

Improving Entrepreneurial Competence Through Talent

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ABSTRACT

The research aims to determine the differences in the entrepreneurial mentality of talented or untalented students in conducting entrepreneurial incubation activities. The research uses a sample of students who have entrepreneurial talent and students who do not have entrepreneurial talent as participants in entrepreneurial incubation. Participants obtain guidance, mentoring, strengthening potential and facilitation in accordance with their respective talents. Talent mapping and mentoring are conducted through incubation treatment of students as an experimental group who have talent and students as a control group who do not have entrepreneurial talent. Both groups are equally treated with entrepreneurial mentoring. Data collection through interviews, questionnaires, documentation, literature studies, observations and research analysis with quasi-experimental trials of experimental groups (KE) and control groups (KK) with pretest-posttest control group design. The final result of the data through the trend of business development carried out by entrepreneurial participants. The development of the entrepreneurial mentality of students who have talent is higher than entrepreneurs who do not have entrepreneurial talent, based on valid model testing, goodness of fit is able to improve the entrepreneurial mentality of talent-based students.

Keywords: *Grow, Mental, Entrepreneur, Based, Talent.*

Introduction

Universities are expected to provide independent graduates who become creators and job creators. Graduates are able to choose to work according to their talents through further higher education, work, or entrepreneurship. There are about 87% of graduates and diplomas in Indonesia who do not work according to their majors (Makarim, 2021). It becomes a problem regarding employment opportunities, job opportunities, unemployment and the importance of potential in determining one's passion. It is also a challenge for Universitas Muhammadiyah Surakarta (UMS), one of the largest private universities in Central Java, to provide high-quality (competent) graduates: UMS must be able to produce high-quality graduates (competent) according to their field of expertise and graduates are expected to be able to compete in the job market. Graduates are expected to be able to create new jobs, be able to contribute to the recruitment of new workers and minimize the problem of unemployment (Suranto, 2018).

Fostering an independent spirit and mentality in entrepreneurship has been carried out by UMS can be conducted through the provision of financial capital, entrepreneurial knowledge capital, entrepreneurial skill capital through programs: (a) self-development, (b) entrepreneurial learning, (c) entrepreneurial training and seminars, (d) internships to the business world and the industrial world, (e) improvement of soft skills and hard skills material for students. UMS through the field of student affairs and the Business Entrepreneur Incubator Center and the Entrepreneurship Study Center under the Research and Innovation Institute (LRI) has carried out partnership activities, trainings, services for lecturers, students and the community in the field of business and Micro, Small and Medium Enterprises (MSMEs).

It is not easy to realize prospective graduates who have an independent mentality as entrepreneurs, furthermore graduates who have a business mentality with the characteristics of: (a) business competence, (b) business awareness, (c) business motivation, (d) knowing the advantages and disadvantages of business, (e) having market access, (f) networking, (g) business capital, (h) entrepreneurial knowledge, (i) tenacious and diligent, (j) never give up, (k) creative, (l) capable, (m) innovative, (n) reading opportunities, (o) problem solving, (p) running a business (Suranto, 2012), (Suranto, 2018).

It is required methods to realize and foster an entrepreneurial mentality for new entrepreneurs, as a development strategy and appropriate entrepreneurial learning scenarios. The development of a talent-based entrepreneurial model (Hubeis, 2009), (Suranto, 2012), (Bergek, 2008). Can be used as a strategy model that includes; doing, empowering, facilitating, evaluating, leading to empowerment, and professionals for tenants. Talent development is used as an initial capital to map

prospective new entrepreneurs, as an initial stage to produce new entrepreneurs who are more creative, empowered, capable, professional, independent, and have a business mentality.

There are problems that occur in society; (1) the high rate of undergraduate unemployment is 13%, (2) undergraduate graduates do not work in accordance with their diplomas, (3) the number of entrepreneurs in Indonesia is still low at around 3% of the Indonesian population, so it is necessary to carry out research and real action so that the university graduates are more capable and can work according to their talents (Makarim, 2021). The aim of this research is to identify the differences in the entrepreneurial mentality of talented or untalented students in carrying out entrepreneurial incubation activities. Students who have talent indicators (entrepreneurial mentality) will be able to work in accordance with their talents from an early age. If they work in accordance with their talent/potential, they will get 4E (enjoy, easy, excellent, earn) so that in running a business they will be more comfortable, easy to run a business, superior and more productive.

The development of the talent incubator model is in line with the strategic plan for higher education research at UMS, namely: community benefit-oriented research, according to the UMS RIP document. This research is very significant because: (a) as input for institutions about the condition of their alumni, (b) the concept of talent-based development and learning models is still difficult to find and examine in the world of education today so this research is very relevant, (c) the talent-based entrepreneurial incubation model developed has innovations from those that exist so far, both in agriculture and in the field of Micro, Small and Medium Enterprises (MSMEs) (Makarim, 2021). As for the differences are considered as changes, novelty in technical implementation is used as an innovation in the concept and components of the incubation model. The difference in concept is used as capital "specification of advantages in the entrepreneurial incubation model" as an innovation step in developing the developed model, Easy to be operated (easy to run by anyone, whether practitioners or academics), visible (has a talent-based vision), Acceptable (learning can be different ages), Flexible (the application of the model can be at various levels of education: formal or non-formal), Scenario Learning (can be layered or integrated with entrepreneurship course activities).

Research Methods

The research was conducted to determine the differences in the entrepreneurial mentality of talented or untalented students in conducting entrepreneurial incubation activities. This research used a sample of students who had initially been detected in interviews, observations and psychological tests in detecting entrepreneurial talent or not having entrepreneurial talent as participants in entrepreneurial incubation. The number of talented students was 15 students (Experimental Group) and untalented students as many as 15 students (Control Group), with pretest-posttest control group design treatment (Soegiyono, 2019).

Data collection methods are through questionnaires, interviews, observation, documentation, field experiments and literature studies. The method of analysis is the validity and reliability test and the t-test. Incubation activities are conducted through the following stages: (a) recruitment, (b) interview tests, psychological tests, business plan tests, SWOT analysis, Business Model Canvas; (c) training and mentoring in a series of workshops from assistants in the fields of business plans, business model canvas, and SWOT analysis, (d) talent development and business empowerment carried out internships to MSMEs according to their talents, (e) briefing on online shop marketing, pitching and product design; (f) business facilitation, production, packaging, network markets, stimulant capital and activity evaluation, (g) product marketing, (h) observation of student business observations.

Results and Discussion

1. The Results of Final Model Test

The first stage, the final model was found, and has been tested on a small group of students, validity and reliability tests and incubation models that are goodness of fit, it is shown in table-1, the chi square coefficient in the model that has been adjusted to $X^2 = 606.02$ with $p = 0.0829$. The acquisition of $p > 0.05$ indicates that the model becomes more compatible, empirical data explains the estimation/population (Joseph, 2010), the result of GOF parameters shows the value is fulfilled, the model is goodness and fit.

Table-1 .The Result of *Goodness of Fit Index Model*

No	Index	Cut of Value	Result	Note
1	KaiSquare (p)	Small (p > 0.05)	606.02 (P = <0.0829)	Fulfilled
2	CFI	≥ 0.90 (max 1)	0.9231	Fulfilled
3	GFI	≥ 0.95 (max 1)	0.9091	Fulfilled
4	AGFI	≥ 0.95 (max 1)	0.9125	Fulfilled
5	RMSEA	≤ 0.08 (Min 0)	0.0229	Fulfilled

Source : Test result (2023)



The test results show that the gamma coefficient (γ) of participants' mental variables towards incubation assistants and professionals is 0.58 and 0.53, with t_{count} of 4.20 and 5.05, respectively. The beta coefficient (β) of mentors towards professionals is 0.37 with $t_{count} = 3.42$. The acquisition of $t_{count} > 2$ on each coefficient indicates significant, interpreting that the initial mentality of students contributes directly to incubation in entrepreneurial activities with a determination of $0.58^2 = 33.64\%$, and indirectly through entrepreneurial mentoring with a determination of $0.216^2 = 4.67\%$. The total contribution of students' initial conditions to professional students running a business is 0.7442 or 55.38%, in table -2.

Table-2. The Summary of Test Results

Exogenous	Endogenous	L		TL	Total	R ²
		β	T _{count}	β		
Early student state	Accompaniment	0.58	4.20	-	0.58	0.5538
	Professional	0.53	5.05	0.216	0.7552	
Accompaniment	Independent	0.37	3.42	-	0.37	0.3398

Source: Test Results (2023)

2. Treatment Effectiveness Results

The results of entrepreneurial treatment are evaluated based on the learning outcomes of the indicators mentioned above, through post-tests and pretests, then combined with internship assessments by MSME mentors and student professional product outcomes in running a business. Observation and assessment were carried out on 15 talented students and 15 untalented students for 6 periods, the output was evaluated with a widened measurement scale from the original scale of 1 - 4 to 1 - 10 so that changes in the achievement of results were easily observed.

The professional score of students running a business for untalented students in the first period was $\bar{x} = 163$, while for talented students it was $\bar{x} = 192.50$. The scores in the 2nd to 6th periods are shown in table -3.

Table-3. Professional Development of Students Running a Business

Period	Entrepreneurial talent	N	Sum	Mean	Std. Deviation	Minimum	Maximum
Period I	Untalented	15	1630	163.00	11.888	139	175
	Talented	15	1925	192.50	11.472	166	204
Period II	Untalented	15	1697	169.70	11.729	147	181
	Talented	15	2070	207.00	14.568	172	228
Period III	Untalented	15	1740	174.00	14.697	146	191
	Talented	15	2193	219.30	18.530	174	235
Period IV	Untalented	15	1761	176.10	11.902	153	193
	Talented	15	2275	227.50	19.761	183	244
Period V	Untalented	15	1785	178.50	12.929	153	193
	Talented	15	2334	233.40	19.329	189	252
Period VI	Untalented	15	1804	180.40	13.745	152	192
	Talented	15	2467	246.70	18.239	204	263

Source: Primary data processing results (2023)

The development of student empowerment in running a business in talented students looks more rapid development than those who are not talented, in each measurement period talented students are always higher. The quality also shows that the professional level of entrepreneurial mentality of talented students is categorized as high and very high, while the majority of students who are not talented in entrepreneurship are categorized as low.

3. Discussion

Based on the student t-test observation test through six observation periods, processed data were obtained, that the student t-test was very significant. There is a difference between the entrepreneurial mentality of 15 students who have talent and 15 students who do not have business talent. The mentality in question is based on the results of the pretest and post test, the results of the mentor assessment in the field in each stage: workshops,



MSME internships, pitching and product design, marketing. The indicators of entrepreneurial mentality in this activity are the final achievements of professionals, namely students who are independent, empowered and students have a mentality: independent in access, networking, technical skills, motivation, trying to move forward, marketing products, earning business capital, having skills, being more creative, skilled, confident in carrying out work, without discouragement and persistence inherent in their personality.

Through entrepreneurial treatment with four stages of activities, students' entrepreneurial mental competencies can be detected, identified and developed according to the talents of each participant. Internship activities and talents detected are divided into development according to talent, divided into groups: culinary (beverages and food), creative industries, services and trade, cultivation and livestock, appropriate technology. Students do internships according to their talents and make products according to their respective expertise and finally the products are made and then marketed (Suranto, 2020).

Assessments are conducted and observed based on psychological tests and interviews to explore the talents of students. Furthermore, pretest and post-test activities at each stage to explore the development and mental information of participants' businesses. Assessment is carried out by MSME mentors during student internships and assessment by incubation assistants when interacting at each stage, as well as a final assessment of product marketing and an overall assessment of satisfaction from entrepreneurial incubation activities.

The activities and implementation of internships, designs and prototypes are in accordance with the talents of each participant so that the abilities and skills of the participants will be explored and developed according to their talents during the internship. Entrepreneurial activities according to their talents or potential will result in: (a) high work performance, (b) boost work motivation, (c) improve self-confidence and not stressful, in other words will get 4E: enjoy, easy, excellent, earn. This talent incubation program focuses on strengths. It is in accordance with the philosophy of developing strengths to the maximum, then strengths will cover weaknesses (Musrofi, 2010). Strengths are a combination of knowledge, skills, and talents. Talent as a natural power to do something better and excellent as a recurring pattern of thought, feeling, or behavior that can be utilized productively.

Conclusion

Based on the research, it was concluded that: (a) it is known that there are differences in the entrepreneurial mentality of talented and untalented students in carrying out entrepreneurial incubation activities, that entrepreneurial talented students are mentally superior in carrying out entrepreneurial activities, (b) the model implemented with four stages is effective in improving the competence and professional mentality of student entrepreneurs. Recommendations suggested: (a) assist students in doing business according to their talents so that they are more focused and are expected to become graduates who work with their talents, (b) detection of student talent is carried out so that they choose a career path from the beginning to develop their respective talents.

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