ENTREPRENEURSHIP TRAINING MODEL TECHNOPRENEURSHIP BASED

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ABSTRACT

Technopreneurship is part of the development of entrepreneurship by using advanced technology. The concept of technopreneurship is based on a technology base that is used as an entrepreneurial tool, for example online technology application businesses, security system businesses and so on. The importance of adaptation of entrepreneurial skills as a basis for facing challenges and opportunities is due to the limitations in learning theory which specifically details the learning process and students to the challenges and dynamics of technopreneurship. This training model is designed to support experiential learning where students engage in real projects, business simulations, or challenges that require implementation. This training model can be adapted to accommodate the diversity of students' talents, interests and ability levels. This research uses an ethnomethodological approach, namely a qualitative research approach used to understand and explain individual subjective experiences related to a phenomenon or event. The qualitative method itself is a research method that describes and analyzes phenomena, events, beliefs, attitudes and social activities both individually and in groups, because this research was conducted on a group of people or activities and organizations in one place with the Internet Mindset of Challenges of entrepreneurial training model Entrepreneur. The implementation of the entrepreneurial training model using the Internet Entrepreneur Mindset of Challenges approach at Yasti Vocational School and Tanggeung Vocational School has brought a number of significant positive impacts and changes. The training model was successful in improving students' technopreneurship skills at Yasti Vocational School and Tanggeung Vocational School. The training model has succeeded in integrating aspects of technopreneurship into the school curriculum.

Keywords: Implementation, Vocational School, Competency, Entrepreneurship, Technopreneurship

INTRODUCTION

Current challenges related to the world of education include increasing aspects of the quantity and quality of vocational education in meeting local and national needs that are able to compete globally, and also producing creative human resources through education in

creative economic development for the 2045 generation. In this case, Innovation and entrepreneurship provide one way to solve global challenges, build sustainable development, create jobs, generate and renew economic growth, and provide human welfare (World Economic Forum, 2009). Efforts to achieve quality vocational education graduates that are in line with the demands of the world of work need to be based on a curriculum that is designed and developed with the principle of suitability to stakeholder needs.

Education in Indonesia has now reached a point where students have succeeded in getting internet access and the latest technology. This opens up great opportunities for students to become reliable internet technopreneurs. However, for some students, such aspirations are still too far to reach, because they do not yet have a strong interest in technology and business.

The technopreneurship entrepreneurship program at vocational schools is a form of learning program that aims to instill entrepreneurial values through habits, attitudes, entrepreneurial behavior characteristics. To reach the demographic dividend in 2020-2035 (Ministry of Education and Culture, 2012), in 2010-2035 Indonesia must strive to invest quite a large amount in human resource development, one of which is universal secondary education (PMU). In the PMU achievement strategy (Ministry of Education and Culture, 2012), entrepreneurship is one component of the PMU learning system.

With strong community support in all sectors, entrepreneurship education will become an agent of change. Not everyone has to be an entrepreneur to take advantage of entrepreneurship education. However, all members of society have a role and facilitate the development of a more effective ecosystem, in an effort to encourage and support the creation of new, innovative ventures (World Economic Forum, 2009). Technopreneurship entrepreneurship learning is one of the supporting theoretical training subjects. Entrepreneurship in Vocational Schools is currently implemented at only around 1.93% of all teaching hours in Vocational Schools for six semesters. In fact, this has not resulted in the formation of independence that fully instills an entrepreneurial spirit in all vocational school graduates and therefore the design of entrepreneurship learning in vocational schools needs to be reviewed starting from the curriculum, learning strategies, methods, media and the way teachers support entrepreneurship (Sarbiran, 2002) . To more effectively instill the entrepreneurial spirit of technopreuneurship in students, efforts to increase it are needed, one of which is through a technopreuneurship-based entrepreneurship training model and therefore, through the training model "Mindset of Challenges Internet Entrepreneur entrepreneurship training model" which is implemented by students of SMK Yasti Cisaat Sukabumi, Students are expected to be equipped with the spirit of technopreneurship. This technopreneurship-based entrepreneurial training model. very important, because the Mindset of Challenges Internet Entrepreneur entrepreneurial training model is the most appropriate model for preparing graduates who are competent in their fields, who can be expected to be able to compete in the job market and can also create their own jobs through creative businesses so that community welfare can be met.

In today's digital era, digital technology has become an inseparable basic need and drives

industrial development in all sectors, including the economy, education and business. Therefore, scientists and education observers recommend that students realize the potential contained in the use of digital technology to develop successful careers in the future. The aim of this research is to evaluate the effectiveness of the "Mindset of Challenges" training model implemented by SMK Yasti Cisaat Sukabumi in cultivating students' technopreneurship spirit.

Entrepreneurship is a value that is realized in behavior that is used as a resource, driving force, goals, strategies, tips, processes and business results (Sanusi, 1994. According to Prawiro in the Curriculum Center of the Ministry of National Education (2010: 16), entrepreneurship is a value that needed to start a business and develop a business. Entrepreneurship is a process of doing something new (creative) and different (innovative) which is useful in providing added value. Entrepreneurship is the ability to create something new and different (Drucker, 1959: 25) Kristanto (2009: 25-26) explains entrepreneurship as the science, art, behavior, nature, characteristics and character of a person who has the ability to realize innovative ideas into the real world creatively (create a new and different). A different understanding is conveyed by Kuratko & Hodgetts (2007 : 5-6) and Hisrich & Peters (2002 : 42), where entrepreneurship is a process of innovation and creation. Entrepreneurship is a process of applying creativity and innovation in solving problems and finding opportunities to improve business life (Zimmerer, 1996: 20).

Technopreneurship is a concept of integrating technology and entrepreneurship. Technopreneurship will encourage business people to continue to innovate, using technology as a business foundation, thereby offering innovative and cutting-edge solutions. The use of technology in the economy is very important for Indonesia's future, especially during this pandemic. Technological developments have enriched the various business possibilities that entrepreneurs can run, so that the use of technology has been carried out by people from various backgrounds. Entrepreneurial spirit*technopreneurships*include: behaving and thinking independently, having a brave attitude and being able to take risks, trying to create and increasing the value of resources, always being open to feedback, wanting to always look for better changes (improving or developing), never feeling satisfied, continuing always innovate and improvise for further improvement, and have good moral responsibility (Suryana, 2003: 10). Entrepreneurial spirit*technopreneurships*encourage someone's interest in establishing and managing a business professionally. Interest is followed by careful planning and calculations. According to Kasmir (2007: 17), entrepreneurs try to find, exploit and create business opportunities that can provide profits and training is a method used to develop technical skills and knowledge in a particular field. This training aims to improve individual abilities to improve performance, increase productivity and help individuals adapt to changes in the work environment.

The risk of loss is a normal thing because entrepreneurship has the principle that the loss factor will always be there and in fact the greater the risk of loss that will be faced, the greater the opportunity for profit. Thus it can be concluded that the entrepreneurial spirit*technopreneurships*is a modeled totality. The entrepreneurial spirit consists of two

factors, namely: personal values and orientation. Personal values are a trait consisting of internal locus of control, creativity, independence, and planning. Orientation is a trait consisting of an internal locus of control, aspects of the pursuit of achievement, and the ability to take moderate or realistic risks. The essence of the entrepreneurial spirit*technopreneurships*is the internal locus of control.

To better understand the stages of the Internet Entrepreneur Mindset of Challenges entrepreneurial training model, the method that will be used isThe Plan Do Check Act or PDCA method is a management model coined by Walter Shewhart, an American physicist around 1920. It was then developed by W. Edwards Deming in the 1950s. So, this method is also known as the Shewhart cycle, Deming cycle or control cycle. If translated into Indonesian, Plan Do Check Act means planning, working, checking and acting. Meanwhile, in its own definition, PDCA is a management method or model for companies to make them better. This method is quite popular and is widely applied by manufacturing companies. The aim is for the company to be free from the stagnation phase and build a better system and maintain quality.

Entrepreneurial Training Model Mindset of Challenges Internet Entrepreneur
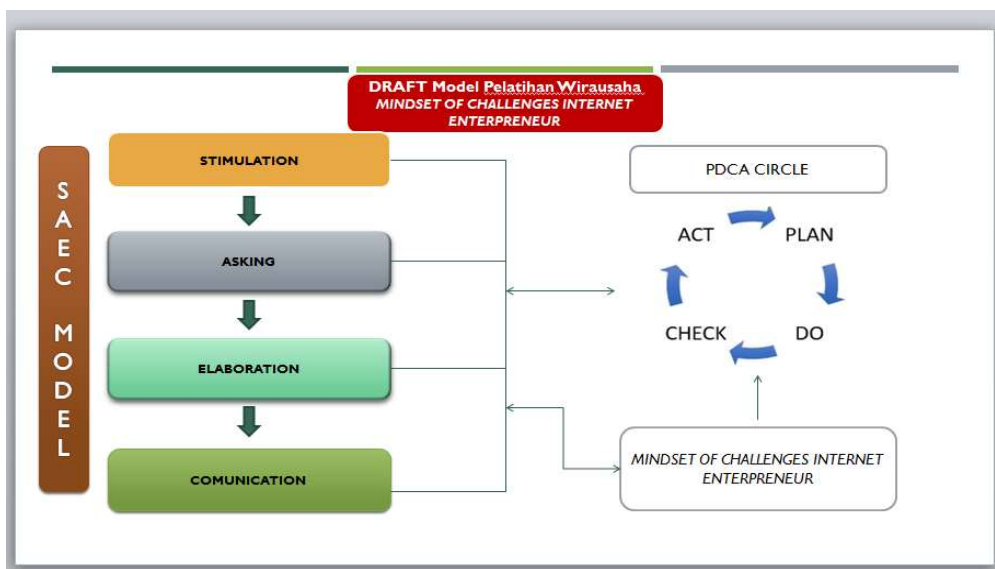
*Mindset of Challenges Internet Entrepreneur entrepreneurial training model*which has been developed is expected to be more effective in instilling entrepreneurial values, attitudes and behavior in vocational school students. The technopreneurship-based entrepreneurial training model is integrated with productive subjects. The technopreneurship entrepreneurship training model uses a student-centered learning strategy approach. The technopreneurship entrepreneurship training model uses active learning methods and project based learning. Model Technopreneurship-based entrepreneurial training model uses stages*Plans*Do Check Act or PDCA. So it is hoped that the technopreneurship-based

entrepreneurship training model will be more effective in instilling entrepreneurial values and independence in students who will become more independent and professional in all business situations.

METHOD

Methodology This research uses qualitative methods by interviewing teachers at Yasti Cisaat Sukabumi Vocational School about the effectiveness of the "Mindset of Challenges" training model in cultivating students' technopreneurship spirit. Apart from that, this research uses primary data such as observations and interviews with students.

RESULTS AND DISCUSSION

In implementation effectivenessEntrepreneurial training model Mindset of Challenges Internet EntrepreneurThe learning process is said to be effective if it has achieved the learning objectives that have been determined previously. At SMK Yasti Cisaat Sukabumi, teachers have designed the "Mindset of Challenges" training model as an effort to introduce students to the concept of technopreneurship and sharpen their technology and business skills. This training aims to increase students' interest in entrepreneurship in the technology sector and help them formulate future career plans. The "Mindset of Challenges" training process has been carried out to find out the best methods that can be applied in training and this research aims to explain the training process and the results obtained.

The training begins with an introduction to the concept of technopreneurship, including the definition and role of technopreneurs in handling real-world problems. This concept is equipped with explanations about various latest technologies, such as internet technology, e-commerce and social media. During this stage, students are also given the opportunity to conduct group discussions and ask questions with the teacher.

After students understand the concept of technopreneurship, the training continues with the technology skills stage. This stage aims to provide practical knowledge in terms of the latest technology and how to utilize this technology in business. One approach used is collaborative learning, where students work together in small groups. Each group was given the task of creating a simple website and mobile application to help them gain practical knowledge in technology and business. During the final stage of training, students are given the opportunity to attend seminars and presentations from technology industry leaders and entrepreneurs. These opportunities give students confidence that they can consider careers in technology and business.

The results of interviews with students show that this training model can foster students' technopreneurship spirit. The technology and business skills gained during the training make Yasti Cisaat Sukabumi Vocational School students better prepared and able to consider careers in technology and business. They also better understand the potential contained in the use of digital technology to develop successful careers in the future.

RESEARCH STAGES	RESEARCH ACTIVITIES Mindset of Challenges Internet Entrepreneur entrepreneurial training model

PLANS
Planning
	1. Participant
	2. Training Place
	3. Teaching Materials (Digital Marketing)
	   a. Introduction to Online Marketing
	   b. Live Streaming and SEO (Search engine Optimization)
	   c. Content strategy for social media
	   d. Digital Advertising (Google Ads)
	   e. Digital performance analysis
	4. Source person
	5. Financing
	6. Training Schedule

DO
Do
	1. Training Legal Umbrella
	2. Implementation of Training
	3. Topic
	   a. Introduction to marketing, Live streaming and the importance of SEO
	   b. Content Strategy for social media
	   c. Digital Performance Analysis
	   d. Carrying out Live Streaming and applying SEO concepts in a project
	   e. Discussion

CHECK Check	1. Measuring participants' understanding of the material taught 2. Assess participants' ability to apply digital marketing concepts 3. Get direct feedback from participants about satisfaction and benefits obtained from the training 4. Assess the extent to which participants are involved in the learning process
ACT Action	1. Improvement of training materials 2. Improved learning methods 3. Adjust the schedule and duration 4. Increase resource availability 5. Development of mentors and advisors

Based on research that has been conducted, the "Mindset of Challenges" training model has been successful in increasing students' interest in preparing to become technopreneurs and helping them acquire the technological and business skills needed in this industry. In this context, SMK Yasti Cisaat Sukabumi is a superior educational institution, which is able to create effective training concepts and have a positive impact on its students. It is hoped that the training model carried out by SMK Yasti Cisaat Sukabumi can become an example for other educational institutions in equipping students with technology and business skills for their future. Increasing Students' Interest in Entrepreneurship During the training, students are given training and understanding about technopreneurship which can increase their interest in entrepreneurship by utilizing technology. Students are expected to be more motivated to open businesses and develop their businesses. Improving Various Technology Capabilities Students are given the opportunity to learn and understand the latest technologies such as e-commerce, social media, and websites.

In the process of creating simple websites and mobile applications, students learn how to utilize various technologies effectively. Providing Practical Knowledge in Business This training provides students with practical knowledge in technology and business that uncovers business possibilities that they were not aware of before. By gaining an understanding of this technology, students can better prepare themselves to become successful technopreneurs. Opportunities to Get Inspiration from Industry Leaders In career development, it is very important for students to get inspiration and information from industry leaders. Through seminars and presentations held at the end of the training, students are given the opportunity to see and learn from the experiences of successful people in the technology and business industries.

Cultivating Students' Entrepreneurial Spirit The "Mindset of Challenges" training model is an effective way to cultivate students' entrepreneurial spirit. This training introduces the concept of technopreneurship and sharpens their technology and business skills, thereby helping students formulate future career plans and foster an entrepreneurial spirit within themselves. Thus, the "Mindset of Challenges" training model has significant benefits in equipping students with the necessary technology and business skills, thereby helping them consider careers in technology and business in the future.

CONCLUSION

The "Mindset of Challenges" training model at Yasti Cisaat Sukabumi Vocational School has proven to be effective in cultivating students' technopreneurship spirit. This training helps students gain the knowledge and skills necessary to succeed in the technology and business industries. Therefore, this training model can be a reference for other schools to create similar training programs and help improve the quality of human resources in the fields of technology and business. The "Mindset of Challenges" training has succeeded in providing technopreneurship spirit to students at SMK Yasti Cisaat

Sukabumi. In the future, these students are better prepared and can consider careers in technology and business, because they are equipped with the necessary technological understanding and skills. This training model can be a reference for other schools to create similar training programs.

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