



GROWING ENTREPRENEURS IN PGMI STUDENTS IN FACING THE ERA OF THE INDUSTRIAL REVOLUTION 4.0 (CASE STUDY OF PGMI FAI UMMAT STUDENTS IN 2022)

by

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ABSTRACT

Efforts to foster interest in entrepreneurship among students is one form of the success of various universities in an effort to help the government suppress the movement. The high number of the workforce is one of the reasons the government continues to make entrepreneurship programs for the community, especially among students. This is certainly a motivation for students to be able to find their potential in creating and innovating in reading business opportunities, so that when graduates are busy looking for work they can create competitive jobs. In this study, the method used is a case study method. This study uses descriptive analysis by conducting direct interviews. Programs that can be carried out to foster student entrepreneurship interest in facing the era of the industrial revolution 4.0 in the PGMI study program include achieving learning outcomes in the curriculum related to entrepreneurship, participating in the Student Creativity Program (PKM) and industrial visits, students participating in every activity related to development. knowledge about entrepreneurship such as attending the National Entrepreneurship Seminar, participants in the Entrepreneurship Public Lecture and participating in various entrepreneurship trainings.

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1. INTRODUCTION

Education is a sector that plays a very crucial and strategic role in the progress of the country. In fact, it becomes one of the main supports in the process of increasing intellectuality and progress of the nation. Discussing about education, it is undeniable that education must be able to keep up with the times. Education that follows the progress of the times is not only to improve the curriculum and develop new innovations, but also needs to understand everything that is needed in accordance with the direction of the times. What's more, the current era and rapid technological advances are also said to be the era of the Industrial [1].

At the beginning of the era of the industrial revolution 4.0, it can be seen with the Internet of Things (IoT) which can unite connectivity between humans, machines and information [2]. The Industrial Revolution 4.0 is arguably the era of all network-based activities including the internet, physical networks, and cognitive computing [3]. Currently, the industrial era 4.0 has also undergone many changes, departing from a lifestyle that is not far from electronic devices, people also have obtained information in various ways and can enjoy [4]. Revolutionary changes have occurred not only in the field of education, but also in the economic field, especially in the practice of buying and selling which has referred to the field of e-commerce (e-commerce), where booths in the traditional sense are no longer needed, with continued convenience. appeared in the era of the world revolution 4.0, all electronic transaction systems are increasingly effective with a network, especially in facilitating transactions. The world Industrial Revolution 4.0 is able to provide something that is very profitable for business people, especially in terms of operational budget efficiency. Even more interesting, where people of all ages and backgrounds can use the internet

as an element or source of profit. All these advances and conveniences are certainly a lesson and this opportunity can be enjoyed once in a lifetime and should be utilized properly by all levels of society.

In this case, the efforts made are also very large, especially to produce the Indonesian nation to be in the top 10 best in global economic progress in 2030, not to mention improving the quality of human resources owned by Indonesia. Efforts to create human resources as pillars are the initial steps in making a blue print like Indonesia's vision in 2030 later. If you do not have skilled and qualified human resources, it will not be possible to improve the economic sector or other sectors. Moreover, the role of human resources is currently a vital subject as a determinant of whether or not Indonesia's vision 2030 can be realized.

On the other hand, higher education institutions have a very significant role in creating innovative and quality human resources. So that Higher Education becomes an institution that can help to create the best graduates who have integrity, have behavioral responsibilities such as guiding, teaching, training and encouraging students to create a young generation who has enthusiasm, works hard, is smart, skilled, innovative and of course. have a coherent personality. For this reason, the output of academics is to create regeneration that is able to advance the nation independently and is able to produce masterpieces and many job opportunities.

It is important to understand that undergraduate graduates will certainly compete with foreign workers when the market opens freely. When viewed from technological advances during the industrial revolution 4.0, every time it continues to excel and is increasingly sophisticated. There is great hope that in an unspecified time, this will be able to supply the demand and adequacy of the workforce in the future. The more advanced and sophisticated technology in the future it will be able to reduce the demand for labor automatically. We can see that the industrial sector is sometimes more likely to use middle and highly-skilled labor compared to less-skilled labor because the capacity to perform repetitive tasks can be changed through autonomy. Things like this are a challenge for universities to prepare and fulfill human resources with high enough expertise to welcome the industrial revolution 4.0. so that later some of the final results can contribute to economic progress and the welfare of the nation and even not be crushed by the growth of the era with technological advances [5].

Even though they have entered the industrial 4.0 era, university graduates have not been able to optimally empower their graduates to be able to take advantage of the opportunities that are present today. They are still static and are trapped in the thought of "job search" not as an output that can work to produce painstaking or potential job opportunities, and they can also apply all the knowledge they have gained during their studies in college. In reality, this can be seen from the results of the SNMPTN selection review which positions the PGMI/PGSD study programs in the top 10 most in-demand study programs. The high interest in the PGMI study program cannot be separated from the need for elementary school or Islamic elementary school teachers who are still needed in almost all provinces in Indonesia every time the CPNS exam is opened. We can see that the quota needed for the 2018 CPNS test has just been reached. 624 vacancies spread throughout Indonesia. Recognizing the large opportunity for acceptance of the CPNS test for elementary school teachers, this seems to be a special interest for them, especially since there is high interest in being part of the PGMI study program graduates. Sometimes, it should be noted, the large number of graduates seems disproportionate to the needs of the job openings that are opened. Moreover, if you want to be a civil servant teacher or a government contract. And in the end, PGMI graduates must be ready to face everything even if they do not pass the exam, because the number of placements is adjusted to the required quota. Information released by BKN coincided on October 2, 2018, indicating that the MI/SD Teacher Education Research Program is one of the top 3 study programs for CPNS applicants. The total registrants from the MI/SD Teacher Study Program were 44,267 in 2018. In contrast, the existing quota requirement was only partially or around 12,624 in the same year. This information is convincing if, there are 31, 643 participants who were not accepted for the CPNS test. Identifying some of the realities in the field, it seems ironic that so many academic graduates end up being unemployed with knowledge. If they still stick to their principles for job seekers and don't act as job creators, then they won't be able to change anything if it's still static.

If it meets these requirements, the gait of universities during the industrial revolution 4.0 is not limited to producing undergraduate graduates, but can become universities that are able to produce young entrepreneurs who are good at seeing opportunities and are skilled at making the latest innovations, so that graduates can also create jobs productively. In addition, university graduates, as well as PGMI studies, must now be able to more freely channel their souls, especially in entrepreneurship in order to empower themselves so that they can take advantage of the opportunities that are present in the fourth industrial era [6]. To be even better, universities also need to carry out an intensive education system renewal so that they can follow the direction of progress in the industrial revolution 4.0 era. Of course, this problem becomes a necessity for universities which incidentally are institutions that produce undergraduate graduates. Currently and in the future, higher education academics must design a special learning process system that has to do with entrepreneurship selectively so that it can build students' mentality to become entrepreneurs and have an entrepreneurial spirit. Thus, during lectures, it is no longer monotonous to struggle with



only cognitive concepts or the affective realm. But also must be able to build the mentality of graduates who can work or stand independently. For this reason, the output of universities, especially the PGMI study program, is no longer based on the number of job vacancies available, but they have been able to enrich themselves in innovating, working to create potential opportunities to take advantage of the development of the industrial revolution 4.0 era intensively for their technological advances. In addition, the actual effort is almost entirely carried out by the government. The Directorate General of Higher Education (Dikti) has launched a student creativity program (PKM) in order to facilitate students to work optimally in various fields, especially those related to research, contributions to technology production, and the creation of scientific articles, written ideas, and entrepreneurship for Public. But the output is still small, not so many students are interested in the programs offered. Their lack of self-preparation, because they do not have an entrepreneurial spirit, so that is the main trigger. Knowing this and what has happened so far in college, of course, becomes a problem for strengthening the mentality as an entrepreneur if it is not used. In connection with the above, it is very interesting to study how to Grow Entrepreneurial Spirit in PGMI Students in Facing the Industrial Revolution Era 4.0 (Case Study of PGMI FAI UMMAT Students in 2022).

2. RESEARCH METHOD

This research is in the form of a case study which is used as the method and is included in qualitative descriptive research. In addition, this research only focuses in depth on one particular object according to learning and that becomes a case. To get about the case, the data can interact with everyone related to the research, in the sense that the study is grouped on various sources depending on what will be researched [7]. In obtaining the data, the researcher conducted interviews with several informants, including lecturers of entrepreneurship courses and students of PGMI UMMAT. To enrich the research data, the researcher also made observations and reviewed documents related to the research study as a reinforcement of the interview results. The data that has been collected is then analyzed by means of data reduction, organization, and drawing conclusions.

3. RESULTS AND ANALYSIS

It is not an easy matter to encourage students to consider entrepreneurship to be the right choice as a career [8]. However, maximum efforts are needed not only by organizations, leaders, stakeholders and all institutions that play an important role in synergizing for the growth of entrepreneurial desire, especially among students of the Madrasah Ibtidaiyah Teacher Education Study Program. According to the root of the problem according to data seen by BPS (Central Bureau of Statistics) said that the level of undergraduate graduates every year continues to be higher, of course this is an opportunity for the business world to be able to increase business activities among young people [10]. Using the scientific capital of universities, at least they can take advantage of these opportunities by continuing to explore their expertise.

In fact, most students tend to have relatively low interest, especially in entrepreneurship [11]. Even though they have hard skills and soft skills for entrepreneurship, especially in the group of young people. This is certainly a problem for the government in seeking to reduce unemployment through various programs that encourage creativity and innovation. Therefore, the importance of government support and involvement in business in building the desire for entrepreneurship among students [12] is a driving force for the creation of diverse employment [13] for young entrepreneurs today. This can have an effect and influence not only in increasing the country's development but also in increasing the quality of its human resources [14]. With so many resources at its disposal, Indonesia should be able to support to provide strength for the people in managing existing resources into something more useful [15] and provide great benefits for them. Empowerment in good development can contribute to improving the economy [16]. Therefore, there are many work programs designed by the government to increase job vacancies for people in Indonesia, but the real action has not been able to do so because of the aphorism in reducing the unemployment problem. The success for the development of the country is very dependent on the exploitation of resources that can be carried out optimally [17] so as to create progress for development growth, especially in the economic field.

Various efforts have been made by the current government to the fullest, but of course they cannot produce the right results if the government's efforts are not supported by all elements of the government, including universities, which are the originators of the generation of workers who rely on their knowledge. The following are some of the efforts that have been carried out by the government, including the following: (1) sharing data with prospective entrepreneurs so that they can generate jobs through various media with the aim of finding skilled workers according to their fields or expertise; (2) distributing supporting facilities and infrastructure for the creation of job opportunities related to job opportunities and workforce capabilities (3) national work program actions related to increasing labor productivity through various procedures or methods to make it easier for them to learn it (4) providing job opportunities for prospective new entrepreneurs in government work programs under the guidance and control of the government (5) the development of technology that can help the workforce to generate jobs (6) legal requirements as a reference in order to ensure security to generate employment regulated through the government

related (7) to attract skilled workers can be tried with all skilled work programs with the aim of reducing unemployment (8) support and provide motivation for productive workers through various work programs [18].

3.1 The Effectiveness of Entrepreneurship Education in Improving the entrepreneurial spirit of students in the industrial era 4.0 (case study of PGMI FAI UMMAT students)

From the results of interviews with several students at PGMI FAI UMMAT, some students stated that the entrepreneurship education courses that have been given have been effective in increasing the entrepreneurial spirit of students, because with the entrepreneurship education courses students understand what and how to do entrepreneurship well and are motivated to do business. become an entrepreneur. Motivation is one thing that is important to improve the entrepreneurial spirit of students. With a strong entrepreneurial motivation, of course, it will produce individuals who can see business opportunities so that it will give birth to young entrepreneurs who are full of innovation and creativity.

Meanwhile, there are some students who think that the entrepreneurship education courses studied have not been effective in increasing the entrepreneurial spirit among students. Entrepreneurship courses have not been able to motivate students, because the knowledge they get is only in the form of theory and there is still little practice. Entrepreneurship education should be dominated by direct field practice such as real group learning and supervised during the practicum process, so that students really feel how good and right entrepreneurship is.

Through entrepreneurship courses, students are equipped with skills that help one create good relationships with others in entrepreneurial relationships [19]. Students in entrepreneurship courses will interact a lot with other students both in discussions, presentations, and entrepreneurial practices [20].

3.2 Various Ways to Increase Entrepreneurial Interest in PGMI Study Program Students, including:

The effectiveness of entrepreneurship education to improve the entrepreneurial spirit of students in the PGMI FAI UMMAT study program has been carried out, in addition to providing entrepreneurship courses, it also leads to entrepreneurship-based training, entrepreneurship seminars and other activities to improve the entrepreneurial spirit of students. In addition, the study program always evaluates the course every year, whether the course is enough with 2 credits to increase the entrepreneurial spirit among students or not.

a. General attitude toward the activity (general attitude toward the activity)

Research curriculum programs related to skills in honing competence in the field of entrepreneurship whose orientation is not only to share theoretical concepts and knowledge, but students are also required to be directly involved in the field so that they can practice and sharpen their entrepreneurial skills and can explore information taken from practical experience that can be used as a tool in finding solutions to real problems encountered in the field. Students are also challenged to be able to face all the problems that will certainly arise, not only regarding the products or services they want to create, and with their expertise to market well and compete fairly in the market. This result will certainly be a provision for students to be able to improve their skills and be ready to become entrepreneurs without waiting for a college diploma and ready to become agents of success for their own achievements. Student success is measured not only by theoretical ability but also by practical practice, as a complementary material for students in developing their knowledge and experience is very valuable if it can be applied without expecting big opportunities. Knowing this, of course, every option that has been taken by people illustrates that something is something they like and like, as well as in entrepreneurship. Like making a decision to start a business, it needs to be based on enthusiasm so that through the process it produces maximum results according to the target. One form of activity carried out by students of the Madrasah Ibtidaiyah Teacher Education program to be able to go through every process carried out so that each individual remains comfortable is by generating new ideas through innovative products and innovating through entrepreneurship courses. The following is a photo of activities in fostering student interest in entrepreneurship.



b. Specific awareness to like activities (specific for or living the activity),

The Student Creativity Program (PKM) triggers the desire for entrepreneurship, especially among students, and is creative and innovative when developing new products or updating existing products with the latest modifications and moreover really useful for honing student entrepreneurship. Therefore, the benefits obtained are not only modules but also campus and student achievements, which of course really encourage him and others so that they continue to be students who not only get a bachelor's degree but can take advantage of promising and profitable business opportunities for many parties. The proposed business plan must be based on research that has been tried before and will have a greater impact on the growth of entrepreneurial desire among students.

With the participation of students in the Student Creativity Program (PKM), it is hoped that they can explore their abilities not only focused on academics, but also critical to speaking and even honest management in all things [21]. At this stage, students are expected to have a thinking leadership mindset based on mastery of creative and innovative technology that can sustain any change.

c. Participate in an activity

Another form that has been carried out in an effort to foster interest in entrepreneurship in PGMI FAI UMMAT students is participation in participant activities in the BIMTEK Seminar of Entrepreneurial Student Development Program, entrepreneurship national seminars and attending general entrepreneurship lectures. From these activities, it is certainly one of the experiences and additional knowledge for students to be able to develop information obtained from successful entrepreneurs.



3.3 Strategies that Need to be Implemented in Increasing Interest and Entrepreneurship Activities for Students

Several efforts or techniques must be taken to increase student interest and programs, for example establishing a research center on entrepreneurship, P2K2, and other types of programs that are directly related to this so that they can support the progress of student creativity. In the media, the establishment of the campus entrepreneurship center must be more intensive in holding programs that can involve students directly at the time of implementation, for example seminars, training, business practices, workshops, and collaborations and others. Based on the results of interviews with several students, it was found that most students were still lacking in innovation and creativity, the main thoughts and goals only relied on how to be

able to graduate by receiving satisfactory grades. However, the practice in the field of how to generate employment for themselves and for others is still very few have ideas and ideas in accordance with it. Of course, this is in line with research that only prioritizes how the role of universities is very urgent and as a main point for providing facilities for the formation of the younger generation so that they have the responsibility to train and motivate their students [22]so that they become smart, independent, productive generations. , innovative and able to create their own business opportunities [23]. Here are some techniques or methods that must be used in order to trigger the desire to advance entrepreneurial programs for students, as for the form of the program as follows:

- a. Establishment of a campus entrepreneurship study center, such as the formation of student cooperatives in each faculty. With the central media, this campus entrepreneurship can be carried out so that programs can be carried out, for example: seminars, training, workshops, business practices, business cooperation, etc.
- b. Maximizing the use of entrepreneurial activities in accordance with the ideas designed by government institutions through universities.
- c. Lecturer quality improvement activities are one of the programs that guide educators to be carried out even though in various ways, namely:
 - 1) Entrepreneurship training activities for educators.
 - 2) Seminars, workshops, workshops, and entrepreneurship activities.
 - 3) Lecturer internship program in the business world.
 - 4) Training activities in the assistance of new lecturers. By utilizing existing activities, of course, all lecturers are not just teaching entrepreneurship, but must be able to create and realize what has been shared with students during the teaching process [24].
- d. Sharing entrepreneurship-based curriculum through the formulation of learning systems and entrepreneurial training. Besides that, universities must also be able to design entrepreneurship courses or materials for their students so that they are on target to be achieved. Starting with the design of learning concepts that will be monitored by the academic field, such as: syllabus, lecture program units (SAP), presentation slides, and handouts, practice modules, making handbooks, to visiting and observing activities.
- e. Collaborating with business entities. Because this relationship really needs to be done by universities so that there is collaboration and increase the quality of lecturers and students, besides having business internship opportunities for lecturers and students, as well as providing business collaboration opportunities, especially for students and alumni. Cooperation relationships with financial institutions are carried out in order to create graduates who can help entrepreneurs, universities to support various programs that can stimulate students' enthusiasm for entrepreneurship and facilitate it, making it easier for them to have the opportunity to open a business. If students and financial institutions can cooperate in terms of facilitating business credit for the students themselves, then the desire to do entrepreneurship exists and they become more motivated to do it. This collaboration can make them able to realize themselves to be the best entrepreneurs. In general, if students have the will to become entrepreneurs, they will be constrained by capital problems. For this reason, this kind of relationship continues to be maintained and implemented by universities.
- f. Designing regulations that have at least a target and that will be a requirement for student graduation. The main factor as a trigger that can encourage the entrepreneurial spirit of students is to enforce rules related to graduation, in addition to the study period, achievement index, and other requirements, especially the mandatory requirements for owning a business. This is suitable if applied by universities.

CONCLUSION

Efforts to increase interest in entrepreneurship in students are one form of academic success or higher education in cooperation with the government to reduce unemployment. Innovation and creativity are the main points that continue to be carried out in increasing interest in entrepreneurship. Thus, to increase the will to students, various efforts can be made, including: (1) achieving educational units in the curriculum (2) Participating in the Student Creativity Program (PKM) (3) student involvement in each activity related to scientific development



regarding entrepreneurship, for example, they are able to take part in one of the programs by becoming a committee for Public Lectures, National Seminars on Entrepreneurship and participating in various entrepreneurial trainings.

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