

The Potential Empowerment Development Models To Improve Entrepreneurial Mentality

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ABSTRACT : *The aim of this research is to (a) detect and explore new potentials in the field of student entrepreneurship, (b) empower students with entrepreneurial potentials/talents, (c) provide facilities for the students' talent development, and (d) implement the invented entrepreneurship learning models which have been tested through the incubator business program for the students of Muhammadiyah University of Surakarta. Population was made up of 110 students/tenants who have received treatment of materials on guidance and empowerment in entrepreneurship, in which only 20 were selected as research samples since they had entrepreneurial potentials. The entrepreneurial mentality and characters include: (a) having potentials in business consistency, (b) accumulator mentality, (c) logical thinking, (d) having works, (e) touch/motion kinesthetic, (f) visual works, (g) challenge mentality/never giving up, (h) interpersonal skills, (i) intuitive imagination, (k) tenacious and diligent, (l) enthusiasm, (m) mastering the technology, (n) independent, (n) creative, (o) competent, (p) knowing the strengths and weaknesses of themselves, (q) communication skills, and (r) managerial skills. In conclusion, the potential empowerment models invented were considered valid, good, fit, and effective upon its implementation on the group of students. More so, this research has the advantages in detecting, exploring, empowering, and facilitating entrepreneurship potentials in students, producing new entrepreneurs as well as producing the appropriate learning models for the student entrepreneurs. Population was made up of 110 students/tenants who have received treatment of materials on guidance and empowerment in entrepreneurship, in which only 20 were selected as research samples since they had entrepreneurial potentials. In conclusion, the potential empowerment models invented were considered valid, good, fit, and effective upon its implementation on the group of students. More so, this research has the advantages in detecting, exploring, empowering, and facilitating entrepreneurship potentials in students, producing new entrepreneurs as well as producing the appropriate learning models for the student entrepreneurs.*

KEYWORDS - *Empowerment, delivering, entrepreneurs, new, potential-based*

I. INTRODUCTION

There is a need for the use of appropriate methods, facilities, strategies, and models in building entrepreneurs' mentality and characters which can be effectively applied. This was the assertion of the entrepreneurship learning models, empowerment, and mentoring development team at the Muhammadiyah University of Surakarta. This team has run the concepts and ideas for seven years which were oriented towards producing graduates capable of becoming independent by creating their own businesses. There are over 34,000 active students in the Muhammadiyah University of Surakarta, as at 2019, running programs from diploma to doctoral. Also, the graduates produced every year are around 5,000, however, only few embrace the entrepreneurship world. This university is one of the largest private institutions in Central Java, has some major challenges include the inability to produce: (a) competent and high-quality graduates based on their fields and expertise, (b) graduates with the ability to compete in the job market, and (c) graduates seeking to be independent.

The lack of prospective entrepreneurs among the graduates of Muhammadiyah University of Surakarta has actually received much attention from several stakeholders of the university, including institutionally driven programs by the government, as well as the initiatives taken by the institution in the development of entrepreneurial culture. This was based on self-development programs, entrepreneurship learning, training, workshops, seminars, internship programs within the business industry, the addition of soft and hard skill materials to the students, as well as the feasibility of entrepreneurship study.

In addition, the university established an Entrepreneurship and Business Incubator Center in 2012 which is under the coordination of the Research and Community Service Institution (LPPM) UMS, mainly for the purpose of partnership activities and training. The establishment of this center was to help lecturers and students involving in Small and Medium Enterprises within the school campus. The empowerment program is an

entrepreneurship development facility and strategy for the new entrepreneurs, mainly the students, thereby creating opportunities for these them when out of school.

There were positive feedbacks from the activities conducted, which have helped in the growth and development of the spirit of entrepreneurship among the students, real work experience, opened work opportunities and strengthened the university partnership with some Small and Medium Enterprises. Also, appropriate methods and facilities as strategies and models for entrepreneurship learning scenarios are needed to create mentally independent entrepreneurs. Hence, the Business Incubator Concept owned by the Muhammadiyah University of Surakarta was used as a strategy to empower students (tenants) who cannot yet stand on their own and do not understand the importance of entrepreneurship. According to Musa Hubeis (2009), Suranto (2012), Bergek (2008), & Bøllingtoft (2005), entrepreneurship is used empowerment model through talent incubators with strategies which includes; doing, empowering, facilitating, and evaluating, thereby producing tenants with high level of professionalism, independence and competence.

This research was conducted for the students and has been tested with the models invented by the entrepreneurship empowerment team. The trials were conducted on a small scale basis involving only 20 students studying Industrial Engineering in the Faculty of Engineering. Then, the outcomes include; (a) valid, good and fit incubator models; (b) a guidebook used in the learning models of entrepreneurship; (c) results that have been disseminated; (d) products displayed in sale showrooms; (e) incubator models of entrepreneurship empowerment learning developed based on tested and reliable factors at the university level; (f) the *goodness of fit* model applied based on the potential empowerment of each student so that this model would deliver new entrepreneurs who would support the university programs according to the university strategic plans and government programs (Suranto, 2018). The ideas of developing this model of potential-based entrepreneurship empowerment were owing to the fact that every student has hidden potentials which could be deeply explored in order to achieve success. This began with a detection tool in the form of a fingerprint used to detect the indicators of entrepreneurial mentality in the students.

According to Koswara (2000) & Suranto (2018), the importance of this entrepreneurial problem research are: (a) formation of fingerprint tool for the detection of potentials during learning, (b) considering the fact that the concepts of potential-based empowerment and mentoring is still not common in the field of education, this research helps in this regard, c) the new entrepreneurship incubators developed in the education sector aim to equip the participants (tenants) to be more independent.

The objectives of this research include: (a) the implementation of the entrepreneurship learning empowerment model capable of exploring the potential of students; (b) to produce graduates with the capacity of becoming independent entrepreneurs; and (c) to detect and develop the potentials of the students from the beginning through which they could work. According to (Musrofi (2010), working based on talent/potential always result to 4 E (enjoy, easy, excellent, and earn), hence, running a business according to talents will make the process more comfortable, easier, superior, and productive.

II. LITERATURE REVIEW

The Definition of Empowerment through an Incubator

According to Musa Hubeis (2009), incubator initially originates from incubation, which is a medical term meaning the maturation process of a baby, the growth of a fetus in the mother's womb. Incubation is defined as a medium for increasing growth and development. It is normally used to treat babies born prematurely. However, this entrepreneurship empowerment model is focused on formal education, although it is expected to be applied also in non-formal education. This concept of entrepreneurship empowerment models was not developed from old ones but designed newly using references from already existing empowerment models such as: (a) the empowerment of new entrepreneurship from the education sector, (b) the empowerment of industrial economic investments and business from the industrial sectors for Small and Medium Enterprises (SME), (c) the empowerment of agribusiness from agriculture sector. Also, the model does not distinguish one by one in details, the meaning of empowerment through the existing incubators, but develops the concept into the final models, which are valid, good and fit, and applicable in various sectors.

The empowerment model in entrepreneurship learning is defined as "a place" when still weak in usage by the participants, as "a method" when used as a guideline for entrepreneurship learning scenarios, and finally as "a means or strategy" when it is used to empower the participants of the incubation program. However, the empowerment model invented has been tested, with the tendency of predicting students' business behaviors upon its application. The incubator empowerment model is a container which provides supports in terms of development, coaching, and supervision, in a broad sense of business and technology, thereby producing new independent and strong professional entrepreneurs. Also, the incubator facility is used to increase the independence of the participants or tenants with better entrepreneurial skills. It is programmed to develop business mentality in students or tenants with the ability to manage and take advantage of knowledge and technology in their businesses. And according to Aaboen (2009), an incubator provides resources like space,

goals, marketing and management knowledge, structure and financing to the new technology-intensive based firms". The empowerment program in incubation has the objective of launching a wide range of initiatives aimed at stimulating and supporting entrepreneurship. (Autio and Klofsten, 1998). And according to John (2005), incubators are generally perceived as a type of infrastructure geared towards supporting and nurturing the establishment and development of small, and medium-sized enterprises. Also, business incubators are specific entities who support entrepreneurs in starting their businesses. In addition, Doris (2006) reported that incubators are useful in forming new prospective entrepreneurs.

The Definition of Empowerment

The key factor in running an entrepreneurial incubation program is the empowerment. Incubation activity as a strategic container and facility, which functions as a place for empowering prospective entrepreneurs, as well as educating them in terms of having more power in doing business. According to a study conducted by Kalantaridis (2004), empowerment is a series of activities which help to increase the entrepreneurial capacity of the prospective learners. It further stated that tenants with the ability of seeing and capturing business opportunities, together with the needed resources and appropriate action, usually succeed in any business. Empowerment has to do with raising humans' dignity in economic matters and improving the quality of life (Suwarno, 2006). Also, Jinett (2006) stated that the objective of empowerment in business incubators is specifically to prepare young businessmen and entrepreneurs who do not have enough facilities. More so, Faire (1973) explained that the cost of starting new businesses could be less expensive with empowerment through incubator program. In addition, Decache (2007) stated that empowerment is an interactive process between one person and the other, with the aim of providing power or strengthening.

Decache (2007) explained the characteristics of empowerment in a study. According to the research, characteristics of empowerment in education are not only to eliminate the encountered during the learning process, but also to reinforce the learners with psychosocial skills. Empowerment has a capacity to succeed when it has characters or identity as a framework in achieving its objectives, including increasing skills. According to Decache (2007), more emphasis are to be placed on the learning center, the practicality of the process, as well as the ability of the students to experiment what they are learning, the teachers only serve as the facilitators. Also, Anderson (1995) stated that empowerment is an educational process designed to help the participants in developing their knowledge, skills, attitudes, and awareness of their ability to act efficiently.

The Definition of Counseling, Mentoring, and Guidance

According to Istiningsih (2008), counselling is a dynamic process involving spreading useful innovations widely such as knowledge, skills, and behaviors for the purpose of improving the quality of life and abilities of students. Also, Vriend (1973) gave a definition of counseling as an activity in which a trained and experienced person in the psychological theory and practice of understanding and changing human behavior, seeks to influence, mainly but not exclusively by the technique of talking, the perceptions, thinking, feelings, emotions and action of one or more counselees, with the intention of producing short or long term changes in them. More so, Pittman (2009) reported that the goal of good counseling is to move people up and to help them match their needs to serve. And basically, the process of counseling could be implemented through mentoring or coaching. Mentoring is from the word "mentor," which is interpreted as a partner or accompanying. It involves an interactive process in the form of friendship between two subjects, the mentor, and the student (Istiningsih, 2008). According to McKeown (2002), organizations use the following to describe a mentor: (a) someone who supports another individual and is concerned with his or her growth, (b) someone who is concerned for an individual as a person, not just as an employee, (c) a mentor is concerned for his protégé's development as a whole, and not just in the job he does. Guidance is defined as a developmentally orientated relationship between a senior and junior or peers which involves advising, role-modeling, sharing contacts and giving general support (Fayolle 2006). And according to Dunn (2007), a successful guidance provides two things; inspirational and practical help.

The Mentoring Methods

The delivery of empowerment program materials in the class should not only be through the verbal means, but also through action, communication via SMS and e-mail, seminars, public lectures, discussions, and interactive sessions conducted with a learning method that is active, innovative, creative, effective, funfill, joyful, and with great content. This learning method involves the active participation of the students in various activities thereby developing their skills, attitudes, and understanding towards various learning aids, including the set up of the environment in order to have a learning experience that is interesting, funfill, effective, and with great content. According to Muhammad (2011), this active, innovative, creative, effective, funfill, joyful, and content learning method can be defined as an approach which involves the use of teaching media accompanied by the environmental structuring, such that the learning process becomes active, innovative,

creative, effective, joyful, and with great content. Active learning is a process whereby the teacher or mentor creates an academic atmosphere in which all the participants are actively involved in asking questions and express their ideas. Innovative learning is a process that brings out new positive and better ideas or innovations from the participants such that it brings out creativity in them and encourages the participants to participate more in the learning process. Creative learning is a process which involves a variety ways of teaching, which also involves the participants doing different things, writing ideas or concepts. Effective learning has the primary aim of achieving competency with the lesson plan. Funfill learning is a process of creating a funny learning-teaching atmosphere which is central to the learning activities such that all participants fully participate.

Joyful learning process brings joy in an overflowed manner to the students and also serves as motivation to learn. Content learning process addresses all material contained in the subject matter of entrepreneurship, in accordance with the objectives of achieving the competency standards. There is need to create fun out of learning during the mentoring program. When students are taught with such method, it makes them to be more active within and outside the classroom, thereby creating a robust relationship between the educators and the students. Also, it helps the students to show more interest in learning and easily understand the knowledge and skills being taught. The active, innovative, creative, effective, funfill, joyful, and content driven learning allows the students to carry out various activities to develop their attitudes, understandings, and skills based on the mentoring schedules. Basically, the mentoring methods implemented were: (1) lecturing; (2) discussion; and (3) demonstration methods.

The Concept of Business Talents (*Potentipreneur*)

According to Musrofi (2010), talents could play the dominant role compared to one's strength and passion to succeed. Strength is a unique combination of talents, knowledge, and skills. Talent is a natural power to do something very well. It is also a repetitive mindset, feeling, or behavior that could be used productively. The Qur'an, according to Allah SWT says, "And He made you caliphs on earth and He raised some of you over some (others) a few degrees to test you through what He gave to you. Indeed, your God is very quick in His torment, and surely He is Forgiving and Merciful." (QS. Al-An'am: 165). According to the interpretation from Quraish Shihab (2008), "Almighty wants humans to complement each other in talent and perfection, considering the fact that life will be boring if all humans are exactly the same in terms of talents. Every individual is placed above others in fields and areas where they show more abilities not owned by the others and are also humbled by others in different fields where they lack abilities." In addition, another verse by Allah SWT also affirms that, "Surely your activities (in life) are indeed diverse." (QS. Al Lail: 4). According to Aid Al Qorni, humans were born and created with different talents to do certain jobs (Musrofi, 2010). More so, Kazuo Murakami (2000), a geneticist, reported that every person is unique and there are no two sets of genes or genomes that are exactly the same. Human genomes have certain things in common, however, there are no two people with exactly the same genomes. And according to Musrofi (2010), these differences do not only manifest in the facial appearance, but also in terms of nature and abilities.

The Indicators of Business Characters and Mentality

Character is defined as the summation of nature, personality, and traits possessed by an individual. This could be inherited from birth or formed from the environment and people around, characters are actually far better in life and can determine a person's level of success. And in terms of etymology, character comes from the Greek word having the same meaning as psyche, spirit, or mentality. Therefore, the psychological function influences emotions and characters according to Sihab (2010). The potential development in this study is intended to be explored in the form of the mentality of an entrepreneur. Based on this, an individual is considered to have a good entrepreneurial mentality if they have these indicators detected in fingerprint, which are: (a) having potentials of business consistency, (b) accumulator mentality, (c) logical thinking, (d) having works, (e) touch/motion kinesthetic, (f) visual works, (g) challenge mentality/never giving up, (h) interpersonal skills, (i) intuitive imagination, (j) tenacious and diligent, (k) enthusiasm, (l) mastering the technology, (m) independent, (n) creative, (o) competent, (p) knowing the strengths and weaknesses of themselves, (q) communication skills, and (r) managerial. These eighteen indicators were the items used to assess the entrepreneurial mentality development through a questionnaire, having passed the tests of validity and reliability (as an instrument of measurement).

The Concept of Tenant Mentoring

The learning concept and entrepreneurship incubation empowerment development process includes this model: Doing, Empowering, Facilitating, and Evaluating (DEFE), with the final goal of producing a new entrepreneurial mentality as shown in Figure 1.

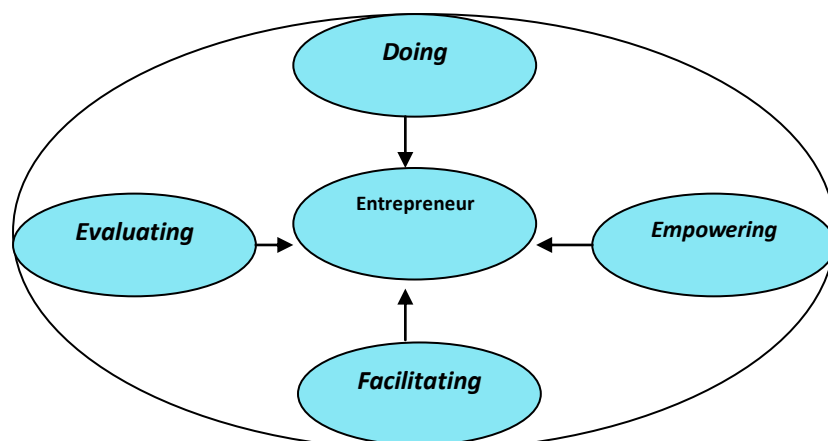


Figure -1. The concept of tenant mentoring models

The concept of the incubation model shown in the figure above has four main elements, which are: (1) Doing, (2) Empowering, (3) Facilitating, and (4) Evaluating, with the aim of producing new entrepreneurs based on their respective potentials. *Doing* means that the tenants experience direct action while creating the business plan, SWOT analysis, and business model canvas, and also carry out the business activities based on their potentials. *Empowering* means that all the activities geared towards increasing the business capacity of the tenants as prospective entrepreneurs are carried out by a mentor. *Facilitating* is the delivery of help (capital, enthusiasm, and direction) to the tenants, thereby making it easier to grasp the entrepreneurship aspects of the mentoring procedures. *Evaluating* is a process of assessing how far an activity has been achieved.

III. RESEARCH METHODOLOGY

The Research Objects

The objects of this research were the students of Muhammadiyah University of Surakarta who voluntarily participated in the entrepreneurship empowerment program funded by Ristek Dikti Skim PUPT (superior university research). There were 110 students in total subjected to the entrepreneurial treatment, however, 20 students with business talents and another 20 students without the talents were selected as the research samples. Thereafter, the experiment group were compared with the control group based on their performance in entrepreneurship.

The Data Collection Method

The data collection methods employed in this research include questionnaires, field observations, literature studies, documentation, as well as interviews with the tenants. The questionnaire used was subjected to reliability and validity tests.

The Data Analysis Method

The Model Development Step. According to Sugiyono (2010), the development research (research & development) is method used to produce certain products and also to test the effectiveness of the model used in the process. Also, Sukmadinata (2009) explained that development research is a process and steps to develop a new product or perfect the existing one which can be accounted for. More so, Soenarto (2006) stated that development research is the basis for developing products or models. And according to Borg and Gall (1983), research and development is a process used to develop or validate products and models used in education. The research and development employed in this study were based on the guideline procedures proposed by Borg and Gall (1983) as shown in Figure 2.

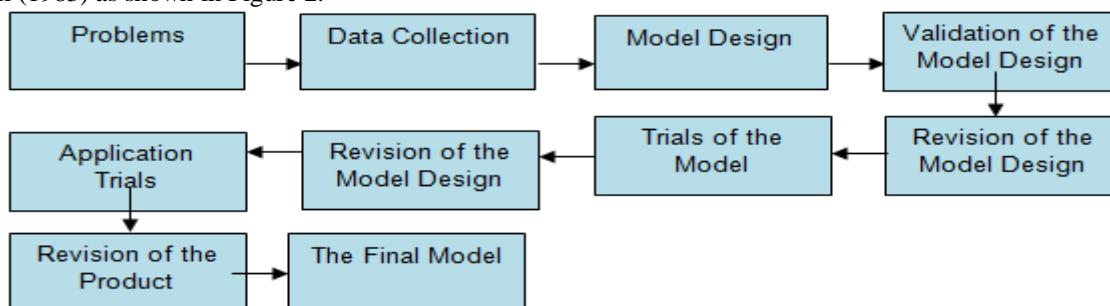


Figure -2. The Model Development Procedures

The Data Analysis Steps

The Trials of the Model. The model is considered valid if it fulfills the analysis requirements, after which it is tested on the field. Also, it is observed an effective if it is able to improve: (1) empowerment, and (2) potential development of the participants. The model trials were conducted through a *Quasi-Experiment* kind of research. And according to Sugiyono (2010) and Sukardi (2003), quasi-experiment is the one in which the subjects treated are humans and its results is not always influenced by the treatment that occurs because there are other factors outside the treatment that influence the changes in the behaviors of the research subjects. The order of the analysis includes: trial design, sampling technique, data collection, and data analysis technique.

The Trial Design. The design step used in this research was the non-equivalent control group design, involving two treatment groups: the experimental and the control groups. Both groups received treatment for the potential development model but were separated based on whether they have business talents or not, and those with the talents were called the experimental group and those without it were called the control group. The trial design is shown in Figure - 3.

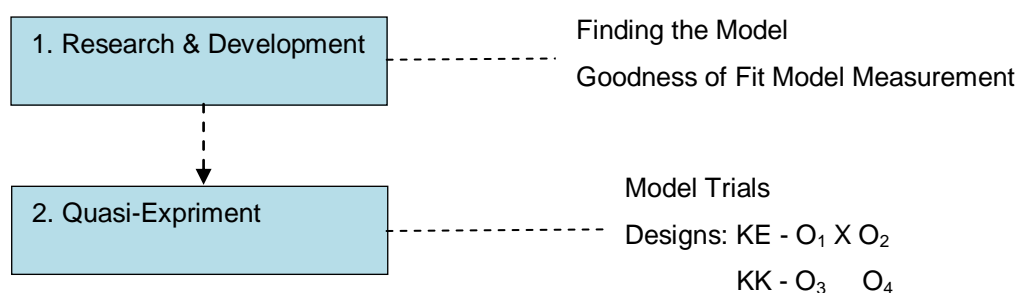


Figure - 3. The Trial Design

Information:

O_1 ; is the initial observation in the experiment group that had talents.

O_2 ; is the final or second observation after the group was known to have business talents and received a treatment of potential development model

O_3 ; is an observation or initial observation in the control group, which is the group that did not have business talents.

O_4 ; is the final or second observation in the control group, which is the group that did not have talents of developing potentials.

X is the treatment.

KE is the Experiment Group.

KK is the Control Group.

The experiment group are those with business talents subjected to a learning model of potential development while the control group are those subjected to potential development programs but did not have business talents. O_1 is the initial observation in the experimental group with business talents, O_2 is the final or second observation after being subjected to treatment and having the business talents learnt through the potential development model, O_3 is the initial observation in the control group without talent and O_4 is the final or second observation in the control group without the business talent even though have been subjected to the potential development model.

The Trial Subjects. The simple random sampling technique was used in selecting the trial subjects. This technique was simply used in selecting samples/respondents who do business practice based on their business talent and the control. According to Sugiyono (2006), non-equivalent control group design is almost the same as the pretest-posttest control group design, which could be used to randomly select research participants. This research had 20 people as respondents which were used to test the validity and reliability of the questionnaire.

The Hypothesis Testing of the T-test Value. This test was used to find out whether the average of the two sample groups differs significantly or not. The value of the t-test was obtained by comparing the t-count with t-table values. And if $t\text{-count} > t\text{-table}$, then H_0 is rejected and H_a is accepted. This means that there is an influence of the model treatment on the potential empowerment of the participants. However, in a situation where $t\text{-count} < t\text{-table}$, then H_0 is accepted and H_a is rejected, meaning that there is no influence of model treatment on the potential empowerment of the participants. In addition, the significance value could be used for the acceptance or rejection of hypothesis. If the probability < 0.05 , then it could be applied meaning that H_0 is rejected and H_a is accepted. Conversely, if the probability value is > 0.05 , then H_0 is accepted and H_a is rejected, then the effect of the test is not significant.

The hypothesis testing formulations involve determining the: hypothesis by comparing the t-count with t-table. significance level of 5%. degree of freedom (df) where the numerator = the number of independent variables minus 1, in this case, $2-1 = 1$ (Santosa, 2001). The t-test measures the effectiveness of the model on

both the experiment and control groups. Next, to measure the change in potential behaviors of the participants as the results of the treatment, a time series experimental analysis is used to analyze the observations, noting, and arranging events from time to time. The series symbol is given as Y_1, Y_2, \dots, Y_n , and the time of recording is given by T , therefore, the equation is given as $Y = F(T)$, that is, Y is a function of T . This simply means that the magnitude of Y depends on the time, such that the graph could appear as linear or non-linear form.

More so, the 20 participants were observed 6 times and recorded. The observations were conducted while the students were being given the treatment and necessary data were taken for analysis. If the trend looks linear upon data analysis, then it could be concluded that the entrepreneurship empowerment development model works and has been able to successfully develop the independent and entrepreneurship mentality potentials in the participants.

IV. RESULTS AND DISCUSSION

The Data Results

Considering the result of the student t-test of the six observations, it could be concluded that the result was significant. This means that there were differences between the 20 people who had business talents and the 20 people who did not, as shown in Figure 4.

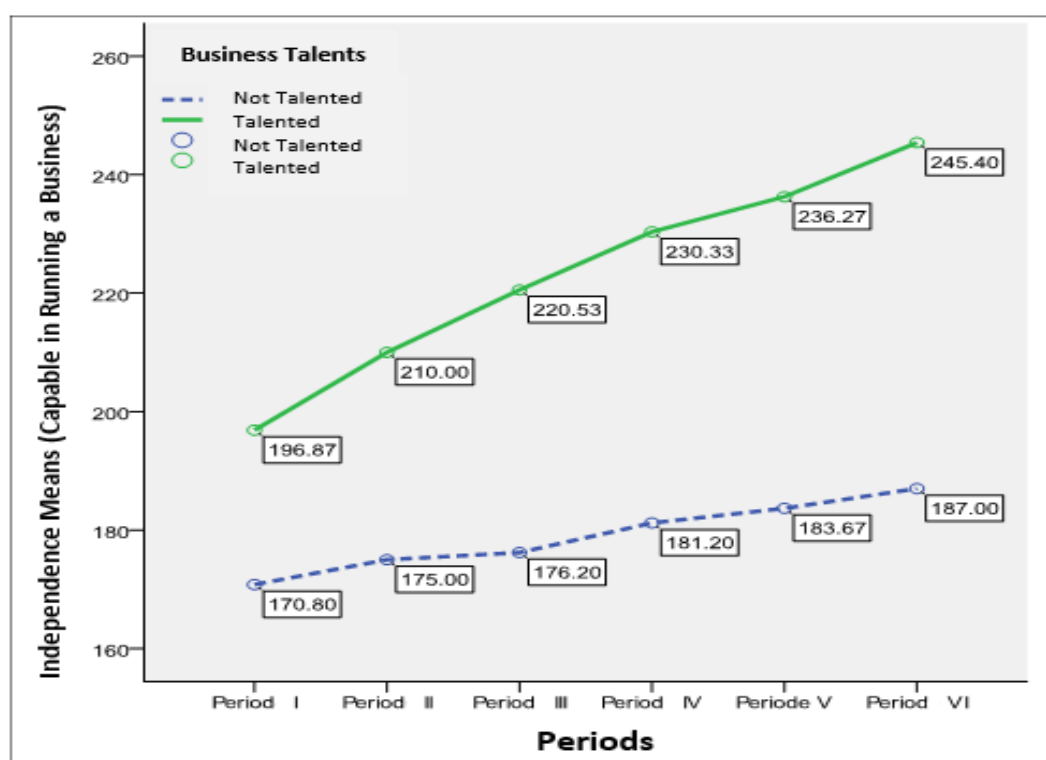


Figure 4. The trend of entrepreneurship development

The Discussion of the Data

The potential empowerment activities had different effects on the 20 participants with business talents and the other 20 with no talent, as their behaviors, in terms of development were different. The tenants with business talents had business mentality with a fast-rising trend as well as a higher initial talent assessment compared to those with no business talents showing a form of stagnancy and low business mentality. The potential empowerment model developed was able to show the trends of entrepreneurial mentality development in the participants. Therefore, it can be concluded that the model developed was valid, good, and fit considering the fact that it was able to improve the entrepreneurial mentality of the tenants who had business. Also, the mentality of the tenants with business talents was more prominent compared to those without talents from the beginning. It can be concluded that: (a) the applied model was able to improve the business mentality of the students based on their potentials, and hence, considered good, valid, and fit, (b) the model was able to find out the differences between the 20 tenants with entrepreneurial potentials/talents thereby increasing their business mentality while the other 20 tenants showed no improvement, (c) the entrepreneurship learning model with the concept of doing, empowering, facilitating, and evaluating was very good at producing new entrepreneurs.

V. CONCLUSION

It can be concluded that: (a) the applied model was able to improve the business mentality of the students based on their potentials, and hence, considered good, valid, and fit, (b) the model was able to find out the differences between the 20 tenants with entrepreneurial potentials/talents thereby increasing their business mentality while the other 20 tenants showed no improvement, (c) the entrepreneurship learning model with the concept of doing, empowering, facilitating, and evaluating was very good at producing new entrepreneurs Suggestions. Based on the results, the suggestions are as follow: (a) the students at Muhammadiyah University of Surakarta should be subjected to examination upon being admitted to detect their potentials (b) the entrepreneurship participants without the required talents should be encouraged to choose careers based on their talents.

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