

The Conceptual Humanizing Entrepreneurship Programme: Creating job opportunities for the unemployed youth and to reduce poverty in Kediri, East Java

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Abstract: One of the main problems facing the Indonesian nation and state is the problem of unemployment. High unemployment has a high impact on poverty, unemployment in Indonesia is a problem that cannot be resolved. Unemployment in Indonesia is dominated by youth which is 13.47% and the largest spread of youth is on the island of Java 55.53%, this is due to several factors including the size of the workforce that is not balanced with employment opportunities and the level of education and skills possessed by Indonesian people very low through the literature review from 2011-2018, there were significant results on the effect of providing entrepreneurial education on entrepreneurial interests. For this conceptual paper has a program based on the objectives of the SDGs, this program is a Smart Entrepreneur which is an educational program and practice on entrepreneurship aimed at unemployed youth in the Kediri area of East Java, this program has the potential to (a) improve the regional economy, (b) improve community social status, (c) shape the character of entrepreneurship based on Islamic religious values of hard work, honesty, high creativity and leadership, (d) able to open their own jobs and be able to teach knowledge to other communities. This program is developed based on the Business Model Canvas (BMC) approach which looks at the customer segments, value propositions, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structures. The application of the BMC in this paper is expected to illustrate the conceptual solution that will be carried out later.

Keywords: SDGs, BMC, Unemployment, Poverty, Kediri, Humanizing Entrepreneurship.

I. INTRODUCTION

Economic development is one of the main goals for developing countries, including Indonesia. Development is not only related to growth but also in improving welfare, security, and quality of resources including human resources and the environment. Economic development and development in other fields always involve human resources as one of the actors of development, therefore the population in a country is the main element in development. Poverty is one of the fundamental problems that is the center of attention of the government in any country. Poverty is a condition where a person cannot enjoy all kinds of choices and opportunities in fulfilling his basic needs, such as being unable to fulfill health, decent living standards, freedom, self-esteem and a sense of respect like other people. Poverty is a problem faced by all countries, especially in developing countries like Indonesia. This is because poverty is multidimensional, meaning that because human needs are diverse, poverty also has many primary aspects in the form of asset poverty, social political organization, knowledge, and skills as well as secondary aspects of poor social networks, financial resources, and information. Poverty in Indonesia is caused by many unemployed people [1]. Unemployed people are generally caused by a number of factors, namely the limited employment available, skills or special skills in finding a job, the desire of the community just to work as employees, and termination of employment. According to BPS, the unemployment rate in Indonesia in 2018 was dominated by youth [2].

Youth are individuals who when viewed physically are experiencing development and psychologically are experiencing emotional development, so that young people are human development resources both now and later that will replace the previous generation. Youth is an individual with a dynamic character, even turbulent and optimistic but has no stable emotional control. Youth face a period of social and cultural change. According to Law Number 40 of 2009 concerning youth article 1 paragraph (1), defines that "Youth is an Indonesian citizen who enters an important period of growth and development aged 16 (sixteen) to 30 (thirty) years". Youth is the front guard in the process of struggle, renewal and nation building [3]. In the RPJMN, one of the strategic agenda of youth development is to create future generations of a strong, independent and competitive nation, especially to enter the era of the Industrial Revolution 4.0 and the opportunity for bonus demographics. Demographic bonuses are phenomena when the productive portion of the population is greater than the unproductive portion of the population. So that at the moment of bonus demography should be a period, where young people with great potential are able to bring the entire nation to enjoy these opportunities. This explains that Indonesia must be able to prepare the productive age population to become the main actors in utilizing demographic bonuses. Realizing the importance of the roles and functions inherent in youth, the Indonesian government seeks to develop all of its potential through awareness, empowerment, youth development in all fields, as part of national development. According to the Susenas results in 2018, Indonesia is home to 63.82 million young people, this number constitutes a quarter of the total population of Indonesia. In the developing era there are still many foundations at the World Economic Forum (WEF) that Indonesia ranks 36th in the period 2017-2018 [1]. Data from the Central Bureau of Statistics shows that there is a decrease in unemployment every year, from the data, it can be seen that there is a significant difference in unemployment among youths, aged 15-29 years and groups 30-60 years and over, where the incidence of unemployment in youth is higher old class. Data from the Central Statistics Agency 2018 show that the Indonesian youth unemployment rate (TPT) in 2018 was 13.47 percent. with the division of age groups 16-18 years as much as 21.38%, 19-24 years as many as 39.38%, and 25-30 years as many as 39.24% [2]. Based on distribution by area of residence, more than half of youth are concentrated in Java (55.53 percent). Kediri City Central Bureau of Statistics (BPS) shows that in 2014 the open unemployment rate in the City of Kediri was 7.66%, in 2015 it was estimated at 8.46%, in 2017 it was 4.68% and East Java Province was 4.00%. And the latest data in 2018 in the unemployment rate in the City of Kediri is 3.63% [4].

Globalization has a positive influence on the domestic industrial climate, especially for domestic business actors to innovate and compete healthily in international trade. The government as a policy maker should have welcomed this positive influence to create more conducive conditions for the business world, both large and small. Small and Medium Enterprises (SMEs) as business actors whose tendency is that some people are pessimistic about their abilities apparently have a share in economic development. SMEs have an important role in the economy in Indonesia. SMEs have a proportion of 99% of the total business actors in Indonesia or as many as 56.54 million units [5]. The existence of SMEs cannot be doubted because it is proven to be able to survive and become the economic driving force, especially after the economic crisis. SMEs at the time of the economic crisis were able to make adjustments and survive when many large companies went bankrupt and carried out large-scale layoffs.

At present, SMEs have contributed greatly to regional revenues and Indonesian state revenues [6]. UKM is a form of small-scale business of society whose establishment is based on one's initiative. Most people assume that SMEs only benefit certain parties. In fact, SMEs play an important role in reducing the unemployment rate in Indonesia. UKM can absorb many Indonesian workers who are still unemployed. In addition, SMEs have contributed greatly to the regional income and income of the State of Indonesia. SMEs have an important role in economic development. Because the absorption rate of the workforce is relatively high and the need for investment capital is small. This makes SMEs not vulnerable to various external changes. SMEs are actually able to quickly grasp various opportunities, for example to carry out production that is import substitution and increases the fulfillment of domestic needs. Therefore, SME development can support economic diversification and accelerate structural change, which is a prerequisite for stable and sustainable long-term economic development. According to megatrend Indonesia 2045, it is estimated that the economic center will move to Asia, such as China, India, South Korea, and Japan, not again in the United States. This is because the Asian region is helped by geographic bonuses or geographic dividends [7]. To overcome unemployment and prepare the community, especially the younger generation, to face the megatrend, the researchers propose the eSmartEntrepreneur program which will be implemented in the Kediri area focused on education and practice, this program has been adjusted to the SDG 4 target to ensure inclusive and equitable education and promote learning opportunities lifelong for all. From the results of the program that has been planned, researchers are expected to be able to penetrate the two targets of the other SDGs, namely SDG 8, namely the promotion of sustainable and inclusive economic growth, productive and holistic opportunities, and decent workers for all communities and SDG 1 namely ending all forms poverty anywhere.

II. LITERATURE REVIEW

According to Ahmad Tri Atmaja (2016) on the Effect of Entrepreneurship Education and Entrepreneurial Activity on the Interest of Student Entrepreneurship in Semarang State University. The population in this study were students chairing the 2015 PKM-K funding year, amounting to 67 students and sampling techniques using saturated samples totaling 67 students. This study uses a questionnaire as a method of data collection. Questionnaires with a Likert scale are used to measure the variables of interest in student entrepreneurship (Y), entrepreneurship education (X1) and entrepreneurial activities (X2). The results of the study show that entrepreneurship education and entrepreneurial activity have an effect on simultaneously the interest in entrepreneurship in students of Semarang State University (62.3%). Partial influence is also obtained on each independent variable on the dependent variable. Entrepreneurship education affects the interest in student entrepreneurship (14.98%). While entrepreneurial activity affects the interest in student entrepreneurship (36.12%) [8].

In the following year the research resumed Fa'izatul Masruroh (2017) on the Effect of Entrepreneurship Education on the Motivation of Student Entrepreneurs in the Management Department of the Faculty of Economics and Business, Airlangga University, Surabaya. The population came from the Management Department of the Faculty of Economics and Business, Airlangga Surabaya University, amounting to 1,411 students from the class of 2012, 2013, 2014, 2015. Then the sample was taken by means of random sampling, resulting in 140 students. Respondents in this study were given a questionnaire. this is a type of closed questionnaire. Respondents can only answer by choosing one of the answers provided, of course this will make it easier for respondents to choose answers and make it easier for researchers to process data because the information obtained has focused on answering information needed by researchers. Based on the above calculation, the results obtained are 0.457 where t table is 0.138 and t count is 0.457, meaning H_a is accepted and H_o is rejected which means there is a significant effect of Entrepreneurship Education on the motivation of entrepreneurship in the Management Department of the Faculty of Economics and Business Airlangga University Surabaya with sufficient correlation . So that this research supports one theory about 8 Entrepreneurial growth driving factors according to Thomas W. Zimmerer that entrepreneurial education will influence the motivation of a young man's business. In the same year Eri Wirandana (2017) on the Effect of Entrepreneurship Education on Entrepreneurial Intention. The sample in this study was Pamulang University Economic Education students with a total of 97 students. The results showed that entrepreneurship education was analyzed with the dimensions of know how, know who, and know why had an influence on all dimensions of TRA consisting of Perceived Behavioral Control (PBC), Subjective Norm, and Attitude. The TRA variable shows that only the Attitude dimension has a positive influence on Entrepreneurial Intention [9].

Budi continued (2018) on Entrepreneurship Education in Growing Interest in Entrepreneurship. The sample in this study was Bunda Mulia University students who took Entrepreneurship classes in the 2015/2016 Even Semester. Respondents were asked to fill out questionnaires distributed to students as much as 2x, namely at the initial class meeting (2nd week) and the final class meeting (12th week). In the second week it is assumed that students have not received material too deeply, and the 12th meeting is assumed that students have taken entrepreneurship classes in depth. All students get teaching materials and entrepreneurship materials that are similar to the Lecture Event Unit (LEU) that has been prepared by the university. Operationalization. Based on the results of different tests above found a significance value > 0.05 . This means that based on the T pair different test, there is no statistically significant difference in the intention of entrepreneurship before and after participating in entrepreneurship education and it is necessary to evaluate the instructor, curriculum and methods of implementing entrepreneurship classes [10]. From a number of studies that have been conducted, it shows that there is a significant effect of giving entrepreneurship education with one's intention, motivation, willingness, and practice for entrepreneurship. Entrepreneurship education with various educational contexts is intended to develop an entrepreneurial culture, promote the establishment of new businesses, and to encourage entrepreneurial mindsets through education and learning able to build entrepreneurial awareness and make entrepreneurship one of the career choices and to create new entrepreneurs.

III. THE UNITED NATIONS' SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals (SDGs) agreed upon in 2015 represent the sustainability of the Millennium Development Goals (MDGs). SDGs become a new history in global development, because in the SDGs agreement at the 70th General Assembly of the United Nations (UN) has a new universal development goal. The SDGs carry 5 fundamental principles that balance the economic, social and environmental dimensions, namely 1) People, 2) Planet, 3) Prosperity, 4) Peace, and 5) Partnership. The SDGs agreement has 17 goals and 169 targets, different from the MDGs

which only have 8 goals and 21 targets. In the MDG process it also has weaknesses because the preparation to its implementation is exclusive and very bureaucratic without involving the role of non-government stakeholders, such as civil society organizations, universities / academics, business and private sectors, and other groups. However, the preparation of the SDGs has several challenges because there are still a number of items in the MDG targets that cannot be reached and must be continued in the SDGs [11]. SDGs were agreed upon by 193 heads of state and government who were members of the United Nations and including the State of Indonesia. In this study will be focused on 3 SDGs namely (a) Quality of Education, (b) Decent work and Economic Growth , (c) No Poverty.

1. Quality of Education (4) (4.4)

Ensure the quality of education that is inclusive and equitable and increases lifelong learning opportunities for all. SDG4 has several targets achieved, but the authors refer more to target 4.4 for this project to improve information and communication technology skills significantly to the proportion of adolescents and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship [12].

2. Decent work and Economic Growth (8) (8.3)

Promote inclusive and sustainable economic growth, productive and comprehensive employment opportunities and decent work for all. SDG8 has a number of targets to be achieved, but the authors are more referring to the 8.3 target for this project to promote development policies that support productive activities, the creation of decent employment, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro enterprises, small, and medium, including through access to financial services [12].

3. No Poverty (1) (1.5)

Ending poverty in all forms and everywhere. SDG1 has several targets to be achieved, but the author refers more to target 1.5 for this project to build the resilience of the poor and vulnerable situations and vulnerability to climate-related events and economic, social and other environmental disasters and disasters. Use various perspectives to describe poverty, and therefore require a variety of coordinated responses [12].

IV. PROBLEM STATEMENT

Poverty in Indonesia is one of them caused by the large number of unemployed people. Unemployed people are generally caused by a number of factors, namely the limited employment available, skills or special skills in finding a job, the desire of the community just to work as employees, and termination of employment. The Central Statistics Agency (BPS) noted that Indonesia experienced a percentage of poverty at 9.82 percent in 2018. With a poverty percentage of 9.82 percent, the number of poor people or per capita expenditure per month below the poverty line reached 25.95 million people [13]. But this figure has not been able to reduce poverty in Indonesia, this is evidenced by the existence of poor people in Indonesia who cannot enjoy the results of development. According to BPS, the number of unemployed people in Indonesia in 2018 was 7,000,691 and from that figure the most dominant figure was youth, namely 5,207,687 [2]. Young age is starting from 15-30 years is the initial age of someone entering a productive period. If it does not accommodate the young population in the availability of job vacancies or the provision of qualified skills and skills, it could be an explosion of bonus demographics that have the potential to accelerate violent economic development instead to become a serious problem in the form of massive threats of unemployment. For this reason, researchers will try to implement The Conceptual Humanizing Entrepreneurship Program aimed at young people of Kediri who are still included in the island of Java. Many youth in Kediri are unemployed due to the lack of jobs that accommodate job seekers, lack of expertise possessed by job seekers, lack of skills, still not maximally the government's efforts to provide training and improve soft skills.

V. PROGRAM OBJECTIVES

The aim of The Conceptual Humanizing Entrepreneurship Program is to provide education both online and offline about entrepreneurship while providing training and practice in the real work field so that the youth of Kediri will be able to open their own jobs and get decent jobs, so that people who have skills in entrepreneurship and are able to disseminating this knowledge to other communities. In this program, youth of Kediri will also be taught about how to run entrepreneurship that is in accordance with Islamic teachings (Maqoshid Syari'ah), which are honest and trustworthy. This is because entrepreneurship is a job that is loved by the Prophet Muhammad Salallahu aih Alaihi Wasallam [14].

Entrepreneurial motivation is found in the words of the Prophet Muhammad Sallallaahu 'Alaihi Wasallam" Let you trade, because there are 9 out of 10 doors of fortune "(Ahmad bin Hambal). Therefore, being an entrepreneur in Islam must be in accordance with Islamic Shari'a hard work, honest, have high creativity, and have leadership spirit.

VI. METHODOLOGY

This study uses a type of qualitative research. Qualitative research is research that aims to understand a phenomenon about what is experienced by the subject of research holistically, by means of descriptions in the form of words and language, in a specific natural context and by utilizing various kinds of scientific methods. The types and sources of data used in this study are qualitative. Qualitative data are personal documents, field notes, respondents' comments and actions and supporting documents. The data used are primary and secondary data. Primary data is data that refers to information obtained from informants of research objects directly, related to specific objectives. Secondary data is data that refers to information obtained indirectly by researchers, the results are obtained from library studies from previous research journals, knowledge books and other literature and the internet. In this study also implemented Design Thinking. Design Thinking is a methodology used by designers to solve complex problems, and find desired solutions for clients. The design mindset is not focused on problems, but rather solutions and action oriented to create a preferred future. Design Thinking utilizes logic, imagination, intuition, and systemic reasoning, to explore the possibilities of what can happen and to create desired results that benefit the end user. Design Thinking has 5 stages, namely Insight, Define Problem, Ideate & Validate Solution, Business Model, and Project & Change Management Plan. To fulfill all these stages, a tool is needed, namely Literature Review, Interview, BMC (Business Model Canvas), VPC (Value Propositions Canvas). In this study using 20 unemployed youth and 2 Donors.

VII. BUSINESS MODEL CANVAS (BMC)

This project uses one of the development of a business model called the business model canvas (BMC). BMC is a modern tool for strategic management that can be used to optimize the financial aspects of activities carried out by economic entities. BMC focuses on the value offered to customers. BMC is the result of visualization and clearly describes all components and relationships in the business model. Business model innovation is an important tool for managing businesses and identifying new ways of making value to consumers. In Business Model Canvas (BMC) there are 9 values that cover 4 main fields in a business, namely customers, supply, infrastructure, and financial sustainability. The division consists of Customer Segments, Value Propositions, Channels, Customer Relationship, Revenue Stream, Key Partners, Key Activities, Key Resources, and Cost Structure. The key finding obtained after conducting the validation process is that unemployed youth ask to apply real work practices to implement the knowledge they have obtained. While from the donors, they asked for time to promote their organization so that all young people knew about the organization's vision, mission and work program.

Key Partners <ul style="list-style-type: none"> Badan Amil Zakat Nasional Kediri (BAZNAS) Investment and Integrated One-Stop Service Office Micro Business Cooperative Office Employment Agencies 	Key Activities <ul style="list-style-type: none"> Teaching Entrepreneurship Traning Entrepreneurship Islamisation Work practice The introduction of Donors Create Partnership Build eLearning, eMarket 	Value Proposition <ul style="list-style-type: none"> Free Education Reduce Unemployment Reduce Poverty Facilitate the application of real work Cooperation trust Online services 	Customer Relationship <ul style="list-style-type: none"> Social Media Workshop Print Media Expo eLearning eMarketplace Masjid 	Customer Segments <ul style="list-style-type: none"> Unemployed Youth Young people who are interested Donors Sponsors
	Key Resources <ul style="list-style-type: none"> Technological Platform Student Affairs and Development Division (STADD) Representative of the Kulliyah (Student & Staff) The Learning Area Masjid Alumni IIUM in Indonesia 		Channels <ul style="list-style-type: none"> eLearning eMarketplace Masjid Face to Face 	
Cost Structure <ul style="list-style-type: none"> Technological Infrastructure Rent a place to study Operational Maintenance 		Revenue Streams <ul style="list-style-type: none"> Fees for Ad Space Subscription Fees Donation Sponsor 		

Fig 1: Validated BMC

1. Customer Segment

Customer segments define groups that are different from people or organizations of a company that aim to reach and serve. The business model must be designed with a strong understanding of customer needs. In this research the objects that will be involved are Youth who do not have jobs, Youth who are interested in this program, Donors and Sponsors.

2. Value Proposition

Value Propositions are the reasons that make customers switch from one company to another. This customer value proposition is the most important tool in product marketing. In the absence of a customer value proposition, the company does not work correctly on the market. In this study the unique value that will be given is free education about entrepreneurship for unemployed youth, and youth who are interested in this program or if there are other people who want to join this activity are also allowed, this program can reduce unemployment due to each participants will be equipped with the knowledge of entrepreneurship so that they are expected to get decent jobs or even be able to open their own jobs, this program provides work practice facilities in the field so that after participants get knowledge and knowledge about entrepreneurship, participants can practice in real work. This program also has a goal to reduce poverty by providing skills and knowledge to youth and society so as to be able to open their own jobs, the program also provides online services for participants in the learning period or real-world work aimed at monitoring the success of participants.

3. Channels

Channels can also be interpreted as a means for companies to connect with their customers. Channels are a way to increase awareness, make it easier for customers to assess, help customers buy products or services, deliver products / services, provide post-purchase assistance. In this study the Channels used is eLearning and eMarketplace which are used for learning, monitoring the results of students and marketing their product later on. This program there is also a direct learning model, so participants will more easily understand what will be explained and as a first step for learning methods. Masjid used for religious activities as well as the learning process [15].

4. Customer Relationships

Customer Relationships aim to get new customers, retain old customers, and offer new and old products and services to new and old customers. In this study the media used to get new customers and retain old customers is by using Social Media, holding workshops and mentoring programmes, using print media, holding exhibitions, eLearning, eMarketplace, and Masjid [15].

5. Revenue Stream

Revenue Streams describes how organizations earn money from each customer segment. This flow of funds allows organizations to survive. In this study to get money or costs that will be used for entrepreneurship activities or developing applications are (a) by making a partner who is ready to help in terms of funds namely is Badan Amil Zakat Nasional (BAZNAS), Investment and Integrated One-Stop Service Office, Micro Business Cooperative Office, and Employment Agencies, (b) Fees for Ad Space, and (c) Subscription fees of entrepreneurs and individuals but no fees for entrepreneurs from poor family.

6. Key Resources

Key resources are resources that enable organizations to carry out key activities to offer value propositions, reach markets, maintain relationships with customer segments, and generate revenue. In this project the Key Resources used are Student Affairs and Development Division (STADD) IIUM, Technological Platform which will be used to create eLearning and eMarketplace platforms in either the website apps or mobile apps, IIUM Students and Staff to assist in education and application creation, Places for educational and practical activities, Masjid used for religious activities as well as the learning process and finally the IIUM Alumni in Indonesia who will help handle and monitor these activities.

7. Key Activities

Key activities are company activities that must be done very well by the company. This activity is the most important in the company that must be taken to operate the company successfully. In this project the activities that will be carried out are debriefing on entrepreneurship and how to practice in accordance with the guidelines of Islamic Shari'a, introduction of vision, mission, and work program donors, building work relationships with the parties concerned with this project, and finally building e-learning and eMarketplace applications that can be used for readiness remote learning, control processes, and marketing their product later on.

8. Key Partnerships

Key partnerships can be explained as a cooperative agreement that is built between two or more companies to create value for customers. In this project the Key Partnerships involved are:

- Badan Amil Zakat Nasional KEDIRI (BAZNAS)

BAZNAS is the only official body formed by the government based on Republic of Indonesia's Presidential Decree No. 8 of 2001 which has the task and function of collecting and distributing zakat, infaq, and alms (ZIS) at the national level. The birth of Law No. 23 of 2011 concerning Management of Zakat further strengthened the role of the National Narcotics Agency as an institution authorized to manage zakat nationally. In the Law, BAZNAS is declared as a non-structural government institution that is independent and responsible to the President through the Minister of Religion. The purpose of BAZNAS is to optimize the structured collection of national zakat and optimize the distribution and utilization of zakat for poverty alleviation, increasing public welfare, and moderating social inequality. Thus, BAZNAS and the Government are responsible for overseeing the management of zakat based on: Islamic law, trust, expediency, justice, legal certainty, integration and accountability.

- Investment and Integrated One-Stop Service Office

Regional Work Unit that has the task of carrying out part of the regional government affairs in the field of investment which includes planning, implementation and control in accordance with the policy. So that after completing the debriefing of entrepreneurship, the participants will easily get the capital and get a job.

- Micro Business Cooperative Office

Micro Business Cooperative Office has the goal of realizing the Cooperative as a forum for the economic struggle of micro, small and medium enterprises that are strong, resilient and independent based on common interests based on togetherness

- Employment Agencies

Employment Agencies has the aim of fostering and developing the skills / competencies and productivity of the workforce to improve the quality and competitiveness of the workforce and improve employment placement services to fill employment opportunities, and expand employment opportunities through empowering regional potential to improve work independence.

9. Cost Structure

Usually, the company should be minimized in each business model. A low cost structure will be more important for some business models than other business models, so this is one of the considerations in the business. In this project there are 4 Types of Cost Structure, namely costs incurred for application development (Technological Infrastructure), costs for leasing education and training places, operational costs starting from activities to completion of activities, maintenance costs for applications that have been made.

VIII. VALUE PROPOSITION CANVAS (VPC)

After focusing on Business Model Canvas (BMC), what must be done in this project is to create Value Proposition Canvas (VPC). VPC is a tool to help create value for customers. The purpose of VPC is to help make good sketches in more detail with simple but strong and structured. Through visualization, the company will have a better strategic conversation and will prepare to test the two blocks. In VPC, there are 3 components for Customer Segment, namely Customer Jobs, Pain, and Gain, while Value Proposition has 3 components, namely Product & Services, Pain Relievers, and Gain Creators.

1. Customer Jobs

Customer Jobs is the job of the customer explaining things related to the work or life of the customer they are trying to complete. A customer's job can be tasks that they are trying to do or solve, the problems they are trying to solve, or the needs they are trying to fulfil.

2. Gain

Customer Gain is the advantage of describing the results and benefits customers want or impressing them. Benefits include functional utilities, social benefits, positive emotions, and cost savings.

3. Pain

Customer pains describe negative emotions, costs, unwanted situations, and risks from customer experience experienced before, during, and after they get the service or product provided.

4. Product & Services

Product & Service is a product and service that will help customers functionally, emotionally, socially or help meet basic needs.

5. Gain Creators

Gain Creators is to explain how our products and services can be accepted by customers and create profits and satisfaction.

6. Pain Relievers

Pain Reliever is a way for companies to cope with unwanted events or risks received by customers before, during, and after they get the services or products provided.

VALUE PROPOSITION CANVAS						
Customer Segments	Customer Jobs	Gains	Pains	Gain Creator	Pain Relievers	Product And Services
Unemployed Youth & Youth Interested With Entrepreneurship	<ul style="list-style-type: none"> • Make Business • Improve Skill and Knowledge • Learn New Method • Learn to Use Technology 	<ul style="list-style-type: none"> • Education • Practice 	<ul style="list-style-type: none"> • Cost of Project • Miscommunication • Uninterested Youth • Lack of Teaching Staff 	<ul style="list-style-type: none"> • Providing Quality of Educations • Providing Quality of Practice 	<ul style="list-style-type: none"> • Create Good Partnership • Easy to Understand Language • Improve Relationship • Good Services 	<ul style="list-style-type: none"> • eLearning • eMarketplace • Online Services
Donors & Sponsors	<ul style="list-style-type: none"> • Monitor Activities • Providing Financial Assistance • Need to See The Impact and Outcome 	<ul style="list-style-type: none"> • Cooperation Trust 	<ul style="list-style-type: none"> • Waste of Money • Disappointed 	<ul style="list-style-type: none"> • Provide The Best Services • Ensure The Succes Of The Project 	<ul style="list-style-type: none"> • Map The Budget Properly • Careful Planning Program 	<ul style="list-style-type: none"> • eLearning • eMarketplace • Online Services

Fig 2: Validated VPC

IX. CONCLUSION & FUTURE WORKS

In conclusion, from the literature review conducted by researchers from several previous studies on entrepreneurship education, researchers proposed The Conceptual Humanizing Entrepreneurship Program which aims to provide education and practice about entrepreneurship to unemployed young people as an effort to overcome poverty in Indonesia. precisely in the Kediri area of East Java. Therefore it is expected that with The Conceptual Humanizing Entrepreneurship Program it can (a) improve the regional economy, (b) improve the social status of the community, (c) shape the character of entrepreneurship based on Islamic values of hard work, honesty, high creativity and have leadership, (d) Able to open up their own jobs and be able to teach knowledge to other communities. The program is fully supported by the International Islamic University Malaysia, the Student Affairs and Development Division, the Badan Zakat Nasional Kediri (BAZNAS), the Investment and Integrated One-Stop Service Office, the Micro Business Cooperative Office, the Employment Agencies. If the implementation of The Conceptual Humanizing Entrepreneurship Programme succeeds in the Kediri area, in the future this program can be pushed towards the national level to provide more benefits to the poor and unemployed youth and also the need for continuous skills improvement, so that the poverty rate in Indonesia will improve.

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