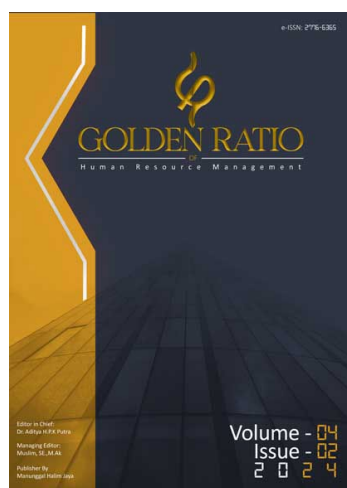




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HUMAN RESOURCE MANAGEMENT | RESEARCH ARTICLE

Creating Beginner Student-Preneurs Through Human Resource Investment

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Abstract: The Independent Entrepreneurship Program, initiated by the Ministry of Education, Culture, Research, and Technology, targets students with an interest in the business world. This program forms part of the Independent Learning Campus (MBKM) policy, offering students the opportunity to engage in entrepreneurial activities. Universitas Muhammadiyah Makassar, as one of the participating institutions, has actively implemented this program in recent years, demonstrating a commitment to fostering human capital development specifically tailored to prepare students for careers in entrepreneurship and the broader economic sector. This research adopts a qualitative approach to explore the implementation and impact of the Independent Entrepreneurship Program. Data collection techniques include triangulation, and the analysis process is both inductive and qualitative, focusing on meaning rather than generalization, as outlined by Sugiyono (2011). The unit of analysis is the individual informant, with the selection criteria for informants including employees who have long-standing experience with the program, are willing to provide insights, and are directly involved in its activities. Data is analyzed using a qualitative descriptive method, which presents findings in written form and interprets the data based on the research outcomes. The results of the study indicate that the program encourages students to adopt a practical approach to entrepreneurship, fostering an entrepreneurial mindset, developing business concepts, and gaining hands-on experience. Additionally, it provides opportunities for students to study outside the campus to deepen their entrepreneurial knowledge. The program also offers significant academic benefits, allowing students to receive credit recognition of up to 20 credits for their participation in various activities. This aligns with the broader goal of enhancing entrepreneurial competencies and preparing students for real-world economic challenges.

Keywords: Student-Preneurs, Human Resource Management, Entrepreneurship.

JEL Classification Code: L26, I23, J24, M13

1. INTRODUCTION

Through Presidential Regulation (Perpres) Number 2 of 2022, the Indonesian government has set an ambitious goal to create 1 million new entrepreneurs by 2024. One of the key efforts supporting this target is the Independent Entrepreneurship Program initiated by the Ministry of Education, Culture, Research, and Technology. This program is part of a broader initiative to foster entrepreneurial skills among students and prepare them for life after graduation by instilling an entrepreneurial mindset and essential competencies. It aims to increase student employability and enhance the quality of university graduates by providing practical experience in entrepreneurship and opportunities to study outside the traditional classroom environment.

The Independent Entrepreneurship Program offers students a unique opportunity to develop themselves as potential entrepreneurs by engaging in activities that extend beyond academic coursework. This program aligns with the Independent Learning Campus (MBKM) policy, which emphasizes flexibility in learning to cater to individual student interests and abilities. The program's goal is to create a personalized, innovative, and high-quality learning environment, which contributes to improving the practical skills and employability of university graduates (Kemendikbudristek,



2022). At Unismuh Makassar, the Independent Entrepreneurship Program is a key component of the institution's vision and mission. As one of the leading private universities in the eastern region of Indonesia, Unismuh Makassar envisions itself as a "Leading, Superior, Trusted, and Independent Islamic Higher Education" by 2036. A central mission supporting this vision is to "Foster entrepreneurship based on partnerships and ukhuwah (brotherhood)," reflecting Unismuh Makassar's commitment to being an "edupreneurship" university. The program is part of a strategic effort to cultivate an entrepreneurial spirit among students, preparing them for future economic challenges and opportunities while promoting collaboration and community engagement.

It is deemed necessary to invest in human capital as an effort to educate human resources. The education and training provided encourage each individual to have four essential aspects of human capital: knowledge, expertise, ability, and skills. Higher education plays a vital role in the context of implementing human capital investment, which is carried out through the management of educational resources which are a fundamental aspect of human needs, one of which is that education in higher education must prepare graduates who can be an economic inspiration as well as an instrument for the economic resilience of the nation and state. This has encouraged the massive expansion of the independent campus program, which encourages the implementation of a specific program called independent entrepreneurship. This program is part of a collaborative development of entrepreneurial learning through implementing universities. This stimulates business potential, provides entrepreneurial experience, and encourages student employability at each campus.

The Universitas Muhammadiyah Makassar, as one of the implementing campuses, has collaborated in the last few years to implement this independent entrepreneurship program. This is an essential effort to invest in more specific human capital that will prepare and encourage students to enter the world of economics, especially entrepreneurship. The independent entrepreneurship program is an activity platform that becomes a forum for implementing human capital investment because it aims to (1) spark students' interest and enthusiasm in entrepreneurship, (2) instill a mindset and essential competencies in the field of entrepreneurship, (3) encouraging increased student entrepreneurial experience; (4) increasing students' work abilities; and (5) help increase the capacity and quality of higher education graduates.

Makassar Muhammadiyah University is one of the universities that has implemented the Independent Entrepreneurship program. The Independent Entrepreneurship Program is an activity initiated by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia specifically for students interested in entrepreneurship. This activity will start in 2022 based on Presidential Regulation (Perpres) no. 2 of 2022 and has a target in 2024, one million new entrepreneurs will be created (Free et al.). Independent Entrepreneurship is part of the Independent Campus program of the Indonesian Ministry of Education, Culture, Research, and Technology. It provides opportunities for students to learn and develop themselves to become potential entrepreneurs through activities outside of lecture classes. The Independent Entrepreneurship Program collaborates with Program Implementing Universities to develop entrepreneurial learning that can hone the entrepreneurial spirit, encourage increased entrepreneurial experience, and increase students' employability abilities. The Merdeka Entrepreneurship program aims to ignite students' interest and enthusiasm for entrepreneurship, Instill a Mindset and essential competencies in entrepreneurship, Encourage increased student entrepreneurial experience, Improve students' work abilities, and Help to increase the capacity and quality of higher education graduates.

Prasetyo (2020) states that strengthening the economic sector is crucial for a country's progress (Cheng et al., 2021). The primary support of the economic sector is entrepreneurship (Prasetyo & Kistanti, 2020; Terán-Yépez et al., 2020). According to the Indonesian Minister of Cooperatives and Small and Medium Enterprises, Teten Masduki, the entrepreneurship ratio in developed countries reaches around 12% to 14%. Meanwhile, Indonesia's entrepreneurship ratio is currently around 3.18% (Beritasatu, 2022), ranking 94th out of 137 countries surveyed (Global et al., 2018). Indonesia is the country with the fourth largest population in the world; the rate of growth and high population in Indonesia is still not accompanied by an increase in the quality of Human Resources (HR) in the economic sector so that it can catch up with Asian countries such as China and India E. Thus, To make Indonesia a developed country, the national entrepreneurship ratio must continue to be increased.

The entrepreneurial potential of the millennial generation has yet to be managed well so far (Jazuli, 2021; Herawati, 2020). According to data from the IDN Research Institute (2019), 69.1 percent of Indonesia's millennial generation are interested in entrepreneurship. However, its implementation has yet to be maximized. The growth of unemployment among university graduates is increasing (N. Sari et al., 2022; Mopangga, 2014). They prefer to look for work (becoming employees) rather than opening employment opportunities (entrepreneurship) (Sucarita, 2023; Utomo, 2023). This is confirmed by data from the Central Statistics Agency (BPS) regarding the labor force in August 2022 of 143.72 million people, an increase of 3.57 million compared to August 2021. Meanwhile, Indonesia's labor force participation rate 2022 is only 0.83%, and open unemployment is 5.86% (Central Statistics Agency 2022). This reality is exacerbated by increasingly fierce competition in the world of work in the era of globalization.

In the first year of implementing the independent entrepreneurship program, Universitas Muhammadiyah Makassar was the only educational institution in Sulawesi to implement this activity, with quite a significant number of participants. Based on information obtained by the author from the person in charge of technical activities for Merdeka Entrepreneurship, in 2022, will be 1006 students registered for the Merdeka Entrepreneurship Program from various campuses. There were 551 internal students at the Makassar Muhammadiyah University Campus who were independent entrepreneurship participants spread across all faculties. In comparison, 445 external students were from Sulawesi Island and outside Sulawesi, namely Java Island. In 2023, these two independent entrepreneurial activities experienced a decrease in the number of participants; namely, only 550 students participated, where the number of internal students at Universitas Muhammadiyah Makassar was 212 students who were also spread from several faculties, while the external participants were 338 students. This decrease in participants is due to the increasing number of educational institutions implementing Independent Entrepreneurship activities. This program, initiated by the Indonesian Ministry of Education, Culture, Research, and Technology, is an Entrepreneurial-based Human Resources development activity that is interesting to research in more depth.

Job opportunities are dwindling, and the number of college graduates is increasing (Graham et al., 2019). Therefore, the entrepreneurial attitude of the millennial generation must be honed, developed, and given opportunities (Suherman, 2021; Tyas & Naibaho, 2019). An entrepreneurial attitude is a person's readiness to respond well to the characteristic aspects possessed by an entrepreneur (Isma et al., 2023). According to Drucker (2005), entrepreneurship refers more to the nature, character, attitudes, and characteristics of someone who has a strong will to realize innovative ideas in the business world and can develop them vigorously. According to Mednick (1975), attitude formation is influenced by three factors, namely social influence (such as norms and culture), individual personality traits, and information that the individual has received (Indriayu et al., 2022). Azwar (2012) emphasized that the factors that influence attitudes are personal experience, the influence of other people who are considered necessary, culture, mass media, emotional factors, religious institutions, and educational institutions (Milda et al., 2023). Thus, our university graduates are still oriented towards employment positions as employees in the private sector, civil servants, and government employees.

University graduates should have a mission orientation as pioneers of new employment opportunities. For example, campuses equip their graduates, besides academic skills, they must also be equipped with entrepreneurial skills. After returning to society, this will allow these graduates to implement their academic abilities and utilize their entrepreneurial skills in line with government programs, one of which is SMEs. This small business sector can be an economical alternative for new graduates who are starting to adapt to the tangible realities in society. Syarifah et al. (2019) explained that MSMEs in Indonesia continue to be encouraged by the government so that they can continue to develop and penetrate not only the national market but also the international market. However, quite a few SMEs cannot maintain their survival; this is due not only to business competition but also because the competitive spirit of SME entrepreneurs still needs to improve. In particular, micro and small businesses are dominated by entrepreneurs who lack business knowledge, so business education is needed to compete. The existence of SMEs is very positive and has potential, but they still have several business obstacles, both internal and external. Internal factors include the quality of human

resources, as seen from the low level of education or skill of workers, low level of entrepreneurship, capital constraints, etc.

Meanwhile, critical external factors are government policies considered less favorable to SMEs, resulting in low competitiveness of SMEs. Several things influence the performance of SMEs. Endri (2010), Felício et al. (2014), and Wu & Sivalogathan (2013) explain the influence of human capital on performance, with the condition that companies that can produce high performance usually have reliable human resources with solid work motivation and have a high commitment to achieving the company's goals and mission. Each company will produce different performance if managed by different people, meaning that different human resources in managing the same company's assets will produce different added value.

Beginner MSMEs, such as students, need institutional support. Preparing entrepreneurial resources is one of the essential outcomes of a university. The Ministry of Education and Culture's policy regarding independent learning on independent campuses provides universities with the broadest possible opportunities for students to be involved in business activities. The Ministry of Education and Culture's policy is an entrepreneurial activity program for students after taking the core program of a particular study program. The program must be able to provide opportunities for these students. Entrepreneurial activity programs are permitted for students for one or two semesters. This policy is contained in the Minister of Education and Culture Number 3 of 2020 concerning national higher education standards. To realize the Ministry of Education and Culture's policy, all universities received an explanation about the Independent Learning Campus, including an explanation about entrepreneurial activities (Ramdani, 2020). This regulation correlates with Presidential Decree No. 2 of 2022 to encourage the achievement of the target of 1 million new entrepreneurs. These regulations also show the government's commitment to improving human resources in Indonesia, especially in campus-based entrepreneurship.

Several previous studies related to entrepreneurship, including those conducted by Milda et al. (2023), stated that the independent entrepreneurship program could shape students' entrepreneurial attitudes as the ideal character an entrepreneur must have, such as self-confidence, vision, creativity, opportunism, and responsibility. This entrepreneurial attitude is formed through workshop activities and partner onboarding. The independent entrepreneurship program for students makes quite a significant contribution, one of which is forming an entrepreneurial attitude as an ideal character. If this character is successfully formed permanently, it will produce productive and competitive individuals. The urgency of independent entrepreneurship conceptually requires focused research to obtain a deep scientific understanding.

This research aims to determine knowledge investment through independent entrepreneurship. To find out the skills students gain through independent entrepreneurship. To find out your abilities through independent entrepreneurship. Moreover, I want to learn skills through independent entrepreneurship at Universitas Muhammadiyah Makassar. This research focuses on: What is the picture of knowledge investment through independent entrepreneurship? What is the investment picture? Expertise (expertise) obtained through independent entrepreneurship? What is the description of ability investment through independent entrepreneurship at Universitas Muhammadiyah Makassar? Moreover, what is the description of skills through independent entrepreneurship at the Universitas Muhammadiyah Makassar?

2. LITERATURE REVIEW

Supit et al. (2022) define independent entrepreneurship as an individual or group activity that opens a new business to make a profit, maintain it, and grow it in producing or distributing economic goods or services. An entrepreneur, Joseph Schumpeter, is a person who breaks down the existing economic system by introducing goods, and an entrepreneur is a person who sees an opportunity and then creates an organization to take advantage of that opportunity. The definition of entrepreneurship here emphasizes everyone who starts a new business. Meanwhile, the entrepreneurial process includes all functional activities and actions to pursue and exploit opportunities by creating an organization. Several aspects are related to the entrepreneurial mindset by Kuratko et al. (2020), namely the cognitive aspect, where entrepreneurial cognition by Buzenits (Husna, 2020) is used to differentiate

between entrepreneurs and non-entrepreneurs, for example, in risk-taking. Namely, the process includes attention, remembering, producing and understanding language, solving problems, and making decisions. Factor This cognitive process can be very determined, considering that only some perceive the same opportunity as a business opportunity. Difference Seizing this opportunity is influenced by mental processes (Husna, 2020). The behavioral aspect, namely entrepreneurial behavior by Shaheen and Al Haddad (Said & Iskandar, 2020) as an individual phenomenon, is different from understanding the behavior of a company; this individual phenomenon involves action units that can be observed. Emotional intelligence by Nuryanto et al. (2020) states that entrepreneurial behavior cannot be separated from entrepreneurial cognitive behavior as a process of adaptability of entrepreneurial actors. The emotional aspect is the popular view. Emotions are internally focused; therefore, they are emotions that entrepreneurs must handle within the limits of their capabilities and minds.

Investment in human resources is a sacrifice that can be measured in monetary terms with the hope of obtaining a better income in the future (Rusdiana and Ibrahim, 2020). Human investment aims to increase the intelligence mentioned above. The results of this investment are still influenced by personal qualities and efforts to improve these qualities. The income earned in the future is a higher level of income to achieve a higher level of consumption. This investment is related to human capital, as previously explained. With this investment, human capital is expected to increase. Rusdiana, Ibrahim (2020) mapped human abilities into seven comprehensive categories, which are called multi-intelligence, namely linguistic verbal intelligence, in the form of the human ability to use words effectively; Spatial or spatial intelligence is the human ability to digest the visual-spatial world accurately, such as developing skills in the field of artistic skills; Interpersonal intelligence or human ability to perceive and make differences in the atmosphere of intentions, motivations and feelings between people, including sensitivity; Intrapersonal intelligence is in the form of self-knowledge and the ability to act adaptively based on the existing scientific base.

Research on human resources by Nadila et al. (2023) shows that human resource investment influences investment interest. Research by Supit et al. (2022) shows that the Covid-19 pandemic did not affect their business; on the contrary, their business ran more smoothly due to this pandemic. Syarifah et al. (2019) research shows that human capital influences market orientation, human capital influences MSME performance, and market orientation influences MSME performance. According to research by Milda et al. (2023), independent entrepreneurship has three stages: preparation, implementation, and analysis of results in the form of final reporting. Student participants must go through all these stages to gain knowledge and experience in entrepreneurship. Aftina Nurul Husna's research (2020) shows that entrepreneurship is multi-dimensional, and the personal and organizational dimensions should be approached using a scientific approach that focuses on researching these two levels, namely psychology.

The Human Capital theory by Theodore Schultz states that improving the welfare of people with low incomes does not depend on land, equipment, or energy but on knowledge (Rusdiana & Ibrahim, 2020). Adam Smith's investment in human resources is obtained through education, self-study, and learning while working, which requires costs incurred by the person concerned. In a professional view, education is a form of social service that must be provided to society. Human Capital is one of the main components of intangible assets. However, the organizational/company performance assessment has mainly used tangible resources. Every organization or company, including educational institutions, requires human resources, namely the workforce. Organizational or company resources are all factors, both tangible and intangible resources. Human capital does not place humans as capital like machines; instead, it helps decision-makers focus on human development to improve the organization's quality. Therefore, organizations/companies must improve the quality of human resources when facing challenges and achieving the company's vision and mission.

Human Capital Management is part of human resource management. The human capital approach considers humans to be a form of capital or capital goods like other capital goods and as company assets. The definition of human capital emphasizes the understanding that humans are one of the primary sources of capital in a company with infinite value and quantity, which can be managed in a process that, in the end, can produce more value for the company. As for human resources, humans are considered as resources. With this understanding, companies assume humans can be

finished if exploited excessively. Based on this understanding, many companies mean that procuring and maintaining human resources requires a lot of money, but the company only gets a little benefit from it. The concept of human capital refers to employee competencies and abilities. If managed well, capital can provide a tremendous return on investment and has a "price" much more expensive than physical assets such as factories and land. For example, Microsoft and Google have assets much higher than those of Boeing or Ford. However, the value of their company shares is much higher (this is, of course, because Microsoft and Google have human capital, innovation/creativity, and brain capital - which is far superior to assets). Physical company).

The human capital development framework by Ibrahim et al. (2020) states that knowledge, skills, abilities, and skills are what make humans the capital or assets of a company. Human capital management is the process of acquiring, training, managing, and maintaining to contribute effectively to organizational processes. This makes improving organizational performance and competitiveness possible by identifying and optimizing human resources. An organization's workforce is considered wealth and an investment in the future, bringing in income. This concept is more advanced than human resources management, which considers energy a cost. An employee can use other resources by relying on expertise, abilities, and skills. The efficiency of human capital management is then calculated as a proportion of output, where the specific qualifications of human capital and output depend on certain organizational conditions. When selecting inputs and outputs, there must be selected variables that are related to each other, especially to performance. Taqiyah & Alkawadi (2017) revealed that in measuring human capital productivity, the output might be the level of goal achievement, such as (1) increasing consumer satisfaction, (2) increasing income, (3) reducing the level of damage, and (4) shorten the time for handling consumer complaints, etc.

Several factors motivate someone to become an entrepreneur; among the factors that influence entrepreneurial motivation, which is assumed in this research, can influence students' motivation to become entrepreneurs, such as being free-spirited, having an entrepreneurial education, and having a family environment. Motivation is influencing or encouraging someone to do something they want or are currently undertaking to complete the work effectively and efficiently (Anwar, 2014). According to Sufit et al. (2019), motivation is essential for students to provide knowledge to create and maintain their creativity and talent in entrepreneurship. The role of motivation in entrepreneurship is vital, especially motivation to succeed.

According to Robbins (2001), motivation is the ability to fulfill several individual needs. Motivation has several motives that will be the driving force for achieving a goal or success. Motivation for entrepreneurship requires great encouragement in entrepreneurship, wanting to learn from other people's successes, and not knowing the word give up to achieve success because success in entrepreneurship is not immediately accessible to obtain but requires a hard struggle to be successful. Several experts have made broad and general references to the concept of entrepreneurial mindset (Naumann, 2017). Only some define it clearly or provide insight into its underlying attributes, qualities, and impacts. So, the question is, what is meant by an entrepreneurial mindset, and how does society use it?

3. RESEARCH METHOD AND MATERIALS

This research employs a qualitative approach, which is aimed at investigating, discovering, describing, and explaining the qualities or characteristics of social influences that cannot be adequately captured, measured, or explained through quantitative methods (Suryono, 2010). The data collection method used is triangulation (a combination of techniques), with data analysis carried out inductively and qualitatively. The focus of qualitative research is on meaning rather than generalization (Sugiyono, 2011). The research location is the site where the data for the research variables are gathered (Arikunto, 2010), and for this study, it is LP2M Universitas Muhammadiyah Makassar.

The unit of analysis is the individual, specifically employees who serve as informants. The selection criteria for these informants include long-term employment at the institution, familiarity with the independent entrepreneurship program regulations, willingness to participate in interviews and provide relevant information, direct involvement in the program's activities, and the ability to explain and describe the program in detail.

The data analysis method used in this research is qualitative descriptive analysis, which presents data in a written format and explains the findings based on the collected data. The research process involves several steps, including data reduction, data presentation, and drawing conclusions. In addition to data reduction, triangulation techniques are applied to ensure the validity of the data. This involves cross-checking the reliability of information obtained over time and using different tools to compare interview results with the research subject (Moleong, 2004). Triangulation serves to compare and verify the credibility of information in qualitative research (Patton, 1987).

4. RESULTS AND DISCUSSION

In implementing the Independent Entrepreneurship Program at Unismuh Makassar, students will go through three stages: matriculation stage, entrepreneurial activity stage, and expo stage. The matriculation stage aims to provide knowledge related to entrepreneurship to students participating in the program. The matriculation stage is carried out using hybrid learning with a duration of 4 weeks. Hybrid learning is an implementation that begins with students learning independently via the LMS page (<https://spada.unismuh.ac.id>) and continues with offline face-to-face activities with academics and practitioners. At the entrepreneurial activity stage, students go into the field to learn directly to identify business processes and problems SMEs face. Then, students participating in the program learn to create models for solving problems SMEs face, create prototypes, and implement and evaluate the plans made. At the expo stage, students display the program results they have planned.

The systematics and assessment process of the Unismuh Makassar Merdeka Entrepreneurship program consists of a learning activity assessment component in matriculation activities carried out using hybrid learning at 20%; prototype assignment weight of 20%; 3) presentation of business ideas in poster form with a weight of 20%; and the weight of writing the final report is 40%. Based on this, researchers, in this case, conducted research related to the Independent Entrepreneurship program at the Makassar Muhammadiyah University Campus by focusing on four indicators: knowledge investment, expertise investment, ability investment, and skills description. Unismuh Makassar provides 210 resource persons (teaching staff) from academics and practitioners to support the Unismuh Makassar Independent Entrepreneurship Program. Unismuh Makassar has also provided several supporting facilities and infrastructure, such as the Business Center Unit, IDX Investment Gallery, Hydroponic House, and Congress Convention Hall. The number of students who can be accommodated in this program is 750. Program participants are active students from Unismuh Makassar and outside Unismuh Makassar, with a ratio of 60% for Unismuh Makassar students and 40% for students outside Unismuh Makassar.

The Merdeka Entrepreneurship Program, which runs on the Makassar Muhammadiyah University Campus, has several stages in implementation. "Talking about knowledge related to the world of entrepreneurship is done based on guidelines that have been prepared; it just needs to be adjusted to the student's ability to digest the knowledge provided. First, the resource person designs and instills in students a mindset and basic skills in the business sector. Furthermore, it increases students' entrepreneurial experience and skills. Then, I will form a vision and sharpen my thinking skills for collaborative problem-solving with students from different majors and origins. That is more or less a form of knowledge transfer to students." (Interview with SS informant on May 23, 2024).

Instilling entrepreneurial knowledge in students at Unismuh Makassar encourages them to create entrepreneurial desires. Through providing material and practice, including analyzing appropriate business activities to provide economic improvement for students. "In addition to character building, it can also form social skills. "This social skill is needed in the business planning path that will be made, namely in the business marketing aspect, where there are four aspects that need to be considered before undergoing an expo or a real business, namely Resources (operational), production, marketing, and finance." (Interview with informant MF on May 23, 2024).

Unismuh Makassar students know to see good business opportunities in today's society. Students are also equipped with appropriate strategies for developing businesses to provide economic improvement for students as business actors. "Entrepreneurial readiness is a business activity carried out by a person or several people who have various goals and needs to gain profits from business

activities by taking advantage of opportunities equipped with physical, mental, emotional conditions, skills and various knowledge that they already have." (Interview with FN on May 25, 2024). The interviews with informants show that entrepreneurial readiness is a business activity carried out by a person or more in preparing mentally and materially to open a business they want to run to gain a profit. Based on the results of the author's observations in the field, knowledge investment is a factor that influences students' entrepreneurial readiness, namely the value of the Entrepreneurship course itself, which is also a factor in the student's experience because the value is the learning result obtained after attending lectures in the Entrepreneurship course for one semester. Value is an achievement by students who use various efforts and abilities to obtain maximum results.

From the interviews with informants, it can be concluded that a business actor must master social skills. Students learn about patterns in increasing business activities through the Merdeka Entrepreneurship program. In achieving the objectives of one of the Independent Campus Learning Programs (MBKM), namely the Independent Entrepreneurship Program, which collaborates with implementing universities, practitioners carry out Independent Entrepreneurship with learning targets that must be achieved, namely:

Table 1. Independent Entrepreneurship Learning Targets at Unismuh Makassar

Stages	Information
Pre-Immersion	At this stage, students are expected to improve their mindset and validate their business ideas with entrepreneurship lecturers, practitioners, and coaches.
Immersion	This stage involves students, and it is hoped that they will be able to increase their competence in developing business models and making validated prototypes.
Post-Immersion	This stage focuses on the market validation and feasibility study process; students have the provisions to run the business as planned.

The Independent Entrepreneurship Program at the Universitas Muhammadiyah Makassar instills an entrepreneurial attitude, namely a perspective and mindset regarding things faced, such as fear, difficulties, criticism, and trials that underlie an entrepreneurial action. Entrepreneurs commonly feel these things, and if they can respond well and positively, they will undoubtedly get the expected results. Even though every process cannot be achieved instantly, with the willingness to work hard and be serious, there will be changes. The skills that must be given to students in facing business challenges are instilling the qualities that entrepreneurs need to have: self-confidence, task and results-oriented, risk-taking, leadership, originality, and future orientation. These six characteristics must be understood and applied as provisions for new entrepreneurs to achieve success. To be a successful entrepreneur, you must have a good attitude and behavior characteristics, an outlook on progress, and always be positive. Therefore, good attitudes and behavior are critical to entrepreneurship. (Interview with SS informant on May 23, 2024).

From the results of interviews with informants, it can be concluded that instilling skills in students to face the challenges of the business world focuses on instilling entrepreneurial characteristics in students, such as increasing self-confidence, not being afraid of failure, and being able to read business opportunities that are needed by the market. Instilling expertise for Unismuh Makassar students through a combination of entrepreneurial skills and leadership qualities is called Leadpreneurship. People with high Leadpreneurship qualities can transform previously low-value resources into high-value ones through taking measured risks and effective leadership. "Students who are carrying out sales practice must have skills. For example, skills to serve buyers, skills to organize the products being sold, skills to make financial reports, and what is no less important are skills to sell products. To carry out these skills, students will not be separated from communication. Students with good communication skills will easily develop these various skills." (Interview with informant MF on May 23, 2024).

The results of interviews with informants can be seen. Students in training to become entrepreneurs must have skills in carrying out business activities. This training program provides provisions for students to carry out the business activities they want to carry out. "Some of the expertise or skills I gained from participating in the Independent Entrepreneurship program include opening up business opportunities. Where entrepreneurial skills will open up more significant

business opportunities, people who understand this knowledge will become more confident in opening their businesses. Skills also trigger the formation of businesses based on hobbies or interests.

Furthermore, people with an entrepreneurial character can work according to their hobbies and will look for ways to earn income through their hobbies. One way is to open a business. For example, a coffee lover opens a coffee business but adds uniqueness and, most importantly, can create jobs. Skills in running a business also provide benefits for new jobs. The more creative entrepreneurs open businesses, the more employees they need. Not only does it provide job opportunities for other people." (Interview with SF on May 25, 2024)

The results of interviews with informants show that providing skills for students plays a vital role in business. One of the universities that applies entrepreneurial skills in lectures is Universitas Muhammadiyah Makassar. Based on the author's observations regarding investment in expertise in the Merdeka Entrepreneurship program, it can provide students with an understanding of someone who creates, manages, and leads their own business to success and is responsible for their decisions and consequences. Entrepreneurs often have to act as innovators who can exploit and transform opportunities into ideas that can be sold or marketed, providing added value by utilizing effort, time, costs, or skills to make a profit. By providing his expertise, an entrepreneur can have the skills to develop his business from an idea to a new concept and is willing to bear all the risks that will occur with the ultimate goal of achieving business success.

Table 2. Skills for Entrepreneurs

Skill	Information
Think creatively	The first ability that entrepreneurs must have is to think creatively, looking for something creative for their business to be unique and not the same as others.
Time Management	Entrepreneurs must determine implementation deadlines, plan priorities, and manage time carefully.
Effective Communication	With practical communication skills, entrepreneurs can introduce their business model to everyone, especially investors and stakeholders, in search of capital.
Strategic Thinking	Strategic thinking is also one of the abilities entrepreneurs must have to make decisions and minimize the risks they face.

In providing knowledge to Unismuh Makassar students, abilities and skills receive quite a lot of attention in today's management circles. Therefore, the term competency can be used to describe this. "In providing entrepreneurship material to students, the things that must be possessed to become entrepreneurs are creative and innovative abilities. This is reflected in the ability and willingness to start a business (start-up), the ability to do something new (creative), the willingness and ability to look for opportunities (opportunity), the ability and courage to bear risks (risk-bearing), and the ability to developing ideas and gathering resources." (Interview with SS informant on May 23, 2024).

From the results of interviews with informants, it can be concluded that the ability to demonstrate broad characteristics and stable characteristics of responsibility at the maximum level of achievement. Abilities and skills receive considerable attention in today's management circles; therefore, the term competency can be used to view them. There often needs to be more managerial ability to finance and develop the talent they need to grow and develop their company. Every entrepreneur wants his business to grow. Often, growth does not occur as expected due to forgetting to learn what was learned when the business was opened, namely that planning and control make the company run properly. One reason is the habit of assuming that planning and control will be easily implemented and then forgotten.

Table 3. Basic Entrepreneurial Management Skills

Capability Analysis	Information
Technical Skills	skills required to perform specific tasks.
Human Relations Skills	skills to understand, understand, communicate, and relate to other people in the organization.
Conceptual Skills	personal ability to think abstractly, to diagnose and analyze different situations, and to see external situations. Conceptual skills are

	essential for capturing new market opportunities and facing challenges.
Decision-making skills	skills to formulate problems and choose the best way of action to solve the problem.
Time Management Skills	skills in using and managing time as productively as possible.

General or general abilities are competencies that are needed or required to support a person's performance in a particular job, including several behaviors. Entrepreneurs, whether as owners, managers, or implementers of companies, need to carry out management functions in the form of planning, organizing, motivating, and controlling. Of course, you must have competence, including motives, attitudes, self-concept, and adequate knowledge and skills to carry out these management functions. In general, the abilities a person needs can be obtained through formal education or experience. "An entrepreneur must have certain goals that he wants to achieve. Apart from doing it for himself, an entrepreneur also carries out entrepreneurial activities for the benefit of other people. "By entrepreneurship, someone can create new business networks that can absorb many workers around them and help young entrepreneurs to be creative and innovate." (Interview with NZ on May 25, 2024). The interviews with informants show that it is difficult for students to want to start entrepreneurship because they are not taught and stimulated to try themselves. A factor that is no less important is that they do not have or find it challenging to have capital for entrepreneurship, and they are less able and willing to create jobs. Alone. Based on the results of the author's observations regarding investment in skills in the Independent Entrepreneurship program, imparting knowledge to students about entrepreneurship is the process of identifying, developing, and bringing a vision to life. The vision can be an innovative idea, an opportunity, or a better way of doing things. The final result of this process is the creation of a new business formed under risk or market uncertainty conditions. Entrepreneurial success is achieved if entrepreneurs use innovative products, processes, and services as tools to explore change.

Entrepreneurship is experiencing relatively rapid development in various countries. This opens up new job opportunities and markets and, in the long term, can create business growth in various sectors. Students are expected not only to be able to absorb the courses they receive but also to be able to develop what the lecturer provides creatively. According to entrepreneurship observers, the majority of university graduates in Indonesia prefer to be job seekers rather than create jobs (job creators). This is because the learning system implemented in universities generally focuses more on the accuracy of graduates and speed in obtaining employment and prioritizes readiness to create jobs. "Every student is instilled with various skills to carry out entrepreneurial activities; the most important thing is determining a business strategy. Business strategy skills are the fifth most important skill an entrepreneur needs. Often, entrepreneurs achieve success in their businesses through the power of their own will. An entrepreneur can learn business strategies quickly by using effective communication skills, sales skills, deep focus, and a high learning ability. However, the structure and growth strategy must be based on good business instincts and skills when structuring and growing a business. Successful entrepreneurs need a solid strategy to take their business from good to great." (Interview with informant MF on May 23, 2024).

From the results of interviews with informants, it can be seen that business strategy, which is a series of competitive movements and actions that businesses use to attract customers, compete successfully, strengthen performance, and achieve organizational goals, will be able to help businesses fulfill previously designed schemes. If entrepreneurship skills are taught to students, various problems facing this nation can be resolved. Entrepreneurship can revive the economy because it provides jobs, overcomes poverty, contributes taxes to the government, and increases the nation's competitiveness. Most importantly, the young generation will get income to fulfill their socio-economic needs independently in navigating life amidst the current competition and globalization.

In entrepreneurship, several aspects determine the success or failure of a business. These include aspects of capital, management, and marketing. Capital can be obtained in various ways, such as with capital we have or through a loan. Therefore, a good partnership or social relationship is needed in entrepreneurship. Sometimes, you cannot start entrepreneurship because of a lack of money, resources, or creativity. "This independent entrepreneurship activity starts by reminding the importance of developing an entrepreneurial mentality, providing knowledge and understanding and

direct practice in SMEs, and helping students create their business ideas for the program. "Through independent entrepreneurship activities, students will have the opportunity to hone their entrepreneurial spirit, soft skills, and managerial abilities, as well as encourage increased entrepreneurial experience and student work abilities that can be recognized." (Interview with AF on May 25, 2024).

From the interviews with informants, it can be concluded that the Independent Entrepreneurship program includes providing entrepreneurial competence, increasing entrepreneurial skills through practicums or internships, increasing entrepreneurial experience through developing ideas or implementing business or other activities to increase student competence in entrepreneurship. Based on the results of the author's observations in the field regarding skill descriptions, the central vision of the Independent Entrepreneurship program is to produce graduates who will become prospective innovative and creative entrepreneurs. Students are trained so they can start, run, and develop new businesses or start-ups after graduating. This guidance is obtained through conventional lectures and from the involvement of several experienced entrepreneurs who act as mentors directly. Additionally, entrepreneurial skills will train prospective entrepreneurs to innovate, dare to take risks and determine the right plans and strategies to achieve their business targets.

5. CONCLUSION

The Independent Entrepreneurship Program involves several parties, including students, universities (PT) implementing the program, and the students' home universities. This aims to provide practical experience for students in entrepreneurial activities by providing entrepreneurial mindset and competence, developing and creating business concepts, entrepreneurial practices, and development. Increased employability capabilities will ultimately improve the quality and capacity of higher education graduates. Opportunity to study outside campus to develop knowledge in the field of entrepreneurship. This program will also benefit students by allowing them to get credit recognition from a series of activities amounting to 20 credits. For the implementation of the Independent Entrepreneurship program, students should then be given more detailed directions or briefings about the program so that they can prepare for the requirements and so on in advance. The implementation time is longer because many students outside the department are starting to understand from zero; if there is only a little time, it will be burdensome and make the learning process unoptimum. University management should be able to provide business incubators certified by the Ministry of Research, Technology, and Higher Education so that students feel free to submit their business plans for immediate implementation. A competent business incubator will provide capital, mentoring, and office space so that students can directly apply what they have learned in lectures to become a real business that can be run.

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