

# The Role of Higher Education in Developing Student Entrepreneurial Capabilities

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***ABSTRACT**--Entrepreneurship in the context of the development of art education tourism programs in higher education is a serious concern that is able to reflect the role of universities in developing tourism industry as an innovation and creativity of universities to improve the competitiveness of higher education goals through the development of entrepreneurship in the field of educational tourism. This paper discusses the role of tertiary institutions in developing educational tourism entrepreneurship which in its implementation empowers potential students to be given entrepreneurship training in order to be able to manage art education tourism programs events developed at tertiary institutions. The data was obtained from the results of the test instrument questions and questionnaire instruments given to 30 students at the Indonesian University of Education who were involved in the activities of entrepreneurial training programs in the management of tourism education through art. business that was built together with university stakeholders as well as government and non-government institutions.*

***Keyword:** Entrepreneurship, Art Education Tourism, Skills Management Training*

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## I. INTRODUCTION

Building and developing entrepreneurial spirit towards students needs to be given in the campus course. (Alhifni2, 2017). In this case higher education must become a formal institution that is able to instill entrepreneurial behavior towards students. (Widnyana, Widyawati, & Warmana, 2018). This means that entrepreneurship courses must be included in the college curriculum and well planned lecture programs. This entrepreneurship course is considered important given the current global economic conditions based on entrepreneurs. (Kodrat et al., 2012). The implementation of entrepreneurship courses in higher education must be seen as something important and not merely a formality. (Maryanti, 2017). UPI in its current status needs to develop better entrepreneurship courses to prepare its graduates to be able to compete in the world of work today in the global community. In the process of development, education and entrepreneurship education becomes something important to be developed in the world of education. (Ndou, Mele, & Del Vecchio, 2018). Included in the process of education in universities such as UPI.

Along with the changing status of UPI from PT BHMN to PTN-BH based on the provisions of the Higher Education Law No. 12 of 2012 which broadly implies a change in the management system of higher education that UPI has the authority and independence in managing its own campus, both in the field of academic services , and

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non-academic. When PTN has the status of academic autonomy, PTN can independently develop knowledge, add study programs, update the appropriate curriculum, open new facilities, improve the assessment system and others without interference from other parties. In addition to being able to determine academic policies, PTN can also make financial decisions independently, both in the form of a portion of financing and a new source of funding. PTN can also determine student systems, organizations, infrastructure and personnel. In this case the position of students plays an important role in strategic policy on campus through the MWA organization.

The change in UPI status from PT BHMN to PTN-bh based on the provisions of the Higher Education Law No. 12 of 2012 must be balanced wisely by the entire university community, which is marked by a paradigm shift in thinking in an effort to manage university autonomy well. All forms of campus potential, both the physical potential of facilities (infrastructure and facilities), as well as campus human resources need to be optimized properly to be managed based on its management mechanism, so as to be able to sustain the achievement of the university's vision and mission aspired in various policy programs written in the university's strategic plan in 2016-2020.

From some of the university's authority and independence related to UPI's status as an attractive and challenging PTN-bh think university in its management is financial management autonomy including autonomy in developing and finding university funding sources from various educational service products and partnership services with various agencies that are able to contribute in provide additional income to the University's financial treasury. Therefore, universities must be able to issue policies for developing business units in each institution.

Duties and responsibilities of the above universities must be proven by the quality of graduates who are ready to work in the community. Because in this case, one indication of the success of higher education in organizing education is the acceptance of graduates in the world of work. For that it needs to be prepared as optimal as possible a variety of good learning approaches in intra and extracurricular activities in an effort to prepare student resources that have high competitiveness or high competence. Not only can a student's competency be measured by the size of a student's Cumulative Achievement Index (GPA), but it needs to be revisited about student competency technically and attitudes related to the readiness of graduates to enter the workforce in real terms.

Students at the UPI Faculty of Art Education and Design are a group of art students competently divided into three arts expertise namely dance, music, art and design students who are part of the art education department. In general, the vision, mission and objectives of education management from the three departments within the Faculty of Art and Design Education are to prepare graduates who have the competence in attitude, knowledge and skills as candidates for reliable educators in their fields. The demands of the world of work do not always require graduates from the three Department of Art Education to become an art educator in formal schools. The reality is that there are many graduates who are able to compete in obtaining employment opportunities not only as educators in formal schools, but there are also graduates who are able to open their own jobs by establishing art studios (dance clubs, make-up, clothing) with various forms of service packages art offered to consumers. This type of work has been used as a profession by graduates and has been able to compete competitively in society.

The magnitude of the challenges of competition in the global market requires the growth and improvement of the quality of the quality of human resources who are no longer thinking to expect to get and find work from others, but the mindset of each individual should begin to switch to have an attitude to be able to open entrepreneurial opportunities independently or open own business opportunities. The concept of entrepreneurship shows individuals who have the confidence to survive in the midst of increasingly competitive society. To create job opportunities

independently, an adequate skill or skill is needed in accordance with the field of business that he is going to develop, including developing the business of higher education education, as one of the strategic opportunities in developing student business units in the arts.

One effort to develop student competencies in managing an art service business unit is to provide training in a programmed and continuous manner so that students have experience, knowledge and skills in managing art activities properly ranging from planning activities, marketing activities, carrying out activities, to doing program or activity evaluation. The rationale for this training program to be carried out is, because in general the potential of students in the Faculty of Art and Design Education basically has strong artistic potential, only it needs to be fostered and further developed through a structured skill management training program, so as to improve the quality Student soft skills, especially in providing hands-on practical experience about how to manage an art activity.

The training material that will be given in this activity will be focused on a number of scientific competencies, namely: 1) Creative and tourism economic material, to provide knowledge and skills to students on how to package art material that can be developed into a concept form of edutourism activities that can be developed in Universities as a strategy for developing business education in higher education that can be optimized through the concept of empowering the potential of students in the Faculty of Arts and Design Education, 2) Entrepreneurial material in providing knowledge and skills to students to conceptualize planning, marketing, implementing and evaluating programs in an effort realizing an art activity event, 3) Public relations (PR) material to provide knowledge and skills to students to be able to market their products and services to various target consumers through good marketing strategies with various among potential customers.

Entrepreneurship is a mental attitude and the nature of the soul that is always active in efforts to advance the work of devotees in the context of efforts to increase income in its business activities. In addition, entrepreneurship is a creative and innovative ability that is used as a basis, tips, and resources to look for opportunities to succeed. according to Peggy A. Lambing & Charles R. Kuehl in the book *Entrepreneurship* (1999) in Winarto (2002), entrepreneurship is a creative endeavor that builds a value from the non-existing into being and can be enjoyed by many people. From some of the concepts above, there are six important entrepreneurial essentials (Suryana, 2003: Sutangsa, etc., 2019) as follows : 1. Entrepreneurship is a value that is manifested in the behavior that forms the basis of resources, driving forces, goals, tactics, tips, processes, and business outcomes (Acad Sanusi, 1994), 2. Entrepreneurship is the ability to create something new and different (Drucker, 1959), 3. Entrepreneurship is a process of applying creativity and innovation in solving problems and finding opportunities to improve life (Zimmerer, 1996), 4. Entrepreneurship is a value that is needed to start a business and business development ( Soeharto Prawiro, 1997), 5. Entrepreneurship is a process of doing something new and something different that is useful member of more value 6. Entrepreneurship is an effort to create added value by combining resources through new and different ways for memes win the competition. The added value can be created by developing new technology, finding new knowledge, finding new ways to produce new, more efficient goods and services, improving existing products and services, and finding new ways to provide new satisfaction to consumers. .

The concept of entrepreneurship according to the experts above, needs to be used as a basis for the concept of developing creative ideas and innovation to be able to foster entrepreneurial interest in students, especially in students in the Faculty of Arts and Design UPI. On the other hand, the existence of students needs to be empowered as well as possible to be an asset and potential for higher education in order to be able to contribute significantly in

the development of overall institutional development. According to Stewart (1994) empowerment is the quality of the internal power of the personality of an individual or organization in realizing and adjusting to the environment to gain excellence for the sake of advancement and future sustainability. Therefore, empowerment is conditioned in eight "E" namely, educate (self-improvement through education), eliminate (ability to overcome obstacles), express (express ideas correctly), enthuse (excitement of life), equip (complete self-deprivation), evaluate (evaluate the work to work), and expect (a clear future hope). In an effort to achieve superior and highly competitive student quality, coaching is needed on an ongoing and programmed basis, so that each graduate is able to compete competitively to obtain employment opportunities and is also able to read opportunities to create their own jobs.

Based on the description of the problem above, on this occasion an entrepreneurship training program will be held for students so that students gain hands-on learning experience outside of intracurricular hours to manage a concept of art activities through the disciplinary approaches of management, entrepreneurship, tourism, public reality, and the art industry creative. The training program that will be developed in this activity is based on creative economic entrepreneurs. In its concept, the creative economy is a future economy that relies on the power of human creation that has global competitive qualities. For this reason, students need to be prepared through ongoing training and training programs, so that they are expected to be able to contribute significantly to the university in realizing arts-based business education activities by optimizing all assets owned by the university, both physical assets and human resources with the aim of being able to contribute economically and increasing the development of student skills competencies in creating activities in the arts.

## **AI. METHOD**

One of the objectives of conducting training activities is to improve one's competence. (Winardi, 2016). The importance of designing entrepreneurial skills training to provide experience, knowledge and understanding of a person in realizing an innovation in entrepreneurship, especially in improving the ability of technical skills, business management skills, personal entrepreneurial skills. (Sugiarto, Wismanto, & Utami, 2015).

In this training in the implementation of the right concept adopted the theory that learning E3 themed *retailing*. The learning objectives of E3 are that students are expected to understand: (1) the market needs; (2) the significance to work in a team to achieve the common goals; (3) the significance of the location of the business; (4) the role of creativity and product- and business model innovation; (5) how to manage people; (6) the essence of persistence in achieving the goal; and (6) the proper business practices. (Bernardus, Ciputra, Town, & Surabaya, nd). From this training program students are expected to have competence in analyzing market needs, able to organize program designs, be able to be creative and innovate with market trends, be able to manage people well and have good behavior a diligent, honest and responsible entrepreneur.

The target of this training activity is given to students in UPI's faculty of art and design education, especially to students in the dance, music and visual education departments. In this training activity, students gain hands-on learning experience outside of intracurricular hours to manage a concept of art activities through disciplined approaches to management, entrepreneurship, tourism, public reality, and the creative arts industry. The training program that will be developed in this activity is based on creative economic entrepreneurs. In its concept, the creative economy is a future economy that relies on the power of human creation that has global competitive qualities. For this reason, students need to be prepared through ongoing training and training programs, so that they are expected to be able to contribute significantly to the university in realizing arts-based business education

activities by optimizing all assets owned by the university, both physical assets and human resources with the aim of being able to contribute economically and increasing the development of student *skills* competencies in creating activities in the arts.

The training method used in this training activity develops a four-step training model developed by Crone and Hunter. In this model, it is explained about the four stages in conducting training activities, including the stages of planning, identification of training needs, analysis in determining training programs, and evaluation stages of training activities. These four stages are very possible to be adapted in the concept of activities developed by the writer and the Team.

In his writings Crone and Hunter in Wijaya. (2013), explains the four step training model. These steps are:

- a. First, prepare and arrange a group of trainees. In this first step includes the activities of exploring the expectations of training participants on the process and results of the training, fostering familiarity and cooperation between trainees and the preparation of sub-groups of trainees.
- b. Second, identify learning needs and analyze training objectives. Its activities include collecting data on learning needs sourced from trainees, institutions where trainees work or work, and from staff and the community who serve as trainees. Analysis of training objectives based on the collapse, potential, and possible obstacles that can be found in training.
- c. Third, analyze, select and determine a training program (curriculum) consisting of evaluating learning outcomes. The activity also includes an analysis of the behavioral model being displayed by the trainees compared to the expected behavior after attending the training.
- d. Fourth, evaluate the implementation and results of the training. Activities include determining an evaluation strategy for the training process and objectives.

Strategy is a way that must be taken to achieve a goal, with the strategy, the process of achieving goals will be more directed and in accordance with what is expected. Therefore, to achieve this the trainers prepare themselves by applying a variety of methods, consisting of demonstrations, drills, group work, lectures, questions and answers and practice. By applying a variety of methods, it will have a significant impact on material acceptance. Because participants are adults, the trainer emphasizes the principle of participatory learning, is based on problems, reveals the experiences of participants, and is associated with learning cases that are encountered everyday.

## **BI. RESULT AND DISCUSSION**

### **1. An overview of the implementation of entrepreneurship training programs based on edutourism management at UPI's Faculty of Art and Design Education.**

The implementation of entrepreneurial training programs based on the management of art edutourism is divided into several core materials to achieve the objectives of the implementation of this training program. Some of these materials include.

No	Theory	Competence
1	Entrepreneurship	Entrepreneur
2	Building motivation to become a successful entrepreneur in the arts	Entrepreneur
3	Tips for building a successful entrepreneur in the arts	Entrepreneur
4	The concept of edutorism	Eduto u ris m
5	Edutorism Management	Edutorism
5	Edutorism marketing strategy	Edutorism
6	The role of Public Relations in art activities	Public Relations
7	Management and public relations code of ethics	Public Relations
8	PR and marketing service	Public Relations
9	Concept of Presentation of Arts for Educational Tourism	The art of tourism
11	Art material packaging techniques for tourists	The art of tourism
12	Arranging an art education tourism activity program	The art of tourism

Table 1. Entrepreneur Training Materials

#### a. Training materials

The material in the edutorism management-based entrepreneurship training are:

##### 1. Entrepreneurship

This material discusses the basic knowledge of entrepreneurs about 1. Train participants gradually to have entrepreneurial and business competencies. 2. Train entrepreneurs to be able to act to establish a viable business by utilizing the opportunities that exist when the edutorism management program is implemented. 3. Developing the ability of students to be able to create job opportunities for themselves and others according to the demands of future career development.

##### 2. Building motivation to become a successful entrepreneur in the arts

This material discusses building tips on becoming a successful entrepreneur in the field of art through the delivery of best practice material provided by the training resource persons. The trainees were given several examples of young entrepreneurs who were successful in their respective business fields.

##### 3. The concept of Edutorism

This material discusses the basic concept of edutorism as a concept of tourism management that combines the concept of visiting as a tourist activity with the concept of learning. In his explanation 4 basic concepts of edutorism program activities are *something to see, something to do, something to buy and something to learn*.

**Educational tourism** is having the concept of activities as a program that combines elements of tourism activities with an educational content in it. The education tourism program has a mission and vision of activities in providing a number of education to visitors (tourists / tourists) to provide information and educational experiences in learning the subjects they visit.

##### 4. Art Materials Packaging Techniques For Tourists

In this discussion participants were given material about packaging material techniques for art education tourism. This material was related to the problem of the material components of tourist attractions. Tourism

attractions can be interpreted as something tangible or intangible that can lure a person so as to travel to be able to achieve it and can provide satisfaction to the person for the activities carried out at the place of the tourist attraction. Tourism attractions should be able to maintain the integrity that is eternal (*sustainable*) so that it can be used as an element of the tour package product.

#### 5. The Role of Public Relations in Art Activities

This material Public Relations discusses material about public relations is a major part of the marketing mix. You can advertise whatever you want - that is, what you say about your organization and your event. Public relations can determine what other people understand you and your mission. It might be as brave as a press team to distribute releases to newspapers or to hold a conference to praise the good of your event. Or maybe it is a trade publication interview with your organization's leader, when the interview includes references to your event and its benefits. The essence of a PR campaign is that it never stops; rather it is an ongoing effort to build a positive perception of your organization and its products.

#### 6. Management and Public Relations Code of Ethics

This material turns out how an organization that carries out business, political, government, economic, industrial and other activities certainly requires the presence of skilled *public relations* to build a positive image in the minds of the public so that it is finally able to shape public opinion. Expertise of *public relations* practitioners in building a positive image of an organization is certainly not just *lip service* but must be followed by the ability to distinguish what is right and what is wrong. Related to this, for most people, *public relations* practitioners are often seen as always using unethical ways in building the image of an organization. However *public relations* theorists have stated that various *public relations* activities carried out by organizations should also contain ethics, social responsibility, and sustainability. –

#### 7. PR and Marketing Service

This material discusses how the public relations position has an important role in realizing the marketing services of a management. As for the other marketing communication elements to do a PR to help the marketing activities is to conduct sales promotion activities (*Sales Promotion*) . In addition to helping provide ideas about appropriate sales promotions, in this sales promotion activity a PR can also freely convey ideas or ideas to companies such as by designing an *Event* or participating in the purpose of providing information about sales promotions that are being held. Of the several elements of marketing communication that can be done by a PR there are the most important things that companies should not forget, namely publicity or publicity activities . In public relations activities, a PR must be able to manage good relations and a positive *image* of the company in the eyes of the public. This can be done by PR by sponsoring positive activities, engaging in CSR activities and participating in activities held by the community. In this way public relations can create a positive public opinion and opinion of the company, so that public relations activities are not only likely to help sales activities but can also continue to maintain and create a good impression on consumers.

#### 8. How to Build a Mindset of a Superior Management Concept

In this material, a thought that involves something more beneficial to make someone better than the original state of mindset enables a person to achieve success. This gives rise to extraordinary passion in someone and a positive mindset is always needed for a better life. attitude that is far more valuable than the previous attitude. Thought that always puts forward the desire to change a situation for the better. A positive mindset will build the

characteristics of a strong person. Mindset will form a mature personality, dare to face challenges and be stronger in dealing with all life's problems. Positive mindset comes from strong beliefs and beliefs about yourself. Positive mindset can change someone into what they want. This positive mindset will convince someone that he is able to be better than others. This concept of mindset is sought after and can make a person more professional.

#### 9. Managing the Management of Art Activities

In the discussion of this material, several examples of management of events-based art management are explained which are the trends in the current model of art activities. Event management can be defined as organizing an event that is managed professionally, systematically, efficiently and effectively whose activities range from concept (planning) to implementation to supervision. In event management, everyone must work hard with the same vision to produce events that meet expectations.

#### 10. Marketing Strategy

This material is important given to trainees to be able to provide an understanding of:

- a) The purpose and definition of marketing
- b) How to create offers that increase the enjoyment / perceived value of the goods and services you sell
- c) How to create offers that reduce or eliminate objections to buying the goods you sell
- d) How to make transactions easier so that buyers choose your product over competitors
- e) How to deliver a very attractive and trustworthy offer to the right prospective buyer

#### 11. Arranging an art education tourism activity program

This material is given to provide basic skills in developing an art education tourism activity program. In preparing the program, students are given a thorough understanding of how to create a quality educational tourism program. Examples of best practice in educational tourism programs are conveyed to participants to be used as a basic reference in the development of arts education tourism programs. The instructor directs participants to recall the material that has been given, then the instructor communicates and confirms one by one to the participants. Delivery of this material is carried out for  $\pm$  3 hours, until participants can create their own study group classes.

Evaluation will be conducted in training entrepreneur management based *Edutourism* this art is more on evaluating the implementation of the evaluation conducted at pretest and posttest by spreading instrument .In test and training evaluation questionnaires, participants, and we conduct an assessment to measure the effectiveness of training events seen from the aspect of quality resource persons, participants, organizing committee and overall implementation evaluation. Evaluation instruments used contain questions that can measure the ability of participants to absorb the listening material given by the speakers, the quality of the organization, the quality of the speakers and the facilities and infrastructure used.

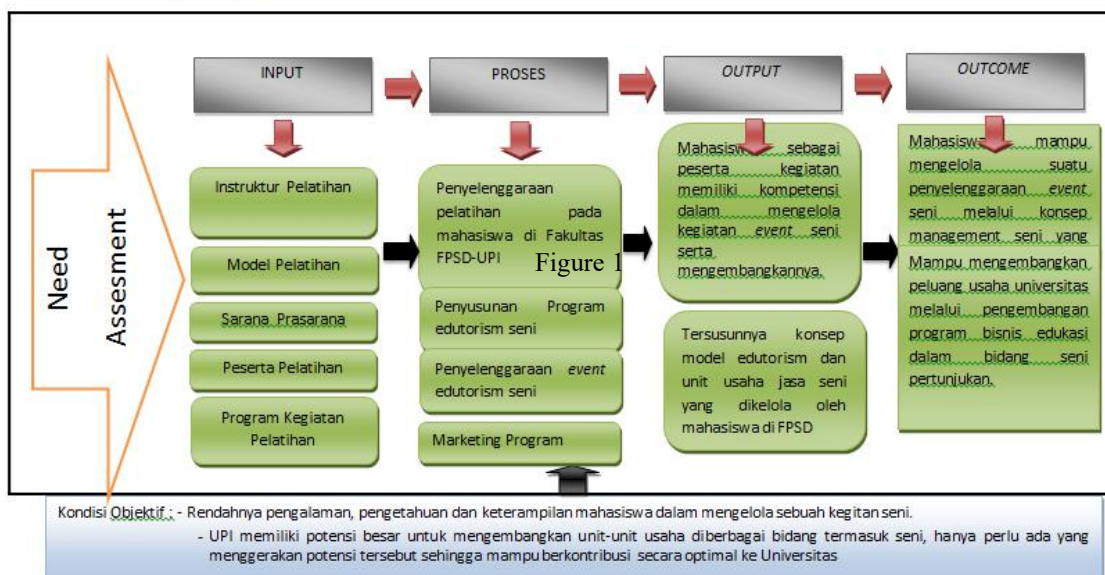
The evaluation results obtained indicate that the training process runs according to the plans and goals set, the enthusiasm of the trainees is quite good and the learning process runs smoothly, most participants are able to follow and understand the learning process and are able to absorb the material well so that they can apply the training material directly according to the directions. Furthermore, the final evaluation is an evaluation carried out to measure the success of the training process from the planning stage to the follow-up stage. The training process is fully running well, only the training participants may feel that time is lacking and follow-up is needed to make the participants more proficient. The final evaluation of the participants was done through the provision of questionnaire



instruments, 90% of participants mastered the material, there were significant changes before and after the holding of entrepreneurship training based on edutourism management.

### Logic Model

Kegiatan : Training Manajemen Skill Dalam Mengembangkan Bisnis Edukasi Perguruan Tinggi Di Bidang Seni Pada Mahasiswa Di Lingkungan FPSD UPI



Flow Chart of Entrepreneur Training Activities

Some things that will be associated with the characteristics of the behavior of an entrepreneur of which will be related to factors of innovation (*innovation*), always had in reading the market in the sense of always the ability proactive (*proactiveness*) and more importantly an entrepreneur must have the courage m engambil risk (*risk taking*) . In a sense, an entrepreneur is not afraid to meet failure in doing business. (Ranto, 2016).

In a scientific approach, management skills can be approached on 3 main competencies namely conceptual competence. This competency is a person's ability to plan a business or business activity. Next is the *humanity* competency. This competence is a manager's competence in dealing with or communicating with others. The third competency is competency Technical skills (*technical skills*), this skill is generally a provision for managers at lower levels. This skill is more emphasized on competence in moving something in the form of facilities or people involved in its activities. (Suryawan, 2014).

This training program has the aim to be able to develop student entrepreneurial abilities in managing arts education tourism programs. Thus the material developed is divided into three scientific disciplines namely art, tourism and entrepreneurship. In some developed countries it has become an integrated education program, where tourism education always associated with entrepreneurship education. Because tourism education and entrepreneurship has become something important to give to students. (Daniel, Costa, Pita, & Costa, 2017) .

To see the impact of this training program, it is necessary to evaluate training conducted at the beginning and end of the activity to see the effectiveness of this training activity in fostering the spirit of entrepreneurship to students in the UPI faculty of arts and design education.

No	Nama	NIM	Penilaian		Skor	$\bar{x}$
			PreTest	Posttest		
1	Triani Fonimaniar	1703783	60	85	145	72.5
2	Nana Miyagi Sadli	1702691	65	75	140	70
3	Rembulan Nurmala D	1703544	45	60	105	52.5
4	Irvan Herlambang	1806088	65	75	140	70
5	Mustofa	1806874	65	85	150	75
6	Wiwi Ayu Andina	1804993	85	90	175	87.5
7	Noviana Wulan S	1804745	65	90	155	77.5
8	Citra Melati SPD	1800337	65	70	135	67.5
9	Dessy Rianti H	1801881	65	75	140	70
10	Patricia Adela	1703644	35	55	90	45
11	Luthfan Radifan	1702645	65	85	150	75
12	Bily Irawan	1705735	35	65	90	45
13	Tya Almira	1700517	45	50	95	47.5
14	Jilian Sarasati H	1705507	70	70	140	70
15	Maryana	1703012	70	85	155	77.5
16	Rizkia Tsuraya A	1704072	70	70	140	70
17	Silmi Munawroh	1704029	75	90	165	82.5
18	ML Ary Tazir	1703383	85	90	175	87.5
19	Adinda Aurellia	1805251	55	65	120	60
20	Alivia Sandra	1806954	55	60	115	57.5
21	Hayyanafia Yusasmi	1803787	70	75	145	72.5
22	Nesya Mevinda	1700963	70	90	160	80
23	Agung Muhammad S	1701127	75	80	155	77.5
24	Aisyah Rahma Putri	1700178	60	90	150	75
25	Fitri Soleha	1702170	65	85	150	75
26	Trimulyani Nurjatisari	1703433	60	80	140	70
27	Leedsya Savitri	1705379	60	85	145	72.5
28	Annisa Nur Khadijah	1702044	65	85	150	75
29	Renaldi Sanubari	1701679	60	80	140	70
30	Devita Juniawan	1701702	60	85	145	72.5
<b>Skor Total</b>			1885	2325	4200	2100
<b>Rata-Rata</b>			63	77.5	140	70

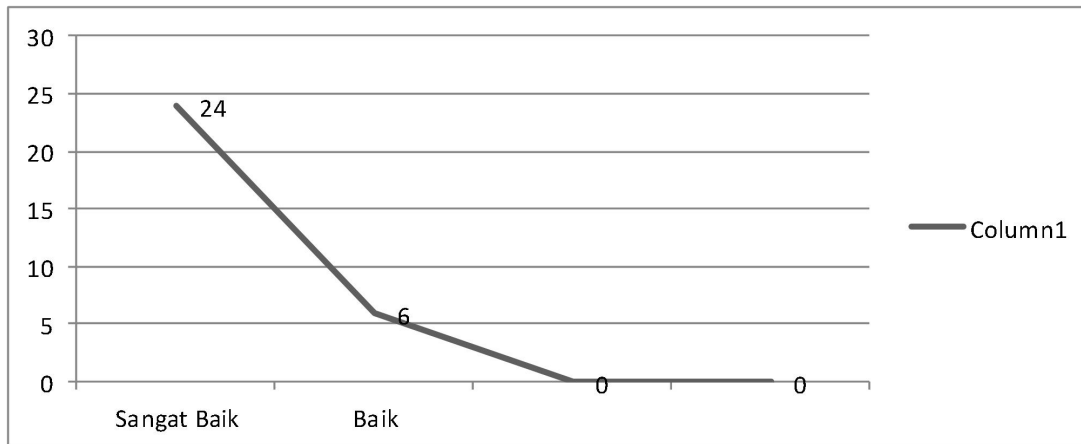
Table 1. Evaluation of Training Results from Instrument Test Questions

Based on the evaluation results on the e- tab above, the results of the training program activities are very good. Strength analysis in this training is that the trainees can participate in the training program seriously by listening to the material, discussing, conducting question and answer in an orderly manner, and the practice of making dance clothes and accessories. Obstacles obtained from this training are limited facilities and infrastructure that are less optimal, making it difficult to be more flexible in carrying out practices. Pretest data shows an average of 63 percent of students' knowledge and understanding in mastering entrepreneurship science is still lacking, but after the posttest data increase shows 77.5 percent of students have knowledge and understanding of entrepreneurial science. From these results it is hoped that entrepreneurial behavior is characterized by the characteristics possessed by an

entrepreneur, namely self-confidence, task and outcome oriented, risk-taking and challenging, leadership, originality, and future-oriented. (Sari, Trisna & Anita, 2013).

## A. Training Satisfaction Results

### 1. Assessment of Participants Against the Resource Person



Graph 1.

#### Assessment of Participants Against the Resource Person

Based on the graphic data above, 24 participants said that the training was very good, 6 people stated that it was good. All participants generally expressed satisfaction from the resource persons who were assigned to the training activities on making clothes and dance accessories. The trainees felt they were adding more material to further enhance the material enrichment of entrepreneurs and the development of an art *edutourism* -based management program provided at the time of the training.

### 2. Evaluation of Participants in the Quality of Training Programs

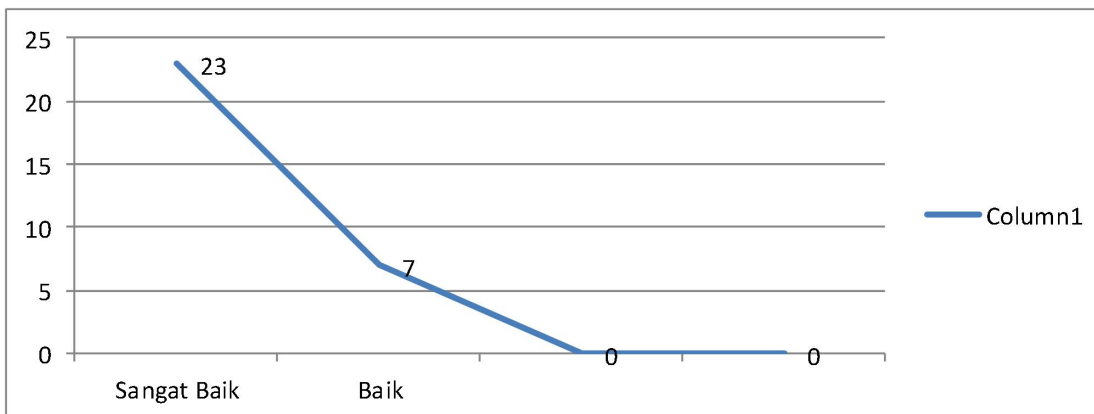


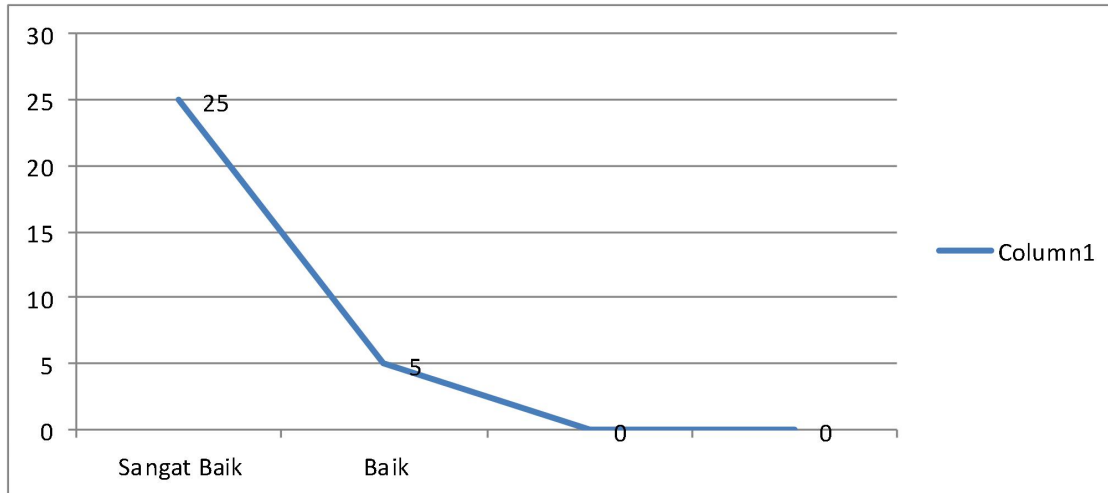
Chart. 2

#### Conditions for Training Participants Satisfaction with Training Materials

Based on the graphic data above 23 participants said that it was very good with the quality of the training program provided, 7 people said it was good. Almost all participants can take part in the training material provided

in accordance with the objectives of the training program delivered by the activity committee at the beginning of the training. The constraints found in this aspect require more time to improve the quality of the participants' safety in mastering the material.

### 3. Instrument for Participant Assessment of Training Implementation & Services

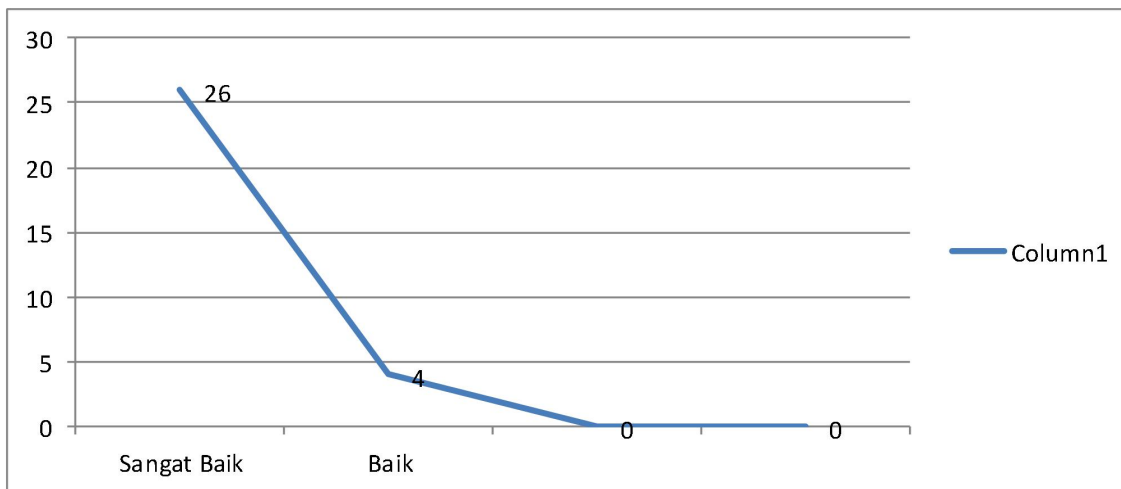


Graph 3

#### Evaluation of Participants in Organizing Training Services & Services

Based on the graph data above 5 participants said that it was very good with the quality of the organization and training services provided, 5 people said it was good. Almost all participants can participate in giving a good assessment on the implementation and training services carried out. The obstacles found in this aspect are more in need of a bigger room so that participants can follow the training process properly in accordance with the objectives of the training program that is held.

### 4. Instrument for Participant Participation Evaluation in Training Activities



Graph 4

#### Assessment of Participant Participation in Training Activities

Based on the graphic data above, 26 participants were very good when participating in training activities, 4 people said good when participating in training activities. Almost all participants were considered to be very good participation in entrepreneurial training programs based on arts education tourism management. In this assessment there tends to be no obstacle found by the participants during the management *skills* training program in developing *entrepreneurial skills based on arts edutourism management* .

## CONCLUSION

This training program is designed to develop students' entrepreneurial skills in managing art edutourism activities. The material provided is more directed at developing student competencies in understanding concepts, theories and practices in *entrepreneurship science* , *edutourism* , *public relations* , and tourist arts. These materials are deliberately given and trained to students with the aim that students have competence in managing arts education tourism programs which will be developed within the Faculty of Art and Design Education at the Indonesian University of Education.

From the results of the 2-day training, it can be observed that there are changes in student competency that can be seen from the results of the pretest and posttest given by the committee before and a training program is carried out. From the results of data processing carried out nearly 90% of participants have a change in *entrepreneurial* behavior in answering each questions given at the evaluation stage. This activity also received a positive response both from the assessment of the participants of the resource persons, resource persons to the participants, assessment of the participants of the organization, with an average of very good ratings.

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