

Development of *Entrepreneurs Health Interprofessional Collaboration (IPC) Empowerment*

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Abstract

Seeing the increasing unemployment rate of Poltekkes Kemenkes Kaltim graduates, the low motivation and interest of students in participating in business competitions such as Student Creativity, made the authors do this service. This service activity is important to increase participants' entrepreneurial insight through the Entrepreneurship Development Program (KDP). To foster a business spirit and entrepreneurial motivation through Interprofessional Collaboration (IPC) is the purpose of this activity, socialization of training and entrepreneurship assistance: marketing mix and Break Event Point (BEP). The method in this activity is through 5 steps: 1) socialization, 2) recruitment, 3) training, 4) practice, and 5) tenants independence this activity involves the ASI Support Group Community partners (KP ASI), independent practice midwives, and maternity clinics. The activity can be said to be successful because the predetermined target has been achieved. The results obtained from this activity are a) There tenants are 11 recruitment products lagtogo and MPASI results from student research and student innovation, b) Knowledge of Marketing Mix and Break-Even Point (BEP), c) Making MOUs with 16 partners.

Keywords

entrepreneurship development program; entrepreneurs; interprofessional collaboration (IPC)



I. Introduction

The unemployment rate in Indonesia is at number 1 in Southeast Asia according to data from the Central Statistics Agency (BPS) in 2019. BPS released the latest data: the number of unemployed in 2019 has decreased. However, in terms of educational attainment, more and more university and college graduates are unable to work. Therefore, to change the mindset of students to have entrepreneurial-oriented behavior and intentions, entrepreneurship education is needed, so that new businesses and jobs can be created (Bahri, 2017).

The situation of graduates of Poltekkes, Ministry of Health, East Kalimantan. Regular classes are between 400-600 graduates every year with gaps in the availability of jobs. As a result, it creates a situation with various problems, among others: *first*, there is a surge in unemployment due to the low absorption of the world of work and business as well as limited employment opportunities – this situation can be referred to as the “millennial unemployment explosion”; which resulted in a decrease in the number of registrants for certain study programs. *Second*, the low motivation and interest of students in participating in business competitions such as Student Creativity. Also as an effort to increase the absorption of graduates in the job market for less than 6 months, the target according to the KPI KPI for the 2019 East Kalimantan Health Polytechnic is 55%.

The number of entrepreneurs (*entrepreneurs*) is one indicator of the progress of a country. The number must be more than 14% of the ratio of the population of a country. Meanwhile, in Indonesia, entrepreneurs only reached 3.1% or equivalent to 8.06 million people in 2019. According to a report from the Global Entrepreneurship Index, which is an index of economic activity compiled by the Global Entrepreneurship and Development Institute based on the allocation of resources from each country. in promoting its entrepreneurship, Indonesia ranks 94th in the world entrepreneurship level (Watrianthos et al., 2020).

The economic condition of the population is a condition that describes human life that has economic score (Shah et al, 2020). Economic growth is still an important goal in a country's economy, especially for developing countries like Indonesia (Magdalena and Suhatman, 2020). Economic actors, basically have very important functions. Because it has two functions at once, namely as a supplier of all the needs of the community, both primary, secondary and tertiary. At the same time, they also function as absorbers of community labor, which can economically increase purchasing power. (Ansari, T. 2019).

Richard Cantillon (1755) first coined the term *entrepreneur* when researching *entrepreneur*. An *entrepreneur* is someone who has the passion and ability to get started with an effort. Mobilization and use of resources to create wealth and prosperity can be achieved in entrepreneurship and entrepreneurial activities *by creating jobs*, income, and products needed by the community, so that the development of *entrepreneurship* in the development stage is very important (Margahana & Triyanto, 2019). Disseminating the importance of *entrepreneurship* requires a government policy to increase *entrepreneurship* (Handayani, 2020).

Entrepreneurship is currently the foundation of a country to create prosperity. *Entrepreneurship* is a smart way to improve the economy. Entrepreneurship allows natural resources to be managed optimally for the benefit of the community; The promise will help the state increase tax revenue, levies, and build public facilities. (Tontowi, 2016). It can be said that entrepreneurial activity is a driving factor for a country's economic growth. Service activities by motivating and shaping the mindset of youth can encourage job creation (Yunita & Wijayanti, 2021). Interest in entrepreneurship is not easy to learn, but research on entrepreneurship has developed a model that links the intention to carry out certain actions in the present with actual realization in the future.

In the first quarter of 2021, Indonesia's unemployment percentage reached 6.26 percent, with the majority of the population having postgraduate professional education or higher education (Central Bureau of Statistics, 2021). 18.03 percent of unemployed people in Indonesia are people with an age range of 15-24 years (Tsuraya et al., 2021). Based on these data, entrepreneurial interest (*entrepreneurship*) can help solve the problem of the number of unemployed in Indonesia. It is very important to instill an interest in entrepreneurship in everyone from an early age, including through the provision of higher education. Entrepreneurship not only affects the economic growth of a country but also plays an important role in realizing the quality of society and nation (Wella et al., 2018). In entrepreneurship apart from *hard skills development* programs *soft skills* are also very important to note. *Hard skills* can be in the form of motor skills and abilities. related to muscle tightening, while *soft skills* build character, reflected in students' daily behavior in dealing with other people (Nuraeningsih et al., 2021).

This can be implemented through the Entrepreneurship Development Program (KDP). The implementation of KDP has the aim of creating independent entrepreneurs through Interprofessional Collaboration (IPC) Empowerment-Based Enterprises (Soputan et al., 2020). Promoting and developing student businesses that have products/goods and

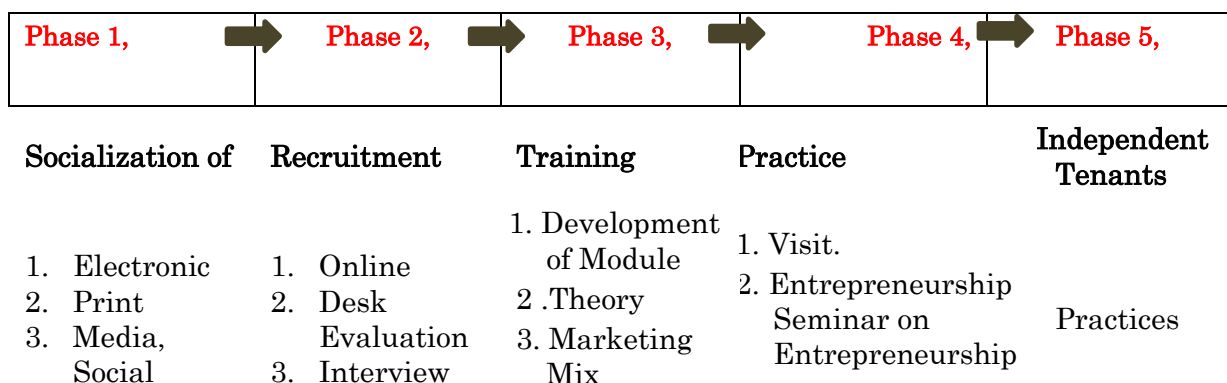
services produced or sold by students during the study period can be done through the Entrepreneurship Development Program (PPK). Student development programs as new entrepreneurs, ideally in the form of incubators such as providing university-run facilities, offer an integrated package for student entrepreneurs and alumni who run start-up companies (Budiyanto et al., 2017). The Entrepreneurship Development Program (PPK) can help students *start a systematic start-up* in similar business communities (Budianto et al., 2019).

Interprofessional Collaboration (IPC) is an association of health professionals who collaborate to solve medical problems and offer health services to achieve common goals despite professional differences (Ita et al., 2021). *Interprofessional Collaboration* (IPC) is a process of developing and maintaining effective working relationships between students, doctors, patients/clients/families, and the community for optimizing medical services (Putriana & Saragih, 2020). According to WHO, IPC can be realized if health professionals work together with patients, families, and communities to provide quality and comprehensive services (Purba, 2019). Going well, and interprofessional collaboration will result in treatment decisions or solutions that are more effective and provide benefits for everyone (Imallah & Kurniasih, 2021). The benefits of *interprofessional collaboration* (IPC) enable participants to achieve more results together than individually, to serve larger groups of people, and to grow individually into the organization (Risnah et al., 2021). The purpose of *Interprofessional Collaboration* (IPC) is an effort to realize the effectiveness of collaboration between professions.

Based on this, it is deemed necessary to carry out an *Entrepreneur Empowerment-Based Health Interprofessional Collaboration* (IPC). The solutions offered in service activities include socialization through electronic, print media, and social media followed by online recruitment, *desk evaluation*, and interviews. Next to the main event, namely training which includes: making modules, giving general theory, and giving theory about the *marketing mix*. This is done by conducting entrepreneurship visits and seminars. The purpose of holding this activity is to foster a business spirit and entrepreneurial motivation through *Interprofessional Collaboration* (IPC), socialization of training, and entrepreneurship assistance: *marketing mix* and *Break Event Point* (BEP).

II. Research Method

In community service activities, the Development of *Entrepreneurs* Based on Inter-Professional Collaboration (IPC) is carried out face-to-face, which is held in the 3rd Floor Hall, Campus A, Directorate of Poltekkes, East Kalimantan. This activity is carried out in five stages, namely:



Activities involving ASI Support Group Community partners (KP ASI). Independent Practice Midwives and Maternity Clinics, the signing of the MOU on the marketing of 13 products at 16 Independent Midwife Clinics and Practices, as well as business strengthening by equipping the Marketing Mix, making *Break-Even Point* (BEP) analysis for product marketing, and conducting a taste test and registering the price of the product made.

2.1 Recruitment Pattern *Tenant*

The steps needed when recruiting *tenants* are:

- a. Student socialization activities online (*online*) through the Poltekkes Kaltim. ac website and offline (*offline*) through circulars of majors/study programs, PKM supervisors, eye tutors, and Entrepreneurship courses.
- b. Selection of prospective *tenants* for potential participants based on a business *plan* or a business that is already operating, the motivation of the candidate, and the candidate's ability to participate in KDP activities.
- c. Identification of prospective KDP participants based on the classification of the selection results which are grouped: never started a business and never started a business.

2.2 Preparation and Implementation of KDP Activities

All of the KDP proposer teams are KDP managers. So far, he has worked in entrepreneurship coaching. The team will carry out the following activities:

- a. Implement student business consulting services.
- b. Monitoring and evaluation of student entrepreneurship.
- c. Has an entrepreneurship module.
- d. Have an SOP for recruitment of prospective entrepreneurial students, SOP for Entrepreneurship Events, SOP for Entrepreneurial Ambassadors.
- e. Having the adequate infrastructure and supporting facilities, in the form of a building

2.3 Guidance Methods *Tenant*

PPK participants will be provided with *tenant guidance*, such coaching includes:

- a. Training and/or *coaching clinic* entrepreneurship
After obtaining *tenants* for PPK participants, the initial training stage can be carried out. Improving creativity in creating commercial products based on academic knowledge and the ability to apply the results of innovations into profit-oriented/commercial (innovation) businesses in a professional manner is the aim of this training. The ability to innovate includes the ability to find and obtain business opportunities, calculate and manage risks, manage resources, market products, face competition, make financial reports, business development, and make business proposals business proposal *tenant* is the output obtained from this activity.
- b. Guidance/consultation
Guidance/consultation for tenants is provided since *tenants* attend training to run a business by KDP managers and the Entrepreneurship Team of UPT Perkasa, Sukses Berkah Community (SBC), and Hands-on Top (TDA). Guidance/consultation materials are tailored to the needs of *tenants*.
- c. business *Tenant*
Tenant financing can be provided to tenants who face difficulties in financing their business according to the needs of the tenant and the availability of PPK funds to

support tenant business finances. Business financing *tenants* can be assisted by a third party with the assistance of the PPK manager.

d. Practice and Mentoring

Practices and mentoring of *tenants* are provided to perfect the knowledge skills that have been obtained from the training. This activity is prioritized based on *tenant* business proposals. Products that are ready to be marketed at the entrepreneurial celebration are the result of this activity.

e. *Tenants* Mandiri

Tenants run their business by the business proposals they have made. Furthermore, it will compete in the East Kalimantan Ministry of Health Poltekkes Entrepreneurial Ambassador Competition. Then he will graduate as an Entrepreneur Alumni Incubator Business School Poltekkes Kemenkes Kaltim.

III. Results and Discussion

The results obtained in this training activity, namely:

3.1 Recruitment *Tenant*

There are 11 lagtogo and MPASI products resulting from student research and student innovations consisting of:

1. Moringa Cookies (Moringa Oleifera)
2. LUMPIA Heart of Banana
3. Nugget Moringa
4. Pudding Kelor
5. Klepon Moringa
6. marrow porridge Papaya sauce, Moringa
7. Dates, Leaves Katuk (Sauropus androgynous)
8. Nugget Kalakai (Stenochlaena palustris)
9. Tea Skin Dragon Fruit
10. Banana Cookies
11. Kraker Gabus Rice
12. Substitution of Haruan Pumpkin Fish Flour



Figure 1. Results from student research and student innovation

3.2 Knowledge Provision

Marketing Mix, Make a *break event point* (BEP) analysis for product marketing and conduct a taste test and carry out a price list for the products made.

3.3 Making an MOU

Making an MOU 16 partners as follows:

1. Head of Nutrition for the East Kalimantan Provincial Health Office in Samarinda
2. Head of Nutrition for the Health Office of Samarinda City
3. Ramlah Parjib
4. Clinic Aminah Amin
5. Clinic Ayu Husada
6. Clinic Gustiana
7. Clinic Kartika Jaya
8. Clinic Hj. Ninik Kustiani
9. Independent Practice Midwife Sri Puji Astuti
10. Midwife Independent Practice Hj Erlina S.Tr.Keb
11. Independent Practice Midwife Hamdana
12. Independent Practice Midwife Evy Nurachma
13. Independent Practice Midwife Hartatik
14. PKT Bontang Hospital
15. Penajam
16. Health Center Loa Kulu

IV. Conclusion

The Development of *Entrepreneurs Health Interprofessional Collaboration* (IPC) runs smoothly and produces targeted outcomes. This activity broadens the participants' knowledge of the importance of entrepreneurial interest in facing the future after graduating from higher education. Entrepreneurial interest can be carried out through the Entrepreneurship Development Program (PPK) in collaboration with the *Interprofessional Collaboration* (IPC). The knowledge gained by participants includes *Marketing Mix Analysis Break-Even Point* for product marketing and conducting taste tests and conducting price lists of products made.

With this activity, scientific insights will be disseminated by providing an understanding of *Break Event Point* (BEP) and *Marketing Mix*, in increasing the marketing of a product. It is hoped that the holding of *entrepreneurial* can help the participants (students) to cultivate a business spirit and entrepreneurial motivation which will later become *entrepreneurs* successful is hoped that in the next activity, better cooperation between the activity implementers and presenters can be carried out and can also be carried out offline / face to face.

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