



The Effectiveness of Entrepreneurship Week Activities to Increase The Creativity of Entrepreneurial Students at PGRI Palembang University

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Abstract: The goal is to find out the effectiveness of entrepreneurship week activities in increasing the creativity of entrepreneurial students. The research methodology used is descriptive quantitative. As for data collection techniques, documentation and questionnaires, 35 statements are used that have been tested for validity and reliability first. Where the greater the percentage achieved, the higher the effectiveness of activities in increasing student creativity in entrepreneurship. The results showed that of the 6 indicators tested, it showed that the 1st indicator was 78.13%, the 2nd indicator was 70.71%, the 3rd and 4th indicators were 84.43, the 5th indicator was 85.57 and the 6th indicator was 90%. Based on the results of the study, it can be concluded that the effectiveness of entrepreneurship week activities to increase the creativity of entrepreneurial students averages 82.38 percent in the high category. While the most chosen type of business is the culinary field as much as 97.7% and the remaining 2.3% are handicrafts.

Abstract: Penelitian ini dilakukan untuk mengetahui keefektifan kegiatan entrepreneurship week dalam meningkatkan kreativitas wirausaha mahasiswa. Metode penelitian yang digunakan adalah metode deskriptif kuantitatif. Adapun untuk teknik pengumpulan data, dokumentasi dan angket digunakan 35 pernyataan dimana telah dilakukan uji validitas dan reliabilitas terlebih dahulu. Dimana semakin besar persentase yang dicapai maka semakin tinggi efektivitas kegiatan dalam meningkatkan aktivitas mahasiswa dalam berwirausaha. Hasil penelitian menunjukkan bahwa dari 6 indikator yang diuji menunjukkan indikator 1 sebesar 78,13%, indikator 2 sebesar 70,71%, indikator 3 dan 4 sebesar 84,43, indikator 5 sebesar 85,57 dan indikator 6 sebesar 90%. Berdasarkan hasil penelitian dapat disimpulkan bahwa efisiensi kegiatan wirausaha terhadap kreativitas meningkatkan wirausaha siswa rata-rata sebesar 82,38 persen dengan kategori tinggi sedangkan jenis usaha yang paling disukai adalah bidang kuliner sebanyak 97,7%. dan 2,3% sisanya adalah kerajinan tangan.

A. Introduction

According to Kasmir (2016) entrepreneurship is a person's ability to create new things and requires a creativity and innovation different from the previous one and that creativity and innovation can contribute to society. Similarly, Firmansyah et al (2019) entrepreneurship is a person's processes in creating something new and another by using time, capital and various risks, as well as getting a return for services and a sense of satisfaction and freedom. Likewise Lestari & Toyib (2017) argued "Entrepreneurship is an ability to create business activities. In essence, having courage or acting without fear of failure is the most crucial entrepreneurial principle. This is the same as taking action, in which we need to be prepared to maintain the possibilities that come in our lives, especially the possibility of launching a business, as stated by Rachmawati et al (2022). Hodsay et al (2022) said that entrepreneurship basically involves a mental transition from worker to entrepreneur. Those of us who run our own business exercise complete control over our actions and do not submit to others. A country can also prosper thanks to entrepreneurship. Rachmawati et al (2021) stated that the ability to modify previously put forward ideas and develop fresh modern thinking adapted to the latest novelty is what creativity is all about. So Darmawan et al (2021) The existence of the company because it responds to changing consumer needs and tastes, it is said that product innovation is trying to do the same.

Therefore, the Indonesian government promotes the business world, even entrepreneurship education has begun to mushroom both in schools and universities: it can develop into entrepreneurs who have entrepreneurial abilities, are reliable, courageous, and who live their lives without harming others, helping others, and contributing to the best growth of society. As a result of the accommodation of workers, unemployment can be reduced. Teach staff members how to live an independent life characterized by self-control, integrity and hard work without exaggeration.

According to Sundari & Zuan (2018) When a person has the drive and self-interest to work hard, despite the dangers, to achieve his goals, the person is said to have an entrepreneurial interest. How important interest is to student life and how it affects attitudes and behavior. A person's interest in entrepreneurship can generate a tendency to set up a new business or run an existing business by using one's abilities and skills to meet client demands (Yaqin & Ziyad, 2019). Faisal (2020) said that the desire for entrepreneurship is the tendency to work hard and diligently build the desired business. a great desire to be independent or work to support oneself without worrying about danger and a willingness to accept the various risks associated with their entrepreneurial endeavors.

The surge in student interest in starting companies in a number of sectors, such as food, services, trade, and creative industries, is proof of the expansion of the entrepreneurial activity cycle at the PGRI Palembang University Campus. This exercise will be very beneficial for students after they graduate from PGRI Palembang University and start looking for a job.

Of course, this is very good and is one of the signs that entrepreneurship education is effective. All students at PGRI Palembang University are required to take the Entrepreneurship course as one of the core courses. He teaches entrepreneurship classes with the aim of educating students about the field, helping them create corporate strategies, and creating activities that will allow them to put the subject into practice both individually and in groups. This is intended to equip prospective graduates with various abilities, including entrepreneurship, so that students do not have to wait until graduation.

With the help of corporate incubators and business centers, PGRI University has built coaching facilities and marketing locations. Students receive help so they can successfully run a business. Determining the type of business, preparing a budget, business strategy, using digital marketing, compiling financial reports, and other services are some of the services offered. In the context of studying and practicing entrepreneurship, students are expected to be able to make maximum use of the resources developed by PGRI Universitas Palembang.

In addition to providing assistance, PGRI Palembang University also often holds events related to entrepreneurship in an effort to provide the widest opportunity for students to turn their unique ideas into successful businesses. A week of entrepreneurial activity is one such opportunity. Various other activities, such as entrepreneurship public lectures, entrepreneurship seminars, and entrepreneurship bazaars, are also held during Entrepreneurship Week. Competitions for the most creative goods, the highest sales turnover, accurate financial records, booths with an attractive look, etc., are held simultaneously with this event.

The entrepreneurial competition that is often participated by PGRI University students is a highly anticipated innovation at the KMI, KBMI, and P2MW events. By sending delegates in groups of three to five people each, the activities of each institution can be a facilitator. Information in the context mentioned above shows that the Entrepreneurship Week activities at PGRI Palembang University are useful in fostering student entrepreneurial creativity.

B. Method

According to Sugiyono (2019) The purpose of educational research methodology is to define, demonstrate, discover, create, and generate knowledge, fresh ideas, and actions that can be used to understand, anticipate, solve, and improve society. In the field of education, this form of research can be considered as a scientific method of obtaining precise, reliable and impartial data. Given what has been discussed, a quantitative descriptive research methodology is used for this study.

According to Yusuf (2014) By using stages of research and quantitative approaches, quantitative descriptive techniques are deliberate and methodical efforts to provide solutions to a problem in order to study more deeply and thoroughly about a phenomenon, according to Yusuf (2014). Since it was only the circumstances that were the problem reported and investigated in the study, a quantitative descriptive research methodology was

chosen. The only thing to consider is how well the PGRI Palembang University Entrepreneurship Week event improves students' creative abilities. The intended sampling is the method of collecting the subjects used in this investigation.

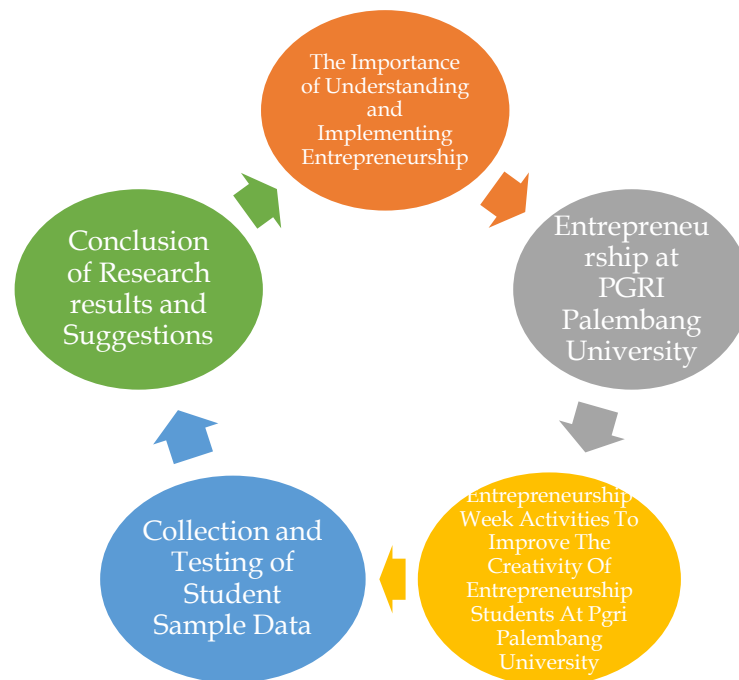


Figure 1. Research Flow

The subject retrieval technique used in this study is a *non-random* sampling technique, namely with *purposive sampling techniques*. Widiyanto (2013) which shows that purposive sampling is a sampling technique with a specific purpose. So that this research involves 37 FKIP PGRI Palembang students, each of whom has their own business and is involved in activities related to Entrepreneurship Week. These students are enrolled in accounting, PGSD, PG PAUD, and physical education study programs. The participants in the study are listed in the following table:

Table 1. Subject Research

No	Study Program	Total
1	Accounting education	13 Students
2	Physical Education	4 Students
3	PGSD	15 Students
4	PGPAUD	5 Students
Total		37 Students

(Source: BSC PGRI Palembang University 2021)

Sugiyono (2019), the main objective of the study is to collect data, therefore the data collection procedure is considered the most important stage of research. Researchers will not get data that complies with established data standards if they do not know the data collection strategy. It is worth emphasizing that the subject we want to examine, as well as the population, sample, or subject of study, as well as the protocols and codes of conduct that must be followed, all play a role in data collection.

The data collection used is in the form of documents, which are recordings of events that can be in the form of writings, drawings, or colossal works. as stated by Sugiyono (2019). While Winarni (2021). Explain that documentation can take the form of life history journals, stories, biographies, rules, and policies. So to collect data for this study, documentation and questionnaires with five possible answers on the Linkert scale—Strongly Agree (SS), Agree (S), Doubt (RR), Disagree (TS), and Strongly Disagree—were used (STS). 35 statement items are available for students to choose from. The validity and reliability of the survey are also considered. The questionnaire can be used to collect this research data because the validity test of 35 items of statements found 35 items of valid statements.

A questionnaire-based data analysis method that uses the percentage of data used in this study to measure participant engagement in Entrepreneurship Week events. In fact, the greater the percentage, the more effective the Entrepreneurship Week activities will be in encouraging student innovation in doing business.

Questionnaire Processing Formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

- P : Percentage
 F : The frequency being searched is the percentage
 N : Number of frequencies / Respondents

Students of the Accounting Education, Physical Education, PGSD, and PG PAUD PGRI study programs at Palembang University are evaluated based on the assessment criteria of Kepmendagri No. The following is after knowing how well entrepreneurship week activities increase student creativity. Sharing knowledge, 2016

Tabel 2. Questionnaire Value Frequency Distribution

Interval	Criterion
90-100%	Very high
70-89%	Tall
60-69%	High enough
40-59%	Not high enough
<40%	Very Less High

(Source: Knowledge Sharing, 2016)

C. Result and Discussion

The Entrepreneurship Week activities in question are a series of activities related to entrepreneurship which are carried out for one week at the PGRI Palembang University Campus which involves all students who have taken entrepreneurship courses in 2021. The time and place of the implementation of entrepreneurship week activities, are:

Day / Date : Tuesday – Saturday / 7 – 11 December 2021

Waktu : 08.00 – 16.00 WIB

Places : 1. Yard/ Auning Fisheries Workshop UPGRIP Plg (16 tables/ stand)
2. UPT Teras BSC Universitas PGRI Palembang (4 tables/stand)
3. UPT Teras Library Universitas PGRI Plg (5 tables/stand)

The participants in the Entrepreneurship Week activities are all PGRI Palembang University students, especially those who are taking Entrepreneurship courses in the odd semester of the 2021 – 2022 academic year in 5 existing faculties, namely FKIP, FEB, FSaintek, FT and FPK.

The purpose of holding this activity is to:

1. Facilitating communication and coordination of lecturers supporting Entrepreneurship courses within PGRI Palembang University to carry out entrepreneurial practices for students.
2. Implementing direct practice of entrepreneurship courses in the form of product sales.
3. Creating an entrepreneurial climate on campus, in order to foster students' interest, motivation, creativity and innovation in entrepreneurship.

Considering that the implementation of the Entrepreneurship Practice Bazaar activity is still in the atmosphere of the Covid 19 pandemic, the Standard Operasional Procedures (SOP) that will be applied include:

1. Bazaar participants only consist of 4 people per team.
2. Each stand is only guarded by 2 people, while the other 2 people make direct sales (direct marketing).
3. All organizers and participants must wear masks, wash their hands (using hand sanitizers) and keep their distance.
4. The distance between the bazaar stand tables is 2-3 meters.
5. To avoid crowding, bazaar stands are located at several points (places) with a limited number of stands.
6. Entrepreneurship practice bazaar activities are only for the internal academic community of PGRI Palembang University, not involving outside parties.
7. Every day only 2 classes are rotated to fill the bazaar stand and each student / class is given the opportunity to fill the bazaar stand only 1 (one) time or 1 (one) day.



Figure 2. Examples of Activities
(Source: Photos of Entrepreneurship Week Activities)

The data is then analyzed using a percentage formula with 6 (six) indicators, including: 1. Finding new ideas, ideas, opportunities, and inspirations; 2. Turn problems or difficulties and failures into brilliant thoughts for the next step; 3. Find innovative solutions; 4. Discovering an event that has never been experienced or that has never existed until it becomes a new discovery; 5. Creating new technologies; and.

The survey findings are then calculated using a percentage formula. The results of the analysis of the data of the indicator questionnaire are as follows:

Table 3. Results of Indicator Questionnaire Analysis

Indicators	No Questions	Acquisition Score (AS)	Maximum Score (MS)	Percentage (AS/MS)X100
1	1	130	175	74.29
	2	154	175	88.00
	3	149	175	85.14
	4	120	175	68.57
	5	149	175	85.14
	6	124	175	70.86
	7	133	175	76.00
	8	121	175	69.14
	9	149	175	85.14
	10	154	175	88.00
	11	121	175	69.14
2	12	126	175	72.00
	13	128	175	73.14
	14	125	175	71.43
	15	119	175	68.00
	16	126	175	72.00
	17	129	175	73.71
	18	126	175	72.00

Indicators	No Questions	Acquisition Score (AS)	Maximum Score (MS)	Percentage (AS/MS)X100
3	19	111	175	63.43
	20	150	175	85.71
	21	148	175	84.57
	22	145	175	82.86
	23	146	175	83.43
	24	148	175	84.57
	25	149	175	85.14
	26	145	175	82.86
	27	151	175	86.29
4	28	140	175	80.00
	29	146	175	83.43
	30	152	175	86.86
	31	153	175	87.43
5	32	150	175	85.71
	33	153	175	87.43
6	34	156	175	89.14
	35	159	175	90.86

Based on the information in the table above, a summary of the findings of the questionnaire on the success of entrepreneurship week activities was compiled in order to increase the creativity of entrepreneurial students at PGRI Palembang University:

Table 4. Average indicator percentage

Indicators	Acquisition Score (AS)	Maximum Score (MS)	Percentage (AS/MS)X100	The average percentage of all indicators
1	1504	1925	78.13	82.38
2	990	1400	70.71	
3	1182	1400	84.43	
4	591	700	84.43	
5	303	350	86.57	
6	315	350	90.00	

An examination of survey responses revealed that, on average, 82.38 percent of respondents rated the high category of effectiveness of entrepreneurship week activities in

fostering student entrepreneurial innovation. The diagram below shows how many people responded to the survey on average for more information.

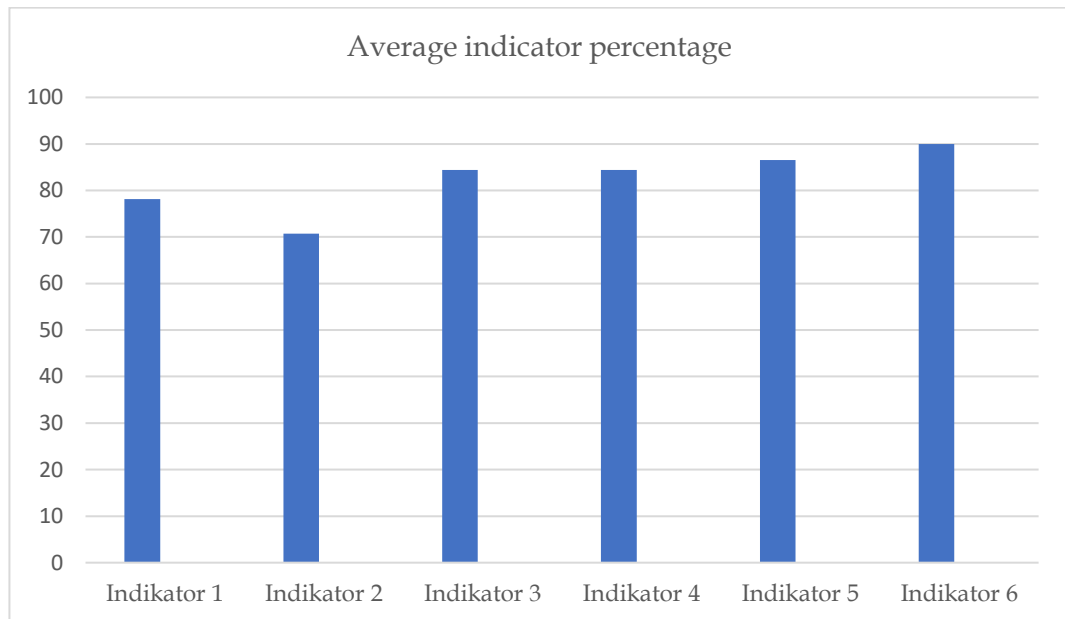


Figure 3. Diagram of Average Indicator Percentage

The results of the questionnaire calculation resulted in an average score of 78.13% in the High category for Indicator 1. Find new ideas, ideas, opportunities, and inspiration with 11 statements. This suggests that the average student belongs to a high cohort when it comes to discovering new concepts, opportunities, and sources of inspiration. According to the findings of the questionnaire, the majority of students develop a business idea or their concept of their interests or hobbies. It's easier to get creative and complete tasks without feeling overwhelmed when someone does something they enjoy.



Figure 4. Product Examples
(Source: Photos of Entrepreneurship Week Activities)

A business person can be taught to be more careful, responsive in seeing business opportunities, and of course more creative, by using ideas or ideas that are the result of his

own thoughts rather than the consequences of the views of others or even ideas or ideas that are forced on them to work on.

Discussion

From the observations made, a business concept or idea also emerged, which was then developed into a concept for a new business. Indirectly, this shows that business actors conduct research before deciding on a commercial business. Research will make it easier for businesses to identify potential customers' interests and trends and, of course, to continue to use creativity to improve appearance/packaging, quality, and service.

Observable 2 Turning a challenge or setback into a fantastic idea for the next step with eight statements resulting in a questionnaire response with an average score of 70.71% in the High category. This shows that every business actor experiences setbacks or failures, but the capacity to bounce back and overcome these challenges in order to continue to operate and develop is the most important thing that must be achieved by business actors if they want their business to survive.

Finding the original solution – Indicator 3 – yielded an average value of 84.43% in the High category after the calculation of the questionnaire with 8 statements. To ensure business continuity, every business actor must be able to solve every problem that arises. Based on this indicator, it appears that the majority of students are able to come up with creative solutions to their problems, such as: being able to solve problems with raw materials by assembling various alternative raw materials for production goods; expanding the network of suppliers of raw materials so that, in the event that one of the raw material distribution channels has difficulties; able to solve problems with raw materials by preparing some alternative raw materials for Furthermore, thus, the monopoly of raw resources can be avoided, which is profitable for commercial actors. Remembering there is

Students who have their own companies have also successfully overcome marketing difficulties. One of the most important elements of entrepreneurship is marketing; It comes after commodity production. The goods produced will soon deteriorate because they are not sold if the marketing is unsuccessful, which will eventually result in huge losses. Through creative offline and online marketing initiatives based on applications, it will be possible to expand the scope of the range with the expectation that this will coincide with the high demand for goods.

Feature 4 The results of the questionnaire calculation were achieved with an average value of 84.43% in the High category when an event was discovered that had never been encountered or that already existed until it became a new discovery. Students have acquired new skills or tactics that can increase production by creating their own production machines or using pre-existing ones that have been modified and adapted to business needs. This has increased the efficacy and efficiency of their work. Students have also learned cutting-edge techniques or strategies that can improve product quality, extend their lifespan, and reduce the risk of injury.

Indicator 5 Finding new technologies with two statements resulted in survey

responses with an average score of 86.57% in the High category, indicating that the majority of students have found the most suitable technology for use in production operations, making it more effective and efficient. In order to meet the expectations of customers in the future, it can also increase output. To reach a wider range of potential customers, students have also found solutions in the production and marketing sectors.

Measurement 6 The questionnaire calculation yields findings with an average value of 90% in the Very High category by reordering the current limit into strengths or gains. Based on the affirmation in indicator 6, it is clear that every business actor needs to be aware of their own limitations, such as limited human resources, business capital, company location, supporting facilities and infrastructure, in order to find solutions as soon as possible. Such as improving the quality of human resources with their participation in educational and training programs, constantly frugality and non-consumptiveness to cut unnecessary costs, which will be able to increase the capital of the company.

D. Conclusion

The following conclusions can be drawn from the research findings: entrepreneurial students of PGRI Palembang University are more creative as a result of entrepreneurship week activities, as evidenced by the average of the six variables studied, namely 82.38 percentage points in the high category besides that the business sector that students are most interested in is the food and beverage industry (97.3%), with the handicraft industry being the rest (2.7%).

Researchers can suggest the following in relation to the research findings and conclusions mentioned above: if a lecturer or faculty member needs to develop their current business through volunteering, research, and teaching work, students must be able to cultivate their entrepreneurial imagination so that their business can thrive and be ready to compete with companies that offer comparable goods and services and provide buildings and infrastructure, collaborating with groups that can provide finance, and help students with their marketing requirements and business licenses, PGRI Palembang University intends to support entrepreneurship in the future.

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