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Implementation Concept Learning Model For Social Entrepreneurship in Higher Education

Dedi Rianto Rahadi, M Miha Farid

Bina Darma University Palembang, STISIPOL Cendradimaka Palembang

dedi.1968@yahoo.com

Abstract—Unemployment and poverty part of the social problems in Indonesia. Social Entrepreneurship is one of the ideal solutions through educational activities directed and continuous. These activities are expected to reduce the number of unemployment and poverty. Application of Social Entrepreneur can know the social problems and empower entrepreneurship for social change, especially in the areas of welfare, health and education. Social Entrepreneurship can provide socioeconomic change in favor of the people and provide new opportunities for the community in general. The formulation of the problem is how to implement the concept of social entrepreneurship as a model of learning in colleges ? . The study design was a multiple case study. Methods of data collection using a combination of approaches (triangulation) which include : surveys , observations , field studies , focus group discussions , Participatory rural appraisals and action research . The results indicate the implementation of social entrepreneurship can be implemented by involving all the academic elements include faculty, students and the rector and manifested in the form of institutions . The agency was named Business Development Center and Social Entrepreneurship (P2BKS) . P2BKS will be the agency that will coordinate the business activities of students through the leading business planning. Suggestions for universities to provide guidance to students who have a business potential and contribute to the surrounding community.

Keywords—Social Entrepreneurship , Social Entrepreneurs , social entrepreneurship model

I. INTRODUCTION

In recent years, social entrepreneurship is growing rapidly in the world, including in Indonesia. Social entrepreneurship is a new concept in the business world that focuses on empowering people to solve social problems, such as poverty, environmental degradation, and so forth. The two main principles in social entrepreneurship is (1) there is a social innovation that can change the existing system in the community, and (2) the presence of visionary and creative individuals. In contrast to business entrepreneurship, the desired result of social entrepreneurship is not profit alone, but also a positive impact for the community. Implementation of the learning model of social entrepreneurship in the city of Palembang has been a requirement. The university is supposed to create a self-employed youth-based social entrepreneur among the academic community, ranging from lecturers and students. The learning model is formed to create

a reliable and capable entrepreneurs make a difference in the surrounding community. Palembang became one of the nine districts / cities in Sumatra which has the percentage of poor people above the national average. In 2013, the number of poor people in Palembang reached 14.13% of the total population of 1.63 million people. For Sumatra itself was recorded 14.24%. While the national average rate is only 11.3%. Although these figures show a decrease compared to 2011, which is 14.14% with a total population of 1.48 million people, he warned, the decline was not significant. Therefore, a decrease of only 0.1% with the ratio of the population and the national average continues to increase. "Until now (Palembang) entering in the range of the poverty level (Koran Sindo, 17 April 2014). The purpose of the study to implement the concept of social entrepreneurship as a model of learning in higher education. Based on the identification of problems to the formulation problem of how to implement the concept of social entrepreneurship as a model of learning in higher education, especially in the city of Palembang? The study design was a multiple case study. Methods of data collection using a combination of approaches (triangulation) which include: surveys, observations, field studies, focus group discussions, PRA (Participatory rural appraisals) and action Research.

II. LIBRARY STUDIES

Social entrepreneurs see problems as an opportunity to establish a new business model that will benefit the surrounding community empowerment (Karen Braun, 2009). Results to be achieve dis not material profit or customer satisfaction, but rather how the proposed idea can provide a good impact for the community (AB Susanto., 2007). Social entrepreneurship as someone who issuing money in the long run due to their efforts and the process takes long to be able to see the results (Roger.L. Martin & Sally Osberg, 2007).

Social entrepreneurship becomes very interesting phenomenon today because of differences with traditional entrepreneurs who only focus on material gains and customer satisfaction (John Elkington and Pamela Hartigan, 2008), as well as its significance to people's lives. The study of social entrepreneurship involves a variety of science in the development and practice in the field. Cross adopted science studies social entrepreneurship is important to explain and create new ideas (Karen Braun, 2009).

A. Model of Social Entrepreneurship

Social entrepreneurship becomes an interesting discussion on this years. Social entrepreneurship be a counterweight to the traditional commercial entrepreneurship merely pursuing profit without regard to the state of society and the environment. Social entrepreneurship can be said as an art to creating a socially responsible business that aims not only to make a profit but also trying to solve social and environmental problems. Social entrepreneurs usually start doing business with the concept of "triple bottom line". Triple bottom line refers to the 3 very important aspect is the human aspect, the aspect of profit and environmental aspects. This identifies that in social entrepreneurship, should be viable financially, socially and environmentally responsible and environmentally responsible.

Called social entrepreneurs or social entrepreneurs can be termed as a visionary individual who is able to provide creative solutions to solve some of the social issues that are happening around us. They have the ability to identify problems, develop ways to change the system, and disseminating ideas so as to mobilize the entire community to work together to address the problems faced.

B. Social Entrepreneurship in Indonesia

Social entrepreneurship has to start from the individual who has the spirit and self-sacrificing devotion to the interests of others and will be more complete if the individual has a great business sense. Many people who have the good business sense but do not want to share for the benefit of the wider community, be successful profit-oriented entrepreneurs. If one million inhabitants there are 10 people who spirited social entrepreneurship course then I believe poverty in Indonesia will be more quickly resolved, unfortunately spawned an entrepreneur is not easy, although in many colleges have been taught about entrepreneurship. If religious instruction in schools already emphasize the appreciation of faith to appreciate and love the life I'm sure the basic values of the true faith will be able to help the emergence of a reliable social entrepreneurs. We do not want a lot of entrepreneurs but we want social entrepreneurs and innovative creative are willing to work for the welfare of others. There are several examples of successful social entrepreneurs in Indonesia (Self, 17 Feb 10):

- 1) Baitul Maal Wat-Tam will founded by Amin Aziz in Jakarta in 1995 and until the end of 2009 has hovered around 500BMT.
- 2) Emily Satanto PT Bloom Agro to build 2,300 farmers who are members of 28 farmer groups who produce organic food in Tasikmalaya, in 2009 has managed to export 19 tonnes of organic rice to the United States.
- 3) Cooperative breeders South London established in 1969, now it has had 5,285 cattle farmers from three districts and has grown to 7 business units, one of which rural banks.

There are many examples of other social organizations working in the field of business-oriented rather than merely profit but more on poverty alleviation or welfare of members of the organization. The role of the individual as an initiator and motivator to cultivate social entrepreneurship becomes an important answer to alleviate poverty in Indonesia is rich in natural resources. Local knowledge, especially Javanese and Indonesian people in general reflected on the nature of the Indonesian people who love mutual aid "Halo-halo eset line" can be used to establish cooperative origin reason there are people who are honest, and willing to devote creative to be a leader and have a warrior spirit to promote village .

C. Learning Model

Entrepreneurial learning model used is characterized by theoretical teacher centered learning so that the learning objectives are achieved only cognitive, affective and psychomotor aspects while not yet been reached. Starting from these problems, the learning model must be adapted to be a model of entrepreneurial learning is characterized by student centered learning, learning model portfolio based entrepreneurship, this learning model where students are active approach, multiple methods of teaching and learning multiple sources. Learning model to internalize the spirit of entrepreneurship with indicators developed by progressivism philosophical approach stresses the importance of serving the individual differences, learner-centered, experiential learning and process variations. Progressivism is the foundation for the development of active student learning.

III. RESULTS AND DISCUSSION

A. Results

The learning model of social entrepreneurship is implemented at private universities in the city of Palembang. Due to time and budget constraints, it was determined the PTS criteria have not yet existing institutions and entrepreneurial entrepreneurship course material, there is the consent of the rector to implementing social entrepreneurial activity and there is a desire from the academic community to help people around campus. The event begins with a willingness to implement PTS social entrepreneurship by first sending a letter willingness of researchers. Commitment and approval is made in writing by the PTS is willing to be a place to implement the results of research. The next step made a formal institution was named Business and Development Center Social Entrepreneurship (P2BKS). The institute is equipped with an organizational structure that will support the social entrepreneurial activity. The organizational structure can be explained as follows :

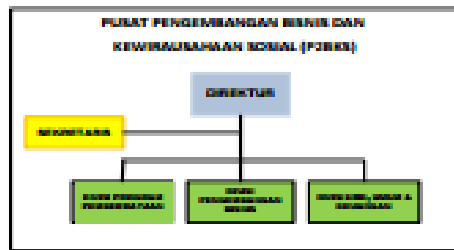


Figure 1. Organizational Structure And Business Development Center Social Entrepreneurship (P2BKS)

After the establishment of P2BKS and put people who will assist in the activities of the institution. Further training and mentoring is done with the material to the topic of social entrepreneurship faculty and students. The material was given during three meetings with the approach that emphasizes learning model liveliness participants. The material is delivered directly to the practitioner as well as practical examples of successful social entrepreneurs. The training results show there is a strong desire from the academic community to run P2BKS well. The desire to help and care for the community and foster social life became the basis of the academic community to remain committed to the running of social entrepreneurship. Activities conducted P2BKS not only provide training to the students but also help the faculty to introduce social entrepreneurship lectures will be delivered on entrepreneurship. To improve social entrepreneurship, P2BKS implement race with the theme "Caring Community Through Social Entrepreneurship". The competition is addressed to students, through the creation of social entrepreneurship business plan. Criteria include: social entrepreneurship business plan, a business plan is not only oriented to profit-oriented but also social, have an impact on the campus community through social activities undertaken. Three proposals of social business plans that meet the criteria will be given a revolving fund of Rp1. 000.000 shortage of researchers and will be assisted by a revolving fund rector. These funds must be returned by the student without interest within a period of six months. Funds that have been returned will be given to other students with the same procedures and requirements.

B. Discussion

Social entrepreneurship is considered as a solution in an effort to accelerate the growth of unemployment and poverty. It is not because of social entrepreneurship offers advantages benefits than just create jobs. Social entrepreneurship has broad usefulness as an entrepreneur is not just dealing to employees who become partners but also the wider community.

Social Entrepreneurship or Social Entrepreneurship is a term derived from entrepreneurship. People working in the field of social entrepreneurship called Social Entrepreneur.

Santosa (2007) defines Social entrepreneur as someone who understands social problems and use entrepreneurial skills for social change (social change), mainly covering the areas of well-being (welfare), Education and health (education and healthcare).

Social entrepreneurship focuses his efforts from the beginning to involve the community by empowering disadvantaged financially or skill to jointly mobilize efforts in order to generate a profit, and then the results of operations or profits are returned back to the community to increase their income. Through these methods, social entrepreneurship is not only able to create a lot of jobs, but also creates a multiplier effect to drive the economy, and create social welfare.

IV. CONCLUSIONS AND RECOMMENDATIONS

Implementation of the concept of social entrepreneurship should be done on an ongoing basis with priority to the needs of local communities by engaging the academic community. The concept of entrepreneurship is developed social insightful students should be expected to have an impact on social change in the community and students. Increase social welfare, reducing poverty and improving health is the goal of implementation of social entrepreneurship. To realize the concept of entrepreneurship is good, it takes a learning model that is oriented to student activity and social entrepreneurship training. The learning model must be mastered by the lecturers accompanied by practitioners who have experience in the management of social entrepreneurship.

Suggestions for the implementation of social entrepreneurship, need the commitment of all parties involved, especially the academic community, the public, government and private sector. Assistance to students in managing needs to be done on an ongoing basis until the work done successfully.

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