Edu-Café: Optimizing The Role of *Edupreneurship Center as* an Education Center Student Entrepreneurship

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A r t i c l e

A b s t r a c t

The *Entrepreneurship Center* has been running for 4 years, but it has not been as optimal as expected; there are still many inactive stalls, including the PLS 64 Shop stall. This activity aims to improve the structure and optimize the role of the stall person in charge, create or identify various business opportunities that are targeted and utilized through these stalls, and develop a stall management model according to student needs. Activities carried out with the method of training and mentoring, which is carried out through 4 stages, starting with program socialization activities, which are carried out online on August 20, 2021; offline training on *Edu-Cafè* management and online marketing at Sahabat Alam Karangploso on October 22–23, 2021; action activities starting on October 27, 2021; and continued with the evaluation monitoring stage. The end result of this community service activity is that the PLS 64 stall has become active again under the new name "Kedai PLS 64 *Edu-Cafè*", with a clear management organizational structure and a variety of types of services, including product and service services. The results of this activity have been published via YouTube by the Radar Malang Jawa Pos newspaper.

Keywords : edu- cafè, enterpreneurship center, entrepreneurship education

Introduction

The Faculty of Education has provided an entrepreneurship center for students since it started four years ago. The education center was established with the intention of being a medium for developing students' talents and interests in the field of entrepreneurship. Each department is provided with booths to open businesses, both for the Non-Formal Education, Counseling Guidance, Educational Administration, Special Education, KSDP, and Educational Technology study programs. The person in charge of each stall is a student who is a member of the intra-campus organization of the Departmental Student Association. However, in the past four years, the existence of the entrepreneur center has not had the positive impact expected. Many stalls have not been activated in accordance with their function and purpose. Of course, this will be a problem because if the lapak is not used immediately, it will invite the possibility of the place changing its function.

Based on this thought, it is necessary to strengthen institutions or optimize the role of the entrepreneur center so that it can function properly. Students need to be provided with provisions to manage these stalls so they can become productive stalls. This activity aims to improve the structure and optimize the role of the person in charge of the stalls, create or identify various business opportunities that are targeted and utilized through these stalls, and develop a stall management model according to the needs of students.

The solution offered is to improve the structure and optimize the role of the edupreneurship center as a center for entrepreneurship education. The concept of edupreneurship is a form of participation by educational institutions to provide opportunities for students to become educational entrepreneurs. This concept is in accordance with entrepreneurial principles (Nugroho Wicaksono and Soelistyo 2022). Edupreneurship provides opportunities for students to hone their creativity, be innovative, be observant in capturing and taking advantage of opportunities, and dare to take risks. (Darwish 2019)

In this case, optimizing the role of the edupreneurship center's activities is carried out using training and mentoring methods. Training activities are carried out to provide knowledge about the concept of edupreneurship and its implementation at each lapak. The rest of the activities are focused on helping students manage their stalls properly. The executor of the activity is a team of lecturers proposing community service, consisting of three lecturers and two alumni or students. Competencies that will be achieved after students have finished participating in the following activities are: (1) having knowledge about edupreneurship; (2) having and improving understanding of edupreneurship center management; (3) increasing competence in the management and development of entrepreneurship programs in the field of education, especially education outside of school, by involving the active participation of the UM academic community and stakeholders; and (4) improving the quality of edupreneurship centers in the UM Faculty of Education.

This training and mentoring activity was designed taking into account several problems, namely: (1) There is an edupreneur center that is not in accordance with its functions and objectives, considering that its existence has received little response from the academic community; (2) The management of edupreneur centers is still relatively low, so that their existence does not have a significant impact.

Research Method

The Educafe Assistance Program is held using the two-in-one training method, which combines theoretical and practical activities. This means that activities are presented in the form of a presentation of material through training activities, and practical activities are carried out through direct management of entrepreneurial practices at the PLS 64 shop stall. In detail, the implementation of mentoring is carried out in the following stages:
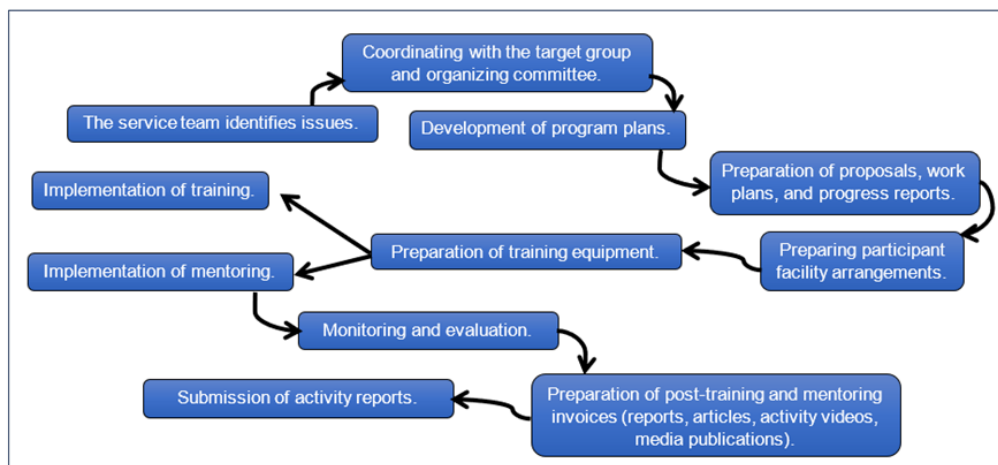
Picture 1. Flow of Implementation of Community Service Activities

The nature of this activity is designed with a participatory approach, which involves the active participation of the UM academic community and stakeholders or other parties who are the target of the activity. The managers of the edupreneurship center post rarely attend training on managing edupreneurship centers. This activity will involve around 30 PLS FIP students managing the edupreneurship center. The characteristics of the participants are all adults, so the training and workshop activities will be designed using andragogical methods by actively involving each participant in the learning process, such as brainstorming, discussions, teamwork, and sharing.

Results & Discussion

Results

Participants will receive material presentations on the basic concepts of entrepreneurship education and their implementation in stalls in the edupreneurship center, how to develop edupreneurship center programs that involve the active participation of stakeholders and the UM academic community in general, and how to utilize their potential and resources through links and matches with the field of education outside the school. A presentation on the concept of entrepreneurship will be delivered by several sources who are qualified in their fields. This activity will also involve two students or alumni from the Department of Non-Formal Education, who will be an important part of organizing this activity. So that this activity can provide a meaningful learning experience for students and alumni to be involved in developing campus activities. The training that was carried out was not just about conveying information but was directed at practicing managing and developing an edupreneurship center program that reflects the field of education, especially education outside of school. The training is designed with an in-person training model, where trainees not only get the opportunity to learn theory but are also given the opportunity to practice entrepreneurship program management.

The training participants followed the theoretical presentation and then continued with mentoring activities for one month. It is expected that the students who are accompanied will be able to produce potential entrepreneurial innovations for both the department, campus, and wider community. In the mentoring process, the community service implementation team is actively assisted by students. The technical implementation of mentoring activities is done by (1) making observations to observe the physical and social conditions of the edupreneurship center and the participation of the UM academic community, stakeholders, and the community; (2) identifying business needs and opportunities to determine what programs should be carried out in order to target business opportunities; and (3) linking and matching according to target needs. In this case, the community service implementing team and students as managers of the edupreneurship center apply the information they have obtained from the training to revitalize and develop entrepreneurship programs that have been considered sluggish and unable to have a significant positive impact by utilizing the field of education outside of school. This effort is also considered a form of department branding so that it is better known by the public. At this stage, the main role of students is as managers, but they can also act as business actors as outsiders who wish to participate as business actors. Actors can offer businesses goods or services, in this case including services in the field of education such as training and outbound as part of non-formal education.

Picture 2. Implementation of Edu-Cafè Training Activities

Table 1. Schedule for Presentation of Training Theory

Time	Events	Person in Charge
07.00 AM–08.00 AM	Preparation and registration	Decky, Yunita, Muslim
08.00 AM–08.30 AM	Opening Ceremony: 1. Welcome speech 2. Speech from Chaiman of Community Service (Dr. Sri Wahyuni, M.Pd.) 3. Speech from the Head of the PLS (Dr.Zulkarnain, M.Pd.)	Annisa (MC)
08.30 AM–08.45 AM	Ice Breaking	Muslim
08.45 AM–10.15 AM	Material I: *Edu-Cafè* concept	Decky Avrilianda
10.15 AM–10.30 AM	Ice Breaking	Muslim
10.30 AM–12.00 PM	Material II: Online marketing	Yunita CF
12.00 PM–13.00 PM	Break	Feranda
13.00 PM–15.00 PM	Work in group: Design preparation *Edu-Cafè* and organizational structure	Co-Fasilitator
15.00 PM–15.30 PM	Closing Ceremony: 1. Speech from the Head of the PLS Program 2. RTL 3. Reciting dua	Co-Fasilitator, community service team,and Participant representative

HMJ PLS FIP UM students have attended several trainings, namely, Edupreneur Planting Training, Determining the *Edu-Cafè* Concept, *Edu-Cafè* Management Training, Conventional Marketing Training, and Online Marketing Training. The results that have been obtained are as follows:

1. Students have determined the concept of *Edu-Café*, along with pictures of the services available at *Edu-Café*.
2. Students have formed good management with the formation of the *Edu-Café* structure, picket schedules, and financial books.
3. Students have changed the displays at *Edu-Café* from being messy at first to now being neat and crowded with visitors.
4. Students are able to manage *Edu-Café* and are capable of entrepreneurship.
5. In addition to products sold by students, *Edu-Café* has also provided various services, such as English language training and screen printing.

Picture 3. Post Mentoring Edu-Café Display

*Picture 4. Post Assistance PLS 64 Stall Edu-Café Business Services*

JADWAL PIKET EDUCAFE

SENIN	SELASA	RABU	KAMIS	JUMAT
IIS 085856928016	HETTY 0859189563440	INDY 085607197041	MILA 081332459816	SHOFI 089697334827
NOVI 082339938864	LENNY 085755958327	DAVALUNA 089693981111	RICHARD 082157295117	NASYWA 082247789153
DINA 082257492450	AGENG 082228568820	ARINA 0895335891679	HADOS 085546448576	SEPHIA 081219247145
BILA 082137787595	AYU 082252187772	REGITA 083839538999	SAKIN 083119874136	LAILA 082142316920
HILDA 085785149527	RINDI 083845948881	ARIDA 085236495722	SEPIN 081998499938	SASTIA 089632306490
JADUK 087864771451	YUSUF 082325115658	AJI 08581203589	REINHARD 08158830773	SAADAH 085730210508
-	-	-	SASA 082233591076	FANGGI 082223288489

Picture 5. Daily Schedule at Edu-Café
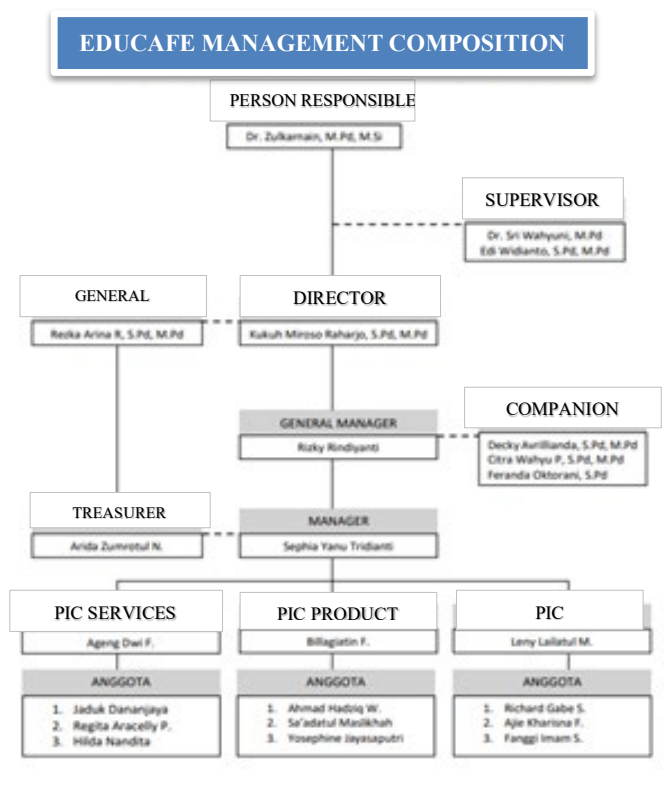
Picture 6. Post Assistance Edu-Café Organizational Structure

Process evaluation is carried out using a questionnaire containing 10 indicators, as follows: (1) Participants' comfort in participating in the activity; (2) suitability of the material with the learning needs of the participants; (3) suitability of the method with the training material; (4) participant involvement in the training process; (5) suitability of the language of the sources with the understanding of the participants; (6) suitability of the media with the training materials; (7) consistency of activity schedule implementation; (8) completeness of supporting infrastructure; (9) comfort and adequacy of the room; and (10) the quality of services delivered by the committee. The rating scale for each indicator uses a Likert scale with a 1-2-3-4 pattern, with values of strongly disagree, disagree, agree, and strongly agree. Based on the results of the analysis of the completed questionnaire, it was found that, in general, the implementation of this training was considered very good by the participants, with a score of 90.6%. The detailed responses from the participants to the implementation of the training were as follows: 94.2% of the participants stated that they were happy to take part in the training. 93% of participants stated that the training materials matched what was needed; 87.6% of participants stated that the training method was fun; 94.6% of participants stated that they had been actively involved in the training process; 90.3% said they were able to understand the language used by the speakers; 85.6% of participants stated that the media used was in accordance with the material presented; 94.2% of participants stated that the activity schedule had been implemented consistently and on time; 85.3% of participants stated that the training infrastructure supported the training process; 86.1% of participants stated that the room used felt comfortable and decent; and 92.6% of participants stated that the committee could serve participants in a friendly and caring manner.

Discussion

Edupreneurship is a unique type of entrepreneurship in the field of education. Entrepreneurship is a creative or innovative business that sees or creates opportunities and turns them into something that has added value (economic, social, etc.). Entrepreneurship in the social field is called

sociopreneurship; in the field of education, it is called edupreneurship; in the internal company, it is called interpreneurship; and in the field of technology business, it is called technopreneurship (Saludung 2020). (Widyaningtyas, Wiyanto, and... 2021) explains that edupreneurship are schools that always carry out systemic meaningful innovations and transformational changes, regardless of existing resources, current capacity, or national pressure, in order to create new educational opportunities and excellence. These two meanings have different meanings. In the first sense, edupreneurship is more profit-oriented, which provides many financial benefits. The second definition is more general, namely, all creative and innovative student endeavors that are oriented towards excellence. The concept of edupreneurship is a breakthrough form of educational institutions that are guided by edupreneurs, also known as educational entrepreneurs. The term refers to entrepreneurial principles to always develop innovative products and services to fill opportunities that have not been touched by campuses (Nurjaya *et al*. 2020).

In this case, the concept of edupreneurship is education that aims to make students more creative and innovative, able to see and take advantage of opportunities with observance, and daring to take risks. In this case, optimizing the role of the edupreneurship center that you want to explore means placing entrepreneurial concepts and attitudes in the world of education (Zakiy, Wardana, and Vebrynda 2020). The aim of this effort is not only to make students entrepreneurs but also to form the character of edupreneurs in the field of education, especially outside of school. Optimizing edupreneurship refers to training and mentoring programs to introduce entrepreneurship concepts, complemented by their implementation through an educational process using various business strategies that are tailored to the nature of the products (goods and services) and the market segments they have chosen to serve. Edupreneurship is driven by a leader, who can also be called a manager at school. These leaders who become edupreneurs are someone who is able to organize and manage a school institution with initiative, innovation, and risk. To become an edupreneur leader, there are several behaviors that must be possessed, such as: (1) acting as a change agent; (2) leading selflessly; (3) bringing a new culture that is expected with confidence; (4) supporting risk taking and continuous learning; (6) being willing to invest and utilize existing resources even when the leaders also want to invest (Pelipa and Marganingsih 2019).

Edu-Café as a solution concept for the reactivation of an entrepreneurship center that also applies the link and match method. This method provides an opportunity for students as business managers to synergize the fields of knowledge they master with market needs and segmentation (Prihantini et al. 2019). Management-wise, edupreneurship centers have two models, namely B to B and B to C. B to B, or business to business, means that edupreneurship centers offer products to support education-based economic activities carried out by other business actors, such as supporting several institutions or agencies to provide training or outbound services that, in terms of knowledge, include the realm of non-formal education. Meanwhile, the B-to-C, or business-to-customer, model is an economic activity carried out to support or meet customer needs in general, both in the form of services and goods (Beyhan and Kiessling 2022). The existence of these two business models can certainly attract enthusiasm or participation from the wider community to be involved in edupreneurship center activities, both as business actors and customers. In this broad scope, students are lined up as managers, although it is possible to play a role as business actors. To support efforts to optimize the edupreneurship center, students, as the target parties, are prepared through the provision of training and mentoring. The purpose of the training and mentoring is to prepare students to be able to manage edupreneurship centers well.

Based on the explanation above, students can also be referred to as reform agents who act as community mobilizers to make changes, solve problems, assist communities in making changes, and act as liaisons with the resources needed to solve problems (Laurence 2020). In general, in this context, increasing the effectiveness of edupreneurship centers by forming a platform for strategic goals through the use of business opportunities.

From the results that have been obtained, five things related to students have been done: Students have committed that they will develop *Edu-Cafè* in the edupreunership area of FIP UM; students have determined the concept of Edu-Cafè; students have formed good management with the formation of an *Edu-Cafè* structure, duty schedules, and financial books; Students have changed the displays at *Edu-*

Cafè, which were messy at first; now they are neat and crowded with visitors. Students are able to manage Educafe and do business after being given an *Edu-Café* container. in accordance with the theory (Nurjaya et al. 2020) that the concept of edupreneurship is a breakthrough form of educational institutions that are guided by edupreneurs, or what is known as educational entrepreneurs. The term refers to entrepreneurial principles to always develop innovative products and services to fill opportunities that have not been touched by campuses. This can be seen from what is currently running.

Conclusions

The results of the community service that has been carried out by the team have had an impact on students or facilities that were initially neglected to become more well-maintained and become a place for students to learn entrepreneurship. This is evidenced by the several results obtained, namely: (1) students have determined the *Edu-Cafè* concept; (2) they have formed good management by forming an *Edu-Cafè* structure, picket schedules, and financial books; (3) the displays in *Edu-Cafè*, which were originally a mess, are now tidy and full of visitors; (4) they have managed *Edu-Cafè* and been able to do business after being given an *Edu-Cafè* container; and (5) apart from the products that have been sold by students, *Edu-Cafè* has also provided various services.

For the sake of creating an edupreuner environment on campus, it is hoped that students will be more aware of the importance of entrepreneurship because they will have provisions when carrying out the entrepreneurship learning process on campus when they later become serious entrepreneurs when they graduate. This can be put to good use because it has been given a platform in the entrepreneurial process.

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