LIFE SKILLS AND BUSINESS INCUBATION SYSTEM IN ENTREPRENEURSHIP TRAINING MODEL ON YOUTH HUMAN RESOURCES DEVELOPMENT PROGRAMS

[1]ENDANG SUPRIADI, [2]MA'RUF AKBAR, [3]HAMIDAH

[1,2,3]Jakarta State University Indonesia
E-mail: [1]endangsupriadi99@gmail.com, [2]marufakbar@unj.com, [3]hamidah@unj.com.

Abstract - Entrepreneurship training is a strategic program to develop human resources professionally due to business competition. It needs to build a life skills-based human resource development model and an incubation business system. Entrepreneurship program for youth is an effort to raise awareness and empowerment to provide efforts and a boost for the growth and development of mental attitudes, patterns of thought and motivation for entrepreneurship by developing existing business ideas. Empowerment is carried out through the provision of education, training and counseling on entrepreneurship. The training, education and counseling provided must go through the needs analysis stage so that the training and education provided is right on target. This qualitative research aims to prepare based youth human resources development model through a life skills and incubation business system. Data inductively analyzed in a participatory action approach to eighteen technical implementers in Banten Province, Indonesia. The developed model in a partnership program is recommended for formal government institutions, academics, and industries to enhance a sustainable business process.

Keywords - Youth Human Resources, Partnership Programs, Entrepreneurship Training, Life Skills, Business Incubation System.

I. INTRODUCTION

The planning stage in the organization determines the implementation of the programs effectively. Low team participation and unintegrated supporting systems were often found in organizations. Human resource is an important factor in the success of a work program, particularly youth human resources as the largest productive generation.

The entrepreneurship training for youth human resources which based on life skills and a business incubation system is needed to support the capacity of youth entrepreneurial organizations that independent and competitive. Entrepreneurship training is a program to change attitudes, behavior, perspectives, mindset and skillset. The youth human resources development model in entrepreneurship training is the objective of the study. It has three main focuses: (1) entrepreneurship training activities, (2) the application of life skills and business incubation systems, and (3) business accelerator partnerships for youth entrepreneurs.

The developed model is to synergize outputs, benefits and impacts in entrepreneurship training activities. It integrates mindset and skillset as life skills in a business incubation system to manage the business-oriented entrepreneurial organizations. Building the partnership with business accelerator improves the entrepreneurial performance due to demographic bonuses, national labor market and global environment.

II. RESEARCH METHODOLOGY

This study applied a qualitative approach to develop the entrepreneurship training model. Places, actors, and activities interact synergistically to understand the empiric situation. Data were collected by in-depth interviews, direct observation and document analysis then processed constant comparisons and systematic coding (figure 1).

The model is built from inductive data analysis with a participatory action approach to the action plan as well as the application model. Timotius et al. (2018) encouraged that the research process which adopted from Grounded Theory will produce the model from empiric findings.

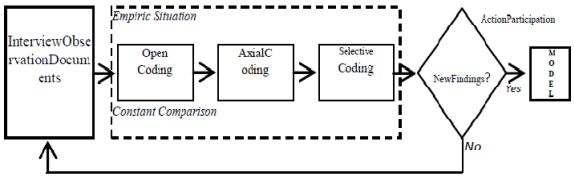


Figure1. Research Process

2.1 Data Collection

Thirty-six individuals from eighteen institutions were interviewed. They are leaders, coordinators, and tutor of the youth training organization in Banten Province, Indonesia. The eighteen leaders as key informants were interviewed to obtain the empiric situation. Others informants, coordinator and tutor, are supporting informants to verify thedata objectively. They ensured the research context and problem.

2.2 Data Analysis

The data focuses on activity budget plans, operational activity plans and partnership activity plans. They compared to the vision, mission, goals and objectives in each time range, then analyzed qualitatively as a business focus and corporate culture.

III. LITERATURE REVIEW

3.1 Programs

Programs are interpreted as a number of means of relations which are designed and implemented in accordance with the goals and objectives in accordance with regulations and policies. The program is also associated with evaluation, namely: a unit or unit of activity which is the realization or implementation of a policy, and takes place continuously, and occurs in an organization that involves a group of people (Arikunto and Jabar, 2014).

Human resource program planning can be said to be a human resource management process that includes aspects of planning, organization, implementation and control (Rivai and Sagala, 2013).The planning and implementation of programs that need to be evaluated is the planning strategy for the achievement of goals, benefits and organizational performance targets. All that will not be achieved if the policy is not implemented (Purwanto and Sulistyastuti 2012).

3.2 Entrepreneurship

Echdar (2016) convinces that entrepreneurship is the result of discipline and systematic processes of applying creativity and innovation to meet market opportunities. The entrepreneurship education needs to develop structurally, effectively and massively for being a culture (Mohaiyuddin et al., 2019).

Echdar (2016) explained that entrepreneurship needs the ability to formulate a life or business goal, the ability to motivate oneself, the ability to take initiative, the ability to innovate, the ability to manage time, the abilities to self-control, the ability to learn, the ability to integrate material, social and intellectual capital.

The main functions of entrepreneurship are making important decisions and taking risks about company goals and objectives, decide company goals and objectives, determine the fields of businesses and markets to be served, calculate the desired business scale, determine the composition of capital, empower the team, control and manage the business operational, and create new ways of sharing (Echdar, 2016). It needs creativity to develop ideas and find new ways to solve problems and face opportunities.

3.3 Life Skill

Anwar (2015) defines the life skill as the needed ability to interact and adapt to other people or the environment, including skills in decision making, problem-solving, critical thinking, creative thinking, effective communication, building relationships, interpersonal, self-awareness, empathy, emotions and stress control. Life skill depends on individual life goals. It is created by knowledge as acting skills, otherwise abilities and skills as the thinking skills (Arifin, 2011). Eryandi and Nuryanto (2020) believed that life-skill is very important in the human resources development program. Wijaya et al. (2016) argued that the globalization challenge is life-skill as the core competency in the 21st century.

The development of science and technology has changed the competition(Rahayu et al., 2019). Life skill affects the work environment. It increases work motivation and organization culture that change behavior, cognitive interactions, and problem-solving through practical experience and mental abilities (Zamiri et al., 2020).

3.4 Business Incubation System

National Business Incubator Association (NBIA) defines Business Incubator as business support to accelerate the successful development of startup companies by providing various resources and services needed to entrepreneurs. It provides partnership support and coaching to develop a profitable business with proper management organization and finance for being a sustainable company.

Supports from business incubators include: (1) access to and capital assistance, (2) opening related networks and assist the business development, (3) preparing the marketing strategies (4) assisting in accounting or financial management, (5) mentoring and business training, (6) designing the corporate management and organization culture, (7) emphasizing business ethics, (8) informing the related business industries generally, and (9) developing the regulations.

IV. RESULTS AND DISCUSSION

The study results that the entrepreneurship training model (figure 2) integrated with the work plan of the organization, the Terms of Reference for Activities (TORA), the Activity Budget Plan (ABP), the Activity Operational Plan (AOP) and the implementation of activities.

Collaboration of life-skill-based entrepreneurial activities and a business incubation system were enhanced by a sustainable business accelerator partnership. This supports entrepreneurs to perform their organized and innovative business, as well as production and marketing aspects.

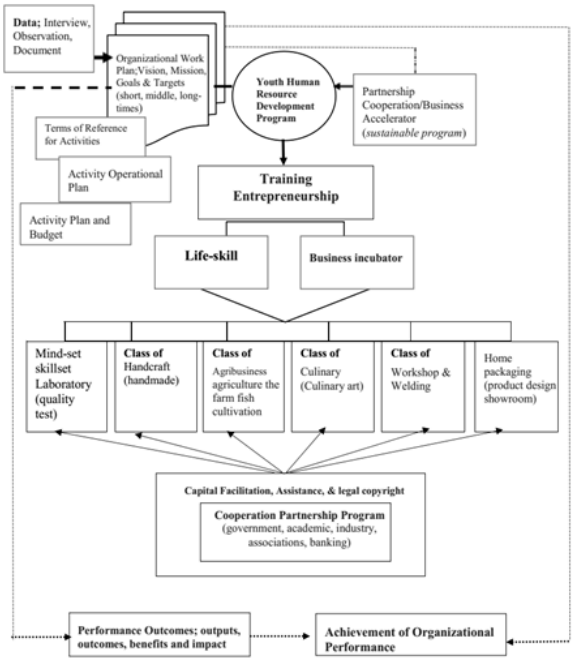


Figure 2. Entrepreneurship Training Model

The life skills integrated mindset and skillset of entrepreneurs to be independent, innovative, and competitive. The business incubator is an important factor to develop entrepreneurs with coaching, mentoring, and capital support. Both are mutually beneficial and sustainable in the entrepreneurship training program (Table 1).

Program	Activity
Organization work plan	Determinationofyouthentrepreneurshipdevelopment programs andactivities.
Program determination	Prepare the terms of reference for activities (budget activity plans and activity operational plans).
Procurement of infrastructure	Provide the entrepreneurship training center.
Facilitating life skills and business incubator facilities	Build the mindset and skillset laboratory, for example, handcraft class, agribusiness class, culinary class, workshop class, product design class, etc.
Recruit the experts	Hire the dedicated and experienced person as training facilitators.
Training module	Design the training materials and technical instructions theoretically and practically, such as entrepreneurial management, business leadership, work ethics, production process, strategic marketing, product innovation, business development, talent management, etc.
Partnership Program	Develop a partnership with academic institutions, government, industry, associations, and other business stakeholders.
Continuity program in the work plan of the organization	Evaluate the programs in terms of priority scale, measurable, and accountable.
Method	Maintain the entrepreneurial education, training, business development.

Table 1.Role of Life Skills and Business Incubator in Entrepreneurship Training Model

V. CONCLUSION

The entrepreneurship training model focuses on life skills and a business incubation system supported by business partnership programs. It follows the dynamics of business that accelerates the empowerment of entrepreneurs. This model can be applied to youth entrepreneurs and does not have contradictory meanings between regions and gender. However, it is possible for further studies that involve more informants from various organizations and apply more attributes.

ACKNOWLEDGMENTS

Greetings to The Conference Committee of 1007th International Conference on Science, Innovation and Management (ICSIM). The leaders and technical executors of youth agencies andinstitutions in Banten Province for the information and data to support the youth program for the development of a youth HR development program model. The labor and capital intensive industries in Banten Province for the information and hope for the application of the Life Skills and Business Incubation System in the Entrepreneurship Training Model. Thanks to colleagues in scientific discussion of Human Resource Management at the State University of Jakarta.

REFERENCES

[1] Arikunto, S., & Jabar, C. S. A. (2014). Evaluation of Educational Programs, Cet. V, Jakarta: Bumi Aksara.
[2] Echdar, S.(2016). Manajemen Entrepreneurship: Kiat Sukses Menjadi Wirausaha. Yogyakarta: Andi Offset.
[3] Eryandi, K. Y. & Nuryanto, A. (2020). 21st century skills of life career skills in productive learning of vocational high school of technical expertise engineering in Yogyakarta city. American Journal of Educational Research, 8(7), 480–484.
[4] Mohaiyuddin, N. & Kardi, N. (2019). Validity analysis of graduate entrepreneurship career determination module based on cognitive behavioral therapy approach. International Journal of Academic Research in Accounting, Finance and Management Sciences, 9(3), 318-328.
[5] Purwanto, A. (2012). Public Policy Implementation: Concept and Application in Indonesia. Yogyakarta: Gaya Media.
[6] Rahayu, S., Sibuea, A. M. & Situmorang, J. (2019). The development of life skills based instructional model at training and education centre. Proceeding International

Conference of Science Education in Industrial Revolution 4.0, 210-216.

[7] Rivai, V., & Sagala, E. J. (2013). Human Resources for Companies from Theory to Practice.In Jakarta. Rajawali Pers.

[8] Timotius, E., Hamidah & Wibowo (2018). Intrapreneurial mindset of retail store leader: A grounded theory. International Journal of Entrepreneurship, 22(3), 1-16.

[9] Wijaya, E. Y., Sudjimat, D. A., Nyoto, A. & Malang, U. N. (2016). Transformation of 21st century education as a demand for human resource development in the global era. Proceedings of the National Seminar on Mathematics Education,1(26), 263-278.

[10] Zamiri, A., Heidari, A., Asgari, P. & Makvandi, B. (2020). The effectiveness of organizational intelligence, workplace-life skills, and employee empowerment training on job satisfaction and organizational culture of employees with job stress. International Journal of Behavioral Sciences, 14(1), 13-19.

★★★