**COMMUNITY EMPOWERMENT THROUGH V-CAKES TRAINING (VEGETABLE CAKES) TO DEVELOP KNOWLEDGE AND ENTREPRENEURIAL ATTITUDES**

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***ABSTRACT***

*The research objective was to empower the community through training in v cakes (vegetable cakes) to increase the knowledge and entrepreneurial attitudes of the community in Palintang Village, Bandung. The method used is quasi-experimental combined with Systemic, Holistic, Interdisciplinary, and Participatory approaches. The research design used posttest only group design (treatment by subject design). The activities carried out began with problem identification, then prioritized problems, and then an action plan was made. This action plan was used as a research intervention in the form of entrepreneurship training. The independent variable is community empowerment through vegetable cakes. The dependent variables are (a) knowledge of entrepreneurship and (b) entrepreneurial attitudes. The data obtained were analyzed descriptively by looking for the percentage change and followed by a paired t-test with a significance level of 5% to analyze the differences in people's knowledge and attitudes between before and after the training. The results of the data analysis showed that the community's knowledge and attitudes were different between the pre and post-V cakes training (p <0.05). In this case, there was an increase in knowledge by 21.18%, and entrepreneurial attitudes increased by 9.57%. Thus it can be concluded that community empowerment through v-cakes training can improve the knowledge and entrepreneurial attitudes of the community in Palintang village, Bandung.*

*Keywords: Community Empowerment, V-Cakes, Enterprenuerial attitudes*

**A. Introduction**

Fayolle & Gailly (2008) proposed a model of entrepreneurship education which is divided into two levels, namely the ontological level and the educational process. The ontological level explains three aspects of entrepreneurship education: what is the meaning of entrepreneurship education, what is the meaning of education in the context of entrepreneurship, and the roles of educators and students. Entrepreneurship education is understood as a process to develop target groups (individuals or groups) into creative, innovative, and productive people who can find solutions to problems faced by using resources in their environment, both social and natural resources. Entrepreneurship education arises because of erratic social change and demands that entrepreneurial competencies be owned by individuals, organizations, and communities (Kirby, 2004: 514). Increased entrepreneurship education can be caused by the demand from economic development, job creation, expansion of economic networks, changes in technology and changes in the political climate, as well as the emergence of innovation (Fayolle, 2007: 54). In line with this, Fayolle (2008) argues that entrepreneurship education has three categories, namely the goal of increasing student awareness, teaching techniques, procedures and problem-solving, and supporting projects as a mutual company. Another thought is argued by Mwasalwiba (2010: 26) which shows that the specific goals of entrepreneurship education can be grouped into learning "about", learning "for", learning "through", and learning "in", as well as community service programs. Community entrepreneurship education needs to produce productivity, adaptability, and continuity.

Nowadays, nutritional problems in children generally arise because of the wrong choice of food so that there is an imbalance between nutritional consumption and the recommended nutritional adequacy. Nutritional problems that can occur in children are malnutrition (underweight), obesity (overweight), and anemia (Nurhayati: 2012). Therefore, innovations are needed for food preparations that must pay attention to the nutritional content of these foods. With the availability and abundance of vegetable plants in Palintang Village, Bandung Regency, many innovations can be made to types of vegetable-based food preparations such as V-cakes (vegetable cakes), which are sponge made from vegetables created with garnishes from vegetables and other toppings. according to taste by maintaining the vitamin content in existing vegetables. Only a small proportion of students always consume vegetables. Vegetables that are often consumed by students less than half are carrots, kale, and beans, a small proportion of students often consume spinach and long beans (Suryati: 2012).

The training in making V-cakes (vegetable cakes) can increase the knowledge and income of the community. In addition, the research team will also help promote and publicize the V-cakes produced by the community through the website and social media in order to attract the public's interest to buy these products. The community will also receive training on how to use the web and social media as a promotional medium to create independence.

**B. Method of Implementation**

Quasi-experimental research that focuses on community empowerment through v cakes combined with a systemic, holistic, interdisciplinary, and participatory (SHIP) approach. Systemic or through a systems approach means that all the factors that are in one system and are thought to cause problems must be taken into account so that no more problems are left or the emergence of new problems as a result of system linkages. Holistic means that all factors or systems that are related or thought to be related to an existing problem must be resolved proactively and thoroughly. Interdisciplinary means that all related disciplines must be utilized because the increasing complexity of the existing problems is assumed to not be solved maximally if only studied through one discipline, so it is necessary to conduct cross-disciplinary studies. Participatory means that everyone involved in solving the problem must be maximally involved from the start so that a conducive work mechanism can be realized and quality products are obtained by the demands of the times (Manuaba, 2008). The research subjects were the people in Palintang Bandung village. The research object is the vegetables produced by the community. The target population in this study were all people in Palintang village, Bandung.

**C. Result and Discussion**

The economic development of a society is basically meant to improve the quality of life and life of the citizens of the community by increasing income to meet their economic needs. Every society has different economic development policies. Porter, et al. (2002) stated that economic development is divided into three specific stages, namely: (1) factor-driven stage, (2) efficiency-driven stage, and (3) innovation-driven stage (Acs, et. Al., 2008). The factor-driven stage is an economic development that is based on the use of natural and human resources, which still produces low income. The efficiency-driven stage is characterized by the production of standard services and goods, and the economic activities in this stage are more likely to be manufacturing and export activities. Meanwhile, the innovation-driven stage is characterized by the ability to produce more innovative goods and services using the latest technology.

In this last stage, entrepreneurship becomes a contributing factor and allows for more development due to technological changes during the world war period, and the decline in the manufacturing sector. Every society has different entrepreneurial activities. A survey conducted by the General Entrepreneurship Monitor (GEM) in 2014 positioned Indonesia as a country that still emphasizes economic development which is more based on the efficiency of the economic development process (Singer, et al., 2015), namely a country whose economic development uses the availability of technology, education and training in tertiary institutions, product market efficiency, labor market efficiency, and market size. This means that Indonesia is still minimal in developing entrepreneurial activities in society, both related to the development of entrepreneurial attitudes, entrepreneurial activities, and social culture for entrepreneurship. This shows that the development of entrepreneurship in Indonesia needs to be developed by prioritizing the development of entrepreneurship programs, knowledge transfer, financial policies for entrepreneurship, conducive social and cultural norms and culture, innovation development, and so on. As Drucker (1985) states that entrepreneurial capacity can be built with education. In other words, entrepreneurship education will be a means or tool to create human resources to develop an economic system and social welfare.

In this study, it was found that there was a significant increase in the entrepreneurial attitude of the community by 9.57% between before and after the V-cakes training (p <0.05). This indicates that through the training the Palintang villagers are increasingly motivated to develop their business. Also, there is the courage to become entrepreneurial. In this case Sutajaya & Gunamantha (2014) reported that there was an increase in entrepreneurial attitudes seen from the indicators: (a) cakes were only marketed in limited areas (22.2%); (b) keeping an eye on market prices (11.1%); (c) concern with market prices (38.9%); (d) efforts to improve product quality (0%); (e) the tendency to try to increase the number of products produced (66.7%); (f) efforts to increase the quantity and quality of products (33.3%); (g) marketing efforts through traditional markets in other places (44.4%); (h) marketing efforts through supermarkets (22.2%); (i) business to open small shops in tourist areas (22.2%); (j) efforts to market culinary products with the hope of getting higher profits (11.1%); (k) courage to borrow capital in the village (27.8%); (l) undertaking entrepreneurship courses (22.2%); (m) efforts to expand product marketing area (22.2%); (n) businesses offering culinary products through partners in the marketing sector (5.6%); (o) buying culinary products from other traders with quality products (27.8%); (p) efforts to win competition in the market (16.7%); (q) business as both a producer and a seller (5.6%); (r) having discussions with colleagues (11.1%); (s) cooperating with other merchant groups (11.1%); and (t) efforts to expand marketing to supermarkets, hotels, restaurants and other parties (16.7%).

Sutajaya & Gunamantha (2014) also reported that training conducted by two experts who were also entrepreneurial turned out to be able to significantly change entrepreneurial attitudes where there was an increase in the entrepreneurial attitude score by 41.59%. This shows that people are starting to be motivated to get into the business. On the other hand, it seems that they are increasingly daring to increase business capital in the hope that the product quantity can be increased. Marketing efforts through other means, apart from the area provided by the village, have also begun to appear, because 9 traders have started advertising that they received orders. In line with the increase in entrepreneurial attitudes, it is believed to have an impact on the productivity of traders. This can happen because a high entrepreneurial spirit will certainly have a positive correlation with an increase in products sold and in the end, sales turnover will increase. This certainly has a positive impact on increasing the work productivity of culinary traders.

The target areas are Palintang Village, Cilengkrang, Bandung Regency. This area is known as a densely populated area with the majority of the people (housewives) not working. The available free time is also not used for activities that are productive and beneficial, so it is hoped that through this Assisted Village program the creativity of housewives in Cilengkrang Village can be empowered by training in making V-Cakes (Vegetable Cakes). With the training in making V-Cakes (Vegetable Cakes) products from this vegetable. Thus, more and more people will know about V-Cakes (Vegetable Cakes) products.

**D. Conclusion**

Starting from the results of the analysis and discussion reviewed based on the relevant literature, the following conclusions can be concluded: (1) The community empowerment strategy through V-ccakes training is quite adequate as seen from the enthusiasm of the community to develop its business. (2) Community empowerment through V-cakes training can significantly increase local community knowledge in the field of entrepreneurial strategy by 21.18% (p <0.05). (3) Community empowerment through V-cakes training can significantly increase the entrepreneurial attitude of the local community by 9.57% (p <0.05).

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