

**DEVELOPMENT OF ENTREPRENEURSHIP TRAINING MODEL OF
"SMART ENTREPRENEUR MODEL" (SEM) AT THE UNIVERSITAS
NEGERI PADANG**

**PENGEMBANGAN MODEL PELATIHAN KEWIRAUSAHAAN
"SMART ENTREPRENEUR MODEL" (SEM) DI UNIVERSITAS
NEGERI PADANG**

Asmar Yulastri

Universitas Negeri Padang, Indonesia

Email: a.yulastri@yahoo.co.id

Submitted: 2020-06-10

Accepted: 2020-06-13

Published: 2020-06-13

DOI: <https://doi.org/10.24036/jpk/vol12-iss01/764>

URL: <http://jpk.pj.unp.ac.id/index.php/jpk/article/view/764>

Abstract

Training Entrepreneurship is one of the efforts to streamline the purpose of supporting entrepreneurship education in universities. This study aims to develop and produce a model of entrepreneurship training of "Smart Entrepreneur Model" (SEM) developed by using Four D's approach. The design development of the SEM Model Training Model was using ADDIE Instructional Design. Results of the research on the stages of needs analysis showed that students have a very high requirement for learning entrepreneurship, entrepreneurial planning, and business management, as well as a high need for a training online business based. Rationalization development carried out was a matter of lack of funded proposals by Ditjen which were only 21.42% of the submitted proposals which met the criteria set forth. Then, from 81 funded business proposals, it was only 30.86% that run caused by weak of business management committed by participants of Students Entrepreneurial Program (PMW). In the development of SEM Training Model, the design is Needs Analysis stage and skills gap analysis. Stages of the design were based on objectives, performance, goals of activities, methods, place and time, content, and syntax. Developed Syntax of SEM consisted of 8 steps of training activities where Syntac of SEM training Model consisted of the 8-step training process. They are Preparation Participants Training, Psychometric Test, Identification Results of Psychometric Tests, Analysis of Business, Management Mentoring, Mentoring Online Business, Business progress report, Evaluation of training implementation.

Keywords: *Training Model, Entrepreneurship, Smart Entrepreneur Models (SEM)*



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2017 by author and Universitas Negeri Padang.

Abstrak

Pelatihan Kewirausahaan adalah salah satu upaya untuk merampingkan tujuan mendukung pendidikan kewirausahaan di universitas. Penelitian ini bertujuan untuk mengembangkan dan menghasilkan model pelatihan kewirausahaan "Smart Entrepreneur Model" (SEM) yang dikembangkan dengan menggunakan pendekatan Four D. Pengembangan desain Model Pelatihan Model SEM menggunakan Desain Instruksional ADDIE. Hasil penelitian pada tahap analisis kebutuhan menunjukkan bahwa siswa memiliki persyaratan yang sangat tinggi untuk belajar kewirausahaan, perencanaan kewirausahaan, dan manajemen bisnis, serta kebutuhan yang tinggi untuk pelatihan berbasis bisnis online. Pengembangan rasionalisasi yang dilakukan adalah masalah kurangnya proposal yang didanai oleh Ditjen yang hanya 21,42% dari proposal yang diajukan yang memenuhi kriteria yang ditetapkan. Kemudian, dari 81 proposal bisnis yang didanai, hanya 30,86% yang berjalan disebabkan oleh lemahnya manajemen bisnis yang dilakukan oleh peserta Program Mahasiswa Wirausaha (PMW). Dalam pengembangan Model Pelatihan SEM, desainnya adalah tahap Analisis Kebutuhan dan analisis kesenjangan keterampilan. Tahapan desain didasarkan pada tujuan, kinerja, tujuan kegiatan, metode, tempat dan waktu, konten, dan sintaksis. Sintaks yang dikembangkan dari SEM terdiri dari 8 langkah kegiatan pelatihan di mana Syntac Model pelatihan SEM terdiri dari proses pelatihan 8 langkah. Mereka adalah Peserta Pelatihan Persiapan, Tes Psikometrik, Hasil Identifikasi Tes Psikometrik, Analisis Bisnis, Pendampingan Manajemen, Pendampingan Bisnis Online, Laporan Kemajuan Bisnis, Evaluasi pelaksanaan pelatihan.

Kata kunci: Model Pelatihan, Kewirausahaan, Smart Entrepreneur Model (SEM)

Introduction

Many studies have examined the contribution of entrepreneurship to the growth and development of the economy of a country. The results of the study confirm that entrepreneurship contributes to economic growth and development through new business opportunities, new technologies, innovation, efficiency and productivity (Yolac, 2015). Klapper and Love (2010) state that there is a strong correlation between entrepreneurship and economic growth. Entrepreneurs in developing countries play a positive role in the process of economic growth by creating new business opportunities, broaden the tax base, diversify risk, adapt to new technology and innovation (Brixiova, 2013). Thus, he stated that entrepreneurship has a positive effect on a country, especially in terms of growth and economic development. Globalization and improvements in communication and information technologies bring structural changes that require a redistribution of resources, especially human resources (HR), therefore it is necessary to reform the quality of human resources involved in economic activities, especially Entrepreneur. Given that entrepreneurial activity is an important factor for the development of the economy of a country to promote economic growth and development.

The efforts were presumably positioned in increasing the number of entrepreneurs is through education in Universities. Higher education becoming the choice for implementing entrepreneurship programs. The government since 2009, through the Directorate General of Higher Education, Ministry of Education and Culture launching the Student Entrepreneurial Program (PMW) to be implemented and developed by

universities. PMW implemented throughout the selected State Universities (PTN) and Private Universities (PTS) by Coordinator of Private Universities (Kopertis) with different allocation (Directorate General of Higher Education, 2015). Moreover, the program also aims to encourage institutional or entrepreneurial units in universities in order to support the development of entrepreneurship programs. As a final result, it is expected a decrease in the unemployment rate of graduates of Higher Education.

However, contrary to what is expected by the government through a program of PMW, bachelor number of unemployment in Indonesia is still high and is not significantly reduced from the year 2009 or since the introduction of the PMW program by the Director General of Higher Education. Data shows that the total Unemployment is College graduates at the level of Bachelor and Diploma in Indonesia, according to the Central Bureau of Statistics (BPS) in August 2015, is around 600,000 people and graduates of universities and open unemployment of college graduates are still relatively more than another labor force in Indonesia. This indicates that the employment of college graduates tend to be slow. The phenomenon of educated unemployment is a classic issue that is to be debated in the State Indonesia.

The launching of various programs to anticipate the problem of unemployment is already applied in higher education but the problem of, in every year, the number of labor absorption for college graduates is still low. The reality can be seen from the data presented by the Chairman of the PMW UNP, that, since the year 2009 to 2014, it is recorded that from 378 submitted business proposals, it was only 81 (21.42%) proposals were funded. It shows that the quality of most of the submitted proposals still did not meet the criteria ratings assigned to was not approved for funding. Later than, from 81 business proposals were funded, there were only 25 (30.86%) which ran and 56 (69.14%) businesses did not run with various problems, especially related to the weak of business management by the students. This issue proves that although the government has provided a big budget for implementing this program, in reality, the implementation of the program still cannot be said to be successful.

Lack of knowledge about the concept of entrepreneurship, entrepreneurial attitude and character, low management capability, and inadequate mastery of information technology should be addressed with a Training Model. The deemed appropriate training model applied in universities to help students to be active in developing the knowledge, skills, and attitudes to entrepreneurship is Mentoring Method approach. The training aims to equip, improve, and develop job competence in order to improve the capability, productivity and well-being (Simamora, 2006: 276). Mentoring and coaching of trainees who are not experienced with the expert to provide information, support, and encouragement; also called an apprenticeship. Thus the purpose of conducting training with mentoring method (coaching) is to provide assistance, guidance, and information in the form of debriefing to improve and develop the competence of entrepreneurship students who attend the training program. This paper then was aimed to describe the development of Entrepreneurship Training Model of "Smart Entrepreneur Model" (SEM) at The State University of Padang.

Education and Entrepreneurship Training in Higher Education

Entrepreneurship in many countries around the world should be a reference for entrepreneurship education in Indonesia. This is done as benchmarks to conduct high-quality learning for learners in the field of Entrepreneurship. Premand (2015) states that



entrepreneurship education has the potential action to enable learners to gain the skills and create their own jobs,

McGrath and MacMillan (2000) state that foster entrepreneurship as a mindset can be considered as an educational competence, based on experience learning instructional as well as in a training. Jiménez (2015) states that the Entrepreneurship has been an indication of economic growth in a country. The positive impact on the formal education of Entrepreneurship is the ability gained through the necessary education to better detect and evaluate business opportunities, increase self-confidence to risk being perceived, as well as foster care and employment opportunities. Coduras et al. (2010) underline that people tend to acquire knowledge that can provide benefits in the ability of skills through education (especially formal) that are more practical. Ganefri (2013) states the production-based learning model is defined as a procedure or steps that need to be done by educators to facilitate learners to actively learn, participate and interact, with competence - orientation to produce a product either goods or services required.

Based on the study on Education and Training in Higher Education, it can be said that fostering entrepreneurial attitudes for students is the efforts made by the approach through education and training and in accordance with the purpose of Entrepreneurship Education. Paying particular attention to the relevance of the educational process with the skills needed in a factual approach to learning in accordance with the needs of the students related to the purpose of Entrepreneurship Education is committed.

Mentoring Methods in Training Entrepreneurship

Training is associated with increased skills of a person either already occupied a specific job or task and the new will step into the world of work so that it more emphasis on skills. Methods of training on the development of the Smart Entrepreneur Model (SEM) was performed in this development is the method of Mentoring (Coaching). Crawford (2010) Mentoring is the interpersonal relationships in the form of care and support between someone who is experienced and knowledgeable with someone who is less experienced and whose knowledge is less. According to Zachary (2005) Mentoring a reciprocal relationship and collaborative learning between two or more people who have the same responsibility and accountability to work together and to help mentee achieve the learning objectives and defined together. Santrock (2007) Guidance Mentoring is provided through demonstration, instruction, challenge, and encouragement on a regular basis during a given time period. It is seen that the development of mentoring technology, will improve the professional training of entrepreneurs and improve the results of entrepreneurial activity (Archbold, 2015).

Mentoring is usually carried out by trained individuals who prefer to improve the competence and character of the individual who has not been trained. From the above definition, it can be concluded that mentoring is a process of self-improvement interpersonally performed well in terms of education and employment through an emotional approach to mentor with their mentee. The purpose of mentoring is to establish professional competence under realistic conditions while practicing the performance of certain operations, modeling of entrepreneurial activity correspondent.

Learning Model and Training Model

In nature, training and learning in education have the same goal which is aimed at the development of Human Resources (HR) in order to benefit from training or educational accomplishments. According to Sulchan (1997), training is an effort in order to develop human resources; therefore the job training is part of an educational process whose goal is to improve the ability or skills to a person or group of people. Moenir (2001: 142)

suggests that exercise is oriented to "Practice" and more done to skill, dexterity, and skill to use limbs or work tool.

Training is associated with increased skills of a person, either already occupies a specific job or task and the new will step into the world of work so that it more emphasis on skills. Training is an integrated way that is oriented towards the demands of actual work, with emphasis on the development of skills, knowledge, and abilities.

In developing a learning model by using systematically arranged learning methods and strategies and has been proven through research to achieve the learning outcomes in the form of specific competencies to these models. Through the teaching model, an educator can stimulate and improve the way the quality of the learning process so that more effective learning objectives can be achieved. The learning model and the learning process would explain the meaning of the activities carried out during the learning. Each educator will have reasons to support why they are doing a teaching model

Joyce et al. (2011: 4) defines a learning model as follows: "A models of teaching is a plan or pattern that we can use to design, face to face teaching in classrooms or tutorial settings and to shape instructional materials-Including books, films, tapes, and computer-mediated programs and curriculums (long-term courses of study) ". While Arends (2008: 24) points out: "Models of teaching is an overall plan, or pattern, for helping students to learn the specific kinds of knowledge, attitudes, or skills". Thus each learning model serves to provide direction in designing a study in order to help learners achieve various objectives and/or competence. Based on the study of learning model that the authors pointed out above, it can be concluded that the learning model is a conceptual framework which becomes as guidance for an educator to do the learning. Learning model has to systematize arranged which has proven through research to achieve the learning outcomes in the form of specific competencies to these models. An educator must have a reason why a learning model selected and ensure that the model implemented to support the success of educators in inviting the students to understand the problem through all stages of the learning process which is carried out in accordance with the objectives set.

Entrepreneurship Training Model of Smart Entrepreneur Model

In research studies of learning model proposed was developed into a model of training, because in fact, the training is a learning process that equally aims to provide and equip learners to improve and enable learners to change behavior. Therefore, in conducting a training, it is still needed a learning model that can be a patron (guide) in carrying out the training process.

Entrepreneurship training model of SEM becomes a conceptual framework that is a guide for a coach or instructor in training, who has composed a systematic method. Model testing of this training will be held in the second year of the study. While in the first year of this study, Entrepreneurship Training Model was developed into a conceptual framework and its training model devices used in applying the SEM Entrepreneurship Training Model.

Just like a patron of learning, Entrepreneurship Training Model of SEM has a specification that can be resolved as a model. It aims to be able to distinguish between learning models and strategies and learning methods. Arends (2008: 259) states that



Learning Model has some attributes that are not owned by some of the strategies and specific learning method possible. Attributes of a model is a coherent theoretical basis or a viewpoint on what that age to learn and how they learn. The learning model recommends a variety of teaching behaviors and class structure needed to realize some different type of learning. The learning model has a syntax flow models of learning activity as a whole.

Entrepreneurship Training Model in Higher Education

Training is a learning process. Premand (2015) states that entrepreneurship education has the potential to enable learners to gain the skills and create their own jobs. Research shows that entrepreneurship education significantly increases the rate of self-employment among university graduates about one year after graduation.

In an official recommendation, educators are encouraged to adopt innovative pedagogy for entrepreneurship courses in order to achieve a positive impact on learners. Therefore McGrath and MacMillan (2000) state that foster entrepreneurship as a mindset can be considered as an educational competency, based instructional learning experiences as well as in training. Jiménez (2015) states that the Entrepreneurship has been an indication of economic growth in a country, the positive impact on formal education Entrepreneurship is the ability gained through the necessary education to detect and evaluate better business opportunities, increase self-confidence to risk being perceived, as well as foster care and employment opportunities. Coduras et al. (2010) underline that people tend to acquire knowledge that can provide benefits in the ability of skills through education (especially formal).

Like the process of learning, the basic steps require the opening, core, and cover. To ensure a better learning process running the required model that is the frame of reference for educators in doing the learning. The existence of a learning model is important in improving the quality of the learning process and streamlines the achievement of learning objectives. Likewise, an entrepreneurial training program required training model that can be used as a frame or patron Entrepreneurship training implementation.

Sagala (2005: 175) argues that learning model is a conceptual framework that describes a systematic procedure for organizing the learning experience of learners to achieve specific learning objectives, and serves as a guide for learning designers and teachers in planning and implementing learning activities. Rooijekkers (2003: 174) explains that the success of an educator would be assured if he can invite his students to understand a problem through all stages of the learning process because then the learning process educators must be able to use the models and learning approaches to ensure learning is succeeding as with the plan. Joyce et.al (2009: 7) states that "As an educator helps students acquire information, ideas, skills, values, ways of thinking and purpose expressing of themselves, we are actually central to teach them to learn, teach the real is to teach students how to learn". According to Arends (2008: 24), concept learning model is broader than the concept of the strategy and methods of learning ".

Thus, in developing a Learning Model by using systematically arranged learning methods and learning strategies and has been proven through research can be used to achieve the learning outcomes in the form of specific competencies to these models. Through the teaching model, an educator can stimulate and improve the way the quality of the learning process so that more effective learning objectives can be achieved. To understand the specification of a learning model can be recognized from the characteristics of a learning model. It aims to be able to distinguish among learning models, learning strategies and learning methods.

Arends (2008) states that model of learning as a conceptual framework that describes a systematic procedure for organizing the learning experience of students, among others, are as follows. 1) Rational theoretical; grounding think how nature learners learn best. 2) Syntax; how the pattern of behavior of student-teacher sequences. 3) The principle of interaction; how teachers positioning themselves to students, as well as learning resources. 4) The social system; how do you view between components in the learning community. 5) The impact of learning of how the results and impact of the expected good learning instructional impacts (instructional effect) as well as the impact of Bridesmaids (nurturant effect). Then, the development has been done refers to the characteristic of the elements of a Learning Model.

Method

This research is the development of research or development research (RnD). This research included the study to develop and produce a student entrepreneurship training model of "Smart Entrepreneur Model" (SEM) by using Four D's approach. This research model development is using procedures of define, design, develop and disseminate (Bold & Gall, 2011). Measuring the validity of the products was conducted by using Expert Judgment/test and Focus Group Discussion, whereas for practicality test the application of the product to students in the form questionnaire of the practicality of the product. While measuring the effectiveness of the product, it was conducted an action research. With development frameworks such as the following:

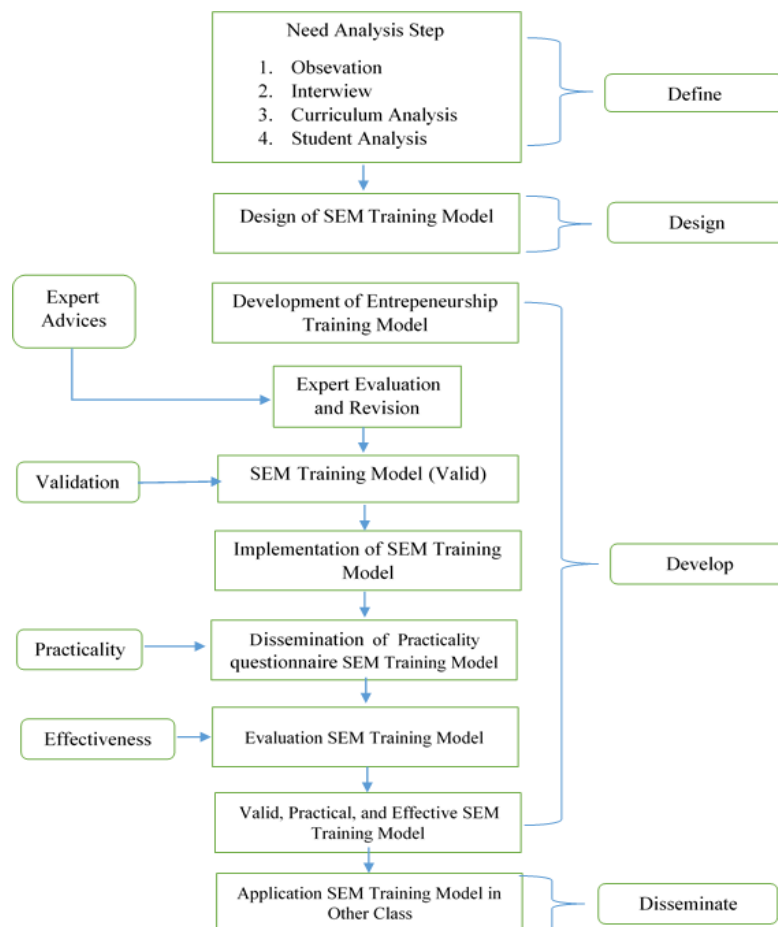


Figure 1. Reserach Method



Result and Discussion

Description of Research Result of Entrepreneurship Training Needs Analysis of SEM Model

After analyzing data on the level of students needs for Entrepreneurship Training is described as follows:

Table 1 Results of Needs Analysis

Needs Analysis	N	Mean	SD	Sum	%
Needs of Teaching Entrepreneurship	30	8.53	973	256	85
Needs of Business Planning Training	30	4.13	1.196	124	83
Needs of Business Management Training	30	8.67	1.446	260	87
Needs of Online Business Training	30	7.87	1.871	236	79

Based on the above data, it can be explained that the students of the State University of Padang who participate in PMW programs in a total of 30 students have extremely high requirements for learning entrepreneurship, extremely high requirements for training of entrepreneurs planning, extremely high requirements for business management training and have a high need for online business training. Thus, the results of a needs analysis recommend that entrepreneurship training can be implemented as a whole is the knowledge that is needed by the student to improve its ability to carry out activities of Entrepreneurship.

Description of Entrepreneurship Training Model of SEM Model

Rationalization of Development of Entrepreneurship Training Model of SEM

The State University of Padang (UNP) is one of the Universities which organize PMW. Implementation of PMW in the UNP is one form of duties and responsibilities UNP in the welfare of the State of Indonesia through the discourse of integrated Entrepreneurial Campus (Campus Entrepreneurs). Therefore the government programs in entrepreneurial activities are carried out by the UNP with reference to a predetermined standard of activity. In fact, the reality of the success of the PMW in UNP still cannot be said success. The reality can be seen from the data presented by the Chairman of the PMW of UNP who said that, since the year 2009 to 2014, it is recognized that from 378 business proposals were submitted, there were only 81 (21.42%) proposals were funded, this fact shows that the quality of the proposals submitted did not meet the criteria ratings assigned for funding. Meanwhile, from 81 funded business proposals, there were only 25 (30.86%) were ran and 56 (69.14%) businesses did not run caused by various problems, especially related to the weak of students' business management. This issue proves that although the government has provided a big budget for implementing this program, in reality, the implementation of the program still cannot be said to be successful. Lack of knowledge about the concept of entrepreneurship, Entrepreneurial attitude and character, and management capability is low, and the mastery of inadequate information technology should be addressed with a Model Training.

The deemed appropriate training model applied in universities in helping the students to be active in developing the knowledge, skills, and attitudes to entrepreneurship is by using Mentoring Method approach. The training aims to equip, improve, and develop

job competence in order to improve the capability, productivity and well-being (Simamora, 2006: 276). (Robbins and Coulter, 2010: 277). Mentoring and coaching of trainees who are not experienced with the expert to provide information, support, and encouragement; also called an apprenticeship.

Higher education becomes a choice for implementing entrepreneurship programs. The government since 2009, through the Directorate General of Higher Education, Ministry of Education and Culture launching the Student Entrepreneurial Program (PMW) which are implemented and developed by universities. PMW implemented throughout the selected State Universities (PTN) and Private Universities (PTS) by Coordinator of Private Universities (Kopertis) with different allocation (Directorate General of Higher Education, 2015).

PMW aims to provide a stock of knowledge, skills and attitude or spirit of entrepreneurship (entrepreneurship) based science and technology to students in order to change the mindset (mindset) of job seekers (job seekers) become creators of jobs (job creators) and a candidate/businessman resilient and successful in facing global competition. Moreover, the program also aims to encourage institutional or entrepreneurial units in universities in order to support the development of entrepreneurship programs. As a final result, it is expected a decrease in the unemployment rate of higher education graduates.

Preparation of Implementation of Entrepreneurship Training of Smart Entrepreneur Model (SEM)

In general, the technical implementation of Entrepreneurship training with Smart Entrepreneur Model (SEM) is carried out by three main stages: 1) preparation, 2) Implementation and 3) Evaluation. In each stage, there is also a sub-stages performed by programmed in accordance with the development that has been done. The following explanation of SEM preparation techniques Entrepreneurship training:

In order the training activities are run well, it needs to be prepared. Things were done in preparation for SEM Entrepreneurship Training Program is 1) Preparation of a training place, including accommodation facilities, where practices and places/buildings for learning in the classroom. Preparation of labor computers at the State University of Padang, which was used to carry out activities Psychometric tests, 2) Preparation of letters and other administrations, among others: (a) The letter calling for participants include the theme, time, location, schedule, requirements or prepared materials / carried by participants, (b) A letter of invitation opening of training for officials and partners as well as trainers and resource persons, (c) the application letter of trainers / resource training, (d) the decision of officials (head office) on the establishment of the executive committee arrangement of committees, trainers and trainees. 3) Providing stationery (ATK) training and equipment needs of participants and trainers (training kit), and providing learning materials and evaluation tools, 4) Organize a final meeting preparatory training.

Purpose of implementation of the operational preparations was used for training activities in order to make the activities run well technically. But apart from the technical preparation of operational activities, there was the more important preparation that is preparation for the design of the training program.



Development of Design of Teaching Entrepreneurship Training

Development of design of teaching Entrepreneurship Training with five (5) stages of development as follows:

Analysis

Needs Analysis

The analysis is a process to define what will be learned by the students through needs analysis namely; identify problems (needs), and perform analysis tasks (task analysis). Therefore, the output to be generated is in the form of characteristics or profile prospective learners; identify gaps, needs identification and analysis of the detailed tasks based on the needs.

Need analysis of Entrepreneurship Training Model of SEM showed that the importance of implementation of development model is based on the need to solve the problem of not achieving the objectives of the program PMW in the UNP, and the problem of the low number of self-employment among college students as well as the problem of the low rate of unemployment graduates of universities throughout Indonesia. The presence of the fact of the gap between expectation and reality on the implementation of entrepreneurial education that had been carried though supported by both practical training conducted to support the success of entrepreneurial programs. Therefore, it can be sum up that The State University of Padang requires a training model that has a direct approach to implementing technically the entrepreneurial activity in participants to increase the success of PMW programs in The State University of Padang.

Skills Gap Analysis

Based on the evidence of their Need Assessment carried out on the stage, it is necessary to analyze the skills gap. Gap analysis skills are basically intended to test and document the skills possessed by the organizers and participants and skills required for success in implementation of the training.

This activity is a follow-up action appropriate to technical analysis when the needs assessment has been proven true; that the organizers and participants are not able to carry out as good as should be related to the weakness of their knowledge and skills. Therefore, these skill gap analysis activities specifically implemented when the parties demonstrate skills mismatch with the jobs they have to accomplish.

Related to the analysis of gaps in students participating in PMW in the neighborhood of UNP, it can put forward the skills gap in managerial abilities in entrepreneurship. PMW participants who receive funding have drawbacks management capabilities both in terms of planning, implementation, and reporting of business activities. Management is an important factor determining the success of a business, but based on observation, interview and final reports on the implementation of the PMW have been done on several stages; there are gaps in applying management skills. It is the cause of student failure in maintaining and developing businesses that have been funded by the Directorate General of Higher as well as some funding provided by UNP.

Aside from the gap in terms of management capability, there were gaps in the capability of some skills in the mastery of information and communications technology in carrying out entrepreneurial activities. The presence of the phenomenon of an obligation carrying out the acquisition of skills for the online business of 21st-century entrepreneurs cannot develop a business and lost the chance to compete to win a higher market through trading activities in the Internet network. Therefore, referring to gaps the skills of these

students, then subsequently formulated mentoring in the training phase involving experts or practitioners in the field of management and internet entrepreneurs to provide mentoring to trainees.

This skill gap analysis was the process of comparing the current skill level with the expected changes essentially after the training. Here's an overview of the fundamental design of skills gap analysis referred to in the development of Smart Entrepreneur Entrepreneurship Training Model (SEM):

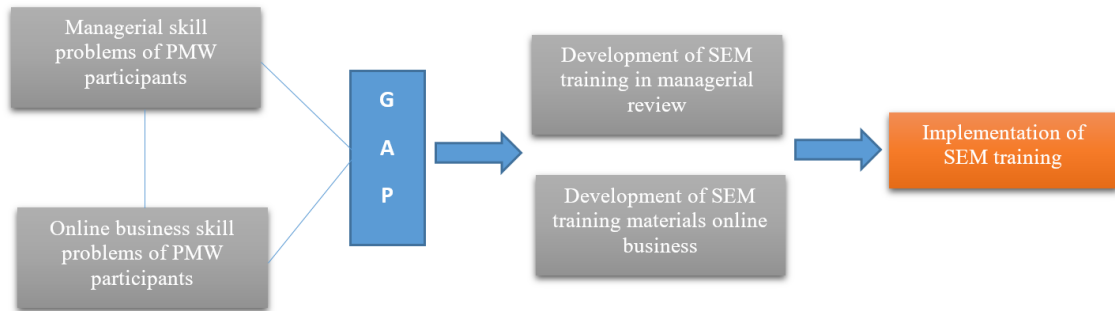


Figure 2. Fundamental Design of Skills Gap Analysis of Entrepreneurship on SEM Model

Stages Design Model Entrepreneurship Training SEM

Design also known as draft (blueprint). The initial step is to formulate learning objectives which are SMART (Specific, Measurable, Applicable, Realistic and tangible). Furthermore, the step was devising tests, where the test should be based on formulated learning objectives. Then, the next step was determining the appropriate learning strategies to achieve the goal. In this case, there were many combinations of methods and media selection to be chosen from and certainly the most relevant. In addition, it was needed taking into account other sources of support, such as relevant learning resources, what kind of learning environment should be, and so on. All of this was embodied in a document called a clear and detailed blueprint.

At the design stage, SEM training model was the core of the development process in this study. The design here is intended as the efforts of researchers and teams to provide a blueprint of SEM Entrepreneurship Training program.

Preparation of the design was done in this study includes five (5) aspects, namely the purpose of training, performance training and teaching strategies, financing and scheduling, project management, and prototype/ blueprint. Each of these aspects forms is an important element of the blueprint for the design of effective training, as illustrated in the following diagram:

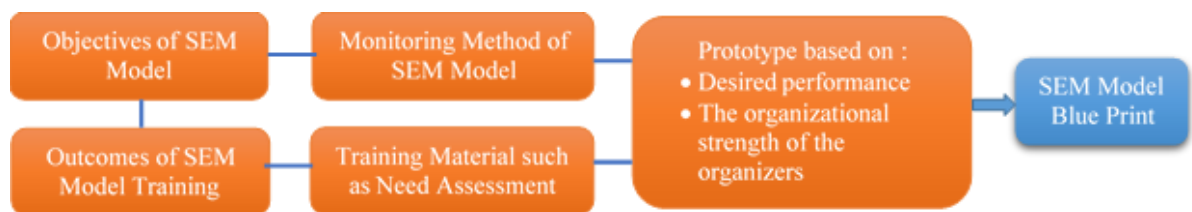


Figure 3: Elements of Design Blueprint SEM Model Training



Based on the proposed frameworks of Blueprint elements, there is a description of the characteristics of the Model Entrepreneurship SEM training activities:

The goals of Model Training of Smart Entrepreneur Entrepreneurship Training Model (SEM)

the goals of Entrepreneurship Training is conducted by using the Smart Entrepreneur Model (SEM) is generally to increase the number of Indonesian entrepreneurs through Higher Education as an effort to repair the economic power of Indonesia. However, there are some specific goals that can be put forward as the basis of this training program.

The following description of the particular implementation of Smart Entrepreneur Entrepreneurship Training Model (SEM):

- 1) Encourage the student's interest in carrying out entrepreneurial activity based on potential, interests, and talents.
- 2) Grow the intention of entrepreneurship among students who received the funding of Student Entrepreneurship Program at the State University of Padang by directing entrepreneurial activities undertaken in accordance with the rate (index) of its entrepreneurship.
- 3) Improving the managerial capacity in entrepreneurial activity
- 4) Improving the ability to undertake entrepreneurial activities based on technological advances, especially in the business with Internet use.

Achievement (Output) which is expected from the Entrepreneurship Training of SEM

Based on the objectives of training programs that have been put forward, it can be described the output of the training are:

- 1) The increasing of interest and motivation of students who are training participant in the activity of entrepreneurship with the realization of the active participation of students who are PKM participant to participate in nationally and internationally student entrepreneurship competition with the innovation and creativity that has novelty value by potential students.
- 2) Fostering entrepreneurship intentions which can be seen from the power of the mindset of success in business based on potential, interest and giftedness students. Students can have the mindset of successful entrepreneurship and redeem entrepreneurship habit to colleagues and their environment.
- 3) The growth of entrepreneurial activity in the environment of UNP through entrepreneurship students with qualified business management (managerial).
- 4) The growth of entrepreneurial activity environment of UNP with the advent of internet entrepreneurship among students.
- 5) The publishing of Smart Entrepreneur Training Model as the Model Training to become a reference and patron in conducting Entrepreneurship Training.
- 6) The guidance of good relationship between entrepreneurial novices among students with successful entrepreneurs as the impact of the mentoring process carried out in the training

Activity Target

Beneficiaries of the program with Smart Entrepreneur Entrepreneurship Training Model are all students participating in Student Entrepreneurship program implemented by the Directorate General of Higher at UNP in the fiscal year 2017 for 32 students.

The training method

The training method is the method which was implemented with the mentoring methods with the involvement of the managerial and entrepreneurial success in the business of

information technology, especially in the Internet network. Methods of training on the development of the Smart Entrepreneur Model (SEM) was performed in this development was the Mentoring (Coaching) method. Crawford (2010) Mentoring is the interpersonal relationships in the form of care and support between someone who is experienced and knowledgeable with someone who is less experienced and whose knowledge is less.

According to Santrock (2007) Guidance Mentoring is provided through demonstration, instruction, challenge, and encouragement on a regular basis during a given time period. Mentoring is usually carried out by trained individuals who prefer to improve the competence and character of the individual who has not been trained.

During this process, mentor and mentee develop bond commitments which involve the emotional character and characterized by an attitude of respect and loyalty ". Thus, mentoring is an approach that is more friendly. Where in the process the friendship, there was no vision to improve the quality of both thought and emotion. From the above definition, it can be concluded that mentoring is a process of self-improvement interpersonally performed well in terms of education and employment through an emotional approach to mentor with their mentee.

Place and Time of Training Implementation

Activity and entrepreneurial training for students participating in PKM by the Smart Entrepreneur Model (SEM) were conducted at UNP. The time was set on the adjusted timetable for implementation research in the second year funding.

Event organizers

Event organizers are training executive committee who was assigned to study the development of the Smart Entrepreneur Entrepreneurship Training Model.

Training Material

In accordance with need assessment (needs analysis) which has been done, it can be concluded that there are two studies as the main material which should be given to training participants. It was the entrepreneurial management materials and online business materials. Then there are the basic materials needed to provide knowledge about entrepreneurship and material related to the concept of entrepreneurship-related behaviors and attitudes to entrepreneurship. Materials are created and developed in accordance with the needs analysis and analytical skills manifested in Entrepreneurship Training Model SEM

Syntax Model of Smart Entrepreneur Model (SEM) Entrepreneurship Training

Syntax consists of operational steps in learning. Steps of Smart Entrepreneur Entrepreneurship Training Model (SEM) were prepared in accordance with the needs of training implementation. Description of the syntax of each phase of the learning model can be stated as follows

1) Phase 1: Preparation of Training Participants

Preparation in the Entrepreneurship Training of Smart Entrepreneur Model (SEM) was conducted to give an opportunity to participants to prepare themselves for training. In this phase, the participants are given basic training materials about entrepreneurship with the aim of participants can understand the basic reason for choosing



entrepreneurship as a career and the desire and strong reasons to become successful in entrepreneurial activity.

2) Phase 2: Psychometric Tests

In this phase, the participants carry out psychometric tests to assess the stage (index) entrepreneurship owned by the trainees. The test results in recommendations mentor approach are taken in entrepreneurial careers of participants.

3) Phase 3: Identification of the results of Psychometric Tests

The third phase was done by bringing trainees directing entrepreneurial ability in accordance with the development of their interests, talents and potential self-possessed.

4) Phase 4: Business Analysis

This phase is the phase in which the participants have found the potential, interests, and talents in accordance with the entrepreneurial activities carried out which have been adapted to the submitted PMW proposal. Participants collect data, analyze and define the analysis results to be followed up as a business.

5) Phase 5: Management Mentoring

This phase was conducted in which groups of students were trained to implement small business management through mentors who are experts in the field of Entrepreneurial Management, such as Hands-preparation business planning management, marketing management, and financial management for small businesses. Participants were directed to carry out direct supervision of all activities through the management of a mentor.

6) Phase 6: Mentoring Online Business

One of the important phases of this training is to provide business skills provision to the Internet network. A mentor presented is practitioners' arguably marketing and online business. Participants are trained to operate the online business, such as make Online Shop and creating promotion through social media.

7) Phase 7: Business Progress Report

Phase 7 was carried out at a late stage after the training activity. Participants were asked to report the progress of the business based on the assessment of the progress of small businesses are judged on success in implementing business management and execution of the work done by the Internet network.

8) Phase 8: Evaluation of the Training Implementation

This phase is carried out by the instructor to assess the success of the participants based on reports and presentations were made related to an entrepreneurial activity conducted by participants. Based on the description of Syntax has been said it can be explained in Fig following:



Figure 4 SEM Syntax Entrepreneurship Training Model

Discussion

Training model is essentially no different to a learning model because both aims to improve the ability of students to a specific competence in this regard are to improve students' ability to carry out entrepreneurial activity. An abbreviated SEM model of Smart Entrepreneur Models is a model that is designed as a patron or a framework to implement entrepreneurship training. Model Development of SEM training deemed necessary to facilitate the process of training to UNP's student who became a member of Student Entrepreneurial Program (PMW) launched by DGHE to overcome the problem which has not been successful at the activities of PMW at student level of UNP. SEM Training Model Development was carried out by a needs analysis. The result showed that entrepreneurship training is feasible because the overall concept and training materials provided is knowledge. It is needed by the student to improve their ability to carry out activities of Entrepreneurship.

Rationalization put forward to support the development of SEM model is a matter of lack of achievement on the student activity results in PMW UNP namely low calculates the number of proposals approved for funding and the issue of the participants of PMW has low ability to survive in business. Therefore, it is deemed appropriate SEM training model to be applied in universities to help students to be active in developing the knowledge, skills, and attitudes to entrepreneurship through mentoring method approach. In accordance with the assessment that the training aimed to equip, improve, and develop job competence in order to improve the capability, productivity and well-being (Simamora, 2006: 276), Robbins and Coulter (2010: 277) Mentoring and coaching of trainees who are not experienced with experienced provide information, support, and encouragement; also called an apprenticeship.

The syntax of SEM training Model consisted of 8-step training process are: Phase 1: Preparation Participants Training, Phase 2: Psychometric Test, Phase 3: Identification Results Psychometric Tests, Phase 4: Business Analysis, Phase 5: Mentoring Management, Phase 6: Mentoring online Business, Phase 7: Business Progress Report, Phase 8: Evaluation of Training.

The curriculum of SEM Entrepreneurship Training Model was developed through the instructional design of ADDIE with the description that Shindina (2015) argued that the development of the activity of Entrepreneurship is determined by two main factors namely funding and support by the government and mentoring of technology training and education programs conducted on the recipients of funding, both of these factors though implemented to support the success of an entrepreneurial program. In the framework of the process of fostering the development of entrepreneurial mental attitude for students, it needs to develop a training model potential, strategy and appropriate. In addition, it is also necessary that evaluation model for the entrepreneurial training program to measure the effectiveness and performance of the implementation of the entrepreneurship training program. Lack of knowledge about the concept of entrepreneurship, Entrepreneurial attitude, and character, management capability is low; the mastery of inadequate information technology should be addressed with a Model Training.

The deemed appropriate training model applied in universities to help students to be active in developing the knowledge, skills, and attitudes to entrepreneurship is to approach Mentoring Method. The training aims to equip, improve, and develop job



competence in order to improve the capability, productivity and well-being (Simamora, 2006: 276). (Robbins and Coulter, 2010: 277). Mentoring and coaching of trainees who are not experienced with the expert to provide information, support, and encouragement; also called an apprenticeship.

Thus the purpose of conducting training with mentoring method (coaching) is to provide assistance, guidance, and information in the form of debriefing to improve and develop the competence of entrepreneurship students who attend the training program. Therefore, it has designed a training model for students participating in PMW in the UNP. The model developed through this research is a model of Smart Entrepreneur Entrepreneurship Training Models (SEM). Model Entrepreneurship Training is designed based on a process of research and development to meet the needs in training Entrepreneurship equipped with syntax (stages) is a phase in the implementation of training Entrepreneurship Model of SEM, and have the learning device as a guideline in conducting training for students and for instructors,

The special of this developed model SEM is to have the initial phase of the test Psychometric to determine the indices of interest and entrepreneurial character of students who guided mentoring in accordance with the recommendations resulting from the tests carried out, the device and guidebooks training event with materials that are tailored to the needs trainees.

Conclusion

The innovation of entrepreneurship training model generated from a series of research and development with the process begins with a needs analysis and analysis activity and training have been made into a very important stage. Information on the activities of this preliminary study becoming the basic development of training model, among the information gathered the weak ability of students of entrepreneurship in higher education is no exception at UNP which is dominated by the lack of understanding of the concept of entrepreneurship, low attitude and character Entrepreneurial, low management ability, mastery of information technology is still very limited. Entrepreneurial training model aims to equip, improve, and develop structured job competence are so that it can be replicated and have good validity and reliability in the field of entrepreneurship. Model entrepreneurship training resulting from this research is called Smart Entrepreneur Models (SEM), the research model consists of eight phases: Phase 1: Preparation Participants Training, Phase 2: Psychometric Test, Phase 3: Identification Results Psychometric Tests, Phase 4: Analysis of Business, Phase 5: Mentoring Management, Phase 6: Mentoring Online Business, Phase 7: Business Progress Report, Phase 8: Evaluation of Training. Phases or stages of this training model designed to suit the needs and concerns of young entrepreneurs in higher education. Approach activities implementation Smart Entrepreneur Models (SEM) is the method of mentoring (coaching) approach that provide assistance, guidance and information in the form of debriefing to improve and develop the competence of entrepreneurship students who attend the training program, which is expected from this training, competence in entrepreneurship from the students especially those running a business can be established and able to survive and sustainable business development. In addition, this condition becomes a positive impact on the campus that implement Smart Entrepreneur Models (SEM) so that it can be a forerunner to the development of the embryo and university entrepreneurship our future.

Reference

- Archbold, J. (2015). Why mentoring matters: what should you be looking for in a mentor?
http://www.hr.com/en/magazines/leadership_excellence_essentials/february_2015_leadership/why-mentoring-matters_i5nj5ra6.html.
- Arends, Richard I. 2001. *Learning To Teach. Belajar untuk Mengajar*. Edisi Ketujuh. Yogyakarta. Pustaka Pelajar.
- Central Bureau of Statistics. 2015. Accessed via [http:// body-center-statistics /2016](http://body-center-statistics/2016). pada tanggal 20 Mei 2016.
- Borg, WR dan Gall, MD 2007. *Educational Research; An Introduction*. New York and London. Longman
- Brixiova, Z. (2013). Modeling productive entrepreneurship in developing countries. *Small Business Economics*, 41, 183-194.
- Coduras, A., Levie, J., Kelley, DJ, Saemundsson, JR, Schott, T. 2010. *Global Entrepreneurship Monitor Special Report: A Global Perspective on Entrepreneurship Education and Training*. Global Entrepreneurship Research Association, Wellesley, MA.
- Creswell, John W. *Educational Research Third Edition*. The University Of Nebraska. Lincoln. Pearson International Edition.
- Ditjen Dikti. 2015. *Guidelines for Student Entrepreneurial Program (PMW) Year 2015*. Directorate General Education and Student Affairs of the Ministry of Research, Technology and Higher Education
- Ganefri. 2013. The Development of Production-Based Learning Approach to Entrepreneurial Spirit for Engineering Students. *Asian Journal of Social. Science*; 9 (12). ISSN 1911-2017 E-ISSN 1911-2025
- Jiménez, Alfredo, Carmen Palmero-Cámarab, María Josefa González-Santos, Jerónimo González-Bernalb, Juan Alfredo Jiménez-Eguizábal. 2013. The impact of educational levels on formal and informal entrepreneurship. *Business Research Quarterly* Vol. 34, p. (No of Page 9)
- Joyce Bruce, Weil Marhsa & Emily Calhoun. (2009) *Models of Teaching Model-model Pengajaran*. Yogyakarta. Pustaka Pelajar
- Klapper, L., & Love, I. (2010). The impact of the financial crisis on new firm registration. *Policy Research Working Paper*, 5444, 1-33
- McGrath, RG, & MacMillan, I. (2000). *The entrepreneurial mindset: Strategies for continuously creating opportunity in an age of uncertainty*. Boston: Harvard Business School Press.
- Moenir (2001). *Bentuk-bentuk Pelayanan Publik*. Jakarta. Bumi Aksara
- Premand, Patrick, Stefanie Brodmanna, Rita Almeidaa, Rebekka. 2015. *Entrepreneurship Education and Entry into Self-Employment Among University Graduates*. *World Development* Vol. 77, pp. 311–327
- Robbins, Stephen P dan Coulter Mery. 2010. *Management (Tenth Edition)*. Jakarta. Erland.



- Rooijakers, Ad. (2003). *Teaching With Success. Instructions To Plan And Deliver Teaching*. Jakarta. Grasindo.
- Santrock, WJ (2007). *Adolescence, Eleventh Edition (Translation Volume 2), The Partnership in Learning*, 21 (1), 96-119.
- Shindina, Thatyana, Yevgeniy Lysenko, Nina Orlova. 2015 *Entrepreneurs' Training in Innovation-Oriented Society. Worldwide trends in the development of education and academic research*, 15 - 18 June 2015. *Procedia - Social and Behavioral Sciences* 214 (2015) 1098 – 1108
- Simamora, Henry. 2006. *Human Resource Management, 2nd Edition*, STIE YKPN. Yogyakarta
- Sulchan, Yasyin. 1997. *Kamus Lengkap Bahasa Indonesia*. Surabaya. Amanah
- Yolaç, Sema. *An Empirical Study Regarding entrepreneurship development in developing economies: A theoretical analysis of the Nigerian experience in the manufacturing industry*. *Management Science and Engineering*, 6 (2), 1-10.
- Zachary, Abuza. 2007. *"Political Islam and Violence in Indonesia"*. Routledge: New. York dan London.