

## DEVELOPMENT OF STUDENT ENTREPRENEURIAL COMPETENCIES THROUGH INDEPENDENT ENTREPRENEURSHIP IN INDONESIA

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### ARTICLE INFO

### ABSTRACT

#### Keywords:

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Research on a goodness of fit model for developing students' entrepreneurial competencies through the independent entrepreneurship program. The resulting benefits of the independent entrepreneurship learning model are able to increase the mental competence of business independence. Data collection through observation, questionnaires, interviews, field practice, documentation and literature study. Research object of independent entrepreneurial students from implementing universities at Muhammadiyah University, Surakarta. Data analysis methods using validity, reliability, confirmatory analysis tests, t-student tests by looking at the differences before and after getting the independent entrepreneurship learning model. Development research uses one shot case study experiments, quantitative and qualitative approaches. Students receive guidance, mentoring, counseling, empowerment and training in entrepreneurial activities. Research design through one shot case study, through workshop stages, internships in MSMEs, product design and marketing. Novelty research, the independent entrepreneurship learning model through MBKM is implemented in Indonesia which involves MSMEs mentors, MSMEs interns, competent assistants in the business sector, field supervisors, students from various parts of Indonesia, state universities and private universities who take part in the WMK program. Based on the results, it is concluded that the development of a model for increasing entrepreneurial competence is declared a goodness of fit model, meaning that the model is very feasible in increasing the mental competence of business independence. The trend in the development of entrepreneurial mental competence has increased (increased) after receiving the independent entrepreneurship model treatment. Based on the t-test, there are differences in students' entrepreneurial mental competence before and after gaining independent entrepreneurial competence.

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### 1. INTRODUCTION

The development of social life in today's innovative and technology-oriented society has led to the adaptation of creative entrepreneurial trends, especially in the era of industry 4.0 and society 5.0 (Lena, 2020). The current trend encourages higher demands for human resources who are smart, competitive, adaptive, and good at realizing their creativity, so transformation in the field of education is needed. Higher education as the vanguard of preparing the quality of future human resources is required to present learning that is able to equip graduates with comprehensive competencies covering aspects of hard skills and soft skills so that they are able to meet the challenges of the current Industrial World Business World (DUDI) (Nizam, 2023).

The orientation of education, including equipping and making students able to be independent, develop and have competence. Independent graduates have a strong mentality to do their own business,

*Development Of Student Entrepreneurial Competencies Through Independent Entrepreneurship In Indonesia. Suranto, et.al*

not only as job seekers but independent job creators. Similarly, they are able to develop, express their potential and knowledge, skills and behavior with expertise competencies as career assets (Suarlin, 2018). Therefore, higher education institutions prepare students to compete in the world of work by having certain professions related to positions, careers, competencies or jobs according to their fields (Devina, et.al, 2018).

The government expects graduates from higher education to be able to do their own business, not relying on other parties. Due to this goal, one of the programs launched by the minister of education and culture is through independent learning on an independent campus, which means scientific recognition and scientific provision from outside the campus, so that graduates from higher education can work according to their passion, either in academics or talents, who will choose to become academics or become entrepreneurs, or other careers according to their competencies. This goal is stated in the national education goal of making a complete Indonesian human being, who is able to support their own needs (Kemendikbud, 2020), (Nizam, 2023), (Makarim, 2020).

Independent Learning Independent Campus (MBKM), is a policy of the Minister of Education and Culture in Indonesia, which aims to encourage students to be proficient at various sciences that are useful in entering the world of work. Independent campuses provide opportunities for students to choose courses that students will take and are recognized by the campus. The government launched 8 recognition programs, within the framework of Independent Learning Independent Campus, namely: (1) Internship or Industrial Practice Program, this program is intended to provide experience to students and industry to obtain appropriate talent so that they can work immediately, thereby reducing training costs and being adaptable in obtaining prospective employees; (2) Village Project, as a social project, students help communities in rural or remote areas to help build a populist economy, infrastructure, and others, such as cooperation with village officials (village heads), BUMDes, Cooperatives, or other village organizations; (3) Student Exchange, which means that students can take classes at universities that are not the original campus, based on a cooperation agreement by providing learning experience opportunities in order to improve soft skills and hard skills at other universities; (4) Research intended as experience in research guided by lecturers or teachers appointed by the campus; (5) Independent entrepreneurship, so that students develop entrepreneurial talents independently guided by field supervisors and MSME mentors; (6) Independent Project Studies, students can develop a project based on social topics and can work together with other students in solving a problem in society; (7) Humanitarian Projects, students can develop and train themselves to have social sensitivity, explore and study problems in society so that they can be resolved according to their respective interests, fields and expertise accompanied by a supervisor; (8) School teaching program, with the expectation that students can have teaching experience in elementary, middle and high schools for several months in city locations and remote areas with support from the campus carried out reliably and adaptively (Makarim, 2021), (Kemendikbud, 2020), (Fadhol, 2021).

The independent entrepreneurship program as a flagship program, has an impact on improving the quality of university graduates, students can train and develop their potential to be prospective entrepreneurs in universities and graduate to be independent entrepreneurs. To realize the independent entrepreneurship program, Muhammadiyah University of Surakarta as a university was selected from 17 state universities and private universities in 2022 in Indonesia as a university implementing independent entrepreneurship. UMS guides and facilitates 869 students from all students in Indonesia who study entrepreneurship at UMS. The activity was accompanied by 30 program implementers, 86 field assistant lecturers, 135 MSMEs, 120 mentor facilitators in MSMEs, 23 workshop presenters, and 68 universities involved in this independent entrepreneurship program (Suranto, et.al. 2022).

Independent entrepreneurial activities aim to build the mental competence of the young college entrepreneurs, graduates can create, innovate with knowledge and skills in the field of smart and tough entrepreneurship. Therefore, the model of improving competence in the independent entrepreneurship program in higher education is very urgent so that universities can freely find models, portraits and learning strategies in order to generate young entrepreneurs with strong business competencies. Through various strategic, innovative, and collaborative activities, it is expected to improve students' abilities in leadership, problem solving, critical thinking, cooperation, and other soft skills that are highly needed in the future (Nizam, 2023)

Independent Entrepreneurship is a program initiated by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, especially for students who have an interest in the entrepreneurial world (Imen. Et. All. 2023), (Almeida. Et. All. 2016), (Afsaneh, 2011). The purpose and output of WMK activities are to provide a chance and opportunity for students to encourage the

mentality and character, interests, hobbies and enthusiasm of students in entrepreneurial activities. Independent entrepreneurship equips and instills a mindset, basic entrepreneurial competencies so as to encourage the improvement and experience of entrepreneurship for students which ultimately increases the ability, business skills, enthusiasm, independence of student work (Natalia, 2020). Independent entrepreneurship is also oriented towards improving the capacity and quality of graduates. Through this WMK program, it will be more focused on students who have the passion, talent and potential to improve their entrepreneurial abilities in competition, complexity and changing conditions of the times (Nizam, 2023).

Independent Entrepreneurship as part of the implementation of the Independent Campus policy is certainly a strategic program that will benefit students in developing their potential and entrepreneurial spirit. Independent Entrepreneurship presents students to assist entrepreneurial development, especially to improve managerial competence, finance, technological adaptation, actualization of creativity, adaptability to developing the ability to create products that can be useful for society. Through the Independent Entrepreneurship program, future generations will be generated who are competent, creative, innovative, tough, and empowered as agents of change who are able to realize the vision of the Golden Indonesia 2045 (Monovatra, et. All. 2019).

Success or failure in becoming an entrepreneur can be seen from the literature on entrepreneurship, it can be traced that internal factors, i.e., personality traits, attitude towards behavior, perceived behavior control (PBC) (Littunen, 2000; Brandstätter, 2011) and external factors, i.e., environmental and contextual factors like social norms (Fayolle, 2014; Yeoh and Jeong, 1995; Brinckmann et al., 2010; Zahra, 1995) are significant. Also, policymakers can frame policies directing institutions to start similar kinds of entrepreneurship education programs, even at the intermediate level, particularly in lower-middle-income countries (Arsheed, 2023).

Independent entrepreneurship hones the entrepreneurial mentality, soft skills, hard skills and managerial skills, and encourages the growth of student entrepreneurial experience and improves student employability which can be recognized and equalized in the form of Semester Credit Units (SKS). The outputs and success indicators of the Independent Entrepreneurship Program are designed; resulting in higher education graduates getting decent jobs, reducing data on the number of unemployed educated higher education graduates and increasing opportunities for higher education graduates to be able to work or entrepreneurship independently (this is in line with IKU-1 PT). Other outputs can equip and provide student experience in off-campus learning, which is measured by an indicator of the number of students who take part in the Independent Entrepreneurship program and can be recognized / equated with a maximum of 20 credits of learning (in line with the achievement of PT Main Performance Indicator-2). (Kemendikbud, 2020). Hence, we do see a wide spectrum of topics that are covered including career opportunities awareness program, startup funding opportunities, inspirational programs, such as industry trips, entrepreneurs talk, and formally offered skill-based credit courses (Dehghanpour, 2013; Gorman, et al., 1997; Solomon et al., 2002)

The output of independent entrepreneurship also improves student competence and knowledge regarding entrepreneurship, including the formation of a student entrepreneurial mindset so that they are able to become entrepreneurs based on edupreneur, technopreneur and socialpreneur (Fransisca, et.all. 2023). Higher education in Indonesia will be the leading edge that moves quickly with progressive transformation because it is the leading edge and close to the world of work. Learning development innovation models, autonomy in opening programs must be in accordance with market desires, accreditation programs for institutions and study programs, educational institution programs as legal entities to compete at the international level and recognition of students gaining knowledge in other study programs or companies (World Business World Industry) (Makarim, 2019). The government policy breakthrough above was taken as a policy to advance the nation's education and generate graduates who are decent, ready to work, independent and competitive. The policy was taken because seeing and observing the reality in Indonesia, graduates of education at the secondary and higher levels have not shown the mentality or personality that is the aim of national education (Nizam, 2023).

Based on data from the Ministry of Manpower (2022), the percentage of educated unemployment at the tertiary level in Indonesia is 13.33% of total unemployment. In 2022, the total number of unemployed people educated in higher education was recorded at 1,120,128 people, of which 235,359 people were graduates of Vocational Universities and 884,769 people were graduates of Academic Universities. The high level of educated unemployment is due to many challenges experienced by students after they graduate. The challenges faced by university graduates include not having the skills, knowledge and competence to work (low employability rate), the unavailability of jobs compared to the

*Development Of Student Entrepreneurial Competencies Through Independent Entrepreneurship In Indonesia. Suranto, et.al*

number of university graduates each year and that jobs are concentrated in certain cities and regions (Java Island). To be able to overcome this, it is necessary to have support from the government to increase the employability rate of students and encourage them to open business fields independently (Gamaliel, 2023).

The percentage of unemployment is still less than 15% but it is interpreted from this figure that the Indonesian nation still has unemployed working age. The above phenomenon is an indication that the orientation of education in higher education to graduate more independent students has not been achieved, meaning that there are still problems in education, especially in higher education in the mental preparation of the independence of graduates in dealing with the world of work, Entrepreneurship has emerged as a popular career choice among youth from emerging economies (Avi. Et.all. 2023).

Through the independent entrepreneurship program, it is expected that university graduates will have entrepreneurs, so that graduates do not solely rely on jobs from other parties. If many entrepreneurs are generated, Indonesia will become a producer country, not a consumer country, so that the prosperity and welfare of the people will be better. The lack of success in producing independent graduates is not because the graduates do not have skills or technical skills. It is proven that some educational institutions have provided real activity packages through field surveys, self-development, education and training, entrepreneurial seminars, entrepreneurship workshops, talent development and the results are less than optimal. It has been proven that several educational institutions have provided real activity packages through field surveys, self-development, education and training, entrepreneurship seminars, entrepreneurship workshops, talent development and the results are less than optimal, requiring among-based assistance (Arman. Et. All. 2021). So a triple helix is needed, between universities, students, government, private sector, etc. (Natalia, 2018). Our research sheds new light on the development of a multidimensional framework with implications for future entrepreneurship education mandates (Dinh, 2022). There are university graduates who are still unemployed, among others, influenced by methods, learning strategies that are not appropriate and the mentality of students (Suranto, et.all 2022). The mentality indicator in question is the mentality of entrepreneurial competence independently. Mental indicators in entrepreneurship can be described (Suranto, et.all 2012) including: motivation, courage, managerial, skill of thinking, self-confidence, empowerment, professional, capable, self-knowledge, unyielding, persistent and diligent, skilled, communicative, responsive, marketing and independent mentality.

Seeing the condition of people's lives in the world of education is currently changing and it certainly requires a paradigm shift in learning methods and strategies. Old learning models such as delivery systems, similar lecture models, which are giving or feeding students are considered less than optimal. Higher education institutions have recently been aggressively incorporating entrepreneurship course packages to realize business start-ups or generate new entrepreneurs. Entrepreneurship material must be taught in several study programs, intended as a bridge for prospective graduates to be better prepared for the world of independent work. It is said to be a bridge because entrepreneurship material is able to play a role, tasked with making students build an entrepreneurial mindset, mentality and character. The entrepreneurial spirit can be used as a culture and character pursued through education, training, and self-development in entrepreneurship (Sharma, et. All. 2023). This research was conducted at PTP WMK Muhammadiyah University Surakarta Central Java Indonesia, where the WMK program is focused on four stages, 4 weeks workshop, 8 weeks internship at MSMEs, 2 weeks product design and 4 weeks product marketing, with a total of 20 weeks. Therefore, research on the development of learning models seeks to find and apply appropriate entrepreneurship learning methods/techniques that are able to make students have entrepreneurial mental competencies and graduates are expected to be independent, open their respective jobs. The independent entrepreneurial learning development model is designed as a tool, a strategy for developing entrepreneurial potential that is still weak so that it will be stronger and more resilient through the independent entrepreneurial learning model with 4 stages for 20 weeks. The development of an independent entrepreneurial learning model is used as a strategy model (means) which contains: doing, empowering, facilitating, evaluating, towards students with an independent mentality (tough, have a business, entrepreneurial mindset, entrepreneurial character). The concept of the learning model is applied as a tool in the entrepreneurship learning model in improving student competence. The concept of the model being developed is still rare and has never been researched by others in the world of education so that research on entrepreneurship learning models based on independent entrepreneurship is very important in order to make learning effective in order to improve student entrepreneurial competence.

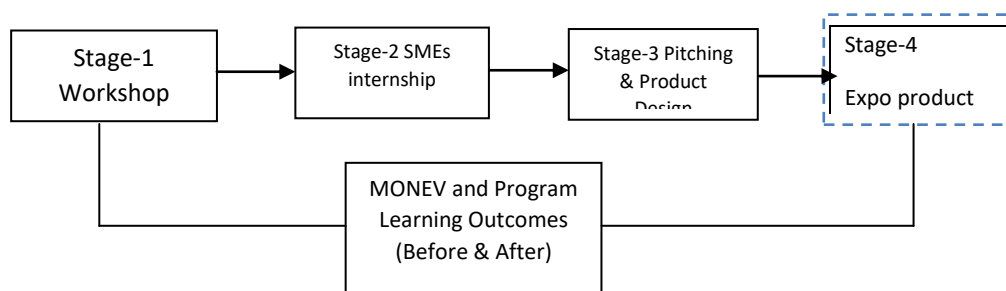


## 2. METHOD

The research approach is categorized as development research to create a product model and test the effectiveness of the model's work" (Soegiyono, 2019). Research and development according to the guideline procedures put forward by Borg and Gall, in accordance with the steps or 10 stages of model testing. Model development follows the development stages of the Borg and Gall model including 10 steps, namely: (1) potential and problems, that the research departs from potential problems; (2) data collection, from various data needed for model design; (3) model design, making initial model designs with specifications; (4) design validation, the process of assessing the design based on rational thinking rather than facts in the field, by presenting appropriate experts through focus group discussions; (5) design revision, corrections from experts are used as material for model improvement; (6) model trials, the results of improvements are made prototypes, then tested for use in limited groups. The design of the model trial with 4 stages, using an experimental design from the same students by comparing the situation before and after using the model (before-after). Then the effectiveness test is carried out using the t-test; (7) product revision, the process of improving the product based on suggestions and the results of the effectiveness test on the model trial; (8) usage trial, testing the model on a wider group and still assessing the shortcomings and obstacles that arise for further improvement; (9) model revision, improvements are made if there are suggestions for improvement and suggestions on testing in a wide group; (10) mass production, after several tests and judged effective, mass production of the model can be carried out, then applied to 869 students who follow the Wirausaha Merdeka (WMK) model of UMS Implementing Universities.

The object of the research was WMK students of Muhammadiyah University of Surakarta with a population of 869 students. This research activity uses a student population consisting of 86 field supervisors and 144 study programs involved from a total of 68 universities. The entrepreneurial potential development talent carried out during independent entrepreneurial learning consists of 8 category groups, namely: (1) culinary field, (2) fashion field, (3) livestock field, (4) processing cultivation field, (5) fishery field, (6) creative industry field, (7) technology field, (8) service business field. The research time was carried out for 6 months in layers, namely independent entrepreneurial activities running at the same time research was carried out with the experimental type of one shot case study (Soegiyono, 2019), (Latika, et. All. 2023, as well as a qualitative approach and quantitative approach (Soegiyono, 2019). Students were subject to guidance, mentoring, counseling and empowerment in independent entrepreneurial activities with 4 stages and always measured the condition of their competence before and after the activity stage. The research design is conducted through one shot case study, students get the treatment of independent entrepreneurship stages, 4 weeks of getting entrepreneurial workshop material from business experts, business consultants, MSME offices, business practitioners, followed by an internship at MSMEs for 8 weeks, exploring and learning about business, followed by 2 weeks of product design and pitching business proposals and continued with 4 weeks of product marketing and product expos both online and offline sales. Independent entrepreneurship activities for 20 weeks through interactive participatory learning methods with the concept of learning fun and Active, Innovative, Creative, Fun, Joyful and Weighty Learning) (Utari, 2018).

Activities by implementing an independent entrepreneurial learning model with 4 stages. It is to test the effectiveness of the model work at each stage. The validity, reliability and confirmatory factor analysis tests were tested using a one shot case study experiment type research. Experiments were conducted on 869 students subjected to treatment for 4 stages (20 weeks). The variables fully measure the human condition, definitely there is still possibility that other variables are thought to affect the treatment of the implementation of independent entrepreneurship. The achievement of experimental results is not always influenced by the treatment that occurs, or there are other factors from outside the treatment that affect changes in the behavior of research subjects (Soegiyono, 2019). The concept and stages of the independent entrepreneurial learning model as a strategy are in accordance with Figure-1.



**Figure.1** The learning stages of independent entrepreneurship

Data analysis used in this research is t-test, to determine the difference between observations before and observations after the independent entrepreneurial model treatment. Analysis of student behavior trends uses trend analysis. The sequence of goodness of fit of model test, validity, reliability, CFA, t-test and monitoring evaluating observations predict the behavioral trends of entrepreneurial students.

### 3. RESULTS AND DISCUSSION

Before discussing the details of the data analysis steps, the data provided include: (a) criteria and identification of independent entrepreneurial students, (b) the entrepreneurial competence of a field assistant, and the competence of mentors assisting MSMEs, (c) the expected mental competency achievement of business independence at each stage.

Stage (1) building mental indicators of latent variables. There are several latent variables, namely specifications of student entrepreneurs, specifications of field assistant lecturers, and specifications of internship mentors in MSMEs. Stage (2) validity and reliability tests, based on the analysis declared valid and reliable. Stage (3) testing the normality test to determine the distribution of data as an interpretation of the subject's score and based on the results of the normality test. There are no subjects with scores that are too extreme, so outlierity testing does not need to be carried out because it is in a normal distribution. Stage (4) testing the CFA of model variables, testing confirmatory factors, and having the results that the manifest t-count. It shows greater than the t-table, means that all manifests are proven and successfully reflect latent variables so that they are declared valid. Stage (5) test the goodness of fit of the 4-stage model developed and run to build independent entrepreneurial competencies, according to table -1.

**Table-1** The Results of Goodness of Fit Index Model

No	Index	Cut of Value	Result	Note
1	Kai Square(p)	Kecil ( $p > 0.05$ )	279.70 (0.0696)	Fulfilled
2	CFI	$\geq 0.90$ (max 1)	0.989	Fulfilled
3	GFI	$\geq 0.90$ (max 1)	0.936	Fulfilled
4	AGFI	$\geq 0.90$ (max 1)	0.911	Moderate
5	RMSEA	$\leq 0.08$ (Min 0)	0.052	Fulfilled

Stage 6, different test with t-test, the development of mental behavior of student business independence. This test is used to determine the average indicators of student entrepreneurial competence at each stage, significantly different or not. How to see the t-test value by comparing the t-count value with the t-table (t-test table). The criteria for acceptance or rejection of the hypothesis used if the t-count value  $>$  t-table, then  $H_0$  is rejected and  $H_a$  is accepted, so there is an effect of model treatment on independent entrepreneurial activities, or t-count  $<$  t-table, then  $H_0$  is accepted and  $H_a$  is rejected, meaning that there is no effect of the independent entrepreneurship program on entrepreneurial competence. Likewise, the significance value in the t-test table column sig (significance), the test criteria if the probability  $< 0.05$  is applied ( $p < 0.05$ ), then  $H_0$  is rejected and  $H_a$  is accepted. On the other hand, if the probability value  $> 0.05$  ( $p > 0.05$ ) then  $H_0$  is accepted and  $H_a$  is rejected, so it is not significant, based on the t-test there is a significant difference in the competence of 869 students before participating in independent entrepreneurship, compared to after participating in student entrepreneurship. The difference in competence is better and entrepreneurial competence is more improved (Luca. Et.all. 2022).

Stage 7, observation of applicability and mental tendencies of student entrepreneurial independence. The 7th stage looks at the final development of student entrepreneurship according to the observation of the assessment of the components of each stage by filling out a questionnaire given to students with a Likert score of 1-4, with a score of 1 low, 2 medium, 3 high and 4 very high. Likert scores to determine the development of business competencies before and after the activity. The indicators of the skillset component at each stage were filled in by 869 students in carrying out activities. Table-2 is an

indicator of competence before and after attending the workshop for 4 weeks with workshop presenters from the UMKM office, entrepreneurial practitioners, experts in their fields according to table-2.

**Table-2** Indicators of the workshop stages

Number	Manifest	The average score before	The average score after
1	Business willingness	2.56	3.78
2	Communication	2.51	3.89
3	Work ethic	2.62	3.83
4	Business knowledge	2.46	3.85
5	Business courage	2.53	3.90
6	Technology utilization	2.57	3.92
7	Managerial	2.54	3.95
8	Business talent	2.47	3.96
9	Business confidence	2.59	3.87
10	Business optimism	2.48	3.88
11	Hobbies	2.42	3.83

Table-3 shows the competency indicators before and after participating in an 8-week internship guided by MSME mentors, learning from business start-up to product marketing.

**Table-3** Indicators of internship stages in MSMEs

Number	Manifest	The average score before	The average score after
1	Managerial skills	2.47	3.88
2	Networking	2.38	3.89
3	Technical skills	2.58	3.90
4	Business knowledge from start to finish marketing	2.24	3.92
5	Human resource management	2.49	3.93
6	Raw material management	2.37	3.96
7	Business planning	2.40	3.89
8	Market control strategy	2.32	3.86
9	Production and technology mastery	2.37	3.80
10	Opportunity analysis	2.26	3.62
11	Forecasting	2.23	3.79
12	Finance	2.43	3.78
13	Product innovation	2.29	3.76

Table-4 shows the competency indicators before and after participating in pitching and product design for 2 weeks guided by MSME mentors and field supervisors.

**Table-4** Indicators of pitching and product design stages

Number	Manifest	The average score before	The average score after
1	Cost Budget Planning	2.38	3.76
2	Business plan	2.46	3.82
3	Product design	2.52	3.82
4	Innovation and ideas	2.38	3.84
5	Research and development	2.46	3.80
6	Computer technology	2.39	3.90
7	Motivation	2.54	3.92
8	Product opportunity analysis	2.43	3.88

Table-5 shows the competency indicators before and after participating in product marketing and product expo for 4 weeks, both in the market place and offline at promotional events.

**Table-5** Indicators of product marketing and expo stages

Number	Manifest	The average score before	The average score after
1	Networking	2.45	3.86
2	Communication	2.57	3.88
3	Forecating	2.62	3.84
4	Marketing	2.67	3.88
5	Skill in technology	2.52	3.84
6	Managerial skill	2.65	3.89
7	Business independence	2.58	3.92

Based on table-2, table3, table-4 and table-5, it can be seen that the development trend of student business competence has risen, from having low competence and then following each stage of the activity, become improved, almost approaching score 4, which means that student entrepreneurial competence has experienced very high changes or positive changes through the independent entrepreneurship program.

The research activities of the independent entrepreneurship program began with the socialization of the program to students throughout Indonesia, for 30 days, getting 1,032 prospective participants and going through the selection stage according to the criteria set by the manager. Based on administration, interviews and portfolios, 869 students participated in the program. Then, interviews with prospective field supervisors resulted in 86 supervisors, and interviews with 114 internship mentors in MSMEs, and 135 MSMEs were involved as internship sites, 68 universities in Indonesia who participated in PTP WMK UMS, and 23 workshop presenters. Based on four stages, research on the development of a model for improving entrepreneurial competence through independent entrepreneurship is carried out in stages, validity test, reliability, normality test, confirmatory factor analysis and goodness of fit model. Then the goodness of fit model results are applied in 4 stages, namely workshops, internships at MSMEs, pitching and product design, as well as expos and product marketing. The model developed and applied in each stage, has the results of a competent improvement or positive and significant.

Each stage of the activity is monitored before and after the activity, and the assessment is carried out objectively. Money assessment at the workshop stage is carried out by students, field assistant lecturers and assessment of assignments, portfolios and attendance at workshops. The workshop material is quite varied, starting from finding business ideas, planning, starting a business, business development, success stories, all of which are delivered by the workshop team from the UMKM government office, business practitioners, etc.

Monitoring and evaluation is carried out comprehensively starting from workshop activities, internships, pitching and product prototype expos. In addition, the assessment is also carried out by several parties to ensure the validity of the assessment, namely DPL, Mentor, WMK Team, Head of study program, and lecturers.. Likewise, a Self-reflection model assessment was conducted where students were asked to assess themselves regarding the improvement of knowledge, attitudes and skills in each stage of WMK activities. The assessment was carried out in the form of filling out pre-test and post-test. The workshop activities are assessed according to student activities and conducted by the entrepreneurship supervisor. To conduct the assessment, an assessment rubric is provided to measure student participation and student activeness in participating in entrepreneurship workshops.

At the internship stage, assessment is carried out by field supervisors, peer students, self efficacy, soft competency-hard competency and mentors in MSMEs in accordance with the assessment rubric and internship reports. At the internship stage, students also get field supervisors and internship mentors in MSMEs, with student criteria: having a business will, business enthusiasm, making business plans, communication, courage to choose a business. Criteria for field supervisors: serving, being able to coordinate students, entrepreneurial mindset, networking, business mentality, guiding and motivating students. The criteria for MSME mentors are: facilitation, communication, managerial, good at business and skillful.

The pitching and product design stage was carried out by assessing the business proposal plan by the WMK UMS management team and field supervisors and the planned business proposal, through SWOT analysis, business plan, business model canvas and product design in the form of prototypes. The last stage of assessment during the product expo and marketing with rubric assessment of the final product, product sales, and business prospects developed was assessed by the WMK UMS management team and field supervisors and independent students. All activities are evaluated and monitored properly and learning achievements are also assessed by the head of the study program department. The learning



outcomes of the program that have been implemented are able to improve student business competencies and the overall final assessment of students is 98%. It shows that students are very active, enjoy the independent entrepreneurship program and are able to express and explore according to their potential.

The competency model developed with 4 stages is very helpful in the formation of student entrepreneurial competencies, through the flagship program, it has an impact on improving the quality of the competencies of university graduates to become prospective entrepreneurs on campus and graduate to become independent entrepreneurs. The development of entrepreneurial programs is very good to be implemented in every university as a strategy to improve student entrepreneurial competence. Surakarta Muhammadiyah University, including the best organizers, exceeds the expectations because the program offered and the stages offered are very detailed and graduates are still doing business until this article is made, about 57%.

Entrepreneurial student participants were very inspired by a series of independent entrepreneurial activities. Generally, the impressions of students, DPLs, internship partners, and mentors really appreciated that independent entrepreneurial activities were very good to be developed at other universities. The implementation of the learning model has been designed in accordance with the established Bloom's Taxonomy, by combining entrepreneurial understanding and real entrepreneurial practices. In the advanced stage, the entrepreneurship program is able to pioneer, initiate, and accelerate the conservation stage. The conservation stage is intended to provide support for issuing business licenses, IRT certificates, issuing business brands, to apply for patents or copyrights, and expanding marketing networks and being able to be independent.

#### 4. CONCLUSION

It is concluded that: the development of a model for improving student entrepreneurial competence through independent entrepreneurship is declared goodness of fit model and its applicability is very significant in improving student entrepreneurial competence. To the ministry of education and culture research technology and LPDP who fund independent entrepreneurial activities in 2022, No. 3349/E.2/DT.01.03/2023. To all universities involved, field supervisors, internship mentors, mentors at the workshop site, UMS independent entrepreneurship managers, all directors and independent entrepreneurship students

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