



Implementation of Education in Business Practice Courses for Management and Accounting Major Studies

Mawardi¹, Owen De Pinto Simanjuntak², Abdurohim³, Rizka Elvira P,⁴ Akbar⁵

¹ (Universitas Muhammadiyah Lampung, Indonesia)

² (Universitas Sari Mutiara Indonesia)

³ (Universitas Jenderal Achmad Yani, Indonesia)

⁴ (Akademi Pariwisata Widya Dharma, Indonesia)

⁵ (Universitas Indonesia Timur, Indonesia)

* Corresponding Author. E-mail: mawardi.mqfm@gmail.com

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Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis implementasi pendidikan pada mata kuliah praktik bisnis bagi mahasiswa jurusan manajemen dan akuntansi. Jenis penelitian ini adalah penelitian kualitatif. Informan dalam penelitian adalah mahasiswa yang mengambil mata kuliah praktik bisnis dan membuka usaha yang masing-masing terdiri dari 5 mahasiswa jurusan manajemen dan 5 mahasiswa jurusan akuntansi pada Perguruan Tinggi Swasta di Kota Medan. Penelitian ini menggunakan analisis data kualitatif. Berdasarkan hasil penelitian yang dilakukan terhadap 5 mahasiswa jurusan manajemen dan 5 mahasiswa jurusan akuntansi pada Perguruan Tinggi Swasta di Kota Medan yang dijadikan informan, didapatkan 9 dari 10 informan termotivasi dari mata kuliah praktik bisnis, dan terdapat 1 informan yang menyatakan bahwa dirinya tidak termotivasi dari mata kuliah praktik bisnis.

Kata Kunci: Implementasi, Mata Kuliah Praktek Bisnis, Manajemen, Akuntansi

Abstract

The purpose of this research is to analyze implementation of education in business practice courses for management and accounting major students. This type of research is qualitative research. Informants in the study are students who took business practice courses and opened a business, each of which consisted of 5 students majoring in management and 5 students majoring in accounting at Private Higher Education in Medan City. This study uses qualitative data analysis. Based on research results conducted on 5 students majoring in management and 5 students majoring in accounting at Private Higher Education in Medan City who are made as informants, it resulted that 9 out of 10 informants are motivated from business practice courses, and there is 1 informant who stated that he is not motivated from business practice courses.

Keywords: Implementation, Business Practice Courses, Management, Accounting

Introduction

The purpose of forming the Indonesian State Government is listed in the preamble to the 1945 Constitution of the Republic of Indonesia

in the 4th paragraph, namely to educate the life of the nation. Through education, the progress of the country can be measured. A country will grow rapidly and advance in the field of life if it

is supported by quality education. Conversely, if the condition of education is chaotic and not good enough, it will have an impact on the condition of the country which is also not good.

The development of high quality human resources is pursued through the education sector, both formal and non-formal education, because education cannot be separated in terms of educating and producing superior quality human resources. Education is an experience that is very necessary in the era of globalization as a provision for a person to compete and maintain his life in a world with various challenges that must be faced (Tantri, 2015).

Many do not realize that the education business is a profitable business because they think that education is full of social aspects. Although it is true that education has a social aspect, the education business is actually a very promising business. There are many reasons why the education business is a promising business. Among other things, because the need for quality education is increasing from time to time along with the progress of a country's economy.

In addition, the type of education needed by the community is also increasingly varied along with the more advanced the community. The education business is also known to have high resilience. In contrast to other businesses which are very easily affected by the economic climate, the education business is generally much more stable because education is always a priority for parents for the future of their children. This is why the education business is a sustainable business (Sendiasa, 2009).

There is another advantage that the education business has that other businesses don't have, namely prepayment. Almost all educational businesses receive tuition fees in advance and only after that educational services are provided to students. Payment of tuition fees can be made in full or in part, but the point is that we as education business managers receive payment before providing services. Thus, apart from being a promising business, the education business is also a safe business because it has a low business risk.

Businesses that are saturated with competition should be avoided because starting a

business in a field with very tight competition carries a large business risk as well. By starting a business in a field with minimal competition, we will have enough space to grow our business without being distracted by too much competition. Choosing an education business whose output is needed in the future is also important as a consideration for starting a business in the education sector (Fahmi, 2016).

The impact of entrepreneurship education has been recognized as one of the important factors that help young people to understand and cultivate entrepreneurial attitudes. Due to the influence of education on the attitudes and aspirations of youth, there is a need to understand how to develop and nurture the potential of entrepreneurs even when they are still students in school.

Cultivating an entrepreneurial spirit is a gateway in forming and growing a resilient, responsible and quality personality that leads to the realization of work competence. Higher education plays a role in being able to create and provide a conducive space to foster the spirit of entrepreneurship by strengthening mentality and sharpening interest through the learning process (Sholihin, 2015).

The purpose of this research is to analyze implementation of education in business practice courses for management and accounting major students.

Method

This type of research is qualitative research. Qualitative research is to describe the conditions that will be observed in the field more specifically, transparently, and in depth (Octiva et al., 2018; Pandiangan, 2018; Pandiangan, 2022; Pandiangan et al., 2023). Qualitative research approach aims to describe, explain, and answer in more detail the problems to be studied by studying as much as possible an individual, a group or an event (Asyraini et al., 2022; Octiva, 2018; Pandiangan, 2015; Sutagana et al., 2022).

Informants are people who provide information about a person or organization to an agency. The role of informant here is his position in collecting research data so that it can produce relevant information. This position can

be as a key, main, or supporting informant (Jibril et al., 2022; Pandiangan et al., 2018; Pandiangan, 2022). Informants in the study are students who took business practice courses and opened a business, each of which consisted of 5 students majoring in management and 5 students majoring in accounting at Private Higher Education in Medan City.

This study uses qualitative data analysis. Qualitative data analysis is the process of organizing, analyzing, and interpreting non-numeric data into information or trends to later be used as a reference in developing a product or customer needs (Octiva et al., 2021; Pandiangan et al., 2021; Pandia et al., 2018). The purpose of qualitative data analysis is to explain a phenomenon as deeply as possible by collecting data as deeply as possible, which shows the importance of the depth and detail of the data studied (Pandiangan et al., 2022; Tobing et al., 2018; Sudirman et al., 2023).

Results and Discussion

Implementation of Business Practice Courses for Management and Accounting Major Students

Based on research results conducted on 5 students majoring in management and 5 students majoring in accounting at Private Higher Education in Medan City who are made as informants, it resulted that 9 out of 10 informants are motivated from business practice courses, and there is 1 informant who stated that he is not motivated from business practice courses. So that from these results it is found that there are more students who are motivated in business practice courses than students who are not motivated in these subjects. The entrepreneurial spirit of students who are motivated in this course is stronger than those who are not, and students who are motivated try to run their businesses better than those who are not. It is evident from the obstacles faced by students who are motivated by these subjects to be able to minimize the obstacles they face by applying the knowledge gained during lectures.

Business practice courses can motivate students because entrepreneurship can benefit themselves and others. This course requires students to practice directly in practice, so as to form motivation for entrepreneurship. So that from these activities they can get a lot of experience on how to do business that is good and right. Market their products in a way that makes them known to a wide range of consumers, without violating ethics. Manage finances well and do bookkeeping. Look at the habits of the people around you to read market opportunities, target the market to respond and read market opportunities. Defining a brand as a product identity that is easily recognized and trusted by consumers and cannot be claimed later by other parties. Understand how to handle and provide the best service. Creating unique, creative and innovative products to ensure that they are unrivaled. Time is money, so be disciplined and value it. Have the courage to make dreams come true that are only wishful thinking before.

Based on the results of research through media interviews with lecturers who teach entrepreneurship and introductory business courses, regarding strategies for enhancing the entrepreneurial spirit of students. According to the lecturer in business practice courses, they touch students' awareness of economic conditions while alluding to the high rate of unemployment to get a job. In addition to theory and practice in the field. In addition, lecturers also require students to visit traders and interview, make products, and many of which provoke the souls of students to express new product ideas and innovations.

Conclusion

Based on research results conducted on 5 students majoring in management and 5 students majoring in accounting at Private Higher Education in Medan City who are made as informants, it resulted that 9 out of 10 informants are motivated from business practice courses, and there is 1 informant who stated that

he is not motivated from business practice courses.

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