

## INTEGRATION DESIGN OF PSYCHO CYBERNETICS TRAINING AND ENTREPRENEURIAL SKILLS

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### ABSTRACT

The progress of a country is supported by the number of educated graduates and entrepreneurs in the country. In fact, there are still many graduates who after graduating from higher education are reluctant to become entrepreneurs. Therefore, it is necessary to conduct training to foster student entrepreneurship motivation. The aims of this research is to create a training design that is able to stimulate student entrepreneurial motivation, namely the Integration of Psycho Cybernetics Training and Entrepreneurial Skills. The method used in this research is quantitative by using five research steps, namely literature study, focus group discussion, expert consultation, revision and limited experimentation. Limited experimental analysis was carried out with statistical tests where the results of the pre-requisite test showed that the data were not normally distributed so that hypothesis testing was carried out using non-parametric statistical tests. The results of the hypothesis test showed a significant value of  $0.000 < 0.05$  which means alternate hypothesis is accepted and the null hypothesis is rejected. Thus the Integration Design of Psycho Cybernetic Training and Entrepreneurial Skills is able to stimulate student entrepreneurship motivation.

**Keywords:** Psycho Cybernetics, Training, Entrepreneurial Skills, Entrepreneurial Motivation

### INTRODUCTION

The advancement of a country is influenced by many factors, one of which is the existence of entrepreneurs. Entrepreneurship has a significant contribution in growing the economy and advancing a country. Alma (2016) in her book argues that the more advanced a country is, the more educated people are, and the more the importance of the entrepreneurial world is felt. Entrepreneurship is one of the supporters that determine the back and forth of the economy, because the entrepreneurial field has the freedom to work and be independent. If someone has the will and desire and is ready for entrepreneurship, it means that someone is able to create their own jobs, and does not need to rely on other people or other companies to get a job anymore.

In fact, more than 25% of students who graduate from undergraduate programs are still reluctant to become entrepreneurs. Most students after graduation are still with the mindset of being job seekers, not job creators.

Even though the government has gone through various efforts to promote entrepreneurship programs. One of them is by incorporating entrepreneurship courses or entrepreneurship subjects into the world of education. Even now it is one of the modes in the Independent Campus Learning curriculum.

This phenomenon indicates that universities need to be more intense in fostering interest in entrepreneurship and a new paradigm that shifts the mindset of graduates as job seekers to graduates as job creators. STKIP Persada Khatulistiwa with a potential number of graduates every year 200 - 300 undergraduate program graduates have a very important role in advancing a country through improving human resources. So efforts to foster entrepreneurial interest and

motivation of students and graduates are not enough just by giving entrepreneurship courses, there needs to be stimuli given to students through certain activities. One of these activities is training.

Training is essentially a short-term learning process to gain systematic operational skills (Muhammad, 2018). The training designed in this study is an integration of psycho cybernetics training and entrepreneurial skills. The purpose of this training design is to foster entrepreneurial motivation and shift the paradigm of students from being job seekers to job creators.

Psycho Cybernetics is a form of cognitive intervention by paying attention to the cognitive and affective aspects of individuals. Psycho Cybernetics is intended to improve the subjective well being of individuals. Maxwell Maltz in Sudrajat (2009) suggests the concept of Psycho-cybernetics that can be adopted in entrepreneurship with the formulation of an acronym that is easy to remember, namely; SUCCESS, as follows: Sense of Direction. Individuals must look for goals that are worth achieving, something in the future that can be used as hope, Understanding. Individuals must have good communication to overcome a problem effectively, Courage. Individuals must have the courage to act, Charity. A successful person is characterized by their ability to value others and treat others with respect, Esteem. One must be able to appreciate oneself and understand one's value, Self Confidence. One's confidence is built on successful experiences. So one must try until success so that the experience of success brings confidence, and Self Acceptance. Self-acceptance means accepting oneself as one is. Changing self-image does not mean changing the self but rather changing the mental picture, estimation, conception and awareness of the self.

Meanwhile, entrepreneurship skills training is the process of transferring knowledge and skills from the source to the recipient to improve a person's enthusiasm, attitude, behavior, and ability to handle business or efforts to find, create, and apply work methods in a business activity to obtain greater profits (Purnomo, 2017).

This research designed a training design that integrates or integrates Psycho Cybernetic training and entrepreneurial skills into an inseparable unit. With the aim of fostering the entrepreneurial motivation of students who are plenary.

## **RESEARCH METHOD**

The method used in this research is quantitative by using five research steps, namely; First Literature Study. Literature study was conducted in order to develop the design of Psycho Cybernetics Training Integration and Entrepreneurial Skills to Stimulate Student Entrepreneurship Motivation. Second, focus group discussions, steps taken by gathering input and suggestions from peers who are practitioners and academics. Third, consultation with experts to get input and design validation. Fourth, make revisions to input from experts to serve as a basis for improvement, then make connections between the revised design and related literature reviews. Fifth, conducting experiments in a limited scope, researchers tested with a limited scope.

## **RESULTS AND DISCUSSION**

This research was conducted in five steps as follows:

### **Literature Study**

Literature study was conducted in order to develop the design of Psycho Cybernetics Training Integration and Entrepreneurial Skills for Stimulating Student Entrepreneurship Motivation. The literature sources used are listed in the following table:

**Table 1.**  
**Source of Literature**

<b>Number</b>	<b>Study</b>	<b>Source</b>
1	Psycho-Cybernetics a key to a better life	Psychocybernetics By Maxwell Maltz M.D., F.I.C.S. 1969. Pocket Books, A Simon & Schuster Division Of Gulf & Western Corporation 1230 Avenue of the Americas, New York, N.Y. 10020
2	Entrepreneurs and Business Leaders by Psycho Cybernetics	The New Psycho-Cybernetics · The Original Science of Self-Improvement and Success that Has Changed the Lives of 30 Million People. 2002. / by Maxwell Maltz: edited and updated by Dan S. Kennedy and the Psycho-Cybernetics Foundation, Inc.
3	Training Objectives and Benefits	Muhammad Darari Bariqi (2018). Pelatihan Dan Pengembangan Sumber Daya Manusia. JSMB Vol. 5 (2) 2018 hlm. 64-69 Jurnal Studi Manajemen dan Bisnis <a href="http://journal.trunojoyo.ac.id/jsmb">http://journal.trunojoyo.ac.id/jsmb</a>
4	Effectiveness of Entrepreneurship Training in Improving Knowledge and Motivation for Entrepreneurship in Deaf People	Purnomo, B. R. (2017). Efektivitas Pelatihan Kewirausahaan Dalam Meningkatkan Pengetahuan Dan Motivasi Berwirausaha Pada Penyandang Tunarungu. <i>Ekspektra, Jurnal Manajemen Dan Bisnis</i> , 1(1), 21–30.
5	Entrepreneurship Training for Women Mothers and Youth Teenage Daughters of Bukit Moria Malalayang Congregation.	Rumawas, W. (2018). <i>Jurnal LPPM Bidang EkoSosBudKum</i> , 4(2), 52–58

Based on Table 1 above, the literature required to design the integration of psycho cybernetics training and entrepreneurial skills is sufficient.

### **Focus Group Discussion**

FGD was conducted by gathering input and suggestions from peers who are practitioners and academics. The FGD in this study consisted of three members who were the research team consisting of Anna Marganingsih, S.E., M.Pd., Emilia Dewiati Pelipa, M.M., and Yunita Astikawati, M.M.. The discussion materials in the FGD include the training design that will be used, the resource person who will deliver it, the place of implementation and the training subjects.

The design of the Psycho Cybernetics and Entrepreneurial Skills Training Integration Design as a result of the FGD is as follows:

**Table 2.**

**Draft Design of Psycho Cybernetics Training Integration and Entrepreneurial Skills**

<b>Activity</b>	<b>Description</b>
Initial activity	<p>Mentor greets participants with greetings and prayers. Mentors conveyed the objectives of the training. Mentors condition the participants to enter the core activities.</p>
Core Activity	<p>Mentor uses Psycho Cybernetics:</p> <ol style="list-style-type: none"> <li>1. Sense of Direction: Participants were asked to sit in groups. Each participant writes down his/her goals/hopes and desires to be achieved in the future.</li> <li>2. Understanding: Participants are asked to share their thoughts on why they chose the goals, hopes or desires they each want to achieve in the future.</li> <li>3. Courage: Mentors played a video about successful people who have courage in life.</li> <li>4. Charity: Mentors ask each participant to practice love or caring activities for others.</li> <li>5. Esteem: Mentors provide a demonstration of the ability to respect themselves and others using the picture and picture method, and role playing.</li> <li>6. Self Confidence: Mentors show inspiring videos about self-confidence.</li> <li>7. Self Acceptance: Mentors asked each participant to write down their strengths and weaknesses and commit to accepting themselves as they are.</li> </ol> <p>Mentors provide Entrepreneurial Skills training.</p> <ol style="list-style-type: none"> <li>1. The resource person delivered material on the importance of entrepreneurship, the benefits of entrepreneurship in the Era of Society 5.0, the characters that must be possessed and income opportunities as an entrepreneur.</li> <li>2. The resource person provides practice in making Semprong Cake as a form of entrepreneurial skills practice. Participants are asked to practice entrepreneurship skills.</li> </ol>
Closing Activities	<p>Mentors and participants draw conclusions on the training activities that have been carried out. Mentors provide reinforcement to participants. Mentor provides evaluation Mentor closes the activity</p>

### Consultation with experts

The training integration design that has been designed must be consulted and receive input and validation from experts. Experts in this study have areas of expertise, namely management and entrepreneurship training. Some substantial input related to the material delivered by the mentor needs to be revised and the expert suggested conducting a pre-test. The training steps taken already reflect integration.

### Revision

At this stage, revisions are made based on input from experts to serve as a basis for improvement, then make connections between the revised design and related literature reviews.

### Experimentation.

At this stage, experiments were carried out in a limited scope. Researchers tested with a limited scope, namely to students of the Economics Education Study Program totaling 25 people. The hypothesis proposed in this trial is The following are the characteristics of the test respondents in this study:

**Table 3.**  
**Characteristics of Respondents**

Gender	Number (n)	Frequency (%)
Male	7	28
Female	18	72
Total	25	100

Table 3 shows the proportion of respondents consisting of 28% female and 72% male. Processing of pre-test and post-test data using SPSS version 21 statistics with the following results:

**Table 4.**  
**Description of Pre Test and Post Test Results**

	N	Mean	Std. Deviation
Pre Test	25	1,075	1,1025
Post Test	25	4,568	3,0275

Table 4 illustrates that students before the training did not understand the Integration of Psycho Cybernetics Training and Entrepreneurship Skills, but students' understanding increased after the training

**Table 5.**  
**Data Normality Test Results**

Kolmogorov-Smirnov <sup>a</sup>			
	Statistic	df	Sig.
Pre Test	0,002	25	0.000
Post Test	0,013	25	0.032

### Lilliefors Significance Correction

Table 5 shows the results of the significance test ( $p < 0.05$ ) which means that the data is not normally distributed, thus, the decision to test the hypothesis using non-parametric tests.

**Table 6.**  
**Wilcoxon Singed Rank Test Results**

Z	Post Test – Pre Test
Asymp. Sig (2-tailed)	-2,211 0.000

Wilcoxon Signed Ranks Test  
Based on Negative Ranks

The hypotheses tested in this limited experiment are Ha: The Integration Design of Psycho Cybernetic Training and Entrepreneurial Skills is able to stimulate students' entrepreneurial motivation, and Ho: Psycho Cybernetic Training Integration Design and Entrepreneurial Skills are not able to stimulate students' entrepreneurial motivation.

The Hypothesis Test results in Table 6 show that the significance value is  $0.000 < 0.05$ . Thus, the research hypothesis Ha is accepted and Ho is rejected, which means that the Integration Design of Psycho Cybernetic Training and Entrepreneurial Skills is able to stimulate students' entrepreneurial motivation.

Moekijat in Kamil (2010: 11) says that the general purpose of training is to develop skills, knowledge, and attitudes. Khrisna (2013) says that entrepreneurial motivation is an internal condition of a person who encourages to move towards achieving goals and objectives with the ability to create an opportunity in the entrepreneurial sector.

Growing entrepreneurial motivation in a person or group of people can be done through an educational process in the form of training. The implementation of training is the implementation of training programs to meet the needs of trainees.

Dessler (2010: 281) says training is useless if trainees do not gain the ability or motivation to benefit from it. There are several factors for someone to follow a training program, one of which is the urgency of need. Either the need to increase income or the need to increase experience and knowledge. And the most important factor that is a driving factor for someone in participating in training is because of the factor of entrepreneurship. Where someone has the willingness to be an entrepreneur because of motivation.

Design Integration of Psycho Cybernetics training and Entrepreneurial Skills based on the results of the study is relevant to the needs of trainees because to foster entrepreneurial motivation trainees need knowledge, experience and attitudes to succeed in the future with entrepreneurship.

## CONCLUSION

The research that has been conducted shows that the integration design of psycho cybernetics training and entrepreneurial skills is a research design that can be used to foster student entrepreneurial motivation.

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