

## THE INITIAL DESIGN OF THE SPIRITUAL MODEL - PRENEURSHIP AS A SOCIAL-SPIRITUAL ENTREPRENEURSHIP LEARNING FOR HIGHER EDUCATION

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### Abstract

As a result of the Covid 19 pandemic affecting economic conditions, with reduced job opportunities for college graduates and high rates of layoffs. Based on Outcome Base Learning and Book of Knowledge as well as KKNi, it is necessary that college graduates be directed to become entrepreneurs where currently the millennial trend to run a start-up business is also high. Tri Dharma PT, which mandates higher education lecturers by involving students to carry out teaching that is developed into research, the results of which are directed towards community service. Research in the field of entrepreneurship that is imbued with the Vision and Mission of going to higher education that builds aspects of spirituality / professional ethics / soft skills for students is developed to be applied to communities affected by Covid 19 to become a village empowerment program with all components of society. The concept of entrepreneurship based on soft skills with the packaging of the university's vision and mission which has a specific spirituality is developed into a model of Spiritual preneurship. The initial concept of this learning is in line with the "Merdeka Belajar" program by combining the concepts of Student Base Learning and Project Base Learning. Spiritual preneurship is a model that develops village entrepreneurship with student organizations, supervisors and community components that include social entrepreneurial values, entrepreneurship based on the Halal Product Industry, sourced from syar'i finance, with harmonious efforts to protect the environment (Eco - Preneurship), by utilizing communication technology, information and appropriate technology (Techno Preneurship) while still embracing and empowering local wisdom (Ethno-Preneurship) This research uses the method of literature study, observation and brainstorming. Observation and brainstorming were carried out in a pilot village, namely Cikahuripan Village, Cimanggung District, Sumedang Regency. This village was badly hit by the pandemic outbreak with the massive layoffs of its people who work in the wood manufacturing sector. This village at the foot of Mount Geulis is rich in Mahogany waste with rich human resources in processing it. The results of the research are in the form of the initial concept of spirituality-based entrepreneurship which will be inaugurated as part of the official Merdeka Belajar curriculum on campus by applying it together with the community when developing entrepreneurship / UMKM / BUMDES in the village.

**Keywords:** Spiritual, Social, Enterpreneurship, Learning Model

## 1. INTRODUCTION

Since Covid 19 began to enter Indonesia in March 2020, the pandemic has had a huge impact on the province of West Java. Employment has become narrower so that the role of entrepreneurship is increasingly important today. The university has become an important spearhead in creating jobs for both itself and society

The Covid 19 pandemic also resulted in the layoff of 2,000 factory employees. This is because the majority of companies in West Java are engaged in the sectors hardest hit by Covid-19, namely manufacturing and services. (Come on Bandung, 2 November 2020).

One of those affected is Cikaipur Village, a village located at the foot of Mount Geulis in Cimanggung District, Sumedang Regency, and West Java Province. At least Fifty percent of the population works in the manufacturing sector as factory workers. So that many workers are dismissed from their jobs. Some of the workers who experienced layoffs were in Lebak Kaso Hamlet. Layoffs of residents who are former manufacturing industry workers have fairly good skills in the carpentry sector.

Lecturers and students across universities who have carried out teaching apply their teaching in the form of community service. This is carried out in collaboration with NGOs, the community and the local government to apply science, learning and research results to empower community victims of layoffs due to Covid 19. Students must be able to open jobs, especially for rural communities in the form of village entrepreneurship, together with the community.

Social entrepreneurship, for example, is a good form of change because the concepts raised are building a business for social, economic and environmental problems. As agents of change, students are obliged to change themselves and the community to be more independent in an effort to improve their welfare through programs in the continuation / application of the results of the learning and research process in higher education. The involvement of higher education institutions in building soft skills / ethics / spirituality in social entrepreneurship education for students will result in rural community entrepreneurs who are actively empowered and directly involved with the program. Based on this, it is necessary to make a new model and theory that is born from the results of research that is measured, directed, and sustainable related to social / spirituality-based entrepreneurship.

As a form of entrepreneurial development among students, universities need to instill an entrepreneurial spirit in students who have their own social sensitivity, so that they can educate the community in an effective, directed, and measurable manner related to programs to improve welfare through sociopreneurs. The implementation of strategies to produce a generation with a community-based entrepreneurial spirit is an achievement in itself for the college. In addition, sociopreneurship has become a trend for today's youth

as an alternative in surviving in the midst of difficulties in finding work (Suyatna and Nurhasanah 2017).

Student competence in the field of entrepreneurship with halal and thoyyib values, upholding morality, integrity, community-oriented spirituality, caring for the environment, based on science and technology - ICT and local wisdom is packaged into a spiritual-preneurship concept.

The urgency of this research is to develop High Order Thinking Skills and competencies of students guided by lecturers in developing entrepreneurship skills through a new concept of Project and Student Base Learning-based field learning, namely Spiritual Preneurship. Lecturers and students together with the community who are victims of layoffs design and build entrepreneurship in improving the economy through village entrepreneurship together with the final target of forming and running small businesses in a sustainable manner in responding to community economic problems. Scientific fields of entrepreneurship and innovation, marketing, finance, human resources, product design, production systems, work design analysis and supply chains are the basis for the development of sustainable small businesses, especially in rural areas.

## **2. LITERATURE REVIEW**

### **2.1 Socialpreneurship**

A simple definition of Social Entrepreneur is someone who understands social problems and uses the ability of entrepreneurship to make social changes, especially covering the fields of welfare, education and health. If entrepreneurship measures the success of its financial performance (profit or income), then sociopreneur's success is measured by the benefits felt by the community. Social entrepreneurship begins with concern for social conditions which leads to a new business model.

The four main elements in social entrepreneurship, among others, are social value, civil society, innovation, and economic activity. (Hulgard 2010). Social Value is the existence of real social benefits for the community and the surrounding environment, Civil Society is a form of initiative and participation of civil society by optimizing social capital in society, Innovation is an innovation carried out in solving problems by looking at the local wisdom of the community, while Economic Activity is balance between social activities and business activities to ensure the independence and sustainability of the organization's social mission.

Community empowerment has the goal of increasing community empowerment, especially in the social, economic and political fields. With this aim, it is expected to improve the welfare of the community. Social entrepreneurship has a concept as a solution to solving social problems with entrepreneurship. Therefore, social

entrepreneurship is considered as an alternative to community empowerment aimed at improving community welfare.

Social Entrepreneurship aims to solve social problems and focus more on giving social impact on society. The academic programs of most universities tend to teach students to be employees instead of developing skills and competencies to try something new, particularly being involved in any entrepreneurship endeavours. Social entrepreneurship courses have been introduced in many universities to ensure the employability rate of fresh graduates while equipping the students with entrepreneurial capabilities that are essential for the graduates when they are immersed in the society.

Social entrepreneurship also relates to economic development and governments generally see it as the creators of economic activity (Djip, 2014)

## **2.2 Spirituality**

Religion is recognized as having a strong role in influencing individual life (Hood, Hill, and Spilka, 2009; Diener, Tay, and Myers, 2011; Jackson & Bergeman, 2011; Vieten.et.al, 2013) Elkins et al. (1988) stated that spirituality comes from the Latin spiritus, which means "breath of life". In its definition, spirituality is a way of being and experiencing which arises because of an awareness of the transcendent dimension and is characterized by certain values that appear good in oneself, others, nature, life, and whatever is considered. As "The Ultimate" (the Ultimate).

Spirituality makes a person feel a strong desire and urge to understand various things in life, be it related to religion or others (Ellen, in Ivtzan, Chan, Gardner & Prashar, 2011).

four signs (cues) of spirituality, namely: (1) a spiritual process in the search for personal / existential meaning; (2) the existence of spiritual experiences such as feeling close to God; (3) there is a sense of connection with the universe and all living things in it; and 4) spiritual behaviors such as meditation or yoga

## **2.3 Project Base Learning**

Project-based learning is a learning method that uses problems as a first step to collect and integrate new knowledge based on their experiences in applying them to real activities. PBL is designed to be used in complex problems needed by students in improving soft skills, especially the ability to complete complex problem solving, analytical thinking and team base projects, the most needed competencies in the era of the Industrial Revolution 4.0. The application of research results that can be used by the public / business, which is one of the important roles of the University of Indonesia, is still quite low. Higher education must be encouraged to increase research to produce innovation for the progress and welfare of the nation. The existence of a university can provide positive benefits to society. Wood et.al., (2008) states that "public value reflects

an organization's department objective to create value in a certain way". High as a public organization must implicitly have a public value orientation

## **2.4 Student Centered Learning**

Student-centered learning is a learning strategy that places students as active and independent subjects / students, with a psychological condition as adult educated citizens, who are truly responsible for their learning, and can learn outside the classroom. Students are expected to be able and motivated to find and get learning materials from various sources, especially in the field and society

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System shows the characteristics of SCL. In Chapter III, Article 4, paragraph (3), there are provisions regarding the application of education, as follows: Education is held as a lifelong process of cultivating and empowering students ". Furthermore, in article 4 paragraph (4) there are the following provisions: Education is held by giving an example, building a will, and developing the creativity of students in the learning process.

## **2.5 Spiritualpreneurship as Character based education**

The business concept with the spirituality aspect is a business concept with attention to the vertical dimension (divinity) and the horizontal dimension (humanity), halal products, production and economic transactions, where Halal products and production have become high-value products for the world. The concept of entrepreneurship with spiritual specifications is carried out with Shiddiq, Amah, Tabligh, Fathonah (From Prophet Muhammad). Shiddiq means to say good and honest. An entrepreneur must say correctly, act kindly or be silent. This means that all leaders and employees in entrepreneurship must be able to behave properly and honestly with every decision and action, be honest with consumers, competitors so that the efforts made are handled with the principles of truth and honesty. Amanah is a trustworthy character both internally and externally. Trust and responsibility are the keys to success in the implementation of entrepreneurship. Having this trait will establish high credibility ensuring the responsibility of each individual and student.

Tabligh is the ability and effective communication skills. Effective entrepreneur is effective communication that can make their products compete. What this means is that entrepreneurs must be able to train their business ideas and products, must be able to communicate and promote product benefits in an attractive and appropriate way, in a way that is best understood by consumers of all levels who listen to them. . Entrepreneurs must be able to become a bridge for companies, partners and consumers.

The nature of Fathonah means that entrepreneurs have intelligence in business. In this sense, smart entrepreneurs are entrepreneurs who can understand, and know their commercial duties and responsibilities very well.

## **2.6. Spiritual Preneurship as New Learning Model, and as a supporter of “Merdeka Belajar Kampus Merdeka “Curriculum**

Spirituality-based entrepreneurship as an implementation of "Independent Learning" is a new learning model proposed by researchers to integrate various aspects that can fulfill the development of entrepreneurial abilities of students and rural communities. In addition, the development of soft skills, adjustments to industrial needs, community needs, 4.0 industrial revolutions and various learning programs in accordance with government programs at universities, especially in the field of village entrepreneurship.

Students are given the opportunity to take credits outside the study program, three semesters in the form of opportunities for 1 semester to take courses outside the study program and 2 semesters to carry out study activities outside the university. Various forms of learning activities outside of tertiary institutions, including doing internships / work practices in industry or other workplaces, carrying out community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making studies / independent projects, and participate in humanitarian programs. All of these activities must be carried out with the guidance of the lecturers. An independent campus is expected to provide contextual field experiences that will improve student competence as a whole, be ready to work, or create new jobs.

## **3. RESEARCH METHODS/METHODOLOGY**

This study is conducted in two stages. The first stage is the study of secondary data (websites, press articles, blogs and similar sources) on business models of Non-Government Organization and addressing social and environmental problems.

The second stage of this study is the qualitative research method through in-depth interview of 30 chosen social entrepreneurs in chosen area.

Qualitative method with a descriptive approach that focuses on data descriptions in the form of sentences that have deep meaning from the informant and observed behavior.

Qualitative data collection was carried out by means of surveys, observations, field studies, literature studies and interviews. Surveys, observations, and field studies were carried out in areas that were partners for Project and Student Character Base Learning, namely Lebak Kaso Hamlet, Cikahuripan Village, Sumedang Regency. In this study the authors used the interview method with in-depth interviews or questions and direct observation of the research object. Interviews were conducted with target communities, students and lecturers.

**Identification of Applied Research Variables** A society consisting of individuals who are the targets of entrepreneurial development is a combination of various forms of action



in their life behavior, both from internal and external aspects. In research with a quantitative aspect is to divide and compare the two groups of people, namely groups that have great potential in entrepreneurship and groups that have potential under the first group.

The following are applied research variables that will be the basis for the success of entrepreneurship programs, especially the spiritual concept of entrepreneurship and its derivatives.

1. Experience analysis which are derived to be: Variable 1: Experience in entrepreneurship and work, namely experience in managing various other businesses before managing the current business. b. Variable 2: Business failure, namely the experience of failure in managing various previous businesses. c. Variable 3: Business background, namely the origin of the current business. d. Variable 4: Selection of business partners and human resources, namely partners and teams who are trusted in carrying out business management, in this case partners in the community itself, this will support Socio entrepreneurship
2. Socio-Cultural Analysis consist of : a. Variable 5: Migration, the area of residence that has been inhabited which affects the character, perceptions and attitudes that affect entrepreneurship b. Variable 6: Community, individual involvement in society this will greatly support socio entrepreneurship, c. Variable 7: Leadership, how to increase the ability to have a vision and mission in the future, moving the community, d. Variable 8: Motivation, motivation to learn and develop a business, e. Variable 9: Human resource working relations, harmonious relations with partners, namely NGOs, local governments and communities f. Variable 10: The role of leadership, mentally leader g. Variable 11: Responsibilities , h. Variable 12: Business situation
3. Financial / financial analysis are : a. Variable 13: The origin of the business capital, the initial capital when starting the business , b. Variable 14: understanding of financial management and profits, c. Variable 15: Management of production costs that are effective and efficient, d. Variable 16: Ability in Provision of advanced resources in maintaining continuity and business development
4. Marketing and sales analysis a. Variable 17: understanding of consumers and the market b. Variable 18: Understanding and determining the marketing strategy c. Variable 19: Relationship management with customers d. Variable 20: Competition, understand the competition and how to win it e. Variable 21: Understanding of the marketing area , f. Variable 22: Marketing cooperation between suppliers, producers, marketing distributors and partners and consumers, g. Variable 23: Demand analysis, the number of requests from consumers and management h. Variable 24: Price determination and competition

5. Operation, Product and production analysis a. Variable 25: Understanding of raw materials, products and understanding of competitors' products b. Variable 26: Understanding of quality control when managing raw materials, the production process and distribution of products to consumers (end users)
6. Enterpreneurship values analysis: a. Variable 27: Understanding Social-based entrepreneurship b. Variable 28: Understanding Halal and Thoyyib-based entrepreneurship c. Variable 29: Understanding environmental-based entrepreneurship, d. Variable 30: Understanding entrepreneurship with science and technology and ICT e. Variable 31: Understanding entrepreneurship based on local wisdom
7. Supporting analysis a. Variable 32: Market innovation b. Variable 33: Attitudes towards entrepreneurship based on spiritual preneurship

**Research sampling** Researchers determined the amount of 20 percent of the adult population of the valley of the Kaso village, namely

$$S = 20 \% \times p$$

$$S = 20 \% \times 150$$

$$S = 30$$

Penentuan sampel persiapan Social Enterpreneurship dengan konsep Spiritual Preneurship berjumlah 30 orang.

### **Identify the required data and how to collect the data**

Identification of the right data for the parties to be developed in accordance with the objectives for spiritual development. In collecting data, researchers used the following techniques: questionnaires, interviews and discussions (brainstorming).

The analysis of the business model of social entrepreneurship organization is conducted through several steps. The first step is the development of a thorough understanding of what a particular business model did and what specific activities were involved. The second step is to determine the structure of activities and the underlying value creation logic. It was aimed in order to get the understanding of how the value was created through the activities organized. The third step is identifying the stakeholders related to each activity to know who was involved in performing the activities and what kind of community was impacted by organizations' activities. The last step is identifying what value is proposed, created and captured. Those three values are the important elements for generating business model.



## 4. RESULTS AND DISCUSSION

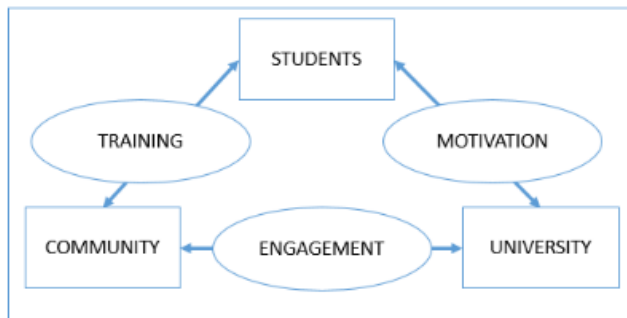
### 4.1. The first stage: the study of secondary data

According to Muhammad Hamirul H. R, Suraya H, Mohamad T.I, and Sarah B. in the Social Entrepreneurship Learning Model in Higher Education using Social Network Analysis conveyed an in-depth analysis in developing a Learning Model for college students in developing social entrepreneurship skills Social entrepreneurship needs the cooperation of three actors inside the university as well as from outside resources. These three actors are students with the passion and interest to pursue their career or start-up a social enterprise. Students can get the idea of social entrepreneurship, social mission or social impact from their experiences from guest speakers from social enterprises, internship at social enterprise sectors or engaging in activities outside the classroom that are related to giving more to the society [11]. Next, the second actor is the university and its resources. Its function is to provide help and guidance, whether in the class or from outside class activities, such as training and workshop that gives more output about the social entrepreneur and the related target program. The connection between the university and the community can lead social entrepreneurship education to another level of teaching and learning. Universities hence need to support student's idea and product; while organizations and professionals can look for their product and help in other ways such as giving incentives and social support [11].

Constructs in Social Entrepreneurship Proposed Initial Learning Model from Table 3, the first construct is engagement. Engagement is important in social entrepreneurship with the community. One of the engagement is to help students use the knowledge learned in class to be applied in real life situations and solve social problems [33], [12]. It will encourage students to be of good personality, motivation and social network as well as preparing them to be potential social entrepreneurs [5]. Another construct is to have more training in social entrepreneurship. It is necessary to have management training, program evaluation and other social works among the students and the community. This effort is to help them manage their social entrepreneurship activities and try to further their passion in their future professional career [6]. Moreover, this effort will be one of the best practices needed to carry out preparations on how to implement the social enterprise strategies through markets that are based on their effort on social works [36]. It will also help them recognize social entrepreneurship opportunities whether in the university or the engagement with the community. Next, the motivation about social entrepreneurship is also another construct. Motivation can prepare students with the social entrepreneur challenge; and hence transforms them from students to become social entrepreneurs [18]. There is need to motivate them in social entrepreneurship by providing them with skills that can boost up the social spirit to solve social problems. It can as well enable social enterprising graduates to implement their innovative solutions from lot of

opportunities. Interestingly, the institutions already assist with the connection to the organizations and perspectives on how to understand the contexts that facilitate social entrepreneurship [47].

**Figure 1: Proposed Initial Business Model**



4.2. The second stage of this study is the qualitative research method through in-depth interview in research with quantitative aspects with the research location in Lebak Kaso hamlet, Cikahuripan Village, Sumedang Regency, dividing and comparing the two groups of people, namely groups that have great potential in entrepreneurship and groups that have potential under the first group. Raw data matrix

The data to be processed is data input program which is the first step in discriminant analysis, namely the raw data matrix Matrix of Variance - Covariance

The next step of the discriminant analysis is to calculate the variance - covariance matrix, using the formula:

Variansi

$$S^2 = \frac{SS}{n - 1}$$

Dimana  $S^2 =$  Variansi

$SS =$  Sum of Squares

$$\sum_{i=1}^n (X_i - \bar{X})^2 = \sum_{i=1}^n X_i^2 - \frac{(\sum_{i=1}^n X_i)^2}{n}$$

Kovariansi

$$Cov = \frac{SP_{jk}}{n - 1}$$

$$SP_{jk} = \sum_{i=1}^n (X_{ij} - X_j) (X_{ik} - X_k)$$

**Table 1: Variable group 1**

No	Variabel Ke	Detail Variabel	Number of Var.	Information
1	1	Experience of Prospective Entrepreneurs	0.0103	Less influence on the success rate of entrepreneurs
2.	2	Entrepreneurial Failure	-0.0073	Not able to influence the success rate of entrepreneurs
<b>3</b>	<b>3</b>	<b>Business Background</b>	<b>1.420</b>	<b>Able to influence the success rate of entrepreneurs</b>
<b>4</b>	<b>4</b>	<b>Selection of Business Partners</b>	<b>1.0630</b>	<b>Able to influence the success rate of entrepreneurs</b>
5	5	Migration	0.0930	Less influence on the success rate of entrepreneurs
6	6	Social Aspects	0.1201	Less influence on the success rate of entrepreneurs
7	7	Leadership Behavior	-0.1871	Not able to influence the success rate of entrepreneurs
8	8	<b>Motivation</b>	<b>1.0465</b>	<b>Able to influence the success rate of entrepreneurs</b>
9	9	<b>Human Resources Work Relations</b>	<b>1.0102</b>	<b>Able to influence the success rate of entrepreneurs</b>
10	10	Leadership Role	-0.1144	Not able to influence the success rate of entrepreneurs
11	11	Responsibilities	-0.4691	Not able to influence the success rate of entrepreneurs
12	12	Business Situation	-0.0752	Not able to influence the success rate of entrepreneurs

**Table 2: Variable group 2**

No	Variabel Ke -	Detail Variabel	Angka Var.	Keterangan
13	13	Capital	0.0484	Less influence on the success rate of entrepreneurs
<b>14</b>	<b>14</b>	<b>Understanding of financial and profit management</b>	<b>1.014</b>	<b>Able to influence the success rate of entrepreneurs</b>
15	15	Production Costs	-0.0912	Not able to influence the success rate of entrepreneurs
<b>16</b>	<b>16</b>	<b>Ability in Provision of advanced resources in Sustainability and business development</b>	<b>1.019</b>	<b>Able to influence the success rate of entrepreneurs</b>

**Table 3: Variable group 3**

No	Variabel Ke -	Detail Variabel	Angka Var.	Keterangan
17	17	Market Information	-0.2001	Not able to influence the success rate of entrepreneurs
18	18	Understanding and determining the marketing strategy	-0.4675	Not able to influence the success rate of entrepreneurs
19	19	Customer Relationship	-0.1444	Not able to influence the success rate of entrepreneurs
20	20	Competition	0.1021	Less able to influence the success rate of entrepreneurs
21	21	Sales Area	-0.0903	Not able to influence the success rate of entrepreneurs
22	22	Marketing collaboration between suppliers, producers, marketing distributors and partners and consumers	0.0642	Less able to influence the success rate of entrepreneurs
23	23	Demand	-0.0666	Not able to influence the success rate of entrepreneurs
24	24	Price determination and competition	-0.2734	Not able to influence the success rate of entrepreneurs
25	25	<b>Understanding of raw materials, products and understanding of competitors' products</b>	<b>1.0393</b>	<b>Able to influence the success rate of entrepreneurs</b>
26	26	<b>Understanding in quality control when managing raw materials, production processes and product distribution reaches the consumer (end user)</b>	<b>1.4270</b>	<b>Able to influence the success rate of entrepreneurs</b>
27	27	<b>Understanding Social-based entrepreneurship</b>	<b>1.8854</b>	<b>Able to influence the success rate of entrepreneurs</b>
28	28	Halal and Thoyyib based entrepreneurship understanding	-0,0281	Not able to influence the success rate of entrepreneurs
29	29	Understanding Social-based entrepreneurship	-0.2001	Not able to influence the success rate of entrepreneurs
30	30	<b>Pemahaman kewirausahaan dengan IPTEK dan ICT</b>	<b>1.4675</b>	<b>Mampu membedakan terhadap tingkat keberhasilan pengusaha</b>
31	31	Local wisdom-based entrepreneurial understanding	-0.1444	Not able to influence the success rate of entrepreneurs

32	32	Market Innovation	1.8854	Able to influence the success rate of entrepreneurs
33	33	Attitudes towards entrepreneurship based on spiritual preneurship	1.0212	Able to influence the success rate of entrepreneurs

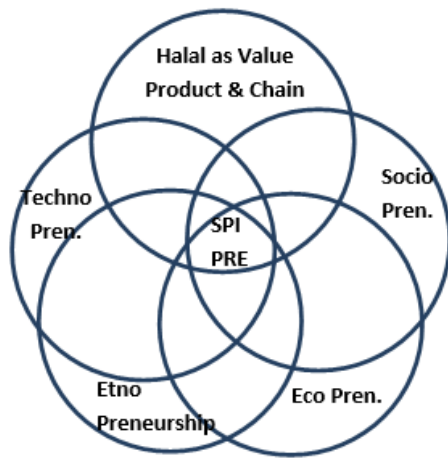


Figure 2 First Pre Model Spiritual Preneurship

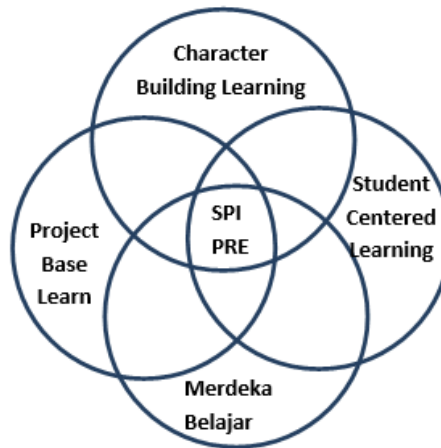


Fig. 3 2<sup>nd</sup> Pre Model Spiritual Preneurship

Figure 2 is a pillar or component that builds Spiritual-preneurship. There are 5 pillars, namely Halal Product and chain-based entrepreneurship, social-based entrepreneurship (Socio Entrepreneurship), entrepreneurship that supports environmental sustainability and is environmentally friendly both plants and humans and ecosystems (Eco Preneurship), Entrepreneurship supports local wisdom and respects history, customs and culture the surrounding community (Ethno Entrepreneurship) and entrepreneurship with science, communication and information technology (Technopreneurship).

In figure 3, how Spiritual preneurship strongly supports the concept of learning by integrating various current concepts in learning, namely character-based learning, student-centered learning, the concept of independent learning in an independent campus and project-based learning in solving problems and taking advantage of opportunities.

Based on the writings of several journals, the spiritual concept of preneurship is similar to the development of several aspects of Mixed - Based Business Model Types.

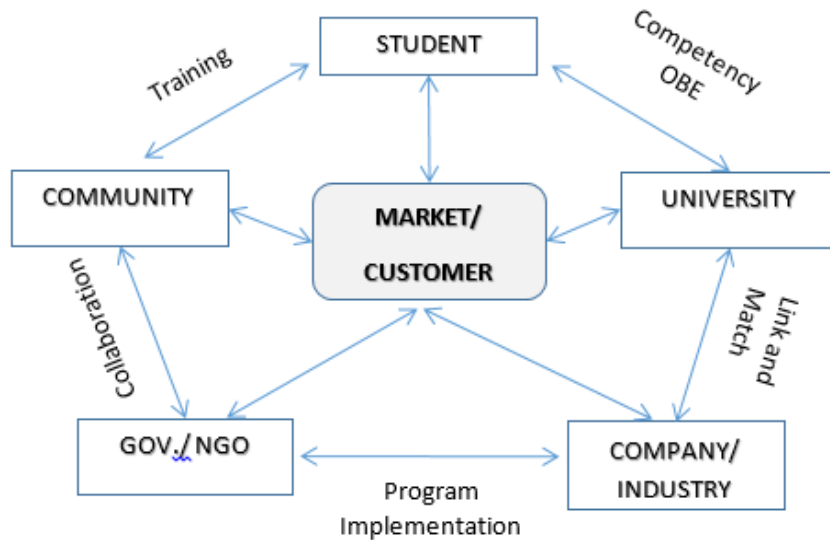
**Table 4: Main Characteristics of the Identified Business Model Types**

	<b>Mixed-based Model</b>	<b>Sharia-based Model</b>	<b>Volunteerism-based Model</b>	<b>Cooperation-based Model</b>	<b>Spiritual Preneurship Models</b>
Main Activities	Investigating issues Planning and creating solutions Monitoring and adapting solutions	Developing the (Islamic) community's economic capacity	Supporting marginalized communities	Increasing group's economic capacity	Investigating issues Planning and creating solutions Monitoring and adapting solutions Base on Spiritualism and the power of society
General Usage	Solution for complex issues (disease prevention, forest exploration)	Solution for issues of capital for traditional market vendors	Creating equality for marginalized communities	Solution for members' welfare	Solution for basic complex issues (unemployment an poverty of society, ICT, Environment)
Approach to Social Issues and Environment	Providing a comprehensive solution	Investment assistance sharia-based light compensation	Establishing network	Providing main benefit to its members	Providing a comprehensive solution
Configuration Scope	Value shop + (multiple configurations embedded in a value shop)	Value shop	Value network	Value shop	Value shop + (multiple configurations embedded in a value shop)
Logic in Main Value Creation	Varied	Humanitarian and alliance with partners	Assistance and management of profit	Improvement in group's economic condition	Varied
Drive of Main Value	Complementary activities	Social Services	Social Services	Social Services	Complementary activities
Mechanism in acquiring main value	Multiple (dependent context)	To the community: capital, low interest rates	To marginalized community: social integration	To its members:	Multiple (dependent context)
Basic limitation of time	Long Term	Mid – Long Term	Long Term	Long Term	Long Term

Table 2 above illustrates the comparison of the Spiritual-preneurship model compared to the other four business models



**Figure 4. Proposed Initial Business Model of Spiritual Preneurship Model Pentahelix Concept**



From the model above, it can be seen how there are 5 parties that are interrelated and work together. The relationship of the parties to one another varies according to the ability, role and specificity of their contribution

**Figure 5: Proposed Initial Business Model of Spiritual Preneurship Model Hexahelix Concept**

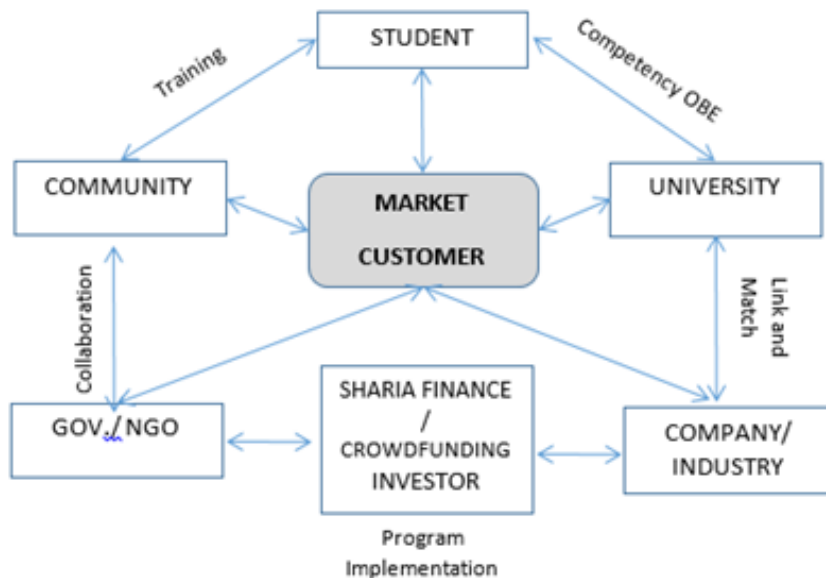


Figure 5 illustrates the Spiritual-preneurship model with financing from Islamic institutions, cooperatives or crowdfunding investors

**Figure 6. The Creator team of Spiritual-preneurship : clockwise from right to left : Mr. Darwin ( Sharia Banking expert), Mr Iwan ( student representatives / advisors) , Mr. Ahmad Ryad ( University Leader), Mr. Otong ( NGO ) , Mr. Ari ( Market/ consumer expert), Mrs. Evi ( PT. KIU , Industry/ company ). The team poses among product prototypes produced by Hexa Helix - Spiritual-preneurship**



## 5. CONCLUSION

1. Based on the results of data processing, analysis and discussion, the following conclusions can be drawn:
2. 1. From the results of the hypothesis testing, with a confidence level of 95%, it is stated that  $H_0$  is accepted, and concludes that the Multivariate mean of the two groups is the same. This means that each research variable has approximately the same weight in influencing the entrepreneurial level of the respondent.
3. 2. In accordance with the results of the discriminant analysis, from the 28 research variables measured against 19 groups of people who showed high entrepreneurial potential (group 1) and 11 entrepreneur candidates who were included in the low potential success group (group 2), there were 2 differentiating variables that could affect the success of both groups of entrepreneurs. These variables include: Market Innovation and Business Background
4. 3. The two variables that affect the success rate of the two groups of entrepreneurial potential come from 6 aspects of entrepreneurial characteristics, namely experience, social, culture, capital, marketing, product, and supporting aspects. While the aspects that have the potential to influence as many as 2 aspects, namely:
5. A. Experience Aspects, including variables: Business Background

6. B. Additional Aspects, including variables: Market innovation

7. V7. Variables that can be identified and affect the entrepreneurship of prospective entrepreneurs based on Spiritual entrepreneurship are:

8. The background variable of the business or occupation shows certain specifications for the possibility of entrepreneurship of the respondent, meaning that the individual candidate will be motivated by the ownership of private capital which will ensure sustainable and profitable production, which will certainly ensure the smooth running of the business. If there is less attention to capital and proper capital policies, it will be difficult to delegate business operational responsibility and potentially hinder business development and sustainability.

9. b. Market Innovation Variable, is a specific tool to explore opportunities and changes that can develop a business. This variable describes the level of aggressiveness of prospective entrepreneurs in managing dynamics through market reforms and business information absorbed and implemented in the business.

10. 8. The results of this study are expected to become an illustration for prospective entrepreneurs to develop a process-and result-oriented business that focuses on the target aspects and marketing methods while still paying attention to other aspects.

11. 9. The difference in success in business sustainability in the potential of entrepreneurs is quite different. On the other hand, the small business sector which is based on social society, utilizes appropriate science, competence and technology, is environmentally oriented, adheres to the moral ethics of spirituality and is based on local wisdom which is packaged in Spiritual Entrepreneurship very well developed. Especially for small businesses, tableware made of wood from Mahogany wood waste is very feasible to develop because of the abundant raw materials available, the abundance of skilled wood workers and the potential to empower the community's economy.

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