

Students' Learning of Entrepreneurship Material Through Participatory Techniques

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Abstract. The goal of this participatory research approach is to examine the Entrepreneurship learning implementation process and outcomes. The participative approach is a teaching style that can accommodate adult learning (andragogy) and can be used to teach students. This study employs a qualitative methodology. Interviews, observation, and documentation were used to gather information. Students who participated in Entrepreneurship learning activities were used as research subjects. Opening and attracting interest, core learning, and closing activities, including measuring learning and learning outcomes, are all stages of learning activities. The stages of these activities are determined by the philosophy of participatory learning methods implementation. The learning outcomes take the shape of new information about the various stages of starting a business.

Keywords: participatory method; adult learning; entrepreneurship

1 Introduction

The development of entrepreneurship in Indonesia in 2021 is recorded at 3.47% of the total population of Indonesia; the government continues to try to increase the number because it has proven it can contribute to income in Indonesia [1]. The government has made many efforts to form new entrepreneurs, including training organized by the Independent Job Training Center, which provides new skills for participants so that they can develop in their home regions [2]. Through the Cooperatives and MSMEs service, MSMEs have formed a platform for upgrading and many other programs that attract the public's interest to do business [3].

Among universities, the government has included entrepreneurship courses to provide stimulation for students to start their businesses at a relatively young age [4]. The table below shows a shift in views regarding the job preferences of young people in Indonesia. This survey is given to the younger generation who are currently completing their education at university and are entrepreneurs. Civil servants, continue family businesses, work in multi-national companies, work

in charities/social organizations, work in large local companies, become SMEs, and make a start-up company.

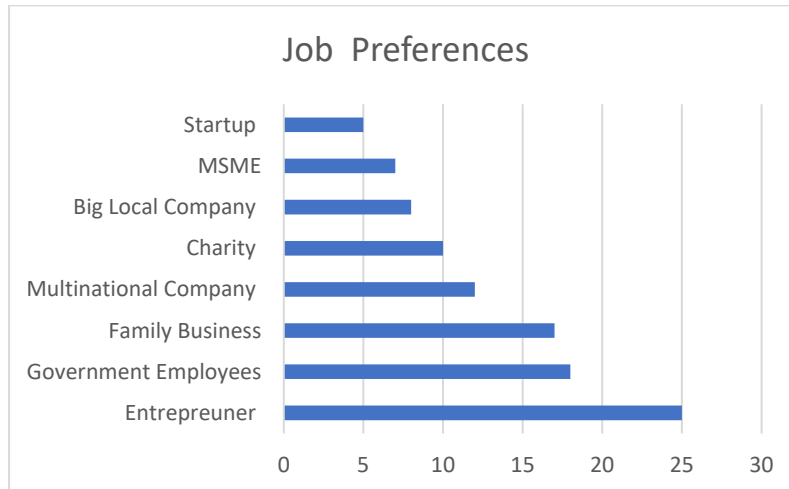


Figure 1: Job preferences of the younger generation in 2019

Source: databook. id

The description of the changing work preferences of the younger generation illustrates that they are starting to move from the worker zone to the job creation zone. It needs particular attention, considering that the success of the young generation's efforts will determine the future of the Indonesian economy[5]. Entrepreneurship as a subject that can provide the knowledge needed by the younger generation must answer this challenge. In previous research, students were less enthusiastic in participating in entrepreneurship learning which they thought had too many theories[6]. Entrepreneurship education is a critical component of establishing and expanding entrepreneurship in order to foster the desire, passion, and entrepreneurial behavior of the next generation. The source of the entire attitude and intention to become successful entrepreneurs in the future is education. One of the methods used in entrepreneurship learning is the participatory method. Participatory learning activities consist of learning activities where student participation occurs in planning, implementing, and assessing learning activities. In this connection, the lecturer tries to motivate and involve students in the three activities: planning, implementing and evaluating learning activities[7]. Techniques and methods for facilitating and enabling learners to join in groups (typically small groups) to share knowledge and ideas, discuss, debate, assess criticism, and build or generate knowledge and theory are all part of participatory learning. [8] using the participatory method. It is hoped that students will not feel bored and not interested in entrepreneurship material to create business ideas or new business opportunities.

2 Method

This research takes a qualitative approach to learning through participatory entrepreneurship. In this study, a case study was used to get a complete case description, an analysis of the theme or subject matter, and the researcher's interpretation or confirmation of the case. The researcher hopes to expose and evaluate extensive data about participatory learning in the implementation of entrepreneurial courses through this case study. As sources of triangulation data that can be accounted for accuracy, this study used observation, in-depth interviews, and documentation analysis as data collection techniques. Three steps are employed in data collection: (a) orientation to gather information about what is important to find, (b) exploration to determine something specific, and (c) member check to verify findings and obtain a final report according to processes. The following are the stages of this investigation:



Figure 2: Activity stages
Source: processed by the author, 2022

3 Results and Conclusion

a. Preparation Process

In this process, students are given an overview of the project to be developed, namely the new business formation. They were divided into five groups of 4 people. After forming the

group, they were instructed to conduct a market survey before starting a business. The time given to conduct a market survey is one week. The survey is carried out by analyzing the place of business, community needs, target market, and market segmentation. The results of the market survey conducted are:

Table 1: Student Survey Results

Group	Survey Results	Segments
1	Snack	Middle
2	Jilbab (veil)	Middle
3	House dress	Middle
4	Typing service	Middle
5	Coffee	Middle

Source: processed by the author, 2022

After knowing the community's needs, the group was instructed to create a brand, develop its business idea and calculate the capital needed to open the business. After a week of discussion, students collected brands, and their business plans were more mature and more detailed.

Table 2: Business idea development

Group	Survey Results	Brand Idea	Capital
1	Snack	Hap!!	200.000
2	Jilbab (veil)	Menorr	600.000
3	House dress	OneHome	1.000.000
4	Typing service	Rapih	250.000
5	Coffee	Jadisukakopi	1.000.000

Source: processed by the author, 2022

From the ideas that have been collected, the business implementing possibilities and the capital spent on these activities are discussed. It was agreed that the capital would be divided among the group members, and the break event points of the businesses that they had to be targeted for return on capital were calculated.

b. Implementation Process

The implementation of this business begins with collecting information about suppliers, sales media to be carried out, and sales targets. Conflicts that occur in the team do not go unnoticed by the lecturers and must be resolved internally in groups, and this is intended to train students' abilities to deal with conflicts and problems in the field. In this implementation, it is instructed to do: (1) Making company profile company, (2) Making product photos, (3) Stock of goods, (4) Making social media (Instagram, Tiktok, Facebok, Twitter), (5) Making an account in market places (Shopee, Tokopedia, Lazada, Bukalapak, etc.)

Each stage of this activity is carried out during the entrepreneurship course process.

c. Closing Process

After 14 weeks of implementation, at the end of the activity, a presentation of the business results was carried out. The reports they must present include: (a) Business development, (b) Obstacles in the field, (c) Efforts to overcome obstacles, (d) Lessons learned.

Of the five efforts made by students, 2 are Hap!! Furthermore, *Jadisukakopi* succeeded in closing their capital while the other three businesses did not close their capital.

Constraints they face:

1. Teamwork
2. Product marketing
3. Business capital
4. Communication with potential buyers

From the obstacles they expressed and discussed at the last meeting, it was concluded that students could understand entrepreneurship's character, which they previously only knew from theory. Entrepreneurial characters of creativity, innovation, originality dare to take risks, are forward-looking, and prioritize achievement. They are also test-resistant, diligent, not easily discouraged, high-spirited, disciplined, and firm in managing their business. They have felt, and they understand, that being an entrepreneur requires a struggle that is not easy.

4 Conclusion

From the participatory method developed in the entrepreneurship course, students can understand the entrepreneurial character they must develop to become successful entrepreneurs. By experiencing the obstacles and problems that occur in the group and the development of their business, students better understand the efforts that must be made in building a business and maintaining its business so that it continues to grow.

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