

Development Of The IPPEKA Management Model To Produce Graduates As Agrosociopreneurs In Vocational Education

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Abstract

The low quality of human resources causes the unemployment rate in Indonesia to increase. The high unemployment rate reflects that until now the quality of graduates has not been able to meet the demands of the world of work. The aim of this research is to develop the IPPEKA management model to produce graduates as agrosociopreneurs. The research method uses a combination of the Sequential Exploratory Model, the research method used first is the qualitative method and the second order is quantitative. The sample in this study were Medan Polbangtan students with a total of 100 students. The research results show that there is an increase in students' interest in entrepreneurship and being able to change their mindset which was initially oriented towards becoming civil servants, working in companies or more dominantly becoming job seekers. Various activities or programs are designed to build student character both moral character and performance character. However, after the coaching and character development that was applied to students were able to change the mindset where the entrepreneurial spirit had been instilled in students by integrating entrepreneurial activities into the learning process and extracurricular activities so that students had started doing business on a small scale, especially in the agricultural sector both in the upstream and in the upstream sector. downstream sector.

Keywords: Agrosociopreneur, IPPEKA, Management Model, Vocational Education

INTRODUCTION

The low quality of human resources causes the unemployment rate in Indonesia to increase. The high unemployment rate reflects that until now the quality of graduates has not been able to meet the demands of the world of work (Utomo, 2021). Education is important throughout human life because education can produce reliable and dignified human beings. Education also determines the fate and future of a nation. Therefore, the education system must always adapt to the times. Given

the very strategic role of education, especially in today's global era, all the potential of the nation should participate in efforts to improve the quality of education. (Sulistiyowati, 2013). Character education needs to be pursued in its implementation at every level of education because it has a very important role (Darmawan, 2021). The quality of education can refer to the quality of the process and product quality, education is called quality in the process if the teaching and learning process takes place effectively and students experience a meaningful learning process. Process quality will determine product quality, systematic intervention is given to the process to provide convincing quality assurance (Jumadin et al., 2020).

Entering 2018, the current open unemployment is 6.87 million people, while the educated unemployment data shows an increasing trend from year to year (Usman, 2023). In 2019 the Open Unemployment Rate (TPT) from vocational education was 218,954, even in 2020 it increased by 8.5% or by 305,261 (Widiyanti, 2021). This is a worrying phenomenon because it proves that the mindset of scholars is generally oriented towards becoming civil servants or private employees, even though employment opportunities in both the private and public sectors are very limited compared to the size of the workforce produced. (Astuti, 2019). In addition to the problem of incompatibility and mismatch between DUDI's needs and mastery of graduate skills and competencies in work (hard skills), the problem of vocational education graduates is weak and low soft skills (results of the character education process) (Nugroho, 2022). Vocational education, which is commonly referred to as diploma education, has a vision to make its students ready with the capabilities of professional experts in implementing, developing, and disseminating science and technology while seeking optimal use in society (Febiyanti et al., 2021).

Vocational education aims to prepare someone to have certain work skills (Kurniawan et al., 2021). In vocational education, the educational orientation is more on practicum activities. The challenges that occur in the industrial revolution 4.0 demand that vocational education produce graduates who are able to work in the current and future contexts (Alwys, 2016). One way is through entrepreneurship (Roeroe, 2018). Entrepreneurs are believed to be the driving wheels of economic growth, and entrepreneurs are also considered as innovators in economic development (Aprillianita et al., 2020). In accordance with the government program, it is targeted to have 5 million new entrepreneurs by 2025 by developing human resources for the advancement of national entrepreneurs (Sukirman, 2017).

Medan Agricultural Development Polytechnic (Polbangtan) is one of the higher vocational education institutions under the Ministry of Agriculture based on the Decree of the Minister of Agriculture of the Republic of Indonesia No. 25 of 2018. Character development is one of

the important programs organized by the Medan Polbangtan and this is also a differentiator or characteristic of other tertiary institutions because students are assisted by the TNI. This activity is intended so that the profile of graduates that will be produced is graduates who have character and are in accordance with Dudika's needs and become agrosociopreneurs. Various PKM activities were attended by students of the Medan Agricultural Development Polytechnic (Polbangtan) by introducing innovative and economically valuable processed products, but these PKM activities were felt to be not optimal and there was minimal socialization about the importance of entrepreneurship on campus. This is because entrepreneurship has not been actualized evenly for students. Apart from that, students are also faced with the problem of how to manage the businesses they create in order to be able to compete with other products. Thus, it is very important to study entrepreneurial management both in theory and practice before students enter the world of work. Entrepreneurial management is the utilization of creative and innovative economic potential and the courage to face risks in order to gain profit for the success of a business or program. (Sipakoly, 2019). The aim of this research is to develop the IPPEKA management model to produce graduates as agrosociopreneurs.

EXPERIMENTAL METHODS

This research has been carried out from 2021 to 2022 at the Medan Polbangtan and several stakeholders. The research method used is the Sequential Exploratory Model combination method, the research method used first is the qualitative method and the second order is quantitative. In the qualitative method by collecting information from various parties as key informants related to the implementation of character education through interviews with experts/experts in the field of character education, managers and with several stakeholders from DUDIKA as graduate users with a total of 25 key informants. Activities in the second stage, namely quantitative research with the output is to look at the factors that influence the interest of the younger generation of agriculture to want and be interested in entrepreneurship in agriculture. The population in this study were 100 Medan Polbangtan students.

RESULTS AND DISCUSSION

The vision of the Medan Polbangtan in the Medan Polbangtan Statute in Article 24 paragraph 1 is to become a superior Polbangtan that produces graduates who are moral, professional, competitive and have an entrepreneurial spirit. Characteristics of students who were used as respondents came from Madrasah Aliyah as many as 47 people, Agricultural Vocational High School as many as 51 people, and SMA as many as 17 people. As many as 47 of their parents' occupational

backgrounds are farmers, 27 are civil servants/military/polri, and 25 are entrepreneurs/others.

Table 1. Student characteristics

No	Characteristics of student backgrounds					
	School	Amount	Parents' job	Amount	Farming experience	Amount
1	Madrasaa Aliyaa	32	Farmer	47	Good	18
2	Vocational School	51	Government employees/ Police/ Army	27	Enough	63
3	Senior High School	17	Wiraswata/lainnya	25	None/ Low	19
	Amount	100		100		100

Based on this table, it shows that 63 of the 100 students' farming experience are classified as small/enough from SMK PP, and for graduates from Madrasah Aliyah as many as 18 are classified as good and 19 high school graduates are classified as non-existent/low. Based on this data it shows that students' farming skills still need to be taught again to foster entrepreneurial character as agrosociopreneurs.

In forming the entrepreneurial character of students as agrosociopreneurs, qualified teaching staff are needed which must be answered by increasing the competence of vocational lecturers which is carried out on an ongoing basis. The need for complete practicum infrastructure facilities can be pursued by strengthening pentahelix synergy and collaboration as well as revitalizing vocational education by adding teaching factories. For curriculum adjustments, rebranding can be carried out through direct studies to see the needs of human resources in the industry or through comparative studies to more advanced educational institutions both at home and abroad (Fajar & Hartanto, 2019). In addition, there are values that must be integrated into graduates, namely employability skills as a skill that allows a person to get a job or to be able to keep working. (Akhimelita et al., 2020).

Basic Character Values Possessed By Students

Basically the main goal of character education is to build a strong generation of nations, where people become noble, moral, tolerant and cooperative. To achieve this goal, students must inculcate character-forming values originating from religion, Pancasila, and culture. To see the character values possessed by Medan Polbangtan students, look at the beginning of semester I. The aim of photographing the basic character values of student respondents is done to get an overview or existing conditions about the basic character values possessed by students so that based on the data obtained it is used as input or the

basis for building patterns/forms of implementation/implementation of IPPEKA-based student character development models

Table 2. Distribution of moral character values owned by respondents

Rating Category	Moral Character			Performance Character		
	Value Intervals	Respondence	%	Value Intervals	Respondence	%
Very Low	7,0 -12,3	0	5 %	30-32	9	9 %
Low	12,4 -17,6	0	4 %	33-35	9	9 %
High	17,7-22,9	5	26 %	36-38	24	24 %
Very High	23,0 -28,0	95	65 %	39-41	58	58 %
Amount		100				

The results showed that the character values consisting of moral character in the very high criteria with a range of 22.76 -28.00 included 99 people or 99% while those who had performance characters also in the very high category were only 1 person or 1% of the total respondents. and the performance characteristics possessed by student respondents are in two categories namely low and high but dominated by high categories. This is evident from the value of the respondents in the very high criteria with a range of 32.51 - 40.00, there were 91 people or 91% while those with high character were only 9 people or 9% of the total respondents. Integration of efforts to achieve hard skills with the internalization of character values (soft skills) is a demand for a vocational education model that is implemented through the integration of character education in all lecture activities and specifically in character education strengthening programs (Nugroho, 2022). Research result (Bary & Febrinda, 2020) in improving character for vocational students, a pattern of higher education is needed by utilizing internet technology. Result (Harahap et al., 2022) stated that by applying the POACE management model it was also able to improve the entrepreneurial character of lecturers and student college.

Variable Indicator Analysis

The model built in this study consists of five variables, namely Student Background (X1), Moral Character (X2), Performance Character (X3), Learning Implementation (Y) and Agrossociopreneur (Z). The first step is to analyze the indicators which indicate potential correlations in the latent variables. Indicators or items in the variables that are considered significant in this study if they have a loading factor > 0.5. A loading factor of 0.4 to 0.68 is considered high, and a loading factor > 0.7 is considered

very high. To test convergent validity, it can be seen from the results of data analysis on the outer model where the loading factor values are generated as shown in Figure 1.

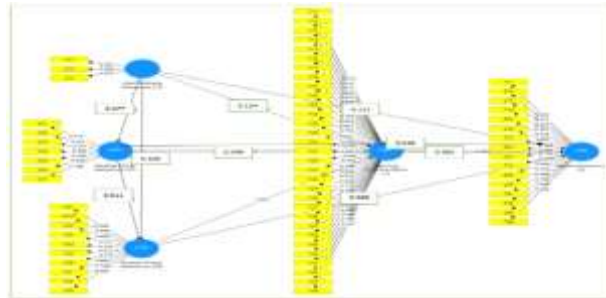
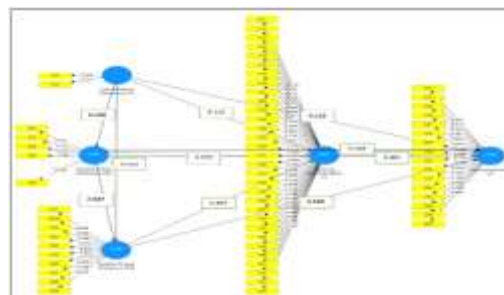


Figure 1. Outer loading

For the convergent validity test, it can be seen from the results of data analysis on the outer model where the resulting loading factor value is > 0.70 , it is stated that this value can be a measure of a highly correlated construct. Then the second loading factor test is carried out by dropping items or indicators that do not have a significant relationship in the latent variable (loading factor < 0.5). From Model 1 it is known that there are insignificant indicator items, namely X1.1 on the Student Background Variable, and Indicators X2.5 and X2.6 on the Student Moral Character Variable (Figure 2).



Gambar 2. Outer loading of Model 2 after elimination of non-significant factors

Path Coefficient Analysis

To assess the significance of the influence between variables, it is necessary to carry out a bootstrapping procedure. The following table shows the results of processing the hypothesis test data using bootstrapping from the Smart-PLS program:

Table 3. Results of data analysis using Path analysis.

	Origin al	Sampl e	Standar d Deviati	T Statistics (O/STDEV)	P Values
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	Sample (O)	Mean (M)	Standard Deviation (STDEV)		
Student Performance Character (X3) - > Agrososioopreneur (Z)	0,346	0,370	0,167	2,067	0,041
Student Performance Character (X3) - > Learning implementation (Y)	0,352	0,342	0,124	2,830	0,006
Student Moral Character (X2) - > Agrososioopreneur (Z)	-0,286	-0,305	0,276	1,037	0,302
Student Moral Character (X2) - > Student Performance Character (X3)	0,557	0,564	0,123	4,518	0,000
Student Performance Character (X2) - > Learning implementation (Y)	0,448	0,450	0,131	3,422	0,001
Student Background (X1) -> Agrososioopreneur (Z)	0,123	0,110	0,067	1,836	0,069
Student Background (X1) -> Student Performance Character (X3)	-0,049	-0,041	0,075	0,649	0,518
Student Background (X1) -> Student Performance Character (X2)	-0,206	-0,197	0,100	2,062	0,042

tudent	-0,158	-0,161	0,071	2,223	0,028
Background					
X1) -> Learning					
implementatio					
n (Y)					
Learning	0,714	0,730	0,160	4,452	0,000
implementatio					
n (Y) ->					
Agrososiopren					
eur (Z)					

To test the research hypothesis, it is generally seen that the P value is where the P value must be <0.05 and then it is stated that it has an influence between the variables. If the results of data analysis produce an effect then the value will be colored GREEN and vice versa if it has no effect then the value will be colored RED

Input-based character development model, Planning, Implementation, Evaluation to produce Agrosociopreneur Character (IPPEKA) in Polbangtan Medan.

The research data that has been carried out was analyzed qualitatively and quantitatively, resulting in a character development model called the IPPEKA Model (Input, Planning, Implementation, Evaluation, Character, Agrosociopreneur) with the following description:

1) I = Input

What is meant by input in this case is the source of raw materials for students who can be accepted as prospective students of Polbangtan Medan, namely students who come from high school graduates of the same level, namely SMK-PP, SMA and Madrasah Aliyah majoring in Natural Sciences with various admissions pathways for new students. The output of a process is largely determined by the input used.

2) P = Plan

Success in realizing the profile of Medan Polbangtan graduates who have an agrosociopreneurial spirit must go through good and planned planning so that the quality of the output produced is as expected. Therefore planning must be carried out holistically and thoroughly, in-depth analysis so that the expected results can be achieved optimally. The planning consists of curriculum, facilities and infrastructure, implementation systems, partnerships/networks (Mustoip, 2018).

3) Actuating

The implementation of character building at the Medan Polbangtan in terms of organizational structure is under the coordination of the Deputy

Director 3 in the student affairs sector but is supported by many parties, including activity supervisors, trainers, and academic supervisors as well as support from the general administration section as a provider of activity facilities and infrastructure. To actualize the growth and development of character for Medan Polbangtan students in particular by paying attention to consisting of 6 aspects namely

- 1) Preparation of Projected Needs
- 2) Identification of stakeholders
- 3) Competency-Based Curriculum
- 4) Build Culture of Doing
- 5) Building Entrepreneurship
- 6) Building Partnerships (Stakeholders)

The activities carried out at this institution as implications for character development in order to become graduates with an agrosociopreneurial spirit can be in the form of entrepreneurial activities through courses, self-employment integrated with TEFA, leadership training, public lectures, discipline coaching, talent development, GMCP, scouting (pertikabumi), PWMP and other programs that support entrepreneurship (Batlolona & Leasa, 2003).

4) E= Evaluation

Every activity or program that is carried out must be monitored and evaluated to see the extent to which the program objectives have been achieved, what constraints or factors have caused these objectives to not be achieved. Obtaining information related to graduates can be done through tracer studies or public hearings from inputs from the community involving stakeholders as users of graduates, be it the local government, the private sector or the DUDIKA company as users of graduates. In addition, this can also be done through FGD activities (Muhitasari & Purnami, 2022). The information obtained is used as input material in making policies to make improvements in the future.

5) K = Karakter

Based on the evaluation results from stakeholders on graduates, especially in the performance of graduates in the workplace, the important things that are done by institutions for character development are in accordance with the needs of stakeholders as the use of graduates or Dudika must pay attention to several important things related to character, including: having character as a human being fear of God Almighty, have honest character, have discipline in all things, have high responsibility, courage to take risks, have self-confidence, have good communication skills, able to work together with a team (team work), able as a problem solver, has high innovation, has high creativity, has high morale, does not give up easily and is able to read opportunities (Iskandar, 2022).

6) A = Agrososiopreneur

Social entrepreneurship is an activity based on social goals (Dananjaya et al., 2014). Social entrepreneurship usually starts from a small initiative with a broad impact on society. The presence of social entrepreneurs creates new solutions to existing socio-economic problems. Thus, this has triggered the emergence of new social entrepreneurs or so-called sociopreneurs with an important mission for the wider community. There are 3 sociopreneurship fields that are most in demand by Indonesian sociopreneurs, including creative industries 22%, agriculture and fisheries 16%, and education 15% (Ningsih, 2019).

Research data shows that alumni and students who have businesses, especially in the agricultural sector, generally have character or competencies that are personally owned, such as having high creativity, being innovative, energetic, competitive, thinking positively, having forward planning, having the ability to read opportunities. and managerial skills. This is in line with the statement (Indarta et al., 2021) that as a vocational higher education in an effort to produce agrosociopreneurs must pay attention to the characteristics or qualities of individuals who must be equipped with various knowledge/competencies.

CONCLUSION

Character development carried out for students in an effort to produce graduates who have an agrosociopreneurial spirit is very appropriate and influences the improvement of agrosociopreneurship for students. This is evident from the increase in student interest in entrepreneurship and being able to change their mindset which was initially oriented towards becoming civil servants, working in companies or more dominantly becoming job seekers. Various activities or programs are designed to build student character both moral character and performance character. However, after the coaching and character development that was applied to students were able to change the mindset where the entrepreneurial spirit had been instilled in students by integrating entrepreneurial activities into the learning process and extracurricular activities so that students had started doing business on a small scale, especially in the agricultural sector both in the upstream and in the upstream sector. downstream sector. This is in line with the Ministry of Agriculture's program to regenerate farmers, namely 2.5 million millennial farmers.

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