

Business Development Model Of Student Entrepreneurship Study Program

Jajat Sudrajat

Entrepreneurship Department, BINUS Business School Undergraduate Program
Bina Nusantara University, Indonesia
jsudrajat@binus.edu

Abstract

For the development of student business ideas, each lecturer and/or study program must know the implementation of the concepts or theories obtained by students in the classroom, for the evaluation of the learning process and the development of the study program curriculum. Each student is assigned either individually or in a group to upload his business ideas on the website bisanara dot com. Each student must complete data consisting of owner's name, category, business name, product name, price, banner and brand. Binus as an educational institution that has a vision of printing entrepreneurs, especially Creativepreneurship Binus Bandung study program. Binus always continues to develop its curriculum to evaluate the learning process. One of the benchmarks for the success of student business ideas is seen from how much turnover and revenue per student, including analyzing how many transactions are made by each student. This research aims to develop student business ideas. The research framework uses Research and Development Methods (*R&D*). The results of the R&D model concluded that the model carried out so far was appropriate and acceptable by analyzing the student's business turnover development report. This research is the first attempt to annalize the business development model of students in the entrepreneurship study program.

Keywords

Business idea, business development, research and development, website bisanara.

1. Introduction

Various programs from the Ministry of Education and Culture continue to be rolled out. There are eight types of off-campus learning activities that students can run, namely internships / work practices, humanitarian projects, student exchanges, building villages, entrepreneurial activities, research, Teaching / Teaching Assistance Campuses, and independent studies / projects (JPNN, 2021). The rapid development of science and technology today, has brought a very rapid change in various aspects of life. Jobs and the way we work are changing, many jobs are being lost, while new types of jobs are popping up. Economic, social, and cultural changes are also happening at a high rate. In this very dynamic time, colleges must respond quickly and appropriately. It takes a transformation of learning to be able to equip and prepare higher education graduates to become a better generation. A generation that is responsive and ready to face the challenges of its time, without being uprooted from the cultural roots of its nation.

Binus University as a superior college continues to develop its curriculum. Entrepreneurship study program with brand program Creativepreneurship or disingan Prodi CP.

The Creativepreneurship Program is a study program under the BINUS Business School Bachelor Program that addresses the needs of creativity and entrepreneurship. Align with the achievement of International accreditation through AACSB since 2020. This program prioritizes the quality of the teaching and learning process that is in harmony with the Student Outcome needed by stakeholders. Graduates will earn a Bachelor of Business degree that focuses on building businesses in the creative industries and developing creativity-based companies. The program will explore Creativepreneurship as a leadership in business that explores the commercialization of ICT with the practical and creative entrepreneurial knowledge, skills, and attitudes necessary to develop new business ideas in the emerging domain of technological innovation. The results of creativepreneur projects are intended to pursue successful business growth on a sustainable basis to capture value for the company in a sustainable and ethical manner, moreover, actively contributing to the prosperity of the wider community. (Handrimurtjahjo et al., 2015). To develop the learning process and the development of student business ideas, we will analyze student business ideas through the website bisanara dot com.

This research was conducted in order to review and develop the Student Business Development model using the website to find creativity and innovation of Student Business. The basic model used to explain the creativity and business innovation of students is using R&D methods. Previous research on business development models was conducted by (Frolova et al., 2021) This study offers a motivation model of learning creativity that implies synergistic interactions between lecturers who use existing motivational methods/ principles, with students showing signs of motivation as evidence of response. In entrepreneurial education programs, exposure to successful entrepreneurial models can be an important factor to stimulate students' confidence in their ability to start a business and to improve their attitude towards entrepreneurship (Boldureanu et al., 2020). Some universities develop their curriculum adapted to the vision and e.g. of institutions, for example Cenderawasih University (Uncen) has developed a locally relevant entrepreneurial education model in its curriculum to improve students' understanding and skills in entrepreneurship (Blesia et al. , 2021).

1.1 Objectives

The purpose of this research is to analyze student business ideas to accelerate their business development and improve the business community to be able to cooperate with other students and alumni who have run their business and accelerate student self-sufficiency. The results of this analysis, are expected to facilitate students to learn while practicing their business ideas, so that each student becomes more productive, and other expectations every student can improve networking with other students, in accordance with his business category and can produce a business ecosystem that continues and grows. The targeted findings / innovations are creating a learning process innovation model that is in accordance with the mission vision of Prodi CP in particular and Binus University's Mission Vision.

2. Literature Review

Entrepreneurial spirit is able to motivate students in the process of starting a business or entrepreneurial activity. In addition to the entrepreneurial spirit of students, the spirit of lecturers, an adequate curriculum between theory and practice and superior institutions are needed to be able to collaborate because of the role of entrepreneurial education in the formation of student entrepreneurial attitudes through coaching and development at the Center for Entrepreneurship in Indonesian Universities. (Handrimurtjahjo et al., 2015) . The Center for Entrepreneurship in State Universities (PTN) and Private Universities (PTS) continues to be developed, in an effort to realize the results of research to be socialized to the community. Currently, the Community Service Institute (LPPM) at PTN and PTS has the ability to manage research programs and community service programs (PkM) lecturers. Each LPPM has its own strength adjusted to the built objects around the campus. For example, IPB University has the power of producing innovations that can provide inspiration and also disseminate inspiring innovations (Tulus Jogolo Sepuh, 2021). Binus develops its LPPM with the Community Development Program with the aim of having three main objectives when developing community development programs, namely economic development, social development and lingkungan development (Binus, 2021). Besides Program Community Development, binus also Develop Program Incubator with the vision of fostering and empowering BINUSIAN and the community in building sustainable business (Sudrajat, 2018). For PTN and PTS who have business study programs prepare incubator institution units as a means for student entrepreneurship development. It is necessary to develop students' managerial competencies, especially the relationship between entrepreneurial managerial competencies such as administration, knowledge and technology competencies, network building competencies, communication skills, business and financial development models, capacity achievement and starting a business with innovative. Each student has different competencies according to the talents and competencies of their chosen major or study program, based on previous research in which more than 85% of students are willing to take aptitude tests to determine their advantages and disadvantages for self-development and more than 54% of students are unwilling to accept the wishes of their parents because they do not conform to their ideals. (Sudrajat, 2016)

Students will be challenged to create a business idea and try to dare to practice their business to become entrepreneurs. An entrepreneur should be able to create his business just like a child playing swing, they will love to play swing, when one day they fall bounce, but will come back to play because they love to do it in their favorite playground, so they can see his business as a playground. (Sudrajat, 2018). Pandemic conditions for 2 years, many business ideas have sprung up in addition to the ongoing business many are bankrupt. The coronavirus crisis is sweeping the world and affecting all aspects of our lives, including consumer spending habits, preferences, and behavior (Viktória Ali Taha, 2021).

Kiris coronavirus is currently an opportunity to create business ideas, which students can use to create creative businesses. Approximately 62% of MBA alumni and 13% of undergraduate alumni report having taken an entrepreneurship-focused rate at some time during their educational careers. Our survey provides evidence of the relationship between taking such courses and then participation in organizational entrepreneurship (Figure 1). (Summit Consulting, 2009)

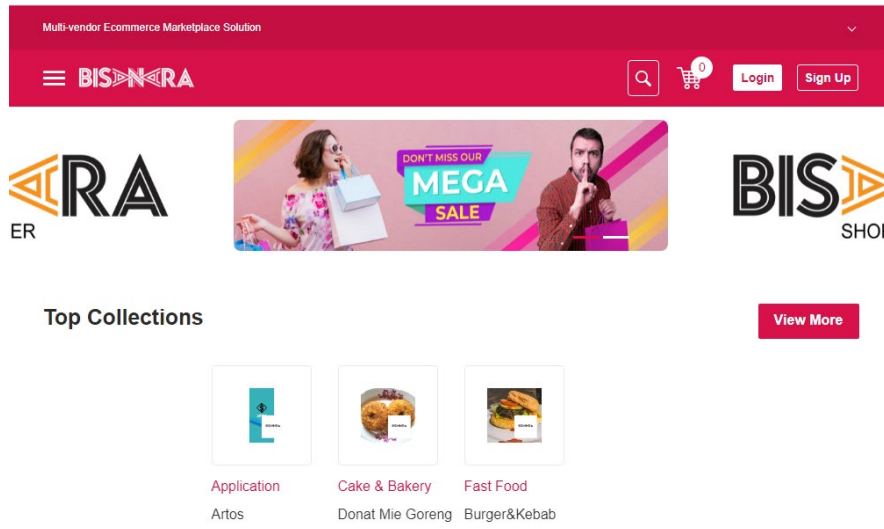


Figure 1. Bisanara website

(Source: *bisanara.com*)

3. Methods

The research method used in this research is the *Research and Development Method*. According to Dharma, (Dharma, 2008) Research and Development Methods are a series of processes or steps in order to develop a new product or perfect an existing product in order to be accounted for. The product is not always in the form of objects or hardware, such as books, modules, learning aids in the classroom or in the laboratory, but can also be software (*software*), such as computer programs for data processing, classroom learning, libraries or laboratories, or models of education, learning, training, guidance, evaluation, management systems. , and others. Previous research on measuring tools or entrepreneurial models has been developed in entrepreneurial education since elementary school (Ruskovaara et al., 2015), but has not focused on development. Student business.

4. Data Collection

Data collection using secondary data, from the results of the incubator unit report in our instusi. The report data consists of the student's name, business name, student's type of discussion with mentor, mentor's name, faculty supervisor's name. List of other reports in the form of Business group data , consisting of team members' names, study programs, binis names, Pitch Deck video video links, Business links, Business starts standing, binis category, business name mentor, Business Conditions before entering the Entrepreneurship Track and Business Conditions after entering the Track Entrepreneurship; SRL Business, average turnover per month, operational costs per month, average net profit per month, total net income, number of consumers, number of investments, number of investments from investors, number of employees, number of business partners.

The sample used from this study is 154 responden.

5. Results and Discussion

This research was one of the first to apply the Research and Development (R &D) method, to explain the model of education and guidance and evaluasi in the track of entrepreneurship, where the results of 154 respondents, based on evaluation, produced (1). The business survives and has the prospect for profit in the near term, as much as 40%, (2). The business survived and had a growing profit, as much as 32%.. (3) The business survives but does

not grow and has only a small profit, as much as 26%, (4) (table 1). Businesses will be laid off, with relatively small losses, of as much as 2%. So that the Student Business Development model that has been done through Education in formal kelas, guidance through business mentors and Faculty Supervisors in incubator classes, and evaluation through the inkubator unit produces greater than the evaluation results of 2% who have a business will be dismissed with a relatively short loss.

Table 1. Summary of evaluation of educational and mentoring models

No	Evaluation Factors	Respoden	Persentase
1	The business survives and has prospects for profit in the near future.	62	40%
2	Businesses survive and have growing profits	49	32%
3	The business survives but does not grow and has little profit.	40	26%
4	The business will be laid off, with relatively small losses.	3	2%
	Number of respondents	154	100%

(Source: Data processing results, 2022)

The results of data processing sourced from skunder data through the Business Incubator unit, illustrated in the form of a model of development bisnis mahasiswa, in figure 2, as follows:

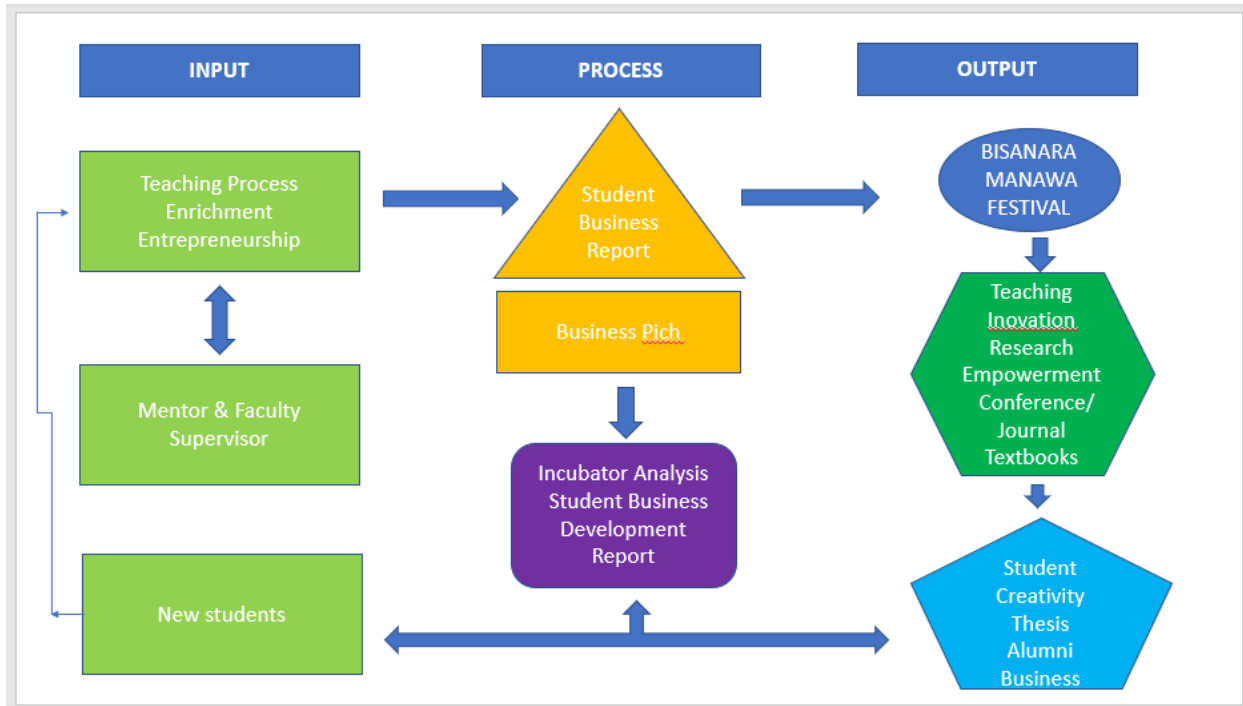


Figure 2. Student Business Development Model

5.1 Graphical Results

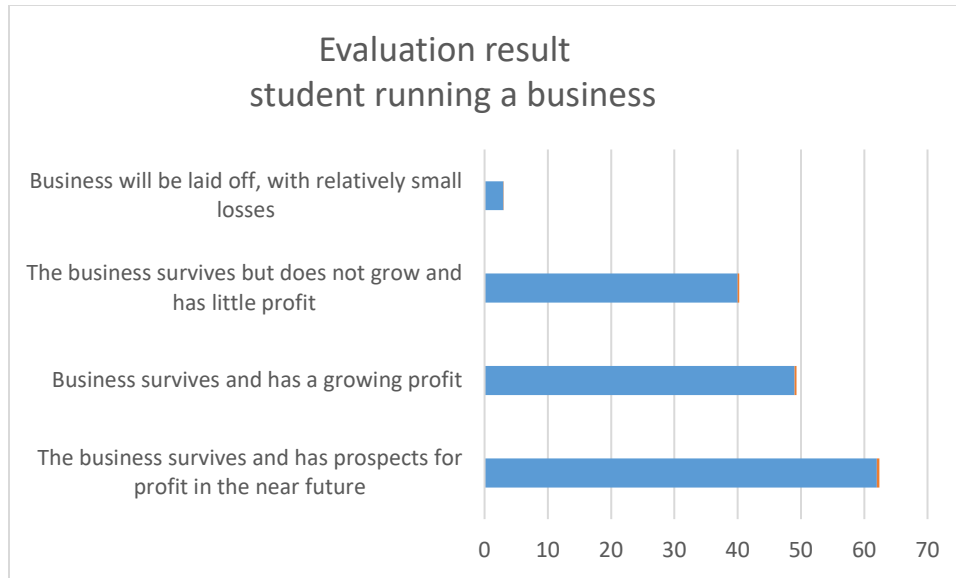


Figure 3. Results of evaluation of students who run the business

Using the Student Business Development model, as many as 62 students out of 154 students, the business survives and has prospects for profit in the near future (Figure 3).

5.2 Proposed Improvements

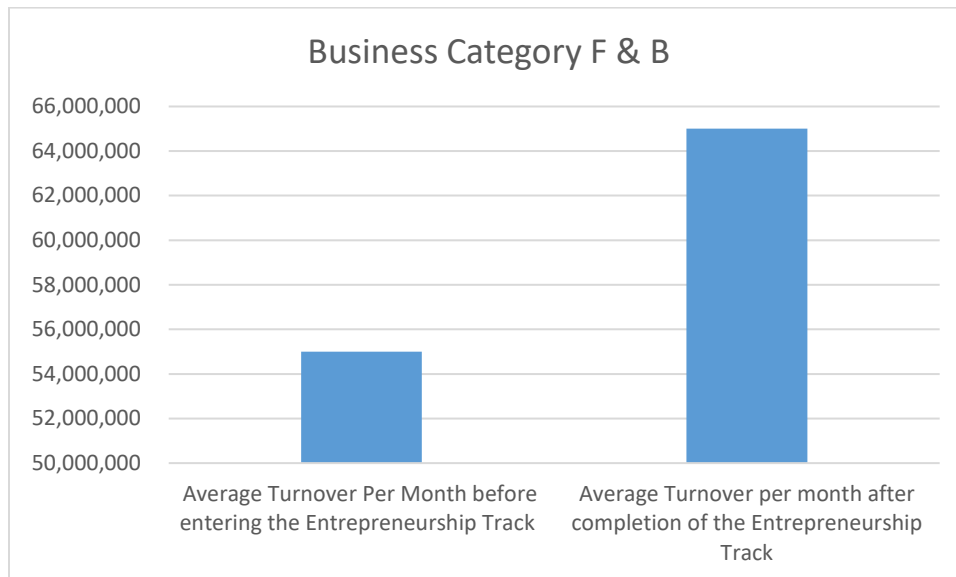


Figure 4. Food & Beverage Business Category (F&B)

In Figure 4, the example of bisnis category F&B, is a surviving bisnis and has the prospect for profit in the near future. The average turnover per month before entering the Track Entrepreneurship amounted to Rp. 55,000,000,-, rising to Rp. 65,000,000,- after completing the Entrepreneurship Track. Track Entrepreneurship is the program of choice of students to focus on business development by being guided by mentors from experienced business people and guided also by faculty supervisors in business. his academic development during the entrepreneurship track.

6. Conclusion

The purpose of this research is to review and analyze student business to accelerate business development and improve the Business community, in order to cooperate with other students and alumni who have run their businesses, and accelerate student self-sufficiency. This research has both theoretical and practical contributions. Theoretically, this research is the first attempt to analyze student business to accelerate business development using Research and Development (R&D).

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Biography

Jajat Sudrajat is a senior lecturer of creativepreneurship study program at Bina Nusantara University, Indonesia. He obtained a Bachelor's degree in Accounting from Universitas Islam Nusantara, Indonesia and a Master of Management from Widayatama University, Indonesia. Currently as Business Advisor Creativepreneurship Study Program Binus Bandung. He has granted several research grants from Bina Nusantara University and the Indonesian Ministry of Culture, Research and Technology. His research has been published in several Journals and Scopus indexed conferences. Interest in Entrepreneurship and Creativepreneurship, Innovation Model learning Entrepreneurship and Accounting Information Systems. He is also active in community empowerment programs related to the development of Small and Medium Enterprises (SMEs), in the Binus Bangun Desa Program . He obtained several community empowerment activities from Bina Nusanatara University, Indonesia.