

1 BUSINESS PLANNING TRAINING PROGRAM TO DEVELOP ENTREPRENEURIAL INTERESTS OF THE YOUNGER GENERATION IN TEGALSARI VILLAGE OF TEGALSARI CITY

by Beni Habibi

Submission date: 25-Mar-2024 09:21AM (UTC+0700)

Submission ID: 2330089803

File name: BUSINESS PLANNING TRAINING PROGRAM TO DEVELOP ENTREPRENEURIAL INTERESTS OF THE YOUNGER GENERATION IN TEGALSARI VILLAGE OF TEGALSARI CITY.pdf (667.49K)

Word count: 3134

Character count: 17360



BUSINESS PLANNING TRAINING PROGRAM TO DEVELOP ENTREPRENEURIAL INTERESTS OF THE YOUNGER GENERATION IN TEGALSARI VILLAGE OF TEGALSARI CITY

¹ Beni Habibi, ² Dewi Apriani, ³A. Rony Yulianto

^{1,2,3} Faculty of Teacher And Educational Sciences, Universitas Pancasakti Tegal

ARTICLE INFO

Article History:

Received Maret, 6, 2020
 Accepted April, 13, 2020
 Available June, 30, 2020

Keywords:

Entrepreneurial Interests,
 Younger Generation,
 Small and Medium
 Enterprises

ABSTRACT

A step is needed to build entrepreneurial interests of the younger generation, one of which is to create a program that accommodates the aspirations of generations to increase their business interests, namely through entrepreneurial training programs. Business planning training program for the younger generation is done in Tegalsari Village, Tegalsari. This business planning training program aims to increase entrepreneurial interest for young people and guide the business preparation process ranging from the introduction of types of businesses to the preparation of businesses through examples of businesses made by participants. Based on the results of the training activities that have been carried out, it can be drawn as follows. Participants' knowledge of entrepreneurship is very strong as seen from pre-test and post-test results. This result is quite proud because most participants are participants who have received entrepreneurial counseling in the previous year. The delivery of knowledge about the preparation of business planning can improve the knowledge and understanding of participants about the objectives and benefits and the importance of making business planning before deciding to be entrepreneurial.

Diperlukan sebuah langkah untuk membangun minat berwirausaha para generasi muda yaitu salah satunya dengan membuat sebuah program yang menampung aspirasi para generasi untuk meningkatkan minat usahanya yaitu melalui program pelatihan kewirausahaan. Program pelatihan perencanaan usaha untuk generasi muda ini dilakukan di kelurahan Tegalsari Kota Tegal. Program pelatihan perencanaan usaha ini bertujuan untuk meningkatkan minat wirausaha bagi kalangan muda dan membimbing proses penyusunan usaha mulai dari pengenalan jenis - jenis usaha sampai dengan menyusun usaha melalui contoh usaha yang dibuat oleh peserta. Berdasarkan hasil pelaksanaan kegiatan pelatihan yang telah dilakukan, dapat ditarik simpulan sebagai berikut. Pengetahuan peserta mengenai kewirausahaan tergolong sangat kuat yang terlihat dari hasil pre-test dan post-test. Hasil ini cukup membanggakan karena sebagian besar peserta adalah peserta yang telah mendapatkan penyuluhan kewirausahaan pada tahun sebelumnya. Penyampaian pengetahuan tentang penyusunan perencanaan usaha dapat meningkatkan pengetahuan dan pemahaman peserta mengenai tujuan dan manfaatnya serta pentingnya membuat perencanaan usaha sebelum memutuskan berwirausaha.

INTRODUCTION

The problem of employment in Indonesia starts from the way of thinking of the majority of people, i.e. everyone must work after completing their education. This is what indirectly causes open unemployment. Another reason for this increase in the number of open unemployed is as revealed by Wijaya (2007) that becoming an entrepreneur is not an attractive career choice, due to the uncertainty of the situation and the many challenges that will be faced in order to build a new business. The problems facing prospective entrepreneurs concern both difficulty accessing capital, access to financing, access to marketing, access to information and government policy, and distrust in the face of risk. Some of these barriers are factors often faced by prospective entrepreneurs. That is why an understanding of the importance of entrepreneurial education is needed among the younger generation. The influence of entrepreneurial education has been considered as one of the important factors for fostering and developing entrepreneurial interests, souls, and behaviors among the younger generation (Kourilsky in Indarti & Rostiani, 2008).

1 The potential for development and development of entrepreneurial interests in the younger generation in RW 2 Tegalsari Tegalsari Village is huge judging by unstructured observations, namely that there are several teenagers who do small businesses, such as being a reseller of drinks/snacks, clothes/headscarves, having sewing skills, skills making snacks, such as various fried goods, pempek and pastries, making handicrafts, helping the business of parents who have small stalls/shops, and having side jobs as teachers recite between lectures. Nevertheless, the development and coaching of the entrepreneurial spirit is still not optimal because the education level of most of the target audience is high school graduates who are very rarely or may never get knowledge and entrepreneurial education. Many potential creative ideas for running a business have not been unearthed optimally. Counseling on the importance of entrepreneurship among the younger generation of RW 2 Tegalsari Village tegalsari city has been done in 2015 by the executive team, namely providing entrepreneurial motivation so that orientation thinks they are no longer job seekers, but as job creators.

In previous devotional activities have been given knowledge of the basic concept of entrepreneurship, then how to cultivate the entrepreneurial spirit as well as knowledge about what is the purpose and benefit of entrepreneurship. However, providing entrepreneurial theory requires sufficient reinforcement to create a truly resilient young generation in the running of entrepreneurship. In this training activity, a real example is needed for prospective business people to

have a high motivation to start a new business and open new jobs.

As a follow-up to the previous activities, on this occasion the community service implementing team from the Economic Education Study Program of FKIP Tegal Pancasakti University was called to provide training in the form of business plan to the younger generation in RW 2 Tegalsari Village Tegal city so that they can improve economic independence and professionalism in entrepreneurship. The devotional activity is the training of how to plan the business as an effort to develop the entrepreneurial spirit so that at the time of starting the business, they have obtained supplies before.

METHOD

Implementation

The youth training participants in RW 2 Tegalsari Village, Tegalsari City of 22 people, are the younger generation who are active in community activities, such as religious activities, independence day, or gotong royong. Of the target participants as many as 24 people, 50% of the teenagers in RW 11 are graduates of high school/ vocational school, 33.33% are still studying first grade, 12.5% are graduates of public universities and private colleges. Only a small fraction of junior high school graduates, which is 4.17%. After completing their education at secondary level, the majority of teenagers in RW 2 are oriented towards finding work, but due to lack of hard skills and experience, not many of them are absorbed in the world of work. Because of the increasingly urgent needs of the economy, they will inevitably work as hard as they can.

The delivery of training materials is used with several relevant methods, including lecture methods and games. The materials provided include Entrepreneurial and Business Planning materials, Business Plan Preparation, and Business Planning Examples, each delivered for 20 minutes, discussions and Q&A for 1 session for 30 minutes, as well as the practice of planning a 60-minute business plan, followed by a 30-minute presentation by participants. Lecture and game methods are used to present materials that have been compiled by the implementing team. Accompanied by games aimed at knowing what areas of business will be pursued in accordance with talent and passion. Discussion and Q&A methods are used to respond to the extent of the trainees' understanding of the materials submitted by the implementing team. The presentation method is done by participants, i.e. participants are asked to practice making business planning with the guidance of the implementing team. Then they presented the results of the draft business that had been drawn up, followed by a question and answer session from participants and the executive team about the

business planning they made. At the end of the training is given post-test as evaluation material to see the extent of the understanding of the target audience in absorbing the given science.

The evaluation design is carried out in two stages. First, a pre-test and post-test in the form of a questionnaire in the form of a question about the level of understanding of participants regarding entrepreneurial knowledge and business planning. The question was asked in the moments before and after the training began. Thus, it will be known the skill level of participants expressed in percentage size (%).

The higher the percentage number earned, the higher the success rate. Second, the evaluation is carried out at the time of practice. Participants are asked to arrange business planning in groups, and then present it. Evaluation is carried out in accordance with the assessment instrument stipulated.

For pre-test and post-test, polls are distributed using the Likert Scale with four answer options, namely Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). Calculation of final score using formula

	$\frac{\text{Score obtained}}{\text{Maximum score}} \times 100\%$		
With the following score interpretation criteria:			
Score 0%	- 20%	= Very Weak	
Score 21%	- 40%	= Weak	
Score 41%	- 60%	= Enough	
Score 61%	- 80%	= Strong	
Score 81%	- 100%	= Very Strong	(Riduwan, 2007)

Thus, it will be known the skill level of participants expressed in percentage size (%). The higher the percentage number obtained, the higher the success rate.

Evaluation

Business planning training program will be a priority for the community to form a character as an entrepreneur and certainly for this program in the future will be developed much better by working with local government and of course seeking the help of organizing costs either in the form of self-help or from the government so that the business planning training program can run smoothly and in the future hopefully there will be a strong new young entrepreneur.

RESULTS AND DISCUSSIONS

Program Implementation Results

This business planning training activity was held on Day/Date: Sunday, December 30, 2018 Place: Catfish Road No. 15. Tegalsari Tegal City Participants: 24 people who attended from 30 people targeted

The composition of the materials ed as follows:

No	Hours/Times	Material	Presenters
1	08.00 – 09.00	Business Building Concepts	Dra.Dewi Apriani,MM

2	09.15 – 10.10	Business Plan Preparation	A. Rony Yulianto, M.Pd
3	10.30 – 11.45	Business Planning Examples	Dr. Beni Habibi, M.Pd

The event begins with a pre-test to find out the participant's understanding of business planning. For information, most participants have participated in entrepreneurial counseling in the previous year. So, it is expected that at the time of the business planning training to be given, they are familiar with the concept of entrepreneurship and are expected to participate in this training well. Dr. Beni Habibi M.Pd. opened the event as well as giving a speech. Followed by the delivery of material by the implementing team, namely Dra. Dewi Apriani Fr, MM. information about Entrepreneurship and Business Planning. In between material submissions, the presenters held a direct interaction with the participants, which is to ask what efforts they would take if they were going to open a business. Participants look enthusiastic. After the material is finished, an intersession is held to entertain the participants before proceeding with the next material. The team showed views in the form of videos related to business planning materials to see participants' responses. Then followed by a game that leads participants to think about what business they will do later.

The next material was presented by A. Rony Yulianto, M.Pd who explained the Preparation of Business Plan. Before delivering the material, participants were given a stimulus in the form of finger play to focus. After the material is finished, it is followed by a discussion and Q&A session hosted by the host. Furthermore, the submission of material about Business Planning Examples provided by Dr. Beni Habibi. The delivery of this material is also a reference for participants to make business planning and its types of companies, among them trading companies, service companies, and manufacturing companies, as well as how to analyze its finances. The delivery of materials is associated with the real conditions in the company so that participants can easily understand the material. After submitting the Business Planning Example, followed by a question and answer session on the material. After that, the division of the working group is in accordance with the division of companies, namely trading companies, service companies, and manufacturing companies. One group consists of eight people for trading companies, seven service companies, and seven manufacturing companies. The basis of group division is the choice of business that will be done by the participants if they will open their own business. After each group is formed, each participant discusses one type of business they will build, then jointly makes his or her business plan. The implementing team provides direction and assistance to each group.

After finishing their business planning, each group representative presented their work. Here's the results of each group's presentation described in a nutshell. Group 1 (trading company) wants to open a business selling powder drinks labeled "Cheri Powder Drink", namely powdered beverage that has the flavor of green tea, chocolate, vanilla, taro (purple yam), red velvet, bubble gum, Thai tea, banana, creamy chocolate, and so on. Powder this drink. traded with the reseller system, i.e. the seller buys products from distributors at a special price to then resell at the market price. Products offered in the form of beverage powder that can be used as raw material bubble drink, cubit cake, pudding, ice cream, and others. The background of group 1 choosing this business is because bubble drinks are in high demand by today's teenagers, but sometimes to enjoy bubble drinks it costs quite a draining bag, and is only sold in certain places (such as malls, cafes), for example outlets that famously sell bubble drinks with chatime trademarks. That's why "Cheri Powder Drink" comes to meet the need for the bubble drink so that customers or consumers can enjoy a homemade bubble drink.

The purpose of this household industry business is to produce objects with unique creations made of flannel fabric, such as keychains, jars, pencil boxes, brooches, tissue boxes, children's piggy bank, photo frames, pillowcase accessories/children's clothes, hair ornaments (Bando, Clamps, Pigtails), and book covers/agendas. The background of the group of 3 chose this business because it recognized the need to look attractive is very commonplace, both in terms of personal appearance and to beautify the contents of the house. That's why the market share of this "Flannel Collection" business is young women, children, and housewives who naturally love beauty. The design of the creation items is obtained from browsing to various sources, such as YouTube and other internet sources to be modified and customized to the type of objects to be decorated or depending on the customer's order so that the creation of the resulting flannel fabric remains up to date according to market tastes. This flannel creation business has many competitors. Therefore, group 3 strives to produce products with the best quality as well as friendly service and quick response. The price of goods offered varies, such as keychain Rp5.000,00, jar Rp15.000,00 to Rp30.000,00, pencil box Rp20.000,00, brooch Rp5.000,00 to Rp10.000,00, tissue box Rp10.000,00 to Rp20.000,00, piggy bank child Rp5.000,00 to Rp25.000,00, photo frame Rp15.000,00 to Rp40.000,00, pillowcase/children's clothes accessories Rp30.000,00 to Rp75.000,00, hair ornament (head bando, clamp, lock) Rp10.000,00 to Rp35.000,00, as well as book/ Cover agenda Rp20.000,00 to Rp35.000,00. Promotion is done through

schools/campuses, social media, and bazaars. The organizational structure in the management of this business is (1) the business owner concurrently the manager, (2) the production part, (3) the marketing part, and (4) the financial part.

Evaluation Results

Pre-test results for entrepreneurial knowledge indicators averaged 86.59%. Based on the criteria of interpretation of the score can be concluded that the participant's knowledge of entrepreneurship is very strong. This shows that they already know the ins and outs of entrepreneurship because most participants are participants who have received entrepreneurial counseling from the executive team in the previous year. So, it is not surprising that pre-test results have shown very strong criteria. Then for indicators of business planning knowledge in can be an average of 82.27% based on the criteria interpretation of scores is classified as very strong. This means most participants know what business planning is as well as its benefits. Overall the total percentage of participants' understanding of entrepreneurship and business planning before being given the material was 84.43%.

This shows that participants already know enough about entrepreneurship and business planning. After the submission of materials, post-test is given in the form of questions about entrepreneurial knowledge and business planning; average entrepreneurial knowledge is 92.05%, which based on criteria means participants' knowledge of entrepreneurship is very strong. For business planning knowledge indicators can be an average of 89.55% which based on the criteria of interpretation of scores is very strong, meaning the participant's understanding of entrepreneurial goals is very strong, and then on average 92% shows participants feel the benefits of entrepreneurship. This indicates that there has been a significant improvement in participants' understanding of the benefits of entrepreneurship. Overall the percentage of participants who understood entrepreneurship and business planning after being given the material increased to 90.80%. Based on interpretation criteria, the score is very strong. This shows that there is an increase in participants' knowledge and understanding after being given materials on entrepreneurship and business planning.

CONCLUSION

This business planning training program aims to increase entrepreneurial interest for young people and guide the business preparation process ranging from the introduction of types of businesses to the preparation of businesses through examples of businesses made by participants. Based on the results of the training

activities that have been carried out, it can be drawn as follows. Participants' knowledge of entrepreneurship is very strong as seen from pre-test and post-test results. This result is quite proud because most participants are participants who have received entrepreneurial counseling in the previous year. The delivery of knowledge about the preparation of business planning can improve the knowledge and understanding of participants about the objectives and benefits and the importance of making business planning before deciding to be entrepreneurial. This is seen from post-test results that show significant improvement. In general, participants have enough understanding how to make business planning. However, based on aspects of business planning, namely company profile, market analysis, organization and financial analysis it appears that participants' understanding is still very lacking for the financial analysis aspect. To the implementing team, in general, it is expected to resume this devotional activity by jumping directly to nurture the younger generation who have the passion and motivation to open their own business / entrepreneurial. In particular, further training is required on the creation/preparation of financial analysis in order to support the creation of business planning and business development.

2 REFERENCES

- Alma, B. (2008). *Kewirausahaan*. Bandung: CV Alfabeta.
- Amin. (2008). *Kewirausahaan*. <http://viewcomputer.com/kewirausahaan-kangamin> diakses pada 09 Mei 2014.
- Bewayo, E.D. (2015). The overemphasis on business plans in entrepreneurship education: Why does it persist? *Journal of Small Business and Entrepreneurship Development*, 3 (1), 1-7.
- Duanmu, Jing-Lin & Yilmaz, G. (2013). Heterogeneous effect of ethnic network on International trade of Thailand: The role of family ties and ethnic diversity. *International Business Review*, 22 (1), 126-139
- Fregetto, E. (January 2005). Business plan or business simulation for entrepreneurship education? *19th Annual National Conference Proceedings for the United States Association for Small Business and Entrepreneurship*, Indian Wells CA.
- Hallam, C., Leffel, A., de la Vina, L., Agrawal, C.M. (2014). Accelerating collegiate entrepreneurship (ACE): The architecture of a university entrepreneurial ecosystem encompassing an intercollegiate venture experience. *Journal of Business and Entrepreneurship*, 26 (2), 95-116.

1 BUSINESS PLANNING TRAINING PROGRAM TO DEVELOP ENTREPRENEURIAL INTERESTS OF THE YOUNGER GENERATION IN TEGALSARI VILLAGE OF TEGALSARI CITY

ORIGINALITY REPORT

19%

SIMILARITY INDEX

19%

INTERNET SOURCES

3%

PUBLICATIONS

6%

STUDENT PAPERS

PRIMARY SOURCES

1	garuda.kemdikbud.go.id Internet Source	10%
2	jurnal.fe.umi.ac.id Internet Source	5%
3	journal.smbjupmi.com Internet Source	2%
4	lib.unnes.ac.id Internet Source	1%
5	www.scielo.org.za Internet Source	<1%
6	repository.upstegal.ac.id Internet Source	<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off