
Export Training Models for Students as an Effort to Create Export-Preneur

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Abstract

The short-term goal of this research is to create export training models for students in the Economic and Business Faculty (FEB) of Jenderal Soedirman University. While the long-term goal is to create the capabilities of an entrepreneur in the export field (exportpreneur) for graduates of the Economic and Business Faculty and students in others faculties. This study used a qualitative approach with qualitative descriptive and triangulation methods. The expected output is to formulate an effective curriculum and learning media for the export training model at Jenderal Soedirman University. The results show the interest in entrepreneurship of FEB students is fairly high level, with a total average of 95.6%. This shows the tendency for FEB students to be interested in entrepreneurship by agreeing with the statements on the questionnaire and indicating a high interest in running a business. The suitable export training model for students is an interactive training model, which can provide an experience for students, and is adapted to technological developments, which is a blended training method using website media and mobile apps.

Keywords: Training Model, export, and exportpreneur

1. Introduction

Educated unemployment in Indonesia was still high. Based on data from the 2019 National Labor Force Survey (Sakernas), it is known that 79.5% of the Open Unemployment Rate (TPT) are SMA/SMK graduates and another 20.4% are university graduates (Badan Pusat Statistik, 2019). The lack of attention given to creativity spirit and innovation by the Indonesian education system is one of the reasons for the high level of educated unemployment in Indonesia, even though skills in business and industry are also needed beyond knowledge (Palawan, 2021). Even though many jobs require experts, Indonesia's human resources are not enough to think that way because most choose majors based solely on popularity. This makes the level of educated unemployment increase every year (Ranggiadityan, 2021).

Entrepreneurship is one of the solutions for solving the educated unemployment problem in Indonesia. The government held the Ayo Galakan Ekspor Generasi Milenial Bangsa (Agro Gemilang) programs to encourage an increase in young entrepreneurs. According to Jamil

(2019), Agro Gemilang, which was initiated by the ministry of agriculture, is a program in the form of technical assistance to agribusiness actors, especially young people or those who have just entered the export business, one of the targets of the Agro Gemilang program is students. The Agro Gemilang movement aims to promote Indonesian exports by youth in the farming sector (Banun, 2019).

Argo Gemilang program is relevant because of the big contribution of export to the economy. Export businesses can absorb labor, encourage market expansion and increase the foreign exchange reserves and national income. In terms of GDP, net exports showed a good contribution by experiencing an increase from 0.35% in the third quarter of 2020 to 4.13% in the third quarter of 2021 (Bank Indonesia, 2021). Even though the Agro Gemilang program has the potential to encourage entrepreneurial growth and increase exporters, student interest in this program is still relatively low (Putra, 2016).

Training is generally interpreted as a process to assist in acquiring skills and knowledge that are immediate to assist in a particular activity or job. Specifically, training is a learning activity that has a specific purpose, emphasizes aspects of skills, and is oriented to certain themes. The learning is organized using the participating method and the learning outcomes will be used immediately. (Harun, 2015). Export is defined as removing or bringing goods originating from domestic markets or products (in the customs area) to a certain place abroad (outside the customs area) for exchanging or selling purposes (Kemendikbud, 2009). Entrepreneurship is a process by which an individual or group uses organized efforts and means to pursue opportunities to create value and needs through innovation and uniqueness, regardless of the resources currently being controlled (Coulter, 2001).

This study uses a framework of thinking by examining several previous studies as a reference for research to be conducted. About the training model, Min Kyu Kim (2010) reviews a comprehensive model for integrating instructional design processes between training units to improve the performance of training services in a conglomerate in South Korea consisting of around 30 affiliates. This model is called the Cogwheel Model in which a conglomerate is integrated between the Central Training Center and the affiliated training units. In the case mentioned above, the Cogwheel model sets a clear direction for restructuring and rehabilitating the company's training function.

Previous research related to training and entrepreneurship models has been carried out but has a different object. Regarding training, previous studies have analyzed comprehensive models for integrating instructional design processes between training units to improve the performance of training services (Kim, 2010), fellowship teaching models for teacher training (Innocente & Jayn, 2018), examining barriers - in micro-training entrepreneurship (Lafortune, Riutort & Tessada, 2018), and analyzing training models in the form of Marker Day activities and business visits in entrepreneurship courses (Diwanti, 2018). Related to entrepreneurship, previous research examined innovative entrepreneurship curricula (Horng, Hsiao, Liu, Chou & Chung, 2020), examined how NGO entrepreneurship education programs were integrated into formal secondary education (DeJaeghere, 2013), built an entrepreneurial spirit with apprenticeship

training (Official, 2013), and analyze business plan learning through entrepreneurship education (Honig, 2004).

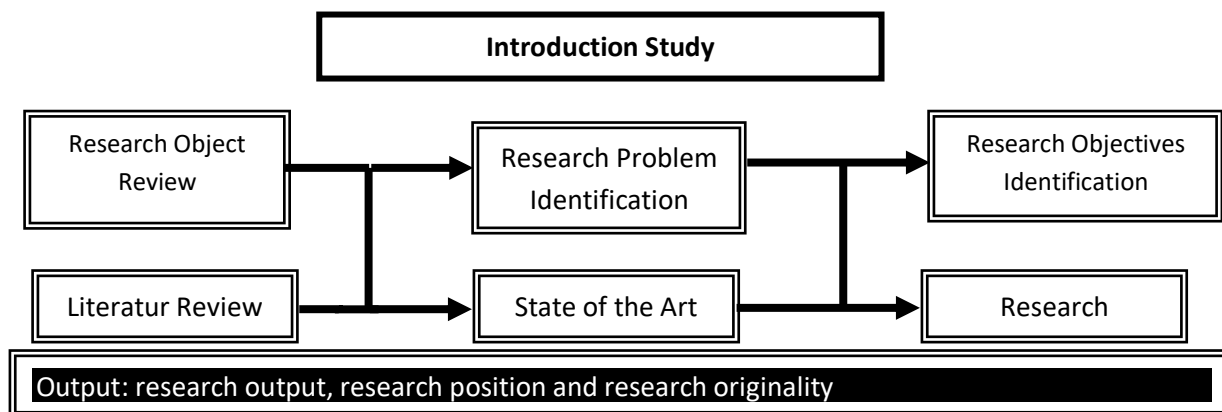
Unlike previous studies, this research focuses on analyzing student interests, curriculum, and training models that can encourage students to become exporters. The objects of this research were FEB students with the Export-Import Laboratory as a space. This research hopes that the role of the FEB's Export-Import Laboratory will be more optimal in creating potential exporters in Indonesia. The general objective of this research is to analyze models and strategies for export training for students to create Exportpreneurs. Through existing research problems, the specific objectives of this research are as follows: 1) analyzing students' interest in becoming entrepreneurs and doing export business; 2) analyzing the export training model which can encourage students to become exporters.

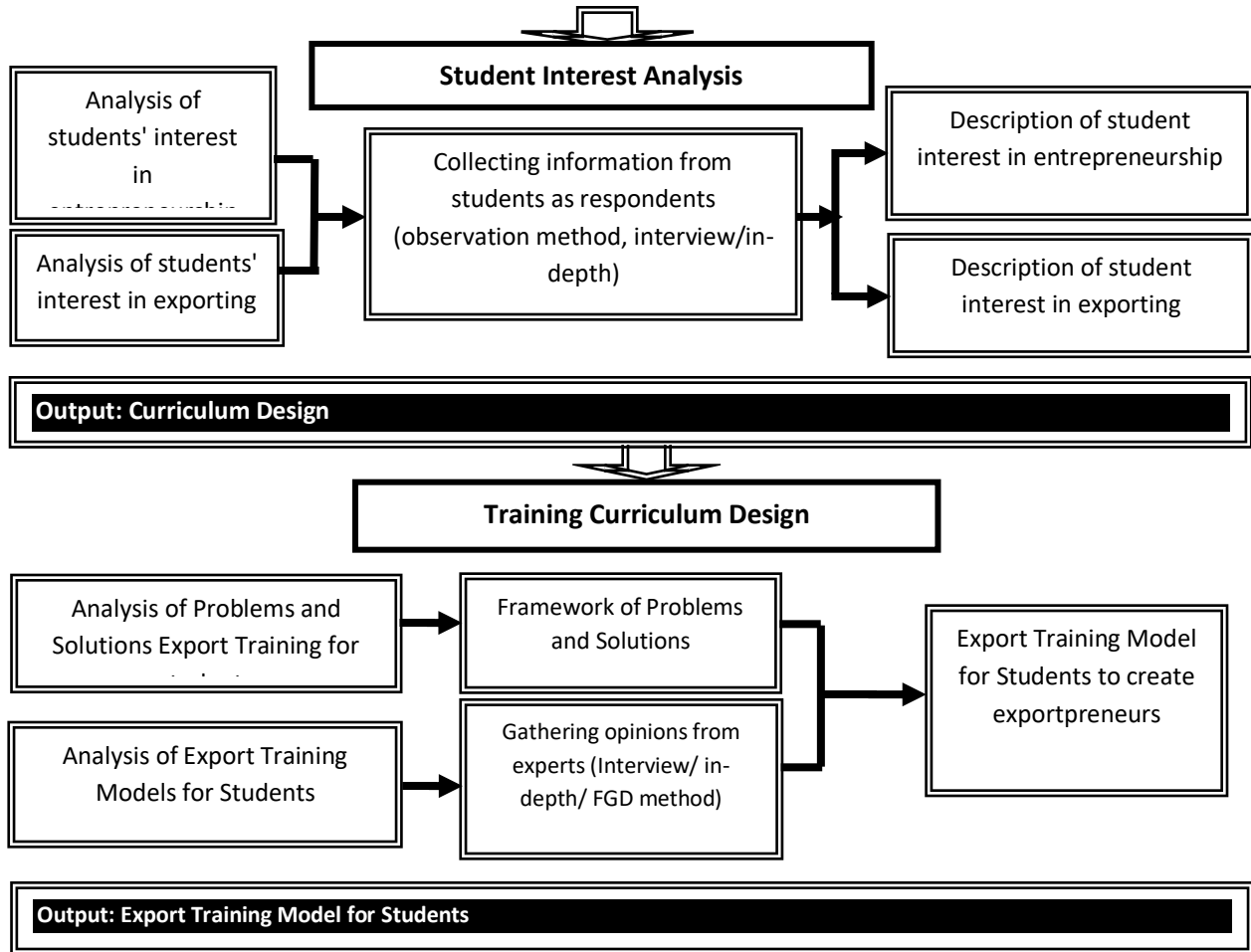
2. Method

This research was conducted at the Faculty of Economics and Business, Jenderal Soedirman University. The faculty has an Integrated Laboratory, one of which is the Export-Import Laboratory. The output of this study was to analyze training models that can be applied by the Export-Import Laboratory to create new export entrepreneurs. The research was carried out for eight months in each current year. The data used in this study are primary data and secondary data. Primary data is research data obtained directly from sources, while secondary data is data that is already available and has been processed by other parties as a result of research. Primary data were obtained directly from respondents through in-depth interview techniques, distributing questionnaires, field observations, and Focus Group Discussion (FGD). Secondary data was obtained by searching various literature and documents from related agencies. The research population is active students of the Faculty of Economics and Business, where researchers take random samples at several semester levels and majors or study programs.

The stages of the research contain the steps. The stages of the research can be seen in Figure 2.1.

Fig 2.1 The Stages of Research





3. Results

This study used 60 respondents, which previously targeted 100 respondents. The aim is to find out the interest in entrepreneurship and knowledge related to export-import among students, especially FEB students. Data collection was carried out by distributing questionnaires online via Google Forms. The questionnaire was carried out starting from September 2, 2022, until now.

3.1 Respondents' Characteristics

Characteristics of respondents in this study include majors, class, GPA, pocket money, or monthly money. The researcher has summarized the respondents' characteristics in table 3.1.

Table 3.1 Respondents' Characteristics

Characteristics	Amount (orang)	Percentage (%)
Major		
1. Economics of Development Studies	43	71.67
2. Management	10	16.67
3. Accountancy	7	11.67
Class		
1. 2019	18	30.00
2. 2020	29	48.33
3. 2021	13	21.67
GPA		
1. < 3.00	0	0
2. 3.00 – 3.59	6	10.00
3. 3.60 – 3.90	45	75.00
4. > 3.90	9	15.00
Pocket Money		
1. > IDR 500,000	2	3.34
2. IDR500,000 – 1,000,000	46	76.67
3. > IDR 1,000,000	12	20.00

Table 3.1 shows the majority of respondents are from Economics and Development Studies dominated by the 2020 class (71.67%) and the least is the 2021 (21.67%). The GPA of most respondents was in the range of 3.60 to 3.90 with 45 respondents (75.00%). The majority of respondents' pocket money is in the range of IDR 500,000 to IDR 1,000,000 with a percentage of 76.67%.

3.2 Respondent's Family Background

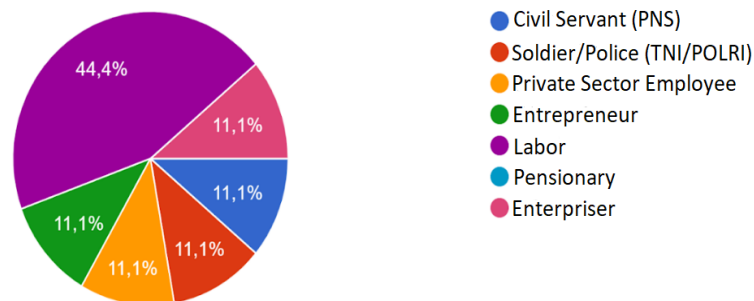


Fig. 3.1 Parents' Job

Based on the job of their parents, the majority of respondents who have parents as laborers are with a percentage of 44.4% (27 people). While entrepreneurs, retirees, TNI/POLRI, private employees, and entrepreneurs each account for 11% (6 people).

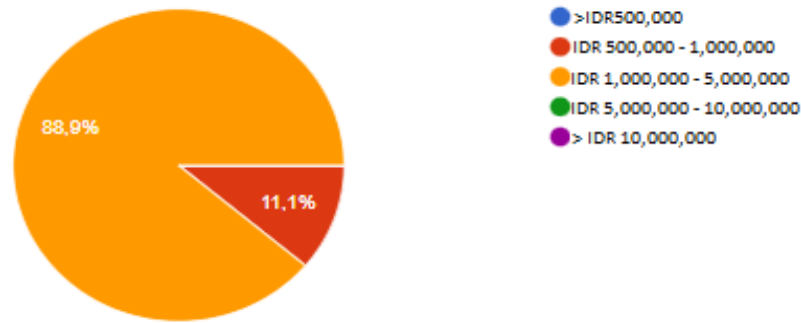


Fig. 3.2 Parents' Income Per Month

The parents' monthly income of respondents is shown in Fig. 3.2, IDR 1,000,000 is the largest with a percentage of 88.8%, while the respondents have the least number of parents' monthly income of Rp. 500,000, which is 11.1%.

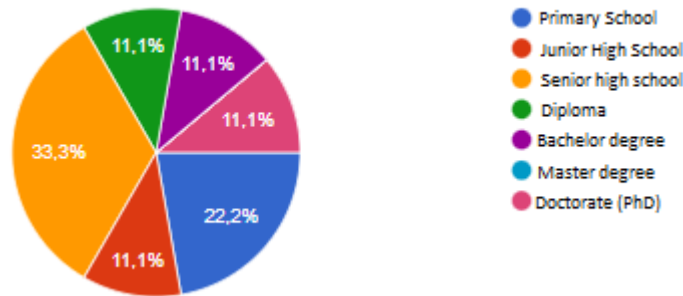


Fig. 3.3 Parents' Education

Based on the education of their parents in Figure 3.3, Senior Highschool is the last education of the majority of parents with a percentage of 33.3%. Meanwhile, the fewest were Junior High School, D-III, D-IV/S-1, and S-3, which is 11.1% for each level of education.

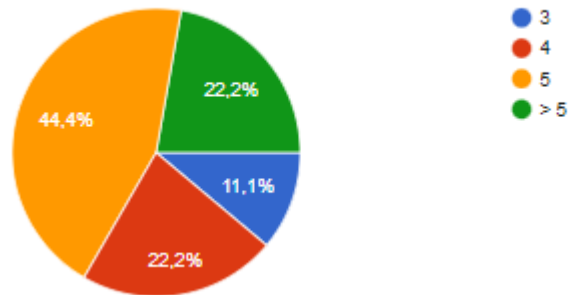


Fig. 3.4 Number of Family Members

Based on the number of family members which can be seen in Figure 3.4, 8 family members constitute the majority with a percentage of 44.4%. Meanwhile, respondents with 3 family members were the least with a percentage of 11.1%.

3.3 Respondent's Interest in Entrepreneurship

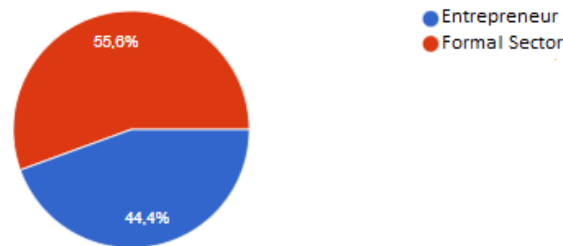


Fig. 3.5 Desired Jobs in the Future

Based on the desired future job by respondents, the most desirable future job is to become a formal worker with a percentage of 55.6%, while entrepreneurship is only in demand at 44.4%.

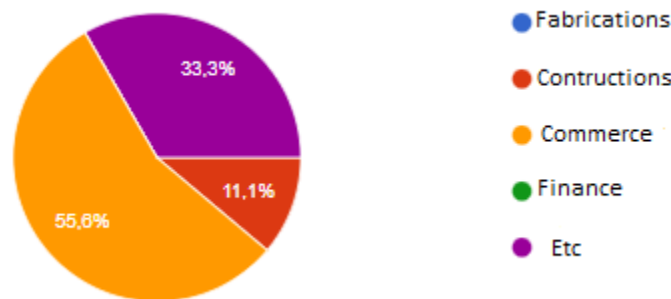


Fig. 3.6 Field of Business Want to Be

Based on the line of business occupied by the respondents, trading is the line of business that the respondents most want to work on with a percentage of 55.5%, while manufacturing and finance are the fields of business that are the least desirable with a percentage of 0%.

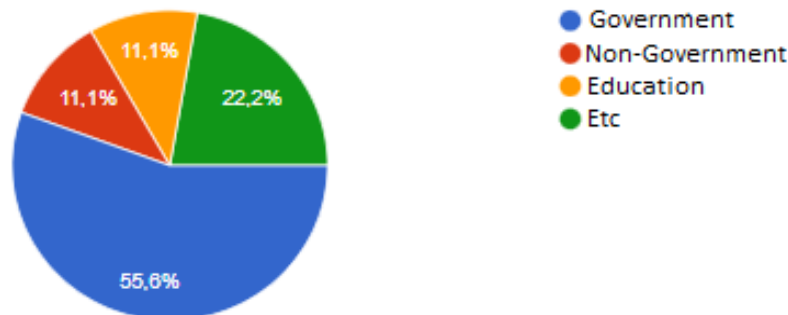


Fig. 3.7 Formal Jobs to be occupied

Based on the formal jobs that the respondents wanted to occupy, formal government jobs had the most applicants with a percentage of 55.5%, while the least desirable formal jobs were education and non-government with a respective percentage of 11.1%.

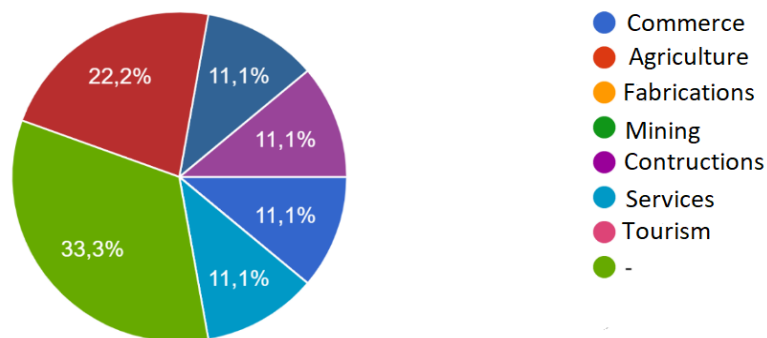


Fig. 3.8 Executed Business Fields

As many as 88.9% have run a business, but their business fields are not listed in the questionnaire options. The largest business sectors that have been run by respondents are trade and services with 11.1% each. While others answered it with open questions, namely, not yet and not running a business.

3.4 Respondents Export Knowledge

All respondents already know the definition of export. A comparison 25 out of 60 respondents had attended training or workshops related to exports. If they are already running a business, 77.8% are interested in exporting. In practice, respondents briefly explained export barriers in open questions. Respondents' answers related to regulations, permits, documents, and connections.

3.5 Description of Interest in Entrepreneurship

Based on the results of distributing the export training model questionnaires, the frequency of answers is obtained in Table 3.2.

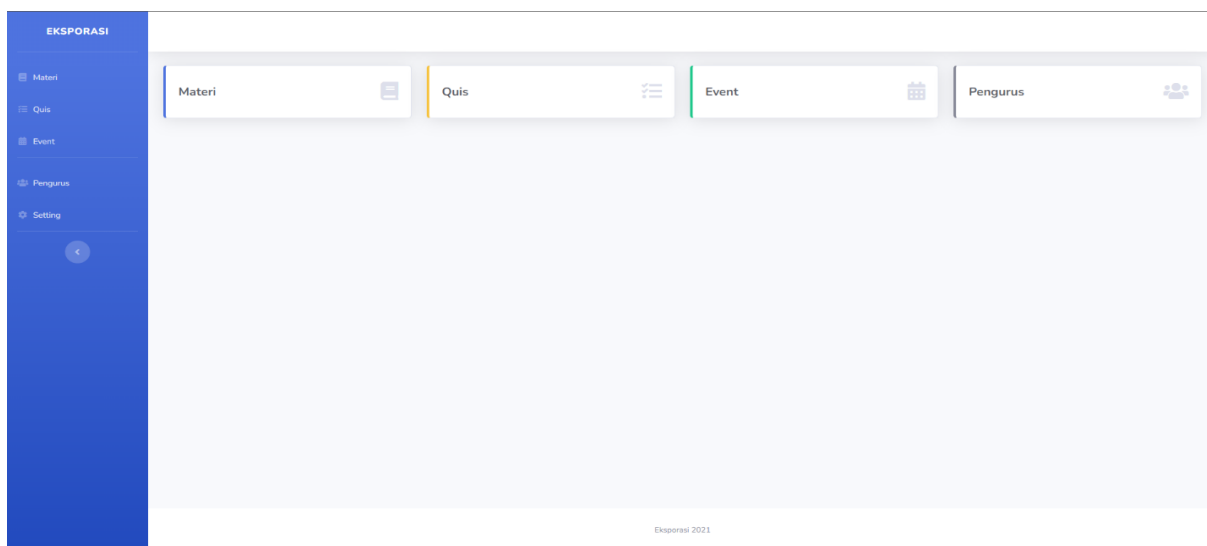
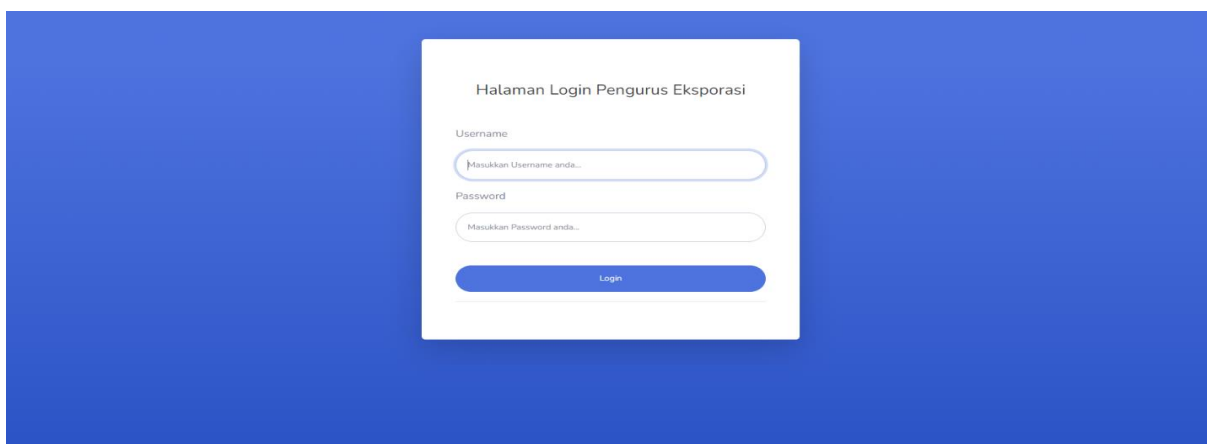
Table 3.2 Respondents' Answers for Interest in Entrepreneurship

No	Questions	Answers Score			
		1	2	3	4
1	I'm motivated to become an entrepreneur because of the many entrepreneurs around me.	0 0%	0 0%	40 66.7%	20 33.3%
2	I'm motivated to be an entrepreneur because I want to be an independent person.	0 0%	0 0%	20 33.3%	40 66.7%
3	I'm always future-oriented in planning something.	0 0%	0 0%	20 33.3%	40 66.7%
4	I'm optimistic that I can be a success if I become an entrepreneur.	0 0%	0 0%	40 66.7%	20 33.3%
5	My parents educated me from childhood so I became an entrepreneur.	0 0%	6 11.1%	40 66.7%	12 22.2%
6	My parents never forced me to choose a profession.	0 0%	6 11.1%	40 66.7%	12 22.2%
7	I feel happy and confident when performing or speaking in front of many people.	0 0%	6 11.1%	48 77.8%	6 11.1%
8	I want to be a leader in a team or organization.	0 0%	12 22.2%	40 66.7%	6 11.1%
9	I feel that I have the leadership skills needed to be an entrepreneur.	0 0%	6 11.1%	40 66.7%	12 22.2%
10	I want to manage my own business.	0 0%	0 0%	40 66.7%	20 33.3%
11	I want to be able to develop my own business.	0 0%	0 0%	35 55.6%	25 44.4%
12	I feel it would be more appreciated if I have my own business.	0 0%	0 0%	35 66.7%	25 33.3%
13	I believe that through entrepreneurship, I will guarantee a better life in the future.	0 0%	0 0%	48 77.8%	12 22.2%
14	With the hard skills and soft skills that I have, I'm sure I will become a successful entrepreneur.	0 0%	0 0%	48 77.8%	12 22.2%
15	I am a person who dares to take risks.	0 0%	0 0%	48 77.8%	12 22.2%
	Average	0%	4.4%	64.4%	31.5%

Based on table 4.2 shows that the interest in entrepreneurship of FEB students is at a score of "3" or "agree" of 64.4% and a score of "4" or "strongly agree" of 31.5% (total 95.6%), this is can be said that there is a tendency for an interest in entrepreneurship for FEB students to agree with the statements on the questionnaire and indicate a high interest in running a business.

3.6 Website and Mobile App

The function of a website in the export training process is to convey information in the form of materials, quizzes, events, and projects, as well as for limited communication with fellow students, trainers, and entrepreneurs or exporters. The information on the website will more easily for students to access clearly and systematically. In addition, a website is utilized to deliver the subject matter by the trainer, not only fixated on the book or slides. Instead, you can search for even more subject matter through the website provided.



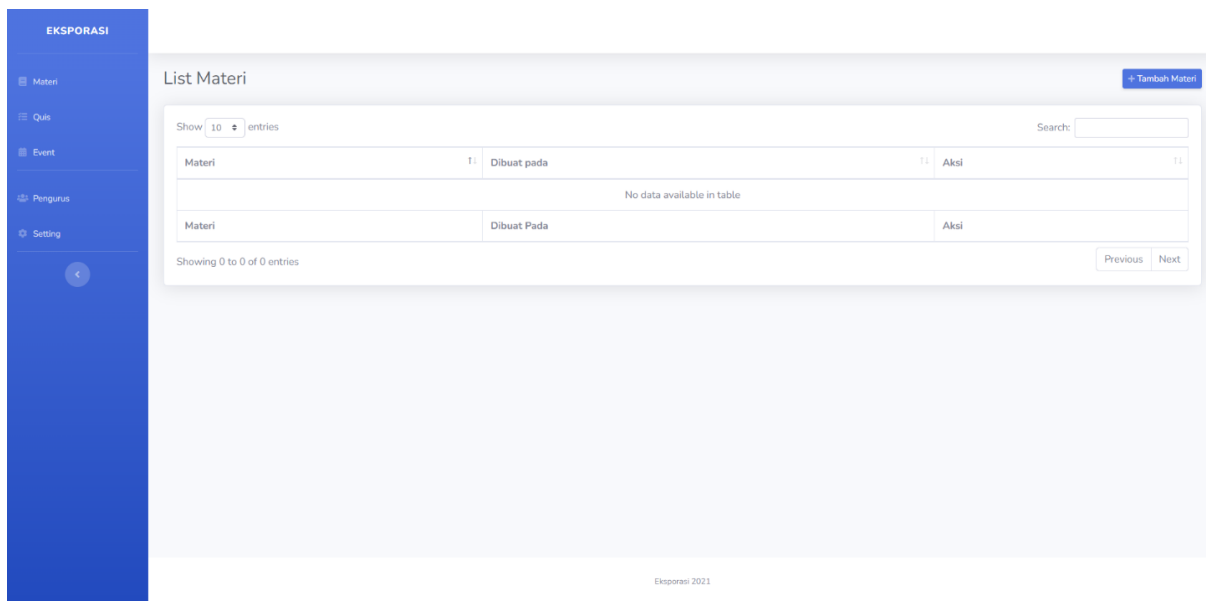


Fig. 3.10 Website UI for Export Training

The use of mobile apps in export training activities can be used as a new method by introducing applications. There is a variety of interesting content in the form of images and videos available on the mobile application which will encourage training participants to think, and balanced and help participants understand the important points of the material. In addition, the use of the application is expected to improve communication with trainers or educators, because it can be done anytime and anywhere. This also helps trainers or educators to control their training participants.

Various assignments and projects that must be carried out by students participating in the training can be carried out with this mobile application. Existing material can be read repeatedly without any time and place restrictions. Mobile phones are expected to be more effective and efficient considering that training media is always inherent in everyday students.

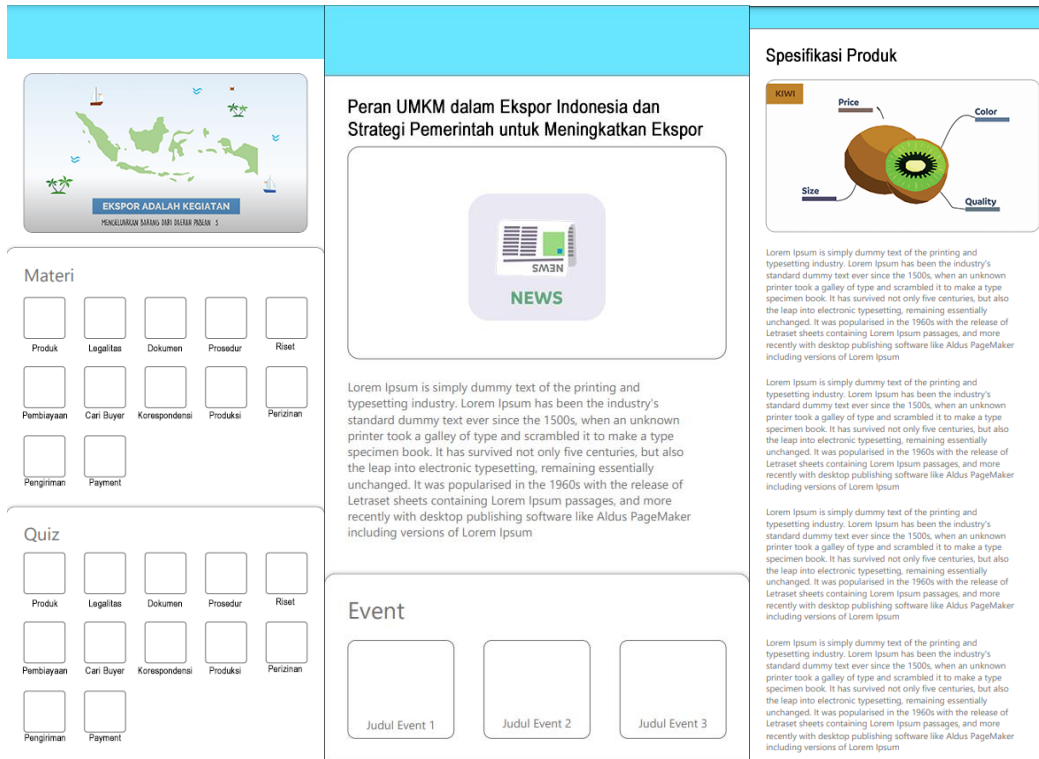


Fig 3.11 Website UI for Export Training

4. Discussion

4.1 Student Entrepreneurial Interest

Based on the analysis of the data, it was stated that all FEB students had understood the basics related to exports, starting with knowing the definition of exports. A comparison 25 out of 60 respondents had attended training or workshops related to exports, and respondents who were already entrepreneurs or running a business had a high interest of 77.8%. Respondents also explained briefly through open questions related to export barriers, where the average related to regulations, permits, documents, and connections. In addition, the researchers also dug deeper to see the analysis of the respondents' entrepreneurial interest, the data was obtained by distributing questionnaires to map the export training model, which obtained a fairly high average result a total of 95.6%. Based on the description of the mapping data through the questionnaire, it can be seen that the respondents have a high desire and motivation to be able to have their own business, with their soft and hard skills. Some respondents also have entrepreneurial traits such as independence, risk-taking, self-confidence, future-oriented, and optimism. These characteristics can be used as basic provisions for respondents to start becoming entrepreneurs.

4.2 Interviews and FGDs on Training Design

Interviews and FGD activities were carried out involving 3 lecturers and 3 cooperation partners who were export entrepreneurs. Seeing based on the results of student data analysis related to the respondent's family background and the respondent's interest in entrepreneurship, several

discussion questions were formulated.

- (1) How important is export training for students? This question was answered with the same statement, that training is very important and needed by students, especially those who have a high interest in entrepreneurship.
- (2) Is the training carried out inside or outside the teaching and learning activities? This question gave rise to significant differences of opinion, in which 1 person stated that it would be best if export training activities could be carried out on the sidelines of lecture activities so that they could be directly related to trading or other economic material. Meanwhile, 5 other people stated that it should be carried out outside of class activities or hours, so that it is more focused, and effective, and the results can be measured more optimally.
- (3) Who is the right person to lead the training activities? This question was answered with an agreement in which all respondents stated that it would be better if it could be led or carried out by direct practitioners, who were accompanied by lecturers. The export practitioner can be an entrepreneur who has succeeded in sending his product for export so that training can be carried out in a more real way, and maximize practice
- (4) How long does the training activity? This statement also gave rise to differences of opinion, that 3 respondents answered to be held for 3 months or half a semester. 2 other respondents answered that it was carried out for 6 months or one semester, and 1 other respondent answered that it was carried out for 1 month with a solid training intensity.
- (5) What kind of training methods are appropriate to implement? This question became an interesting discussion, where it could be concluded that the training should be carried out in an interactive method and can provide a real experience to students. So that the appropriate training method is to carry out direct practice on export activities, the practice of these activities can be carried out online or offline or blended. When students are only given training, they cannot improvise their abilities, so other media are needed that can interactively support student activities to find out more about export activities. In addition, the blended implementation will make it easier for students who are still taking other courses or campus activities.
- (6) What training media can support related research methods? The question is answered with the same statement that the media used is by current developments in science and technology. Export training can take advantage of technological sophistication using interactive applications and websites that contain various menus that can be further accessed by users.

Thus, students can use and access training activities more intensely and flexibly, so the export training activities can be optimized to create a young generation of export-preneurs.

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