

# **Entrepreneurship Training for University Students Entrepreneurial Programs**

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## **Abstract**

This paper's primary purpose is to emphasize the importance of entrepreneur training (1) Know the potential of human resources and competencies that are owned and can be a provision for entrepreneurial students through training, (2) how important the training for entrepreneurship development, (3) how the training is able to increase the number of entrepreneur. Predict and help provide alternative solutions local and global problems in order to support socioeconomic activities of a community of high competitive based on science and technology. This type of research is qualitative research with data collection using several methods of observation, Interview, Focus Group Discussion, Survey, method refer to documents. Training I with seminars and workshops, attended training II in the form of business clinic coaching and training III that is apprenticeship and practice so as to increase knowledge and develop student business.

**Keywords** entrepreneurship training, entrepreneurship, entrepreneurial student programs/ESP, culinary business

## **Introduction**

In this study we describe an entrepreneurship training program. Entrepreneurial Student Program/ ESP are seen as a means to stimulate increased levels of economic activity. Although the link between ESP and entrepreneurial attitudes, intention to start a business is proposed by a number of researchers and conventional wisdom also implicitly confirms that entrepreneurship education increases the intention to start a business. This paper investigates entrepreneurship students in sahid university of Surakarta.

Johansen and schanke(2013) Entrepreneurship Education in Secondary Education and Training. Farashah(2013) impact entrepreneurship education and training on entrepreneurship perception and intention Study of educational system. The first aim of the paper is to systematize the different types of training programs. Sandhu, hussain and matlay (2012) Entrepreneurship education and training needs of family businesses operating in the agricultural sector of India Fairlie and Holeran(2012) Entrepreneurship training, risk aversion and other personality traits: Evidence from a random experiment

The objective of this paper is to (1) evaluate the potential of human resources and competencies that are owned and can be a provision for entrepreneurial students through training, (2) how important the training for entrepreneurship development, (3) how the training is able to increase the number of entrepreneur. Alberti et al. (2004), for effective Entrepreneurship education there should be a relationship between the goals of Entrepreneurship programme, the audiences to which the programme is delivered, the contents of the Entrepreneurship courses or

modules, the method of delivery or pedagogy, and finally, the assessment that will be used. Klinger and Schundeln (2011) study the effect of entrepreneurship training provided by an NGO on firm outcomes in Central America.

## **Theoretical background**

Given the three learning process of entrepreneurship and four main theories in education, Participation in the EET program will positively increase entrepreneurial intention. Farashah(2013) Mwasalwiba(2010) analysis showed that there is a shift from educating for comparable to learning to become an entrepreneur and to Educating in comparable to learning to become an enterprising individual.

Ibrahim and Soufani (2002) argued perhaps training can eliminate inexperienced entrepreneurs or those with an infeasible opportunity. This can lead some participant to take a more realistic perspective and perceive more fear of pursuing their ideas and creating an entrepreneurial venture than before education. Jusoh, R., B. Ziyae, S. Asimiran, and S. Kadir (2011). The entrepreneur Training Needs Analysis on Entrepreneurial Skills Needed For Successful Entrepreneurs. Markman,, D. B. Balkin, and R. A. Baron (2010). Entrepreneurship Education on Entrepreneurship Skills and Motivation.

Arguments regarding the purpose and attainments of EET are complex and diversified. While there is extensive literature on EET, evidence and greater understanding of how programs influence entrepreneurial attitude and activity are still lacking (Bechard and Gregoire, 2005; Harrison and Leitch, 2005). Vesper and Gartner(1997) A high-quality program would need to describe how these courses are delivered(e.g, student evaluations of courses and instructors, enrollment demand, complaints, attendance rates). A high-quality program would specify the kinds of support services available to help entrepreneurship students succeed (e.g., counseling, advising, internships, mentors). Service activities of faculty are linked to achieving the educational mission of the program. Such a comprehensive description of the pedagogy and curriculum of an entrepreneurship program.

Mwasalwiba, E.S. (2010), Entrepreneurship education, objectives, teaching methods, and impact indicators. Hansemark, O.C. (1998), "The entrepreneurship programme effects of on need for achievement and locus of control of reinforcement. Atsan and Gurol (2006) the explore of Entrepreneurial characteristics amongst Turkey university students some insights for entrepreneurship education and training. Njoroge and Gathungu(2013) entrepreneurial training are On knowledge skills ability and job Performance, Can be specified clearly, Short term, Activity Emphasize improvement, Methods used (Demonstration, practice, feedback), Role of professional trainer are To instruct, demonstrate and guide, Process of evaluation with Evaluation against specific job performance standards, and Link with organization mission and strategies Not necessarily linked to organization's mission and goals

## **Method**

The purpose of this article is to analyze the methods used in entrepreneurship education impact studies with Research and Development, while the problem to be solved or research object is entrepreneurship training to increase the number of entrepreneurial students university by conducting entrepreneurial student program with sample research Sahid University of Surakarta.

Analytical methods used in this study on the model of increasing the number of new entrepreneurs include interactive analysis, internal-external analysis, and supply-demand analysis. Interactive Analysis (Miles Huberman, 1984) highlights three main components, namely data presentation, data reduction, and verification / drawing conclusions. Therefore this method of analysis emphasizes the relationship between each research process that starts from data collection, continued data presentation, data reduction, and conclusion. Data presentation is an information organization assembly in the form of classification or categorization that allows conclusion. Data reduction is a process of selection, focusing, simplification, and abstraction of raw data present in field notes to be transcribed and reduced to avoid overlap. The conclusion is an organization of data that has been collected so that it can be made a final conclusion of the research conducted, in this case research on entrepreneurship training model to increase the number of new entrepreneurs in Sahid University of Surakarta.

In this research, internal and external analyzes emphasize the internal factors and external factors that influence the increasing number of new entrepreneurs. Basically, external and internal analysis supports the efforts of an organization in increasing the number of entrepreneurs. In that case needs to be studied all the strengths and weaknesses of an organization. Internal factors are resources owned. Capital, entrepreneurial intent, motivation and knowledge or experience. Variables outside the organization are external factors in the form of opportunities and threats. External factors are generally a factor that is not easily controlled so it is necessary to be anticipated to be able to control it.

## **Results**

This study conducts three trainings for the Entrepreneurial Student program. The first part of the training consisted of three section: (a) for the person, aimed at developing an entrepreneurship motivation and increasing behavioral skills. Baum and Locke(2004) The most important finding of this study is that specific component variables of entrepreneurs' traits, skill, and motivation categories are significant direct or indirect predictors of venture growth. Oosterbeek, Praag and Ijsselstein.(2010) the entrepreneurial skills do not increase more for treated than for untreated students is indicative of an ineffective program, at least as it is executed at the school of our analysis and relative to the programs that are offered in the control location; (b) for the project, aimed at developing business ideas through brainstorming and followed by SWOT (strength, weaknesses, opportunities, and threat) analysis to isolate the best project idea for each participant. Girotra and Netessine (2013) Asystematic approach to innovating business models can help identify new business models that encourage sustainable use of products and services, or facilitate wider adoption of new environmentally friendly technologies.; and (c) for management, aimed at general management principles (including leadership, partnership choice, cost analysis, organization, time management, and planning tools).

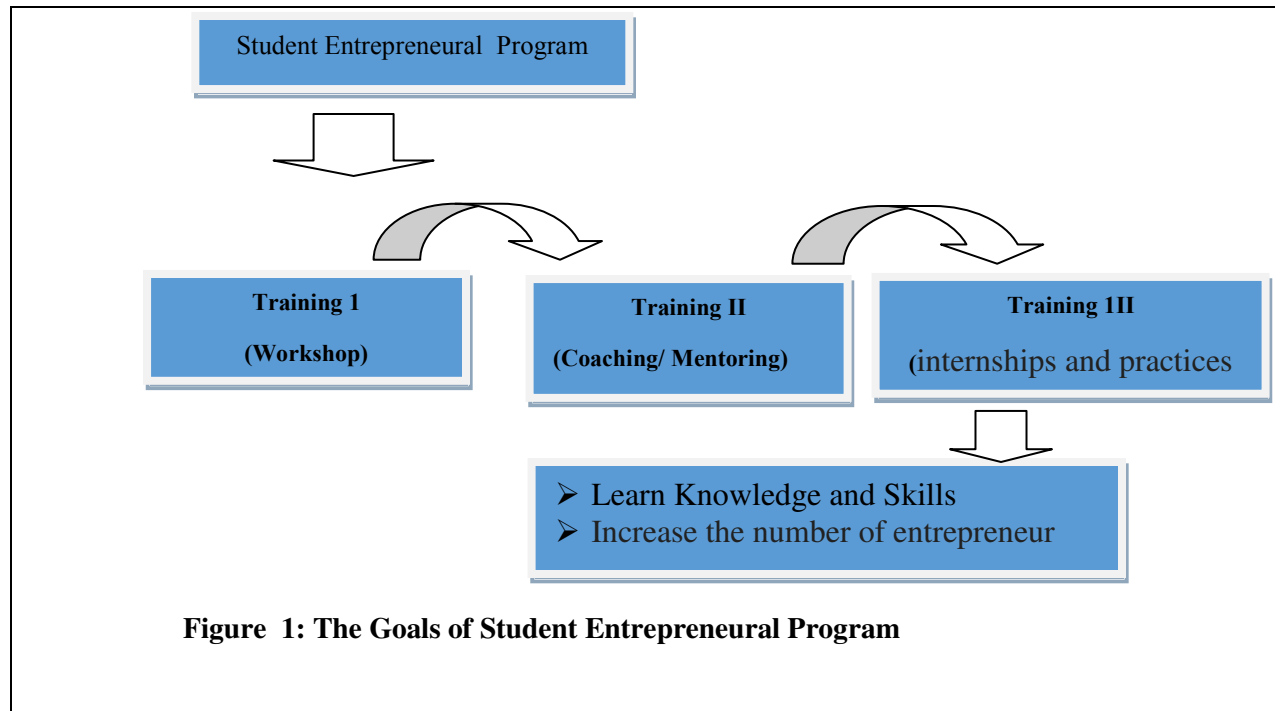
The second part of the training consisted are Direct training provides an alternative solution for student business as the recipient of student entrepreneur grant program can be immediately implemented and made improvements of the program plan. Fixed on the pre-packaged packaging, knowing who the real market segment is? And dare to make changes if the product is not acceptable to society.

The research therefore gave a simple task to various categories of students for 1 years. The categories of students university are as shown in Table 1.

Table 1. Category Of Students

Groups	Descriptions
A	First ESP the start of Business , Before ESP has started a business with varians others
B	First ESP the start of Business
C	First ESP the start of Business
D	First ESP the start of Business and Second Trainingg Business Plan changed.

The entrepreneurship track provided students with: (i) entrepreneurship courses organized by Abata Donuts firm; (ii) external private sector coaches from Indonesian Islamic Business Forum/IIBF(Including Business mentoring one to one mentoring, Business Mastery Sales, Marketing and Promotion, Negotiations, Team building, Financial literacy, Self Mastery Entrepreneurship and leadership), mainly entrepreneurs or professionals in an industry relevant to the student's business idea; and (iii) supervision from university professors in development and finalization of the business plan. For each participants, the final product of the program was a comprehensive business plan and running Business.



## Conclusion

This study contributes to the advancement of research on that assignment of university students to the entrepreneurship track was effective in increasing self-employment among graduates approximately one year after graduation. This is the first empirical study of entrepreneurial training to (1) training/ workshop, (2) Coaching clinical and,(3) internships and practices.

The results show that the Entrepreneurial Students University/ ESP program does have the program on the intention to become an entrepreneur can be due to a more realistic view of what is needed to start an own business as was suggested in interviews that were held with lecturers and coaches. More indirectly, participants might have lost their or over optimism and this may have caused a lower interest in entrepreneurship

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