

## **Creative Economy Empowerment with Technopreneur Training for Muhammadiyah Teachers in Tasikmalaya City**

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### **Abstrak**

Community service as a measure to socialize the Creative Economy through Technopreneur Training involves Muhammadiyah teachers from elementary to middle and high levels in Muhammadiyah Regional Leadership Tasikmalaya City is intended that teachers can operate businesses in their free time as teachers about business online by utilizing HP or Laptop/PC technology devices. Making products for training participants can be as producers in the form of culinary, merchandise, resellers or as affiliates of goods or services that are created in such a way as a top products. The implementation of this training event was held on November 20, 2021 in the Auditorium of the University of Muhammadiyah Tasikmalaya. Community Service Activities had done well, this can be measured from the level of participation of participants during the training who had high enthusiasm and responsibility. This activity is expected to motivate Muhammadiyah teachers in order to improve the community's economy in their respective places or regions.

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## **INTRODUCTION**

The era of globalization and connectivity has changed the mindset of how to exchange information, trade, and consume cultural and technological products from various places in the world, so that the world becomes a dynamic and complex location. Knowledge as an invaluable asset in competition and economic development, as a result, a concept emerged that places creativity and knowledge as the main assets in driving the economy called the creative economy, where this concept became the main model of economic development (Marti'ah, 2017).

In line with the rapid development of information technology resulting in the opening of opportunities and challenges in the business world, so the so-called Technopreneur was born, namely an information technology-based business, and this technopreneur is expected to foster the realization of the creative economy (Howkins, 2001).

Along with the increasingly rapid development of information technology, the people of the "NOW" era, including anyone who will be directly involved in it from all existing sectors, for this reason, in meeting the demands of needs and desires, the community has been spoiled with technological devices that are able to serve well and fast, so it is necessary to empower the community in order to increase their potential to be able to use information technology properly and correctly, one of the fields is Technopreneur, with the hope that empowering the creative economy in the community can be used as feedback in maintaining life, creating and innovating in building a proper competitiveness.

Therefore, community service is held as a step to socialize the Creative Economy through Technopreneur Training to special communities, namely Muhammadiyah teachers in the city of Tasikmalaya in the elementary to middle and upper levels so that they can run a business in their spare time as a teacher, in the form of an online business. by utilizing HP or Laptop / PC technology devices owned, as for the procurement of products for training participants, they can be as producers in the form of culinary, merchandise, etc., or as resellers or as affiliates of goods or services products that are created in such a way as a superior product.

### **Problem Formulation**

The main problem in this activity is how to use Information Technology as a means to produce products, so that it can increase or improve the economic aspects of society optimally, especially among teachers. This problem is because the knowledge of teachers on Information Technology for doing business or doing business is not widely known, and they use more existing applications or start-ups as objects of user / user actors or as target objects for entrepreneurs / online business people.

### **Research purposes**

In response to the above problems, this community service activity aims to improve teachers (as community service participants) to be able to empower the community's creative economy in order to respond to the challenges of changing times and be able to respond to economic problems during the COVID-19 pandemic, mainly related to global economic issues, so that by This community service is expected to provide benefits in the form of contributing to the use of Information Technology effectively and efficiently, in order to produce optimal productivity which has an impact on improving social welfare in general.

## **METHODS**

Partners in Community Service entitled "Training for Creative Economy Empowerment with Technopreneur Training for Teachers", Muhammadiyah Tasikmalaya City through the Muhammadiyah Educational Council of Tasikmalaya City. The implementation of this community service is held at the Muhammadiyah level, so that training participants is from of branch and a kind of schools by elementary to middle school Muhammadiyah teachers.

The training participants consisted of a number of school principals at the branch level in the Muhammadiyah area of the City of Tasikmalaya including setting the implementation date, so that 20 teachers were collected or registered who participated in the Technopreneur training from various layers of branch in the Tasikmalaya city area. This activity is expected to motivate their Muhammadiyah teachers in improve the community's economy in their respective.

The implementation of the training event as a series of community service activities was held on November 20, 2021 in the Tasikmalaya Muhammadiyah University Hall, taking place from 07.30 to 17.00 WIB.

The training methodology applied is Project & Problem Based Learning which is packaged in the form of "in class training" , while the training techniques are in the form of lectures, case studies, and simulations. The training applied is the andragogic method, where the trainees are active in participating in the training, either directly or indirectly. In each training, it is divided into training sessions that are arranged in such a way, in order to know the development and understanding of the training material that is adapted to the training pattern.

Form of implementation of this Community Service activity as a whole can be explained as follows:

1. Preparation ahead of Community Service activities
  - a. Making plans as outlined in a program plan
  - b. Survey to the location and determination of targets to be carried out in Community Service

- activities
- c. Licensing and correspondence to the school as well as to related parties.
- d. Preparation of all needs and equipment to be used for departure and training.
- e. Preparation of materials used for presentation events.
- 2. Community Service Activities
  - a. Morning briefing to all personnel involved in activities to organize overall technical activities.
  - b. The series of training activities lasts for 1 day with activity times starting from 07.00 to 17.00
- 3. Closing of Community Service Activities
  - a. Evaluation of overall training activities
  - b. Preparation of reports on Community Service activities

## RESULTS AND DISCUSSION

The results of implementing Community Service activities held at Muhammadiyah University Tasikmalaya can explained as follows:

The training materials in the implementation of community service are divided into 5 sessions. These are :

The first session was opened with a keynote speaker presentation by Drs. U. Mahmud Falah, MC, MH with the title Community Economic Empowerment in the Branch of Muhammadiyah environment, the material presented was about strategies to improve the economy of teachers with a religious approach.

Related to technopreneur training entitled "Technopreneur Development in Increasing Competitiveness" with speakers Dr. Maesaroh Lubis, M.Pd and Hani Rubiani, ST, M.Eng. In this session, the speaker presented a brief explanation of what a technopreneur is and how the tips for increasing competitiveness are described also with experience as an entrepreneur by utilizing technology, discussion question and answer session both presenters and participants. Creative economy is represented as integrated between ideas, creativity and information technology innovation. The essence of creativity is to create something from nothing or create something that already. The essence of creativity are in the ability to generate new ideas, create something by different ways, and have new alternative approaches (Howkins,2001).

In the second session is "Socialization of Technopreneur Development in the Industrial Revolution 4.0 era" with speakers Sulidar Fitri, S.Kom., M.Sc. In this session, participants filled out questionnaires first and then were introduced to a micro site, that is making lynk.id which can be used for online business media.

It was explained that the economic value of a product or service in the creative era is no longer determined by raw materials or production systems as in the industrial era, but rather the utilization of creativity and the creation of innovation through the development of information technology. (Sinaga and Sari,2019)

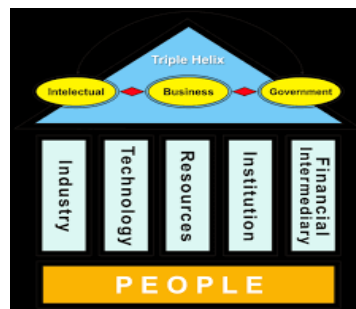
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4. <https://lynk.id/r0m4n54>
5. <https://lynk.id/bumiaskiagallery>
6. <https://lynk.id/maheswari>
7. <https://lynk.id/araffah>

8. <https://lynk.id/solihat>
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13. <https://lynk.id/brylea12>
14. <https://lynk.id/annanf>
15. <https://lynk.id/naydewi91>
16. <https://lynk.id/imas2021>
17. <https://lynk.id/erikhidayat>
18. <https://lynk.id/ieuiis>

In the third session is "Exploring Business Experience" with speaker Taofik Muhammad SPd., M.Kom, a lecturer and businessman in the field of Information Technology, delivered material about several experiences in business problems faced and create a web in doing business online.

It was explained that in the creative economy there is a so-called Triple Helix system which is likened to an umbrella that connects Intellectuals, Business and Government. The three helixes are referred to as the main actors driving the birth of creativity, ideas, science and technology. These are a mutually supportive relationship and a symbiotic mutualism between the 3 actors in relation to the foundations and pillars of the creative economy model will determine the development of a solid and sustainable creative economy. (Syahsudarmi,2019).



**Figure 1.** Creative Economy Development Model

Source: <https://triplehelix.stanford.edu/>

In the fourth session, "Creative Economics in Technopreneur" was reviewed by Ir. Muhammad Taufiq M.Kom., a lecturer and business person, delivered material on motivation and tips for starting a business.

It was explained that managerially in the *sense of urgency*, 5 (five) creative economy development agendas were identified that required complete arrangement and management. The five agendas are: (1) the mapping of operational constraints; (2) the efforts; (3) the commitment and action; (4) the public awareness; and (5) the importance of databases. (Fowosire, Elijah, and Fowosire,2017)

## CONCLUSIONS AND RECOMMENDATIONS

Overall the implementation of the community service activity entitled "Training for Creative Economy Empowerment with Technopreneur Training for Muhammadiyah Teachers in Tasikmalaya City" has been going well. The number of teachers from some schools can participate. All teams and partners can synergize and coordinate with each other in order to achieve activity goals. This can be measured from the level of participation during the training who have high

enthusiasm and responsibility so that they can have a positive impact and smoothness during program implementation.

In the future planning in implementing Community Service include several things, these are; a. intense the material to build a technopreneur-based business incubator or business simulation or have the courage to start a business b. organize the same program with different participants or in different regions, so it is hoped that there will be further socialization or program development c. realizing several creative products as a step to empower the Creative Economy in order to improve the economic welfare of the community, especially teachers in the Muhammadiyah environment.

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**APPENDIX**



**Figure 2.** Training documentation