

15th International Symposium on Management (INSYMA 2018)

Advances in Social Science, Education and Humanities
Research Volume 186

Chongburi, Thailand
1 March 2018

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ISBN: 978-1-5108-5869-5

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57 Morehouse Lane
Red Hook, NY 12571



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Participatory Action Learning System in Maximizing Entrepreneurship Capacity

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ABSTRACT: It is obvious that the role of entrepreneurship education of a university in preparing their students to be entrepreneurs is significant. This paper's aim is to find out how entrepreneurship education especially participatory action learning system is able to maximize entrepreneurship capacity. Hopefully this paper can contribute to be best practice for the university to build students' capacity on entrepreneurship.

The paper utilizes qualitative analysis and a case study approach. Students who are analyzed and eligible to start their business are twenty students. The writer used PALS method which students would be empowered to be actively participated in awareness, capacity, and institutionalization phases.

The result shows only seven students who are ready to start their business. Indeed, the innovation on their product/service seems to be too far to be discussed since most students only focus on short term development.

Keywords: entrepreneurship, education, capacity

1 INTRODUCTION

University's role in building and maximizing entrepreneurship capacity for their students is essential. Through entrepreneurship education, a university can equip their students with entrepreneurship mindset and skill, prepare the students to be ready to start their own business and become young entrepreneurs.

This article is going to discuss the practice of entrepreneurship education, especially Participatory Action Learning System in Politeknik Ubaya, in preparing the students to start their own business.

2 LITERATURE REVIEW

2.1 *Entrepreneurship Education*

Drucker in Kuratko (2005) stated that entrepreneurship is a discipline, so it can be learned. Moreover Gorman, Hanlon and King in Kuratko (2005) supported that idea and stated that most of the empirical studies indicated that entrepreneurship can be taught by entrepreneurship education.

Zhou and Xu (2012) said that Entrepreneurship education itself was introduced by the United States in 1940s. Then entrepreneurship education was adopted in many countries for fostering job creation.

Later on UNESCO World Conference understood its value and suggested to cultivate entrepreneurship skill in higher education.

3 METHOD

This research is a qualitative research with a case study approach on students' entrepreneurship capacity at Politeknik Ubaya. The collection of the data were conducted through interview, observation, as well as document review (Miles and Huberman, 1992).

The data were collected from twenty students who pass the selection from forty students who were interested in having their own business. The entrepreneurship capacity of those twenty students will be maximized through entrepreneurship program at Politeknik Ubaya.

The method used by the writer is PALS (Participatory Action Learning System). The twenty students will be treated with PALS that the students will be asked to be actively participated both individually or in group, in the entrepreneurship process to increase their competence.

Through PALS, the students are expected to do transformation on their entrepreneurship capacity through the following phases:

1. Awareness phase

This phase is the first phase that in this phase the writer did socialization of the entrepreneurship program, selection of students who will be treated with PALS.

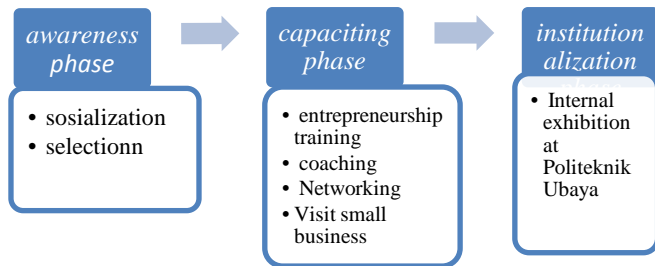
2. Capaciting phase

In this phase, the students' entrepreneurship capacity will be improved by some workshop on entrepreneurship mindset, finding business idea, marketing strategy, digital marketing, financial management, coaching on starting the business. In this phase, the students also visit small business to get real best practice on business process especially production process.

3. Institutionalization phase

In this phase, hopefully after the previous two phases, students are ready to be a new entrepreneur. They will be asked to participate at internal entrepreneurship expo at Politeknik Ubaya as well as external expo.

Figure 1. PALS



4 DISCUSSION

Politeknik Ubaya has an entrepreneurship program leveling for students who only want to know about entrepreneurship, until for students who really want to start their business.

Students who really want to start their business and want to join the program are 40 students. Then they are asked to make business model canvas on their business idea and will be interviewed by entrepreneurship lecturers. Later, only 20 students are selected.

Figure 2. Business Model Canvas as Selection Tool



Tabel 1. Selected students

No	Name	Business Idea
1	Aswin Padyanoor	Cheese Banana
2	Achmad Effendi	Anona Photography
3	Dana	English Course
4	Irene Harianto	"Mr. Greentea dan Mr. Milkcho"
5	Saidin Anam	Buble tea "Hora Do Cha"
6	Yuni Halim	"Mintmigurumi"
7	Agisto Ranggaditya	Farming
8	Arif Ganda S	"Striker Crosswear & Future Apparel"
9	Dara Aulya Hikam	"Linda Fashion"
10	Bagus Hermawan	Customized Machine
11	Mohammad Bustomi E	Bubble
12	Firna Adreana	Cosmetic
13	Lina Vekawati	Cosmetic
14	Ma'rifatun Mahmudah	Culinary
15	Ahmad Husnu Dzonni	Campus Stationary
16	Tri Deasy R	Traditional hot pasta
17	Gweneal Nixie Firullah	Cake
18	Wardiana Nur Hamimah	Cake
19	Wardiana Nur Hamimah	Dessert
20	Annisa Sevanya	Batik Fashion

Then those 20 students are asked to have teamwork, can be from friends or family so they can support each other during starting their business.

They will come to capaciting process, and should be actively participated during the process.

In this phase, the students will get some training who is needed if they run their business. The trainings are:

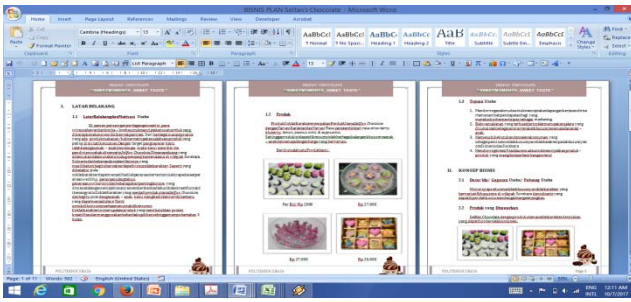
1. The secret of culinary business
2. *How to Build Your Entrepreneurship and Lead Your Own Business*
3. Creating Business Idea
4. Marketing Strategy
5. Financial Management
6. Digital Marketing
7. Market Research
8. Product, Price, Place, Promotion

Students also visit small business to find out real everyday activities as best practice for them to run their own business.

From those two phases, it is obvious for students who are ready to start their own business.

Before that, students must make their business plan. Thus students will have guidance about their business.

Figure 3. Business Plan



In this step, some entrepreneurship lecturers will coach and give technical support for the students in running their business.

Finally it comes to last phase that is institutionalization. Students who have already been running their business should join entrepreneurship expo at internal Politeknik Ubaya and also at Gading Murni Store.

From those final phase of Participatory Action Learning System, the writer found that from 20 students only 7 students who are ready to be young entrepreneurs.

Tabel 2. 7 young entrepreneurs

No	Business
1	Mr. Greentea
2	Sellfan's Chocolate
3	Effendiach Photography
4	Traditional Peanut Sauce
5	Buble Toys
6	Dates Coffee
7	Traditional Snack

5 CONCLUSION

Participatory Action Learning System needs both active participation of students as well as lecturers. The three phases of awareness, capacitating and institutionalization should run in near period one to another so students' interest and enthusiasm can be maintained well.

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Figure 4. Entrepreneurship Products



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INSYMA 2018

International Symposium on Management

Tao-Tong Hotel, 1 March 2018

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February 9, 2018

Letter of Acceptance

Dear Authors: Devi Rachmasari

We are pleased to inform you that your abstract (ABS-52, Oral Presentation), entitled:

"Participatory Action Learning System in Maximizing Entrepreneurship Capacity"

has been reviewed and accepted to be presented at INSYMA 2018 conference to be held on 1 March 2018 in Amphur Muang Chonburi, Thailand.

Please submit your full paper and make the payment for registration fee before the deadlines, visit our website for more information.

Thank You.

Best regards,

A handwritten signature in black ink, appearing to read "Christina R. Honantha", is written over a light blue circular stamp.

Christina R. Honantha, MM
INSYMA 2018 Chairperson