

DEVELOPMENT OF AN ENTREPRENEURSHIP SOUL TRAINING MODEL FOR UNIVERSITAS BRAWIJAYA'S VOCATIONAL FACULTY STUDENTS: A SOLUTION FOR PLANNING A FUTURE CAREER

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ABSTRACT

Human capital theory argues that if someone is given education, in the future their work productivity will develop, because someone has the knowledge and skills to carry out their work better. The nation's literacy rate has increased. Based on 2016 BPPS data, the imbalance between job opportunities and the workforce in Indonesia means that intellectual unemployment is increasing. A shift in the education system is needed, namely not producing graduates who are solely looking for job opportunities, but rather graduates who are oriented towards job creation, namely entrepreneurship and campaigning for the promotion of entrepreneurship in the PT world. Based on this, this research is very important to carry out because it will help reduce the number of educated unemployed, especially in the UB Vocational Faculty. Graduates do not only choose to become civil servants and formal jobs, but can become entrepreneurs to build the nation and state. Therefore, the researchers took the title "Development of an Entrepreneurship Spirit Training Model for Undergraduate Students: Solutions for Planning Future Careers". The objectives of this research are: 1) Identifying the needs for training in the entrepreneurial spirit of UB Vocational Faculty students. 2) Create a training model for the entrepreneurial spirit of UB Vocational Faculty students. And 3) Create a Spirit of Entrepreneurship training package for UB Vocational Faculty students. This research, both the first and second year, used the Borg & Gall model development research approach (1983:775). Research in Year I, step 1 The research team conducted a preliminary study to photograph the student training model which was continued in Year II, namely creating an entrepreneurship training package. The research team developed 2 versions of the training model in consultation with experts, then the product was revised. Small-scale and large-scale trials were carried out by the Research Team, so that in the end a final entrepreneurial spirit training model was obtained. This product is used as the basis for creating an entrepreneurial spirit training package. This entrepreneurship training model can be used after the entrepreneurial spirit training package (theme, objectives, modules/materials, schedule, place, presenters, participants, rules, etc.) has been created as a complement to organizing student entrepreneurial spirit training.

KEYWORDS:

entrepreneurship soul training model, vocational student, future career

INTRODUCTION

Human resources (HR) are human capital in a country. Human capital theory argues that if someone is given education, in the future their work productivity will develop, because someone has the knowledge and skills to carry out their work better (Alma, 2012: 52) . Regarding the quality of human resources, it is necessary for an educated society to

have the necessary knowledge and abilities. An educated society will definitely be different from a traditional society. An educated society, characterized by cosmopolitan thinking (thinking forward and looking broadly into the future, and easily accepting change/dynamics).

Education has an influence on increasing the economic capacity of society. This is because education can explore and develop natural resources for prosperity, build a better social and economic life and a more democratic political life. Another factor that supports increasing the economic capacity of society is the ability of human resources to manage the knowledge they have.

Not all human resources can use their knowledge to create maximum results, sometimes luck also influences this. Human resources who are successful in their education, are not necessarily successful after the education period. Because in essence education is expected to provide returns in the form of success in achieving goals. Dreams that can be realized by creating jobs that can provide prosperity. Success is not obtained easily, it requires patience and persistence which hopefully will not result in unemployment.

Based on data from the Central Statistics Agency/BPS (2016) that the Indonesian workforce in August 2015 was 122.4 million people, a decrease of 5.9 million people compared to February 2015 and an increase of 510 thousand people compared to August 2014. The working population in August 2015 as many as 114.8 million people, a decrease of 6.0 million people compared to the situation in February 2015 and an increase of 190 thousand people compared to the situation in August 2014. The Open Unemployment Rate (TPT) in August 2015 was 6.18 percent, an increase compared to the TPT in February 2015 (5.81 percent) and TPT August 2014 (5.94 percent). During the last year (August 2014–August 2015) the increase in labor absorption occurred mainly in the Construction Sector by 930 thousand people (12.77 percent), the Trade Sector by 850 thousand people (3.42 percent), and the Financial Sector by 240 thousand people (7.92 percent). The population working more than 35 hours per week (full employment) in August 2015 was 80.5 million people (70.12 percent), while the population working less than 15 hours per week was 6.5 million people (5.63 percent). . In August 2015, the working population was still dominated by those with elementary school education or below at 44.27 percent, while the working population with a bachelor's degree or above was only 8.33 percent.

Based on the data above, it states that there is an imbalance in employment opportunities and the workforce in Indonesia. Indonesia can be said to have succeeded in improving education. The nation's literacy rate has increased. Malang State University (UM) alone has a total of 1,011 undergraduate graduates for the 2013 odd semester 2012/2013, 1,414 students for the 2012/2013 even semester, and 1,414 students for the 2012/2013 short semester. In reality, not all graduates are absorbed in the world of work. They hope that after graduating they can work in the formal sector. Because the number of graduates and employment opportunities is not balanced, this results in educated unemployment. This is new homework (PR) for this country.

The UB Vocational Faculty has a vision, mission and institutional goals, but many prospective students when they first enter state universities/select majors do not understand them. Sometimes the choice of major is the second/third choice, the wrong

major is chosen, based on parents' wishes, wrong perception (such as majoring in administration/office management), based on a level of rigor that is not very high. But there are also those of their own accord and have understood what it is Department of Educational Administration. Students who do not or do not understand, as a result, after entering college feel reluctant to learn and the results are less than satisfactory.

A lecturer will feel very happy, if he gets news that his alumni have achieved success, this news is usually obtained via social media such as: Twitter, BBM, Facebook, e-mail, WhatsApp (WA), chat, online, SMS, telephone. There are also those who visit departments, visit lecturers' homes, meet at work, meet on the street, meet at certain events. On the other hand, lecturers will feel sad if there are alumni who have not found work, whether formal or non-formal. Usually alumni like this are the ones who protest/complain to the department or lecturer. Lestari (2014) stated that as complained by an alumni from Padang State University named Mukhlis Chaniago who felt dissatisfied with the AP department, he stated that students did not understand the AP department. Students feel embarrassed because they are not well known in society, so students are less enthusiastic about studying, some students even choose to move to another major and propose to just close it.

The results of research on students' perceptions and hopes regarding future careers conducted by Lestari (2014) in the Department of Educational Administration, Faculty of Education, State University of Malang (AP FIP UM), the results showed that out of 196 students, 47 students were in the high perception category, 142 students were in the high perception category. medium, and 2 students had low perception. Expectations regarding knowledge, attitudes/behavior and skills during college, field of work, type of work, income after work, and location of work, showed the results of 196 students, 142 students had high expectations, 54 moderate. A total of 131 chose education and 65 chose non-education. There were differences in students' perceptions based on variations in class year and variations in parents' income. There were no differences in students' perceptions based on variations in gender, parents' education, and parents' jobs.

Meanwhile, the results of the Pakerti Grant research in collaboration with UNESA, are that 75% of students have great hopes personally and as parents to become Civil Servants (PNS), 5% of BUMN, and 10% of entrepreneurs. If you are an entrepreneur, there are those who choose to become an entrepreneur in the field education and non-education. In fact, only a few people can be accommodated to become civil servants or BUMN employees. This is in accordance with Iwantono's (2002) statement that currently we have a surplus of educated human resources and are not being absorbed by economic development. A shift in the education system is needed, namely not producing graduates who are solely looking for job opportunities, but rather graduates who are oriented towards job creation, namely entrepreneurship and campaigning for the promotion of entrepreneurship in the world of higher education

Based on the problems above, this research is very important to carry out, because it will help reduce the number of educated unemployed, especially from the UB Vocational Faculty. Graduates do not only choose to become civil servants and formal jobs, but can become entrepreneurs to build the nation and state. Therefore, the researchers took the title "Development of an Entrepreneurship Spirit Training Model for UB Vocational

Faculty Students: Solutions for Planning Future Careers".

RESEARCH METHODS

This research uses a development research approach. Development research is research carried out in order to develop a product. The product can be an approach, a process including procedures, or an instrument (for example, some kind of strategy), and so on.

In this research, what was carried out by the researchers is shown in Table 1.

Table 1. Research Steps

1.I	I	<i>Research and information collecting</i>	Preliminary study, looking for data on training models and training packages according to student needs.
2.I	II	<i>Planning</i>	Planning models
3.I	III	<i>Develop</i>	entrepreneurial spirit training. Developing models
4.I	IV & V	<i>preliminary form of product Preliminary field testing and Main product revision</i>	Consulting experts on entrepreneurial spirit training models. Next revise the product.
5.I	VI & VII	<i>Main field testing and Operational</i>	Holding the first trial for 10 UB Vocational Faculty students.
6.I	VIII	<i>Product revision Operational</i>	Revise the product
7.I	IX	<i>field testing final product Revision</i>	Conduct trial II to 25 UB Vocational Faculty students, Revising the product.
8.II	II	<i>Planning</i>	Planning an entrepreneurial spirit training package.
9.II	III	<i>Develop</i>	Developing an entrepreneurial spirit training package
10.II	IV & V	<i>preliminary form of product Preliminary field testing and Main product revision</i>	Consulting on entrepreneurial spirit training packages with experts and revising products.
11.II	VI & VII	<i>Main field testing and Operational</i>	Holding the first 10th trial UB Vocational Faculty students,
12.II	VIII	<i>Product revision Operational</i>	Revise the product
13.II	IX	<i>field testing final product</i>	Holding the 25th trial II UB Vocational Faculty students,
14.II	X	<i>Dessimation and implmenetation</i>	The product is applied by holding a workshop for UB Vocational Faculty students. Some students were involved as event organizers in the activities

The data analysis technique uses comparative descriptive analysis techniques, using SPSS for Window. Descriptive analysis to analyze data obtained from filling out questionnaires by experts and students. Meanwhile, comparative tests are used to

compare small and large scale trials.

RESULTS AND DISCUSSION

Preliminary Study Results

Results of Respondent Identity Analysis

The preliminary study took data from 101 student respondents from the 2019 and 2020 classes. Based on the results of data analysis, the results can be seen in Table 4.1.

Table 2. Results of Preliminary Study Analysis on Student Identity

Matter.	Information	Frequency	
1. Force respondents	2020	14	13.9
	2021	87	86.1
2. Type respondent's gender	Man	28	27.7
	Woman	72	71.3
	Not filling	1	1.0
3. Experience businessman	Never	48	47.5
	Once	51	50.5
	Not filling	2	2.0
4. Desire entrepreneurship	Do not want	9	8.9
	Have an idea	89	88.1
	Not filling	3	3.0

Based on the results of the analysis of respondents' identities, the research team took respondents from 2 classes, namely the class of 2019, many of whom have graduated in the odd semester of 2023/2024, while the class of 2020 is currently taking an internship course. These two classes have taken entrepreneurship courses and have insight into entrepreneurship. Female respondents dominate more than male respondents. Entrepreneurial experience, comparable to respondents who have experience with those who have never had experience in entrepreneurship. Almost all students have the idea of wanting to become an entrepreneur. Some of the students have experienced entrepreneurial experience in the fields of: fashion/textiles, trade, agricultural products, communications/credit, culinary, accessories, online shop, marketing, education, and printing. The fields of fashion, culinary and credit dominate the entrepreneurial experience for students. The entrepreneurial ideas desired by students are in the fields of: commerce; decoration and property; graphic design, photography, screen printing, printing; fashion, convection; agricultural products, agriculture, livestock; handicrafts, souvenirs, gifts; culinary/food; related to IT, namely credit, online shop; service sector, namely supermarkets, car rental, tourism; as well as education. Of the many entrepreneurial ideas, students want to be entrepreneurs in the culinary/food and fashion fields.

Results of Analysis of the Planning Stage of Entrepreneurship Training

Planning a student entrepreneurship training model, the results of data analysis are described in Table 3.

Table 3. Results of Analysis of the Entrepreneurship Training Planning Stage

No.	Matter.	Information	Frequency	%
1.	Student opinion	Agree	99	98.0
	about entrepreneurship	Don't agree	2	2.0
		Don't agree	0	0
2.	Experience	Never	56	55.4
	attend training	Once	44	43.6
		No answer	1	1.0
3.	Training model	ATD models	27	26.7
		High school model	12	11.9
		TNA Models	28	27.7
		Don't know	34	33.7
4.	Learning objectives	<i>Affective learning</i>	9	8.9
		<i>Practice skills/behavior</i>	69	68.3
		<i>Learning</i>		
		<i>Cognitive learning</i>	8	7.9
		Other	9	8.9
		Select all	6	5.9

Based on the summary in Table 3 of the results of the analysis of the planning stage of entrepreneurship training, 99 (98.0%) students agree that the university promotes student entrepreneurship. The reasons students agree are: 1) increasing experience/insight/provisions/independence/creativity/skills, 2) job opportunities are getting narrower by taking part in entrepreneurship training can reduce educated unemployed, and 3) students are able to create jobs/employment opportunities.

There is not much difference in the experience of having attended entrepreneurship training between those who have participated and those who have never participated. The reasons for never taking part are: 1) it is not interesting/not suitable for the desired entrepreneurship/no motivation and interest in entrepreneurship, 2) there has been no opportunity, 3) lack of information regarding activities, and 4) no capital. Most of the students who have attended are at their home schools/high schools/vocational schools, places of origin, UM and UB campuses, KKN places, and Radar Kediri. The most common areas are culinary, café, fashion, broadcasting, agricultural products, pulses, handicrafts (souvenirs & gifts), marketing, education, newspapers and general. The objectives of taking part in training, especially in the field of entrepreneurship, if carried out at the UB Vocational Faculty, are 1) to increase entrepreneurial provisions, skills and insight; 2) foster motivation, interest and talent in entrepreneurship; and 3) know the methods and techniques for entrepreneurship.

Many students do not know about the training models. The learning objective of entrepreneurship training is that many students choose practice skills/behavioral learning. The entrepreneurship training programs expected by students are those that dominate, namely culinary/snacks/restaurants, fashion and convection, as well as those related to cognitive: mental formation, entrepreneurial knowledge, skills, entrepreneurial spirit, competence, money management. Other programs that are also in demand are: agricultural products, property, crafts, education & training/tutoring, marketing/broadcasting, online shop, electrical engineering.

Results of Analysis of the Implementation Stage of Entrepreneurship Training

The stages of entrepreneurship training offered by students are varied, some are only in the scope of workshops/training and some include direct practice in starting a business to solving problems faced by students. The stages offered are: 1) planning which consists of: determining the theme, forming a committee, participants, time, infrastructure, materials, methods, assessment and outreach; 2) implementation stage, namely in the form of seminars/workshops/training: opening, identifying types of entrepreneurship, entrepreneurship material, providing examples of successful entrepreneurs, practice (creating a business *centre*), in the implementation stage there is an exhibition of types of entrepreneurship; and 3) activity evaluation stage. The outcome is that students have their own business.

The entrepreneurship training materials are: 1) entrepreneurship science, 2) entrepreneurship management (stages of entrepreneurship), 3) leadership, 4) decision making, 5) accounting/bookkeeping, and 6) communication. The expected entrepreneurship training strategies include: 1) seminars/workshops, 2) continuous training, 3) individual approach, 4) direct practice in the field, 5) forming a business group.

The media needed by students in training include: 1) electronic media: video, film, PowerPoint material; and 2) non-electronic media: stands/showcases/real product examples, successful business actors, module books/handbooks, brochures, teaching aids, and action learning projects. Human resources are 1) mentors/presenters and participants/students. Facilities and infrastructure needed include: 1) training materials/modules, tools & materials for demonstration, 2) building/hall (AC, benches, chairs, microphones, tape recorders, banners, door prizes, display cases for product exhibitions, cameras, brochures, LCD, laptop, 3) stationery, 4) certificates, and 5) food & snacks.

The training method, right place, right time, number of hours, and number of days expected by students are described in Table 4.

Table 4. Results of Analysis of the Implementation Stage of Entrepreneurship Training

No.	Matter.	Information	Frequency	%
1.	Method	Demonstration	53	52.5
		Case studies	24	24.8
		Guided teaching	25	24.8
		Group inquiry	9	8.9
		Information search	22	21.8
		Study groups	18	17.8
		Jigsaw learning project	9	8.9
		Learning tournament	8	7.9
		Experiment	44	43.6
		Role playing	26	25.7
		Games and simulations	29	28.7
		Observations	24	23.8
		Mental imagery	13	12.9

		Writing tasks	5	5.0
		Action learning	38	37.6
		Other	1	1.0
2.	Place for training	Campus	32	31.7
		Meeting hall	37	36.6
		Hotel	22	21.8
		Other	7	6.9
		No answer	3	3.0
3.	Time right stage training	Active study period	33	32.7
		Holidays Saturday-Sunday	37	36.6
		Red dates other than Saturday-Sunday	1	1.0
		Semester break	12	11.9
		Graduation waiting period	15	14.9
		No answer	3	3.0
4.	Amount O'clock	1 hour	3	3.0
		2 hours	31	30.7
		3 hours	33	32.7
		4 hours	7	6.9
		5 hours	7	6.9
		6 hours	4	4.0
		8 hours	3	3.0
		12 hours	2	2.0
		16 hours	1	1.0
		21 hours	1	1.0
		24 hours	1	1.0
		No answer	8	7.8
9.	Number of days	1 day	35	34.7
		2 days	22	21.8
		3 days	17	16.8
		4 days	2	2.0
		5 days	5	5.0
		6 days	1	1.0
		7 days	8	7.9
		8 days	1	1.0
		14 days	1	1.0
		No answer	9	8.9

Based on Table 4, the expected methods during entrepreneurship training are dominated by demonstration, experimentation and action learning methods. The most frequent training venues are held in meeting buildings, the second are held on campuses, and the last are in hotels (having an almost equal composition). The right time that students hope for is the first to choose Saturday-Sunday holidays, the second to choose the active

study period, and the waiting period for graduation. The number of hours for implementation is around 2-3 hours in 1-2 days.

Results of Analysis of the Evaluation Stage of Entrepreneurship Training

Based on the results of the analysis of the evaluation stage of entrepreneurship training, the outcomes or abilities expected by students are: a) have knowledge about entrepreneurship in the cognitive, affective and psychomotor fields (skills), b) have abilities in the fields of: 1) cognitive: innovation, reading opportunities, maintaining a business, financial management, entrepreneurship strategies/techniques 2) affective: entrepreneurial mentality, independence, attitude of interest and motivation 3) Psychomotor: communication, problem solving, marketing/promotion, building networks/connections, obtaining capital, managing a business, and c) can open/start their own business.

According to students at the evaluation stage, the respondents' answers are shown in the Table 5.

Table 5. Results of Analysis of the Evaluation Stage of Entrepreneurship Training

No	Matter.	Information	Frequency	%
1.	Evaluation initial/Pretest	No answer	3	3.0
		Not required	2	2.0
		Less necessary	15	14.9
		Required	31	30.7
		Is indispensable	50	49.5
2.	Detection soul entrepreneurship	No answer	3	3.0
		Not required	0	0.0
		Less necessary	5	5.0
		Required	27	26.7
		Is indispensable	66	65.3
3.	Evaluation final/Posttest	No answer	4	4.0
		Not required	2	2.0
		Less necessary	7	6.9
		Required	29	28.7
		Is indispensable	59	58.4
4.	Evaluation program training	No answer	3	3.0
		Not required	2	2.0
		Less necessary	5	5.0
		Required	34	33.7
		Is indispensable	57	56.4

5.	Evaluation category	No answer	3	3.0
		Not required	1	1.0
		Less necessary	3	3.0
		Required	20	19.8
		Is indispensable	74	73.3

Based on Table 5, the pretest assessment shows that the most frequently answered answer is very necessary, then the answer is required. Before students were given training materials, the development team already had an entrepreneurial spirit detection tool resulting from Pakerti grant research with the Education Management Department, Faculty of Education, Surabaya State University. This tool will be used to detect entrepreneurial spirit at the beginning of activities before being given training material. Respondents' answers really needed this detection tool. In the posttest assessment, the respondents' answers were very necessary and necessary. At the end of the activity, respondents answered that it was very necessary and necessary for assessing the training program that had been implemented. Based on the overall evaluation category, respondents answered that it was very necessary.

Based on the results of the analysis of comparative test data based on gender, all of them stated that they accepted H_0 , which means that both entrepreneurial experience, entrepreneurial ideas, opinions, experience of participating in entrepreneurial training, goals, models, places, times, number of hours, number of days, and evaluation are none. differences (there are similarities) between male and female students in participating in student entrepreneurship training.

The results of the comparative analysis differentiate students' experiences, ideas and entrepreneurship training needs based on class, in that almost all of them stated that they accepted H_0 except for their experience of participating in training, especially entrepreneurship. This means that both entrepreneurial experience, entrepreneurial ideas, opinions, goals, models, places, times, number of hours, number of days, and evaluations are no differences (there are similarities) between students from the 2019 and 2020 classes participating in student entrepreneurship training. Meanwhile, the experience of participating in training, especially entrepreneurship, is different between the class of 2019 and the class of 2020.

Entrepreneurship Spirit Training Model (Final)

Based on input from large-scale trials, the product was revised, resulting in the final product, as follows:

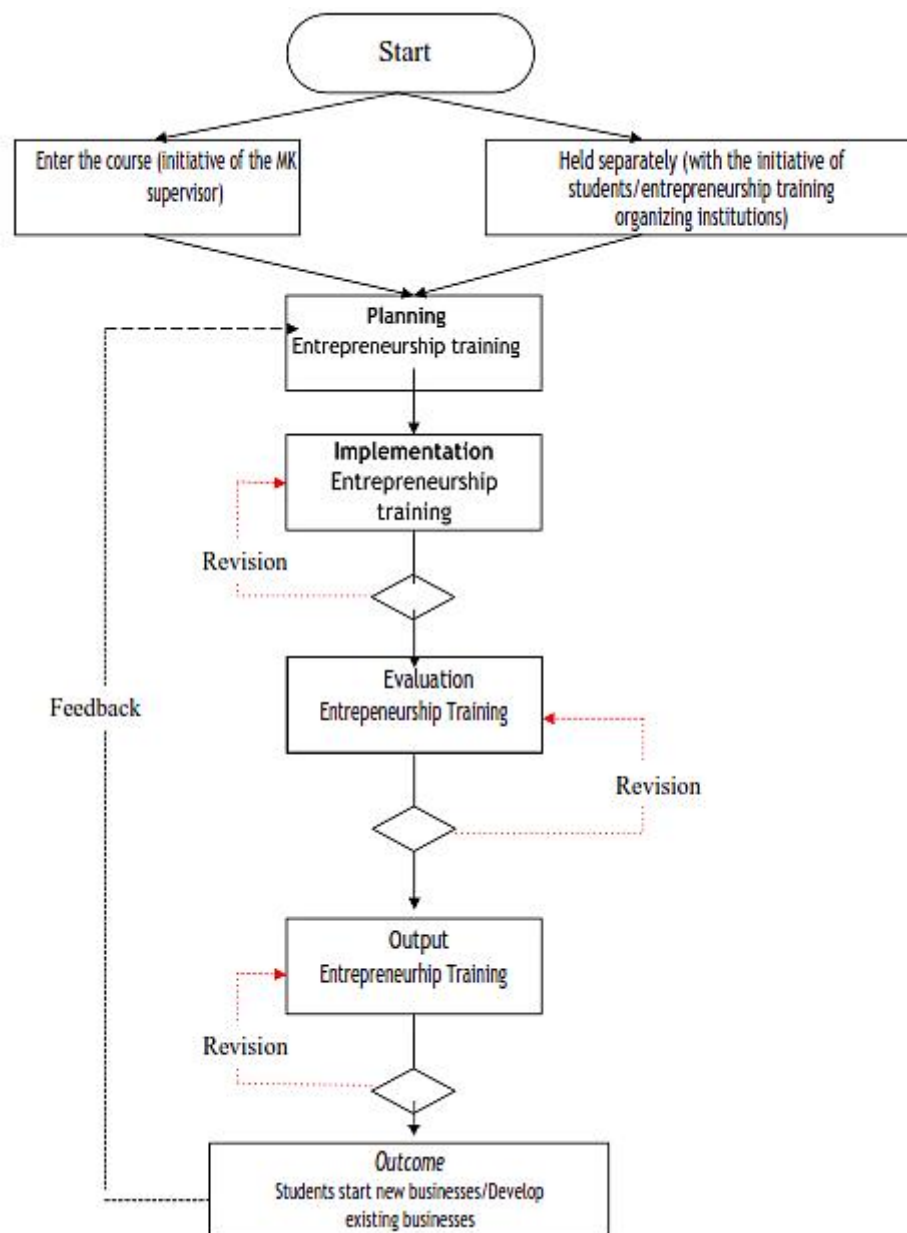


Figure 1. Improvements to the Student Entrepreneurship Training Model Result of Large-Scale Trials (Final Product)

Legends:

- Workflow
- Revision Flow
- Feedback Flow

NOTES:

1. Entrepreneurship training can be carried out including/included in courses (UB Vocational Faculty) there are entrepreneurship courses totaling 2 credits and 2 hours with the initiative of the course supervisor. Apart from that, it can be held separately or separately from entrepreneurship courses, initiated by students/entrepreneurial training providers.
2. Planning Stage. Activities prepared:
 - a) Needs analysis, namely knowing the abilities of training participants and knowing

- gaps and obstacles.
- b. Determine the theme, determine general goals and specific goals.
- c. Form a committee.
- d. Determine training strategies.
- d. Develop training programs.
- e. Designing training stages/activity schedules and training locations.
- f. Determine: training materials/materials, media, methods, training techniques, resource persons, facilities and infrastructure, and type of assessment.
- g. Socialization.
- 3. Implementation Stage
In the form of seminars/training/workshops either offline or online:
 - a. Opening.
 - b. *Pretest*.
 - c. Detect the type of entrepreneurship according to student character.
 - d. Entrepreneurship material (entrepreneurship science, leadership and decision making, bookkeeping/financial management, personal branding/marketing/communication science, business plan).
 - e. Concrete examples of successful business actors.
 - f. Direct practice (making a business plan).
 - h. Post-test
 - i. Exhibition of types of business.
- 4. Evaluation
 - a. *Pretest*.
 - b. Detection of entrepreneurial spirit (research results from Grant Pakerti).
 - c. *Post-test*.
 - d. Evaluation of training programs.
- 5. Training Output
 - a. Have knowledge/insight about the entrepreneurial spirit & entrepreneurial science.
 - b. Have abilities in the fields of:
 - *Cognitive areas: innovation, reading opportunities, maintaining a business, financial management/bookkeeping/cost analysis, and entrepreneurial strategies/techniques.
 - *Affective field: entrepreneurial mentality, independence, attitudes, interests, self-motivation, and personal branding.
 - *Psychomotor field: communication, problem solving, promotion/marketing/building networks, how to obtain capital, starting a new business/managing a business (business plan).
- 6. Outcome Stage
Students can start new businesses/develop existing businesses.

Discussion

There are 2 alternative models of entrepreneurial spirit training developed by the Research Team. Experts consider the second model to be better than the first model. After the first trial and second trial, a revised final product was obtained.

There are several training models that suit the needs of target students, including Training Needs Assessment (TNA), Subject Matter Analysis (SMA), and Approaches to Training and Development (ATD). Training Needs Assessment (TNA) that can be recognized include: interviewing, observing, working with groups, and writing questionnaires and surveys. TNA training models: inductive model, deductive model, and classical model. Based on several of these models, researchers combined various models to find a new model which includes the management process, namely: 1) planning stage, 2) implementation stage, 3) evaluation stage, 4) training output, and 5)

outcome. Rossett and Joseph W. Arwady (in Kamil, 2003) state that a training model is considered effective if it is able to be based on a curriculum, approach and strategy that is appropriate to the learning needs of the target students and their problems.

An overview of entrepreneurship training for students at KOPMA UPI Bandung is as follows: 1) Training objectives: introduction to entrepreneurship theory, instilling an entrepreneurial spirit, and increasing the competence of young entrepreneurs; 2) Methods: lectures, discussions, field visits; 3) Strategy: distribution of promotional media (billboards, leaflets, posters), door prizes, participants taking part in competitions); and 4) curriculum: building an entrepreneurial spirit, getting to know the basic concepts of entrepreneurship, small business management, business planning, and field visits and business practices. Forms of entrepreneurship training design for students include: 1) identifying training needs; 2) develop training designs; 3) develop a training curriculum; 4) compiling learning materials; and 5) conduct training preparations. Evaluation form: posttest and evaluation questionnaire. Outputs and outcomes include: participants know what entrepreneurship is, the benefits of entrepreneurship, and many become entrepreneurs even on a small scale (Anggun, 2014). Lukito (2017) entrepreneurship mindset proposal includes determining: 1) training objectives, 2) training targets, 3) expected results, 4) training materials, 5) training location, 6) methods, 7) duration, and 8) facilitators. Rahmawan (2017) stated that the training/studentpreneur training materials include: 1) understanding the meaning of entrepreneurship, 2) destroying mental blocks, 3) fostering innovation, 4) looking for business ideas that sell well, 5) business planning, 6) developing products, 7) marketing and sales, 8) recruiting a team, and 9) learning tactics.

By holding training that is based on student needs, training will run better and more effectively. Training organizers are not just guessing, but there is a basis for action. It is hoped that training will improve and increase someone's knowledge and skills in their area of responsibility (Gomes, 2017 and Kamil 2003).

CONCLUSION

As a result of the research, researchers have created a product regarding a training model in the form of a flowchart diagram that describes student entrepreneurship/entrepreneurship training activities. The product has undergone expert testing, first trial, second trial, which then becomes the final entrepreneurial spirit training model. This entrepreneurship training model can be used after the entrepreneurial spirit training package (theme, objectives, modules/materials, schedule, place, presenters, participants, rules, etc.) has been created as a complement to organizing student entrepreneurial spirit training.

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