E-ISSN : 2549-5992, P-ISSN : 2088-0944
Available online at:
https://ejournal.itbwigalumajang.ac.id/index.php/wiga

Entrepreneurship Learning Model Creates New Entrepreneurs "Merdeka Belajar Kampus Merdeka" in the University

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ARTICLE INFO

Date of entry:
9 February 2023
Revision Date:
10 February 2023
Date Received:
1 Maret 2023

ABSTRACT

This study aims to develop a goodness of fit entrepreneurial learning model and test the found models. The benefit of this research is to develop an entrepreneurial learning model that is able to improve the business mental independence based on their talents. Methods of data collection were carried out through observation, questionnaires and literature study. The research object was UMS Industrial Engineering students. The data analysis method used is validity and reliability test, confirmatory analysis test, student test to see the difference before and after treatment to get entrepreneurial learning model. This development research uses one shot case study experiment with a quantitative approach. The students receive guidance, mentoring, counseling and empowerment in developing entrepreneurial learning models.

Keywords: Entrepreneurship, Empowerment, Independence, Learning, Model

Cite this as: Suranto, S., Nurlaela, S., & Pratiwi, A. (2023). Entrepreneurship Learning Model Creates New Entrepreneurs "Merdeka Belajar Kampus Merdeka" in the University. *Wiga : Jurnal Penelitian Ilmu Ekonomi, 13*(1), 84–94. https://doi.org/10.30741/wiga.v13i1.969

INTRODUCTION

One of the educational orientations is to equip and make the students being able to be independent which means that the students have a strong mentality to do their own business, no more as a job seeker but as a job creator. "Higher education prepares their students to enter the world of work or certain professions related to positions, careers, professions or jobs in accordance with their fields". The government expects the university graduates to be able to do their own business, not relying on other parties. In relation to this orientation, one of the programs launched by the minister of education and culture, the existence of *merdeka belajar kampus merdeka* has the meaning of scientific recognition and scientific provision from other parties, so the university graduates can work based on their passion, both academically and talent and choose to be entrepreneurs. The same thing is stated in the goal of national education, namely to make Indonesian people as a whole and capable of supporting their own needs.

Merdeka Belajar Kampus Merdeka, is a policy of the Minister of Education and Culture, which aims to encourage the students to master various useful disciplines to enter the work. *Kampus Merdeka* provides an opportunity for students to choose the courses they will take. To achieve the output of

higher education goals, the government issues a new regulation that recommends the educational curriculum must include entrepreneurship courses and run the learning model *merdeka belajar atau kampus merdeka*. Through this policy, it is expected that the university graduates will have a strong mentality in carrying out work and business activities independently. Higher education in Indonesia is the spearhead that moves fast because it is the master key and so close to the world of work. Innovative models for learning development, autonomy for opening new programs according to market demands, accreditation programs for institutions and study programs, programs for educational institutions as legal bodies to compete at the international level and recognition for the students to gain knowledge in other study programs or companies (World Business Industry) (Makarim, 2019). The breakthrough in government policy above was taken as a policy to advance the nation's education and generate graduates who are worthy, ready to work, independent and competitive.

The policy is taken because seeing and observing the realities that exist in Indonesia where the education graduates at the middle and higher levels have not shown a mental or personality as it is mentioned in the goal of national education. The Central Statistics Agency (BPS, 2019) recorded the number of unemployed people in Indonesia in February 2019 at 6.82 million people. The unemployment rate for junior high school (SMP) graduates was recorded at 5.18%, then for high school graduates (SMA) at 7.19%, and the unemployment rate for Diploma I/II/III education graduates was 7.92%. From the university graduates, the unemployment rate was 6.31%. The percentage of the unemployment rate is still less than 10%, but from the number of 10% it can be interpreted that the Indonesian nation still has an unemployed working age. The phenomenon above is an indication that the educational orientation of higher education graduates has not yet been achieved which means that there are still problems in education, especially in tertiary institutions in preparing the mental independence of graduates dealing with the world of work.

Through entrepreneurship course materials, it is expected that university graduates will have skippers, so that graduates do not rely on jobs from other parties. If there are many skippers born, the Indonesian nation will be a producer country, no longer a consumer country, so that the Indonesians'prosperity and welfare will be better. To generate independent graduates is still considered unsuccessful, not because graduates do not have skills. It can be proven by several educational institutions that have provided packages of real activities through field surveys, self-development, education and training, entrepreneurial seminars, entrepreneurship workshops, talent development, but the results has not optimal yet. There are still university graduates who have not been able to work independently and have not been able to understand their own strengths and weaknesses in that they have not got a job yet.

On the other hand, Marcela (2017) stated that 87% of undergraduate graduates in Indonesia choose the inappropriate major. There are many factors that cause the unemployment at the university graduate level, such as facilities, teaching staff, and student mentality. There are also university graduates who are still unemployed, which are influenced by methods, inaccurate learning strategies and students' mentality (Suranto, 2016), (Endang, 2013), (Susilaningsih, 2015). Mental that is mentioned previously refers to independent entrepreneurship mentality. The mental indicators in entrepreneurship can be described (Suranto, 2016), as follows: courage, self-confidence, empowerment, competence, never surrender, tenacious and diligent, skilled, communicative, responsive, marketing of work and positive mental support for independent business.

The life of people in education has changed, and it requires a paradigm shift in learning methods and strategies. The old learning models such as delivery systems, similar to lecture models, giving or feeding students are not optimal anymore. Moreover, the research results (Apriliani, 2011) and according Suranto, (2016) show: (a) dissatisfaction with users of graduates from educational institutions (tertiary institutions) both in the business world/industrial world (DUDI); (b) graduates' readiness to deal with the working world is still low; (c) there are unemployment university

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graduates who become a separate thought to be resolved. University educational institutions have recently being aggressive to input the entrepreneurship course packages to realize start-up businesses or create new entrepreneurs. Entrepreneurship material must be taught in several study programs, functioned as a bridge for prospective graduates to be better prepared for the world of independent work. It is said to be a bridge because entrepreneurship material can play a role to make students build an entrepreneurial mindset, mental and character. The entrepreneurial passion can be used as a culture and character that is pursued through education, training and self-development in entrepreneurship. This research was conducted at Muhammadiyah University of Surakarta, Central Java, Indonesia, where the entrepreneurship program is focused on all existing study programs, with expectations as follows: (a) the graduates have entrepreneurial skills because the current entrepreneurship learning results cannot run optimally; (b) it is proven that there are still unemployed people who are only looking for job, not creating their own jobs; (c) there are unemployed graduates.

Research on the development of learning models tries to find and apply appropriate entrepreneurship learning methods/techniques and be able to make students have an entrepreneurial mentality and be able to create their own jobs (Saragih, 2017), (Karsidi, 2007), (Kurniawati. 2013). Viewing the problems above, the development of a learning model is very important to find a solution (Sukirman, 2017).The development model of entrepreneurial learning model is designed as a means of empowering students who are still weak so that through this learning model they will be stronger and tougher. The development of entrepreneurial learning models is used as a role of a strategy model (means) which contains: doing, empowering, facilitating, evaluating, towards students with mentally independent (tough, owning business, entrepreneurial mindset, entrepreneurial character) (Pratiwi. 2017). The concept of learning model will be used as a tool in entrepreneurial learning models (Wong, 2007). The concept of developing model is still rare and has never been researched by other parties at Muhammadiyah University of Surakarta and the world of education so a research on entrepreneurship learning models is very important to do. This study develops a model and tests the work effectiveness of a good model of fitness model and the model found can be developed in various similar studies.

METHODS

This study uses research and development to create model products and test the effectiveness of the work model ”(Sugiyono, 2016). This research and development follows the guideline procedure stated by Borg and Gall. The development steps are appropriate with Figure 1.

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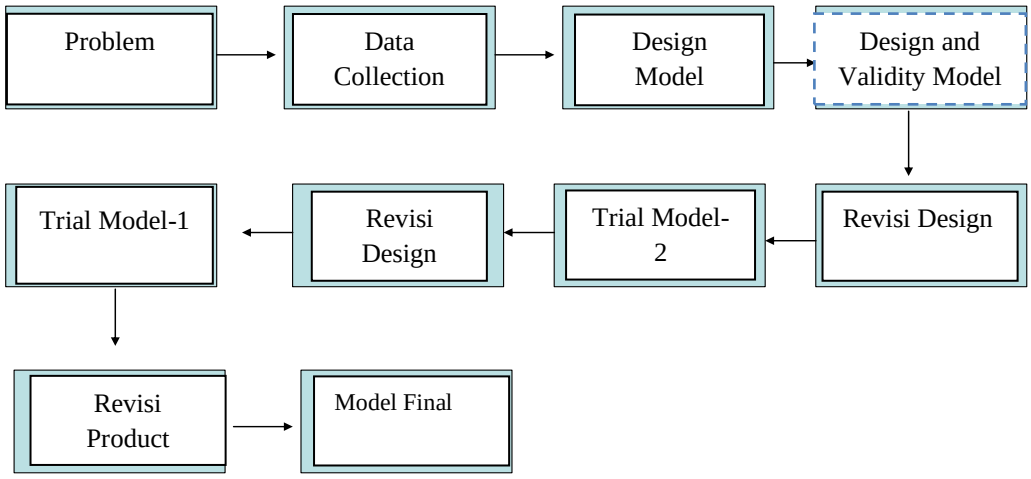

Figure.1. Steps of development model (Sugiyono, 2016)

The development model follows the development stage of Borg and Gall's model which includes 10 steps, namely: (1) potential and problems, which derives from potentials or problems; (2) data collection, collecting various data needed in designing the model; (3) model design, making the early design of the model that will be made completely with the specifications; (4) design validation, the process of assessing the design based on rational thinking rather than facts in the field, by presenting appropriate experts; (5) design revisions, corrections from experts are used as material for model improvements; (6) testing the model, the results of the improvements are made a finished prototype, then tested its use in limited groups. The product trial design uses an experimental design by comparing the conditions before and after using the model (before-after) then perform the effectiveness test using the t-test; (7) product revision, product improvement process based on suggestions and effectiveness test results on model trials; (8) testing the use, testing the model in a wider group and still assessing deficiencies and obstacles that arise for further improvement; (9) model revision, improvements are made if there are suggestions for improvements and suggestions on trials in a broad group; (10) mass production, after several tests and considered effective, mass production of models can be carried out.

The research object was conducted at Muhammadiyah University of Surakarta with a population of abouth 34,000 students. This research activity used a sample of UMS industrial engineering students, with a sample of 150 students who attended entrepreneurship courses. A sample of 150 students was used as the object of research with the following considerations, (a) integrated with entrepreneurship course activities, (b) as a trial for the developed entrepreneurship learning model. A sample of 120 industrial engineering students was taken as many as 40 students who were the object of research and always monitored, scrutinized, observed of their mental development of business independence. Taking 40 students as a sample who participated in DEFE-based entrepreneurial learning, to be more effective, efficient, minimize the costs, operational personnel, and research time. The collection of 40 students as data observation was selected based on student talent.

There are 8 categories of entrepreneurial talent as a parameter, namely: (1) the culinary field, (2) the fashion sector, (3) the music sector, (4) the sports sector, (5) the animal husbandry sector, (6) the fisheries sector, (7) agriculture sector, (8) service business sector. When the research was carried out in February 2019-January 2020, this type of research used an experimental one shot case study (Cresweel, 2012), with a quantitative approach (Sugiyono, 2016). The students receive guidance, mentoring, counseling and empowerment in developing entrepreneurial learning models (Morris, 1994).

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The research design uses one shot case study where the students get treatment and are observed before the model is applied and after the model is applied. The development strategy is through the concept of DEFE (Doing, Empowering, Facilitating and Evaluating) while the learning method uses an interactive participatory model supported by the PAIKEM GEMBROT concept, namely Active, Innovative, Creative, Fun, Joyful and Qualified Learning (Utari, 2018). Research and development results an entrepreneurial learning model, knows the components of the model and tests the effectiveness of the model's work. To test the model validity of the tested approach, it is used an experimental one-shot case study.

Experiments in which the subjects who are treated as students, there are groups of 150 students who are treated about entrepreneurial learning. The variable fully measures the human condition, of course there are still possibility for other variables to influence treatment. The achievement of experimental results is not always influenced by the treatment or the occurring treatment, or interpreted in other words, there are other factors outside of the treatment that influence the behaviour change of research subjects (Sugiyono, 2016). The concept of developing an entrepreneurial learning model as a strategy in the acronym of DEFE Entrepreneurial Learning Model to figure 2.

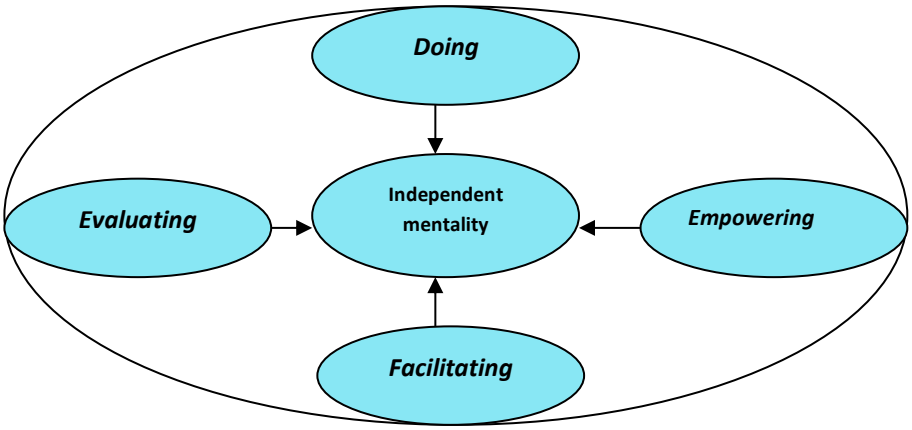

Figure.2. The concept of entrepreneurial learning method (Suranto, 2016)

The data analysis used in this study is the t test to determine the difference test between observations before and after the model treatment. For the analysis of student behaviour trends, trend analysis is applied. The test sequence in the analysis of hypothesis testing with the t-test is used to predict the difference test and predict the behavioural tendencies of the students being experimented on, how the trends or tendencies in the mental behaviour of entrepreneurial independence are .

RESULTS AND DISCUSSION

Before discussing the data analysis, the preliminary data presented includes (a) the entrepreneurial mentality that students must have, (b) the entrepreneurial mentality of an assistant (Welsch, 2003), and (c) the mental achievements of business independence. Stage (1) examines mental indicators of latent variables. The student entrepreneurial mentality includes 6 indicators namely: willingness, communication, business enthusiasm, entrepreneurial knowledge, business courage, and mastery of technology. At the same time, mentality mentors include 7 indicators namely: serving, communication, managerial skills, entrepreneurial competence, networking, business facilitation, business mentality. For learning outcomes, business independence mentality includes 10 indicators

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namely: courage, confidence, competence, never surrender, tenacious and diligent, skilled, communicative, knowledge, marketing, creative.

Stage (2) test the validity and reliability of the manifest variable and declared valid and reliable. Stage (3) tested the normality test to determine the distribution of data in showing the scores of subjects that were relatively large or small compared to other subjects. Based on the results of the normal test, it explains that there are no subjects with a score that is too extreme, therefore outline testing is not necessary. Stage (4) tests the model variable CFA, namely testing the confirmatory factor analysis, and Stage (5) testing the development of students' business independence mental behaviour. Stage (6) observation of the applicability and mental tendencies of student entrepreneurial independence. Stage (7) looks at the final development of student entrepreneurship. The independent mentality of student entrepreneurship is grouped into 8 business categories, namely (1) culinary, (2) fashion, (3) music, (4) sports, (5) animal husbandry, (6) fisheries, (7)) agriculture sector, (8) service business sector. Students are said to have a business mentality if they have 10 business mentality. Students are viewed and observed in detail to assess the 10 assessed characters, namely mentality of courage, confidence, competence, never surrender, tenacious and diligent, skilled, communicative, knowledgeable, marketing and creative.

Stage I tests the mental indicators of latent variables. The student entrepreneurial mentality includes 6 indicators, namely: willingness, communication, business enthusiasm, entrepreneurial knowledge, business courage, and mastery of technology. The results of respondents' answers to the questionnaire submitted to students are information that explains their responses to several analyzed variables. In general, a high average answer score explains positive responses whereas a low average score explains less positive responses. In accordance with the answer scale in the questionnaire 1 to 4, the score is declared high if it is close to or equal to 4, and low if it is close to or equal to 1, the response to the student's entrepreneurial condition before entrepreneurial learning activities is carried out according to Table 1.

Table 1. Responses to the early conditions of student entrepreneurship

Number	Manifest	Mean	sd	Min	Max
1	Willingness	2.4462	0.56980	1.40	4.00
2	Communication for interaction	2.5400	0.61121	1.20	4.00
3	Work ethic	2.6000	0.58310	1.20	4.00
4	Entrepreneurial knowledge	2.7231	0.61323	1.20	4.00
5	Courage to entrepreneurial	2.6954	0.58467	1.00	4.00
6	Mastery of technology	2.4123	0.55336	1.20	4.00
	Result of early student condition	2.5695	0.50070	1.20	3.80

Source: Primary data test results (2023)

Information Table 1, it shows that the average score of the student's early condition variable is 2.5695, on a scale of 1 - 4, the value ranges between 2 - 3 which is the middle part of the scale. It means that the average score is classified as medium, and defines a moderate response from respondents to the early mental condition of student business. Table 2, it can be seen that all the manifest reflecting the early conditions have almost the same average score, namely in the range + 2.6 - 2.7. The moderate results in each manifest and as a unitary variable of the early mental condition of students' business, interpreted that the early mental condition of student entrepreneurship is seen as the early step to enter the world of entrepreneurship, therefore the student entrepreneurial mentality is still not ready.

The mentality mentors include 7 indicators, namely: serving, communication, managerial skills, entrepreneurial competence, networking, business facilitation, and business mentality. The results of respondents' answers to the questionnaire submitted to students extracted information that explained their responses to several analysed variables from an assistant. In general, a high average

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answer score explains positive responses, whereas a low average score explains less positive responses. In accordance with the answer scale in the questionnaire 1 to 4, the score is declared high if it is close to or equal to 4, and is declared low if it is close to or equal to 1, the response of the entrepreneurial assistant condition to students is quite good, according to Table 2.

Table 2. Responses to Entrepreneurial Learning Assistance

No	Manifest	Mean	sd	Min	Max
1	Service	3.5785	0.53902	1.20	4.00
2	Communicative	3.4954	0.56908	1.40	4.00
3	Managerial skill	3.0985	0.53483	1.20	4.00
4	Business competence	3.1154	0.58022	1.20	4.00
5	Networking	3.3062	0.58359	1.40	4.00
6	Facility	3.4862	0.60139	1.20	4.00
7	Business mentality	3.2723	0.56280	1.40	4.00
	Incubator assistance	2.6932	0.47602	1.31	3.69

Source: Primary data result (2023)

For learning outcomes, business independence mentality includes 10 indicators, namely: courage, confidence, competence, never surrender, resilient and diligent, skilled, communicative, knowledgeable, marketing, creative. The condition of student mental independence before receiving entrepreneurial assistance treatment is in accordance with Table 3.

Table 3. The early achievement result of business independence

No	Manifest	Mean
1	Business courage	2.4628
2	Self confident	2.4410
3	Competent	2.5026
4	Never surrender	2.6478
5	Tenacious and determined	2.5510
6	Skilled	2.6442
7	Communicative	2.4246
8	Business knowledge	2.6528
9	Marketing	2.5424
10	Creative	2.5248
	Empower	2.5394

Source: Primary data result (2023)

The variable of achievement results of business empowerment to generate a business independence mentality, to create new entrepreneurs, before receiving treatment as a sign of the achievement results is shown in Table 3. The score is 2.5394 and is in the range of the middle value on a scale of 1 - 4, explaining that the achievement of the mental results of student business independence is at the low level. It means that they still have the opportunity to be more independent for mental self-improvement in the application of the talent-based DEFE learning model.

Stage (2) test the validity and reliability of the manifest variable and it is declared valid and reliable. The questions' ability to provide consistent meaning to all respondents results consistent measurements. Consistency can be explained by the results of the internal reliability test using the "Alpha Cronbach" tool. This reliability test uses Cronbach's alpha because: (1) the method used to calculate the reliability of a test does not have a right or wrong choice, either yes or no; (2) Alpha Cronbach is flexible and can be used for multi tests (open and closed questionnaires); (3) Alpha Cronbach cannot be used to test the reliability of questionnaires on a nominal scale (true/false); (4) Alpha Cronbach is used for the instrument model in the form of a research questionnaire which has

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Likert scale data characteristics and the alpha is set at 0.7 (Azwar, 2000) where all questionnaire items are declared valid because they exceed 0.7. The results of the manifested willingness test in the early conditions of the students show a coefficient of 0.771, where the alpha count> 0.7 of the required Cronbach alpha. It indicates that the questions that measure consistency are acceptable (reliable), and all intend variables are declared reliable because they are greater than 0.7.

Stage (3) tested the normality test to determine the data distribution in showing the scores of subjects that were relatively large or small than other subjects. Based on the results of the normal test, it is explained that there are no subjects with a score that is too extreme, therefore outline testing is not necessary to do. The normal distribution is an important assumption in parametric statistics including SEM. Researchers have tested the shape of the distribution using the chi-square statistical tool. The results obtained a chi-square coefficient with probability more than 0.05 for all manifest and variables. It indicates that the concerned data distribution is normal.

Step (4) tested the CFA model variable, which is to test the confirmatory factor analysis. Analysis on the CFA of student entrepreneurial mentality shows that the results of testing instruments in measuring latent variables in the early variables of student business mental, manifest results of willingness, communication, business enthusiasm, entrepreneurial knowledge, business courage, mastery of technology with t-count greater than t-table (df = 40, α = 5%), indicating significant or valid. It can be explained that the success manifest variable reflects the latent mental state of student entrepreneurship. The next latent variable is the assistant variable for entrepreneurial learning, which consist of 7 manifestations namely serving, communication, managerial skills, entrepreneurial competence, networking, business facilitation, and business mentality. The result of t count is greater than t-table (df = 40, α = 5%), indicating significant or valid. Therefore, the successful manifest variable reflects the latency of entrepreneurial learning assistant. The next latent variable is the end result achievement variable of entrepreneurial learning, consisting of 10 manifestations: courage, confidence, competence, never surrender, tenacious and diligent, skilled, communicative, knowledge, marketing and creative. Therefore the manifest variable successfully reflects the latent achievement of entrepreneurial learning outcomes.

Stage (5) examines the development of students' business independence mental behaviour. The results of structural testing through the SEM concept prove empirically that the achievement of the mental results of student business independence can be explained through the learning model that the researcher developed. Furthermore, to determine the extent of the model productivity in generating students with self-employed mentality was carried out by applying the model to 40 students (experimental group) for 6 periods, each period within 2 weeks. To assess and observe the development of student entrepreneurial progress the nine outcome indicators are used as in the talent-based DEFE model.

Table 4. is a table in total, showing the occurring developments, the week of the first period of empowerment scored at 2,456, the second week of 2,750, and so on until the sixth week that has improved. Entrepreneurial mental characteristics have been reflected and seen to improve until the end of the experiment, namely week 6.

Table. 4. The development of experimental results

Indicator	Week					
	1	2	3	4	5	6
Empower	2.456	2.750	2.817	2.899	2.940	3.382
Professional	2.504	2.865	2.874	3.016	3.109	3.351
Result achievement	2.480	2.808	2.845	2.958	3.024	3.367

Source : primary data test results (2023)

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Stage (6) observation of the applicability and mental tendencies of student entrepreneurial independence. The 10 mental indicators of independence are as follows: mental courage in business, mentally confident in starting a business, mentally competent in doing business, mentality of never surrender in dealing with problems, mental resilience and diligence in managing the business, mentally skilled in raising a business, communicative mentality in responding to problems, business knowledge mentality, product marketing mentality, and creative mentality in business management.

For the development of the results of the tendency of students' courage to start a business, it can be described that the average score of the early state of the students was at a score of 2,444 in the medium category while the final state of business assistance with a score of 3,100 in the high category. It can be concluded that the tendency of the courage to start a business has improved after receiving talent-based entrepreneurship learning assistance. The development results of the students' mental self-confidence starting a business, it can be described that the average score of the student's early state is at a score of 2,368 in the medium category while the final state of business assistance with a score of 3,497 in the high category. It can be concluded that the tendency of self-confidence in starting a business has improved after receiving talent-based entrepreneurship learning assistance.

The development results of the tendency to be competent in running a student's business in starting a business, it can be described that the average score of the early state of the student is 2.429 in the medium category while the final state of business assistance with a score of 3.308 is in the high category. It can be concluded that the tendency of the skills of starting a business has improved more after receiving talent-based entrepreneurship learning assistance.The development results of students' unyielding mental tendencies in starting a business can be described as follows: the average score of the student's early state is at a score of 2,500 in the moderate category while the final state of business assistance with a score of 3,580 in the high category. It can be concluded that the tendency of no surrender in starting a business has improved more after receiving talent-based entrepreneurship learning assistance.

The development results of the student's tenacity and diligent tendency in starting a business, it can be described that the average score of the early state of the student is at a score of 2,670 in the medium category while the final state of business assistance with a score of 3,570 is in the high category. It can be concluded that the tendency of resilient and diligent behaviour in managing businesses to do business has improved more after receiving talent-based entrepreneurship learning assistance. The development results of the skilled mental tendency of students to start a business, it can be described that the average score of the student's early state was at a score of 2,375 in the medium category while the final state of business assistance with a score of 3.3,450 in the high category. It can be concluded that the tendency of skilled behaviour in starting a business has improved more after receiving talent-based entrepreneurship learning assistance.

The development results of students' communicative mental tendencies to start a business, it can be described that the average score of the student's early state is at a score of 2,450 in the medium category while the final state of business assistance with a score of 3,656 in the high category. It can be concluded that the tendency of communicative behaviour to start a business has improved more after receiving talent-based entrepreneurship learning assistance. The development results of students' mental product marketing tendencies in starting a business, it can be described that the average score of the early situation of the students is at a score of 2.7650 in the medium category and the final state of business assistance with a score of 3,680 is in the high category. It is concluded that the tendency of online and offline product marketing behaviour to start a business has improved after receiving talent-based entrepreneurship learning assistance. The development results of the tendency of students' self-negativity to start a business, it can be described that the average score of the early state of the student is at a score of 2,250 in the medium category and the final state of business assistance with a score of 3,380 is in the high category. It is concluded that the tendency of self-creativity behaviour to start a business improves after receiving talent-based entrepreneurship

learning assistance. The development results of the tendency of students' self-negativity to start running a business can be described that the average score of the early state of the student is at a score of 2,250 in the medium category, the final state of business assistance with a score of 3,380 is in the high category. It is concluded that the tendency of self-creativity behaviour to start a business improves after receiving talent-based entrepreneurship learning assistance.

The final development of student entrepreneurship during six-month-period through the application of this model has lasted for one semester with a total of 40 students where the students receives attention and get used to be observed as it is shown in Table 5.

Table. 5. Students' Activity Based on Their Talent

No	Kinds of entrepreneurial	Total	Percentage
1	Fashion	3	7.5%
2	Culinary (Food and Beverage)	18	45.0%
3	Music	1	2.5%
4	Service business	5	12.5%
5	Sports	2	0.5%
6	Fishery	4	10.0%
7	Livestock	6	15.0%
8	Agriculture	1	2.5%
		40	100%

Source : primary data test results (2023)

Based on the observations and mapping of student business talents, it is known that the highest number of culinary business students is 18 students (45%), then livestock (birds, rabbits, chickens, etc.) as many as 6 people (15%), service businesses such as hiking equipment rental, shoe polish, shoe laundry, as many as 5 students (12.5%), fisheries (catfish, catfish, gouramy, etc.) as many as 4 students (10%), fashion (producing and selling pillowcases, blankets, t-shirts, etc.) as many as 3 students (7.5%), hobbies by sports to achieve awards (basketball, volleyball) as many as 2 students (0.5%), music as many as 1 student (2.5%) and agriculture to plant flowers as many as 1 student (2.5%).

CONCLUSION

Based on the results of the study, it can be concluded as follows: (1) the development of a talent-based entrepreneurship learning model with the DEFE concept is stated goodness of fit model which means that the model is very feasible in improving the mental independence of student businesses in accordance with their talents; (2) The model developed above can be seen as a way of improving student entrepreneurial mentality with the respective characteristics of the manifest; (3) The development trend of students' entrepreneurial mental behaviour has improved after receiving treatment based on talent based learning model with DEFE concept; (4). Based on the t test, there are differences before and after experiencing mentoring treatment. Materials, assistants and learning activities can influence the mental improvement of students' business independence.

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