Strategic Role of University in Creating Young Entrepreneur

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Abstract
This research aims to develop a partnership model between colleges and stakeholders as an effort to create young entrepreneurs. Research settings conducted in selected colleges are: University of Sebelas Maret (UNS), Institute of Agama Islam Negeri (IAIN) Surakarta and University of Muhammadiyah Surakarta (UMS). This research used primary data that obtained through field observation techniques, focus group discussion (FGD) and an in depth interview for the college stakeholders who are considered as key figures in the student affairs. The method of analysis used was a descriptive-analytical approach. The results of this research showed that there are a number of strategic roles in developing college partnership models and stakeholders that include: (1) formulate a business development strategy: (i) entrepreneurial teaching and management business based on soft skill and (ii) organizing intensive, systematic and unified education and training on business management and entrepreneurship digital economy based; (2) universities synergized with bank and HIPMI for the purpose of evaluation of Business plan, business assistance and business consultant for business students; (3) Provide the ease of access to capital for business students whose business plan is assessed worthy by the team of the assessment.

Key words: partnership model, stakeholders, business development

Rol estratégico de la universidad en la creación de jóvenes emprendedores

Resumen

Esta investigación tiene como objetivo desarrollar un modelo de asociación entre las universidades y las partes interesadas como un esfuerzo para crear jóvenes emprendedores. Los entornos de investigación realizados en universidades seleccionadas son: Universidad de Sebelas Maret (UNS), Instituto de Agama Islam Negeri (IAIN) Surakarta y Universidad de Muhammadiyah Surakarta (UMS). Esta investigación utilizó datos primarios que se obtuvieron a través de técnicas de observación de campo, discusión de grupos focales (FGD) y una entrevista en profundidad para las partes interesadas de la universidad que se consideran figuras clave en los asuntos de los estudiantes. El método de análisis utilizado fue un enfoque descriptivo-analítico. Los resultados de esta investigación mostraron que hay una serie de roles estratégicos en el desarrollo de modelos de asociación universitaria y partes interesadas que incluyen: (1) formular una estrategia de desarrollo empresarial: (i) enseñanza empresarial y gestión empresarial basada en habilidades blandas y (ii) organización educación y capacitación intensiva, sistemática y unificada sobre gestión empresarial y emprendimiento basado en economía digital; (2) universidades sinergizadas con el banco y el HIPMI con el propósito de evaluar el plan de negocios, asistencia comercial y consultoría de negocios para estudiantes de negocios; (3) Proporcionar la facilidad de acceso al capital para estudiantes de negocios cuyo plan de negocios sea evaluado por el equipo de la evaluación.

Palabras clave: modelo de asociación, partes interesadas, desarrollo de negocios.

INTRODUCTION

To maneuver the national economy, especially the more dynamic real sector and the welfare of the people of Indonesia, it is ideally required entrepreneurs population for 2 percent of the total population of Indonesia or about 5 million entrepreneurs with the assumption Indonesians amounting to 250 million inhabitants. While in the reality, the number of entrepreneurs in Indonesia is only about 0.8 percent of the population is about 450 thousand people. This shows that the business sector has not been able to

empower the economy wheels more optimally.

The small population of entrepreneurs in Indonesia is caused by several major factors among them is the access factor of capital and entrepreneurship skill that is insufficient. For the capital factors, the beginner entrepreneurs (no exception to business students) are constrained by the bank's very high lending interest. Based on Bank Indonesia report (2011) that Bank Indonesia interest rate is 5.75 percent; Interest rates of loans above 100 billion around 10 percent; Credit interest rates below 100 billion by about 11 percent; Credit interest rates for medium enterprises of about 13 percent; While credit interest rates for micro enterprises amounted to 18 percent. This indicates there is a very wide gap between huge entrepreneurs and micro entrepreneurs as well as understandable, that the bank enjoys a huge net interest margin (NIM) which is about 13 percent of micro-enterprises, while that credit interest rates incriminate micro and small business in Indonesia.

Table 1. Number of Units, Labor, Production Score, and Investment Score Based on Business Units in Indonesia 2017

Description	Micro	Small	Medium	Huge
Amounts (thousand of units)	62.106,9	757,09	58,627	5,46
Labor (thousands of people)	107.232,992	5.704,321	3.736,103	3.586,769
Production Score (billion Rp)	4.727.989,4	1.234.210,7	1.742.435,7	5.136.223,1
Investment Score (billion Rp)	282.701,5	813.853,9	1.140.184,4	1.607.917,4

Source: Ministry of UKM (2018)

Where as it is known that the UMKM sector becomes the most power full social safety net because it is able to absorb the enormous workforce. From Table 1. it appears that the number of small business units in Indonesia is the most and able to absorb a relatively large workforce of 71,187,000 people, while the difference in investment score is not too big compared to medium scale enterprises. This indicates that small business plays a very important role in moving the real sector in Indonesia.

Individual interest in the business can be observed since the individual pioneered or run a business on the sidelines of his college activity or since his status as an active student. In general, student business is still in the form of stub or micro-or small-scale such as food stalls, depot, phone

and computer accessories counter, laundry services, fashion and so on. However it is suspected that the business has not been able to develop significantly due to the constraints of various major inhibiting factors including the broad factor of access to capital and entrepreneurial skills are not adequate.

Therefore, the role and/or strategic policy of the college to develop micro and small business belongs to students, so it is expected to foster a population of young and reliable entrepreneurs born and large among the college and can reduce the unemployment rate of high-education graduates. This condition motivates researchers formulate a problem: how does the model of micro and Small business development strategy belong to the college's strategic policies? As for the goals that have been achieved this research is to design a model of policy and/or strategies for development of micro and small business students based strategic policy of universities.

LITERATURE REVIEW

Entrepreneurship is believed to be one of the very strategical educated unemployment solutions. As described by Maric et al., (2010) that entrepreneurship is one solution to solve unemployment problems. Empirically, there is a negative correlation between unemployment and entrepreneurship. It means that more and more entrepreneur population owned by a country, the lower the unemployment rate of the country. Even in other research on entrepreneurial contributions in economic development it is found that entrepreneurial is one of the keys to economic development, because as a source of job creators and the increase growth of the per capita growth (Richardson, 2002; Steven and Russel, 2003; Tambunan, 2006; Maribel et al., 2009; Zoltan and Laszlo, 2010)

As known, most of the efforts initiated by students belong to micro and/or small businesses. Based on the provisions of the Act of the Republic of Indonesia No. 9 year 1995 on small business, the meaning of small business is the economic activity of small-scale people and meet the criteria of annual net worth and ownership as follows:

A. Has the most net worth Rp. 200 million, excluding land and building premises or

B. Have the most annual sales results of Rp. 1 billion

While according to the BPS (2018) Companies/small industrial enterprises and household handicrafts is a company/business processing industry that has workers 1 – 19 people including entrepreneurs, whether company/business is legal or not. Table 2.1. Shows the criteria of micro and small business in Indonesia.

Table 2. Micro and Small Business Criteria

Criteria	UU No.9 Th 1995 on Small Business	UU No.20 Th 20008 on UMKM
Micro Business	Has not set	✓ Net worth ≤ Rp50.000.000 ✓ Annual sales ≤ Rp300.000.000
Small Business	✓ Net worth ≤ Rp200.000.000 ✓ Annual sales ≤ Rp1 M	✓ Net worth > Rp50.000.000 until Rp500.000.000 or ✓ Annual sales> Rp300.000.000 until ≤ Rp2,5 M
Medium Business	Has not set	✓ Net worth > Rp500.000.000 until ≤ Rp10 M or ✓ Annual Sales > Rp2,5 M until ≤ Rp50 M

Source: Indonesia Bank Info Booth (2018)

The results of the survey that conducted by Hamid and Sri Susilo (2010) mentioned that there are some problems confronted by UMKM in DIY Province, among others is (i) marketing; (ii) Capital and financing; (iii) Innovation and utilization of information technology; (iv) Use of raw materials; (v) Production equipment; (vi) The absorption and empowerment of labor; (vii) Business Development plan; and (viii) readiness to face external challenges.

Subsequently, based on the results of the survey, Sri Susilo and Hamid (2010) provided several policy and strategy recommendations, namely: (i) various training in the development of products that are more varied and quality oriented and based local resources; (ii) Government support on the development of production processes by revitalizing machines and more modern equipment; (iii) Highly competitive product development with local characteristic content; (iv) Credit policy by banking with interest is cheaper and the process is simpler so it will support the acceleration process of revitalizing the production process; (v) improving the quality of both physical and non-physical infrastructures to lower distribution costs so that UMKM products will have higher competitiveness; and (vi) Promotion development policy support to export and domestic market with a variety of modern and varied media.

RESEARCH METHODS

The types of data used were primary data obtained through interview techniques, focus group discussion (FGD) and the interview in depth to uncover about: (i) the proportion of the number of students who have pioneered and or run the business and type and scale Business, (ii)

Identification of business constraints for business students (iii) factors that encourage students to pursue a world of business (entrepreneurial) and (iv) partnership model of colleges and stakeholders.

The method of analysis to be used in research was a qualitative descriptive (analytical) in the framework of the situation approach, structure, behavior and performance (SSPP). The FGD results are also used as a base for developing college partnership models and stakeholders. The use of this approach is based on performance considerations such as: (i) not yet a college role to allow the growth of young entrepreneurs in colleges; (ii) There is no programmatic activity that encourages students and alumni to enter the business world on an ongoing basis.

RESULTS AND DISCUSSION

Development Goals

The College partnership Model and stakeholders were expected to develop micro-run students, who have a business capital below Rp 5 million, and Rp 5 million up to less than Rp 50 million. Table 4.1 shows the data on the position of business and the type of business that students operate in college.

The type of business is divided into 6 (six) categories, with the following details: (1) Food and beverage as many as 39 business units; (2) service business as many as 17 business units; (3) Convection and fashion as many as 15 business units; (4) The store, depot and its type of 15 business units; (5) Supplier, Multi-Level Marketing (MLM) as many as 8 business units and (6) farms and ornamental plants as many as 6 business units.

Table 4. Respondent Data Based On Business Type and Its Location

No	Business Location	Business Type	Amount (Units) Micro Business
1	Surakarta City	Food and Beverage	12
		Service Business	4
		Suplier, MLM	2
		Farm and Ornamental Plants	2
		Convection dan Fashion	2
		Shop, Depot and its types	3

2	Sukoharjo District	Food and Beverage	8
		Service Business	4
		Suplier, MLM	1
		Farm and Ornamental Plants	1
		Convection dan Fashion	6
		Shop, Depot and its types	5
3	Klaten District	Food and Beverage	10
		Service Business	4
		Suplier, MLM	3
		Farm and Ornamental Plants	2
		Convection dan Fashion	2
		Shop, Depot and its types	4
4	Boyolali District	Food and Beverage	9
		Service Business	5
		Suplier, MLM	2
		Farm and Ornamental Plants	1
		Convection dan Fashion	5
		Shop, Depot and its types	3
		Total	100

Source: Primary data (processed)

Proportion of Student Business Type

The amount of samples taken for the whole region (district and city) amounted to 100 respondents (micro business actors) with details, Surakarta City as many as 25 students; Sukoharjo District as many as 25 students; Klaten District as many as 25 students and Boyolali District as many as 25 students.
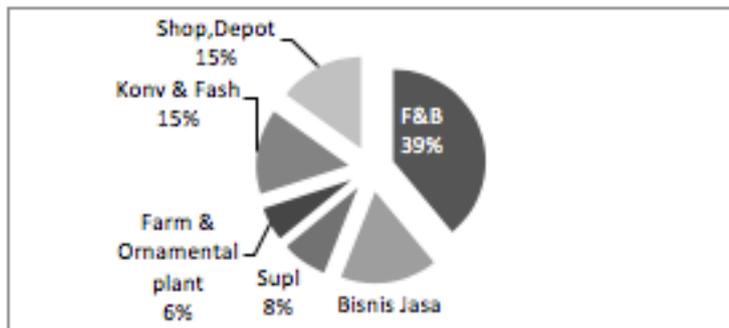
Source: Primary Data (Processed)

Figure 1. Proportion of Respondents by Business Type

    Figure 1. showing the results of observations (surveys and interviews) that describing the proportion of the type of micro business being executed and or pioneered by students in the research area. Based on these images can be explained that the largest composition (first order) type of micro-operated students are the business (product) of food and beverage with the amount of 39 business units or 39 percent. The results of this observation correspond to the research of Hamid and Sri Susilo (2010) explaining that UMKM in Yogyakarta are mostly operating in the field of business or small industries related to food products (agriculture). This occurs because it is influenced by several things, namely: (i) the availability of raw materials, (ii) the availability of adequate human resources and (iii) the scale of business in accordance with the local market conditions. This type of business include, pastry products, cakes or roti basah, catering, food stalls (HIK), refill mineral water, fried duck, grilled chicken and fried chicken, banana ice-bean, organic soy milk, cow milk, sugarcane ice, meatballs (sausage) grilled, lontong sayur, vegetable traders and others.

    Then followed by second order, type of service business venture as many as 17 business units or have a proportion of 17 percent. This business includes, private tutoring, book writer, salon and day Spa, daycare, computer rental (typing), computer and laptop service, hand phone service, household electronic service, photocopy and others. The biggest proportion of the following types of businesses is the convection and fashion of 15 business units (15 percent). This type of business includes, convection door to door, muslimah clothing (robe, hijab and Mukena), unique crafts bags, laundry, boutique accessories. In the following order type of business that has the same proportion (15 percent) with the type of convection and fashion business is a shop consisting of several businesses: gro-

cery store (daily needs), pulse vouchers, hand phone accessories, laptop accessories (Notebooks) and others.

The proportion of the fifth and sixth sequence is the type of business suppliers and businesses of farms & ornamental plants, each having a share of 8 percent and 6 percent. Suppliers ' businesses include, vegetable traders, fruit suppliers, MLM products suppliers, foodstuffs suppliers and others. While the type of business farms and ornamental plants include, laying chickens, chickens, poultry, rental/sale of ornamental plants and others.

Picture 2. Shows the average total score of sales of micro-owned products of students from 2010 to 2012. The picture explains that from year to year there is an increase in the sales score of micro-operated students. In the year 2010 the average total sales score of Rp. 1.55 billion, then in the year 2011 increased Rp. 2.65 billion. While in 2012, the total score of micro business sales managed by students reaches Rp. 3.85 billion.
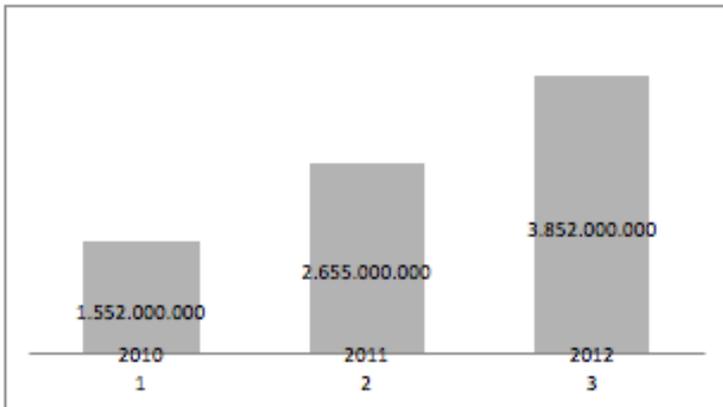
Sourcer: Primary Data (processed)
Figure 2. Average of Product Sales Score 2014-2016

Student Business Problematics

The initial step before building a student's small and micro enterprise development strategy is to identify the various problems and constraints students face in running their business. Based on observations and in-depth interviews in the field were found some problems, which could group into two aspects, namely internal aspects and external aspects. It is also found in the research of Hamid and Sri Susilo (2010).

Table 2. Shows some internal and external problems that students face in managing their micro and small business.

Table 2. Some Problems of Student's Micro Business

Internal Aspect	External Aspect
1. The physical form, content and packaging of the product tends not to change or there has been no meaningful product innovation.	1. Market share is not growing, due to its lack of marketing strategy (promotion and advertising).
2. Production capacity is very limited, so not able to serve large orders in a particular season.	2. Vulnerable to counterfeit products and/or threats of similar products that are more modern and hygienic (for the case of types of food and beverage businesses)
3. A very small business capital, because of its lack of access to the bank (collateral constraints), so that the difficulty of doing business expansion.	3. Economic conditions that are influenced by the increase in fuel prices or inflation, so that raw materials prices increase sharply
4. Business management not based on technology so the development of the business tend to stagnant	4. The interest of bank loans is very high far above the BI rate and the rigid collateral so that access to the capital is low.
5. Business management that is historically transmitted, thus inhibiting business development (the case for a certain type of business).	5. For the case of certain types of
6. Entrepreneurship skill is still low, so the business can't develop optimally.	businesses, the vulnerable place of business is displaced by certain parties
7. For certain type of business, difficulties in the purchase of raw materials, so the difficulty in fulfilling the demand of large markets.	6. The contribution of university is less optimal in development of students' micro business
8. Product pricing tends to be costly, as a result of high production costs.	7. The lack of contributions of external parties such as, KADIN, HIPMI, and its similar associations in support of UMKM development (Hamid and Sri Susilo, 2010)
	8. Less (even none) entwined a partnership relationship between large and small enterprises (micro)
	9. Government policy on tax withdrawals that incriminated entrepreneurs

Source: Primary Data (processed)

The problems that have been shown in the table above correspond to the research of Hamid and Sri Susilo (2010), in general it can be described as follows:
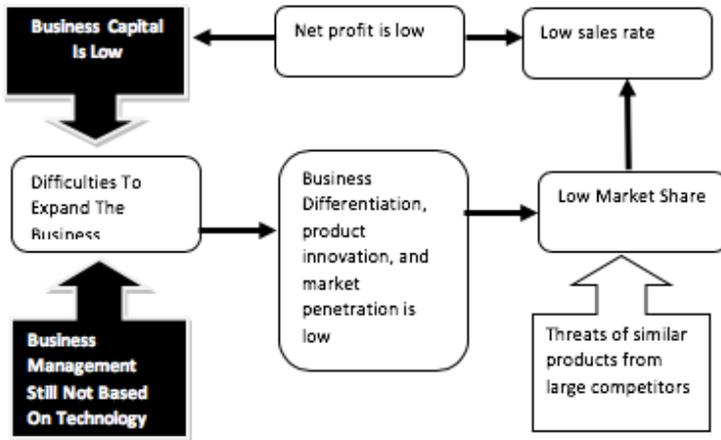
Source: Primary Data (Processed) and adapted from Hamid and Sri Susilo (2010)

Fig. 3. Common problems Confronted by Small and Micro Enterprises

Fig. 3. describing the major problems faced by the students ' micro and small businesses are internal problems especially in terms of capital. Small business capital or working capital has an impact on the difficulty of expanding the business. Business expansion that can not be conducted by students causes business differentiation, product innovation, and low market penetration or low product quality so that in turn causes market share not to grow. His low-market share of micro and small businesses resulted in low sales rates. This has an impact on low net profit levels so that the level of business capital formation tends to be low. The difficulty of expanding the business is also influenced by the management of business that is not based on knowledge and technology (IPTEK). Then the low market share is also influenced by the threat of similar products from major competitors.

Micro and Small Business Development Strategies for Students

The following steps are universities conducting strength, weakness, opportunity and threat Analysis (SWOT) on micro and small businesses belonging to students as the basis for formulating grand strategy. Table 3. Show the results of SWOT analysis and the grand strategy formulation based on the findings of internal problems and internal problems (2)

Table 3. SWOT analysis and formulation Grand Strategy

SWOT Analysis	
Strength (S)	**Weakness(W)**
✓ Have customers who tend to be loyal ✓ Small and micro enterprise products are distinctive and unique (Hamid and Sri Susilo, 2010) ✓ Tend to withstand the economic crisis. ✓ Place of business close to the customer ✓ Not much need labor and work tends to be simple (uncomplicated)	✓ Design, content and packaging products are less attractive, tend to not change or have no meaningful product innovation. ✓ Low capital access due to less bankable ✓ Products tend to be lesser known, due to less advertising and promotions ✓ In the case of food and herbal products, considered to be less fulfilling hygienic rules ✓ Small Market share, relatively small profits
Opportunity (O)	**Threat (T)**
✓ Opportunity to open new market (business branch) ✓ Easy and wide open raw material access ✓ Higher product demand growth ✓ Product creation and innovation enabling sales can increase	✓ Threats of trade liberalization of China-dominated products (Hamid and Sri Susilo, 2010) ✓ Higher bank loan interest ✓ increased production costs due to fuel price increase and high inflation.
Grand Strategy Formulation	
Strategy S-O	**Strategy W-O**
✓ Expansion of business by unlocking new branches ✓ Differentiation and development of quality-oriented products (Hamid and Sri Susilo, 2010) ✓ Optimizing raw material supplies to meet rising market demands	✓ More attractive product innovations, to increase sales and profits ✓ Increase capital access through bank loans by creating a business plan that is prospectus and accurate. ✓ Boost ads and promotions ✓ Hygienic Warranties of the health service or related service (food products)
Strategy S-T	**Strategy W-T**
✓ High competitiveness product development with local characteristic content	✓ Participate in higher education programs related to entrepreneurial development

✓ Find the most inexpensive funding source cost of capital (for example, joint venture) ✓ efficiency of production costs, by reducing the posts that are less important or unrelated to the business ✓ Technology usage for efficiency and production effectiveness	✓ Improve entrepreneurship skills and business management ✓ Optimize working capital without having to increase debt ✓ Partnering with already establish medium enterprises.

Based on the SWOT analysis can be formulated with the following strategies of micro and Small business development of students as follows: (1) Expansion of business by unlocking new branches;

(2) Differentiation and development of quality-oriented products (Hamid and Sri Susilo, 2010);

(3) Optimizing raw material supplies to meet rising market demands; (4) More attractive product innovations, to increase sales and profits; (5) Increase capital access through bank loans by creating a business plan that is prospectus and accurate; (6) Boost ads and promotions; (7) Hygienic Warranties of the health service or related service (food products); (8) High competitiveness product development with local characteristic content; (9) Find the most inexpensive funding source cost of capital (for example, joint venture); (10) Efficiency of production costs, by reducing the posts that are less important or unrelated to the business; (11) Technology usage for efficiency and production effectiveness; (12) Participate in higher education programs related to entrepreneurial

development; (13) Improve entrepreneurship skills and business management; (14) Optimize working capital without having to increase debt; (15) Partnering with already establish medium enterprises.
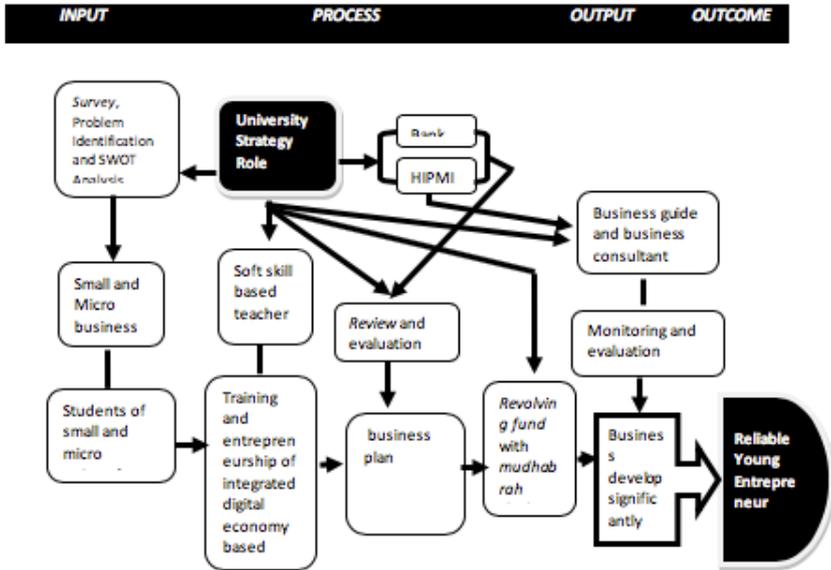
Figure 3 shows the strategic steps that the college must apply to develop micro and small businesses of students so that they can produce young entrepreneurs who are reliable college graduates. The first step to take the college was to record (survey) several things related to: (i) How many student populations were already running and or pioneering micro business; (ii) What kind of business was managed; and (iii) the place of business where. Once the data was obtained and managed was used as the basis for coordinating the students of micro-enterprises with the college. Coordination results can be used as a medium to identify problems and constraints faced by students in carrying out micro-enterprises. Once the problems and constraints were identified the next step to perform a SWOT analysis on the micro-business. Those steps were grouped in the INPUT phase.

Based on the data that has been obtained and managed; Problems and SWOT analysis, furthermore the college formulated micro and Small business development strategy, namely: (i) the teaching of entrepreneurship and business management based soft skills and (ii) Organizing education and training Intensive, systematic and uni-

fied business management and entrepreneurship based digital economy. After students of micro-enterprises follow intensive education and training, the following steps were students required to develop a business plan that explains about future business prospects (Prospectus). The Business plan was then reviewed and evaluated by a team of parties who synergized with the University, namely the Bank and the Association of Young Entrepreneurs named the Association of Young Indonesian Entrepreneurs (HIPMI). Bank was involved in the feasibility assessment of business plan because the bank has long experience and competence needed in financing for the customer. HIPMI was involved in the feasibility assessment of the business plan because HIPMI consists of people who have small and medium enterprises that have been establish.

Next strategic step was to provide easy access to capital for business students whose business plan was judged by the team of the assessment. The capital given to the students was not grants, but was a revolving fund with Akad Mudharabah that was the cooperation contract between two parties where the first party (Shahibul Maal) provides the entire (100 percent) of capital, while the other party as a maintainer. The benefits of the business are Mudharabah divided according to the agreement that was set in the contract, while the loss was borne by the capital owner during the loss was not the result of the management negligence (Antonio, 2005). The steps were grouped in the PROCESS phase.

The following strategic step was to do the college and evaluate the development of micro-owned students after the use of capital. In the same time the college synergizes with HIPMI to conduct business and act as a business consultant for the business students. The steps are grouped in the OUTPUT phase.

Based on the strategic measures were expected to forward can be generated young entrepreneurs who are reliable graduates of the college who are the strategic OUTCOMES for higher education institutions.

CONCLUSION

Based on the research results already shown in the chapter

results and discussion can be concluded some important things. First, micro and small businesses of students faced a variety of problems: (i) physical forms, content and packaging products tend not to change or there is no meaningful product innovation; (ii) The production capacity was very limited, so it was not able to serve large orders in certain seasons; (iii) Very small business capital, due to insufficient access to the bank (collateral constraints), so that the difficulty of expanding the business; (iv) Management of the business was not based on IPTEK so the development of business tends to stagnate; (v) Business management that was historically transmitted, thus inhibiting business development (the case for a certain type of business); (vi) Relatively low entrepreneurial skills, so the effort does not develop optimally; (vii) for certain types of businesses, difficulties in the purchase of raw materials, so that the difficulty in meeting large market demands and (viii) product pricing tends to be expensive, as a result of high production costs;

Secondly, the problems that have been identified were used as the basis for the drafting of SWOT analysis to formulate the grand strategy and model of micro and Small business development of students based on strategic role of universities (Figure 3.).

Third, the strategic role of the high-level in producing young entrepreneurs includes: (a) The record of several things related to: (i) How many students have been running and or pioneered micro business; (ii) What kind of business was managed; and (iii) the position of business where; (b) Conducting a SWOT analysis of the micro business; (c) Formulate micro and small business development strategies, namely: (i) the teaching of entrepreneurship and the management of soft skills based business and (ii) organizing intensive, systematic and integrated education and training on business management and Science and technology-based entrepreneurship; (d) Colleges synergize with Bank and HIPMI for the purpose of evaluation of Business plan, business assistance and business consultant for business students; (e) Provide ease of access to capital for business students whose business plan was assessed worthy by the team of the assessment.

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