An Investigation of Students' Interest in Entrepreneurship through Career Information Services and a Business Plan

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Abstract

In the midst of the economic crisis, entrepreneurship requires motivation with the goal of increasing student interest in entrepreneurship so that it can stimulate the desire to advance in generating creative ideas to produce something that can generate profits through the sale of goods or services. The study aimed to investigate university students' level of interest in entrepreneurship through career information services and a business plan. In the study, library research method, a qualitative research design, was adopted. The data were gathered between the dates of January - April, 2021 via books, papers, theses, and dissertations. The data were analyzed until it could be drawn into a conclusion. The results have revealed that a career in social entrepreneurship requires a strong dedication and readiness to make sacrifices in all areas. In addition, it has been noted that the goal of information services provides students with a variety of understandings and knowledge about a number of issues that may help them better understand themselves, plan and build life patterns, and solve problems linked to the environment, education, position, and socio-culture. Consequently, it has been recommended that students' entrepreneurial interests be encouraged as much as possible, and they should be given training to assist Indonesia reduce unemployment and develop new, more imaginative occupations.

Keywords: Entrepreneurship; career information services; business plan; social entrepreneur; social finance

A. Introduction

Today, social entrepreneurship is a very interesting phenomenon because of its differences from traditional entrepreneurs who only focus on material benefits and customer satisfaction, as well as their importance to public life. When Muhammad Yunus received the Nobel Peace Prize in 2006 for pioneering the development of microcredit and social business through Gramen Bank, entrepreneurship worldwide gained momentum (Jain, 2012).

Problems are viewed as opportunities by social entrepreneurs to create a new business model that benefits the empowerment of the surrounding community. According to Buchari (2004), social entrepreneurship is the use of entrepreneurial behavior that is more oriented towards achieving social goals rather than profit, or the profits obtained are used for social purposes. According to Griffin (2002), many people talk about entrepreneurs but do not understand what they are talking about. There are many mentors who teach get rich quick entrepreneurship right now. Whereas in social entrepreneurship, the things that become the handle, namely the social mission, the product or service exchanged, and the profit sought, are distributed not for their own sake, and must be able to account for what is distributed. "Not only can the wealthy participate in social entrepreneurship. Even the poor can share here."

The rise of social entrepreneurship seminars/workshops, the establishment of social entrepreneurship study centers on several campuses, the presence of organizations concerned

with the development of social entrepreneurship such as Asoka Indonesia, and the establishment of the Indonesian Entrepreneurship Association all contributed to the growth of the passion for social entrepreneurship in Indonesia (Hadibroto,1996; Handoko,1997; Hendro, 2011). This phenomenon demonstrates that many parties believe that social entrepreneurship is one of the solutions required to address Indonesia's social problems. As a relatively new field, there will be a variety of differing perspectives on what social entrepreneurship is and what constitutes social entrepreneurship. Existing perspectives or formulations tend to describe a superior type of social entrepreneur, as well as the characteristics of its roles and activities. It is also possible, based on the findings that there are various types of business entrepreneurs, there are various forms of social entrepreneurship. During this phase, a variety of social entrepreneurship formulations will be investigated, as defined by organizations and experts who work in this field. For example, Ashoka Fellows, which was founded in 1980 by Bill Drayton, lists the following characteristics of social entrepreneurial activity:

1. The task of social entrepreneurs is to identify bottlenecks or stagnation in people's lives and provide a way out of the bottlenecks or stagnation. It identifies what isn't working, solves the problem by changing the system, disseminates the solution, and persuades the entire community to take the risk of making changes.
2. Social entrepreneurs are not satisfied with simply

giving people fish or teaching them how to fish. He will not stand still in order for the advertising industry to change. The story of Mohammad Yunus, who founded a bank to serve the poor, is an example of an innovation that defies the rules that govern the target market for banks, namely those who can afford it and have little risk. The provision of a microcredit system aimed at the poor in a group pattern has alleviated the poor's access to funds bottlenecks.

According to Gregory Dees (1998), a professor at Stanford University and an expert in the field of social entrepreneurship, social entrepreneurship is a combination of a strong passion for social mission and business-like discipline, innovation, and persistence. Social entrepreneurship activities can include: a) activities that are not aimed at profit, b) doing business for social purposes, and c) a combination of the two goals, namely not for profit and profit but for social purposes. Something similar to the above-mentioned opinion of Dees (1998) can also be found in the concept of social entrepreneurship developed by the Schwab Foundation, a foundation dedicated to promoting social entrepreneurship activities. According to its website, social entrepreneurs create and lead organizations, whether for profit or not, that serve as a catalyst for social change at the system level through new ideas, products, services, methodologies, and behavioral changes. Social entrepreneurs build hybrid organizations that use business methods to create social value.

In comparison to business entrepreneurship, social entrepreneurship is still in its early stages. With the continuous entrepreneurship development activities in the world of education, which initially focused on the university level to prepare graduates to be able to be entrepreneurs and not be unemployed, but is now also covering the world of earlier education, the image of entrepreneurship is much more prominent rather than social entrepreneurship. According to Indoworo (2016), the development of entrepreneurship as a scientific discipline is analogous to the stage of "adolescence," and if so, the branch of social entrepreneurship can be placed at an earlier stage, namely "baby."

As a result, the purpose of this research is to investigate the growing interest in entrepreneurship among students, as well as increasing interest in entrepreneurship through career information services and a business plan.

B. Related Studies

Penny Rahmawati, Dyna Herlina Suwanto, and M. Lies Endarwati (2012) conducted research on social entrepreneurship under the title "Development of character education learning methods through social entrepreneurship (Sociopreneurship)." His research findings suggest that social entrepreneurship can be used as a learning method in character education. As a result of his research findings, the researcher proposes that social entrepreneurship subjects be included as one of the methods in student formation. Muliadi

Palesangi (2011) conducted another study titled "Indonesian Youth and Social Entrepreneurship." Based on the findings of this study, the researchers concluded that social entrepreneurship is one of the options for addressing social issues such as unemployment, poverty, and environmental damage.

Suhermini (2010) also did a study in the field of entrepreneurship. Her research aims to pique students' interest in entrepreneurship, increase their drive to learn about it, and familiarize them with writing a business plan as a form of student creativity in building the entrepreneur's character.

Based on the findings of Yohnson's research (2003), opportunity factors encourage students to decide to become entrepreneurs. In this case, the institution must provide the information about entrepreneurs to support the students' interest (Primadaru, 2017; Priyanto, 2004; Putra, 2012; Putri, 2018; Rusda and Shinta, 2014). Also, Lestari and Trisnadi (2012) in their research stated that the influence of entrepreneurial knowledge on entrepreneurial interest has a positive and significant effect on entrepreneurial interest.

C. Method

Research Design

In the study, it was aimed to investigate university students' level of interest in entrepreneurship through career information services and a business plan. For this purpose, the researcher adopted library research method, which is a qualitative method of gathering information through learning and comprehending facts from books, theories, notes, and papers that is related to the problems. Library research is an investigation that one makes the decision about where to start and to finish, without any specific ideas about the sources to discover. However, it requires specific tools, rules, and techniques (George, 2008).

Data Collection and Analysis of the Data

The data for the study were gathered between the period of January - April, 2021 via a number of authoritative sources, such as books, papers, theses, and dissertations. After the sources were gathered, they were divided into books, articles, theses, and dissertations that discussed active learning approaches. Deductive and inductive processes were used to further evaluate the obtained data. The deductive technique was used for understanding of the active learning process, while the inductive method was utilized to obtain and reveal an overall overview of active learning. The data were analyzed until it could be drawn into a conclusion.

D. Findings and Discussion

Developing the Students' Interest of Entrepreneurship

Pursuing a career in social entrepreneurship necessitates a strong commitment and willingness to make sacrifices in all areas, including financial (money), time, and even emotional victims (Koranti, 2013; Maulinza, 2016; Mudjiarto, 2006). Adnan Mahmud of the United States Embassy (USA) stated this during a discussion on "Social Entrepreneurship and Pitching Business Ideas" (Suara Merdeka, 31 August 2013). "A person involved in social entrepreneurship weighs more than the entrepreneur himself. They must make significant sacrifices in terms of money, time, and feelings." In front of hundreds of students, he said. Other requirements include the ability to calculate abilities and be accountable for something that is occupied, a strong desire to change the world, and the ability to influence the environment. Something else what a social entrepreneur must have is the ability to never give up. If there are a hundred problems, there must be a hundred solutions. Kolvereid (1996) offers several tips for those interested in entering the world of social entrepreneurship, including having customers before creating a product, respecting time, and not being too preoccupied with ideas that fail, but the sooner they fail, the better, so they can take

solutions and look for other ideas. What is equally important is a partner with whom you can collaborate.

As the initiator of social entrepreneurship, Bill Drayton (founder of the Ashoka Foundation) asserts that there are two keys to social entrepreneurship, namely:

- a. The existence of social innovations capable of altering society's existing system.
- b. The presence of visionary, creative, entrepreneurial (entrepreneurial), and ethical individuals behind these innovative ideas.

Hulgard (2010) provides a more comprehensive definition of social entrepreneurship:

"Social entrepreneurship is defined as "the creation of social value in collaboration with people and organizations from civil society who are engaged in social innovation, which usually entails an economic activity."

The comprehensive definition above explains that social entrepreneurship is comprised of four major components: social values, civil society, innovation, and economic activity: (Hulgard, 2010).

- a. Social Values. The most distinguishing feature of social entrepreneurship is the creation of tangible social benefits for the community and the surrounding environment.
- b. The Civil Society Social entrepreneurship is typically the result of civil society's initiative and participation in optimizing the community's existing social capital.
- c. New ideas. Social entrepreneurship, for example, solves social problems in novel ways by combining local knowledge and social innovation.
- d. Commercial Activities. In general, successful social entrepreneurship involves a balance of social and business activities.

Business/economic activities are developed to ensure the organization's social mission's independence and sustainability. Financial performance (company value, profits for shareholders/owners) is used to measure success in business entrepreneurship. Financial and social outcomes are used to assess social entrepreneurship success. The financial measure is continuous funding to ensure the organization's long-term viability. Financial benefits are directed at expanding the scope of activities rather than being distributed to shareholders. While the expected social outcome is that social problems are resolved or reduced.

Increasing Interest in Entrepreneurship through Career Information Services

In general, entrepreneurial education is critical for students, as not all students are able to continue their education beyond high school (Sullivan, 2000; Suryaman, 2006; Tambunan, 2009; Wijayanti, 2008). One of the causes of the weak economy is a person's inability to continue his education in college. Because the majority of Indonesians are from the medium to lower socioeconomic classes, they are unable to complete their education in postsecondary institutions. They' lack of interest in entrepreneurship, if allowed, does not rule out the chance that students will lose their professional independence. They will be more likely to rely on others for their fate, reducing the workforce's ability and increasing unemployment in the country, which will impede national growth in the long run. While entrepreneurship can help to reduce unemployment and increase labor capacity, it can also help to generate environmental development in the domains of production, distribution, environmental maintenance, and welfare. Furthermore, through developing an entrepreneur, a person can become self-sufficient, honest, and conscientious in their

profession (Soemanto, 2002; Winardi, 2003).

Sukardi (1994) state that career information service is an activity service that attempts to help individuals develop insight, comprehension, and understanding of the world of work and parts of the world of work by providing knowledge consisting of factors related to work. Furthermore, information services are offered to supply students with data and facts in the fields of school education, work, and personal and social development so that they can learn about their environment and better manage and plan their lives. As can be seen, the purpose of information services is to provide students with a variety of understandings and knowledge about a variety of topics that are useful for knowing themselves, planning and developing life patterns, and solving problems related to the surrounding environment, education, position, and socio-culture.

Lecture methods, conversations, interviews, field excursions, instructional aides and other aids, guide books, career studio activities, and sociodrama are all examples of ways to provide information services. Furthermore, information services can be provided through lectures, talks, and demonstrations, as well as pamphlets, picture exhibits, films, or videos, and trips to the desired locations or things. Students can be invited to hear from a variety of resource people, including those from their own school or other schools, government agencies, and community organizations. Information services can be supplied in a variety of ways (Jamo, 2021). "Providing knowledge to students can be done in numerous ways such as lecture methods, discussions, interviews, field trips, teaching aids and other aids, guide books, career studio activities, and sociodrama," according to Prayitno and Erman Amti (1999:269).

Lectures and discussion activities have numerous advantages, including the ability for students to respect and respect each other's opinions, creativity in expressing ideas or opinions, broadening horizons, providing lessons on self-development, self-awareness, and new perspectives in relationships with the environment, and providing lessons on self-development, self-awareness, and new perspectives in relationships with the environment.

Entrepreneurial Interest with a Business Plan

Students' entrepreneurial interests should be explored as much as possible, and they should be provided training to encourage these interests so that they may help Indonesia reduce unemployment and create new, more inventive jobs (Kasmir, 2007). Making a business plan is an initial treatment to determine the mindset of students' interest patterns in starting businesses with limited capital. Because students are essentially individuals who do not have sufficient savings to start a business, they must be given business plan training so that it can have an impact on the development of interest (Winardi, 2003).

Non-formal education also provides valuable entrepreneurship expertise to aspiring entrepreneurs in the form of entrepreneurial experiences, which encourages them to pursue a career in entrepreneurship. In addition to informal and non-formal education, formal education is also necessary for the formation of entrepreneurial interest since formal education has made good arrangements for the growth of entrepreneurship interest (Hani, 1997). One of the things that influence enthusiasm in entrepreneurship is education. The entrepreneurial process begins with innovation, according to Carol Noore and Bygrave (in Suryana 2001). Various variables, both internal and external, such as education, impact these advances. People who have received an education understand how to be successful entrepreneurs. The educational factor, which includes formal education

obtained from schools and universities, informal education obtained from the family and community environment, and non-formal education obtained from institutions or organizations (in this case, companies), plays an important role in influencing interest in entrepreneurship in this study. There are three basic psychological functions, according to Mudyahardjo (2001): 1) knowing, 2) feeling, and 3) having volition. The mind (mind) is the soul that functions to know, whereas the heart (inclination) is the soul that functions to feel and will. Furthermore, "interest is a mental tendency that causes the thought object to continue in consciousness or return to consciousness." People are able to order themselves to act because of their interest" (Mudyahardjo, 2001). "Interest is a critical factor in deciding whether or not to complete an activity or job. In daily English, it's referred to as "liking," which is roughly equivalent to "interest." The more smoothly and successfully people carry out their responsibilities, the more likely they are to enjoy what they are doing (Munandir, 1996:145). According to the notion, the soul, which has the ability to feel and will, influences interest (called the heart or tendency).

E. Conclusions

There is a relationship between entrepreneurial interest and the ability to write good business plans in students. When students' entrepreneurial interest is great, they can write good business plans. Making a good business plan includes the following elements: program title, background, problem formulation, program objectives, projected outcomes, program uses, general company description, program implementation method, program implementation timeline, and cost information. Career information services, combined with lecture and discussion methods, assignment assignments, and the presentation of a life model, can be used to increase students' interest in entrepreneurship. The usage of media or facilities, such as power point presentations and film screenings (Audio CDs), can be used to keep pupils engaged and offer good values. Experts, such as life models, should be used, ideally professional ones, to ensure appropriate experiential learning. Future study should aim to include more diverse factors so that more than just relationship patterns are examined. But also the pattern of interaction between factors, so that the younger generation can profit from continuing to be creative and innovative in order to develop a diverse and acceptable range of enterprises in society, with more competitive prices and high quality.

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