Young Entrepreneurs Environment Development: Analyzing the Effectiveness and Strategic Design

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ABSTRACT: The purpose of this research is to know what the right effectiveness and strategy for analyzing Cooperative Academic Education Program (Co-Op) at Lancang Kuning University. To analyze the effectiveness and Strategic Cooperative Academic Education (Co-Op) in creating self-employed entrepreneurial students and motivate by using Qualitative Descriptive Method. Qualitative data analysis method is used to answer some questions by analyzing, one of them is the effectiveness analysis and strategy to create independent entrepreneur of Cooperative Academic Education (Co-Op) program. The results of the research showed that integrated Working Learning (Co-Op) is very necessary for all universities. This condition can be read as an acknowledgment in which the agenda to move forward the nation cannot be done partially. There must be a continuous synergy of both the business world and the world of MSMEs. Coop program implemented for 2 years is consecutively considered effective. This can be seen from the achievement of effectiveness indicators Coop program at Unilak and to create self-employed young entrepreneurs from Lancang Kuning university students has self-employed entrepreneurs strategy.

Keywords: Entrepreneurship, Effectiveness, Strategy and Independent Entrepreneurial

1. Introduction

The cooperation between universities and industry, in this case, that is, Small and Medium Enterprises (MSMEs) has become a need for all levels of Indonesian society especially in the town of Pekanbaru. Talking about the results set up by a college for its graduates. By having a good relationship with the cooperation, it is expected to have mutually beneficial and activities. One of them the intention to find out about the problems that often occur in MSMEs, such as it has something to do with the technical aspects of production, administration and management, financial management, product marketing and the management of human resources possessed. From the point of view above, it can be used as the idea of involvement in making problem-solving based on hard skill. Ministry of high education through Directorate General of Higher Education BELMAWA organizes Cooperative Academic Education Program (Co-Op) for students of semester VII (seven) or students who have completed 120 credits. The Cooperative Academic Education (Co-Op) program is a work-based learning or works integrated learning (integrated learning program) as a form of educational strategy and human resource development that integrates students with various background knowledge from universities with basic concepts of productive working experience.
1) The early career of a person after graduating but since becoming university students
2) This is a professional program in which is the first choice towards the ability to work.

Cooperative Academic Education (Co-Op) program is conducted as one of the way to improve students' ability in doing real business in the business world and the quality of small and medium enterprises in managing and developing their business, which is directed to knowledge of the problems that often faced by small and medium enterprises (MSMEs) as well as finding out solutions to the problem for MSMEs business progress. The result of Cooperative Academic Education (Co-Op) program of 2016 was known after joining Cooperative Academic Education (Co-Op) program; the students had plans to conduct self-employment by 35% while 65% was still in doubt between having the ability to entrepreneurship independent or working. In other words, it has no plan for entrepreneurship. This showed that some of the participants still prefer to work in another place rather than self-employment there is no description of kind of business that would be done, having not enough experience and is not sure about its capability yet. (Result of Survey Team of Cooperative Academic Education (Co-Op) 2016 Lancang Kuning University Program. As an effort to follow-up on the results achieved in the implementation of the previous year's Cooperative Academic Education (Co-Op) grant program, the Career Development and Entrepreneurship Center (P2K2) has socialized the Program, Recruitment, Selection, Job Training, Mentoring Evaluation, Assessment and Outcomes activities. By carrying out the Co-Op program of Co-Op in the second year, it is possible that sustainable efforts will be made in realizing a more structured, partnership-based learning method between formative education and working experience. Thus, it is expected to support the realization of qualified graduates, possessing more skill balance between hard skills and soft skills.

2. Theory and Hypotheses

2.1. The Implementation of Co-Op Program

The Cooperative Academic Education (Co-Op) program is one of the ways to increase students' ability to do business in the real world and to improve the quality of MSMEs in managing and developing their business, which is directed to know the problems faced by small and medium enterprises (MSMEs) as well as finding solutions to these issues for the MSMEs progress. Feedback Implementation of Co-op Program Activities is the cooperation between universities and the business/industry are mostly aimed to optimize its potential. This can be seen that many universities ‘activities, such as research facilities aid (both conducted by lecturers or students who wrote the thesis) and community development, as the location of students' job training and others. Meanwhile, something can be obtained for the business world/industry of this program is the development of products, direct labor training, human resources recruitment, and survey assistance so that the level of effectiveness efficiency of each can increase.[1]

Entrepreneurship education enables to provide learners with various competencies of entrepreneurship that will give great advantages in their life. Mohammad Saroni (2012: 45) says "entrepreneurship education is an educational program that attempts the aspect of entrepreneurship as an important part in consolidating students' competence."Education entrepreneurship is designed to instill competence, the value required to recognize the business opportunity, organize and start a new business.[2]. Student entrepreneurship development is also expected to produce young entrepreneurship-based entrepreneurship so as to raise the national entrepreneur ratio above 2% as developed countries. The open unemployment rate in Indonesia in 2015 is quite high (1,008,660 people) with 6.40% unemployment are from graduates of S1 and 7.54% of D3 graduates can be indirectly resolved. Entrepreneurship development is also expected to change the mindset of college graduates from job seekers to job creators.[3]
2.2. Entrepreneurial Intention

Entrepreneurial intention or entrepreneurial intentions can be interpreted as the first step of a process of establishing a business that is generally long-term (Lee & Wong, 2004). According to Krueger (1993), entrepreneurial intention reflects a person's commitment to start a new business and is a central issue that needs to be considered in understanding the entrepreneurship process of new business establishment.[4]. The student entrepreneurship intention is directly influenced by the three TPB, i.e. attitude, the norm of subjective and behavior control with R2 value of 0.53. The result showed that the direct variation in student entrepreneurship intentions is explained by attitudes, the norm of subjective and behavioral controls of 53%, while 47% is explained by other variables outside the research. The biggest effective contribution to the entrepreneurship aspect is given by the subjective nature, which is 30.3%. The overall effective contribution of the model is 79.7% and this result is the influence of the entrepreneurship education component based on TPB directly or indirectly. [5]. The hypothesis testing by using regression analysis showed that not all hypotheses related to contextual factor influence to student entrepreneurial intention supported in this research. The result of the statistical test found that there were positive and significant influences between academic and social supports with student entrepreneurship intention, but it was not found the significant effect of student participation level in the activity of entrepreneurship education and business environment support with students’ entrepreneurship intention. The result of F test showed the significant result with R-value = 0.381 which means that 38% of this research model was explained by variables researched.[6]

2.3. The condition of Labors in Riau Province

During 2011-2015, the labor force increased by 16.15%, in which the number of working people increased by 14.44% while the number of unemployed also increased by 46.65%. In the year 2014-2015, the number of workforces also increased by 6.17% compared to 2014, accompanied by an increase in the working population which increased by 4.2% but the open unemployment rate also increased 4.99%.

The increasing number of unemployment was also accompanied by the decreasing of TPAK during 2011-2015 from 66.38% in 2011 decreased to 64.32% in 2015 and this also correlates with the TPT which also tends to increase from 5.32% in 2011 increased to 6.72% in 2015. This means that the increasing number of job seekers in Riau province has not been accompanied by jobs available in Riau. [7]. If it was viewed from the percentage of employment of the main job field, it can be seen that the dominant work sectors during the period 2011-2015 are the agricultural and trade sectors and also the service as well. This proved that both sectors were still a mainstay for the population, especially for those who do not have the skills or adequate educational background to come into the world of work. The agricultural sector was still considered the most dominant sector in Riau. It is still open opportunities for the community to develop the business in this sector. While for the trade sector is still a choice because the sector is owned by migrants who lived in Riau to open business. Many communities prefer to have service sector since it is an opportunity to develop and gives a hope to grow.

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Figure 1. Research Model
3. Research Methods

This research was conducted at Lancang Kuning University, the town of Pekanbaru, considering that Lancang Kuning university has one Institution of Career and Entrepreneurship Development Center (P2K2) focusing on Student and career Entrepreneurship. The type of this research is qualitative in the form of words and actions. Words and actions of the respondents done orally and written. Data sources will be used including 2 (two) data form Primary and Secondary data. The technique of collecting data used in this research by interviewing and questionnaire. The population of this research is 20 students who took the Cooperative Academic Education Program (Co-Op) at Lancang Kuning University by means of census method census sampling.

4. Result and discussion

4.1. Result

General Condition of Lancang Kuning University: The limited universities in Riau at that time, namely the University of Riau, the Islamic University of Riau and IAIN Sultan Syarif Qasim under the auspices of the Ministry of Religious Affairs is no longer able to accommodate the interest of students in Riau to continue education to a higher level. For those whose economics was sufficient enough, they can choose to continue their education outside Riau province, but for those who are not well off, the hope for a bachelor degree was not possible to be realized.

The role of Coop at Lancang Kuning University: The development of UMKM in Pekanbaru is expected to give a good contribution to Riau Province and Indonesian. The development of MSMEs in Pekanbaru will minimize the workforces who are still unemployed. Each investment unit in the MSMEs sector can create more employment opportunities when compared to the same investment in large businesses. Apart from these, many MSMEs is the industry can exist to the global economic crisis, it has been proven at the time of the 1998 economic crisis only MSMEs that can survive in the turbulence of the economy at that time. It is because MSMEs can be a solution for national economic resilience; the government needs to pay attention to the UMKM sector seriously. This is related to the resilience of MSMEs in Indonesia facing MEA.

Entrepreneurial Opportunity in the town of Pekanbaru: There are many entrepreneurial opportunities in Pekanbaru which is the top five (Culinary, Property, Fashion, Advertising, and Lodging). The first business that continues to grow in Pekanbaru is a culinary business. It cannot be ignored that culinary business is the most promising to be managed for the community as well as the students. Currently, there are so many food stalls, restaurants serving a variety of dish. It is not only a unique snack from Pekanbaru, but also it is from various regions.

4.2. Discussion

4.2.1. An analysis of the Role of Coop at Lancang Kuning University

Lancang Kuning University has established a career and entrepreneurship institution called the Career and Entrepreneurship Career Center (P2K2) in 2012. It showed a serious effort for higher education to play a deeper role in the development of the nation and university students especially in the Unilak campus environment. In order for that role to be fulfilled, there are various requirements that must be met by the University of Lancang Kuning. Integrated learning is very much needed for all universities. This condition can be read as the recognition that the agenda to move forward the nation cannot be done partially. There must be continuous synergy both business and MSMEs world. During this time the
nationality role of universities was formulated through the concept of university’ functions. Education is used to improve the capacity of human potential (human resources). Research is used to develop new knowledge, including bridging knowledge to be efficient. The devotion to society is an estuary for science to impact society, human, and humanity.

4.2.2. Analysis of Coop Program Effectiveness at Lancang Kuning University

The effectiveness of the co-op program at the Lancang Kuning University can be seen from the following indicators:

1) The Cooperative Academic Education (Co-Op) governance management system can be seen with the Coop guidance for Lancang Kuning University.
2) The existence of Unilak's intentions to manage Cooperative Academic Education (Co-Op) independently, this can be seen from the role unilak as a supporting budget to open business incubator. One of them is students' participation in Entrepreneurship Students Creativity Program (PKM-K), small chili cultivation, White Oyster Mushroom, liquid and hydroponic smoke, Glass handcraft, nata de sagu.
3) The increasing of students entrepreneurship, this can be seen increasing the number of students entrepreneurial proposals and of the Indonesian Students Business Competition (KBMI) funded by Kemenristekdikti, the students who participated in entrepreneurship Kopertis of Region X.
4) Students' Interest in entrepreneurship, it can be seen from the enthusiasm of students to join the program Cooperative Academic Education (Co-Op), Indonesian Students Business Competition (KBMI) Entrepreneurship Students Creativity Program (PKM-K) who are successful which is funded by kemenristekdikti for LancNG Kuning University students.

From the above narrative, it can be concluded that the Coop program is considered very effectively at Lancang Kuning University so that it can support young entrepreneurship among students, and it can also be an unilak barometer and university in Pekanbaru in overcoming the level of skill labors.

4.2.3. Strategies to create Independent Entrepreneur at Lancang Kuning University

As a long-standing university, unilak wants to create every graduate who can play a role in minimizing unemployment number. This can be seen from the strategies which have been applied by unilak are as follows:

1) Making Entrepreneurship Course a compulsory subject at Lancang Kuning University
2) Establishing cooperation with related parties in which are able to encourage students to become self-employed entrepreneurs such as cooperation with Integrated Service Center of Riau Province, where students are given the knowledge to become self-employed entrepreneurs, by visiting PLUT to get the briefing about Canvas Model business.
3) Unilak has made cooperation with Riau MSMEs Network for 2 years for student’s job training.
4) Continuously Unilak gives students entrepreneurship-related training.
5) Unilak does coaching and funding for students who have business to grow and develop. After graduating. They have no longer jobless.
6) Unilak can organize a business incubator by utilizing the land in front of runaway intended for students in creating entrepreneurial interest amongst them as well as the embodiment of entrepreneurship courses.
By applying those above strategies, it is expected that unilak can create young entrepreneurs among students and an example for other universities in the town of Pekanbaru.

5. Conclusions
1) Learning working integrated (COOP) is necessary for all universities. This condition can be read as a recognition that the agenda of making the nation forward. It cannot be done partially. There must be a continuous synergy of both the business and the MSMEs world.
2) Coop program is carried out for 2 years consequently. This can be seen from the achievement of effectiveness indicator of the Coop program at Unilak
3) To create young entrepreneurs from among students, unilak has creating self-employed entrepreneurship strategy.

6. Suggestions
1) It is hoped that Unilak will complete the Coop Guide, both for the Company or UMKM to create self-employment among students
2) 2. It is expected that Unilak will immediately build business incubator as students facility to become a self-employed young entrepreneur
3) 3. It is expected that Unilak will build entrepreneurship the subjects to be a General lecture of Lancang Kuning University.

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