

YOUTH ENTREPRENEURSHIP PROGRAM (YEP): ENTREPRENEURSHIP SKILLS DEVELOPMENT STRATEGY FOR HIGH SCHOOL STUDENTS THROUGH PUBLIC AND PRIVATE PARTNERSHIPS

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Abstract— This article aims to find out: (1) the implementation of Youth Entrepreneurship Program (YEP), (2) the character value of Malang high school students which have been developed by YEP, (3) the impact of YEP for students. The method was used a qualitative approach with the type of case study. The data collection technique carried out by interview, observation and documentation. Data sources obtained from informants, events and documents. Data analysis was performed with a Triangulation. The results showed: (1) the implementation of YEP as a strategy to develop entrepreneurship skills was carried out through two approaches namely academic and non-academic, which were carried out in three stages, namely observation, training, business practices and evaluation, reporting (2). Value developed: a) independent b). tenacious, c). creative, d). innovative and e). honest. (3). The impact caused by YEP for students: (a). Growing the entrepreneurial spirit; (b) Improve the business management skills (c) increase communication skills.

Keywords— *YEP, strategy, development, entrepreneurship*

I. INTRODUCTION

The 21st century was marked by the advances in science and technology that characterize all aspects of human life, besides that global competition is inevitable. Therefore, mastery of IPTEK is very important and to master, it requires human resources who are competent and capable of being competitive. The preparation of competent and competitive human resources carried out early through education.

Holistic education seems to be developed at all levels of education from basic education to higher education. Holistic education aims to help develop the individual potential in an atmosphere of learning that is more fun and exciting, democratic and humanistic through experience in interacting with their environment. Thus students are not only taught to know, but the most important thing is to do something useful for themselves and others.

One of the abilities that students want to develop is entrepreneurship through entrepreneurship education. Entrepreneurship education aims to form humans as a whole,

as people who have the character, understanding and skills as entrepreneurs. entrepreneurial skills and skills gained from entrepreneurial education. Give students planting behavioural attitudes to open a business then we will make them become talented entrepreneurs [1]. [2]. Because entrepreneurship is a powerful tool to create jobs and boost the economy. Today's entrepreneurial attitude is a necessity, not only for entrepreneurs but also for employees. The future belongs to innovators and creators, and entrepreneurial education serves as a good incubator for the kinds of creative and innovative ideas that students and the world need in the 21st century [3]. [4] The entrepreneurial spirit should continue is grown from an early age [5] because entrepreneurial skills allow young people to let them decide their own future, avoiding unpleasant fate because it has been driven by other people's decisions [6]. To develop entrepreneurship education, the government works with the private sector and the community through YEP for Senior High School 10 Malang. The partnership is an important approach in the success of entrepreneurship education, as stated by [3] that in addition to school management that committed to promoting entrepreneurship, creating an entrepreneurial culture in schools. But it also requires close cooperation between various stakeholders in a region and the willingness to enter innovative learning, and not sticking to traditional learning pathways.

Public-private partnerships in education generally proved capable of supporting the provision of media and infrastructures, build the education system in schools to improve the education qualities. With the scholarships provided, it can give learning opportunities for poor students to fulfil the education in quality schools [7]. Likewise with entrepreneurship education.

II. METHOD

This paper based on research results using a qualitative approach using a type of case study research. Case study approach is research that aims to check "how" and "why" an activity or phenomenon occurs or takes place. In terms of this, study about YEP's strategy for developing

entrepreneurial skills for high school students through public and private partnerships. The unit analysis in terms of what the YEP activities at SMAN 10 were located on campus 2 Tlogowaru Village, District Kedung Kandang Malang. This school is called the Leadership Academy which is a change from the Sampoerna Academy, after the end of the partnership between the Government of Malang City and the Sampoerna Foundation. Sources of data come from informants, as the subject of the research is those who are involved and/or namely the school principal Mrs Endang, first deputy head of student affairs. And Anita as the supervisor of YEP. events in the form of student activities in entrepreneurship and school profile documents, school achievements, YEP program. The data collection techniques are carried out by interviews, observation and documentation. Data collection was carried out by the researcher himself as a research instrument using interview, observation and documentation guidelines. For data analysis, researchers used a model which through three stages or steps that the pairing pattern (expected outcome as a pattern), explanation of the comparison as a pattern (Rival explanation as a pattern) and the simplification of patterns (simpler pattern). Triangulation of sources and methods is used to test the validity of research data.

III. FINDING AND DISCUSSION

A. Implementation of Youth Entrepreneurship Program

The partnership between the government and the private sector and the community in the implementation of YEP in Malang City could be described as follows: Youth Entrepreneurship Program (YEP) is one of the flagship programs in SMA Negeri 10 Malang which is the target school of the Partnership program between the local government of Malang Regency and the Private Sampoerna Foundation and the community. The Regional Government Partnership Program with Putra Sampoerna Foundation has made Malang City 10 Senior High School for campus 2 given the title S a Sampoerna Academy. YEP's mission is to develop the spirit of Youth Entrepreneurship, with the aim of increasing the entrepreneurship capacity, preparing students to develop the nation's economy. The approaches used in implementing YEP include:

First, academic approaches that integrate the curriculum and the learning process in the classroom. In this approach entrepreneurship education integrated with the process, learning is the internalization of entrepreneurial values into learning so that the results gained awareness of the importance of entrepreneurial values [1]. Lessons integrate entrepreneurship education, selected relevant subjects [5]. At SMA Negeri 10 through crafting and entrepreneurship

Both practical approaches carried out with the practice of entrepreneurship directly. This practical approach process obtained by students when class X through action. This practical approach implemented within the program, not an apprenticeship where people who join each business unit work there for several months or internships. Such practices are well-known in the Education implementation in well-known vocational high schools with PSG (Dual System Practices). Which participants into working in the business world about the skills that exist in the business unit. The YEP program aims to encourage young people to become

Indonesia's future leaders, to think about business decision-making and to enhance in Indonesia's economic growth.

In the first year or Batch 1 conducted in 2010-2011 and the second batch in progress out n 2012-2013 3 2013-2014 batch. In batch 3 using a different strategy YEP batch 1 and batch 2. At YEP batch 1 and batch 2 students placed in the business units in Malang City. In batch 1 and 2 programs, a partnership between the local government and the local private sector conducted, namely, entrepreneurs who had the following businesses: in a year I (Batch 1) My Yogurt, Inggil Museum Restaurant, Bayu Media Publishing, Jogja Noodle Restaurant, Kedai Sinau, and GS4. In batch 2, as well as partners already in batch 1 plus new units: Tempe chips, JMG, Batavia Restaurant, and Yan Ceramic. At YEP batch 3 this time students created their own business units that could be applied in schools. This was as explained by Mrs Endang Setyoningsih at that time as the Head of Student Office he said

"At YEP batch 1 and 2 intensively collaborated with Putra Sampoerna Foundation (PSF) and Intellectual Business Community (IBC) by Dr Bayu Prawira Hie, Head of the Intellectual Business Community. YEP batch 1 and 2 of the system, students are deployed to several business units in poor cities, such as chips manufacturers for Bu Noer, JMG variations, wong solo groups and others "(interview, 30 July 2014)

This program seems to continue to grow and is more innovative year by year. So far, people know about similar activities carried out by vocational schools called the Dual System Program (PSG). There was information from Mrs Endang when asked it the same YEP program in Sampoerna Academy field practices undertaken by vocational students, it obtained the following answers:

"In vocational students as apprentice workers, in YEP this student is the owner (owner) and is more emphasized on the idea (mind), not the work of muscles, so more to the business management. So what we planted as the owner's mindset, the boss's mentality is not as a worker or a worker. This is the principle difference between building an entrepreneurial mindset, later it will become a creator of employment, not a job seeker "(Interview 23 August 2013)

This explanation has the support of Ms Anita as the teacher in charge of YEP (Youth Entrepreneurship Program) at SMA Negeri 10 Malang (Sampoerna Academy), explaining in more detail as follows:

"This program is a partnership between the city government and several business units in Malang to sign an MOU willing to become a place of business as a place to study and practice SA students. Currently, in batch 3, students create their own business units that can be applied in schools. Students as owners of the business unit. Schools only give the capital of about Rp. 250,000, - and the students themselves must manage the capital to develop their business units. (interview. 23 September 2014)

The explanation of both Mrs Endang and Mrs Anita shows that this program continues to grow, with a different strategy between YEP batch 3 and YEP batch 1 and 2. In YEP batch 1 and 2, students are placed in business units in Malang to be able to give ideas and thoughts that are useful and beneficial for the progress of the business unit they

occupy. And in YEP batch 3 students create their own business units that can be applied in the school environment.

The partnership between Malang City Government and Putra Sampoerna Foundation (PSF), Intellectual Business Community (IBC) and business units in Malang City to run the YEP program (Youth Entrepreneurship Program) becomes an innovative strategy so that YEP is able to expand the entrepreneurial spirit more effectively. The most effective to make the younger generation interested in entering the world of entrepreneurship integrated into school activities. Thus the public-private partnership is to carry out entrepreneurship education in the context of knowledge about entrepreneurship at the same time preparing human resources that have the spirit of innovation and business development. Entrepreneurship Education which according to [8] (1) Education 'about' enterprise (Awareness Creation), (2) Education 'for' enterprise (The preparation of aspiring entrepreneurs for innovation), and (3). Education 'in' enterprise (The growth and development of training for established entrepreneurs).

Malang Governance became a facilitator in this activity, which brings or invite some business units in the city of Malang, and recommended in the form of cooperation that could be used as a business unit YEP student practice. Indeed the role of government in making policies and actions greatly determines the success or failure of the entrepreneurship education implementation (Smallbone .1010). Many benefits can be taken by business units occupied by YEP students because they can consult directly with Dr Bayu about his business unit. Thus YEP not only provides cognitive aspects but also values of perseverance, self-efficacy, learning skills and social skills [5] [9].

The private government partnership in YEP is the right strategy as the role of the government represented by the school prepares the entire YEP design in such a way, by providing capital, teachers, learning systems, integrated curriculum for entrepreneurial education. Whereas the private sector represented by Sampoerna Foundation provides funds, learning systems, learning infrastructure, training and networking with business people who are their colleagues, has provided students with a place and opportunity to carry out their business practices. With private government partnerships, YEP builds the basic principles of that 1) YEP have been taught systematically in all classes, even though not all students. 2) YEP have been developed in partnership with all relevant stakeholders: universities, entrepreneurs, schools and government. 3) YEP is a strategy to build awareness of entrepreneurial spirit reliable.

YEP is indeed a program provided for all students, but not all students of SMA Negeri 10 Malang (Sampoerna Academy) can take part in the YEP (Youth Entrepreneurship Program) program. For those who are interested, you must follow the choice first. Selection is done in 2 stages. The first stage of choice is written about students' understanding of business. And the second stage is done through Focus Group Discourse (FGD). Students are given problems about entrepreneurship and assigned to discuss finding solutions to solutions. In YEP batch 1 there were 36 students who passed the choice and became members of YEP. at the beginning of the activity with 36 students from Sampoerna Academy ready to learn entrepreneurship with 12 teachers acting as

financial and marketing student mentors. YEP, member batch 1 was placed in 6 business units in Malang City. The result of the partnership between the government and the business unit is the willingness of the business unit to be the location of student practice in YPE activities. The locations included: Inggil Restaurant, Jogja Noodle Restaurant, woodcraft, yoghurt, Toga book store, and Kedai Sinau. YEP is carried out for 6 months, with details: The observation phase carried out for 1 month; Training and Practice Phase for 4 months by following business activities in the business units where students were placed; and the evaluation and reporting phase carried out for 1 month. While in the business unit, students learn, practice, develop metal business souls by better understanding financial, production and marketing problems that are run by the business units they occupy.

YEP batch 2 Program Implementation, still using the strategy as YEP batch 1. In the year batch/batch 2 passed the selection of 42 students. In YEP batch 2 there are 7 business units that collaborate and give a place of business for YEP member students. 7 business units namely: Inggil Resto, batavia restaurant, JMG variety, yan's ceramics, Togamas bookshop, Kedai Sinau, and chips Bu Noer. And at YEP batch 1 and 2 there are accompanying teachers in each of its business units so that because they occupy 6 business units, there are 12 accompanying teachers.

A different strategy carried out in YEP batch 3 schools to make or program business units that students would later develop by creating their own business units that could be applied in the school environment. And there are 4 business units, namely: merchandise units, fish units, garden product processing units and soybean units. According to Mrs Endang, this strategy changes for several reasons

"In YEP batch 3 all activities in the school itself. Students act as owners and managers of the business units they occupy. Schools only give capital, about Rp. 250,000, - than students who manage the capital to develop their business units. And every once a week students must give financial reports about the activities of YEP (Youth Entrepreneurship Program) that have been implemented. (interview, 20 August 2014)

In this Batch 3, there was only one responsible teacher for YEP batch program 3. The responsible teacher only functioned as a facilitator for YEP (Youth Entrepreneurship Program) student members. Members of YEP (Youth Entrepreneurship Program) are required to produce or produce products at least once a week. Production is usually held on Saturday. The number of YEP batch 3 members varies in each unit, between 5 and 7 students, depending on the size of the business unit. The larger the business unit, the number of members.

YEP (Youth Entrepreneurship Program) member students are required to be creative and innovative in creating products so that the products produced can be liked and many buy them. So far marketing is only done in schools and dormitories because it is still constrained by transportation problems if it has to be sold outside the school and dormitory environment. Students are also required to be responsible for their business units so that the business units they occupy can develop. Besides being creative and responsible, students must also have an honest nature, because every week students must report their business unit finances to the

accompanying teacher. The advantage of participating in YEP (Youth Entrepreneurship Program) is that students can learn and experience entrepreneurship. In addition, students also get 2 hours of L to L in SMA 10). Because students of SMA Negeri 10 Malang (Sampoerna Academy) are required to attend L to L activities for 350 hours within 2 years.

This as explained by Mrs Endang Setyoningsih as the Headmaster said "YEP was expected to give birth to a reliable leader, competent academically as well as capable of doing business, a vehicle for young people to learn, practice and build mental, mental and entrepreneurial willingness." (Interview, 30 July 2013).

YEP (Youth Entrepreneurship Program) is a vehicle to hone life skills (students) students can learn and gain entrepreneurship experience, also to (a) attitude formation; and (b) to equip students with the knowledge and skills to start and run their own businesses. As [4] there are 5 reasons why entrepreneurship must be taught to students early on: (1). students need skills that will enable them to make and decide their own future; (2) Students need more opportunities for creativity, innovation, and collaboration in school ; (3). Students need to learn how to find problems or needs before they learn problem-solving skills; (4). Students need more grit; (5) The world needs students who want to make a difference value developed in YEP :

1. Preserve and never give up

The values developed through YEP to students so that they become entrepreneurs are tenacious and never give up energetic attitudes that are not easily discouraged in facing various obstacles, and always want to work hard to realize goals, tenacity and never give up instil in every student that obstacles/barriers are always in every activity that faced and solutions are sought. An entrepreneur must not give up before reaching the goal so that people become anti-fail and ready to succeed.

2. Creative

The value of creativity that developed among students is developing students to look for new and unique ideas and ideas that others might not make sense. This creative value teaches students to dare to take risks to expect something unique and useful. It must also be sensitive to the surroundings that allow developing creative designs both created by humans or created naturally. In YEP students trained to make or sell goods and services that many people need.

3. Innovative

A person's ability to use the ability and ability to produce new work.

4. Honest.

The value you want to instil is love to learn, practice and build mental, mental and entrepreneurial willingness.

Based on the results of the research above, the values developed in high school students summarized the value contained in the entrepreneurial spirit of Negeri 10 Malang,

with the presence of YEP, among others, tenacious and unyielding, creative, innovative and honest values. This is like [10] among others: (a). Creative and Innovative ; (b). Able to see and take advantage of opportunities, (c). Able to work together, have a high motivation. Meanwhile, according to the Ministry of National Education.

Impact of YEP on students

a. Improve business management skills.

YEP has been increasing managerial skills, as equip students to explore opportunities problem solving, empathize with others, think creatively, take risks, accept failure as part of the growth process, and appreciate the correlation between hard work and success. Managerial skills will lead students to continue to develop their performance, think positively and plan, carry out and conduct assessments to build better performance in the future. Such an impact is expected to build a generation of mentally minded entrepreneurs, business owners, not just workers. [10] suggests that personal entrepreneurship education built with characteristics: (a). The wish for responsibility, which is having a sense of responsibility for the efforts that he does. Someone who has a sense of responsibility will always be introspective. (b). Preference for moderate risk, that prefer moderate risk, namely the risk aversion high and bustle o. (C). Confidence in the ability to succeed, namely believing in his ability to succeed ; (d). The wish for immediate feedback, which always requires immediate feedback. (e). High level of energy, namely passion and hard work to fulfil his desire for the sake of a better future; (f). Future orientation, always oriented to the future, perspective, and far-sighted ; (g). Value of achievement over money, namely having the skills in organizing resources to create added value ; (h). Skill at organizing, which is having the skills in organizing resources to create added value.

b. Increase true entrepreneurial spirit.

Research results impact on gains students, but to learn ourselves, the owner and the most important is to have an entrepreneurial spirit true, as stated by Irwansyah who says: "The advantage of following YEP (Youth Entrepreneurship Program) I can develop the creativity that I have and can learn and get entrepreneurial experience " (interview 27 August 2014) . According to the [1] entrepreneurship is an attitude, soul, and ability to create something new that is valuable and useful. Positive impact on the entrepreneurial mindset of young people, their intentions on entrepreneurship, their workability and finally on their role in society and the economy [6] [5].

Developed in the program and the implementation of the of the organization outside the school later in the school, meant also for cost savings as presented Mrs Endang: "implemented in schools with the aim of saving, besides if in school children didn't need to pay for transport, also spur us to complete the need for YEP. Likewise business capital in the rolling model, then students who manage the capital to develop their business units. This teaches them to act efficiently and responsibly (interview 27 August 2013). High creativity is a demand in this activity, carefulness in seeing business opportunities must also be possessed, which is why students of YEP (Youth Entrepreneurship Program) are

required to be creative and innovative in creating products so that the products produced can be liked and many buyers. Marketing is still an obstacle to its production because marketing is only carried out in schools and dormitories because it is still constrained by transportation problems if it has to be sold outside the school and dormitory environment. In addition, it seems that schools have not created a cooperative network that can accommodate the production of their students. Students are also required to be responsible for their business units so that the business units they occupy can develop. Besides being creative and responsible, students must also have an honest nature, because every week students must report their business unit finances to the accompanying teacher. The role of the companion teacher is very strategic because members of the YEP (Youth Entrepreneurship Program) can dialogue and present business ideas developed.

IV. CONCLUSION

Implementation of YEP as a strategy to develop entrepreneurial skills of high school students through public and private partnerships carried out through two approaches namely academic and non-academic approach. Values developed in YEP : 1) Preserve and never give up; 2) Creative; 3) Innovative; and 4) Honest. And the impact of YEP into student was, Improve business management skills and increase true entrepreneurial spirit. Based on the results of research and analysis stage of this study, there were some recommendations like the following:

- a. For the Government: Entrepreneurship education must be integrated into secondary school programs ranging from junior high school to high school so that the spirit of independence is embedded as part of the implementation of strengthening character education.
- b. For Schools: It is necessary to allocate sufficient budget, which allows providing a number of training and help to students in developing entrepreneurial skills and the availability of written funds so students can use it as business capital in training their business.
- c. For private: CSR funds needed in the plan and allocated to support entrepreneurship education in schools, so it will trigger and stimulate massive YEP at the Indonesia schools.
- d. For the Community: especially micro business units must give opportunities to become practice locations for students so that the implementation of YEP can run effectively in public and private secondary schools.

This study found many advantages of implementing YEP with a partnership strategy between government-private - society, only by the K-13 namely the secondary school curriculum over the revised edition, did not make room for entrepreneurship education in high school.

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