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Analysis of Entrepreneurial Aspects of Appropriate Technology Training Models to Create Farmer Business Opportunities

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

The objective of this study was to examine the entrepreneurial dimensions associated with the utilization of suitable technology in order to generate commercial prospects for the supported partner villages of maize farmers. The study participants consisted of a sample of 23 agricultural practitioners who underwent interviews and completed a structured questionnaire. The hypothesis suggests that entrepreneurial elements have a beneficial influence on the creation of company possibilities. The aforementioned elements encompass an autonomous mentality, work attitude, propensity for risk-taking, and inclination towards cooperation. The collection of data was conducted through the methods of observation, interviews, and documentation. The research being conducted falls under the category of research and development, commonly referred to as R&D,

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and is based on Thiagarajan's 4D theory notion, which encompasses the stages of Define, Design, Develop, and Disseminate. The data underwent examination using descriptive statistics and qualitative analytical techniques. Based on the statistical analysis conducted on the four dimensions of entrepreneurship under investigation, it is evident that all of these dimensions exert an impact on the capacity to generate opportunities. Nevertheless, the most significant factor contributing to the creation of business possibilities is the work attitude, accounting for 39% of the overall influence. The present study highlights the expressed desire of farmers to get training in entrepreneurship, with the aim of enhancing their entrepreneurial competencies.

Keywords: Needs analysis; training; entrepreneurship and appropriate technology.

1. INTRODUCTION

According to the guidelines set forth by the Director General of Higher Education [1] it is imperative for universities to prioritize their commitment to enhancing societal well-being by using scientific and technological advancements, policy frameworks, and research-driven social interventions. This can be achieved by active engagement in community-oriented and village-centric initiatives. The Muslim University (UMI) campus implements the Partner Village Development Programme (PPDM) as a means to foster collaboration among professors, students, and the community. This programme, known as MBKM, aims to stimulate the generation of innovative solutions that promote job opportunities and enhance the potential for rural livelihoods. According to Yasa et al. [2] the implementation of Participatory Planning and Decision Making (PPDM) is driven by the objective of enabling the community to effectively harness and leverage the many potentials present within the village. The aforementioned operations encompass suitable technical training initiatives aimed at equipping farmers with the necessary skills to process crops, particularly maize, which is dried for utilization as animal feed and other commodities that are conventionally processed.

Supriyati and Suryani [3] propose that the agricultural sector faces challenges in ensuring the quality and sustainability of its development. These challenges include limited human resource capabilities and a lack of technological adoption, which might be addressed by partnerships between home agro-industries. The present investigation was carried out in Borisallo Village, located in the Parangloe Subdistrict of Gowa Regency, Makassar. The village is predominantly inhabited by individuals engaged in agricultural activities, trading, and manual labour to sustain their livelihoods. Based on the analysis of educational background data, it can be observed that the majority of individuals within the village community have completed their education up to the primary school level. Farmers encounter various problems and barriers in their agricultural endeavours, including but not limited to insufficient finance, restricted availability of contemporary agricultural equipment, the impact of climate change, and the processing and selling of agricultural products, particularly those derived from maize. According to Harahap and Herman; [4] the analysis of social capital reveals high levels of active engagement, trust, social norms, and dominant responsibility across all components. The matter of farmer poverty encompasses more than only the economic pressures associated with capital; there exist additional issues that contribute to the substandard human resources of farmers [5].

The community in Borisallo village exhibits a deficiency in talent and job competencies. Therefore, it is imperative to do a study aimed at cultivating entrepreneurial attitudes and competencies within this community. An acceptable solution to address the situation at hand would be the implementation of an entrepreneurship-focused technology training programme. According to previous research conducted by Lestari et al. [6] and Brier & Dwi [7] it has been suggested that participation in entrepreneurship training can potentially enhance individuals' independent attitudes, positively influence their home environment and motivation, foster entrepreneurial curiosity, and cultivate character traits such as creativity and revenue generation. In the realm of entrepreneurship, the acquisition of knowledge and skills is a dynamic process that is shaped by social contacts. These interactions play a crucial role in fostering the development of networks, which in turn facilitate the formation of a community of practice [8].

According to recent studies conducted by Soomro and Shah [9] and Nuraeni [10] there is

evidence supporting the notion that the acquisition of entrepreneurial skills can contribute to the development of self-assurance, a positive work ethic, and the motivation to initiate a business venture. Additionally, these studies suggest that engaging in entrepreneurship education can foster the cultivation of resilience, enabling individuals to effectively confront and overcome various problems. Santana-Domínguez et al. [11] postulate that entrepreneurship training programmes are widely seen as a crucial mechanism for cultivating a new generation of entrepreneurs who can invigorate business networks and drive regional development. The utilization of entrepreneurship training as a strategic instrument for regional development holds significant potential. It is imperative for many stakeholders, including academia, government, and business, to collaborate harmoniously to enhance individuals' entrepreneurial aspirations [12]. According to Olugbola [13] the role of entrepreneurship training is to facilitate the development of entrepreneurial capacities among young individuals. Despite the various obstacles encountered by women entrepreneurs, such as the legal and regulatory environment, there is potential for entrepreneurs of both genders to enhance their technical knowledge and abilities through tailored entrepreneurship training [14,15]. According to Lafortune et al. [16] empirical evidence suggests that training programmes designed for micro-entrepreneurs have had a positive impact on household income. This effect is primarily attributed to the enhanced engagement in business activities and subsequent increase in income observed among randomly selected groups visited by programme graduates after one year.

This study introduces a fresh aspect by examining previously unexplored components of entrepreneurship, specifically the dimensions of risk-taking and entrepreneurial cooperation. This research aims to investigate the relationship between entrepreneurship and appropriate technological training activities in the context of corn sheller production. By investigating these factors, the study seeks to enhance corn farmers' entrepreneurial expertise and enable them to identify and capitalize on business opportunities.

1.1 Enhancing Employability Skills

Employability skills refer to a collection of clearly defined cognitive and behavioural actions that align with evidence-based knowledge, social work values, ethics, and responsibilities, essential facilitator qualities or core conditions, professionalism attributes, and valid social work objectives within the specific phase or process of individual skills practice [17] According to Mulyadi [18] competence can be defined as the collective knowledge, skills, and abilities possessed by individuals, which directly impact their performance. In the realm of business, the concept of core competency refers to the fundamental capability of an organization to generate creative and innovative solutions that enhance value and drive towards excellence. This capability is cultivated via the acquisition and refinement of information, skills, and abilities. According to Busro [19] job skills can be understood as a manifestation of human capabilities and knowledge, namely the capacity to address diverse company requirements through cost minimization and the enhancement of client services.

In the study conducted by Utomo [20] work skills are defined as individual competencies that enhance performance and enable effective utilization of available resources in the completion of tasks and job responsibilities. This particular talent is a necessary proficiency required for the successful execution of tasks derived from a combination of formal training and practical job experience. Therefore, individuals possessing skills exhibit enhanced performance and proficiency in utilising the available equipment and work facilities to accomplish tasks and job responsibilities.

1.2 The Concept of Entrepreneurship

Entrepreneurship refers to the practice of individuals engaging in entrepreneurial activities, which involves the ability to effectively identify novel items, devise innovative manufacturing methods, and establish efficient operational structures. Iswanto [21] management refers to an individual who identifies a potential opportunity and subsequently establishes an organizational structure to effectively exploit such prospects. According to Hisrich et al. [22], entrepreneurship refers to the process of introducing and selling new goods or services, as well as raw materials and techniques of organization, at a price that exceeds the cost of production. Firmansyah and Roosmawarni [23], entrepreneurs possess a comprehensive understanding of the business landscape, enabling them to make informed judgements on the business climate. Additionally, they are adept at managing financial resources and are willing to embrace uncertainty in order to

attain profitability. Neck et al. [24], entrepreneurship can be defined as the practice and mind-set exhibited by individuals who extend their learning beyond the confines of the classroom, adopting a more entrepreneurial approach to identify and seize chances in an environment characterized by uncertainty.

Nevertheless, the concept of entrepreneurship encompasses significant elements, which include the proactive pursuit of chances, the willingness to undertake risks that beyond conventional security measures, and the persistent determination that transform ideas into tangible outcomes [25,26] entrepreneurship can be defined as a set of characteristics, including spirit, attitude, behaviour, and ability, which an individual possesses in the context of business or other activities. These characteristics drive efforts towards the exploration, creation, and implementation of novel approaches to work, technology, and products, enhance efficiency and ultimately delivering improved services and increased profits. Zimmerer (1996: 51), the generation of added value can be achieved using technological advancements, the acquisition of novel information, and the enhancement of current products or services. Additionally, it involves identifying alternative approaches to increase the quantity of goods and services while minimizing resource consumption. Entrepreneurship may be defined as the systematic undertaking by individuals and collectives to generate new opportunities that yield enhanced value, while concurrently addressing the requirements and aspirations of the market. This process is characterized by an innovative attitude that encourages creativity within the work environment.

2. METHODS

This study employs a descriptive research design that incorporates both qualitative and quantitative methods. The objective of this study was to examine the entrepreneurial dimensions associated with the use of suitable technology for the production of corn shelter tools, to facilitate collaboration with corn farmers' partners and generate potential business prospects. The entrepreneurial dimensions encompass various factors, such as an independent mind-set, a diligent work ethic, a propensity for risk-taking, and a disposition towards collaboration. The data for this study were obtained via interviews and questionnaires administered to a sample of 23 maize farmers residing in Borisallo village, Makassar. The data underwent both qualitative and quantitative analysis. A total of five questionnaire instruments and two observation sheets were employed as data-gathering tools. The researcher produced a set of interview grids and questionnaire sheets that underwent validation by experts and were deemed appropriate for implementation. The primary conjecture posits that the elements of entrepreneurship identified in the literature review have an impact on the capacity to generate company prospects. According to the hypothesis formula, if the calculated t-value exceeds the critical t-value and the significance level is less than 0.05, the null hypothesis (Ho) is rejected in favour of the alternative hypothesis (Ha). If the calculated t value is less than the critical t value from the t-table and the significance value is greater than 0.05, then the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

The selected research model is Borg and Gall's (1983) (R&D) development research, which incorporates Thiagarajan's (1974) 4D stages (Define, Design, Develop, and Disseminate). During the define stage, researchers conducted an initial investigation, analyzed the requirements in four dimensions, and developed the instructional objectives for the training programme. During the design phase, we developed the training lesson plan, training modules, and assessment tools. During the development stage, it is common practice to validate training tools and assessment instruments by seeking input from experts or validators before conducting product testing. To assess the efficacy of training materials about the production of corn sheller tools, the Intact Group Comparison method is employed. This method involves comparing the post-test scores of a class group of corn farmers who received the treatment with those of a control class group consisting of farmers from other groups. However, the subsequent investigation will focus on examining the product test for the maize sheller. This study aims to examine the relationship between entrepreneurial aspects, such as independent attitude, work attitude, risk-taking, and cooperation, and the creation of business opportunities. The research will employ a combination of qualitative and quantitative data, which will be analyzed using multiple linear regression. The primary objective is to validate the initial hypothesis that these entrepreneurial aspects have a positive impact on the generation of business opportunities.

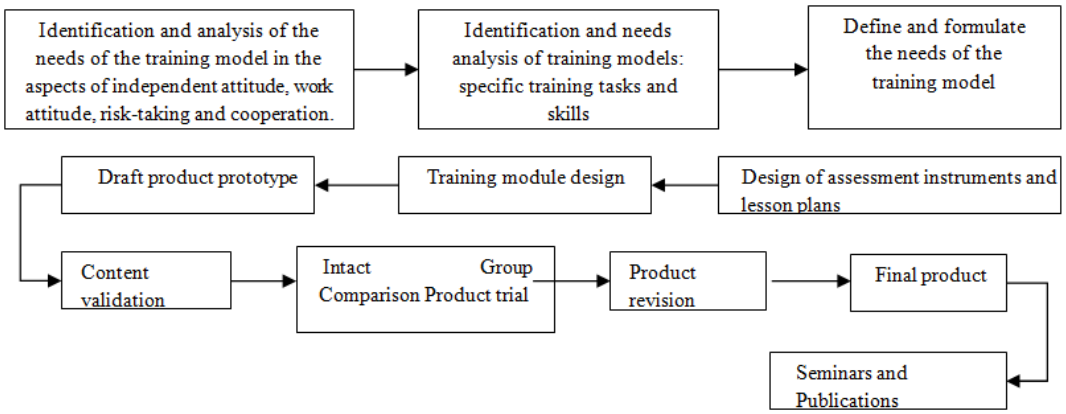

Fig. 1. R & D research design of the 4D stages of the training model

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Results of the define stage

In Table 1 is interview transcript data that has been grouped and reduced according to research needs.

3.1.2 Results of the design stage

Table 2 presents an overview of the model components as depicted in the preliminary version of the training product's draught prototype.

3.1.3 The outcomes of the develop Stage

This stage involves the process of validating lesson plans, training modules, and appraisal judgment assessment tools through the use of focus group discussions (FGDs). The validation assessment review encompasses various aspects, namely format, content, contextual considerations, and language proficiency. The recommendations and feedback provided by the validator were utilized by researchers as the foundation for making modifications. The appropriateness and feasibility of the adjustments made to the lesson plans and instruments were deemed to be of high quality.

a. Hypothesis testing

The objective of this study is to conduct hypothesis testing on quantitative questionnaire data using t-tests or partial tests. The purpose is to examine the link between several elements of independent attitude (X1), work attitude (X2), taking risks (X3), and cooperation (X4) with the chance to develop a business (Y). The validity and reliability of variables X1, X2, X3, and X4 were assessed by tests. The obtained results indicated that all variables were found to be valid and reliable, as they met the criteria of a correlation coefficient (r) of 0.413 and a Cronbach's alpha coefficient of 0.6, as specified in the relevant tables. To ascertain the correlation among the four dimensions of generating business possibilities, the subsequent procedures are implemented.

b. Partial t-test

The t-test is employed to assess the partial effects of independent attitude (X1), work attitude (X2), risk-taking propensity (X3), and collaboration (X4) on the opportunity to establish a firm (Y), as depicted in the provided table.

The resulting t-value from the Anova results was 12.895, which is greater than the critical t-value of 2.074 at a significance level of 0.005, indicating a statistically significant difference. Additionally, Table 3 shows that the independent attitude aspect has a value of 0.313, representing 31% of the total. A value of 0.05 was observed, and in Table 3, the independent attitude feature was found to have a value of 0.313, which corresponds to 31%. The research hypothesis Ho is rejected and Ha is accepted, indicating that there exists a statistically significant influence of the independent attitude element (X1) at a magnitude of 31% on the creation of business possibilities (Y).

The analysis of variance (ANOVA) results indicate that the derived t-value of 6.023 is greater than the critical t-value of 2.074 at a significance level of 0.002, which suggests a

statistically significant difference. Additionally, in Table 4, the work attitude component is reported as 0.387, equivalent to 39%. The findings of this study indicate that the null hypothesis (Ho) is rejected in favour of the alternative hypothesis (Ha), suggesting that there exists a significant influence of the independent variable, namely the attitude component (X1), accounting for 39% of the variance in the creation of business possibilities (Y).

Table 1. Summary data of the defining stage

Components	Aspects	Finding
interview with farmers	independent	Farmers often face challenges that necessitate seeking assistance from others, rendering them unable to work in isolation.
	work behaviour	Farmers lack comprehensive problem-solving strategies in their profession.
		Farmers face limitations in enhancing their proficiency in maize harvesting.
	risk-taking behaviour	Farmers express discontent with the demanding and precarious nature of their occupation.
		Farmers' must undergo training in order to have the capacity to proactively address challenges and effectively adapt to them.
	cooperation	Farmers lack a comprehensive plan for fostering cooperation.
Farmer questionnaire	General	The responses to the questionnaire regarding the four dimensions of entrepreneurship exhibit a consistently low average.

Table 2. Summary of training prototype components

No.	Training Model Components	Description
	Model design objectives	To evaluate the proficiency and competencies of suitable technological training with a focus on entrepreneurship among farmers, an assessment is required.
	Model design characteristics	The integration of the concept theory of entrepreneurship with the execution of relevant technologies.
		The objective is to provide training packages with an entrepreneurial focus, aimed at enabling maize farmers to autonomously generate economic prospects.
	The constituents of the training model design	Training materials encompass a variety of resources, such as lesson plans and training modules that are centred on entrepreneurship.
		Assessment instruments encompass both test-based and non-test-based formats, such as questionnaires.
		The rubric for assessing training achievements.
	Model syntax	1. Orientation, 2. Exploration, 3. Conceptualization, 4. Implementation, 5. Evaluation and Reflection

No.	Training Model Components	Description
	Model instrument	1.Questionnaire instrument for entrepreneurial aspects. 2.Questionnaire instrument to increase business opportunities. 3.Questionnaire instrument on the effectiveness of using the training module. 4.Questionnaire instrument for training model design. 5.Farmer activity observation instrument. 6.Trainer activity observation instrument. 7.End of training questionnaire instrument.

Table 3. Model summary X1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,560[a]	0,313	0,281	5,88016
a. Predictors: (Constant), aspects of independent attitude				

Table 4. Model summary X2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,622[a]	0,387	0,358	5,55593
a. Predictors: (Constant), aspects of work behaviour				

The analysis of variance (ANOVA) yielded a t-value of 20.898, which surpasses the critical t-value of 2.074 at a significance level of 0.05. This indicates a statistically significant difference. Additionally, Table 5 reveals that the proportion of risk-taking attitudes is 0.323, equivalent to 32%. The results indicate that the research hypothesis Ho is rejected in favour of Ha, suggesting a significant influence of the independent attitude feature (X1) on the creation of business prospects (Y), accounting for 32% of the variance.

The analysis of variance (ANOVA) results indicate that the resultant t-value of 3.926 is greater than the critical t-value of 2.074 at a significant level of 0.010, which is less than the conventional threshold of 0.05. Additionally, Table 6 reveals that the proportion of the collaboration attitude feature is 0.275, equivalent to 28%. The value of 0.05 is observed, and in Table 6, the cooperative attitude feature is recorded as 0.275 (28%). The research hypothesis Ho is rejected and Ha is accepted, indicating that there exists a statistically significant influence of the independent attitude element (X1) at a magnitude of 28% on the creation of business possibilities (Y).

a. Simultaneous F test

The F test is employed to assess the concurrent impact and association of independent variables including attitude towards independence (X1), attitude towards work (X2), propensity for risk-taking (X3), and inclination towards cooperation (X4) on the likelihood of initiating a business opportunity (Y), as illustrated in the provided table.

Table 5. Model summary X3

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,568[a]	0,323	0,291	5,83781
a. Predictors: (Constant), aspects of risk-taking behaviour				

Table 6. Model summary X4

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,524[a]	0,275	0,241	6,04143
a. Predictors: (Constant), aspects of cooperation				

Table 7. Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,997[a]	0,995	0,994	0,55597
a. Predictors: (Constant), independent attitude, work behaviour, risk-taking behaviour, cooperation				

The analysis of variance (ANOVA) yielded an F statistic of 850.604, which is greater than the critical F value of 2.90 at a significance level of 0.05. Additionally, the acquired p-value of 0.00 is less than the significance threshold of 0.05. These findings indicate a statistically significant difference among the four characteristics, as indicated in Table 7 with a confidence level of 99% (α = 0.01). The value of 0.05 is presented in Table 7; while the four features of 0.995 (99%) are also included in the same table. The study hypothesis Ho is rejected and Ha is accepted, indicating that there is a statistically significant influence of four factors (X1, X2, X2, X3, and X4) collectively at a 99% confidence level on the creation of business possibilities (Y).

3.2 Discussion

According to the findings of the regression analysis shown above, it is evident that the work attitude element exhibits the most significant impact on the generation of business prospects, accounting for 39% of the total influence. This finding is juxtaposed with the impact on the remaining three dimensions of entrepreneurship that were examined. The findings of the F test indicate that the combined impact of the four factors on the capacity to generate business opportunities is statistically significant at a 99% confidence level. This finding suggests that maize farmers might achieve success in establishing their company prospects if they possess a comprehensive understanding of four key dimensions: independent mind-set, work ethic, willingness to take risks, and collaborative tendencies. Upon examination of the educational background of the farmers involved in this study, it is evident that, on average, their educational attainment remains quite low. This phenomenon will have an impact on the comprehension of entrepreneurship content, as evidenced by the results indicating that, on average, less than 50% of the influence is observed on the capacity to generate business possibilities. Therefore, it is anticipated that forthcoming researchers will be able to carry out similar investigations with farmers possessing more advanced educational attainment compared to the participants involved in the present study. The existing research has not adequately explored the higher educational background [27].

4. CONCLUSION

This training programme aims to enhance farmers' entrepreneurial expertise and cultivate their entrepreneurial spirit, enabling them to confidently establish and manage their businesses. Therefore, based on the findings of the inquiry on the entrepreneurial elements examined among corn farmers, it can be concluded that the training programme design enables them to generate their business prospects. The training concept aligns with the needs of farmers in Borisallo village, Makassar, who lack entrepreneurial knowledge, hence facing challenges in generating business prospects.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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