



Entrepreneurial Assistance for Marketing Virgin Coconut Oil (VCO) Products for Multicultural Class Students at Bakti Karya Parigi Vocational

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Abstract: This community service activity program aims to accommodate student creativity in efforts to develop entrepreneurship in the digital era by utilizing community environmental commodities and technology. The methods for implementing community service activities were processing assistance virgin coconut oil (VCO), packaging and marketing in social media. The target of the activity was the selling value of this VCO innovation is expected to generate economic value that is beneficial not only for students and schools but also for the community. Bakti Karya Vocational School is a multimedia vocational school; with this provision, students can learn to manage marketing through multimedia. The instrument for this activity used observation to see things naturally and observe the process from gathering materials to selling. Besides that, other instruments used were in-depth interviews with entrepreneurship supervisors (teachers), the surrounding community as material suppliers, and students as actors of entrepreneurial activities and then analyzed descriptively. The results of this service activity conclude that this activity generates program ideas about effective sales patterns through social media, introducing Virgin Coconut Oil (VCO) products through Multicultural class volunteers. Through observation, the media was effective as a marketing medium, but packaging determines the attractiveness of potential buyers. Through this assistance, students gained a new enthusiasm with the confidence that the products they produce had a sale value. This assistance collected materials through the community around the school, which fosters the value of social communication for students and the community, as well as good communication between the school and the community. The results obtained are not just product selling points and marketing, but another value is the growth of students' self-reliance and social values that are intertwined between students, schools, and the community environment.

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Introduction

For increasing business productivity in Pembangunan Jangka Panjang Nasional (PJPN 2005-2025) there is a need for business empowerment to develop science and technology-based and globally competitive businesses. The strategy for empowering small businesses is directed at developing innovation and technology competencies so that they play a greater role in economic growth (Sukirman, 2020). In connection with these conditions, education is the most strategic sector in national development because, through education, knowledge, skills, and attitudes can be provided. Education that is suitable for facing the challenges of



globalization is oriented towards the industrial world with a learning approach and is supported by an appropriate curriculum (Astuti SMKN & Sukardi, 2013).

Furthermore, the rapid pace of the world economy also demands a rapid pace of innovation. It is without exception to strengthen the selling value of a business product. Changes that occur in the business world are natural because, throughout the history of marketing, the market has been in a state of flux, so companies must move with the market by changing the marketing system following changing situations and conditions of consumers (Hutabarat, 2017).

With the innovations made, creating new markets for the products produced is possible. So that it will be able to increase the selling value and, in the end, increase the income of business actors (Dewi, Santi Riana, 2019). The innovation referred to in the presentation of the paragraph above is not limited to gaps in circles, meaning that both the general public and even school students are required to be independent in their work and the economy. In implementing the Pancasila student profile, students are developed to form creative, innovative, independent individuals who can contribute and interact with the environment and society. Regarding its program elements, Bakti Karya Parigi Vocational School initiated a program of independence and creativity in a multicultural class environment with the Niti Sajati program. Niti Sajati's motto is live nature; live culture was formed as a forum for students' independent aspirations in collaboration with educators and the community through creativity, one of which is making shibori cloth made from environmentally friendly materials.

The Multicultural Class is a program initiated as a forum for introducing cultural tolerance for students from various regions, ethnicities, races, and religions in Indonesia affiliated with Bakti Karya Parigi Vocational School. Bakti Karya Vocational School is a Multimedia vocational school that is diversity-friendly, environmentally friendly, and open to the public. Education can be built on mutual cooperation.

The Darma Bakti Karya Foundation is a non-governmental organization initiated by several activists who care about developing culture and encouraging a new civilization that is more humane and sustainable. This foundation focuses on the liberating education movement, pro-ecological activities, community self-reliance, promotion of culture and technology development for a sustainable life. Since 2016, the Darma Bakti Karya Foundation has managed the Bakti Karya Parigi Vocational School, designed the Multicultural Class program and initiated Kampung Nusantara as a learning ecosystem following the foundation's ideals.

In addition to the Bakti Karya Parigi Vocational School, this foundation oversees the Kemuning Kindergarten, TPQ Cinta Allah and the Hidayatul Irpan Ecology Student Islamic Boarding School. As a non-governmental organization, the Darma Bakti Karya Foundation is ready to collaborate with various parties to realize ideas harmoniously with the constitution and common sense. Public funds support us through crowdfunding and other funding sources free from corruption, environmental destruction, and human rights violations. Every activity related to education must produce an output. In the same way, implementing character education in a multicultural environment will create students with independent characters. Educators teach multicultural education to form "Independent" characters through teaching and learning activities. Independence is an attitude and behavior that is not easily dependent on others to complete tasks (Amrullah A, 2017).

The development of independent foundations and schools in fostering students has implications for student innovation in forming entrepreneurial creativity, one of which is the



production of Virgin Coconut Oil (VCO) through the idea of an entrepreneurial class program called Niti Sajati. Service approach through efforts to strengthen selling points. It is based on the analysis that the price of goods is very important, meaning that if the price of goods is too high, it can cause the goods to become less salable, and conversely if it is sold too cheap, the profits will decrease (Neisia, 2018). In the context of Community Service, we observe a problem where assistance is needed to strengthen the selling value of the marketing of shibori cloth products so that they have high selling value and are of high quality to help students and schools' income. Strengthening assistance is emphasized in marketing training through multimedia (using social media) and collaboration with companies/tourism in Pangandaran Regency. Comparing the other methods, training on selling offline or online and making packaging more appealing to target users or purchasers. This community service activity program aims to accommodate student creativity in efforts to develop entrepreneurship in the digital era by utilizing community environmental commodities and technology.

Method

The methods for implementing community service activities were processing assistance virgin coconut oil (VCO), packaging and marketing in social media. The target of the activity is the selling value of this VCO innovation is expected to generate economic value that is beneficial not only for students and schools but also for the community. The location we chose to conduct the Community Service Program (PkM) was the Multicultural Class of SMK Bakti Karya Parigi Pangandaran, West Java. The following data collection techniques were used:

Observation

Observations are not only observations but the systematic recording of the studied objects. Researchers used this method to determine the characteristics of social and religious character values in students.

Interview

The interviews carried out were direct meetings and dialogues conducted by the research team with students to exchange information so that it became a conclusion. In the interview, the researcher determined the interview schedule for the interviewees and asked questions using the 5W+1H pattern (what, when, why, where, who, and how).

Assistance through teaching

Assistance was carried out using a semi-seminar model that presents speakers from experts on entrepreneurship with the target of students and the aim of educating students.

Assistance through teachers

Assistance was carried out using the Focus Group Discussion model with teachers at the school involving a team of researchers and experts on entrepreneurship.

Direct assistance to students and the community

Direct assistance is in the form of being involved in students' daily activities from elements of religious and social activities and even student independence in entrepreneurship programs and professional classes. The flow of the method or road map for the implementation of this community service can be illustrated as follows in Figure 1:

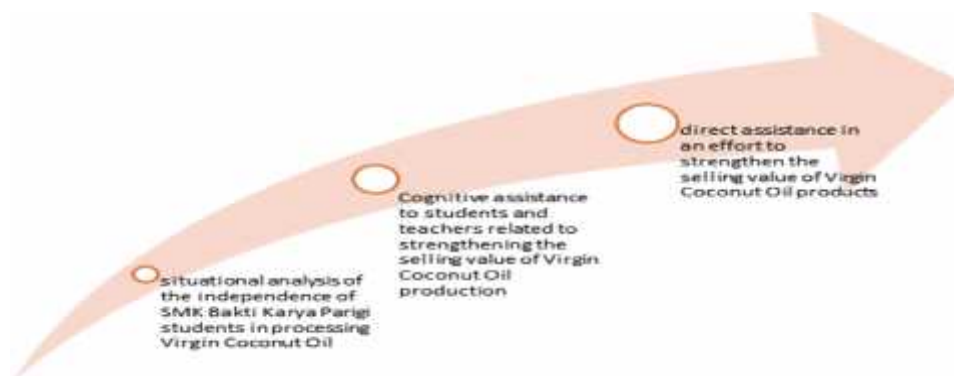


Figure1. PkM activity road map

The evaluation instrument for this activity used observation to see things naturally and observe the process from gathering materials to selling. Other than that, other instruments used were in-depth interviews with entrepreneurship supervisors (teachers), the surrounding community as material suppliers, and students as actors of entrepreneurial activities and then analyzed descriptively.

Result and Discussion

Patterns of Independence for Multicultural Class Students at Bakti Karya Parigi Vocational School

The mentoring results found that students' educational experiences could be obtained from various environments, not only within the school environment but through the community and family. Community and cultural environments can provide entrepreneurial experiences when the environment becomes the center of entrepreneurship. As with families, parents who are entrepreneurs or not entrepreneurs will provide experience to their children. More than entrepreneurial motivation is needed to acquire entrepreneurial knowledge or education. There must be provision of skills regarding what fields will be used as a business or become the focus of entrepreneurship. Vocational High School is an education that provides specific vocational knowledge and skills to its students. This knowledge and skills can not only be used to find work in industry/companies but are also expected to be used as provisions for independence by opening their own business.

Furthermore, assistance is provided to realize student readiness in soft and hard skills. It is based on the 2015-2019 Ministry of Education and Culture Strategic Plan, the target to be achieved in the Smart Indonesia Program through the implementation of the 12-Year Compulsory Education (Ministry of Education and Culture, 2015-2019) one of which is to increase the readiness of secondary education students to enter the world of work/business world or continue their education higher level, where students are expected to be prepared to enter the world after school. This readiness can be formed before or even during students studying at SMK. In addition, one of the strategic goals of improving the quality and relevance of character-oriented learning is to increase the relevance of vocational education by increasing theoretical and practical entrepreneurial skills. Many factors influence the process of establishing entrepreneurship readiness, including entrepreneurship learning. Becoming an entrepreneur requires entrepreneurial readiness, including Self Readiness, Entrepreneurial Personality, and Skills. It is a personal/individual trait that must be built to become an entrepreneur, and skills are the ability to do something related to entrepreneurial activities (Putra et al., 2018).



Bakti Karya Parigi Vocational School performs its duties well. This school realizes that school is one of the institutions that organize the teaching and learning process in guiding, fostering and developing student achievement to realize educational goals. Teaching and learning in schools link various educational components to achieve a good goal: to increase students' creativity and innovation in solving the problems they face and increase good attitudes and student behavior. Education that is directed at forming attitudes and behaviors that have creative and innovative abilities and is beneficial to the broader community is through entrepreneurship education. With entrepreneurship learning in schools, it is hoped to increase students' interest in entrepreneurship. However, in increasing students' interest in entrepreneurship, many factors can influence student learning outcomes (Yulianto et al., n.d.). It was reinforced by the provision of assistance by the research team to both the school and students.

Selection of Virgin Coconut Oil (VCO) as Student Entrepreneurship Content

Technological developments and consumer preferences that have accommodated environmental and health issues have encouraged the coconut industry to grow more diverse and deep (Dwi Sutanto et al., 2021). Virgin Coconut Oil (VCO) is no stranger to traditional medicine. This coconut product is known for its many benefits. Virgin coconut oil (VCO) is coconut oil which contains medium chain fatty acids (MCFA), which are quickly broken down by the body in very high amounts. Besides that, VCO also contains antioxidants such as tocopherols and beta-carotene which are very high (Dwi Sutanto et al., 2021).

The coconut tree (*Cocos nucifera*), called the "tree of life", belongs to the 'Arecaceae' family. It is one of the most important plants for limitless applications worldwide. It is the only known species in the genus *Cocos* to have a tall stem, growing up to 30m tall, with pinnate leaves 4–6m long and 60–90 cm long; Broken old leaves go clean, leaving a smooth trunk. There are several different varieties of coconut, including tall and dwarf. It is commonly called "tall"; its varieties are Ceylon, India, Jamaica, Malay, Java, and Laguna. Malay, green, orange and Fijian are some "dwarf" varieties. Tall varieties are generally cultivated for commercial purposes. They slowly mature and only produce flowers 6-10 years after planting. The life span of tall varieties is about 60-100 years. Coconut trees are perfect for the humid tropical coastal climate; they can tolerate poor sandy soil and exposure to salt water. The three largest coconut-producing countries are Indonesia (3.1 million hectares), the Philippines (2.7 million hectares) and India (1.5 million hectares) (Srivastava et al., 2018).

Through this data, Indonesia is one of the largest coconut producers, and the existence of coconuts is not difficult to find. Indonesia is a rich country with plantation products. One type of plantation product that exists in Indonesia and has the most potential is coconut trees. Coconut tree (*Cocos nucifera* L.) is a plant that is beneficial to human life. Almost all parts of the coconut tree can be used to meet needs. The most important parts of the coconut tree are water and coconut meat. Coconut meat is one part of the coconut often used by the community and industry (Pramitha & Wibawa, 2021).

VCO is pre-processed in the form of coconut milk. *Coconut milk* is an oil and water emulsion stabilized by protein. To recover the oil from the coconut milk, the protein bonds are broken using heat in a double-walled kettle, known as a VCO burner, by slow heating to coagulate the proteins and release the oil. Separation of class A oils from protein residues (kalkam) is done by filtering the mixture through a muslin cloth (Srivastava et al., 2018). The ease of making it without the need for expensive special tools is an opportunity to introduce VCO production to students.



Entrepreneurial Assistance For Marketing Virgin Coconut Oil (VCO) Products for Multicultural Class Students at Bakti Karya Parigi Vocational School

Broadly speaking, the implementation flow is a needs analysis in discussing the product marketing concept. The discussion was carried out as focused discussions (FGD), highlighting the need for training to strengthen the value of jaul products. The focused discussion also discussed the urgency of strengthening the jaul value of the product. This focused discussion involved several resource persons who are experts in entrepreneurship. Second, preparation of training tools for entrepreneurship mentoring. Third, the implementation of activities is the core of the community service program that will be carried out. At this stage, the implementing team publishes community service activities to recruit training participants who meet the requirements, compile a rundown of activities, carry out activities, and collect the data needed for writing articles. Fourth, training activities are evaluated by distributing satisfaction questionnaires to participants, monitoring students and teachers after training, and giving rewards to the best participants. Moreover, fifth, activity publication and reporting consist of preparing activity reports, compiling activity results in scientific articles, and disseminating activity results in the form of seminars.

Tool materials

Virgin coconut oil (VCO), aka virgin coconut oil, is believed to have more benefits because its quality is higher than regular coconut oil. The benefits of virgin coconut oil indeed come from the nutrients it contains. In one tablespoon of virgin coconut oil, there are 13 grams of total fat. As many as 11 grams come from saturated fat. The type of saturated fat found in virgin coconut oil is lauric acid or lauric acid.

Tools

- a) Blender
- b) Transparent plastic jar with a diameter of 30 cm
- c) Basin 2
- d) Coconut grated machine
- e) Coconut milk filter
- f) Filter paper
- g) Clear plastic hose
- h) VCO bottle size 250 ml
- i) Spoon

Raw material

- a) Old ripe coconut tree 10 grains
- b) Finished VCO/clear cooking oil 1 L
- c) Water 6 L

Making process

- a) Coconut is grated, and 6 liters of water are to be squeezed.
- b) Put coconut milk in a jar and let it settle for 25 minutes, forming two layers.
- c) The top layer is thick coconut milk, and the bottom layer is water. Take out the water with a hose.
- d) Mix the top layer of thick coconut milk with VCO as a lure, and stir until smooth.
- e) Store at room temperature for 8 hours to become three layers; the top of the oil, the middle *blondo* and the bottom of the water (sometimes the oil is in the middle, and the *blondo* is on top).
- f) Take out the water with a hose.
- g) Prepare a filter, mineral water bottles, filter paper, cotton and ziolite stones.

- h) Take the oil with a spoon, and put it in a colander. The clear VCO results are like mineral water, packed directly into bottles, sealed and labelled.

Sale and Marketing

In sales activities, Virgin Coconut Oil (VCO) is packaged in bottles. As in the following figure 2:



Figure 2. Bottled Virgin Coconut Oil Products

The selling price of Virgin Coconut Oil (VCO) with selected ingredients using community-sourced ingredients, namely coconut, which is the result of processing community gardens around the school, has a selling value of around IDR 15.000 - 25.000 per bottle. Furthermore, as a creative innovation, VCO is packaged in attractive packaging. In other words, prices that adjust are pocket-friendly are the main attraction for buyers. In addition, sales are made through technology and social media. Through the multimedia department, SMK Bakti Karya is considered successful in baiting student motivation and creativity in sales. Together with the entrepreneurship program under the Niti Sajati program, students create a sales link affiliated with the school's website, namely at <https://www.sbk.sch.id/niti-sajati/>. The following figure 3 describes a website that contains sales content.



Figure 3. Sales Website

The price of goods is very important, meaning that if the price of goods is too high, it will cause the goods to sell less, and vice versa; if we sell too cheap, profits will decrease (Neisia, 2018). In the context of community service, researchers saw a problem where assistance was needed in strengthening the selling value of Virgin Coconut Oil (VCO) product marketing so that it can have high selling value and quality to help students and school income. Strengthening mentoring emphasis marketing training through multimedia (using social media) and collaboration with companies/tourism in Pangandaran Regency. Training on how to sell draining/online, as well as how to make packaging more attractive to target users or buyers.



Entrepreneurship can be seen as an incubator of product and market renewal; it is also considered as a catalyst for technological growth; for example, Japan is becoming a developed country in Asia because it sponsors entrepreneurial activities. Japan has 2% medium entrepreneurs and 20% small entrepreneurs. So, one-fifth of Japan's population are entrepreneurs. In Indonesia, the characteristics of entrepreneurs starting entrepreneurship are still negative feelings about taking the risk of failure and a lack of confidence in their strengths. The problems of the Indonesian nation are complex. One of the toughest challenges for the Indonesian nation is how to prepare a strong generation to compete in the global era. One of the problems of the Indonesian nation is increasing unemployment because job opportunities are getting narrower, and the national economy is also less exciting. It is evident from the fact that there are still many labor demonstrations demanding an increase in the UMR (regional minimum wage) and that companies do not lay off workers (termination of employment) (Afandi, n.d.). Interest in Entrepreneurship is essential to offer to students so that a new orientation appears besides becoming an employee after completing their studies. The problem is that interest in entrepreneurship is not something that appears in a person but something that changes. While the industrial revolution is developing rapidly, on the other hand, the low interest in entrepreneurship is still a severe concern to various parties: the government, the world of education, the industrial world, and society (Akmal et al., 2020).

Evaluation of this program includes the achievement of activities according to the planned steps; activities starting from the preparation of materials, processing, packaging, and sales are assessed as 90% carried out. However, another obstacle occurred, namely the seasonal collection of coconut raw materials, several times the implementation of community service adjusted to the sufficient number of raw materials, waiting for the harvest from the community. Because the aim is to accommodate community environmental commodities, raw materials are optimized in the school environment area.

Conclusion

The results of this service activity conclude that this activity generates program ideas about effective sales patterns through social media, introducing Virgin Coconut Oil (VCO) products through Multicultural class volunteers. Through observation, the media was effective as a marketing medium, but packaging determined the attractiveness of potential buyers. Through this assistance, students gained a new enthusiasm with the confidence that the products they produced had a sale value. This assistance collected materials through the community around the school, which fosters the value of social communication for students and the community, as well as good communication between the school and the community. The results obtained are not just product selling points and marketing, but another value is the growth of students' self-reliance and social values that are intertwined between students, schools, and the community environment. In this service, the utilization of coconut commodities commonly found in community plantations is then processed into Virgin Coconut Oil (VCO) as an alternative to the utilization of processed coconut. In addition, selling is also a focus that must be provided to students. Utilizing technology and social media that are not far from student life facilitates access to marketing so that products are not only marketed in the surrounding community but also further introduced to the world outside of school.

Recommendation

The recommendation for educators of Bakti Karya Parigi Vocational and the next researcher given based on the results of this community service activity is that it is necessary to



collaborate with several related parties, one of which is the registration of drug and food supervisors (BPOM) and carry out further activities for BPOM assistance.

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