The Process of Transforming Farmers into Entrepreneurs in Indonesia

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Abstract
This study will only examine two things, namely: (1) how is the process of transforming farmers into entrepreneurs and (2) what benefits are obtained by participants who work as farmers while participating in the agripreneur academy program from the Sang Matahari Educational Institute (LPSM). The approach in this study uses an exploratory qualitative approach. From the results of the research and discussion that we analyzed, it was concluded that the transformation process from farmer to entrepreneur who took part in the agripreneur academy education program at LPSM in Sidoarjo, was as follows: (1) Curriculum designed to educate participants to become entrepreneurs in agriculture and plantations; (2) The entrepreneurial mindset of farmers as participants in the agripreneur academy is that farmers aspire to be entrepreneurs and have the motivation to develop their farming/agriculture business through networking and enriching the vision and mission; (3) The process of transforming from a farmer into an entrepreneur is known from two major changes, namely the transformation of farmers from cultivation to market-oriented farmers and from traditional farmers to managerial entrepreneurs.

Kata Kunci: Agripreneur, Academy, Mindset, Transformation, Entrepreneur

PENDAHULUAN
Agriculture is one of the important sectors in economic development in Indonesia (Lelono, 2012). Sustainable development in agriculture requires competency development and farmer entrepreneurship education. Entrepreneurial culture in the agricultural sector has been recognized as an important factor in the agricultural development process (McElwee and Bosworth, 2010). In several European countries, entrepreneurship education for farmers contributes to the development and entrepreneurial skills of farmers which aims to foster agricultural development and farmer welfare (Marsden and Smith, 2005).
In the current millennial era, farmers are required to have an entrepreneurial spirit and managerial skills in carrying out business activities in agriculture. With this soul and managerial ability, it is hoped that they will have high competitiveness to face the changes that occur in the business world in the agricultural sector. The limited understanding of the younger generation (millennials) regarding the agricultural sector is an obstacle for young farmers (millennials) to get involved in agriculture. Alumni of the Faculty of Agriculture in Indonesia, who are expected to become competent intellectual assets in the agricultural sector, are not entirely interested in engaging in business in the agricultural sector. Even though they really understand the science of agriculture, including the risks involved when pursuing agriculture. But they choose other careers outside of agriculture. This means that the disinterest of alumni of the Faculty of Agriculture is not due to their lack of expertise in agriculture, but there are other factors, namely because they really understand the agricultural sector (Gema, 2017). The above phenomenon becomes very interesting to observe and further examine when there are plantation farmers or a group of farmers who pursue agricultural activities and develop their farming business or group into a modern business or entrepreneurship-based agricultural business.

Research on competence development and entrepreneurship education and organization for farmers in Indonesia has not been carried out much (Mukti, Andriani & Pardian, 2018). Whereas development in the field of sustainable agriculture and plantations requires the development of entrepreneurship and also the competence of farmers. Of course, in conditions like this, support from all parties is needed, especially in terms of education that is oriented towards the development of entrepreneurship knowledge for farmers so that farmers in Indonesia become entrepreneurs in the agricultural sector with entrepreneurial, creative and innovative characteristics in developing their own agricultural businesses, groups and communities. (McElwee, 2006).

Based on the description above, the authors are interested in conducting research on the benefits of agriculture-based entrepreneurship education (agripreneur) provided to farmers, both farmers and planters, who are developing their agricultural business towards entrepreneurship (agripreneurship) through educational programs. One of the entrepreneurship education programs in agriculture that was observed by researchers
was the agripreneur academy program from the Sang Matahari Education and Training Institute (LPSM) which was founded by Ir. H. M Samsul Arifien, MMA, a plantation expert who once served as Head of the East Java Province Plantation Service. The Sang Matahari Educational Institute (LPSM) agripreneur academy program is an educational and training institution that provides education, coaching, mentoring and scholarship services to village farmers as well as field employees in the plantation and agriculture sector. Its vision and mission is to become an agripreneur-making institution through an entrepreneurship-oriented agricultural and plantation academy (agripreneur).

As for what will be studied and the main objective in this research is to see how the benefits of agripreneur education are obtained by participants as farmers who study agripreneur science. And see how the recipients of the agripreneur academy program from the Sang Matahari Educational Institute (LPSM) transform or respond to changes in the entrepreneurial aspect (entrepreneurship) so that they are expected to contribute to the development of agricultural businesses owned by the recipients of the agripreneur academy program.

LITERATURE REVIEW

Agriculture Sector

The agricultural sector in a broad sense is divided into five sub-sectors (Dumairy, 1996), namely the food crops sub-sector, the plantation sub-sector, the fisheries sub-sector, the livestock sub-sector, and the forestry sub-sector. Agriculture is the main economic sector in developing countries. The role or contribution of the agricultural sector in the economic development of a region is very important. This is due to several factors, among others. First, agriculture is a source of supply of food and raw materials needed by a region. Second, the large demographic pressures in areas that have a relatively large agricultural sector with increasing incomes from some of the population cause these needs to continue to increase. Third, the agricultural sector must be able to provide the factors needed for the expansion of other sectors, especially the industrial sector. Fourth, the agricultural sector is the basis of market relations which have an important impact on the development process.

Fifth, this sector is a source of income needed for development and a source of employment and income for the majority of the population in an area who live in rural areas in particular. This sector can also create forward and backward linkages which,
when accompanied by the right conditions, can make a large contribution to development (Pratomo, 2010).

**Entrepreneurship and Agripreneurship**

Entrepreneurship is the character and values needed to start a business or process of running something new and of economic value (Ilham et al, 2020). Entrepreneurship has historically been known since it was introduced by Richard Castillon in 1755. Abroad, the term entrepreneurship itself has been known since the 17th century, while in Indonesia the term entrepreneurship was only known at the end of the 20th century. Some terms of entrepreneurship, such as in the Netherlands known as ondernemer, in French known as entreprendre, in German entrepreneur is called unternehmer, a derivative of the word unternehmen which means running, doing and trying.

An entrepreneurial mindset holds an essential key in running a business (Herbayu et al, 2021). Entrepreneurship as in the sense that is often raised by a management expert expressed by an American economist Schumpeter. Where entrepreneurship according to (Hult, 2003), is an important thing in economic development. Schumpeter makes a distinction between entrepreneurship as a function and entrepreneurs as people. An entrepreneur can be someone who creates innovation and becomes an independent entrepreneur. Furthermore, the series of innovations created by entrepreneurs are virtually unlimited, including the development of new products/services, new distribution channels or overall industry reorganization (Birkinshaw, 2000 in Hult et al 2003). Entrepreneurship as a function refers to the disturbance of the balance within a firm (or economy) caused by the creation and application of new combinations of resources. The level of entrepreneurship also varies across organizations. For example, firms pursuing a "prospector" strategy, on average, combine resources more than firms pursuing a "defender" strategy (Miles & Snow, 1978). From time to time, the organization develops an orientation towards entrepreneurship that is integrated with its culture. Some organizations pay more attention to entrepreneurship than others, and this influences their orientation towards other factors of competitiveness such as innovativeness, customers and markets, and learning.
Agripreneurship is an entrepreneurial activity that implements innovation in the agricultural industry. Thus Agripreneurship has a considerable opportunity to be developed. Agripreneurship actors are called agripreneurs, which are defined as entrepreneurs engaged in agribusiness. An agripreneur must be able to create innovations, so that they are able to think, find solutions and make various kinds of breakthroughs in overcoming problems, especially in agriculture (Rahmawati, 2018). In addition, an agripreneur must master agribusiness management, be able to work together, be able to work productively and efficiently so that he is ready to face competition at regional and global levels (Salikin, 2003).

**Entrepreneurship Agripreneur-Based Agricultural Education**

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 (Setiawan, et al, 2021). Shilul (2014) states that, quality development can be achieved with education and entrepreneurship carried out by the community. Sustainable development in principle is a human development process in an inclusive, systemic, just, wise and safe manner. In its implementation, sustainable development is very dependent on ecological, social and economic aspects (Galdwin, Kennelly, & Krause, 1995), which really requires reliable human resources (Rudmann, Vesala, & Jäckel, 2008), to encourage success in sustainable development. In development in the agricultural sector, farmers are the party most responsible for their own progress, by adopting new principles, values, attitudes and behavior (entrepreneurial behavior). Entrepreneurial activity it can sustain economy (Setiawan, 2019). McElwee (2008b) identifies two types of farmers from an entrepreneurial perspective. First, farmers as farmers, namely farmers who tend to diversify products that are still limited and still depend on driving factors. Its business strategy is based on cost efficiency and maximizing selling prices, not yet market oriented, still product oriented and doing business on an individualistic basis, not yet working in groups or farming communities. Second, farmers as entrepreneurs, namely farmers who are able to identify and exploit existing and high-value market opportunities by utilizing agricultural resources owned by farmers in a flexible and innovative way.
Developing entrepreneurial competence in agriculture means inviting farmers to change from conventional farmers to entrepreneur farmers through an educational process. The educational process given to farmers with an emphasis on the spirit of entrepreneurship is what is called agriculture-based entrepreneurship education. In other words, when a farmer is successful in developing his agricultural business, he is an agripreneur. Gema Wibawa Mukti, Rani Andriani and Pandi Pardian (2018), The research title "Transformation of Farmers Become Entrepreneurs" in his research found that the development of entrepreneurial competencies can be directed to educated young farmers who have a great passion for development. Young farmers who come from university graduates have great potential because they generally have the courage to take risks, are able to recognize their strengths or potential, are always process and result oriented, are adaptive to change, are always innovating for the advancement of their business, are willing to network and collaborate positively with other parties so that all parties can develop and succeed together, always building a business network (silaturahmi) with partners and stakeholders.

Carolien De Lauwere (2004), Research title "The Role of Agricultural Entrepreneurship in Dutch Agriculture of Today" in her research found that criticism, perseverance, leadership, creativity, initiative, and market orientation positively affect entrepreneurship in agriculture; While a passive attitude towards progress has a negative effect on development in agriculture.

Sade Aletheia Sitorus, I Nyoman Gede Ustriyana and Gede Mekse Korri Arisena (2021), Title of research "Transformation of Honey Farms into Agripreneurs in Sumbawa Regency, in his research found an interesting fact that behavioral control and entrepreneurial education have a significant effect on the transformation of honey farmers into agripreneurs Therefore, behavioral control which contains encouragement from family, relatives, motivators, and yourself to build a business needs to be improved, as well as increasing entrepreneurship education activities which contain seminars and entrepreneurship training are also urgently needed by honey farmers to can transform into an agripreneur.

Sara Carter (2003), Title of research “Entrepreneurship in the Farm Sector: Indigenous Growth for Rural areas. In Entrepreneurship in Regional Food Production” in his research he stated that currently agriculture would be better if done by the
younger generation, because farmers who are younger and better trained in more diverse business activities tend to have a positive attitude towards new market opportunities, more sensitive to what is the needs of consumers and customers (customers), and better prepared to get involved in new businesses in the agricultural sector.

RESEARCH METHOD

The approach in this study uses an exploratory qualitative approach. Explores the early stages of the entrepreneurship education process for farmers engaged in various agricultural sub-sectors who are participants in the agripreneur academy held by non-formal education and training institutions in agriculture and plantations, namely the Sang Matahari Educational Institute (LPSM). The exploration process starts from the beginning to the end of the agripreneur academy program organized by the Sang Matahari Educational Institute (LPSM), it is necessary to carry out observations, in-depth interviews and mentoring processes for farmers, both senior farmers and millennial farmers who take part in the learning process at the Sang Matahari Educational Institute (LPSM). Whether the process is full 100% online, or offline or offline. This research process was carried out for 6 (six) months January 2023 – June 2023.

The total participants who became the object of research were 6 (six) people representing their respective farmer groups who took part in the agripreneur academy program at the non-formal educational institution Lembaga Sang Matahari (LPSM). The profiles of informants who became informants (interviewed) are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Participants/Farmers</th>
<th>Age</th>
<th>Farmer Group Name</th>
<th>Commodity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agus Setiawan</td>
<td>38</td>
<td>Millennial Entrepreneur Farmers Increase Innovation and Reputation (PETIR) Mojokerto Regency</td>
<td>cocoa</td>
</tr>
<tr>
<td>2</td>
<td>Ida Irawati</td>
<td>43</td>
<td>Pasuruan Agro-Commerce Millennial Farmer Woman</td>
<td>Coffee</td>
</tr>
<tr>
<td>3</td>
<td>Fiza Adiniyah Rosyidi, ST, T</td>
<td>25</td>
<td>Millennial Women Farmers (non Farmer Groups)</td>
<td>Sugarcane</td>
</tr>
<tr>
<td>4</td>
<td>Buang Kurniawan</td>
<td>76</td>
<td>Agropolis Wonsalam Jombang (Senior Farmer)</td>
<td>Clove</td>
</tr>
<tr>
<td>5</td>
<td>Mahrus Sholikhin</td>
<td>75</td>
<td>Gondosuli Puspo Pasuruan (Senior Farmer)</td>
<td>Cardamom</td>
</tr>
<tr>
<td>6</td>
<td>Samsiri</td>
<td>25</td>
<td>Tanjung Bumi Bangkalan, Madura Island, East Java</td>
<td>cashew</td>
</tr>
</tbody>
</table>
The research design used in this research is descriptive exploratory. Exploratory descriptive research aims to describe the state of a phenomenon, in this study it does not test certain hypotheses but to describe what a variable, symptom or condition is (Arikunto, 2002). The phenomenon described in this study is the transformation process of farmers as participants in the agripreneur academy from LPSM to be seen and analyzed in the process of transformation from farmers to entrepreneurs.

The technique in this research is a case study, namely research with an approach that aims to maintain the wholeness of the research object. Case study research is in-depth and detailed, so case studies generally produce a longitudinal picture, namely the results of data collection and analysis within a certain period of time, (Sugiyono, 2012). Sources of data used in this research are primary data and secondary data.

Existing data is analyzed by simplifying the data into a form that is easy to read and interpret. The data is presented descriptively and in accordance with the research objective, namely to find out the process of transforming farmers into entrepreneurs in the Agripreneur Academy Program at a non-formal educational institution and training from the Sang Matahari Educational Institution (LPSM) based in Sidoarjo Regency, East Java, Indonesia.

The results of the interviews and observations made will then be grouped into several categories, such as motivational aspects, marketing aspects, production aspects, technological aspects, leadership aspects, management and innovation aspects and aspects of agricultural businesses that are developed or the form of business participants and the transformation processes that are formed as well as aspects of the benefits of the agripreneur academy program for participants as farmers.

**Data Collection and Data Analysis Techniques**

The steps taken to collect the required data are as follows: (1) Preliminary Survey. Researchers visited the Sang Matahari Educational Institute as the organizer of the agripreneur academy program for farmers; (2) Field Study. In this stage, relevant data collection is carried out related to the researcher's problems. Data collection was carried out by interview, observation and documentation techniques. One of the things that was done was to meet in person, namely visiting 6 locations or areas of residence
and places of agricultural business activities for informants (farmers), as well as online (virtual) using the zoom application or other applications that can connect to farmers participating in the agripreneur academy program.

The data analysis techniques in this study consist of: (1) Records. The researcher recorded the entire contents of the conversation between the researcher and the informant (farmer); (2) The results of the recording are transcribed using the 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 study: (a) Verbatim Quotation. That is, transcribing the core of the conversation between the researcher and the informant related to the subject matter, this verbatim quotation is analyzed in depth; and (b) Verbatim transcription. That is, transcribing the entire conversation generated during the interview process between the researcher and the informant (Farmers participating in the agripreneur academy program at the Sang Matahari Educational Institute) as people who provide information to answer research questions; (3) Categorization. Categorize any information, so that researchers can easily draw conclusions from any information obtained during the research process; (4) Discuss and analyze every citation related to the content of the research discussion with the help of the transcript result attachment; (5) Draw Conclusions. At this stage this research re-understands all of this data and identifies common threads from a collection of categories, themes, relationships between themes. Then draw conclusions.

RESULTS AND DISCUSSION

The In the analysis and discussion in this research will be presented the results of research on the transformation of farmers into entrepreneurs who attended the agripreneur academy education at the Sang Matahari Educational Institute (LPSM) based in Sidodarjo. The Sang Matahari Educational Institute (LPSM) Sidoarjo is an educational institution that focuses on developing agricultural human resources in Indonesia which was founded by Mr. Ir. H. M Samsul Arifien, MMA, a plantation expert who once served as Head of the East Java Province Plantation Service. One of the agricultural HR development programs is the Agripreneur Academy Program which provides education, coaching, mentoring and scholarship services to village farmers as well as field employees in the plantation and agriculture sector. Its vision and mission is
to become an agripreneur-making institution through an entrepreneurship-oriented agricultural and plantation academy (agripreneur).

Based on the data obtained, the LPSM Agripreneur Academy, which is based in Sidoajo, has students from various producers of agricultural and plantation commodities, starting from millennial cocoa farmers in Mojokerto Regency, cashew nut farmers in Tambak Pocok Bangkalan, Madura, a group of women coffee farmers in Pasuruan, to senior clove planters in Jombang who are hungry for knowledge in the agripreneur field. The curriculum taught in the LPSM agripreneur academy program is to teach agriculture-based entrepreneurship and business management. The following is the agripreneur curriculum design in LPSM.

**Table 1. Agripreneur Curriculum Sang Matahari Education Institute (LPSM)**

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Teacher</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Management Agripreneurship</td>
<td>Tim Teaching</td>
<td>8 JP</td>
</tr>
<tr>
<td>2</td>
<td>Digital Marketing Management</td>
<td>Tim Teaching</td>
<td>8 JP</td>
</tr>
<tr>
<td>3</td>
<td>Logistic and Distribution</td>
<td>Tim Teaching</td>
<td>8 JP</td>
</tr>
<tr>
<td>4</td>
<td>Financial Management in Agriculture</td>
<td>Tim Teaching</td>
<td>8 JP</td>
</tr>
<tr>
<td>5</td>
<td>Strategic Leadership in Agribusiness</td>
<td>Tim Teaching</td>
<td>8 JP</td>
</tr>
<tr>
<td>6</td>
<td>Strategic Management</td>
<td>Tim Teaching</td>
<td>8 JP</td>
</tr>
<tr>
<td>7</td>
<td>Operational Management</td>
<td>Tim Teaching</td>
<td>8 JP</td>
</tr>
</tbody>
</table>


Farmer Entrepreneurial Mindset as Agripreneur Academy Participants

**Become a Farmer Who Dreams of Becoming an Entrepreneur**

The role of education in the current era of globalization is very important and competition in the world of education in higher education is getting tougher today (Ilham, et al, 2021). Basically the participants already have adequate knowledge, especially in upstream aspects such as planting, caring for agricultural commodity crops to harvesting. However, their business-oriented downstream capabilities were not enough, so they decided to join the agripreneur academy program at LPSM based in Sidoarjo. "I as a farmer feel the need to learn how so that we are not just farmers but can become entrepreneurs or entrepreneurs in charge of agriculture, so we joined the agripreneur academy at the Sang Matahari Educational Institute in Sidoarjo" (Agus, 38)
This is in line with what was conveyed by the Senior Farmer in Jombang who owns a clove plantation in Wonosalam. Buang Kurniawan said that a farmer's mindset must change to become an entrepreneur, so knowledge is needed where entrepreneurial knowledge can be learned at the Sang Matahari Educational Institute (LPSM), while his statement is as follows: “Even though I'm old, what are I still studying for? To be able to move forward, don't just be a farmer, but you have to be an entrepreneur. In this institution (LPSM) there is an agripreneur program, I joined and studied here” (Buang, 76)

The importance of knowledge makes farmers who are participants in the LPSM agripreneur academy program indicating that the participants actually have an entrepreneurial mindset to support farming businesses developed in their regions.

**Developing Farming Business Through Networking and Enriching Vision**

Not only aspiring to be entrepreneurs, the participants who work as farmers and gardeners have a strong passion for developing the agricultural business they run. One way is to build a network (networking). “Networking is one of my motivations to study at the LPSM academy program, networking is one of our keys to progress. I am with our cocoa farming business which has been producing cocoa powder and various processed cocoa products, one of which is because there is a potential market access networking power from participating in exhibitions, gathering in associations and even I am sure that I will find new breakthroughs when attending education at the agripreneur academy this” (Agus, 38).

Networking is one of the keys to the success of an entrepreneur. Even networking is one of the agendas for them as entrepreneurs to realize the vision and mission of the company. Ida Irawati, a participant in the agripreneur academy, told researchers that an entrepreneurial mindset must be built, one of which is learning and community. Community means building a network. The following is the statement of Mrs. Ida Irawati: “… the key is community building networking by one of them studying at the agripreneur academy's LPSM institution, I'm sure the academy participants are of course also great people, if they are farmers they must be farmers who are forward looking. I chose the path of community and learning like this to build networking…” (Ida, 43)

In fact, in this study, the entrepreneurial mindset is manifested in thinking ahead in a more advanced direction. As according to Doye & Bwisa, (2015) that there are four main components of an entrepreneurial mindset, one of which is Entrepreneurial Alertness Entrepreneurial where he is someone who has the ability to find and identify
new information and the ability to connect with previous information. This was conveyed by another informant, namely Mahrus Sholikhin, an agripreneur academy participant who works as a cardamom farmer from Gondosuli Puspo Pasuruan Village, explained as follows: "Studying at the agripreneur academy, in addition to learning the science of agripreneur entrepreneurship, we participants must intend to continue to look for new information so that we can use it to develop our garden farming business. We identify the information conveyed by the teaching experts here, then we adapt it to our needs in developing our current agriculture, I am already old, we must follow the latest information, including this science (agripreneur), don't let it be left behind by the younger ones” (Mharus, 75)

As farmers who studied agripreneur academy, the informants agreed that entrepreneurship is not a profession, but a mindset. A new mindset for farmers to be able to enrich the vision and mission of the farming business being carried out where the goal is for them to become farmers who are transformed into entrepreneurs. Here's the statement: “…farming is our profession, but entrepreneurship is our mindset. We must be able to become farmers who are entrepreneurs” (Mahrus, 75) “… well… agreed, we are farmers, but our mindset is entrepreneur. We study at the agripreneur academy, become entrepreneur farmers” (Ida, 43) "We are realizing the vision and mission of our farming and gardening business with a new entrepreneurial mindset capital” (Samsiri, 25) "Farmers with an entrepreneur mindset, yes we are. Farming, having an entrepreneur mindset” (Buang, 76).

The Process of Transformation from a Farmer to an Entrepreneur

Tidak hanya bercita-cita jadi entrepreneur, para peserta yang berprofesi sebagai petani dan pekebun memiliki semangat yang kuat untuk mengembangkan usaha pertanian yang dijalankannya. Salah satunya adalah membangun jejaring (networking).

The development of the agricultural sector in Indonesia cannot be separated from the development of individual farmers as entrepreneurs. Dumasari (2014) explains that farmers do not yet have strong enthusiasm and business management skills, so this condition is one of the causes of the development of farmers' self-potential to be hampered. This factor is also one of the reasons why the socio-economic conditions of farmers are difficult to develop in a more positive direction. The current market demands for agricultural products require farmers to change and have a more positive attitude towards their economic activities (McElwee & Bosworth, 2010).
From Cultivation Farmers Transformed into Market Oriented Farmers

The farmers' creativity becomes an important aspect of their business activities, namely the process by which farmers become more market-oriented and entrepreneurial so that their business direction is always oriented towards sustainable business development (Lauwere, 2004; Rudmann, Vesala, & Jäckel, 2008). As the interviewee of coffee farmer Ms. Ida Irawati, she said that in the agripreneur academy program we are encouraged not only to become coffee cherries producing farmers but to become coffee marketers from their crops. “We are often only able to cultivate, produce seeds and grow crops, but forget where to go with our crops. Now at the agripreneur academy we are invited and encouraged to not only be able to cultivate coffee cherries but to produce processed products that are in demand by the market. For example ground coffee in attractive packaging, competitive prices, and to make it happen all must have an entrepreneurial spirit” (Ida, 43).

From Traditional Farmers to Farmers Understanding Entrepreneur Management

Being an entrepreneur means being strategic, innovating and having value (Setiawan & Komara, 2020). Entrepreneurial management is one of the keys to successful study at the Agripreneur Academy program at the Sang Matahari Educational Institute (LPSM) Sidoarjo. Academy participants during their education are encouraged from traditional farmers to become entrepreneur farmers who understand the science of entrepreneurship management in agriculture. Fiza Adiniah Rosyidi, STr.T, a sugarcane farmer in Sidoarjo, an agribusiness academy participant with a bachelor's degree in electrical engineering, said that he did not understand agriculture and plantations or even entrepreneurial management, so he needed to learn more about agriculture, plantations, management and finance, marketing and entrepreneurship, including technology in business. "I am a traditional farmer, not even just a traditional farmer but a zero point ‘no understanding at all’ of agricultural science let alone an entrepreneur. However, while I was studying here, we found new ways and new knowledge, namely agripreneur. At first, I said that the important thing was to plant sugar cane, and then there would be buyers from the factory. Turns out no, it was all wrong. As farmers, we 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 transforming from our traditional farmers
into entrepreneurial farmers who understand the financial sciences of sugar cane farming, marketing science and advertising promotion and development strategies using digital technology” (Fiza, 25).

The same thing was conveyed by Buang Kurniawan, a participant from clove farmers in Jombang, who said that he is currently understanding corporate financial management and clove marketing. Here's the statement: "I have been a clove garden farmer for a long time, we plant, harvest and sell to collectors, which means that our role is actually limited to being a farmer, not yet an entrepreneur. Now is the time with the financial agripreneur knowledge of a clove plantation company and marketing management that we have taught us to transform into clove entrepreneurs, understand seeds, be able to produce crops, pay employees with financial standards, understand marketing, understand market segments, understand branding, we are now clove agripreneur entrepreneurs " (Discard, 76).

Agreeing with the informant's statement above, Ida Irawati a Jombang coffee farmer, Mahrus Sholikin a cardamom farmer from Pasuruan, Samsiri Cashew nut farmer from Bangkalan Madura and Agus Setiawan a cocoa farmer from Mojokerto agreed that implementing a system of financial management, marketing, production and technology is the key to success for farmers. in establishing himself as a farmer entrepreneur.

Here's the statement: "...financial management is important in supporting our farming business, before we were pure farmers, now we have changed our mindset to an entrepreneurial mindset, we are entrepreneurial farmers” (Agus, 38) "...farming is a profession, entrepreneurship is a mindset and management is the key to our success as entrepreneurs" (Ida, 43) "Understanding management is a form of transformation process that is important in carrying out cardamom garden farming activities, becoming cardamom farmer entrepreneurs, farmers who are cardamom entrepreneurs” (Mahrus, 76) "Technology and management knowledge is one of our guides for farmers to become entrepreneurs. If we are cashew farmers, we will become cashew entrepreneurs, not only marketing fruit but attractive packaging products” (Samisiri, 25)

The statements of our informants above agree with Hendro (2011) that entrepreneurial transformation is a paradigm that is channeled through values. Values that include the entrepreneurial spirit, skills and activities of these entrepreneurs can influence entrepreneurs to develop their businesses or even influence the community to set up businesses.
CONCLUSION

Based on the analysis of the results of the research and discussion that we analyzed, it was concluded that the process of transformation from farmer to entrepreneur who took part in the agripreneur academy education program at the Sang Matahari Educational Institute (LPSM) in Sidoarjo, was as follows:

1) The Sang Matahari Educational Institute, Sidoarjo, has developed an agripreneur academy program with a curriculum designed to educate participants to become entrepreneurs in agriculture and plantations.

2) The entrepreneurial mindset of farmers as participants in the agripreneur academy is that farmers aspire to be entrepreneurs and have the motivation to develop their farming/agriculture business through networking and enriching the vision and mission.

3) The process of transformation from a farmer to an entrepreneur is known from two major changes, namely the transformation of farmers from cultivation to market-oriented farmers and from traditional farmers to managerial entrepreneurs.

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