

# Potentials of Student Entrepreneurship to Encourage the Growth of Entrepreneur Culture in New Normals in FIS UNNES Students

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## ABSTRACT

Universitas Negeri Semarang (UNNES) is located in Gunungpati District, Semarang City which is morphologically rural. Rural characteristics can be seen from the dominance of land cover which is still in the form of green open land. Land built with high density is only found in areas directly adjacent to the campus. Most people make a living in the agricultural sector. However, the presence of the UNNES campus has also helped bring the entry of information technology, in the form of internet networks. UNNES campus especially in the Faculty of Social Sciences (FIS) which has developed rapidly. Students start entrepreneurship by utilizing existing technology so it is very interesting to explore the extent of literacy and the potential of entrepreneurship and student start-up. The method used in this research is variabel measurements by scoring the data obtained. Data collection techniques using on line interviews with the google form instrument and interviews through the Whatsapp group. The results show that more than 62% of FIS students have understood the general term entrepreneurship in entrepreneurship literacy, some are not familiar with the business mindset and business start-up terms in entrepreneurship literacy. Also, the entrepreneurship potential of FIS students at Semarang State University has a business and is categorized in the type of marketing there are two types, namely offline by 23% and online by 77% which shows the entrepreneurship potential of FIS students consisting of seven business categories offered, namely fashion, beauty, food and beverage, services, souvenirs, credit and bills, and others.

**Keywords:** *Entrepreneurship Literacy, Entrepreneurship Potential*

## 1. INTRODUCTION

Entrepreneurship is said by Drucker (1985) as a spirit, ability, attitude, behavior, individual in handling activities within the firm or factory or efforts are made to discover, innovate, and implement new mechanisms for getting work done, new procedures, and items. It is intended to reduce waste in order to provide good service or gain profit, (Rachmawati, Rina dan Rosidah; 2015). Entrepreneurship activities have a very important role in the progress of a nation. The importance of entrepreneurship can be seen from its role in reducing unemployment and job creation in a country.

To foster and accommodate students' interest in the world of entrepreneurship, various policies have been developed by the Directorate General of Higher Education, including mandating entrepreneurship in the Higher Education Curriculum. It is recommended to include Entrepreneurship as a compulsory subject that must be taken by students. Providing programs and facilitating achievement events in the form of student entrepreneurship creativity program (PKM-K) to

multiply student creativity and innovation. As well as providing capital assistance for students who are interested in the world of entrepreneurship through the Student Entrepreneurship Program (PMW), and many other entrepreneurship programs.

However, in the implementation of the series of activities, it is felt that they have not contributed much to the growth of entrepreneurs and new strategies among students. Most students are still oriented towards finding work rather than creating job opportunities. This kind of mindset is certainly correlated with the number of job seekers in Indonesia, while the number of job opportunities available is very limited. Of course, this has the potential to create new problems because of the imbalance between the number of job seekers and job opportunities which results in an explosion of unemployment.

This reality is certainly a challenge for universities to foster an entrepreneurship spirit so that students can be independent, create jobs, and explore potential that can be realized. The transformation of the meaning of entrepreneurship needs to be well captured by

universities. Entrepreneurship, which was originally defined as innate talent and can be improved with practice, then this assumption is now irrelevant. Entrepreneurship has become a new branch of science that explore rules, skill, and habit in life. This include how to survive, how to improve the quality of life, how to get opportunities, and the courage to take risks.

As a scientific discipline, the science of entrepreneurship can be studied and taught, so that every individual has the opportunity to appear as an entrepreneur (entrepreneur). Even to become a successful entrepreneur, having talent is not enough, you also need to know all aspects of the business that you will be engaged in. This includes capturing business opportunities in the agribusiness sector, which are extracted from natural resources that are generally collected in rural areas [6].

Also, the drive to foster an entrepreneurial spirit can come from social circles such as; friends, family, friends, and experiences when they do an outdoor study. From them, we can discuss entrepreneurship ideas, problems faced, and ways to overcome them so that we have the enthusiasm, ability, and mind to conquer the sluggish and lazy way of thinking. The courage to form an entrepreneurship spirit is also encouraged by lecturers in Higher Education. They (the lecturers) provide material in entrepreneurship courses that are practical, updated and interesting to arouse students' interest in entrepreneurship. At the same time promoting the richness of rural agrarian resources, as well as typically processed products. Based on these conditions, the goals of this study are to see how the strata of entrepreneurship literacy of FIS UNNES students.

## **2. METHODS**

This research was doing at the Universitas Negeri Semarang Campus, especially the Faculty of Social Sciences (FIS). In general, the method used is a quantitative, called survey with interview data getting models. The population is all FIS students who are still actively studying in the 2019-2020 school year. This study uses data collection techniques that are tailored to the proposed research objectives. To achieve the research objectives, namely measuring the literacy of FIS students in the field of entrepreneurship, an online survey was conducted using google form for students with an interest in entrepreneurship talents (student name list data is available in the Student Affairs Faculty of Social Sciences).

The data analysis used is adjusted to the nature of the data and the objectives achieved, so there are 3 techniques, namely:

1. Analysis of Frequency Distribution and Cross Tables used to process data from the results of surveys conducted with google form. The analysis was carried out by processing the existing raw data so that statistical conclusions could be drawn.
2. The descriptive analysis used to process data from the results of surveys conducted with the WA group. The analysis was carried out by describing the results of the existing raw data processing so that statistical conclusions could be drawn, which described the potential, interests, talents, and achievements of FIS students in the field of entrepreneurship. The next process is to classify the analysis results into several types of classifications that are nominal or ordinal.
3. Cross Classification Analysis and Quadrant Analysis, conducted to analyze the relationship between existing potentials, existing constraints, and then reclassification in quadrant form. After that, policy directives can be formulated related to the formation of embryos or prototypes of the FIS student institutions that are considered the most suitable to be realized in the field of entrepreneurship.

## **3. RESULTS AND DISCUSSION**

This research was done at the Universitas Negeri Semarang Collage Area, especially the Faculty of Social Sciences. The subjects studied were students of the Faculty of Social Sciences and Social Sciences who were accommodated in student institutions at the Faculty of Social Sciences (FIS). The population is all FIS students who are still actively studying in the 2019-2020 school year in identifying the entrepreneurship potential of FIS students. Research on the entrepreneurship identification of FIS students was conducted showing several results that have been achieved. The results achieved in research on the entrepreneurship identification of FIS students are as follows.

### ***3.1. Level of Entrepreneurship Literacy for FIS UNNES Students***

The understanding entrepreneurship literacy of FIS UNNES students represented in Table 1, while the classification of the entrepreneurship literacy understanding is presented in table 2.

**Table 1.** Understanding Entrepreneurship Literacy

No.	Understanding Indicators	Level of Understanding (%)				Score*
		VU	U	QU	NU	
<b>A.</b>	<b>General terms of entrepreneurship</b>					
1.	Entrepreneur	17	78	5	0	3
2.	Entrepreneurship	16	68	16	0	3
3.	Micro Small and Medium Enterprises	11	62	27	0	3
4.	Trading and doing business are different things	10	55	33	2	3
<b>B.</b>	<b>Businessman Mindset</b>					
5.	<i>Start up and False Believe</i>	6	20	59	15	2
6.	The right types of products for a start-up business	6	26	59	10	2
7.	Business models that exist in the start-up business	7	20	62	11	2
8.	The basic knowledge that Start-up entrepreneurs must have	8	29	56	7	2
9.	Marketing systems that exist in start-up businesses	7	20	62	11	2
10.	<i>Segmenting marketing in the start-up business</i>	6	16	62	16	2
11.	How to automate the system (automation system)	7	8	67	18	2
<b>C.</b>	<b>Start-up business terms</b>					
12.	<i>Traffic and How to bring traffic</i>	6	13	64	17	2
13.	<i>Leads and Funnel</i>	6	10	59	25	2
14.	<i>Content and Content Maker</i>	7	24	51	18	2
15.	<i>Custom Audience</i>	7	22	55	16	2
16.	<i>Look Likes Audience (LLA)</i>	6	14	54	26	2
17.	<i>Campaign and Winning campaign</i>	7	14	57	22	2
18.	<i>Scale-up and scale-out</i>	6	12	56	26	2
19.	<i>Copy Writing</i>	9	27	51	13	2
20.	<i>Cross sale, Up Sale and Down Sale</i>	8	28	51	13	2
<b>Score Total</b>						<b>44</b>

\* Scores are based on the percentage of the highest level of understanding per understanding indicator

Source: Primary Data Analysis, 2020

Score Description:

Very Understand (VU) = 4  
 Understand (U) = 3  
 Quite Understand (QU) = 2  
 Not Understand (NU) = 1

The Formulation in the classification of FIS Student Understanding of Entrepreneurship Literacy.

$$\text{Class Interval} = \frac{(\text{Highest Grade Value} - \text{Lowest Grade Value})}{\text{Number of classes}}$$

**Table 2.** Classification of Entrepreneurship Literacy Understanding

Score	Score Classification
65 - 80	Very Understand
50 – 65	Understand
35 – 50	Quite Understand
20 – 35	Not Understand

Based on the results of the percentage recapitulation of understanding of the Semarang State University FIS students regarding entrepreneurship literacy, it shows that:

1. FIS students already know the general term entrepreneurship as stated on the indicator of understanding entrepreneurship, which shows that:
  - a. The highest percentage level of understanding of the general term "entrepreneurship" is located in the classification of "understand" at 78% and the lowest level of understanding lies in the classification "do not understand" at 0%.
  - b. The highest percentage level of understanding of the general term "entrepreneurship" is located in the classification "understand" at 68% and the lowest understanding lies in the classification "do not understand" at 0%.
  - c. The highest percentage level of understanding of the general term "Micro, Small and Medium Enterprises" is located in the classification of "understand" at 62% and the lowest understanding lies in the classification "do not understand" at 0%.
  - d. The highest percentage level of understanding of the general term "Trading and doing business are different things" lies in the "understand" classification of 55% and the lowest understanding lies in the "don't understand" classification at 2%.

Based on this classification, it shows that most of the FIS students have understood the general term regarding entrepreneurship in entrepreneurship literacy.

2. FIS students regarding the mindset of business people as stated in the indicator of entrepreneurship understanding show that:
  - a. The highest percentage level of understanding of the businessman mindset "Startup and False Believe", is in the "don't understand" classification at 59% and the lowest understand lies in the "very understand" classification at 6%.

- b. The highest percentage level of understanding about the businessman mindset "Types of Products that are Right for a Startup Business" is in the "quite understand" classification at 59% and the lowest understand lies in the "very understand" classification at 6%.
- c. The highest percentage level of understanding about the businessman mindset "Business models that exist in the startup business" is located in the classification of "not understand" by 62% and the lowest understanding lies in the "very understand" classification at 7%.
- d. The highest percentage level of understanding the businessman mindset "The basic knowledge that a startup entrepreneur must have" is 56% in the "don't understand" classification and the lowest understanding lies in the "don't understand" classification at 7%.
- e. The highest percentage level of understanding about the businessman mindset "Marketing systems that exist in the startup business" is located in the classification of "do not understand" by 62% and the lowest understanding lies in the classification "very understanding" at 7%.
- f. The highest percentage level of understanding about the businessman mindset "Segmenting marketing in the startup business" is 62% in the "lack of understanding" classification and the lowest understanding lies in the "very understanding" classification at 6%.
- g. The highest percentage level of understanding about the businessman mindset "How to automate the system (automation system)" is located in the classification of "do not understand" at 67% and the lowest understanding lies in the classification "very understanding" at 7%.

Based on this classification, it shows that most FIS students do not understand the mindset of businesspeople in entrepreneurship literacy.

3. FIS students regarding the terms of start-up business as stated in the entrepreneurship understanding indicator show that:
  - a. The highest percentage level of understanding of the terms of the start-up business "Traffic and how to generate traffic" is located in the classification of "do not understand" at 64% and the lowest understanding lies in the classification "very understanding" at 6%.
  - b. The highest percentage level of understanding of the terms of the start-up business "Leads and Funnel" is located in the

classification of "do not understand" at 59% and the lowest level of understanding lies in the classification of "very understanding" at 6%.

- c. The highest percentage level of understanding of the terms of the start-up business "Content and Content Maker" is located in the "lack of understanding" classification at 51% and the lowest understanding lies in the "very understanding" classification at 7%.
- d. The highest percentage level of understanding of the terms of the start-up business "Custom Audience" is located in the classification of "do not understand" at 55% and the lowest level of understanding lies in the classification "very understanding" at 7%.
- e. The highest percentage level of understanding of the terms of a start-up business "Looks Like Audience (LLA)" is 54% in the "don't understand" classification and the lowest understanding lies in the "very understanding" classification at 6%.
- f. The highest percentage level of understanding of the terms of the start-up business "Campaign and Winning campaign" is located in the classification of "do not understand" at 57% and the lowest understanding lies in the classification "very understanding" at 7%.
- g. The highest percentage level of understanding of the terms of a start-up business "Scale-up and scale-out", which is located in the classification of "don't understand" at 56% and the lowest level of understanding lies in the "very understanding" classification at 6%.
- h. The highest percentage level of understanding of the terms of a start-up business "Copy Writing" is located in the "lack of understanding" classification at 51% and the lowest understanding lies in the "very understanding" classification at 9%.
- i. The highest percentage level of understanding of the terms of the start-up business "Cross sale, Up Sale, Down Sale", which is located in the "lack of understanding" classification at 51% and the lowest understanding lies in the "very understanding" classification at 8%.

Based on this classification, it shows that most FIS students quite understand the terms of a start-up business in entrepreneurship literacy.

Overall, the results of the scoring on the understanding of FIS students show that FIS students quite understand entrepreneurship literacy with a score of 44 which is classified as quite understand.

### **3.2. Entrepreneurship Potential of FIS UNNES Students**

The entrepreneurship potential carried out by FIS students at Semarang State University, 69 FIS sample students already had a business and were categorized into two types of marketing, namely offline by 23% and online by 77% which showed the entrepreneurship potential of FIS students. The following is the data table and graph of the results of the recapitulation of entrepreneurship potential of FIS students who have businesses and are marketed offline and online:

**Table 3.** Classification of Entrepreneurship Literacy Understanding Scores

Marketing	Total	Percentage (%)
Online	53	76,81
Offline	16	23,19
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Primary Data, 2020

This data shows that the majority or most of FIS students carry out entrepreneurship activities online (online) in marketing their products. This is due to differences in the types of goods and services offered by FIS student entrepreneurs. Based on sample data conducted by 69 FIS students, it shows that there are seven (7) business categories offered, namely fashion, beauty, food and beverage, services, souvenirs, pulses and bills, and others. The following is the table and data on the results of the FIS student recapitulation who have various businesses that are offered.

**Table 4.** Entrepreneur's Business Products

Product	Total	Percentage (%)
Fashion	24	34,79
Beauty	11	15,94
Food and Beverage	10	14,5
Foodstuffs	7	10,14
Services	6	8,70
Souvenir	5	7,25
Pulses and Bills	3	4,35
Others	6	2,90
<b>Total</b>	<b>69</b>	<b>100</b>

Source: Primary Data Analysis, 2020

This data shows that as many as 24 people (34.79%) of FIS students sell fashion-related products that are all sold online and have their online shop, reseller or dropshipper in e-commerce. Products that are entirely sold online also occur in beauty product offerings, namely 11 people (15.94%) of FIS students selling these products online through their online shop, reseller or dropshipping in e-commerce. Also, the same number of businesses is found in the fast food and beverage business types with a spicy level variant as

many as 10 people (14.5%) who are sold in online marketing if the food can last a long time and open a food and beverage business offline if the food goes to spoil quickly. Also, some businesses provide services, one example is graphic design making services of 6 people or 9%. There are also businesses in making souvenirs of 5 people or 7%, selling credit and bills of 3 people or 4% and other businesses as many as 2 people or 3%.

From Table 4, it still needs to be explored again which is the potential of agrarian villages, namely foodstuffs which are not much (10.14%) attracting students to make it a business opportunity. Based on these data, the research team conducted in-depth interviews to reveal their reasons/interests in entrepreneurship in this field. Information was obtained that this field is very promising, although they expect training for repacking to make it a typical package. The foodstuffs they produce / market are organic rice and tapioca flour (from Pati District), mocap flour (modified cassava flour) from Jatisrono-Wonogiri Village [5].

#### 4. CONCLUSION

The conclusion from the research regarding the identification of student entrepreneurship potential to encourage the growth of entrepreneurship and new strategies among FIS UNNES students shows that most FIS students have understood general terms regarding entrepreneurship in entrepreneurship literacy, some FIS students still do not understand the business mindset and the terms start. up business in entrepreneurship literacy. Also, the entrepreneurship potential of FIS students at Semarang State University has a business and is categorized into two types of marketing, namely offline by 23% and online by 77%, which shows the entrepreneurship potential of FIS students consisting of seven (7) business categories offered, namely fashion, beauty, food and beverage, foodstuffs, services, souvenirs, pulses and bills, and others. In the future, it is hoped that there will be strong entrepreneurs who have been involved since they studied at FIS UNNES.

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