

The Role of Youth in Managing Educational Startup: Case Study of PrivatQ Startup

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Abstract

Technological advances in the 4.0 era have had an impact on competitive job opportunities and declining productive jobs. In addition, starting a business requires more effort. This reality encourages young PrivatQ entrepreneurial managers to accept the test of personal advantage. The research objective is to determine the role of youth in managing educational startups and assessing their implications for the manager's personal endurance. The research using qualitative research methods. Data collection is done through interviews, focus group discussions, observations, documentation, literature, and online studies. Data analysis techniques using descriptive analysis by coding and reducing data through Nvivo 12 software, data presentation, and conclusion drawing. The results showed that youth managers played a role in managing educational startups at PrivatQ based on non-formal education services. The form of the role is in the form of governance management, program innovation, increasing access to the education service system, improving the quality and welfare of teachers, acting out of the box, and increasing soft skills and experience. The management of the educational startup has implications for the manager's personal endurance. Therefore, the role of youth managers must be increased to develop the manager's personality so that the struggle and courage so that management continues well.

Keywords

Youth, Startup, Education, Managers Personal Resilience

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1. Introduction

Youth as the next generation of the nation are expected to be able to continue the struggle that can make the Indonesian nation a better nation. The role of youth really means their contribution in realizing the ideals of the nation and state (Ulwan, 2021). Reduced productive employment opportunities as a result of fluctuations that occur in the global economy. This is an indication for young people with university degrees from any university graduates who have difficulty finding work (Handayani, 2015). Even the competencies he learned were not in line with the work he was undertaking. Even the Ministry of Research, Technology and Higher Education notes that around 8.8% of the total 7 million unemployed people in Indonesia are scholars. This condition is very worrying considering that competition for work will be increasingly fierce with the coming of the Industrial Revolution 4.0 (Seftiawan, 2018).

Technological advancements give a new face in business innovation in the present. The number of new startups that emerged as a result of the rapid flow of technological developments. According to Ries (2011), startup is a digital based company that prioritizes speed and accuracy in doing business, but startup is also managed to be able to create and develop products or services amid extreme uncertainty, so that startups are expected to be able to find suitable business models repeatedly or scale.

Indonesia ranks fifth as the country with the most number of startup companies in the world. Based on the Startup Ranking on March 21, 2019, the number of startup companies in Indonesia reached 2,074. Indonesia is in fifth place after the United States (46,000), India (6,181), United Kingdom (4,909), and Canada (2,489). Therefore, the 1000 digital startup program program has the full support of the government, so it is expected to be able to ignite the enthusiasm of young people in entrepreneurship in the current digital era.

In addition to lack of sufficient capital funds, the cause of startup companies failing is a poor work team (Griffith, 2014). The team becomes an important component in determining the sustainability of a company, so that between managers must have a commitment to work together and collaborate. Do not let a startup that has only been established for one or two years, eventually fail and disband, because it runs out of capital or an un-solid team. The personal endurance of the managers is the key to the success of a startup to survive and grow. Because, doing business at startup is not easy, especially not a big startup.

Based on data from the Central Statistics Agency reported that internet users in Indonesia experienced a significant increase during the period 2014 to 2018, as shown by the increasing percentage of population accessing the internet in 2014 around 17.14 percent, up to 39.90 percent in 2018 (Badan Pusat Statistik, 2019). This fact is one of the various potentials of a growing model of education startups in order to achieve the education system 4.0.

In addition, classrooms are not the only path to success and solutions in the world of education. The role and support of various parties is needed. Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 81 of 2013 Regarding the Establishment of Non-Formal Education Units Article 1 paragraph (4) states, Institutions of Courses and Training are non-formal education units held for people who need knowledge, skills, life skills, attitudes to develop themselves, develop the profession, work, independent business, and/or continue their education to a higher level.

PrivatQ is a startup that operates as a digital-based non-formal education unit to provide knowledge or skills development services for the community. This need is in line with the phenomenon of unemployed education scholars. According to Arbarini et al. (2019) the most out-of-school education degree gets a job is two years. In that time span, they look for work opportunities and work odd jobs.

Researchers feel the need to study and analyze the existence of various phenomena and problems that arise. First, employment is increasingly competitive, with each bimbel agency trying to provide each other the best programs and services. Second, answering challenges and needs, namely by assuming that doing business in statup is not easy, especially not a big startup. Third, access to education in the industrial revolution era 4.0. Anxiety for parents who want their students to get better education services, then PrivatQ brings technological innovations in the form of a private tutoring on the go platform in real time.

As with previous research in Indonesia, (Shofa et al., 2016; Widiatmaka & Kodiran, 2016; Jaya et al., 2017). The research generally does not continue to describe the role of youth in managing startups based on non-formal education services and assessing their implications for managers' personal endurance. That is the difference and novelty (novelty) with previous research.

The theoretical basis used is (1) the role (role) is a dynamic process of status (status), if the actor performs rights and obligations in accordance with his position, then the person performs a role (Soekanto, 2009). If a person performs his rights and obligations according to his position, then that person has carried out a role; (2) based on the Law of the Republic of Indonesia No. 40 of 2009 concerning Youth Article 16 concerning the role of youth,¹ "Youth plays an active role as a moral force, social control, and agent of change in all aspects of national development."; (3) startup is defined as an organization formed to look for business models that can be repeated and multilevel (Blank, 2010). The progress and development of startups cannot be separated from the role of the managers; (4) the manager described by Hanival (2009), staffing includes identifying the gap between manpower required and available, identifying the sources from where people will be selected, selecting people, training them, fixing the financial compensation and appraising them periodically; (4) quality as the totality of the characteristics of a product that supports its ability to satisfy the requirements specified or specified (Gaspersz, 2008: 5); (5) course institutions in Triyana (2012) as non-school educational institutions that are initiated, funded, and run by the community, either individually or in groups to obtain knowledge, functional skills, and life skills, get a job, try to be independent, or proceed to higher education; and (6) The main characteristics that must be present in an Indonesian person with an Indonesian personality according to Soedarsono (1997), namely (a) religious and patriotism; (b) longing for harmony and togetherness; and (c) believes in equal rights and the absence of dominance from one another.

The type of research is descriptive qualitative. Research used to describe what it is about a variable, symptom, or situation in the field (Nazir, 2005). Moloeng (2014) explains, qualitative research is research that intends to understand phenomena about what is experienced by research

¹ Law of the Republic of Indonesia No. 40 of 2009 concerning Youth, article 16 concerning the role of youth.

subjects such as behavior, perception, motivation, and action, both in description in the form of words and language, in a specific context that natural and by utilizing various natural methods.

The location of the research is PrivatQ startup, precisely at CoHive Hartono Mall 3rd floor, Kaliwaru, Condongcat, Depok, Sleman Regency, Special Region of Yogyakarta. The reason for research at the PrivatQ startup as a research site is because the founder and managers of the PrivatQ startup are dominated by young people aged 18-30 years.

The determination of informants was carried out based on research objectives (Creswell, 2014) to analyze the role of youth in managing educational startups and to examine their implications for the manager's personal endurance. In total, there were 8 informants, namely COO as policy makers, as many as five management staff, and as many as two PrivatQ partners.

Data collection techniques in this study are in-depth interviews (in-depth interviews), focus group discussions (FGD), observation, documentation, and online, then selective data selection and adapted to the issues raised in the study. This research data analysis technique refers to the thematic analysis model with a descriptive approach proposed by Braun & Clarke (2006), a method for identifying, analyzing and reporting themes in the data. Data analysis uses coding of research data sources through Nvivo software version 12 to help validate research data.

2. Discussion

2.1 PrivatQ Startup Overview

The PrivatQ startup platform is here to offer private services, so students can find the closest tutor according to their desired needs and interests, whenever and wherever they are. This platform was launched in Yogyakarta. PrivatQ Startup was founded by two people, namely Ikhwan Catur Rahmawan as Chief Executive Officer (CEO) and Asep Suryana as Chief Operating Officer (COO). Currently, PrivatQ's startup has an office in CoHive Hartono Mall, 3rd floor, Kaliwaru, Condongcat, Depok, Sleman Regency, Special Region of Yogyakarta.

So far PrivatQ has carried out various activities to support quality. Some of the program activities carried out by PrivatQ, including holding events or competitions, socializing the PrivatQ platform, recruiting tutors, workshops and training, sharing, doing hangouts, refreshing and outbound together among staff, and social care actions.

Youth Actor Managing PrivatQ Startup

PrivatQ managers are in the young age category, but researchers see that not all young PrivatQ managers have a basic business or management education system. This fact is a challenge for them to be able to collaborate and work together. Recruitment methods used are file selection, discussion practice methods, and interview selection.

Forms of Youth Role Managers PrivatQ Startup

The following are the elements of activities that have been carried out by PrivatQ startup managers in an effort to improve access to services and quality of education. *First*, PrivatQ startup governance management, which is based on PDCA (Plan-Do-Check-Act) becomes the choice to be made as a continuous quality management system in search and problem solving.

Second, innovation to improve the quality of education. PrivatQ runs a borderless interactive learning system to facilitate an effective learning system for students and tutors. Innovations

made include the sharing section, upgrading the application system, and learning curriculum gathering.

Third, facilitate access to the education service system. The process of accessing services provided as far as possible is handled quickly and appropriately by PrivatQ managers. When there are difficulties in operating the application, it will be responded responsibly through video tutorials or chat.

Fourth, improve the quality of teaching and teacher welfare. Efforts are made starting from the stage of microteaching, lesson plans, to tips on comfortable teaching. Teacher welfare also has a big effect, if teacher welfare is met, there will be enthusiasm and focus in educating.

Fifth, act out of the box. Managers are not too fixated on the limits of the rules, so they want to be quick in dealing with all problems. In fact, not infrequently they do the trial and error. When a new system is implemented that fails, then the failure factor is searched, then checked, corrected and followed up.

Sixth, add soft skills and experience. One of them is public speaking skills. Moreover, the company still requires a lot of networking, so hopefully all staff are able to communicate well. Managers also get a lot of valuable experience, such as networking in finding investors, surviving in startups that are still small, and so on.

2.2 Constraints in Managing PrivatQ Startups

Following are the obstacles faced by PrivatQ startup managers in managing educational startups, along with efforts to overcome them.

First, the existence of corporate branding. PrivatQ is still said to be a new startup and is not yet large, so it requires a well-structured and well-planned communication effort to build and grow the 'Privat Sesukaamu' service brand. PrivatQ divides the two consumer clusters to overcome these obstacles, namely technology literacy customers and customers who do not yet have access to technology literacy.

Second, the range of tentor location. Often the tentors feel the distance received from a distance order. If the order location is more than 5 km away, the tentor is entitled to a subsidy in the form of an additional transportation fee.

Third, the difficulty of the education bureaucracy. Sometimes PrivatQ gets a refusal to just socialize the introduction of branding in several educational institutions. The effort made by the manager is to keep socializing even though just distributing brochures in schools.

Fourth, the lack of privatQ HR. As a new startup, PrivatQ certainly needs the support of many staff to be able to expand in order to expand its brand recognition network. However, large-scale staff recruitment cannot be done because it is feared it will burden spending.

Fifth, heterogeneous student characters. Sometimes there are students who are cheerful, quiet, and hyperactive. So the tentor must understand in doing a personal approach to students through the provision of pedagogic training from PrivatQ.

2.3 Managed PrivatQ Startup Results

Overall, young managers are still weak in managing companies, especially in the planning of governance management and innovation programs to improve the quality of education services. PrivatQ as part of startups engaged in the business of education is still not significantly visible from the impact of major changes. This is because it has not been found clearly about the core

values displayed by the role of the management team in determining the direction of programs and major innovations, especially in the development of programs that can improve the quality of education. The goals of governance management according to Schneider (1997) which have not been maximized include improvements and services to improve the quality of the managed education system.

However, there is a role for Youth PrivatQ Managers which can be quite successful. *First*, teaching and learning strategies. The heterogeneous character of students requires them to have various strategies in teaching. For those who do not have basic pedagogic, they will not be given regular and regular training.

Second, the development of learning methods. The more rapid development of science and technology, the creativity of tentor peting so that it is not full monotonous course material. In addition, PrivatQ is also launching a program to develop learning methods in the form of seventh education. Youth, the manager of the PrivatQ startup, has a role to encourage students who are able to share private learning with those who are less able (poor).

Third, improving the quality of teachers (tentor). The tentors are not only armed with cleverness, but need pedagogic to understand the various characters of the students encountered. PrivatQ startup managers always oversee the quality of the tentors through a variety of training, workshops, and sharing.

2.4 Implications for the Manager's Personal Resilience

All the roles of youth in managing educational startups at PrivatQ are enough to produce maximum effect on the manager's personal endurance. Based on indicators in personal endurance that refer to Soedarsono (1997), the following positive implications are found.

First, the confidence for young managers has developed well. These components are shown: (1) various socializations carried out in introducing the PrivatQ platform to schools or the public; (2) organizing events by collaborating with schools or related service agencies; (3) sharing activities between managers are also used to describe all problems and find solutions.

Second, creativity in young managers develops well. The forms of creativity are: (1) updating curriculum tools and questions taught to students by paying attention to any changes in the national education curriculum; (2) upgrading service application system upgrades by adding the latest features; and (3) developing a method of learning in the form of seventh education, namely with the aim of providing a more inclusive and accommodative education.

Third, the independence of young managers in developing well. Independence built: (1) there is an obligation for each staff to be able to complete their respective responsibilities; (2) evaluating governance management routinely, this kind of activity encourages independence, from planning to follow-up; and (3) efforts to find investors, develop startups that are still new, and survive to always innovate.

Fourth, togetherness in young managers has developed well. This is indicated by: (1) providing space for managers to hangout, refresh and outbound; (2) doing 'Healthy Friday' activities with joint sports; and (3) explore the problem through sharing together in the 'sharing section' program by fellow management staff.

While the negative influences arising in the personal endurance of PrivatQ startup managers are: (1) limited efforts to foster a sense of sticking to the principle only through discussion, such

as the delivery of data accuracy in discussions or sharing sections, so that it is still considered to be less than optimal; (2) the lack of dynamic soul development space for managers, so far they have only done adaptive when there are complaints about the customer's needs not being met through discussion and sharing sections only; and (3) lack of mental development that never gives up by the manager, that is only in the coach clinic program.

The influence is as an implication of the management of educational startups on personal development which is still considered monotonous. These three negative effects are a result of the minimal impact and limited space for self-development in enhancing the ability to survive and be adaptive. This reality must be corrected by young managers as explained by Reivich & Shatte (2002). Therefore, out-of-the-box and innovative self-development is needed to produce extra-ordinary quality and achievements.

3. Conclusion

From the results of the research described above, the following conclusions can be drawn. First, youth managers as actors in managing educational startups at PrivatQ are considered active. However, the role of youth has not been maximized in acting out of the box, so that in solving problems tends to be monotonous only sharing and discussion. Overall the role of youth can be said to have gone well, in terms of governance management, service access systems, to innovation and soft skills improvement for managers.

. Constraints and businesses faced by Youth Managers PrivatQ Startup, namely: (1) the lack of corporate branding, so that young managers divide the two consumer clusters between technology literacy and those who do not yet have access to technology literacy; (2) some locations of tentor distance have not been reached yet, so the provision of subsidies in the form of additional transport fees is made; (3) the difficulty of the education bureaucracy, even the young management continues to make efforts even though only using brochures; (4) PrivatQ manager's human resources are still minimal, but the young managers realize that they cannot conduct massive recruitment of staff because it is feared that it will burden startup expenses; and (5) heterogeneous student characters, young managers always strive to provide training and workshops for the tentors in an intense manner.

PrivatQ as one of the startups engaged in the business sector of non-formal education can be said to have not been seen as significant as the impact of major changes on the world of education itself. Overall young managers are still weak in management planning and innovation programs to improve the quality of education services. On the other hand, there is the role of Youth Managers of PrivatQ Startup in managing educational startups which is said to be quite successful, including: (1) teaching and learning strategies through periodic pedagogical training for tentors; (2) development of learning methods through seventh education; and (3) improving the quality of teachers, namely PrivatQ managers trying to provide training and workshops regularly, such as microteaching, lesson plans, pedagogics, and so forth.

Second, the efforts made by young people in managing educational startups at PrivatQ are enough to give maximum effect on the manager's personal endurance. Indicators of successful personal resilience of managers are realized in the form of (1) self-confidence develops well, this is realized by public speaking expertise and mental toughness in introducing private service products; (2) holding fast to the principle of experiencing development, it is proven they are able

to struggle even though the challenges they face are not as new stars; (3) dynamic souls have experienced development, seen when they are able to adapt to any situation, especially in the changing global economy and competition between non-formal education businesses in Indonesia; (4) manager's creativity increases, i.e. creative ideas emerge due to pressure on the needs of the customers; (5) never give up has experienced development, the young managers are pressing each other to avoid despair and rise; (6) independence seems to be getting better, that is the staff is obliged to each work responsibilities; and (7) sense of togetherness is judged good, visible collaboration between managers in the success of each performance or event.

Based on the constraints faced, it is recommended: (1) establish intense communication in each sector in order to expand corporate branding and corporate networks, both with government, partners, communities, and investors; (2) always upgrade the PrivatQ application system periodically so that there is a system update that provides ease of service, so that the range of distance is not a barrier; (3) collaborating with government bureaucracy or related institutions to fully support startups engaged in non-formal education to provide assistance to students; (4) tidying management and administration related to HR effectiveness; and (5) it is necessary to provide regular study of educational psychology for the tentors, so that the tentors are not constrained in relation to the diverse character of the students.

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