



## **BUILDING AN ENTREPRENEURSHIP DEVELOPMENT MODEL FOR MILLENNIAL FARMERS HUMAN RESOURCES**

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### ***ABSTRACT***

*In industry 4.0, agricultural human resources, especially the millennial generation, are required to have an entrepreneurial spirit and technological capabilities in carrying out entrepreneurial activities in the agricultural sector. Not many studies that discuss farmers human resources millennial in Indonesia have been studied seriously, especially educational institutions that deal with the entrepreneurial agricultural sector (Setiawan, et.al, 2023). Sustainable development of agricultural human resources requires the development of farmers' own entrepreneurship. So it requires support from all parties, especially the world of education, which has a vision and mission and an orientation towards developing agricultural human resources. In Indonesia, one of the educational programs that educates agricultural human resources and millennial farmers has begun to grow, one of which is the Agripreneur Academy. This research aims to explore what is the human resource development model for millennial farmers with an entrepreneurial character?*

*The research method used was qualitative by conducting in-depth interviews with millennial farmer informants who were participants in the agripreneur academy program. For validation, we also conducted a group discussion forum with informants from the management of the Agripreneur Academy, academics from university and agricultural figures from associations. This research produces the following results: (1) agripreneur academic institutions play a role in building the entrepreneurial mindset of millennial farmers' human resources that farmers must be able to become entrepreneurs in the agricultural sector; (2) the character of the formation of farmers with an innovative spirit, from being limited to traditional farmers transforming into millennial entrepreneurial farmers who are market-oriented and utilize technology in marketing the agricultural food products that are being developed.*

**Keywords:** *human resources; millennial farmer; agripreneur; entrepreneurship*

## ABSTRAK

Dalam industri 4.0, sumber daya manusia pertanian khususnya generasi milenial dituntut memiliki jiwa wirausaha dan kemampuan teknologi dalam menjalankan kegiatan wirausaha di sektor pertanian. Belum banyak penelitian yang membahas tentang sumber daya manusia petani milenial di Indonesia yang dikaji secara serius, khususnya lembaga pendidikan yang bergerak di bidang wirausaha sektor pertanian (Setiawan, et.al, 2023). Pembangunan sumber daya manusia pertanian yang berkelanjutan memerlukan pengembangan kewirausahaan petani itu sendiri. Sehingga memerlukan dukungan semua pihak khususnya dunia pendidikan yang memiliki visi misi dan orientasi pada pengembangan sumber daya manusia pertanian. Di Indonesia, salah satu program pendidikan yang mendidik SDM pertanian dan petani milenial sudah mulai tumbuh, salah satunya adalah Agripreneur Academy. Penelitian ini bertujuan untuk mengeksplorasi bagaimana model pengembangan sumber daya manusia petani milenial yang berkarakter wirausaha? Metode penelitian yang digunakan adalah kualitatif dengan melakukan wawancara mendalam terhadap informan petani milenial peserta program agripreneur academy. Untuk validasi, kami juga melakukan forum diskusi kelompok dengan narasumber dari pimpinan Agripreneur Academy, akademisi dari universitas dan tokoh pertanian dari asosiasi. Penelitian ini menghasilkan hasil sebagai berikut: (1) institusi akademik agripreneur berperan dalam membangun pola pikir kewirausahaan sumber daya manusia petani milenial bahwa petani harus mampu menjadi wirausaha di bidang pertanian; (2)

karakter terbentuknya petani yang berjiwa inovatif, dari yang semula hanya sebatas petani tradisional bertransformasi menjadi petani wirausaha milenial yang berorientasi pasar dan memanfaatkan teknologi dalam memasarkan produk pangan pertanian yang dikembangkan.

**Kata Kunci:** sumber daya manusia; petani milenial; agripreneur; kewirausahaan

## A. INTRODUCTION

In industry 4.0, agricultural human resources, especially the millennial generation, are required to have an entrepreneurial spirit and technological capabilities in carrying out entrepreneurial activities in the agricultural sector. Not many studies that discuss agricultural human resources in Indonesia have been studied seriously, especially educational institutions that deal with the agricultural sector (Setiawan, et, al, 2023; Mukti, Andriani and Pardian, 2018). Sustainable development in agriculture and plantations requires the development of entrepreneurship as well as the competence, skills and character development of farmers themselves, including millennial farmers. In conditions like this it requires support from all especially the world of education which has a clear vision and mission and is oriented towards developing entrepreneurship knowledge for agricultural human resources, so that farmers in Indonesia become entrepreneurs in the agricultural sector who are educated, have an entrepreneurial character, are creative and innovative. as well as professionals in developing entrepreneurship in their own agricultural sector, in their groups, and communities (McElwee, 2006).

Entrepreneurship as a function refers to a disturbance in the balance within a firm (or economy) caused by the creation and application of new combinations of resources. Levels of entrepreneurship also vary across organizations (Setiawan, Hidayat, & Komara, 2021).

In Indonesia, informal education programs that educates the human resources of millennial farmers begun to grow, which is the Agripreneur Academy Foundation which is a plantation school and agripreneur program headquartered in Sidoarjo, East Java. Educational institution provides educational and service assistance, training in the

fields of food crop agriculture, plantations, forestry, animal husbandry, and fisheries with the agripreneur curriculum. This was conveyed by the Chair of the Agripreneur Academy, in an interview with the Konco Tani Television Program TVRI East Java on 17/05/2022.

Students who study agricultural entrepreneurship human resources are farmers and planters who are already engaged in agricultural business activities but are not yet oriented towards entrepreneurship. Furthermore, all participants will be taught entrepreneurship theory which includes marketing aspects, financial aspects and business strategy as well as technology and digitalization in running business ventures in the agricultural sector based on market demands and current developments, such as currently in the era of digital technology.

Apart from gaining knowledge, the agripreneur academy participants who take part in the academy program, those with farming backgrounds, receive practical guidance and assistance both online and offline. Meanwhile, participants who are non-farming business actors, in this case are participants who have a background as field workers or agricultural extension workers who work in the agricultural and plantation services. Apart from getting the knowledge learned by farmers, they also get additional knowledge about how to become competent extension workers, effective professional farmer assistant to village farmers, agricultural communities with a relevant approach and technological approach, and taught to be a farmer companion with a humanist personality with an entrepreneurial character and a leadership spirit.

The author is interested to explore the study of the role of educational and training institutions from the Aakdemi Agripreneur Foundation in developing agricultural human resources, especially millennial farmers in entrepreneurship in the fields of agriculture.

## **B. METODE**

This study uses qualitative research approach. As explained by Creswell, (2013), exploration in research is needed to study a particular group or community or identify variables that are not easily measured, so that it does not only use information in the literature or rely on the results of other previous research studies. Creswell, (2013) further explained that the approach considered appropriate for conducting exploration is research.

Lincoln, (2007) revealed that the aim of qualitative research is to gain fundamental understanding through first-hand experience and actual conversation notes. Thus, to explore the initial stages of the entrepreneurship education process for millennial farmer human resources engaged in various agricultural sub-sectors who are learning participants in the agripreneur academy program, it is necessary to carry out observations, in-depth interviews, and FGDs with education organizers, the learning managers of the Agripreneur Academy Foundation, the agricultural figures, and experts from universities, as well as conducting in-depth interviews with representatives of agricultural human resources, millennial farmers who are learning about human resources for agripreneur entrepreneurship.

The technique in this research is a case study, that aims to maintain the integrity of the research object. Case study research is in-depth and detailed, produce a longitudinal picture, the results of data collection and analysis over a certain period of time (Sugiyono, 2012). The data sources used in this research are primary data and secondary data.

### **Data Collection**

The data is presented descriptively and in accordance with the research objective, to see how the educational and training institution,

the Agripreneur Academy Foundation, plays a role and contributes to developing human resources for agricultural entrepreneurship, especially millennial farmers in Indonesia. The results of the interviews and observations carried out then grouped into several categories.

In FGDs with education providers, agricultural figures, and experts from universities or colleges (PT), the aim is to see and then analyze: what kind of education and learning models are effective for developing agricultural human resources in Indonesia, especially young millennials? Contribution of thoughts and results of expert analysis, what should be the ideal development of agricultural human resources in Indonesia in line with the demands of the times (the era of the industrial revolution 4.0 to 5.0) today? And how do agricultural efforts and strategic steps to make the world of agriculture in Indonesia attractive to the millennial generation and how to develop millennial agricultural human resources in Indonesia based on the experience and achievements or flying hours of these figures.

- (1) Carry out a Preliminary Survey. Researchers visited the head office of the Agripreneur Academy Foundation which is based in Sidoarjo, East Java. To discuss agripreneur programs and curricula, learning methods and their role in developing agricultural human resources in Indonesia;
- (2) Carry out field studies. In this stage, relevant data is collected related to the research problem. Data collection was carried out using interview, observation and documentation techniques. One thing that is done is to meet directly with the participants of the agripreneur academy program at the head office of the Agripreneur Academy Foundation, whose schedule has been determined in advance. Then create a group discussion forum with the theme Agricultural HR Development in Indonesia: Case Study of Millennial Farmers Studying Agripreneurship. The discussion forum was held by presenting expert speakers from universities, Plantation and Agriculture Figures and the

Learning Manager of the Agripreneur Academy Foundation, which was attended by several agripreneur program participants who were millennial farmers who carried out agricultural activities.

### **Data Analysis**

The data analysis techniques in this research consist of: (1). Recording. The researcher recorded the entire content of the conversation between the researcher and the informants (farmers) in depth interviews and during the with experts, plantation leaders and agricultural figures. (2). The recording results were transcribed using a verbatim technique which aims to write down one by one the words spoken in each conversation that has been recorded. There are two verbatim used in this research: (a). Verbatim Quotation. Namely transcribing the essence of the conversation between the researcher and the informant relating to the main problem, this verbatim quotation is analyzed in depth; (b). Verbatim transcription. Namely transcribing the entire conversation produced during the interview process between the researcher and the informant.

## **C. RESULT AND DISCUSSION**

### **Presenting the Agripreneur Curriculum**

Based on the findings in the field and the results of the researcher's analysis. That the learning model agripreneur is an effective model to be taught to participants who consist of various backgrounds in the types of agricultural commodities that each participant is involved in, or runs. This was conveyed by the Learning Manager, where the agripreneur curriculum was an option because pure entrepreneurship is not the same as agriculture-based entrepreneurship. In the curriculum, millennial farmer participants learn about agribusiness management, agro-industry, digital-based



financial management, seeding and post-harvest processes, and are supported by material about the use of digital technology, social media for agricultural business.

".... the agripreneur curriculum was designed by us according to the current needs of farmers. It is very different if we study entrepreneurship in general with agro-based agricultural entrepreneurship, that's why our curriculum is called agripreneur. They learn agro-based, industry-based entrepreneurship, finance and agricultural business management by utilizing digital technology and social media for product marketing..." (Machmud, 43).

This is in line with what was conveyed by experts in the FGD opportunity where it is important for the curriculum to be designed well. And the agripreneur curriculum organized by the Agripreneur Academy Foundation entrepreneurship knowledge has been taught, but it is still general and not specific to the problems faced by the audience or participants. So if the agripreneur curriculum is studied seriously by participants, in this case farmers in Indonesia, then agricultural human resources in Indonesia will be focused, clear and specifically educated to become entrepreneurs in the agricultural sector as well.

"For example, coffee farmers are taught using the agribusiness entrepreneurship curriculum, or the term in the education model at the Agripreneur Academy Foundation. I am sure that farmers will be successful and focus on producing coffee crops, then processing them with knowledge, then becoming a small industry and then being able to managing company finances independently with the knowledge taught at agripreneur, it will definitely be effective and successful in turning the human

resources of millennial coffee farmers in Indonesia into entrepreneurial farmers, not cultivating farmers..." (Aries, 44)

So the results of this research analysis show that there is one educational model that is effective in helping agricultural human resources in Indonesia become entrepreneurial farmers. This is in line with research by Setiawan (2022), that entrepreneurship education, which is a program at the Mukmin Mandiri Islamic boarding school, aims to create students after receiving education in Islamic boarding schools to become entrepreneurs.

### **Teacher/Mentor/Coach from Industry**

Presenting an agripreneur curriculum is the right choice to present to participants, considering that as a farmer they understand agricultural science by themselves, but raising their level to become a modern farmer, a knowledgeable farmer is also important so that they can optimally carry out agricultural activities with agripreneur knowledge.

However, in order to meet these needs, a mentor, teacher, lecturer and trainer is needed from those in the field, in this case industry circles. This was expressed by an agricultural figure who was present as a resource person for the FGD, namely Mr. Prayit, an East Java Plantation Figure who has empirical experience.

"....a good curriculum must be accompanied by a teaching team of teachers who understand agricultural science from an industrial perspective. Because after all, the agripreneur curriculum does not have enough theory, but there must be technical mastery. For example, if the participants are coconut farmers, the teacher or trainer must have a background in the coconut manufacturing industry which produces finished products. So the hope is that it can provide technical direction

on how to process coconut into packaged beverage products, or from coconut into coconut snacks. Including, if necessary, how participants will be taught how to use valuable coconut fiber into products, coconut leaves into products on the market, including how coconut shells can be accepted by the market. It's all science, who can teach it? They are players in the coconut industry" (Prayit, 67).

Another expert added that it is believed that having trainers with industry experience can accelerate the understanding of human resources for millennial farmers in the agricultural product processing industry.

"...at least we believe that our agricultural millennial human resources will more quickly understand what they should do as farmers so that their agriculture is industry-based and has an agripreneur spirit" (Dony, 41).

From the results of the research analysis, it can be concluded that the development of agricultural human resources, especially millennial farmers, can be realized using an education and training model with the implementation of an agripreneur curriculum which is supported by teaching staff, educators, trainers and mentors who have empirical backgrounds as industrial players.

### **Farmer Entrepreneurship Development Model and Agricultural Human Resources in Indonesia**

Basically, human resource development in the agricultural sector is essential so that Indonesia can maximize the potential of this sector. One important effort that must be made is to encourage agricultural human resources, especially millennial farmers, to engage in agricultural-based entrepreneurial activities. Agriculture-based entrepreneurship or agripreneur is the realization of productive, creative and innovative behavior possessed by someone, including farmers. With entrepreneurship, a person or group of people, including farmers, can carry out the process of creating new conditions creatively and productively where the results are different from the old ones, thereby potentially increasing added value.

The above statement was conveyed by plantation figure Dr. M Zakki, who is Chairman of the East Java Plantation Company Association. Zakki believes that there are three main functions when the human resources of farmers and the agricultural sector are mobilized.

"...firstly, farmers will apply management principles, where the function of management is to achieve goals effectively and efficiently, secondly, farmers will have the courage to take risks as a consequence of their transformation from ordinary rice farmers to entrepreneurial farmers, and thirdly, farmers will be innovative in various business developments in the plantation sector and the agriculture he manages." (M. Zakki, 54)

This is in line with the results of research conducted by Ropke (2004) which suggests three functions of entrepreneurship, namely: first the routine function for utilizing owned resources by applying management principles, second the arbitration function for exploiting opportunities by daring to take risks and third the innovative function for procurement. various innovations for managed business development. Thus, the meaning of entrepreneurship is a real reflection of a person's attitude, cognitive and psychomotor skills in taking

advantage of various opportunities as well as the opportunity to obtain something that is economically useful for themselves and their environment.

### **Empowerment of Farmer Entrepreneurship and Agricultural Human Resources**

Entrepreneurial development of human resources for millennial farmers and the agricultural sector is needed for various efforts to empower farmers. This statement is in accordance with the research results of Ratnawati (2009) and Dumasari, et al., (2007). These two research results mutually reinforce the social fact that entrepreneurial empowerment efforts, including women's gender or poor farming women in rural areas, can be carried out through diversification of creative productive businesses.

The diversification process, according to expert Aries Kurniawan (Head of the Entrepreneurship Study Program, Faculty of Economics and Business, Muhammadiyah University of Gresik), can be achieved through entrepreneurial behavior by strengthening a community or group approach.

“...the smooth process of business diversification can be achieved through the development of entrepreneurial behavior using a community approach to farmer groups. And in principle, every farmer has the potential to develop entrepreneurial enthusiasm and abilities in various agricultural crop commodities. It's just that this needs to be supported by Petai's own internal human resources, both senior farmers and millennial farmers, namely: (awareness, will and personal competence) together with internal parties (family, social environment, investors, government, community leaders, business partners, consumers, traders and others). Strong support from internal and external parties serves to encourage

farmers' courage to develop entrepreneurship when managing various types of micro businesses in the agricultural and non-agricultural sectors. Various factors related to the existence of the role of internal and external parties also determine the strength and entrepreneurial orientation of farmers." (Aries, 44).

The results of the analysis of this study show that developing entrepreneurial human resources for farmers and agriculture in Indonesia requires a model of empowering farmers and agricultural human resources to carry out entrepreneurial activities using a community, group approach and does not rule out the need for diversification of farming businesses that can be most profitable.

### **Strengthening the Entrepreneurial Spirit of Agricultural Human Resources in the Era 4.0 Towards 5.0**

There are at least three groups of agricultural human resources, namely agricultural officials from central to regional levels, agricultural extension workers, as well as farmers and other agricultural business actors or agripneurs who each have their own characteristics and development systems. This was conveyed by an expert who is also an agricultural figure in East Java, Ir Arifin.

"...the entrepreneurial development of farmer human resources and agricultural human resources in Indonesia each has its own characteristics and development system. The human resources of agricultural officials from central to regional levels at the government and agricultural apparatus levels are required to adapt and anticipate changes in the era of Industrial Revolution 4.0 to 5.0. Expanding the office service network, skills in the service sector, and improving the quality of internet technology-based services. "Speed and quality of service is the key to accelerating public adaptation and speeding up the running of

programs that function to move the social and economic wheels..." (Arifin, 60).

In line with what was conveyed by Ir. Arifin is an agricultural expert and figure, plantation figure Dr. M Zakki confirmed that one of the challenges of building agribusiness-oriented human resources for farmers is that there is automated work that shifts routine work with low skills, acceleration, efficiency and accuracy of services, as well as work flexibility is a necessity, which means that the government through agricultural human resources must encourage farmers to provide appropriate services. farmer entrepreneurship business needs in regions in Indonesia.

"There are paradigms, innovations and work programs that must be changed to include clear priority targets, including entrepreneurial development of quality and competitive agricultural human resources. The HR entrepreneurship development strategy includes clear and thorough planning, strict recruitment and selection, competency development to support task implementation, performance assessment and appreciation, clear and fair promotion and career rotation, and increased welfare. Therefore, agricultural human resources from the government side, both in structural and functional positions (including agricultural extension workers), need to map their number, age, position and distribution. The map will direct the material and methods for coaching and developing human resources according to the demands of changes that occur in agricultural extension human resources. "The first step in terms of extension policy to support inclusive agripreneurs in the Industry 4.0 era requires strategic policies" (Dr. M Zakki, 54).

### **Building the Character of Farmer Human Resources to Become Entrepreneurs**

Entrepreneurial character must be planted and developed in the human resources of millennial farmers. Apart from being able to overcome the problem of unemployment, it can also overcome the nation's economic problems. Because the unemployment phenomenon that occurs in Indonesia is the main problem faced by the government. Therefore, the slogan of farmers becoming entrepreneurs must be promoted in every village, and embraced by all agricultural human resources in Indonesia, especially in the era of the industrial revolution 4.0 which has moved towards 5.0.

Dr. M Zakki, a plantation figure who is a plantation entrepreneur in Tulungagung, said that to build the character of farmer human resources in Indonesia, at least farmer human resources have the character of strategic thinking.

"... in running his farm, he has an entrepreneur orientation who is willing to take risks, network, leave comfortable situations, draw on other financial resources and has a commitment to self-improvement, empathy, opening himself up to various types of people where each person must be believed to bring good for himself..." (Dr. M Zakki, 54).

### **The Role of Education in the Development of Farmer Human Resources in Indonesia**

The development of agricultural human resources in Indonesia certainly cannot be separated from the development of individual farmers as entrepreneurs. Dumasari (2014) explains that farmers do not have strong enthusiasm and business management skills, so this condition is one of the reasons why the development of farmers' personal potential is hampered. This factor is also one of the reasons why it is difficult for farmers' socio-economic conditions to develop in a more positive direction.



The current demands of the agricultural product market require farmers to change and have a more positive attitude towards their economic activities (McElwee & Bosworth, 2010). Farmers' creativity is an important aspect in their business activities, namely the process by which farmers become more market-oriented and entrepreneurial so that the direction of their business is always oriented towards sustainable business development (Lauwere, 2004; Rudmann, Vesala, & Jäckel, 2008).

As the resource person in this study, millennial farmer Ida Irawati (participant of the agripreneur academy of the Agripreneur Academy Foundation), a coffee plantation owner in Pasuruan who is developing his plantation into agrotourism, he said that in the agripreneur academy program we are encouraged not only to become coffee fruit cultivating farmers but to become coffee marketers from their harvest.

"We can often only cultivate, produce seeds and plant crops, but forget where we want to go with our harvest. So, at this agripreneur academy, we are invited and encouraged to not only be able to cultivate coffee cherries but also to produce processed products that are in demand by the market. For example, ground coffee in attractive packaging, competitive prices, and to make this all happen must have an entrepreneurial spirit" (Irawati, 23).

### **Increasing Entrepreneurial Knowledge of Farmer Human Resources**

In this section, the results of the study analysis will explain the role of agripreneur education in having an impact on the human resources of farmers in Indonesia. During their education, academy participants are encouraged from traditional farmers to become

entrepreneurial farmers who understand the science of entrepreneurial management in the agricultural sector.

Fiza Adiniyah Rosyidi, STr.T, a millennial farmer from Sidoarjo Regency, an agripreneur academy participant, said that she did not understand agricultural science, let alone entrepreneurship, so she needed to study agripreneurship in more depth.

"I am a traditional farmer, not even just traditional but zero putul 'don't understand at all' agricultural science, let alone entrepreneurship. However, while I was studying here we discovered a new method and new knowledge, namely agripneeur. I originally thought that the important thing was to plant the sugarcane and then there would be buyers from the finished factory. It turns out no, it's all wrong. We as farmers should also be able to understand financial management, marketing, production management and technology to support our farming business. "So with that knowledge we are now transformed from traditional farmers to entrepreneurial farmers who understand the financial knowledge of sugar cane farming, marketing and advertising promotions and development strategies using digital technology" (Adiniyah, 26).

Mr. Buang Kurniawan, a participant from clove farmers from Jombang, East Java, said that he was currently understanding the science of company financial management and clove marketing.

"I have been a clove farmer for a long time, we plant, harvest and sell to collectors, which means that our role is actually limited to farmers, not yet entrepreneurs. Now is the time, armed with the agripreneur knowledge of clove plantation company finance and marketing management that we have been taught to transform into clove entrepreneurs, understanding seeds, being able to produce harvests, paying employees according to

financial standards, understanding marketing, understanding market segments, understanding branding, we are now clove agripreneur entrepreneurs." (Kurniawan, 26)

Agreeing with the informant's statement above, Mahrus, a millennial farmer who develops ginger, ginger and cardamom from Pasuruan, agrees that implementing financial, marketing, production and technology management systems is the key to farmers' success in establishing the mselves as entrepreneurial farmers.

"Understanding management is one form of transformation process that is important in carrying out cardamom plantation farming business activities, becoming cardamom farmer entrepreneurs, farmers who are cardamom entrepreneurs" (Mahrus, 76)

The statements made by farmer participants in this research agree with research produced by Hendro (2011) that entrepreneurship is a paradigm that is channeled through values. These values, which include the entrepreneurial spirit, skills and entrepreneurial activities, can influence entrepreneurs to develop their businesses or even influence people to set up businesses. This is also supported by Ilham, Setiawan & Fatimah (2020) mentioned in their book entitled Basics of Entrepreneurship: Theory and Practice, where in starting a new entrepreneurship business, a person is required not only to have the ability but also ideas and will. These ideas and desires must be realized in the form of goods and services that sell in the market.

#### **D. CONCLUSION**

Based on the analysis of research results and discussion in this research, the following conclusions are drawn: (1) The agripreneur-based entrepreneurship education model as a means of developing

human resources for millennial farmers in the agricultural sector provides technical encouragement and inspiration on how farmers can produce agricultural products that are competitive and acceptable to the market with an entrepreneurial spirit; (2) Model for developing agricultural entrepreneurship and agricultural human resources in Indonesia with an empowerment approach and strengthening the entrepreneurial spirit to respond to contemporary challenges in the era of digital technology 4.0 to 5.0 by strengthening entrepreneurial character, honing knowledge about agripreneurship.

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