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Entrepreneurship Education for the Youth to Support the Entrepreneurial Aspirations of the Younger Generation

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ABSTRACT

The aim of this community service is to provide education and knowledge to the younger generation, enabling them to realize their entrepreneurial aspirations and play a direct role in the local economy. The community service takes place in RT. 03 RW. 02, Bandar Raya Village, Payung Sekaki District, and involves teenagers and students, particularly the local youth, as participants in the counseling sessions. The methodology used in this community service includes lecture-style presentations and question-and-answer sessions. The lecture-style presentations are employed to deliver general knowledge about entrepreneurship education to the younger generation, aiming to foster their interest in entrepreneurship. The question-and-answer sessions are used to address specific topics that may not have been fully covered in the lecture-style presentations. This counseling program involves business practitioners from various business activities in the vicinity of the counseling location. It directly involves faculty members from the Management Study Program at STIE (School of Economics) and lecturers from Universitas Islam Riau, as well as teenagers/students from RT. 03 RW. 02, Bandar Raya Village, Payung Sekaki District, who serve as the target subjects of the program.

Keywords: Entrepreneurship Education, Entrepreneurial Interest, Youth, Students

INTRODUCTION

The high unemployment rate and limited job opportunities affect not only Pekanbaru City but also many communities. The increasing number of job seekers surpasses the available job vacancies, resulting in many applicants either settling for jobs that are not aligned with their education or qualifications, accepting low-quality jobs, or even remaining unemployed. Based on the existing reality, there are generally three options that college graduates may face. First, they can become civil servants or employees in private companies. Second, they may experience intellectual unemployment due to fierce job competition. Third, they can venture into their own businesses in fields related to their knowledge and technology acquired during their time in college.

Entrepreneurship understanding is crucial for students because they are expected to be the backbone of the nation in the future. With the education they possess, they can create job opportunities rather than adding to the unemployment rate after graduating from college. Therefore, students should be encouraged to think creatively about business opportunities in society and have the courage to start their own ventures. They should avoid being apathetic, as it becomes increasingly challenging to find employment after countless unsuccessful job applications. They must not forget that employment is not limited to working for companies or becoming civil servants; entrepreneurship is also a viable path.

Entrepreneurship education in schools, including universities, is essential for developing the entrepreneurial spirit among the younger generation. Vocational colleges with curricula that map

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specific competencies for their students play an indispensable role in fostering an entrepreneurial culture in Indonesia. Firstly, vocational colleges produce young graduates equipped with specific skills and ready to enter the job market. Secondly, vocational colleges are the ideal places to develop human resource capacity. Lastly, vocational colleges have specialized curricula and a group of educators committed to nurturing the potential of the younger generation.

Entrepreneurship education that equips students to become young entrepreneurs is closely related to business education, with vocational education playing a significant role. This is because the evaluation focus in vocational education is on students' attitudes and intellectual skills, rather than solely on theoretical knowledge. Excessive theoretical knowledge without the accompanying practical skills for application in real life would be futile.

Business education in higher education covers workforce education, distribution and marketing, understanding economic concepts, and their practical application in real businesses. Business education can be implemented at every educational level, from elementary school to college. In vocational colleges, business education significantly contributes to preparing graduates to become skilled business professionals capable of leading enterprises.

However, the reality shows that the majority of unemployed individuals in Indonesia are college graduates. This is due to their failure to secure employment in specific companies and their lack of interest in creating job opportunities or becoming entrepreneurs. This can be attributed to the fact that educators often overlook the cultivation of entrepreneurial attitudes and behaviors among their students. The orientation of the learning process is focused on preparing graduates to be potential workers or employees, rather than independent and self-reliant entrepreneurs.

METHODS

The methods used in this community service activity are lecture and question-and-answer sessions, which involve oral communication and discussions to address various aspects of entrepreneurship education. The process consists of two stages: preparation and implementation. The delivery of the material during the community service activity to the youth in RT. 03 RW. 02, Bandar Raya Village, Payung Sekaki District, Pekanbaru is as follows:

1. Providing motivation on the importance of entrepreneurship

   In this activity, motivation will be given to emphasize the importance of entrepreneurship. This will be done through motivational training sessions to further develop the small businesses that the youth are interested in. The activity will include exchanging experiences with successful young entrepreneurs who have been able to establish their own ventures.
2. Providing material on entrepreneurship education and realizing the entrepreneurial aspirations of the younger generation in RT. 03 RW. 02, Bandar Raya Village, Payung Sekaki District
3. During this activity, the participants will be provided with educational material on entrepreneurship. The material will cover various topics related to entrepreneurship, including basic concepts, business strategies, and practical tips for starting and managing a business. The aim is to equip the younger generation with the necessary knowledge and skills to pursue their entrepreneurial aspirations.
4. Introduction to internet as a marketing tool

   The participants will be introduced to the internet as a powerful tool for marketing their products or services. This will involve teaching them how to utilize the internet to expand their customer base and reach a wider audience. They will be encouraged to develop creative ideas for utilizing online platforms and social media to effectively promote and sell their products or services.

Figure 1. Partners Participating in Community Service Activities



Source: Community Service Activities 2022

RESULTS

One of the government's programs, particularly the Ministry of Education and Culture, is entrepreneurship education aimed at building and developing individuals with creative, innovative, sportsmanlike, and entrepreneurial spirit. This entrepreneurship education program is linked and integrated with other programs such as character education, creative economy education, and entrepreneurship education into the school curriculum. To foster entrepreneurial spirit and increase the number of entrepreneurs, the government has issued Presidential Instruction Number 4 of 1995 on the National Movement to Popularize and Cultivate Entrepreneurship. Entrepreneurial skills are provided to prepare students to become entrepreneurs after completing their education. Even if they drop out of school or college along the way, the entrepreneurship education they have received can be used to generate income and ultimately achieve the desired well-being.

The number of entrepreneurs in Pekanbaru city is 6,352 out of a total productive population of 319,478, which is a very small number to foster and increase the percentage of community economic growth. The Ministry of Economy encourages students and university students to become young entrepreneurs as they have a strategic position to contribute to Indonesia's economic growth. Developing entrepreneurship among the youth is a necessity to make Indonesia more advanced and self-reliant. Developing entrepreneurial human resources from the younger generation is relevant and essential to create new seeds so that students become entrepreneurs and create job opportunities.

Entrepreneurship education in schools and universities, especially in vocational colleges, must be implemented as an effort to develop entrepreneurial skills in the younger generation. Vocational colleges with specific competency-based curricula play an irreplaceable role in creating an entrepreneurial culture in Indonesia. The first reason is that vocational colleges produce young graduates with specific skills and readiness to enter the job market. Second, vocational colleges are the best place to carry out human resource development. The last reason is that vocational colleges have specific curricula and a group of educators who are committed to developing the potential of the younger generation.

The role of universities, particularly vocational colleges, in motivating their graduates to become young entrepreneurs is a driving factor for entrepreneurial growth. Their curriculum, which focuses on skill development and its application in running a business (business education), greatly assists the emergence of new entrepreneurs. Universities can support and produce entrepreneurs by implementing several measures such as :

1. Center for Entrepreneurship Curriculum Study and Learning
2. Entrepreneurship Training Center for Bachelor's Degree Candidates
3. Business Development Center and Implementation of University Research Products
4. Microcredit Facility Provider
5. Venture Capital Developer

There are several important reasons why the younger generation needs to be promoted, introduced, and educated about entrepreneurship. Firstly, there are currently too many job seekers and too few job creators. Secondly, overall entrepreneurial growth plays a role in creating broader societal prosperity. Thirdly, the fact that Indonesia has abundant natural resources requires entrepreneurial human resources capable of harnessing them for the welfare of the nation and its people. However, in reality, there are at least three factors that hinder the development of interest among college graduates in entrepreneurship.

Firstly, there is a mindset issue. Many college graduates still think of themselves as job seekers rather than job creators. Secondly, there is a problem with entrepreneurship curricula that are not yet adequate in terms of quantity and quality. This can be seen from the limited number of universities that offer entrepreneurship education, and even when they do, the curriculum is not well-integrated. For example, the curriculum often emphasizes cognitive knowledge rather than entrepreneurial attitudes and skills. This leads to graduates only understanding business at a theoretical level. The lack of an integrated link between educational institutions and specific business organizations makes it more difficult to develop entrepreneurial spirit and abilities. Consequently, the target market for college graduates remains focused on employment in large companies rather than individuals who want to become entrepreneurs. Such a mindset from educational institution managers is not aligned with the spirit of fostering entrepreneurship.

The third factor that hampers the development of interest among college graduates in entrepreneurship is the lack of commitment from both the central and local governments in creating new incubators for young entrepreneurs from the student community. This can be seen from the lack of incentives for college graduates to become entrepreneurs, as well as the lack of financial support and market opportunities for new entrepreneurs to establish small and medium-sized enterprises. One hot issue regarding small and medium-sized enterprises (SMEs) is that government support is not yet optimal in facilitating bureaucratic processes and permits, facilitating and expediting fund disbursement, and creating a conducive business environment for the business world in general. For example, banks often require a minimum of two years of business operation as a prerequisite for providing credit to new SMEs.

At the college level, if an educator wants to cultivate an entrepreneurial mindset among their students, they should be aware of the students' talents, aspirations, values, and knowledge, and create an environment conducive to fostering entrepreneurial attitudes. Traditional classroom learning systems will not yield significant results in producing young entrepreneur students. An update is needed in the education system and learning models that focus on the application of entrepreneurial culture. The aim of education should be to make students active participants in the learning process, rather than focusing solely on the educators. Therefore, the learning model should no longer rely on classical methods but should embrace individual learning, as each student has different potentials, talents, and interests.

In fact, it is easier to cultivate young entrepreneurs in vocational colleges compared to general universities. In vocational colleges, the curriculum is designed to provide students with specific skills accompanied by business education that can be applied in real business practices. Business education in vocational colleges can involve learning through production and sales experiences,

through practical industry internships, or through teaching factories, which are forms of collaboration between industries, educational institutions, and the government that offer a specialized learning environment for students. Learning through experience is obtained by students engaging in production processes. This approach is based on the concept that students relatively have an easier understanding, stronger memory, and can easily balance cognitive, motoric, and affective aspects.

The cognitive component is related to an individual's assessment of a subject or object. The information that enters the human brain undergoes a process of assimilation with the existing knowledge in the brain. New values that are believed to be true and good will evoke emotions or affective components in individuals. The motoric component occurs when individuals have a desire to act in accordance with their beliefs. These three components together will cultivate a personal attitude.

Figure 2. Group Photo with Speakers and Partner.



Source: Community Service Activities 2022

CONCLUSION

There are many learning methods that can be employed in the process of fostering entrepreneurship among young generations/students. Entrepreneurship education can be optimally achieved through business education. With business education, every young generation/student will be prepared to face the demands of the real business market, and this experience will positively shape their entrepreneurial mindset. Especially in vocational colleges with curricula that emphasize specific ready-to-use skills, business education will further sharpen their entrepreneurial instincts, turning them into educated and skilled young entrepreneurs. The emergence of young entrepreneurs will indirectly contribute to reducing unemployment, which is a vital issue for the nation.

Entrepreneurship education has an impact on the entrepreneurial intentions of young generations. This means that the higher an individual's motivation to comply with the opinions or advice of others, the greater their intention to become entrepreneurs. This also implies that the more opportunities provided for experiencing and mastering entrepreneurship training, involving them in learning activities, developing business plans, and running small businesses, the higher their intention to become entrepreneurs.

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