

SUNTING AKSARA: A SERVICE BUSINESS TO IMPROVE STUDENT ENTREPRENEURSHIP COMPETENCE IN THE FIELD OF EDITING

Chafit Ulya¹, Sarwiji Suwandi², Joko Nurkamto³, Kundharu Saddhono⁴
{chafit_pbi@student.uns.ac.id¹, sarwijiswan@staff.uns.ac.id², jokonurkamto@staff.uns.ac.id³,
kundharu_s@staff.uns.ac.id⁴}

Universitas Sebelas Maret, Surakarta^{1,2,3,4}

Abstract. The students of the Indonesian Language Education Study Program of FKIP UNS have the potential to become language editors and open an editing service business. This effort can be realized through the lectures of *Sanggar Bahasa dan Sastra*. This article briefly described the learning process carried out to equip students with the ability to develop businesses in the field of editing. The research method used in this study was a case study with the research object being the students of PBSI FKIP UNS. The results of this study indicated that through the *Sanggar Bahasa dan Sastra* lectures, the students of PBSI FKIP UNS had succeeded in developing a start-up in the field of editing named "Sunting Aksara". This business was built through three stages: the prototype design stage, the prototype development stage, and the prototype assessment stage. However, this effort was not enough. Continued efforts are still needed to maintain the continuity of their business.

Keywords: sunting aksara, editing service business, entrepreneurship

INTRODUCTION

The Indonesian language plays an essential role in the life of our nation and state. It serves as both a unifying force for the country and a symbol of Indonesian pride and identity. Indeed, it is a global language since it has become an official subject of study at several universities in various countries. Additionally, mastering the Indonesian language is a promising skill in such a job competitions. Based on this fact, many students and universities in China are enthusiastic about learning the Indonesian language (Xiaoqiang, 2016).

Unfortunately, some Indonesians retain a lack of ownership over the Indonesian language. Moreover, some people tend to underestimate its existence. Along with the advancement of information technology, foreign terms such as online, web, email, and netizen are more widely used than the Indonesian terms, namely daring, laman, surel, and warganet. This fact somehow shows that Indonesian people still do not love the Indonesian language (Wahyono, 2017).

Another issue that has arisen is the prevalence of errors in various media. Numerous errors remain in the writing of the Indonesian language in several official media such as newspapers, books, and scientific manuscripts, ranging from micro errors such as spelling and standard forms to macro errors such as paragraph coherence (Abdurrahim et al., 2021; Aji et al., 2021; Aprilia et al., 2020; Nisa, 2018; Permatasari et al., 2019). Meanwhile, the purpose of writing has been deemed unsuccessful without the proper application of language rules (Ariningsih et al., 2012). Understanding language rules entails employing correct spelling, diction, sentences, and paragraphs so that the reader could comprehend the author's intentions. It is considered necessary because errors in the author's spelling, diction, sentences, or paragraphs will obstruct the reader's comprehension of information. As a result, the existence of a language editor is critical.

The students enrolled in the Indonesian Language Education Study Program of The Faculty of Teacher Training and Education (FKIP) in UNS (Universitas Sebelas Maret) have the ability to work

as a language editors. It was because they have been provided with some courses such as editing, language error analysis, and various courses on Indonesian language rules. With the assistance of these courses and several entrepreneurial skills, students can explore opportunities to become entrepreneurs in the editing held by establishing editing services specializing in various forms of development, mainly digital. Through this research article, the researchers briefly described the learning process carried out to equip students with the ability to develop businesses in editing.

RESEARCH METHOD

This research employed a descriptive narrative method with a case study approach, which entails an intensive study on one particular object as a case. As a result, descriptive qualitative research produces the data in the form of written words (Moleong, 2019). The research was conducted at the Indonesian Language and Literature Education (PBSI) Study Program of FKIP UNS. The data collection techniques employed in this study were observation and document analysis. The observation was carried out by observing the learning process in the classroom, while the document analysis was done by looking at the lecturer's and student's documents. The collected data were then been analyzed using an interactive data analysis model consisting of data reduction, data display, and conclusions drawing or verification. The first stage is data reduction, which is a step to eliminate the data that is not so influential and pay more attention to the influential data in the field, focusing to the fact that the acquired data must be extensive and varied. After the data have been reduced, the next step is to display the data descriptively to facilitate the data classification following the research objectives. The final step of the data analysis technique is verification, where conclusions are drawn from the research's results (Miles & Huberman, 1994).

RESULT AND ANALYSIS

Editing (*Penyuntingan*) is one of the elective courses in the Indonesian Language and Literature Education Study Program of FKIP UNS. This course is divided into three categories, namely Editing (*Penyuntingan*), Print and Electronic Editing (*Penyuntingan Cetak dan Elektronik*), and Editing Internships (*Magang Penyuntingan*).

The Editing course provides students with a basic knowledge of manuscript editing and the skills of editing and preparing manuscripts in the publishing process. It includes mastering and applying the rules of linguistic aspects such as spelling, word choice, and grammar as a preparation for students to understanding the form of effective sentences and paragraph development. It also provides an understanding of the editing code of ethics implemented in the editing tasks of various pre-printed manuscripts, both in working independently and in teams. The Print and Electronic Editing course provide students with skills to apply the theoretical concepts of editing in print and electronic media. Meanwhile, the Editing Internships provide students with skills to go directly through internships in various publishing institutions, both print and electronic.

Along with acquiring editing knowledge and skills, the students can hone their entrepreneurial competencies in the field of editing. It is accomplished through the completion of the *Sanggar Bahasa dan Sastra* course. This article discussed the process of developing entrepreneurial competence in editing that took place during the associated lectures. The process of developing entrepreneurial competence in editing consists of three stages, namely the prototype design stage, the prototype development stage, and the prototype assessment stage.

1.1 Stage 1. Prototype Design

The first stage in developing entrepreneurship in editing begins with designing a prototype. To get a good prototype, the steps that should be taken are (1) analyzing the student potential, (2) analyzing the market potential, and (3) designing and developing the prototype.

The analysis of a student's potential is conducted to get an overview of the student's portfolio. Additionally, it is carried out to ensure that the business development undertaken by students is in

accordance with their interests and talents. The analysis results are used as the basis for determining the student group. The following is an example of a student's potential mapping.



Figure 1. The Analysis of Student's Potential

This stage is the beginning of creating an entrepreneurial group in the field of editing. They named the group Sunting Aksara. It is a digital platform that focuses on editing services in the form of short story scripts, articles, novels, theses, and books.

Sunting Aksara consisted of six students who chose Editing as an elective course. There was also one student from the Broadcasting (*Penyiaran*) course taking part in the group. The following is a division of labour designed within the team.

Table 1. The Members and the Division of Labor of Sunting Aksara

Name	Areas of Expertise	Responsibility
Aula Fitriani	Editing	Coordinator
Christiana Risang	Editing	Editor – Marketing
Dina Wahyu Utami	Editing	Editor – Marketing
Azzahra Nurhidayati	Editing	Editor – Liaison
Ni'Mah		Editor – IT
Elfina Istikhomah	Editing	Developer
Elma Nazlah Khairani	Broadcasting	Media Developer

The Sunting Aksara team, which consisted of six people, had different tasks and jobs. One person as coordinator, one person as a liaison, two people in marketing, and two people in information technology. The division of labor was adjusted according to members' interests and abilities. For instance, a person in charge of the information technology department must be familiar with some computer software used to develop Sunting Aksara.

Following the formation of the team and the division of labor, the next step was to analyze market potential or needs. The analysis of market potential is critical for developing a business design according to user needs. It indicates that the business being developed offers something new and is in high demand among users.

1.2 Stage 2. Prototype Development

In this digital era replete with numerous "Go to Online" campaigns, almost every aspect of life is initiated online via the internet. The Sunting Aksara team made an effort to keep up with the times by developing a website known as suntingaksara.com. The website's menu structure included a

homepage, a profile and bookings, classes, publications, and contacts section. Meanwhile, Sunting Aksara's services included editing (of short story scripts, articles, novels, theses, and books) and plagiarism checking.

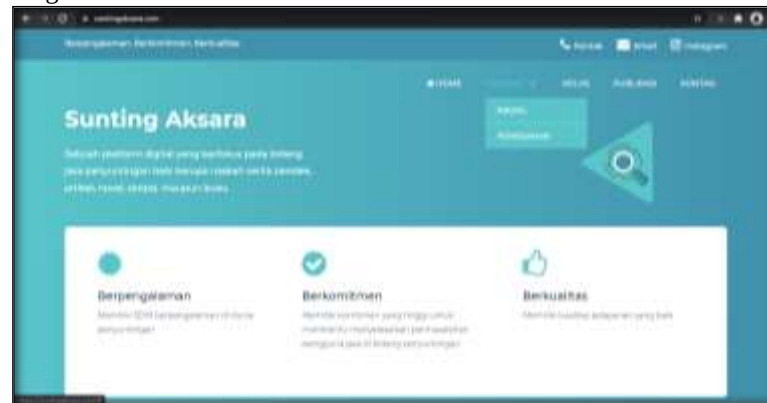


Figure 2. The Display of Sunting Aksara's Website

Sunting Aksara promoted the team to the broader community by utilizing Instagram as a promotional medium. Their *Instagram* feeds featured editing materials such as script dictionaries, *KBBI* studies, brief information, etc. Additionally, Sunting Aksara created a *YouTube* channel for the team's video materials. One of the videos was a profile video that included information about the business profile, vision and mission, activities, and user testimonials.



Figure 3. Sunting Aksara's Instagram Account



Figure 4. Sunting Aksara's YouTube Channel

1.3 Stage 3. Prototype Assessment

The third step in developing an editing service business is to seek validation from experts. Sunting Aksara received validation from Dr. Kundharu Saddhono, M.Hum., an Editing course lecturer. The second validator was Sara Neyrhiza, a digital entrepreneur (the founder of Speaking.id). The Sunting Aksara team then implemented several suggestions and inputs from the two validators.

In addition to expert evaluations, Sunting Aksara's service businesses were evaluated by the users. They solicited testimonials from their service users in this instance. One of them was Ninik, a Faculty of Economics and Business (*FEB*) student in Universitas Sebelas Maret. The service users were pleased with the editing results, as the Sunting Aksara team included error markers in the edited manuscript to help them pinpoint their scriptwriting errors.

Those were the three stages taken by Sunting Aksara in the process of developing an editing service business. Through project-based learning scenarios, the Sunting Aksara team was able to develop the start-up in accordance with their competencies.

Thus, it can be concluded that entrepreneurship education has a strategic role in increasing student entrepreneurial competencies. The application of entrepreneurship education in editing is one of the efforts to build self-potency in students, as mandated in Law Number 20 of 2003 concerning the National Education System. In addition to self-potency, entrepreneurship education

is also seen as capable of developing a proactive and creative attitude, the ability to work together, and improving student soft skills and competitiveness (Pelipa & Marganingsih, 2019; Sánchez, 2013; Sutrisno & Cokro, 2018).

Concerning the importance of the role of entrepreneurship education today, education programs should be directly involved in efforts to increase entrepreneurial abilities to support the development of creative industries and arts and culture (Matetskaya, 2015). Moreover, entrepreneurship education has an important meaning for students since it is proven to be able to encourage the growth of student intentions in entrepreneurship (Al-Jubari et al., 2019; Asghar et al., 2019; Cao & Ngo, 2019; Fatoki, 2019; Khalifa & Dhiaf, 2016; Okręglicka et al., 2017), encourage students in taking risks (Maina & Nyambura, 2020), improve the self-efficacy (Mohd et al., 2015), and build a mindset to become an entrepreneur (Cao & Ngo, 2019).

The efforts of Sunting Aksara would then serve as a valuable foundation for pursuing a career in the editing field as an entrepreneur. The three stages, however, were viewed as the initial steps for them. Efforts to ensure the continuity of their business would be required

CONCLUSION

Based on the explanations presented above, it can be concluded that entrepreneurship education can be implemented in many fields, including editing. The students taking an Editing course need to be equipped with entrepreneurial skills in editing by means of opening an editing service business. Through the *Sanggar Bahasa dan Sastra* course, the students had done it by building an editing service business named Sunting Aksara. This business was built through three stages: the prototype design stage, the prototype development stage, and the prototype assessment stage. Through these three stages, Sunting Aksara had been established as the start-up of a service business in the field of editing. However, this effort was not enough. Continued efforts are still needed to maintain the continuity of their business.

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