Implementation of Persuasive Communication Through Student Enterprise, To Be Entrepreneurs at Muhammadiyah University Ponorogo

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ABSTRACT

The problem of unemployment, especially in a scholar (highly educated), is a very frightening problem. The higher education system is still unable to meet the desire for job opportunities. Conditions like this require a solution so that unemployment does not increase. Therefore, the process of implementing entrepreneurship education and programs that lead to entrepreneurship needs to be taken by concrete steps to make students have an entrepreneurial mindset, so students dare to open their own jobs or become new entrepreneurs. The theme in this study is the application of a persuasive communication strategy model through student enterprise in making students become entrepreneurs at *Muhammadiyah* University of *Ponorogo*, using methods using qualitative and intensive approaches, namely, tenants get intensive entrepreneurship learning and mentoring from mentoring mentors who come from business practitioners and all related parties. This activity is carried out systematically, factually and accurately according to the facts and properties of the object. To get the effectiveness of education and entrepreneurship programs at *Muhammadiyah* University of *Ponorogo,* it is necessary to formulate an implementation of entrepreneurship education, one of which is entrepreneurial learning, based on Student Enterprise. Student Enterprise is an entrepreneurial learning method in which students are formed in a group of business establishments, with their respective roles and functions as is usual for a company, a Student Enterprise a maximum of 5 students, and in this process, 5 Student Enterprise are formed. The results achieved from this activity are 1). A new entrepreneur was formed from the student group from the Student Enterprise that was assisted. 2). The new entrepreneurs that are formed can produce goods and or services and are able to establish institutions that have legality and science and technology excellence. The results of the study found that the implementation of persuasive communication strategies carried out by business mentors, there was the formation of students' attitudes and behaviors for entrepreneurship, which included; 1). Generating entrepreneurial motivation, 2). Understanding the Importance of Entrepreneurship, 3). Accept & choose entrepreneurship as a profession, 4). Dare and do business (new entrepreneur)

Keywords: Effectiveness, learning implementation, Entrepreneurship

INTRODUCTION

Entrepreneur Student Program

The entrepreneurship education program that is held becomes an inseparable part of the process of forming students' self-competencies in the fields of independence and entrepreneurship (Cope, 2003), which are packaged in the Student Entrepreneur Certification program, in this program students get mindset material and entrepreneurial practices, by making a business in the form of student enterprise. In its implementation the program recruits business mentors from entrepreneur practitioners to help educate and assist students ranging from finding business ideas to running a business (Sony et al., 2015).

Students who are the main target in this program are those who have been taking and getting a program especially PKMK, PMW, since 2012, as for some products from students and tenants that have been running, among others: Ice Cream *Kake Goe* (ice cream made from eggshells), miniature handcraft of transportation equipment made from used newspapers, OREGAN Health Souce (healthy sauce with *Ponorogo* character), BISKULIDEI (biscuits made from soybean skin), *Dorang* Coffee, *Madiun* Worm, *Bolupa,* Tesla Art, Black *Kuro*, Resoles , and others. These tenant products have their respective advantages, both in terms of product quality and appearance. The majority of student product ideas utilize and process less valuable goods into products that have high economic value.

Another strategic role in higher education in the development of entrepreneurship is how universities design entrepreneurship development programs that are able to describe the role of educational institutions in the process of entrepreneurship creation (Santoso, 2020). The development of entrepreneurial spirit in higher education should be able to involve the environment outside the campus, among others the business world and its entrepreneurs (Ge et al., 2018). The business world will be able to encourage the development of certain knowledge with the business sector, develop business networks and become a business development reference model (Maryanti et al., 2019). On the other hand the development of entrepreneurship should be able to develop creativity and skills to see opportunities, while stimulating students' interest in starting entrepreneurs (Lugar-brettin & Wayne, 2013). One of the important material that needs to be taught in entrepreneurship development is to change the mainset's courage and willingness to not only plan business on paper, but must be able to change business opportunities into real businesses in the form of establishing new businesses (Santoso et al., n.d.). This model also emphasizes that entrepreneurial development does not only stop at the process of establishing a business but also includes how to encourage businesses that are formed into dynamic businesses (Lecler & Kinghorn, 2018). For this reason, in realizing the role of educational institutions, they must synergize and collaborate with the community, business world and competent parties in the entrepreneurs field.

Table 1: Unemployment in Indonesia based on education level (in percentage)

	2014	2015	2016	2017	2018
Primary School	6,07	6,34	6,05	7,69	2,67
Junior High School	13,39	10,77	10,30	8,76	5,18
Senior High School	11,17	11,54	8,91	8,48	7,19
Vocational High School	10,22	11,67	14,30	13,57	8,92
Academy	5,27	5,50	8,33	5,28	7,92
University	5,61	4,71	8,39	4,90	6,31

Source: BPS Indonesia

With the variety of programs that have ideas and products from tenants, there is a belief that if the tenants are accompanied by a good entrepreneurial learning model will produce new entrepreneurs who are qualified and have superior science and technology. The products that have been produced have enough uniqueness and creativity, this is proven that students produce products, not only based on economic aspects but also on aspects of product safety and comfort (Kwong et al., 2012).

The outcome of this activity is the achievement of new entrepreneurs, through the implementation of persuasive communication in Student Enterprise-based entrepreneurship learning (Lugar-brettin & Wayne, 2013). This formula is structured systematically so as to produce an effective and efficient learning model capable of providing significant results in forming new entrepreneurs, from the Student Enterprise student group that is accompanied (Wang et al., 2015). The new entrepreneurs that are formed can produce goods or services (Hunter & Lean, 2018) and are able to establish business institutions that have legality and have the advantages of science and technology

To maintain business continuity, the follow-up program is the implementation of a student enterprise that has the legality of an official institution, which is a kind of legal entity, can be in the form of UD, CV, Cooperative or other, this is to maintain the sustainability of the products produced can run sustainably (Hassan & Mobin, 2017).

METHODOLOGY

Method Of Application And Implementation Of Persuasive Communications

In this research the method used is to use a qualitative and intensive approach, that is, tenants get intensive entrepreneurial learning and mentoring from mentoring mentors from business practitioners and all relevant parties (Karatas-Oezkan, 2011). This activity is carried out systematically, factually and accurately according to the facts and properties of the object.

The theme in this study is the implementation of a persuasive communication strategy model through student enterprise in making students become entrepreneurs at

Muhammadiyah University of *Ponorogo*, using qualitative descriptive methods. Among the aims is to produce a systematic, factual and accurate scribal or description of the facts and properties of certain research objects. In this case, the researchers conducted research activities by emphasizing their activities as they are. This research location is at *Muhammadiyah* University of *Ponorogo* because at *Muhammadiyah* University of *Ponorogo* since 2010 it has launched an entrepreneurship campus, so this campus is worthy of being a center of study in the process of influencing students to become entrepreneurs.

Method of Implementation

A. Recruitment Patterns

Enterprise student participants are selected by taking 25 students who have participated in the PKMK, PMW, Entrepreneur Certification Program, and alumni programs. The recruitment pattern carried out is; 1). Inform and disseminate new entrepreneurship mentoring programs, through student organizations, UKM, HMJ, and to the Faculty of study programs, and alumni. 2). Registering and selecting participants with mapping and potential for serious entrepreneurial interest, 3). Conduct education and training, mindset motivation and business group formation. Which is then taken and made into a minimum of 5 new entrepreneurs.

B. Approach and Implementation Methods

In the implementation of growing new entrepreneurs, then carried out activities that are sustainable (sustainable) so that the results can be expected to the maximum. Methods for approaching tenants include:

1. Screening,
   - To find out the amount of interest from the participants
   - Recognize potential trends in the line of business that will be run
2. Quistionnering, measuring interest in the business to be run.
3. Entrepreneurship Education and Training provides the establishment of entrepreneurial importance
4. Outbound, form reliable teamwork and superteam.
5. Business internships place based on business interests to be run.
6. Business plan, making a business plan will be run according to interests
7. Test the business plan, by making the expected product.
8. Business financing, based on plans made.
9. Supervision, control, and evaluation are carried out when the business is running.

Furthermore, to get participants who are ready to become entrepreneurs, a mapping of the potential of students who have started a business is carried out. Those who have a passion

(strong desire) to become entrepreneurs will be the priority of the program. The method of recruiting prospective participants is done in stages, this is to support the learning process of Student Enterprise-based entrepreneurship programs that can work well, the stages are as follows:

The First Stage

This stage is an approach method to foster enthusiasm and find out the tendencies of students in entrepreneurship so that the results obtained:

1. Students have an entrepreneurial mindset;
2. Students can determine the business according to their interests or preferences (self-mapping);
3. Students can determine the business in accordance with the inner voice.

The Second Stage

Namely the stages that are a follow-up to the mindset approach, self-mapping, and potential by doing several things, including:

1. Training, Internship, Bootcamp (Bankrupt Game) and business camp;
2. Conduct business assistance in accordance with the inner voice of students;
3. Business visits, learn directly at the place of business with the owner.

The Third Phase

Namely, the stage of the approach where all students take real action against the tendency of business interests that must be realized in the form of opening new entrepreneurs, so this stage:

1. Students have a business production;
2. Students are able to test products to the public;
3. Students are able to open new entrepreneurs;
4. Students evaluate products in the field;
5. Students doing product marketing.

The Fourth Stage

At this stage, the approach is the competition stage, in which student entrepreneur-based student enterprises take action in the field which is directly held along with collaborating with other business actors and the general public, at which stage students truly become entrepreneurs, and targeted students have business legality, this stage includes:

1. Entrepreneurial Exchange EXPO;

2. Graduation of an entrepreneur by having the legality of a business, whether in the form of a CV, UD, Cooperative or others.

From this staged approach, business financing will be given (startup) and the pattern of technical assistance will be adjusted according to the procedures and stages that have been determined so that the evaluation and monitoring process and resolution if there are problems, will be able to be done more efficiently and effectively. This program is one of the solutions to realize career success as an entrepreneur, the implementation program flow is as follows:
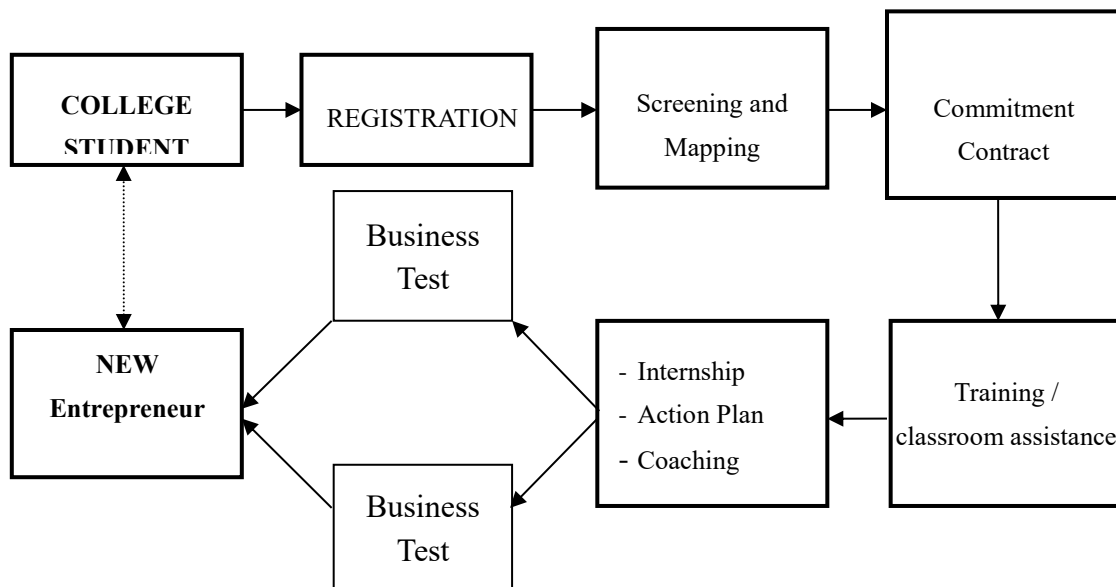

Figure 1. Student Enterprise Learning Model (Source: research results)

RESULTS AND DISCUSSION

Entrepreneur Students

The results obtained from the learning model, students who have run the student enterprise-based model, there are several students, with some products from students and tenants that have been running, including *Genong* Worms, *Pubers, Udeng Ponker, Bimbel Insan Cita,* Best -T Screen Printing, *Hashi* Group, *Bolupa, Bimbi Souvenir*. These tenant products have their respective advantages, both in terms of product quality and appearance. The majority of student product ideas utilize and process less valuable goods into products that have high economic value.

Mentoring assistance for students in the form of Student Enterprise in the usual form of an official business entity with a management structure created in accordance with the conditions of each student enterprise. The management structure depicts a miniature business process within a company, they have their respective duties and functions in accordance with their field of work, and in running a business students are still accompanied by a mentor who is also a business practitioner (Wiyati et al., 2019). Implementation of persuasive communication to make students entrepreneurial that is able to change the attitudes and

behavior of students to entrepreneurship, which includes; 1). Generating entrepreneurial motivation, 2). Understanding the Importance of Entrepreneurship, 3). Accept & choose entrepreneurship as a profession, 4). Dare and do business (new entrepreneur) (Pittaway & Thorpe, 2012).

1. Raising Motivation For Entrepreneurship

Someone has an interest in an object, can arise because of oneself and from the influence of others (Friedrich et al., 2019). The interest that is due to the encouragement of oneself is relatively more earnest in realizing it compared to the interest in something that arises from the influence of others (Santoso et al., 2020). Likewise in the case of an interest in entrepreneurship, it can also arise because of oneself also arises because of the influence of others, this is where changes in attitudes that are owned by students, on the implementation of persuasive communication (Hunter & Lean, 2018).

Entrepreneurial interest can grow from anywhere, including by joining the Entrepreneur Certification Program. As experienced by Alfina Wulandari, a student of the Department of Information Engineering, Faculty of Engineering, *Muhammadiyah* University of *Ponorogo*;

He admitted that he turned out to be a good businessman. "Before joining KWU, I had no thoughts about starting entrepreneurship. After joining KWU, my mindset became open and motivated. It turns out that being a businessman is good, especially with business mentors. (Alfina Wulandari, interview on Saturday 20 Oct 2018, 09.40).

2. Understanding The Importance Of Business

Knowledge about entrepreneurship needs to be possessed (Zhu et al., 2002), especially for students, so that with this knowledge it is hoped that it can foster a business spirit for entrepreneurship (Kwong et al., 2012). Attitudes, motivations, and interests of students are needed for students who are entrepreneurs, this is to be able to identify business opportunities, then utilize business opportunities to create new job opportunities (Rapini et al., 2018). Students' interest and knowledge about entrepreneurship can be developed through a change in attitude towards the implementation of persuasive communication (Aithal, 2015). Understanding the importance of entrepreneurship is expected to shape their tendency to open new businesses in the future(Purwaningsih et al., 2013).

From the factors that influence the formation of these attitudes, students can understand the importance of entrepreneurship, even students are able to differentiate the process of entrepreneurship education and other education, this is conveyed by the Trio Utomo, KWU Alumni Batch 2 who are participating in the Entrepreneurship Education program:

... there are differences during the learning process at KWU with lectures in general. In another lecture, the knowledge he obtained was not necessarily able to be done at this time. And it is theoretical, so it is still in the form of an opinion from someone and we are not certain to use it. In contrast to KWU which provides entrepreneurial knowledge that we certainly use and will certainly benefit our lives. Because the benefits are enormous, it must be serious when learning it. . (Trio Utomo, interview on Monday 22 Oct 2018, 09.00).

3. Choosing Entrepreneurs As A Profession

Business mentors in persuasive students for entrepreneurship at the University of Muhammadiyah Ponorogo, conducted in the student entrepreneurship certification program, this program began in 2011. The main objective of this program is so that students have an entrepreneurial mindset after students have an entrepreneurial mindset the students can expect to choose and running entrepreneurship as part of his career and profession planned in the future. In the implementation of this program accompanied by business mentors who are entrepreneur practitioners from various business fields. In the mentoring process, the task of a business mentor is how to influence students to become entrepreneurs and students can place and choose that entrepreneurship is their chosen profession.

From the implementation of the entrepreneurship program with the learning modules that are used, giving a good impact for students to become entrepreneurs, the interesting thing about this learning makes students choose to pursue the entrepreneurial profession, as conveyed by Novita Dwi Lutfiani Nursing Undergraduate Students:

... According to him, following KWU also affected the businesses he was engaged in, such as adding channels to expand his business network. In addition, at KWU, he can share many business problems. From the experiences of business actors who may have fallen and could rise again, there he learned how to rise strategies. Even though I'm not majoring in management, I got knowledge about business management. KWU became a place for me to gain knowledge about business to advance business, which is more developed. . (Novita Dwi Lutfiani, interview on Saturday 13 Oct 2018, 10.00).

4. Dare And Do Business (New Entrepreneurs)

Assistance provided by business mentors, from the stage of understanding the importance of entrepreneurship, and from the assignments given by mentors, there are some students who have successfully owned and opened new businesses. The business in the next process will still be given assistance by a business mentor. To facilitate the implementation of business mentoring by business mentors to students, it is in the form of a Student Enterprise business group consisting of several students. The target of mentoring for this business mentor is until the establishment of business legality, or businesses run by students have a

business license.

Courage to start a business is one of the successes of the persuasion process carried out by business mentors in mentoring students. For effectiveness in business assistance, business mentor students provide motivation about business, that business is basically courage of action, for and loss is after doing action, this is as stated by Dhani, a student of the Department of Communication who participates in business assistance;

According to him, to become an entrepreneur we don't need to think about profit and loss, the most important thing is action first. If the business we run generates profits, then we must be grateful. If you still lose, it means you have to think that failure will make us better, of course. (Dhani, interview on Saturday 03 Nov 2018, 09.00).

Table 2. List of Student Enterprise (SE)

NO	NAME SE	POSITION	PRODUCT DESCRIPTION
1	Genong Cacing	**Mentor :** **AZHAR AZIZ NASUTION** • **Director:** Ahmad Latiful Ansor • **Production Manager:** Angga Lestiana Putra • **Marketing Manager** Risky Danu Ramandha	It is a processed product From the results of Worm Cattle which is packed inside good powder form wet or dry, used for animal feed.
2	MAS PUBER	**Mentor :** **IMA RESMAYANTI** • **Director :** Firda Akmalia Wardah • **Financial management:** Diah Ayu Mulkud R. • **Production Management:** Anisa Ul'hasanah • **Marketing Management:** Ayu Sari Wahyuni	It is processed the boiling of rice water which is processed into a beauty mask. Some variants of *Mas Puber* are turmeric, lime, and original.
3	UDENG PONKER	**Mentor :** **YUSUF ARIF** • **Director :** Andri Kurniawan • **Financial management:**	It is a *Ponorogo* cultural handicraft product in the form of *udeng* (headband cloth) with a distinctive *Ponoragan* design

		Umaya D.S.L • **Production Management:** Dimas H.P. • **Promotion Management:** Eka S.W	
4	BIMBEL INSAN CITA	**Mentor :** **TAUFIQ KHAIRONI FADLI** • **Director :** Anton Wahono • **Learning Management:** Febriana P.P • **Development Manager:** Gladissela A.N • **Administration Manager:** Imroatul Ardziah	It is a Special Mathematics Tutoring for elementary, middle and high school levels.
5	**BEST-T SABLON PONOROGO**	**Mentor :** **EDI WIDODO** • **Director President:** Moh. Saiful Arifin • **Director:** Bayu Mulya Saputro • **Manager :** Ervan Dwi Aridho	It is a T-shirt production that has the characteristics of *Panoragan Ponorogo,* namely the cultural and artistic characteristics of the *Ponorogo* area.
6	**HASHI GRUP**	**Mentor :** **YUSUF ARIF** • **Director President:** Hafidatul Litfiyah • **Director :** Rini Widyastuti • **Manager :** Ana Wahyu	It is a snack produced by small and medium businesses in the villages, many of which are produced including cassava chips, taro chips, sale of bananas that are repackaged and innovated in terms of taste.
7	BOLUPA	**Mentor :** **KHONA INDRIANA** • **Director :** Ismail A. • **Marketing Manager:**	It is a processed cake the basic ingredients from sugar and flour young coconut, which give typical

		Irfan Veka P	BOLU Typical Taste COCONUT.
8	**BIMBI SOUVENIR**	**Mentor :** **AGUS SUSANTO** • **Director President:** Bambang Irawan • **Director :** M. Fiyan F • **Production Management:** Widya Astuti • **Marketing Manager:** Firsa Damayanti	Archipelago graduation doll products are made from basic materials of Barbie dolls and also Ken with intentionally designed clothes, just like the graduation/I attire on the campus of public and private universities.

Source: Primary data, processed.

From various Student Enterprise groups, they already have products produced from their own businesses. These products are as outputs of Student Enterprise business activities, which have been mentored by mentors, the next stage of the process is, making branding and brands, conducting product testing to the public, for food products carried out laboratory tests on proper and healthy eating and home industry testing (PIRT).

From this stage of the process, the products owned by Student Enterprise will do business legality for their legal entities, namely by managing business licenses (SIUP) and business registration certificates and intellectual property rights (IPR). So that with the legality of the business owned by Student Enterprise, both for the details of the product being produced, also institutionally the Student Enterprise can be in accordance with the rules and regulations that apply in general as an official business entity, it is hoped that this business can develop and compete globally in the wider community.

Some students who have successfully opened a business with products produced show that students, basically able and able to become new entrepreneurs, with their courage and confidence they will be able to have products that can develop, in the future. Some of the products that have been produced include; *Genong* Worms, *Bolupa,* Mas *Puber, Udeng Ponker, Bimbel Insan Cita*, Best-T Screen Printing *Ponorogo, Kletikan,* and *Bimbi* Souvenir.

CONCLUSION

The results of the study found that there are students who become new entrepreneurs who are able to produce products or services, and these products have competitive and comparative advantages. The results of mentoring assistance in this program are able to create and add economic value to both the students concerned and the community in general. Mentoring assistance for students in the form of Student Enterprise which is usually made by an official business entity with a management structure adjusted to the conditions of each student enterprise. The management structure depicts a miniature business process within a company, they have their respective duties and functions in accordance with their field of work, and in running a business students are still accompanied by a mentor who is also a business practitioner.

Persuasive communication activities undertaken by business mentors can produce several responses as a reaction from persuasive mentors to students, these reactions are: 1) Generating Motivation for Entrepreneurship; motivation can be influenced by a mentor, including in terms of interest in entrepreneurship can also arise from the influence of others, in addition to encouragement from oneself, even the reaction will be stronger with the influence of a mentor if initially students already have an interest in entrepreneurship. 2). Understanding the importance of entrepreneurship; mentors can influence and shape attitudes, students about understanding the importance of entrepreneurship, even students are able to differentiate the process of entrepreneurship education and other education. 3). Choose Entrepreneurship as a Professional; The business mentor in persuasive students is done with the main objective of making students have an entrepreneurial mind-set, and students can choose and run an entrepreneur as part of their aspiring career in the future. 4). Dare and do business as a new entrepreneur. Assistance provided by business mentors, from the stage of understanding the importance of entrepreneurship, and assignments given by mentors, there are some students who have successfully owned and opened new businesses. The business in the next process is still accompanied by a business mentor. The target of mentoring for this business mentor is to establish the legality of the business, or the business run by students has a business license.
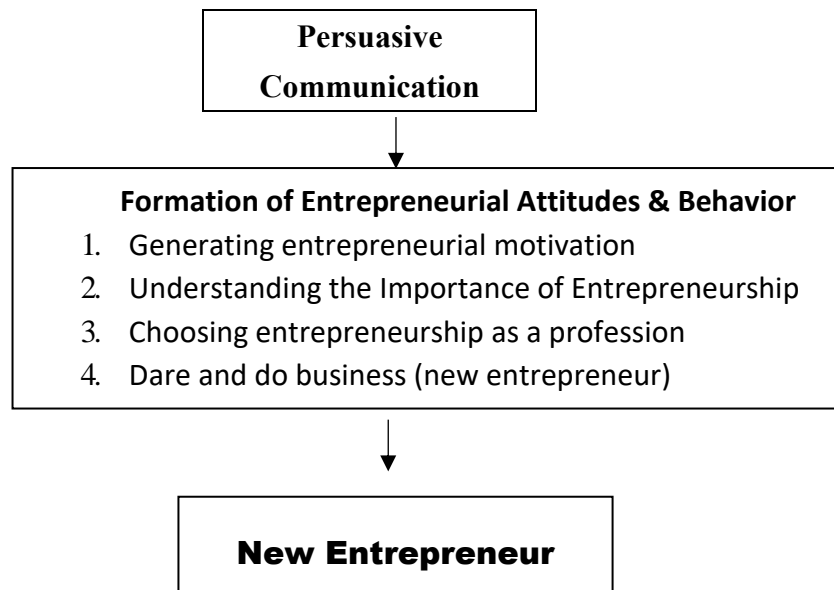
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┌─────────────────────┐
│     Persuasive      │
│    Communication    │
└─────────────────────┘
          │
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┌──────────────────────────────────────────────────┐
│  Formation of Entrepreneurial Attitudes & Behavior│
│   1.  Generating entrepreneurial motivation        │
│   2.  Understanding the Importance of Entrepreneurship│
│   3.  Choosing entrepreneurship as a profession    │
│   4.  Dare and do business (new entrepreneur)      │
└──────────────────────────────────────────────────┘
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┌─────────────────────┐
│   New Entrepreneur  │
└─────────────────────┘
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Figure 2. Implementation of Persuasive Communication
Source: Processed Researcher

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