

Entrepreneurship mentoring program and training in Dusun II, Susukan, Banjarnegara

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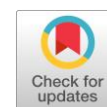
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ABSTRACT

This service aims to provide entrepreneurship training to the Dusun II people, Susukan, Banjarnegara. The method used in this service is lecture, discussion and practice, and roleplay. This program targets homemakers, adolescents, and kindergarten students in Dusun II, Susukan. Homemakers and adolescents are given a program consisting of lectures on entrepreneurial motivation and the practice of making creative products using secondhand goods. At the same time, kindergarten students are given a roleplay program for entrepreneurship by playing the role of seller and buyer. Through this program, the people of Dusun II Susukan, Banjarnegara, learned the importance of entrepreneurship and the skills to process used materials into items of economic value. Furthermore, people can make various innovations to create various other creative products. In addition to bringing economic benefits, this activity has also improved the quality of human resources in Dusun II Susukan, Banjarnegara, by increasing their skills.



KEYWORDS

Entrepreneur
Mentoring
Training



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1. Introduction

Susukan Sub-district is one of the districts in Banjarnegara Regency, Central Java. The Susukan sub-district area is 52 km², with a total population of 67,980 people. The residents in the Susukan sub-district have diverse backgrounds, there are many indigenous people and settlers, but the majority are indigenous residents. In addition, the community is also diverse, ranging from traditional to modern. The diversity is also observed in the residents' economic status. There are many villages in Susukan Sub-district, including Dusun II Susukan. The main occupation of the Dusun II Susukan community is as a farmer. However, most homemakers in Dusun II Susukan do not work and only rely on their husbands' work, even though the farmers' income in Dusun II Susukan is uncertain, and frequently farmers only earn income when the harvest season arrives. The unsteady income and reliance on agricultural products put the Dusun II Susukan people's economy in the middle to lower category. The interview results with Susukan village officials obtained data that Banjarnegara is a low-income area and has slow development compared to the surrounding areas.

Based on this problem, it is known that the Dusun II Susukan people have difficulties in the economy because most of the people still rely on agricultural products that cannot be obtained regularly, so an effort is needed to improve the family economy in the area. Nonetheless, there is an opportunity for the overflowing human resources that can be empowered, such as the housewives of Dusun II Susukan. In addition to homemakers, teenagers, especially in their late teens, are also potential human resources to start doing entrepreneurship to help their parents earn income because teenagers are at a productive age and are still eager to be directed and guided. One of the efforts to empower human resources, homemakers, and teenagers is through entrepreneurship. Starting entrepreneurship is challenging for the community, so it takes processes and stages to do it.

Entrepreneurship is developed using the ability to make creative and innovative products, keen to see opportunities [1]–[3], and be open to any changes and consider it an opportunity to bring their business to keep growing and increasing added value [4]. Innovation is created when there is awareness to adapt and see what people want and need. Entrepreneurship involves activities such as opportunity recognition, formulating entrepreneurship concepts [5], resource identification and acquisition, and business launch [6]. Moreover, it can also create, develop, and improve business products and services. The benefits resulting from entrepreneurship can contribute to economic development by improving the quality of life, offering new jobs, promoting productivity, increasing economic growth, facilitating social mobility, et cetera [7]. Before engaging in entrepreneurial behavior, one crucial thing must be applied to the community. Providing entrepreneurial motivation because of strong encouragement within the individual will lead to entrepreneurial intentions that ultimately manifest in entrepreneurial behavior [8], [9]. Louart described motivation as the link between internal energy activation and channeling toward business creation. Entrepreneurial motivation is a powerful technical drive in individuals to prepare themselves for work [10]–[12] being aware that entrepreneurship is related to themselves [13], [14].

Entrepreneurship mentoring and training are alternative solutions to instill entrepreneurship awareness in the Dusun II Susukan community. In addition to homemakers and teenagers, this entrepreneurship mentoring and training also targets children because building entrepreneurial motivation from an early age is fundamental, so entrepreneurship education must also be done for children. There are currently subjects or extracurriculars on entrepreneurship in many schools, both in courses or fieldwork practices, that are expected to attract students' interest in entrepreneurship [15]. However, in Dusun II Susukan, it can be seen that the children are unfamiliar with entrepreneurship, so it needs a stimulant for students to drive their motivation and interest in entrepreneurship [16], [17]. According to Saputra [18] introduction to entrepreneurship from an early age makes them better at absorbing the values taught to them, so it is hoped that students will be interested in entrepreneurship in the future. This interest will make various actions taken, leading to many things supporting what they want to do.

This community service aims to provide entrepreneurship training to housewives, youth, and children in Dusun II Susukan, Banjarnegara.

2. Method

This community service activity was carried out in 4 sessions within two days with housewives, teenagers, and children as participants. The method applied consists of lecture, discussion, and roleplay methods. Simultaneously, implementing these three methods will ease every target group understand the material presented. The lecture provided material on entrepreneurial motivation and how to make products. Then, it proceeded with a discussion session concerning the material presented earlier. Later on, it continued with practice and roleplay or roleplaying, in which in roleplay, all participants practiced the lecture materials that had been addressed through a group game [19], [20]. The homemakers and teenagers were given thorough training (lectures, discussions, and practices), while the children's group was only given role play, such as practicing being a seller and a buyer.

The entrepreneurship training and mentoring program is divided into several sessions :

- Session 1: Introduction
- Session 2: Presenting material on entrepreneurial motivation
- Session 3: Mentoring on how to make products from secondhand materials
- Session 4: Roleplay in entrepreneurship (seller-buyer) for children
- Session 5: Closing

3. Results and Discussion

The result of the entrepreneurship training and mentoring program consists of several sessions, and the following are the descriptions of every session in the program.

3.1. Session 1 Program's Socialization

Session 1, or this introductory session, is a session for presenters and participants to introduce themselves to each other. Then, the presenters explain the program from the background until the objective of holding this service program with an entrepreneurship theme. A learning contract is also carried out so that this program can run as planned. The speaker said that the purpose of this activity was to develop and utilize participants' potential (housewives and adolescents) and develop their creativity in entrepreneurship. For housewives participants, it is hoped that they will be able to fill their spare time with independent entrepreneurship, and for teenagers, they will know how to start a business and help their parents' economy by doing business independently. The session ended with an agreement from the participants to actively participate in this activity. The overview of this session one activities implementation can be seen in Fig. 1.



(a) Socialization program for adolescent



(b) Program's socialization to housewives

Fig. 1. The overview of this session one activities implementation

3.2. Session 2 Presenting Material On Entrepreneurial Motivation

The second session contains material on entrepreneurial motivation. The material is given using the lecturing method. The speaker explained the definition of entrepreneurship, how to grow an entrepreneurial spirit, the main elements that an entrepreneur must have, the weaknesses of entrepreneurship, the processes that an entrepreneur must go through, and the factors that influence entrepreneurial motivation. In this session, the speaker presents motivation so that participants dare to start entrepreneurship and the willingness to learn, practice, and be ready to face various risks in entrepreneurship. An overview of the training implementation in this session can be seen in Fig. 2.



(a) Entrepreneurship motivation mentoring to adolescents



(b) Entrepreneurship motivation mentoring to homemakers

Fig. 2. An overview of the training implementation

3.3. Session 3 Mentoring and Training How to Make the Product from Secondhand Materials

The third session of this service was filled with product manufacturing practices. For adolescent participants, this session aims to provide adolescents with knowledge and skills regarding how to process secondhand materials and opportunities to increase the usefulness and selling value of these used materials when they have gone through a creative processing process. It is hoped that through this activity, teenagers

will be motivated to become entrepreneurs by utilizing various sources or materials that can be obtained around their homes. Filled with product manufacturing practices for adolescents show as Fig. 3.



Fig. 3. Filled with product manufacturing practices for adolescents

Entrepreneurship training for homemakers is to practice making brooches, flowers, frames, and flower pots from used goods. Participants were divided into four groups and provided with some materials, such as straws, bottles, cardboard, ordinary cloth, and flannel cloth. The materials used are easy to find materials at their home, so it is hoped that after this training, the participants can have the knowledge and skills to process these various used goods. Excellent and creative processing of used materials will produce an excellent and valuable economic product. The process of making products from used goods with housewives participants can be seen in the Fig. 4.



(a)



(b)



(c)



(d)

Fig. 4. Making secondhand products by homemakers

3.4. Session 4 Roleplay In Entrepreneurship For Children

This session is designed especially for children and student participants. Entrepreneurship is synonymous with trading and not being an employee of an organization. This activity mainly introduces the entrepreneurship process to children using the roleplay method by simulating entrepreneurship

activities as in trading (selling), illustrating when they later become entrepreneurs. Participants are invited to conduct demonstrations and simulations by selling their products as entrepreneurs. Children act as sellers in the bargaining process between the seller and the buyer to gain profit. This activity is intended for children to know that there will be a trading process to get results or profits from the products sold in entrepreneurship. In addition to providing experience to act as entrepreneurs who sell their products, this roleplay also trains children to count when conducting trade transactions. Roleplay to do entrepreneurship for children show as Fig. 5.



Fig. 5. Roleplay to do entrepreneurship for children

3.5. Session 5 Closing

The fifth session is filled with drawing and concluding to end all activities carried out throughout the program sessions. Subsequently, it proceeded by expressing closing and group photo session. The description of the fifth session can be seen in Fig. 6.



Fig. 6. Group photo with program organizers and entrepreneurship training participants

Dusun II Susukan people in Banjarnegara have the knowledge and skills regarding the importance of entrepreneurship and the skills to process secondhand materials into economic value products. Furthermore, the community can carry out many kinds of innovations to create many other creative products. In addition to bringing economic benefits, this activity can also improve human resources quality in Dusun II Susukan, Banjarnegara, by increasing the knowledge and skills possessed for independent entrepreneurship.

4. Conclusion

Entrepreneurship mentoring and training are activities to enhance people's motivation for entrepreneurship. Moreover, it also increases their knowledge and skills in creating new products and utilizing village community potential, especially in Dusun II Susukan, Banjarnegara. The results of this entrepreneurship mentoring and training are beneficial for children, adolescents, and homemakers in the

village because they obtain many experiences in the program used as motivation and use the given information on how to make products and how to start a business by utilizing various potential resources in the surrounding environment.

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Declarations

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