

MODEL AND STRATEGIES STARTUP BUSINESS TRAINING IN THE SUNDANESE BRIDAL MAKEUP THROUGH ENTREPRENEURSHIP EDUCATION PROGRAM IN NONFORMAL EDUCATIONAL INSTITUTION

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Abstract

This research departs from an entrepreneurship training program and entrepreneurial skills that are implemented according to the needs and potential of business in society. Entrepreneurial education Program aims to provide opportunities for people to be able to prepare themselves in the process of existing business potential around their environment into a business field. This research aims to analyze the model and training strategy implemented by LKP Nuning Cimahi to develop entrepreneurial skills in the *sundanese* bridal makeup program in Cimahi. The method used in this research is qualitative with case study approaches and data analysis techniques using Fishbone diagrams. Results of the study showed that LKP Nuning Cimahi uses a model of mentoring as a strategy in conducting training activities. Through the approach of a startup training Business Bridal makeup at LKP Nuning Cimahi, participants can produce 30% of the total students as a business startup actors according to the entrepreneurship education program indicator. The successful implementation of the model of mentoring conducted by LKP Nuning Cimahi is accompanied by three strategies: “*arisan*”, establishing alumni bonds, and entrepreneurial development engagement by involving members of partner organizations in learning activities. From this research can be concluded that the model of mentoring used by LKP Nuning Cimahi can answer the challenge in improving knowledge, skills, and foster an entrepreneurial mental attitude in managing the potential of self and environment which can be used as a provision for entrepreneurship.

Keywords: Entrepreneurial Education Model, Startup Training Strategy, Entrepreneurship Skill Education, LKP Nuning Cimahi

1 INTRODUCTION

The number of startup businesses in Indonesia reached 956, exceeding 850 startup, the target of Menristekdikti in 2018 (Ryza, 2018). Globally, Indonesia ranks 90th out of 137 world countries (GEM Report, 2017) and 16th out of 24 countries in Asia Pacific (Yanuar, 2017). On the other hand, the 2017 Global Entrepreneur Monitor Report shows that countries with high Gross Domestic Product are accompanied by decreases of entrepreneurs, conversely the country that has a low Gross Domestic Product, has the most number of entrepreneurs (Acs, ZJ, Szerb, L., Auito, E., Llyod, A., 2017). That is, an increase in the number of entrepreneurs is not directly related to a country's economic growth. Therefore, entrepreneurship

education is an important part in building the quality and quantity of entrepreneurs. Entrepreneurship education is able to positively influence job eligibility, especially in work experience, annual income, and creativity (Rasmussen & Sørheim, 2006).

In practice, entrepreneurship education have many obstacles. Research conducted by Putri (2017), showed low correlation between entrepreneurship training with entrepreneurial skills. This happen because entrepreneurship is complex (Al Mamun, 2016). The complexity of the individual influences decision to become an entrepreneur, such as attitudes, past experiences, and personalities (Konakli, 2015 and Ubierna, F., Arranz, N., & de Arroyabe, JCF, 2014) which creates a gap between theoretical understanding of practice explore opportunities and explore market conditions (Fox, Pittaway, & Uzuegbunam, 2018; Steffens, Weeks, Per Davidsson, & Isaak, 2013). As a result, it is difficult for educational institutions to determine ways for students to be able to face many unexpected challenges (Heslin, 1999). In terms of nacent entrepreneurs, building a business exposes itself to holding all its own activities. Financial limitations, experience, skills cause weak vision and inability to build their business (St-Jean, E., & Audet, J., 2013, p. 96).

According to Hansen (2006), the first challenge of entrepreneurship education is to design training that builds the skills of participants so that they are able to operate and run the existing system. And second is to build the expertise of participants who are able to change the system through improvement and finding solutions to the conditions faced. Simply, designing training is able to help participants to build critical reflective practice from their experience to bridge the gap between theory and practice, amid the conditions of uncertainty that it faces (Dood and Anderson, 2007 in Higgins, D., & Galloway, L., 2014).

Therefore, this study was designed to identify pilot entrepreneurship education practices in Indonesia. The program under study is the Entrepreneurship Skills Education (ESE) program funded by the Indonesian Ministry of Education and Culture. McVicar & Polidano's research (2010) found that the weak credibility of implementing institutions resulted in the low absorption capacity of program graduates funded by government funds. This condition is different from the one shown by LKP Nuning, Cimahi, Indonesia. The results of the 2017 ESE Program at LKP Nuning show that 30% of all students succeeded in starting a business with a minimum regional minimum wage income. The purpose of this study is to investigate the startup business training model and strategy through the ESE Program implemented at LKP Nuning. This research contributed to the development of the entrepreneurship education model.

2 MATERIALS & METHODS

The method used in this research is qualitative with a case study approach. A qualitative approach is built in social science to support research in the field of culture and social phenomena that serves to gain an in-depth understanding of the object of research (Myers, 2007). Case studies are used to reveal the unique characteristics contained in the case under study. Determination of case studies because they can comprehensively explain the process and causes of a case to occur (Fitrah & Luthfiah, 2017, p. 209).

Data collection was carried out through direct interviews with LKP Nuning managers using interview guidelines for the 2016-2017 ESE Program. Data collection was conducted from June to July 2019. The data collected was then presented using a fishbone diagram. The purpose of using fishbone diagrams is because they can communicate different potential causes of a specific problem (Widyahening, C.E.T., 2018, p. 16; Coccia, M. 2017, p. 293). Fishbone diagrams represent a model that shows the relationship between effects and various causes. The structure in the diagram helps the researcher to think systematically about a case (Ilie G., & Ciocoiu, C.N., 2010, p. 1).

The mentoring problem of ESE Program 2016 in LKP Nuning was illustrated by the fishbone diagram. From the diagram, it was found the solution to the completion of the mentoring model that was applied to the 2017 ESE Program. This solution was categorized as a strategy undertaken by LKP Nuning so that the Entrepreneurship Skills Education program succeeded through students launching startup businesses, both in groups and independently. Then, researchers categorize the models used into one type of model in the theoretical basis.

3 RESULT AND DISCUSSION

The Entrepreneurship Skills Education (ESE) Program is a program launched by the Director General of Early Childhood Education and Community Education, Ministry of Education and Culture of the Republic of Indonesia. The main target is people who are weak in economics and education. The goal is to equalize access to education and job opportunities by providing knowledge, skills and fostering an entrepreneurial mental attitude in managing self-potential and the environment that can be used as provisions for entrepreneurship.

In general, the implementation of the ESE Program consists of two stages. First, intensive training for 3 months at the Institute of Courses and Training. This stage is used to provide knowledge and skills in one of the training fields, and to motivate participants to become entrepreneurs. After three months of training, participants will receive business capital in the form of goods for a startup. The second phase, mentoring pioneering efforts for 3 months. After 3 to 6 months from the mentoring stage is completed, the Director General of Early Childhood Education and Community Education will evaluate the ESE program. Evaluation refers to indicators of program success, namely 1) completing training (90%), 2) starting a business (75%), and 3) starting business income with minimum regional wage (30%).

For program implementers, namely the Course and Training Institute, this program is quite challenging. Severe challenges especially in the third stage of the indicator, the minimum start-up income equal to the regional minimum wage. Therefore, mentoring pioneering students is very important to achieve these indicators of success. Mentoring is carried out so that the startups that have been formed do not experience bankruptcy or stagnate.

LKP Nuning has held the ESE Program 2 times, in 2016 and 2017. The type of skills that are trained are Sundanese bridal. At the implementation stage, LKP Nuning provides training 3 times a week. The duration of each meeting is 4 hours. During learning, a group startup is formed. The goal is that the group startup is more resistant to failure. Whereas in the mentoring stage, LKP Nuning conducts meetings once a month.

The experience of LKP Nuning on the 2016 PKW Program, the main problem faced was at the mentoring stage. Learners feel that the task has been completed until the training. As a result, in mentoring, participants are not responsive and difficult to contact. The average mentoring was attended by 60% of participants. The reason for the absence was because the schedule did not match with participants. Another reason is because of limited transportation funds to the meeting location.

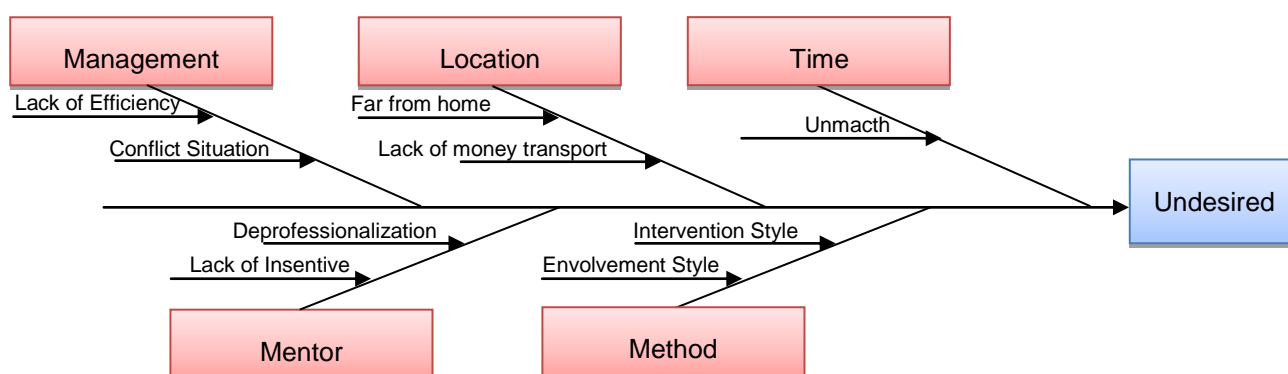


Figure 1. Fishbone Diagram Mentoring Model of ESE Program 2016 at LKP Nuning

The fishbone diagram described in Figure 1., shows that there are at least five main problems in the assistance that were carried out in the 2016 PKW Program:

1. Management, related to schedules and activities. The mentoring meeting is held once a month. However, at any time it can change depending on the time owned by the institution and the speakers. This change causes some people to be unable to attend because they already have other activities. On the activity side, mentoring is filled with consultation and guidance for startups. Participants took turns expressing obstacles and challenges in running a startup. In one meeting, usually one or two cases can be discussed. Other participants' problems cannot be disclosed due to time constraints.

2. Location, related to the distance between the student's house and the mentoring location and the costs that must be incurred to get to mentoring location. In the 2016 ESE implementation, the location of the assistance varied each month, such as in LKP Nuning for the first month, location of start-up businesses for the second month, and locations other than those two places for the third month. The difference in location aims to minimize the saturation situation. On the other hand, the cost to go to the location of the assistance meeting was higher. While participants come from lack of economy, so it is difficult to accommodate so that all can attend according to a predetermined location.

3. Time, related to the timing of implementation that are not in accordance with the activities of participants.

4. Mentor, related to the mentor's competence to grow up the startup businesss and the incentives provided. LKP has limitations in recruiting professional mentors due to limited ESE program funding. Mentor selection is the main thing because it influences the improvement of learning, entrepreneurial intentions, self confidence, self efficacy, and leadership formation (St-Jean, E., & Audet, J., 2013, p. 99). The mentors chosen are generally senior instructors who have business experience or are still running the business.

5. Methods, related to the mentor model implemented, include interventions or involving mentors in the activities of students. The intervention positions the mentor as the main focus. Solutions and thoughts come from mentors. While the involvement of mentors in the activities of learners is oriented to the interests and needs of students. Mentors as facilitators who develop ways of thinking.

The weakness of mentoring in the 2016 ESE Program encouraged LKP Nuning to do different things in the 2017 PKW Program. Improvement of mentoring in 2017 at LKP Nuning was by requiring all participants to participate in social gathering or also called *arisan*. *Arisan* is a non-formal social institution originating and being initiated autonomously by a society which is motivated by various interests, such as economics, socialization, and hospitality (La Bilu, Salimin A., Hamuni, Syahbudin, Nerlin, 2018, p. 138). *Arisan* is a part of social capital that gives rise to obligations and expectations arising from trust in the social environment (Azhari, F. & Mawardi, M.K., 2018). Learners collect money regularly in a certain period. In one period, a draw is made to determine the winner who will take the money. In the second period, the winner was collected and drawn again. The next step is repeated, until all participants have a lottery turn.

Arisan is stated by LKP managers to be useful to bind participants who have finished the ESE program. This activity is used as a trigger to communicate and gather with other students. In the *arisan*, LKP Nuning fills up with the improvement of business startup skills as well as the guidance and consultation of business startup conditions. Mentors provide advice on the obstacles faced by students through retelling experiences in the past tales. This style is done as a form of interactive approach that is facilitative, collaborative, and instructive (Davis, 2006).

In addition to *arisan*, LKP Nuning includes participants in the alumni association community. In the alumni association, participants are given the freedom to ask questions, think, discuss with the course organizer and with their seniors. This is done to establish networking. Communicating with alumni has many advantages, such as job opportunities, improvement of business and education quality (Moore & Kuol, 2007), and connections to certain resources so that they can help achieve the strategic goals of each element connected with them (Ebert, K., Axelsson, L ., & Harbor, J., 2015, p. 252). The activities carried out in the alumni association are:

1. Alumni reunion, is a meeting held for LKP Nuning alumni. The aim is to share memories and reconnect with educational institutions.
2. Success stories, an exposure of the success of alumni to the participants or new business startups to share their experiences and views on business.
3. Job opportunities, an activity to open vacancies by alumni in the company for participants who have just graduated from the program.

Networking is considered to have a significant influence on startup business conditions. Networking is the ability of individuals to connect with other parties, both in the same and different regions that are considered valuable resources for social relations by increasing information efficiency and fostering trust (Nahapiet & Ghoshal, 1998 in Prajapati, K., Biswas, S ., 2011, p. 228). The strength of a solid network is an economic opportunity as well as valuable capital for a company (Afandi, 2008 in Azhari, F., & Mawardi, M., 2018, p. 157) because it makes it easy for companies to access information, resources, markets and technology (Gulati , Nohria, & Zaheer, 2000). Especially in an increasingly competitive economic environment (Lukiastuti, 2012, p. 159) and involves a high degree of uncertainty and risk, information flow becomes an important resource that can be used to reduce uncertainty (Acquaah, 2007 in Adomako, S., Danso, A., Boso, N., & Narteh, B., 2018, pp. 5-6).

In strengthening networking, students are included as members of partner organizations. Its function is to increase skills and knowledge in terms of bridal and marketing techniques. Students are introduced to a variety of professional organizations, like Katalia and HARPI (Association of Bridal Makeup Experts). In organizations, students are brought together with various business people who have successfully become entrepreneurs as wedding organizer or makeup artists, can apply as a makeup artist assistant, share job orders, and even ask for advice on the development of a startup business. In addition, the organization brings together a variety of suppliers or vendors that can support startup businesses, for example, cosmetics

companies, party equipment vendors, wedding dress retailers, etc. Another benefit is that it is easier to get information, such as information regarding scholarships and free training.

In addition, LKP Nuning cooperates with several marriage communities. This is because participants in their early twenties don't like involvement in official organizations such as Katalia and HARPI. Therefore, LKP Nuning approaches a number of makeup communities and wedding service providers in Cimahi City, Bandung.

LKP Nuning showed that the mentoring model it carried out had a positive effect on the conditions of the participants pilot business. Arisan, alumni ties, and community, make participants deeply involved in the business environment. The mentor does not intervene directly in how to develop a startup. Instead, participants actively sought out various sources that were found during the holding of the social gathering, alumni meeting, and community. This condition is in line with St-Jean, E., & Audet, J. (2013) which shows that low intervention with high involvement of mentors has a positive effect on students, while high interventions with low involvement of mentors negatively affect students. As a result, the students' startup effort of 30% succeeded in obtaining regional minimum income.

4 CONCLUSION

This study explores models and strategies in entrepreneurship education related to the launch of startup business by investigating the best practice model in LKP Nuning. This research found that weaknesses that occurred in the previous implementation can be solved through social capital that already exists in the community, arisan, alumni ties, and community. Institutions can maximize social facilities as a strategy so that the implementation of assistance gets satisfactory results. As a result, the business startup participants were 30% able to achieve minimal regional income.

This research contributes to the development of a practical model of startup business training that can be applied by various entrepreneurship education institutions. This research can also be material for instructors to develop a business startup training curriculum for non-formal education. In developing science, this research is useful as a basis for developing entrepreneurship training and education models based on social capital.

As for the limitations in this study, first, it cannot be ascertained that the success of startup business reaches the minimum regional income because of this models and strategies. Many other factors make this success possible. Further research is needed on the impact of models and strategies on business startup conditions. Second, the sample used is limited to one educational institution. Further research is needed to test the application of the startup business training model to different demographic and social characteristics.

5 ACKNOWLEDGEMENT

Thank you to the Graduate School of Universitas Pendidikan Indonesia for research funding. Researchers are also grateful to LKP Nuning, Cimahi, Bandung for providing access to this research so that it can run.

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