ENTERPRENEURSHIP TO IMPROVE THE ENVIRONMENT OF INDEPENDENT SUSTAINABLE ENTERPRISES IN HIGHER EDUCATION

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Abstract : *The aim of this research is to formulate the development of an entrepreneurial model to improve students business independence through workshop to equip entrepreneurial knowledge and internships to hone entrepreneurial skills. There were 40 students involved in this research as an experimental test, through workshop activities: business planning and analysis, business model canvas and MSME internship activities to hone skills through making business prototypes and marketing products for the students. Testing through a pretest and post-test is carried out through control group design field experiment approach. The result is goodness of fit model formulation which is able to increase students' business independence.*

Keywords: *competency, knowledge, skills, efforts, students*

1. Introduction

The development and progress in the field of education, technology, information and digitalization of the business and industrial world continues to develop rapidly, and it is always characterized by rapid change, the tightness of competition, the number of complexity problems in its implementation, of course demanding human resources to be better prepared, capable and responsive. Therefore, university graduates are expected to quickly improve so that graduates are able to be competitive and independent in developing their potential and career. The mandate of Law No. 20 of 2003 concerning to the National Education System states that "education is a conscious effort to prepare students through guidance, teaching and/or training activities for their future roles". Education does not only provide knowledge, transfer material and develop knowledge alone, but also provide self-development skills, mental training, soul, attitude, habits and value systems needed to work independently (Kemendikbud, 2003), (Pamela, 2016).

The development of an entrepreneurial learning model through increased competence, both knowledge (affective, cognitive and psychomotor) and skills-based skills, knowlegde, attitude in order to improve knowledge, skills, work experience is very important. Looking at the problems: (a) there are still low graduates who have not dared to do independent business, (b) there are graduates who are still unemployed, (c) there are graduates who tend to be job seekers than to be job creators.

Based on the problem above, as an indication of educational orientation to graduate more independent students has not been achieved optimally, it means that there are still problems in education, especially teaching and learning models and methods (affective, cognitive, psychomotor) have not been maximized (Suranto, 2015). The theme of this research is based on the existing problems, the problem of graduates who are still unemployed, entrepreneurship learning is still just a theory, affective and cognitive aspects have not all applied psychomotor dominantly. This research formulates a model for student business independence so that graduates

are ready to be independent with the competence of business knowledge and skills, so as to produce a feasible and good model formulation, effective in improving independence, knowledge and business skills of students.

Improving skills (Diwanti, 2020), improving knowledge (Handayani, 2016), and improving business independence are done in many ways, one of which is competency-based training, on the job training (internships), business workshops, as an improvement in skills, knowledge and business behavior. The entrepreneurial training model, internships and competency-based training aim to enrich the knowledge, skills of graduates ready to work according to performance standards to create their own business opportunities (Romanto, 2020), (Prakasa, 2020), (Suranto, 2013). The model of student business independence has skills, knowledge, mental business behavior, does not depend on other parties, job creators are no longer job seekers (Suranto, 2016). The mentality of business independence will improve skills, confidence, perseverance, analytical skills, thinking skills, knowledge skills, management skills, and communication skills.

Increased knowledge and increased skills are very important in the provision of entrepreneurial competence. The research being developed has novelty, in the form of a model of increasing entrepreneurial independence competency through knowledge and skills, and a different test between pretest posttest control group design.

2. Literatur Review

Developing an entrepreneurial model through the stages of pre immersion, immersion and post immersion (Kemendikbud, 2023) and Doing, Empowering, Facilitating and Evaluating (DEFE). The model with these stages functions as a means of strategy to achieve the goal of empowering prospective graduates to become entrepreneurs. "Business incubators are specific entities that support entrepreneurs starting their business lives" (Doris, 2006). In the pre-immersion model stages, students get theories about entrepreneurship, business model canvas, SWOT analysis, business plans, strengthening business mentality and business idea opportunities. Immertion is expected for apprentice students at UMKM, in order to get hands-on business experience, strengthen the business mentality. Meanwhile, post-immersion students carry out business planning, sell products and have product startups that are developed and marketed. The entrepreneurial model with these stages was successfully developed (Suranto, 2013), useful for supporting new business candidates in starting new businesses, so that the model can be run and developed in the context of: (1) guiding and building student entrepreneurial mentality; (2) building student independence; (3) high commitment to building a business mentality; (4) improve students' innovative creative spirit; (5) training prospective young entrepreneurs to market a product to the business and industrial world; (6) oriented to real results; (7) developing knowledge (knowledge, skills, attitude and behavior) of students. A basic approach is to understand the term entrepreneurship as learning about entrepreneurship as a phenomenon and learning useful skills in order to become an entrepreneur (Scheiner, 2009). A business model is an economic development organization designed to accelerate the growth and success of entrepreneurial companies through an array of business support resources and services that could include physical space, capital, coaching, common services, and networking (Willing, 2008). Business model is used specifically to design and prepare candidates for a young businessman and entrepreneur who does not have enough facilities. To reduces the cost of expensive for new businesses, leasing incubator program (to help) through "resource station" (the developer of a centralized human resources (Jinett, 2006). In his examination entitled, "Characteristics of Entrepreneurs: An Empirical Analysis" has reviewed the socio-economic and attitudinal characteristics of entrepreneurs dependent (Deepa, 2023). Highlighted the critical aspects of female innovative inspiration and how they affect

business performance (Deepa, 2023). Digitalization of businesses is an emerging trend across the world of art technologies which were not within reach of small businesses (Vikas, 2023).

3. Methodology

The aim of this research is to formulate the development of an entrepreneurial model to improve students business independence through workshop to equip entrepreneurial knowledge and internships to hone entrepreneurial skills.

A research with a quantitative approach, using 40 students as subjects who participated in workshop activities in the incubator program to hone knowledge and internships in MSMEs to hone and equip skills in business plans. Research through experimental design with 40 students as subjects of the business incubation group of Universitas Muhammadiyah Surakarta, through non-random sampling techniques. The formulated model has goodness of fit model, tested validity and reliability, up to the experimental test.

Experimental research steps in the form of: (a) validity and reliability test, (b) formulation of a model that has goodness of fit model, (c) experimental test given to 40 students with treatment before joining the workshop program and after participating in the workshop program, observed and compared indicators knowledge, independent skills.

The research concept uses the development of Borg and Gall (Soegiyono, 2016). The data collection techniques are through questionnaires, structured interviews, observation and documentation. Questionnaires are to test manifest variables that reflect the developed latent variables. Content validity is the validity to test the instrument. Construct validity is an instrument based on the concepts using experts opinion based on empirical experience in the field. Formulating the model is applied through CFA (Confirmatory Factor Analyses), the core components of the model, the content of the learning model (training workshops and internships) of entrepreneurship (Soegiyono, 2016), (Isa, 2011).

4. Result And Discussion
4.1. Result

The research was conducted in stages: (a) variable development, (b) testing of questionnaire instruments, validation and hypothetical models, (c) testing the working effectiveness of the model to measure the goodness of fit of the model developed through CFA. Confirmatory Factor Analysis (CFA) aims to confirm: (1) the model is effectively applied, (2) manifest variables are proven to reflect latent variables, (d) the core components of the model and the content of entrepreneurial competency materials, (e) path analysis to determine the correlation among variables, (f) independent mental development before and after participating in the workshop program.

The final outcome variable is business independence: (1) capable, (2) confident, (3) resilient, (4) forward thinking, (5) professional, (6) have a business. The analysis results, the model formulation is declared feasible and has achieved Goodness Of Fit (GOF), according to the model equation and the items are declared valid and reliable. That the question items measuring the variables of skills, knowledge and mental business independence are all reliable because they have a Cronbach's Alpha coefficient > 0.7, and Table-1 Results of the goodness of fit index model.
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Table-1. Results of the goodness of fit index model

No	Index	*Cut of Value*	Result	Information Result
1	Kai Kuadrat (p)	Kecil (p > 0.05)	112.120 (0.0900)	Fullfiled
2	CFI	≥ 0.90 (max 1)	0.9260	Fullfiled
3	GFI	≥ 0.90 (max 1)	0.9184	Fullfiled
4	AGFI	≥ 0.90 (max 1)	0.9086	Fullfiled
5	RMSEA	≤ 0.08 (Min 0)	0.0782	Fullfiled

Source: processed data (2023)

Based on the results of Confirmatory Factor Analysis, the correlation between indicators (manifest variables) and latent variables (construct variables), all indicators are significant with the loading of each indicator on its variable> 0.5 with significance <0.05 (5%). It means that all indicators are significant to use in measuring latent variables in the structural hypothesis. The results of the coefficient of direct influence of exogenous variables on endogenous are shown in table-2, and mental independen entreprenurship shown in the tabel-3.

Table-2. Direct Effects

VARIABLES	PATH	P Values
Knowledge -> Skill	0,688	0,000
Skill -> Business Independence	0,957	0,000
Knowledge -> Business Independence	0,478	0,000

Source: processed data (2023)

Table-3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Before Experiment	40	23,00	47,00	37,48	5,21
Experiment	40	33,00	57,00	46,33	5,66
Valid N (listwise)	40				

Source: processed data (2023)

4.2. Discussion

It was explained that: (1) the model is stated as the goodness of fit model, (2) business knowledge has a direct significant influence on entrepreneurial skills with a coefficient of 0.688 and p <0.05, so that it has an influence on doing business; (3) Entrepreneurial skills have a direct significant influence on business independence with a coefficient of 0.957 and p <0.05, this proves that skills are needed and greatly affect business independence; (4) business knowledge has a direct significant influence on business independence with a coefficient of 0.478 and p <0.05, so knowledge has an influence on business independence. The largest variable affecting business independence is business skills through internships in MSMEs. Skills and proficiency in MSME apprenticeships to hone and sharpen business mentality in: technical skills to run a business, skillful in decision making, skillful management: HR, operations/production and

finance, skillful in networking or marketing, skillful in innovation creation and skillful in seizing opportunities.

The mental development of independence before and after participating in the workshop program experienced differences based on the different test in table-3. Based on the results of the independent t-test, descriptive results were obtained.

In table-3, the lowest score for mental independence prior to treatment following the program was 23, and the highest was 47 with an average of 37.48 ± 5.21. After participating in the program, the lowest score was 33, and the highest was 57 with an average of 46.33 ± 5.66. The average mental independence score of entrepreneurs after participating in the program is higher for mental independence.

5. Conclusions

It is concluded that the formulation of the entrepreneurial development model to improve mental independence is declared to be a goodness of fit model. The model is declared effective and able to increase the independence of entrepreneurial mental competence sustainable.

Acknowledgement

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