 1.80, but after attending the achievement motivation training it increased to 2.00. The average power motive before attending the

achievement motivation training was 4.63 and after attending the achievement motivation training it increased to 5.27. The personal profile can be viewed in Figure 4 as follows.

The personal profile illustrated in Picture 4 shows the criteria of the achievement motive and the affiliation motive before and after the participants' attending the achievement motivation training, which is in the medium position. Meanwhile, the power motive of the training participants before and after attending the achievement motivation training is in the position of mid to become high.
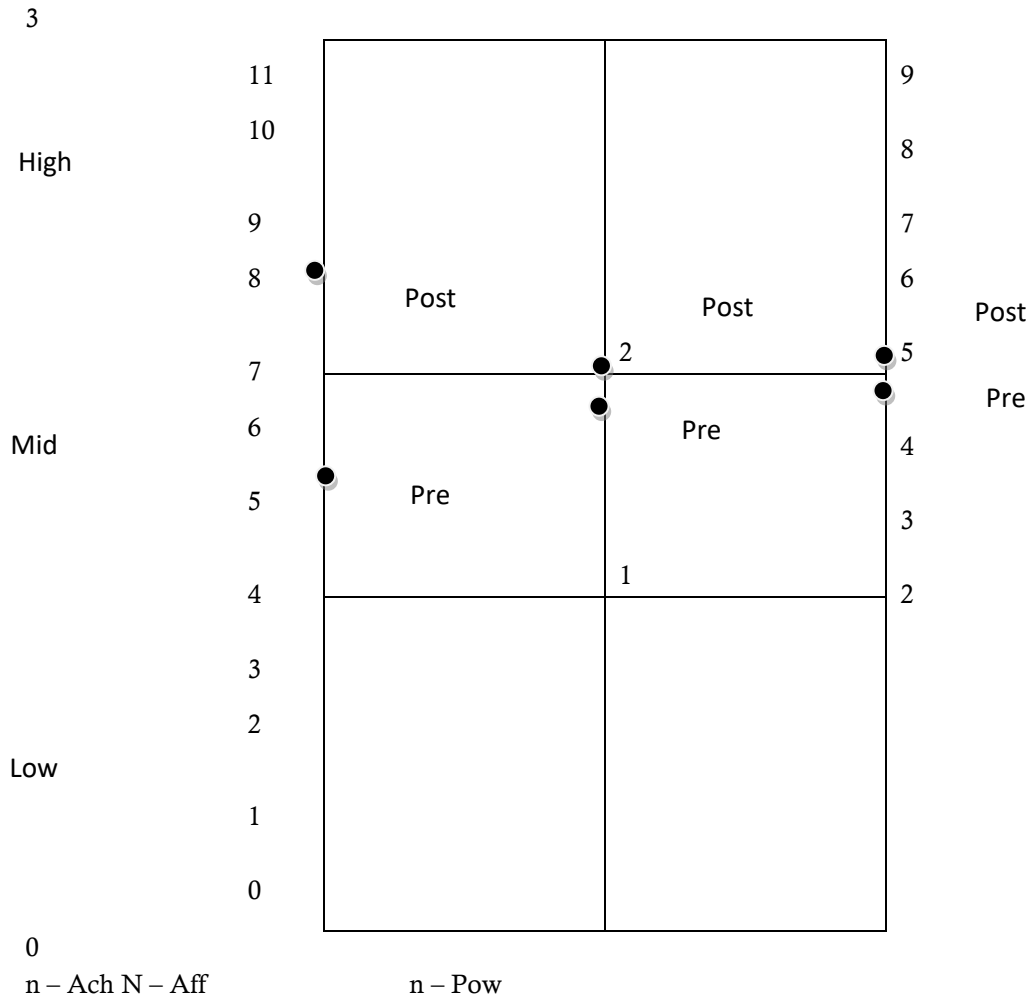
Figure 6. Personal Profile

Discussion

The result of the civil servant entrepreneurship "diklat" management model based on achievement motivation training is the addition of new materials as the basis of the training management, i.e. Achievement Motivation Training (AMT), starting from planning, implementation, to evaluation. To complete the training development model it is necessary to equip it with (1) a book of training development model; (2) training manual; (3) the widyaiswara manual; (4) training modules.

In planning for learning purposes, there is a distinction between general learning objectives and specific learning objectives, supplemented with the preparation of training programs

In the implementation of the training, the presented materials are the achievement motivation training materials including (1) achievement syndrome; (2) self-learning; (3) goal setting; (4) self-supporting; (5) human relationships. The learning process is carried out in the form of a team teaching because the approach taken is individual. In order for the learning process to run properly, it needs 4 conditions for success known as 4K namely: *Keterbukaan* (openness), *Kesadaran* (awareness), *Kemauan* (commitment), and *Kesungguhan* (seriousness).

It is suggested that the evaluation result is followed up by continuously monitoring the implementation of the program to achieve the goals of life which are related to the promise in

an effort to improve the quality of public services.

The results of the pre and post tests in the limited group trials show not only an increase in the need for achievement (n-Ach) but also an increase of the need for affiliation (n-Aff) and the need for power (n-Pow). The results of the training for the civil servants based on achievement motivation training are said to succeed when there is at least an increase in the need for achievement (n-Ach).

This is in line with Edward's (1997) research that an achievement motive is a competition that is based on a standard of excellence. According to the research conducted by Nugroho in Saputro (2009), the results of research conducted towards Widyaiswara in the Ministry of Forestry show that the achievement motive can improve the performance of Widyaiswara. Someone who is able to improve his/her performance usually feels happy.

Similarly, the results of a study conducted by Hasssanzadeh and Mahdinejad (2013), entitled Happiness and Achievement Motivation, show that there is a relationship between happiness and achievement motive. Of the 50 samples, 95% said there is a significant relationship between happiness and achievement motive. It means that happiness will lead us to achievement, and the achievement motive will make us happy. This is indispensable for a civil servant. The realization of service excellence is impossible without personal excellence. And one of the personal excellence is always the feeling of grateful and happy.

The Civil Servant Entrepreneurship "Diklat" Management Model Based on Achievement Motivation Training shows the traits of people who desire high achievement. This is supported by psychologists deeply researching people who want high achievement and obtaining results that they have characteristics (Nadkarni, 1976: 80) of (1) taking personal responsibility; (2) tending to take fair risks; (3) always using feedback; (4) feeling being chased by time; (5) doing something creative and innovative; (6) liking possible situations; etc.

The results of the study also show that successful entrepreneurs generally tend to have the characteristics mentioned above. So the willingness to train oneself to have the characteristics means to train oneself to be a successful civil servant although he/she tends to be selfish because the effort is only directed to self-success.

The research results are line with a study conducted by M. Ryan and EdwardL. Deci (2000) who examined intrinsic and extrinsic motivations states that ntrinsic motivation is a motivation that is habitually triggered from within; it is done because of interest and to satisfy psychological needs, whereas extrinsic motivation is a motivation that is performed because of its being instrumental.

Miron, David, and Mc Clelland (1979) show that Achievement Motivation Training is able to improve the performance of small and medium enterprises despite the lack of access to capital, location, or labor.

According to McClelland (1967: 98), people who possess the high need for achievement (n-Ach) generally have the low need for affiliation (n-Aff). On the other hand, people who possess the high need for affiliation (n-Aff) usually have the low need for achievement (N-Ach).

Another fact revealed from the limited group trial shows the result that was not only able to increase the high need for achievement but also the need for affiliation and the need for power. This indicates that the results of McClelland's research are not appropriate for respondents in Indonesia whose culture is different from that in the country where the achievement motivation training was originally developed. It suggested that achievement motivation can be adjusted to the culture of Indonesia (especially Java where the research was conducted) known to work together in the spirit of gotong-royong.

This is similar to the results of research conducted by Sri Mulyani Martaniah (1983). According to this expert, the Javanese rate high relationships with others loves to form community organizations. This typical

organization can be based on trust, religion, employment, neighborhood, hobbies, alumni, etc. It aims to bring closer brotherhood and intimacy. Therefore, after the training, there is an increase in achievement motivation and also an increase in motivation of friendship.

The research result is also strengthened by Darius (2015) who shows that social entrepreneurship is an increasingly important concept. Social capital is a powerful predictor for an entrepreneur. Social capital is highly dependent on connections and networks in the community to achieve their goals. Therefore networking, friendship, and good relationships are important and necessary for an entrepreneur. So, the training management model that is developed is the civil servant entrepreneurship "diklat" management model based on achievement motivation training.

Therefore, this model adds another sub-material that is the human relation. According to Carnegie, Dale in his book How to Win Friends and Influence Others (1996: 92), the basic techniques in dealing with the human being are as the following. (1) Do not criticize, rail, and complain; (2) give honest and sincere appreciation; (3) awaken interest in others.

The ways to make others like us are: (1) be really interested in others; (2) smile; (3) remember the names of others; (4) be a good listener, encourage others to tell something about themselves; (5) talk about other people's interests; (6) make others feel important and do it sincerely (1996: 178).

Based on the results of the discussion of the management model of the entrepreneurship training, it can be inferred that the entrepreneurship "diklat" management model based on achievement motivation training is different from the previous research and has never been implemented. Therefore, this research is a new one and is expected to complement other research related to research on entrepreneurship training management.

CONCLUSION

The civil servant entrepreneurship "diklat" management model based on achievement motivation training is able to increase the training participants' need for achievement from 5.27 (medium category) to 8.10 (high category). In addition, it is also able to increase their need for affiliation from 1.80 to 2 and their need for power from 4.63 to 5.27. The final model development is completed with Training Manual, Widyaiswara Handbook, and Training Module. It can, therefore, be concluded that this model is feasible and effective to implement. It is suggested that the development of the civil servant entrepreneurship training model based on achievement motivation training is applied in Human Resource Development Board of Central Java Province and becomes the model for the implementation of the training of civil servant entrepreneurship in other training boards located throughout Indonesia.

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