

## TRAINING ON ENTREPRENEURSHIP PROPOSAL WRITING (PKM-K).

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### ABSTRACT

This article aims to provide knowledge about entrepreneurship, especially those related to writing entrepreneurial proposals for PMK-K through training conducted on students. It is hoped that the proposals made by students are not only able to participate in PKM but are also sustainable. The method of delivering the training is the lecture and discussion method. Questionnaires were distributed after the training to the trainees, to see how far the participants understood the training material provided. After attending this training, students generally have knowledge about student creativity programs and their categories, in addition to entrepreneurship. Then students are able to find ideas and are also able to compile these ideas in the form of entrepreneurial proposals which are then collected.

Keywords: entrepreneurship, training, ideas

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### 1. INTRODUCTION

Universities are institutions that produce graduates in various fields. Especially what is expected is graduates who are ready to use and ready to face various challenges in the world of work. Therefore, referring to the Ministry of Education and Culture and Research, Technology and Higher Education (2022), university graduates are required to have academic knowledge, skills of thinking, management skills, and communication skills. Lack of one of the four skills/skills can lead to a reduction in the quality of graduates. Synergism will be reflected through the ability of graduates to quickly find solutions to the problems they face. Students' creative thinking and acting abilities can be channeled through the Student Creativity Program (PKM).

The Student Creativity Program (PKM) is "a forum formed by the Directorate General of Higher Education of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia in facilitating the potential of Indonesian students to study, develop, and apply the science and technology they have learned in lectures to their students. wide community". (Shahid, 2017). In 2022 there will be 10 student creativity programs offered by the Ministry of Research, Technology and Higher Education of the Republic of Indonesia, including PKM-Entrepreneurship.

This PKM-K aims to foster students' understanding and skills in producing unique commodities (innovation) as well as pioneering profit-oriented and sustainable entrepreneurship. With this PKM-K, it is hoped that students will be able to be creative both in products and services that can generate profit and be sustainable. This means that with PKM-K after finishing college, students are able to be independent by entrepreneurship. Not only getting income or income for yourself but also being able to open up job opportunities for others, even though at the beginning the scope was still small.

Students' motivation and entrepreneurial spirit can be encouraged through this PKM-K, which fosters student creativity in various fields in terms of products and services. And encourage students to be able to make proposals related to this PKM-K. In order to support the development of entrepreneurship on campus, one of the students is required to take courses related to entrepreneurship. The goal is for students to understand more about entrepreneurship and be able to be motivated to be entrepreneurship. However, this is not sufficient if it is not followed by training on making entrepreneurship proposals. For this reason, this training aims to make students

understand about PKM, especially PKM-K, know how to find ideas for entrepreneurship, then how to put ideas into writing (proposals) or writing systematics.

This training was conducted for 2018 and 2019 class students. It is hoped that the output of this training is that students are able to understand entrepreneurship, seek ideas about entrepreneurship, develop them and put them in written form, namely entrepreneurship proposals. Broadly speaking, the output of this training is that students are able to make entrepreneurial proposals.

This training aims so that students are able to understand well about writing proposals for PKM-K, with the hope that proposals made by students are not only able to participate in PKM but are also sustainable. Can be an entrepreneur for them and able to accommodate the workforce even though the scope is still small, and able to grow and develop. The method of delivering the training is the lecture and discussion method.

## 2. DISCUSSION

### 2.1. Entrepreneur

Entrepreneur or better known as entrepreneurship is a "businessperson who accepts both the risks and the opportunities involved in creating and operating a new business venture" (Ebert and Griffin, 2017). The meaning is that entrepreneurs are businesspeople who are able to accept various risks and are able to read opportunities in creating and running their business. Furthermore, Ebert and Griffin, (2017) also stated that entrepreneurship is "the process of seeking businesses opportunities under conditions of risk". That is a process of seeing business opportunities under risk.

Referring to Weis et al., (2019) entrepreneur is "who decides what, how, by whom and for whom products and services should be produced. An entrepreneur is someone who starts a business with the intention of making a profit and assumes the risk of losing all of his or her resources if the venture fails". Then they interpret Entrepreneurship as "the process of creating and building something of value from practically nothing in the midst of uncertainty and risk and having the determination to succeed against all odds".

Based on the opinions of the experts above, it can be concluded that an entrepreneur is a person who has a goal to make a profit and is ready to bear various risks and is able to read opportunities in his business. While entrepreneurship is a process to create value under conditions of uncertainty or risk.

The goal of entrepreneurship is independence from working for others, which means working for yourself and advancing your own business. Then earn enough money to live a comfortable life. Finally, growth and expansion, namely, turning their business into a big business. There are 5 characteristics of entrepreneurship, namely: Intelligence; Concern for good customer relations; Strong personality; Face uncertainty and risk; and open-minded Leaders.

### 2.2. Ideas for entrepreneurs

To be able to build a business or make a business proposal, of course, an entrepreneurial idea is needed. What will be produced or produced, does it have a market, is the material easy to get, how is the production process, who will do it and so on. In other words, students must be able to answer 5W 1H, but beforehand they must be able to determine what business ideas will be made. There are two approaches to identifying a business opportunity or business idea, namely:

1. Inside-out, namely an approach based on ideas as the key that determines business success.

(Based on his own skills the key to success). In this approach, prospective entrepreneurs must have several competencies, namely: a. Technical Ability, b. Marketing ability, c. financial capability and d. Relationship ability.

2. Out-side in approach, namely an approach that emphasizes on the basis of the idea that a business will be successful if it responds to a market need. What the market needs can be sourced from: newspapers, periodic reports on economic changes, trade journals and trade fairs, government publications and product licensing information.

### 2.3. How to make an Entrepreneurship Proposal

Have an interesting idea which is then put into the title. So the title is made as attractive as possible and has an element of innovation. The product to be made has a market. Have business feasibility to be able to continue as a real or real business. The following outlines the systematics of making entrepreneurial proposals:

Chapter 1. Introduction: Background, Problem Formulation, Objectives, Program, Expected Outcomes and Program Benefits. Chapter 2. Business Plan Overview: Management and product analysis, marketing analysis and economic calculations. Chapter 3. Implementation Method: Tools and materials, manufacturing process and marketing process. Chapter 4. Costs and Activity Schedules: Budgets and Activity Schedules.

### 2.4. Results of student questionnaire answers after training

After attending the training, an evaluation was carried out to see how far the students' understanding of the training was carried out by distributing questionnaires to students. Based on the results of the answers to the questions in the questionnaire, it can be seen that:

For the question item Did you gain knowledge about the student creativity program (PKM) through the training? On average, students answered yes with a percentage of 90 percent while 10 percent answered no. For the question Is the delivery of training materials easy for you to understand? On average, students answered yes, namely 93.33 percent and 6.7 percent answered no. Then for the question after attending the training, do you have any ideas related to entrepreneurship? On average, students answered yes about 96.7 percent and those who answered no were around 3.3 percent. For the question After attending the training, are you able to understand the systematics of writing or making entrepreneurial proposals? On average, students answered yes as much as 93.33 percent and answered not as much as 6.

From the answers of the students, it can be seen that generally students have knowledge about PKM after attending the training, then the material presented in the training can be understood well by the students so that students are able to find or seek business ideas and put them in the form of an entrepreneurial proposal.

Then for open questions, namely what benefits did you feel after participating in the training and what suggestions could you convey about the training. The average student answers varied including "Can easily understand the PKM proposal making system", I came to understand how systematic proposal writing and how to calculate BEP, Adding insight and knowledge especially in entrepreneurship, better understand the procedures for writing an entrepreneurial proposal (PKM), Can know the proposal making system, Can make a good PKM proposal, I find ideas for titles and processes for making proposals etc., I get ideas related to entrepreneurship and understand the systematics of writing entrepreneurial proposals, Learning media to start or develop a new business or venture and gain useful knowledge about entrepreneurship.

As for suggestions, students answered the following: It is recommended that training like this can be held again, Hopefully in the future it can be even better, It would be better if the lectures were held face to face, During the training, the material was more detailed, Hopefully in the future this entrepreneurship training can be going on better, and for the presentation of the material to be discussed in more detail so that the participants can understand more easily because not everyone has the same grasp of understanding, Hopefully in the future we can also discuss more broadly about the PKM proposal not only in the field of entrepreneurship but also in other fields

Based on the results of student answers about the benefits obtained after the training, in general students feel the benefits felt after participating in the training. Both about business ideas, systematic proposal writing, as well as those related to economic calculations, especially break event points. Then the advice given by students related to this training was very good and constructive. Which of these suggestions reflects that student are very interested in student creativity programs and proposal writing, especially for PKM-K and also other PKM categories?

### 3.CONCLUSION

The main objective of this training is to motivate students to be able to prepare proposals on entrepreneurship. Starting from looking for understanding about entrepreneurship, looking for ideas for entrepreneurship and understanding the writing system. After attending this training, students generally have knowledge about student creativity programs and their categories, apart from entrepreneurship. Then students are able to find ideas and are also able to arrange these ideas in the form of entrepreneurial proposals which are then collected. With this training many benefits are felt by the students. In the future, training like this will continue to be held to build student skills in making entrepreneurial proposals so that later they can be included in the PKM-K program,

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