The Development of Training Model of Student Entrepreneurship Spirit: Solution in Planning Future Career

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Abstract: The research objectives are to identify the need of entrepreneurship characteristic training of Educational Administration Department students, Universitas Negeri Malang, prepare entrepreneurship training model of Educational Administration Department students and plan entrepreneurship training package of Educational Administration Department students, Universitas Negeri Malang. In the first and second year, this research used Borg Gall approach of development model. In the first year research, for the first step, research team conducted introductory study to portrait student's training model, then followed by the second year research to prepare entrepreneurship training package. The research team developed 2 versions of training model which is consulted first to experts, and then it is revised. Small and big scale trial was performed by research team to get a final training model. This final product is used as a basic for preparing entrepreneurship training package. At last, this entrepreneurship training model can be applied after the finalization of entrepreneurship training package (including theme, objective, module/content, schedule, place, instructor, participants, regulation, etc) as a completion for holding student's entrepreneurship training.

Keywords: training model, entrepreneurship characteristic, career

I. INTRODUCTION

Human capital theory states that if someone gets education, the working productivity will improve because they possess knowledge and skill on how to do their job better (Alma, 2012). Not all human beings are able to maximize knowledge to grab the best. People who are successful in education level will not automatically succeed in career. Education is mainly expected to give change in the form of successfulness in achieving dreams which is finally able to create working field giving happiness to people.

Success will not be gained easily. It needs patience and diligence so that it can help to solve jobless problem. Educated people level in this nation improves significantly. Universitas Negeri Malang (UM) have graduated many S1 students in 2013: the first semester in academic year 2012/2013 are 1011 graduates, second semester in academic year 2012/2013 are 1.414 graduates, and short -semester program in academic year 2012/2013 are 1.414 graduates.

Unfortunately, not all graduates can be accepted in working field. Most of them expect that they will get job in formal sector after graduation. Due to the unbalanced condition between the job and graduates, many of the graduates do not get job and they have to receive the fact as educated jobless people. This creates a new homework for government.

Based on BPPS data in 2016, this educated jobless people gets higher. It causes the movement and changes in education system. University is expected not to create students to find job, but to create working field, have entrepreneurship characteristic and campaign for entrepreneurship style in university.

A research on student's perception and expectation about future career conducted by Lestari (2014) at Department of Educational Administration, Education Science Faculty Universitas Negeri Malang suggested that most of the students (142 of 196 students) have middle perception. Expectation to knowledge, attitude/behavior and skill during studying in university, other job sectors, kind of occupation, and salary after working and work location suggested that 142 students have high expectation, 131 students choose educational sector and 65 choose non educational sector.

There are differences on student's perception based on generation and parents salary variances. There are no differences on student's perception based on sex, parents education and occupation variances. A research about Characters Grant in cooperation with UNESA suggested that most students and parents possess high expectation to be public servant (75%), workers in governmental institution is 5% and entrepreneur is 10%; education and non-education.

In fact, there are only small number of students who are able to work as public servant and workers in governmental institution. It is related to Iwantono statement (2002) that nowadays we are surplus of educated human resources and most of them are not absorbed by economic development. It needs movement of our educational system, not to produce people to run for job, but to create job-field and entrepreneurship campaign it in university.

Based on the problem above, this research is badly needed because it will help the number of educated jobless graduate from Educational Administration Department, Faculty of Educational

Science, Universitas Negeri Malang. The graduate chooses not only to work as public servant and formal sector but also to be entrepreneur to participate in developing this nation. The research objective is to identify training need of student entrepreneurship characteristic at the Department of Educational Administration, Faculty of Education, State University of Malang, and prepare a package of entrepreneurship training for students.

II. LITERATURE REVIEW

A. Education and the Problem

Based on National Education System 2003, Indonesia is eager to develop potentials possessed by the people to grab physical and emotional strength which is useful for themselves, family, nation and religion. In addition, people are expected to be ready to compete in community after graduating from formal education. The jobless gets more when students graduate from formal education. It is caused by the problem in educational system. Nowadays, there is a supply-demand theory. It means that job-field is mapped in accordance to Indonesia economic development so that the need of worker can be speculated and projected.

Education is expected to be able to prepare graduate who can compete in working world and reduce educated jobless graduate. Jobless is a group of working generation-age who want to get job but they did not get it (Supriatna, 2007). Educated jobless is students who have graduated from public or private university and want to get job but they have not gotten it yet. This group usually comes from middle-above class community in which they still be able to fulfill daily need although they have not gotten job yet.

Educated jobless is primarily related to education system in developing country which consists of problems of education quality, readiness of educational staff or teacher, facilities and lack of job field that at last influence social and educational existence in community view. Data from Bureau of Central Statistic (BCS) shows that the number of jobless people moved higher in 2007 – 2010, it is 519.900 or 57%. Kompas (2012) noted that the number of educated jobless reached 47.81% in 2012.

The highest number of educated jobless is students who graduate from university, 12.78%. The next is graduate from Senior High School (SMA 11.9% and SMK 11.87%), Junior High School (7.45 %) and Elementary School (3.81 %). The number of jobless in Indonesia is categorized into the highest compared to other nations. Jobless young generation in Indonesia reaches 25.1% of total working generation. While the number of graduates from diploma I, II, and III declines, the number of university graduates who are grouped into jobless inclines from 5.34% to 6.22 % (Tempo, 2016).

Reviewed from sociological perspective, the higher movement of educated jobless is an alarming signal. This group tends to conduct crime. They may conduct crime both in real or unreal world with their capabilities. From economical perspective, this group will be economical burden for family, community and nation. They even can be a trigger for new model of poverty; they live in poverty not because they know nothing, but due to less access to job field. Solution to solve jobless problem in Indonesia, according to Nugroho (2010) is by widening job field through developing industrial development and other public projects.

The number of working generation can also be done through family planning, minimum studying program and preparing minimum working age. Moreover, it can also be solved by improving working quality so that they can fulfill the requirements of working world. There are many activity can be proposed, such as continuing study in higher education, training, course, joining training center, seminar and others.

B. Future Career

Career is taken from Ducth "carrier", meaning development and improvement in someone occupation. It also means level of job (Wikipedia, 2015). According to Kompasiana (2014) career is any kinds of job. Career is also a learning process of earning money and long life roles. Career is related to job of earning money and categorized as a single job. Career is viewed as a learning process and continuous self-development. From these 2 opinions, it can be concluded that career is continuous development, improvement and learning process and has long-life roles in a single job, getting salary or not.

Career can be improved. Super (Lestari, 2014) stated that career can be divided into five steps of career development; developmental career from new born to 15 years old, exploration step of 15 – 24 years old, existence step of 24 – 55 years old through experience during career development, training step of 45 – 64 through the enjoyment of career, and declining career after resigning from job, and they have to find new life style. Eyi (in Lestari, 2014) suggested that way of thinking can be classified through sex. Female may possess more career style than male. Male career style tends to public sector, while female tends to domestic sector.

Sukardi (1984) suggested that social factor influencing the choice of job types are: parents' type of job and salary, parents education, address, social economic status, nation, religion and faith held by parents, environment surroundings, parents expectation to children education, parents attitude and opinion to their children friends, job children got which is expected by parents, children role in family, relation and behavior of siblings to children, value and norm of parents, peer children condition, peer children attitude and characteristics, purpose and value of peer children group.

After graduating from certain study program, students are expected to possess competency. According to McKee, Kemp, & Spence (2013), competency is "capability or abilities that include both intent and action, and that can be directly linked to how well a person performs on a task or a job". There are five components of competency: *motives*, *traits*, *self-concept*, *knowledge*, *skill*.

Widyasari (2010); Ebtanastiti (2014); Chan (2012); Fauzia (2015); Kaseger (2013); Irsyadi (2012); Juliani (2012); and Ekayadi (no year stated) the previous research result for career someone is influenced by internal and external factor. Internal factors consist of: IQ, talent, interests, physical appearance, psychic condition, work experience (professional), readiness, and knowledge of the working world. External factors consist of: family environment, salaries, organizational vision, professional training, professional recognition, social values, work environment, labor market considerations, and politics.

C.   Entrepreneurship Soul

According to Kamus Besar Bahasa Indonesia KBBI (2016), soul is human being spirit (existing in human body and causing someone live), while having soul means possessing emotional feeling (motivated). Iwantono (2002) suggested that entrepreneurship is taken from English. Entrepreneur is human or people, who organize, manage, innovate and possess bravery in taking risk. An entrepreneur has dedication to perform business and willingness or bravery to take risk whether financial, career or reputation.

An entrepreneur is eager to work hard in exploring all capabilities and talent to perform business in achieving emotional satisfaction. Entrepreneurship soul, therefore, is motive that encourage human spirit to work hard in organizing, managing, innovating, exploiting all capabilities and talent, and having courage to take risk, whether financially, career or reputation in performing business to achieve emotional satisfaction.

There are types of entrepreneurship: possessing initiative, organizing social and economic mechanism in producing, and taking risk or failure. Ways to successful entrepreneurship are: working hard, cooperating with others, good performance, confidence, smart in making decision, having willingness to improve knowledge, ambition and smart in communicating.

According to Anggun (2014), the scopes of entrepreneurship are: (1) farming, gardening / forestry; (2) fishery; (3) husbandry: birds and mammal family; (4) industry and crafting; big, middle, small industries, managing corps, gardening, fishery, husbandry and forestry; (5) mine and energy; (6) trading: big, middle, small; (7) service sector; relating trader, bank, transportation business, hotel and restaurant, travelling and tourism service, insurance, workshop, cooperation and modeling.

D.   Training Model

Gomes (2013) stated that training means effort to improve worker performance in conducting their duties and responsibilities. Kamil (2003) suggested that training is a program concept aiming at improving student knowledge and skill. The followings are some types of training: *Skill Training*, *Retraining*, *Cross Functional Training*, *Creativity Training*, and *Team Training*. Training in the form of *on the job training* is meant that workers are placed in the real working

world. Simulation method (*off the job training*) is training out of real working world when the trained workers are working out of daily routine work.

Rossett and Arwady (in Kamil, 2003) stated that a training model is assumed to be effective when it is based on curriculum, approach and strategy which is in harmony with working world need and need of students with all their problems. In Kamus Besar Bahasa Indonesia, model means pattern (example, design, type, etc) of something made or resulted. Training model which is related to students need are *Training Needs Assessment* (TNA), *Subject Matter Analysis* (SMA), and *Approaches to Training and Development* (ATD). *Training Needs Assessment* (TNA) namely: interviewing, observing, working with groups, and writing questioners and surveys.

Training models TNA involve: inductive, deductive and classic models. Inductive model emphasizes on efforts done by the closest and direct side to wider and whole side. Deductive model identifies general training need, with wide objective. When deciding on training needs for participant who have similar characteristics, training model then depends on the participant suggestion. Classic model aims at relating learning sources in the curriculum or learning program with learning need of participants.

SMA model consists of: 4 steps model by Louis Genci, 5 steps model by Otto and Glaser, 7 steps by Craig, 9 steps model from Centre for International Education (CIE) University of Massachusetts, and participating model of 10 steps. Silberman (1998) suggested that in particular, learning type in active training involves: (1) affective learning to foster attitude, feelings and preferences. For example: certain situation, procedure or product. In other words it can also aim at motivating people to realize new issue or opinion; (2) Behavior learning develops real competency on someone performance procedurally, operationally, based on method and technique that will bring certain skill; and (3) Cognitive learning is adding information and concept relation to coordinate content.

Based on several training models above, a table can be made as follows (Table 1). Based on Table 1 above, it can be concluded that all training model involve management process: planning, actuating and evaluating. In planning step (need analysis), the followings are done: (1) analyzing training participant skill; (2) finding distances and burdens; (3) determining general and specific purposes; (4) developing program; (5) designing steps of activities; and (6) selecting training materials, media, method and technique of training. Actuating step is conducted based on planning determined. In evaluation step, pre-test, post-test and whole evaluation to program is conducted.

Example of mindset entrepreneurship proposal according to Lukito (2017) involves: (1) research objective; improving student attitude to start business, developing knowledge and skill in entrepreneurship, and growing attitude and mental to do business related to product quality, human resources, marketing, production process and widening business network;

(2) training target: university and senior high students; (3) results expected: trained students in entrepreneurship sector, good attitude student had in entrepreneurship, the growing of creative, innovative and productive student business group which is able to answer challenge in doing business and develop self-reliance; (4) training material; (5) training location: in hotel/campus; (6) method: presentation, role play, group discussion, brainstorming, tasking, on the job training, video, case study and outbound training; (7) duration: 1 and 2 days; and (8) facilitator, *studentpreneur training* material according to Rahmawan (2017) are: understanding the meaning of entrepreneurship, destroying block mental, developing innovation, searching for demanded business, business planning, developing product, marketing and selling, recruiting team and learning technique.

Table 1
Resume of Training Models

No	Training Model	Types	Steps
1	Training Needs Assessment (TNA)	Inductive Model	1. Measuring training participants need. 2. Grouping skills in training program area. 3. Comparing participant skill with training materials. 4. Deciding the difference, ability and skill. 5. Developing training process. 6. Performing training (learning) 7. Research
		Deductive Model	Proposing some determinants from participant training, family (parents) and training officials.
		Classic Model	1. Identifying skill on training needs 2. Identifying skills of training participant. 3. Deciding the differences of training needs. 4. Developing training program 5. Performing training 6. Evaluating
2	Subject Matter Analysis (SMA)	4 steps (Louis Genci)	1. Reviewing reason and deciding training program. 2. Designing steps for training perform. 3. Preparing effective presentation. 4. Performing and evaluating training result.
		5 steps (Otto and Glaser)	1. Analyzing training problem, 2. Formulating and developing training objectives, 3. Selecting training materials, learning media, method and training technique, 4. Developing curriculum, unit, subject matter and training topic, 5. Evaluating training result.
		7 steps (Craig)	1. Analyzing training needs, 2. Developing training objectives, 3. Designing training curriculum, 4. Designing and selecting training, 5. Designing evaluation approach on training, 6. Performing training program, 7. Measuring training result.
		9 steps (Centre for International Education University of Massachus)	1. Identifying need, sources, and burdens, 2. Formulating general and specific objectives of training, 3. Preparing and developing pre-test and post-test of training participants, 4. Developing steps of training activity and learning materials, 5. Training trainer staff and training program staff, 6. Doing pre-test to training participants, 7. Conducting training program, 8. Conducting post-test to training participants, 9. Conducting evaluation of training program and giving feedback.
		10 steps (participating model)	1. Recruiting training participants, 2. Identifying sources need and burdens, 3. Determining general and specific purposes, 4. Deciding schedule, learning materials, method and technique, 5. Conducting pre and posttest for training participants, 6. Performing training process, 7. Evaluating training process.
3	Approaches to Training and Development (ATD)		1. Reviewing whether workers are related to standard determined, 2. Determining workers, 3. Fulfilling worker need (time and material), 4. Technological change (if worker meets standard). If they meet standard, then enrichment is required to produce better worker. If they do not meet standard, then a test is required to do regularly. 5. Determining worker qualification that meets standard. If they meet standard, meaning they possess good performance. If they do not meet standard, meaning that standard should be reformulated. No, means reformulating standard. Yes, means implementation.

III. METHODS

This research, in first or second year, uses research approach of Borg & Gall developing model (1983). Developing research is a research conducted in producing a product. The product can be in the form of approach, process, procedure or instrument (e.g. a kind of strategy), etc. according to Richey and Klein (2009), the systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for creation of instructional and non-instructional products and tools and new or enhanced models that govern their development.

Research in first year, step 1, researcher team conducted introductory study to portrait student training model which is continued on second year, making entrepreneurship training package. Researcher team developed 2 training model versions which are consulted to expert, and the product is revised. Small and big scale trials are performed by researcher team so that at last there will be final entrepreneurship training model. This product is made as a foundation to produce entrepreneurship training package.

Research object involves students of Educational Administration department, Faculty of Educational Science Universitas Negeri Malang. The first trial is conducted by 10 students. The second trial is conducted by 25 students. Research data is in the form of quantitative data. Quantitative data is gathered from introductory study, expert input and product trial in entrepreneurship sector. Qualitative data is gathered from interview and documentation. Techniques used in data collection are questionnaire, interview and documentation.

Questionnaire is used to take expert input and dig entrepreneurship soul of students in the beginning training. Interview is used to deeply explore student entrepreneurship spirit. Documentation is used to complete data from questionnaire and interview technique. Data analysis technique used is comparative descriptive analysis technique, using SPSS for Window. Descriptive analysis is used to analyze data collected from questionnaire which is fulfilled by expert and students. Comparative test is used to compare small and big scale trials.

Siregar (2012) stated that descriptive analysis can be used to present, figure out or illustrate data in the form of table, picture, and diagram that people can figure it out easily. Hinkle, Wiersma, & Jurs (1988) stated that descriptive analysis is used to classify and summarize numerical data. Hakim (2010) suggested that descriptive statistic is a science containing methods of collecting, presenting and managing data to make clear description on data variables. This process is expected to make data analysis and interpretation runs easily.

IV. RESULTS

A. Result of Introductory Study

Based on analysis result of respondent identity, researcher team takes respondents from 2 generation; 2013 generation who mostly graduated in second semester of 2016/2017, and 2014 generation who is taking On the Job Training. These two generations have joined entrepreneurship subject matter and have possessed knowledge about entrepreneurship. Female respondent is more than male respondent. In entrepreneurship sector, fifty percent has joined entrepreneur and fifty percent has not. However, most of the students are eager to join in entrepreneurship world.

Entrepreneurship experience which has been got by some of the students involves: fashion/textile, trading, harvesting, communication, culinary, accessories, online shop, marketing, education and printing. Fashion, culinary and communication are dominant experiences. Entrepreneurship ideas expected by students are: trading, decoration and property, graphical design, photography, printing, fashion, convection, harvesting, farming, husbandry, hand crafting, souvenir, culinary / food, communication, online shop, service sector; mini - market, car-rent, tourism and education. From these entrepreneurship ideas, most students dream to join culinary and fashion sectors.

Analysis result on planning step of entrepreneurship training, most students (98%) agree if university gives entrepreneurship experience to students. The reasons are: adding and improving experience, knowledge, modal, self-reliance, creativity, skill, lack of job field, reducing jobless number and expecting to be able to create job field. The number of students who have experience in entrepreneurship sector does not highly differ with those who do not have experience. Reasons not to join entrepreneurship training are: not interesting / not demanded, not motivated with entrepreneur, no time to join, no information, no modal.

Locations students have joined training usually are in the previous school, Senior High School or Senior Vocational School, Campus Universitas Negeri Malang or Universitas Brawijaya and Radar Kediri. Culinary sector is the most interesting, and the next interesting sectors are café, fashion, broadcasting, harvesting, communication, hand crafting, souvenir, marketing, education, news and others. The purposes of joining entrepreneurship training are: adding skill and knowledge to entrepreneur; improving motivation and talent in entrepreneurship sector; finding out method and techniques in entrepreneurship.

Some students do not have knowledge about training models. Some students select practice skill/behavioral learning. Entrepreneurship training program expected by students are culinary, snack, restaurant, fashion and convection, and those related to cognitive: mental development, entrepreneurship knowledge, skill, entrepreneurship spirit, competence, and financial-management. Other programs demanded are: harvesting, property, crafting, education and training, marketing, selling, broadcasting, online shop, electro.

There are several steps of entrepreneurship training offered to students. Some cover only training and education, others cover training to practice of business and solving problems faced. Entrepreneurship training materials involve: entrepreneurship science, entrepreneurship

management, leadership, decision making, accounting, and communication. Entrepreneurship strategies demanded are: seminar/workshop, continuous training, individual approach, direct practice, developing business group.

Media needed by students in training are: electronic media; video, film, power-point: and non-electronic media: display, real product, successful businessman, module/handbook, brochure, learning tool, and action learning project. Human resources include: mentor and participant (students). Facilities needed are: training material, module, practical learning tool, building/aula, AC, table, chair, microphone, tape recorder, banner, door-prize, display, camera, brochure, LCD, laptop, writing tools, certificate and consumption & snack.

Method expected to use during entrepreneurship training is dominated by presentation, experiment and action learning. Location for training is mostly in meeting hall, campus and hotel. Most students stated that time to conduct training is usually on the weekend. Some students choose to conduct training on workdays, and the last they choose to join training after graduating. Number of hours for training is 2 -3 hours in 1 – 2 days.

Based on analysis result of entrepreneurship training evaluation step, products or skills expected by students are: possessing knowledge about entrepreneurship on cognitive, affective and psycho-motor aspects; possessing skill on cognitive: innovation, finding opportunities, defending business, capital management, entrepreneurship strategy/technique, interest and motivation: psycho-motor; communication, problem solving, marketing/promotion, building networking, getting capital, managing business and opening job-field.

In pre-test, most students wrote entrepreneurship training is highly needed; some students wrote that is needed. Before giving training material to students, developing team uses tool for detecting entrepreneurship spirit from research result of Educational Management Department, Faculty of Educational Science, Universitas Negeri Surabaya. This tool is used to detect entrepreneurship spirit at beginning of activity before giving training material. Respondents said that this tool is highly needed. In the final activity, most students said that evaluating training program is highly needed. Based on the whole evaluation category, respondents said that it is highly needed.

Based on result of data analysis of sex-based comparative test, all said that H0 is accepted. It means that entrepreneurship experience, idea, opinion, experience joining training, purpose, model, place, and time, number of hour, day and evaluation is assumed similar for male and female students to join entrepreneurship training for students.

Result of comparative analysis differentiate experience, idea and need of entrepreneurship training for students based on generation stating that all of them accepted H0 except the experience of joining training, especially training on entrepreneurship. It means that entrepreneurship experience, idea, opinion,

purpose, model, place, time, number of hour, day and evaluation is similar according to students from 2013 and 2014 generation in joining entrepreneurship training. For experience in joining entrepreneurship training, there is different opinion between students from 2013 and 2014 generation.

B. Model of Entrepreneurship Spirit Training (Final)

Based on introductory study, entrepreneurship training model can be included in subject matter (Educational Administration Department, Faculty of Educational Science, Universitas Negeri Malang) and can be performed in separated from entrepreneurship subject matter. Entrepreneurship subject matter has 2 sks 2 js, in the final purpose is that students are expected to apply the skill and use science, technology and/or art in solving problem and be able to make adaptation with situation faced (KKNI Level 5).

Learning output for this subject matter is that students are motivated to perform entrepreneurship, possessing entrepreneurship standard and being able to make business plan. Specific learning output is achieved on every learning step, through steps which are managed in subject matter. In this term, students are expected to be able to: (1) motivate themselves for doing business; (2) making business plan; (3) preparing business proposal; and (4) developing poster of business proposal.

Steps on entrepreneurship training are in accordance with management pattern: training, actuating training, evaluating training, output and outcome. Entrepreneurship training can be conducted as subject matter at the Department of Educational Administration, Faculty of Education, Universitas Negeri Malang) as entrepreneurship subject matter with 2 sks 2 js. It can also be conducted separately.

Planning Step. Activity prepared is: need analysis to find out skill of training participant and analyze any different factors and burdens. This step involves determining theme, general and specific purposes, developing training program, designing training steps and location for training, preparing material for training, media, method, technique for training, speaker, facilities and type of evaluation, and socialization.

Actuating or Processing Step. It is in the form of training, seminar, workshop, offline or online. This activity consists of: introduction, pre-test, detecting kind of entrepreneurship (entrepreneurship science, leadership and decision making, financial management, personal branding, marketing, communication science, business plan. Concrete example from a successful businessman is also considered. It also includes direct practice (making business plan), post-test and display.

Evaluation Step: pre-test, detecting entrepreneurship spirit, post-test and evaluating training program. Training output is that the training participants possess knowledge about entrepreneurship, skill in aspect of cognitive: innovation, reading opportunities, defending business, financial management, cost analysis and strategy /

technique of entrepreneurship; affective: mental of entrepreneurship, self-reliance, attitude, interest self-motivation and personal branding; psycho-motor: communication, solving problem, promotion, marketing, networking, getting capital, developing new business, preparing business plan. Finally, on outcome step, students are able to begin new business / develop the existed business.

V. DISCUSSION

A. Student Need of Entrepreneurship Spirit Training

One's career is influenced by internal and external factors. Therefore, students need to develop careers for the future by following various training on entrepreneurship. Entrepreneurship training is in accordance with management process: planning, actuating and evaluating until producing output and outcome. Hersey & Blanchard (1995) defined that management is process of cooperating with people and group to achieve organizational objective. Massie (1964) suggested that management is defined as group cooperation process to direct action into general objective.

This process involves technique in which somebody lead group; manager usually works in group. Robbins (2001) stated that the function of management consists of: planning, organizing, leading, and controlling. Terry (1968) suggested fundamental functions of management can be presented as planning to determine the objectives and the courses of action to be followed, organizing to distribute the work among the group and to establish and recognize needed authority, actuating the members of the group to carry out their prescribed tasks enthusiastically, and controlling the activities to conform with the plans.

Experience in entrepreneurship possessed by participants who have conducted business and who have not is just similar. Most students have idea to do business. Idea in entrepreneurship is a positive aspect for someone to do something. In Kamus Besar Bahasa Indonesia (KBBI), idea is design located in brain; opinion; dream. From all ideas has by students, most of them want to do business on culinary/food and fashion. All human being need physical need, "food and home", especially in Malang City in East Java Province who are very populated.

There are 4 public universities and many private universities in Malang, so many people need it. It is in accordance to Maslow's Hierarchy of Needs, stating that basic needs of human being are physiological needs, safety needs, belongingness and love needs, self-esteem needs, and the highest is self-actualization (McLeod, 2016). Students agree if universities supports entrepreneurship sector and conducts entrepreneurship training for students. This activity will improve experience, knowledge, self-reliance, creativity, skill.

Entrepreneurship training and skill will reduce educated jobless people, and students are able to create job-field/job opportunities, improving motivation, interest and talent in entrepreneurship; and

knowing methods and technique in entrepreneurship. Many students do not know some training models. Many students prefer practice skill/behavioral learning. Therefore, learning business needs practical skill or direct practice (practice skill), not only abstract understanding. So, for officer of entrepreneurship training, participant needs not only knowledge but also direct practice in the field. They also need role model from successful businessman to improve motivation.

There are many steps of entrepreneurship training offered to students. Some only cover workshop or training, and some others cover training and direct practice, from starting business until solving problem. Steps offered are: (1) planning, consisting of: determining theme, official, participant, time, facilities, method, material, evaluation and socialization; (2) actuating in the form of seminar, workshop, training; opening, detecting type of business, business material, showing successful businessman, practice (building business center); and (3) evaluation.

The outcome is students who have their own business. This is in accordance to management process involving planning, actuating and evaluation. Materials for training are entrepreneurship knowledge, entrepreneurship management, leadership, decision making, accounting and communication. As stated by Iwantono (2002) that entrepreneurship is the activity, and entrepreneur is someone who organizes, manages, innovates and has courage to take risk.

Entrepreneurship training strategies expected are seminar, training, workshop, continuous training, individual approach, direct practice in field and developing business group. Media needed in training is electronic and non-electronic. Methods in training are dominated by demonstration, experiment and action learning. Serrat (in Fauziah, Indrowati, and Ariyanto) suggested that action learning method is a learning strategy which makes small group to work together in solving problem, taking action, and learning individually or in team.

Fauziah, Indrowati, and Ariyanto from the research result concluded that action learning has real role in internalizing student's character (care, smart, self-reliance and responsible) in learning biology. For many students, appropriate time to join training is on the weekend. Some others choose workdays and the others want to join seminar at the time when they wait for graduation. From the three groups, the last group is the most dominant. These groups suggested that time for conducting training is 8 hours in a day or 4 hours in two days. The last according to them is more effective because it is less boring.

Outcome expected are that students: (1) possess knowledge on entrepreneurship in cognitive, affective and psychomotor aspects (skill); (2) having skill in cognitive: innovation, reading for chance, defending business, financial management, business strategy; affective: entrepreneurship mental, self-reliance, attitude, interest and motivation; psychomotor: communication, problem solving, marketing, promotion, managing business; and (3)

opening new business. In accordance to learning objectives from Bloom, cognitive, affective, psychomotor, respondents believe that evaluation is required to do. Daryanto (1997) and Arikunto (2002) conducted evaluation, meaning that it measures something.

Measuring is comparing something with one value (quantitative). Valuing is making decision on something with good and bad measurement. Sukardi (2008) stated that evaluation aims at measuring objective achievement, valuing some learning aspects, facilities and motivating to learn. Daryanto (1997); Wiyono and Tumardi (2003); & Thoha (1990) suggested that functions of evaluation are: selective, diagnostic, placement, guiding and measuring successfulness.

Daryanto (1997) stated evaluation in process of developing educational system is improving system, responsibility to government and public, continuous action in development. Wiyono and Tumardi (2003) & Arikunto (2002) stated that scope of evaluation consists of: evaluating program, process and result. Based on object and subject, evaluation consists of evaluating input, transformation and output. Evaluation principles consists of comprehensive, referring to objective, objective, cooperative, continuous, practical, economical and educating.

Evaluation process consists of planning, actuating and managing. Result of comparative analysis differentiate experience, idea and need of entrepreneurship training for students based on generation stating that all of them accepted H0 except the experience of joining training, especially training on entrepreneurship.

It means that entrepreneurship experience, idea, opinion, purpose, model, place, time, number of hour, day and evaluation is similar according to students from 2013 and 2014 generation in joining entrepreneurship training. For experience in joining entrepreneurship training, there is different opinion between students from 2013 and 2014 generation.

B. Entrepreneurship Spirit Training Model

Model alternative for entrepreneurship spirit training developed by research team is 2 models. Some experts said that second model is better than the first model. After twice trials, team got final product and it is revised. There are several training models which are appropriate with student's need: Training Needs Assessment (TNA), Subject Matter Analysis (SMA), and Approaches to Training and Development (ATD). Training Needs Assessment (TNA) involves: interviewing, Observing, working with groups, and writing questioners and surveys.

Models training TNA: inductive, deductive and classic. Researchers integrated the models so that they find new model, covering management process: planning, actuating, evaluating, output and outcome of training. Rossett and Joseph W. Arwady (in Kamil, 2003) suggested that training model is categorized as effective when it is based on curriculum and the approach and strategy is appropriate with student's need.

Description of entrepreneurship training for students in KOPMA UPI Bandung is: (1) training objective: introduction of entrepreneurship theory, planting entrepreneurship spirit and improving competency of young entrepreneur; (2) method: presentation, discussion, field-trip; (3) strategy: disseminating media for promotion, door-prize, and competition); and (4) curriculum: building entrepreneurship spirit, knowing concept of entrepreneurship, small business management, business planning and business practice.

Anggun (2014) suggested that design of entrepreneurship training for students is: identifying training need; developing training design; preparing curriculum, learning material and preparing training process. Type of evaluation: post-test and questionnaire. Output and outcome expected is that participants understand what entrepreneurship is, the advantage of entrepreneurship and many of participants become entrepreneur, whether in small or big scales. By conducting training based on student's need, training will run better and more effective. Training officials will not walk without direction, but they have foundation to run training. Training is expected to produce improvement on knowledge and skill to participants (Gomes, 2017; Kamil, 2003).

VI. CONCLUSION

Research result in the first year, researcher made product on training model in the form of diagram flowchart describing activity of student's entrepreneurship spirit training. The product has been tested by expert in the first and second trial, and at last it became final model of entrepreneurship spirit training. This entrepreneurship training model can be used after package of entrepreneurship spirit training (theme, purpose, module/material, schedule, location, speaker, participant, regulation, etc) is made as completion for conducting student's entrepreneurship spirit training. The product of entrepreneurship training model, students will help training officials to conduct training effectively and efficiently.

This product is in accordance to student's need, especially students from educational administration department, faculty of educational science, Universitas Negeri Malang. If this product is applied in other department, it needs to modify. Suggestions given by researcher are that students are required to complete themselves with knowledge, skill, and competence on entrepreneurship spirit to be modal for future career. Lecturer should give students entrepreneurship skill which can be involved in subject matter taught every day. For head of department, this product can be made as foundation and consideration to develop curriculum and modal for entrepreneurship workshop that it widen student's knowledge and skill to live in community. For university, this product can motivate, support and facilitate students to develop spirit of entrepreneurship.

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