



Development Potential of the Development Economics-Business Center (EP-BC) Based on Entrepreneurship in Order to Support MBKM (Independent Learning-Independent Campus)

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Abstract. For the purpose of researching the residents of this project, the authors use the local wisdom of Jambi Province, namely Tengkuluk, as one of the cultures discussed in developing students' understanding of the preservation of the culture of the area where they live. This research method is development research or what is known as Research and Development (R&D) which produces products in the form of community learning media based on local wisdom in civics courses, especially on national identity. The research time in this study is 6 (six) months starting from the preparation stage in June 2022 until the final report submission stage in December 2022. The preparatory phase is carried out from June to July 2022, the implementation of research in the research program is carried out in September-November 2022. The final report will be prepared in December 2022 and the final report will be submitted in December 2022. On this result, the first panel was conducted by several students discussing the “tengkuluk” problem. In the problem found 3 (three) reasons why many young people today do not know what tengkuluk is, this is because the first is the reduction of cultural values within us, special attention must be paid to maintaining all the culture we have, the second is the younger generation. The second panel on alternative policies carried out by students to discuss regulations for preserving the “tengkuluk” culture, in this case, is contained in the Regional Regulations of Jambi Province. In addition, students are able to make Tengkuluk a valuable cultural heritage so that it becomes part of entrepreneurship.

Keywords: Business center · EP-BC · MBKM learning · SWOT

1 Introduction

Jambi University has realized the importance of entrepreneurship as stated in the Jambi University's vision and mission. Jambi's vision is “Making UNJA a World Class Entrepreneurship University”. The formation of this vision is based on the trend of job

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opportunities for university graduates in Indonesia, especially in Jambi Province. BPS (2021), released data on Indonesia's Open Unemployment (TPT) as of August 2021 reaching 6.49 percent, while based on BPS Jambi Province (2021), Jambi Province's open unemployment (TPT) as of August 2021 reached 5.09 percent, lower than national. In addition, in Jambi Province at least in 2021 there will be 999,543 graduates who are unemployed or 11.42 percent of the total unemployed.

The high unemployment rate with tertiary education in Jambi Province is due to the lack of a match between employment and college graduates or the inability of the formal sector to absorb all graduates. To overcome this problem, higher education breakthroughs are needed to create graduates who not only act as job seekers, but also as job creators. To overcome these problems, as well as realize the vision of Jambi University, the Development Economics Study Program initiated an entrepreneurial ecosystem in the form of a business development center (Business Center). The development of the EP-Business Center, hereinafter referred to as EP-BC, aims to create a Smartpreneur ecosystem to support Independent Learning-Independent Campus (MBKM) learning.

The Smartpreneur Ecosystem is an environment created for students to become young entrepreneurs who are expected to be able to create and develop digital or technology-based business opportunities. The Smartpreneur Ecosystem as a forum in the Development Economics Study Program at the University of Jambi to train and foster an interest in entrepreneurship for students with the resulting output in the form of business. The creation of this Entrepreneurship Ecosystem starts from debriefing to coaching and entrepreneurship training through a revolving fund so that students who become young entrepreneurs are able to create businesses and set up start-ups after graduation.

The development of EP-BC has been initiated through the involvement of study programs, students and lecturers in entrepreneurial activities, as well as internationalization activities through the submission of international accreditation to the international HEE-ACT institution since 2021. However, resources related to entrepreneurship in study programs have not been well integrated because there are no programs available the study of Development Economics will form an integrated system related to entrepreneurship viz. Therefore, the Development Economics Study Program has designed an entrepreneurship development center, namely EP-BC. EP-BC is a business center design, which is intended as an implementation tool for students, lecturers, and educators, regarding entrepreneurial practices. EP-BC is not only intended as a means of applying economic and business theory in terms of entrepreneurship, but also as a center for developing entrepreneurial knowledge and skills, which is in accordance with the Tridharma of Higher Education.

As capital for the development of the EP-BC, the Development Economics Study Program already has a set of resources, especially a learning curriculum that refers to the OBE-based IQF, as well as qualified economics lecturers. In the curriculum itself, this study program has allocated several credits mata kuliah yang relating to entrepreneurship and entrepreneurial practice. However, this certainly does not meet the requirements to form an entrepreneurial ecosystem within the Study Program. This is because there is no special place owned by study programs up to the university level as a means of implementing entrepreneurship, both for students and lecturers. Departing from this description, researchers are interested in conducting research with the title "Potential

Table 1. Strategic Alternatives in SWOT

	Strength EP-BC (S)	Weakness EP-BC (W)
Opportunity, EP-BC (O)	SO Strategy Strategies created by using strengths to take advantage of opportunities	WO Strategy Strategies created to minimize weaknesses by taking advantage of opportunities
Threats EP-BC (T)	ST Strategy Creating strategies by leveraging strengths with a view to overcoming threats	WT Strategy Strategies created to minimize weaknesses by avoiding threats from external or internal

for Economic Development Based on Entrepreneurship-Business Center (EP-BC) in the Context of Supporting MBKM Learning”.

2 Method

The method used in this research is descriptive, by studying the problems of the object under study, so that the strategic factors influencing the development of EP-BC in the Development Economics Study Program are known. The data used in this study are primary data and secondary data. The primary data in this study were obtained directly through distributing questionnaires. While the secondary data in this study were obtained from a literature review of relevant sources.

The analytical tools used in this research are IFAS (Internal Factor Analysis Summary) matrix analysis, EFAS (External Factor Analysis Summary) matrix analysis, SWOT (Strengths Weaknesses Opportunities Threats) matrix analysis (Table 1).

3 Results and Discussion

3.1 Analysis Faktor Internal Dan Eksternal

Internal factor analysis is the strengths and weaknesses of the Development Economics Study Program. While the analysis of external factors represents the opportunities and threats of the Development Economics Study Program. Analysis of internal and external factors as follow (Tables 2 and 3).

3.2 Analisis Swot

After getting the results of the IFAS and EFAS analysis, then the two results are represented in a SWOT diagram to find out the conditions and what steps must be taken as a reaction or response to the current EP-BC development position, the following diagram represents the SWOT results (Fig. 1).

Based on the SWOT diagram, it is known that the current condition of EP-BC development is in quadrant 1, meaning that the situation is very favorable. EP-BC development

Table 2. Factors of Strengths and Weaknesses (IFAS)

No	Kekuatan
1	Jambi University's vision is based on entrepreneurship, namely "A World Class Entrepreneurship University"
2	The Development Economics Study Program has identified Entrepreneurship as a graduate profile
3	Entrepreneurship courses are included in the curriculum
4	There are already EP students and alumni who have businesses
5	There is an entrepreneurial activity funding program for students (PMW and PKM)
6	Various entrepreneurship competitions are held, both at the study program level up to the university level
7	Availability of UNJA RPS business center based on Outcome Based Education (OBE) and Project Based Learning (PjBL)
No	Kelemahan
1	The provision of business center facilities and infrastructure has not been optimal in the EP Study Program environment
2	There is no database of entrepreneurial interests and talents of EP Study Program students
3	Lack of training/coaching/mentoring related to entrepreneurship
4	The EP Study Study Tracker is not optimal
5	Limited market network and capital

Tabel 3. Faktor Peluang dan Ancaman (EFAS)

No	Peluang
1	Development of partnerships and cooperation with strategic partners (DUDI)
2	Development of partnerships and cooperation with local government agencies
3	Industrial visits with strategic partners (DUDI)
4	Collaborative research between study program lecturers and university lecturers at home and abroad
5	There are various entrepreneurship competitions held at national and international level
6	Student interest and potential to participate in entrepreneurship research and funding programs
No	Ancaman
1	Competition for jobs that require specialized skills is getting tougher
2	The culture of society that still places work as an entrepreneur as a last resort
3	Lack of student entrepreneurial mentality

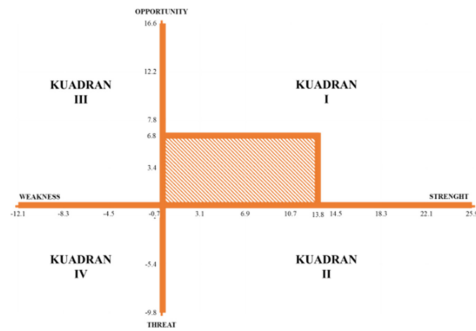


Fig. 1. Alternative position of EP-BC development strategy with SWOT analysis

has opportunities and strengths so that it can take advantage of existing opportunities. The strategy that must be set supports an aggressive growth and development policy. By using data from the tables of internal factors/IFAS and external factors of EFAS, the factors (strengths-weaknesses) and (opportunities-threats) are entered into the SWOT matrix. The SWOT matrix can be seen in Table 4. Alternative strategies can be formulated based on SWOT matrix analysis based on a combination of data on internal factors and external factors. There are 4 alternative strategies that can be formulated in the SWOT matrix, namely: (1) Strengths-Opportunities (SO) strategy; (2) Weakness-Opportunity Strategy (WO); (3) Strength-Threat Strategy (ST); (4) Weakness-Threat Strategy (WT).

From the SWOT Matrix above, several alternative strategies are obtained that can be implemented in the development of EP-BC:

First, the SO Strategy (Strengths – Opportunities). In the SO strategy, try to use the strengths you have to take advantage of opportunities. The following are strategic recommendations that can be considered for implementation, including: (a) Developing Outcome Based Education (OBE) and Project Based Learning (PjBL) based RPS in collaboration with strategic partners (DUDI); (b) Creating a Business Center as a medium for training and developing the entrepreneurial spirit of students of the Development Economics Study Program; and (c) Accompanying and fostering students of the Development Economics Study Program through entrepreneurship training so that students are ready to face entrepreneurial competition outside the Study Program.

Second, the WO (Weakness – Opportunity) strategy. In WO strategy, you must take advantage of opportunities to cover your weaknesses. The following are strategic recommendations that can be considered for implementation, including: (a) Creating a special Business Center area within the Development Economics Study Program and optimizing infrastructure in this special area; and (b) Collecting data on student entrepreneurial potential to help bridge the development of entrepreneurial potential and interest in Development Economics Study Program students;

Third, ST Strategy (Strengths – Threats). In the ST Strategy, seek to utilize strengths to overcome threats. The following are strategic recommendations that can be considered for implementation, including: (a) Developing student special skills according to the graduate profile of the Study Program; and (b) Strengthening the entrepreneurial spirit and mentality of study program students by holding regional training and competitions

Table 4. SWOT Matrix

	Strength EP-BC (S)	Weakness EP-BC (W)
Opportunity EP-BC (O)	<p>SO Strategy</p> <ol style="list-style-type: none"> 1. Develop Lesson Plan based on Outcome Based Education (OBE) and Project Based Learning (PjBL) in collaboration with strategic partners (DUDI). 2. Creating a Business Center as a medium for training and developing the entrepreneurial spirit of students of the Development Economics Study Program. 3. Assist and foster students of the Development Economics Study Program through entrepreneurship training so that students are ready to face entrepreneurial competitions outside the Study Program. 	<p>WO Strategy</p> <ol style="list-style-type: none"> 1. Creating a special area for the Business Center within the Development Economics Study Program and optimizing infrastructure in the special area. 2. Collecting data on the entrepreneurial potential of students to help bridge the development of the entrepreneurial potential and interest of students of the Development Economics Study Program.
Threat EP-BC (T)	<p>ST Strategy</p> <p>Develop students' special skills according to the profile of graduates of the Study Program Strengthening the entrepreneurial spirit and mentality of study program students by holding regional training and competitions so that students are ready to compete outside the Study Program</p>	<p>WT Strategy</p> <ol style="list-style-type: none"> 1. Improving the tracer study of alumni as an effort to strengthen the EP Business Center network. 2. Conducting regional level training and competitions (specifically for Study Programs).

so that students are ready to compete outside the Study Program. Fourth, the WT (Weakness – Threats) strategy. In the ST Strategy, trying to minimize existing weaknesses and avoid threats. This is a defensive activity. The following are strategic recommendations that can be considered for implementation, including: (a) Increasing tracer study alumni as an effort to strengthen the EP Business Center network; and (b) Organizing regional level training and competitions (specifically Study Programs).

4 Conclusion

Based on the results of the research conducted, the authors can provide the following conclusions: (1) The internal factors that influence the development of EP-BC include the main strength, namely the vision of Jambi University which is based on entrepreneurship,

namely “A World Class Entrepreneurship University”, while the main weakness is that it is not optimal provision of business center facilities and infrastructure in the EP Study Program; (2) External factors include the main opportunity, namely the existence of various entrepreneurship competitions held at the national and international levels, while the main threat is the culture of society which still places work as an entrepreneur as a last resort; and (3) Based on the results of internal and external factor analysis using IFAS and EFAS and SWOT analysis, 9 strategies were obtained.

Recommendation

Based on the results of the research conducted, the authors can provide the following suggestions: (1) In implementing the development strategy it must be in accordance with the strategic objectives that have been prepared so that it is structured and on target; (2) It requires strong support and commitment from various parties involved in developing entrepreneurship-based Business Development Economics (EP-BC) to support MBKM learning; and (3) Further assistance is needed to provide optimal results, assistance and implementation of the results of the SWOT analysis.

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