Synergy Empowerment and Social Transformation: Developing Entrepreneurship Independence in a Business School

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Abstract

Forming and developing a synergy of empowering actors is needed to create jobs, change the economy, and build a microlens, and institutional logic perspective. The synergy of interest actors is the synergistic relationship built by interest actors. Collective resource capabilities can address community problems and expand community opportunities, supporting individual and community empowerment. They form descriptive qualitative research using a single case study approach. The data collection technique was conducted using an observation participative partition, in-depth interview. Validation with the triangulation method involves sources, methods, and objects from field observations. Results show that SBS is a non-formal entrepreneurship school with a vision of creating young entrepreneurs and developing their potential through a culture of synergy. Strategic implementation of collaborative, action group partnerships in SBS occurs through communication activities. The communication model developed is interpersonal and group communication. Interpersonal communication uses local language messages, while polite language is able to touch and respect individual and group self-esteem. Group communication is one of the concepts in understanding behavior. The leadership developed at SBS leads to visionary leadership. Synergy, leadership, and entrepreneurial orientation impact the independence of alumni students in the form of self-confidence, acting freely in running their business.

Keywords: *Synergy culture, communication, leadership, entrepreneurial orientation, independence*

Introduction

Poverty, joblessness, and slow economic growth adversely impact national and global economies and can only be alleviated through a philosophy of empowerment. As defined by Pererson et al. (2005), empowerment is "a process of social action that involves individuals, organizations, and communities to work together, support each other so that each obtains his own life, controls himself confidently in a fair environment." Included are collective assets with the role of emancipatory actors by providing training and empowerment to the individuals and communities standing to gain the most. Entrepreneurial empowerment can decrease reliance on government

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funding by increasing the number of people engaged in productive economic activity, the number of people lifting themselves out of poverty, and the incomes of both individuals and communities (Omeje et al., 2020).

An empowering actor takes deliberate, purposeful action believing that the recipient will respond accordingly. When individuals and groups are empowered by empowering actors, they are better able to create designs, create good work program plans, be more realistic, and generate local resource potential, strengthen resources (Budiharso, et. al.,2022). Moreover, they empower the social, economic, and political life of the community, and increase individual, member, and group participation, cultivate companions, enhance capacity for continuous organization and construction (Wikantiyoso et al., 2021).

In order to effect change, empowering actors must be equipped to do their jobs, adopting a proactive and critical stance toward digital technology. This action simplifies solving problems across all sectors, fostering the growth of interpersonal relationships and organizational structures, bolstering individual and group capacities, and enhancing educational practices based on digital tools (Iivari, 2020; Dodds et al., 2016).

Actors who seek to empower others have an ongoing responsibility to build stronger bonds with the people they are trying to help. This responsibility, among other things, includes mobilizing the community, increasing participation, and informing beneficiaries about the value of continuing their education throughout their lives (Sibanda & Marongwe, 2022; Sung & Choi, 2022). It also involves establishing social justice in their neighborhoods, facing and overcoming obstacles, acknowledging their identities as activists, and learning to think critically about the world. They are socially responsible (Luguetti et al., 2019), free oppressed communities (Iivari, 2020), and critically examine, consider, seek, and evaluate individuals and organizations to better themselves and the world around them in knowledge, care, psychological empowerment, and self-confidence (Reilly & Rees, 2018). Actors are able to comprehend development evaluation principles, avoid placing undue emphasis on beneficiary behavior, support institutions, and establish learning-centered organizational principles (Report et al., 2021).

A process is required to form and develop a synergy of empowering actors and collaboration among SMEs in institutional logic to create jobs, alter the economy, and build a microlens and perspective on institutional logic (Zhang, 2022). Interest actor synergy is a mutually beneficial partnership between parties with shared interests. Each group member must work together to

realize the organization's vision (Budiharso & Tarman, 2020). Synergy between environmental, social, and local economic resources is fostered through the efforts of social entrepreneurs empowering local communities by mobilizing local resource groups, policy and practice perspectives, and raising needs through development strategies (Sonnino & Griggs-Trevarthen, 2013). People's outlooks, actions, and mentalities can be shifted through the coordinated efforts of multiple agencies through care and mentoring programs run by regional work units or social organizations (Regency et al., 2021). Three facets to bolstering community empowerment exist: community resources, community action, and the ability of collective resources to solve problems and expand opportunities in the community. More authority occurs in highly engaged communities, offering various services, having effective leadership, and cultivating external partnerships. The success of community efforts depends on the degree to which the community works together effectively. Positive social transformation will result from synergies in all facets of society (George et al., 2016; Omodan & Addam, 2022).

Building stronger communities is integral to fostering community cohesion and collective impact. Leadership is the value of an effective community. We can increase our success chances by cooperating with a shared commitment to independence and a cooperative spirit. Establishing and maintaining secure, productive, and self-assured connections with others depends critically on one's ability to express clearly and confidently. Transcultural communication can be aided by many factors, including a well-developed communication culture, various languages and linguistic resources, and an understanding of cultural norms (Larsen, 2021; Weston, 2020).

The state of the environment is highly impacted by the ways people communicate. A positive feedback loop is present between social media and face-to-face interaction, yielding a more vibrant community and stronger interpersonal bonds (Han, 2020). Improvement, social change, and good behavior all result from interpersonal communication employing multiple delivery platforms (Kim, 2019). The positive correlation between information use and emotional well-being is strengthened by sharing information lowering stress, and increasing happiness (Coman & Panchenko, 2021). The power of human interaction is to generate understanding and insight. Interpersonal communication can raise awareness among the populace (Berges Puyo, 2020; Ezeah, 2020). Motives like altruism, self-interest, and duty are all amenable to investigation via the social network method. The conversation is driven by interpersonal qualities. Adoption and compliance can be improved through network interventions spreading information, and fostering social

support (Felsher, 2021). The impact of media such as television, radio, and online banners on people's awareness, knowledge, attitudes, intentions, and actions is magnified when those people engage in meaningful conversation.

Located at Sragen Business School (SBS) this study explores its evidences. Strengthening community initiatives increases community cohesion and efficacy. Community action requires strong local leadership. This commitment and spirit of synergy is based on equality, transparency, and accountability to achieve independence. Good communication helps build safe, effective, and confident relationships. Transcultural communication uses language resources, language tools, and cultural knowledge (Larsen, 2021).

Communication influences environmental conditions. Social media and interpersonal communication create active environments and strong social bonds (Han, 2020). Interpersonal communication using multiple platforms leads to improvement, social change, and decent behavior (Kim, 2019). Information use reduces anxiety and social distance, fostering a comfortable mood (Coman & Panchenko, 2021) and accentuating interpersonal communication's impact on awareness and knowledge. Interpersonal communication raises people's awareness (Ezeah, 2020). Social network analysis can explore motivations to help others, help oneself, and fulfill obligations. Thus, interpersonal traits drive the conversation. Informational and social network interventions can increase uptake and compliance (Felsher, 2021). Interpersonal communication amplifies the media's effect on awareness, knowledge, attitudes, intentions, and behavior.

The impact of effective communication between individuals is substantial. Consideration of interpersonal communication in creating and assessing public information campaigns is crucial (Solovei, 2020). Interpersonal communication strategies such as conversational activities, extended dialogue, and valence (the emotional impact of a message) can be powerful instruments for influencing behavior (Hendriks & Strick, 2020).

Leadership factors, like communication, are crucial to affecting change. Strong local leadership is essential for putting community initiatives into action where community cohesion and collective efficacy come in (Berges Puyo, 2022; George et al., 2016). Leaders' abilities to bring together different actors and sectors for shared projects and foster cooperation among stakeholders contribute to regional empowerment (Irma, 2022). However, the research produces a symbiotic relationship between the empowering actors in the community: (1) between empowering actors,

between empowering actors and beneficiaries, ineffective communication, weak leadership, weak social bonds, and weak community cohesiveness.

This study will contribute to the community empowerment science by demonstrating the power of collective empowerment to foster the growth of small and medium-sized enterprises (SMEs) by fostering individual agency. With this void in mind, the study's objectives are to show how effective communication contributes to the synergy between empowering actors and the beneficiaries they serve and illustrate the leadership of empowering actors. Moreover, the study addresses how the synergy of empowering actors affects the autonomy of small and medium-sized enterprises. Empowerment practitioners can use this study's findings to refine the procedure of empowering SMEs in steps creating synergy to boost SMEs' autonomy.

Methods

This study used a case study design and qualitative approach to analyze data. Yin (2009) describes case studies as empirical investigations into present-day phenomena and the context of actual life. A descriptive qualitative research employing a case study methodology characterizes this study. A case study methodology was selected because the issue being investigated was a program, event, individual activity, or community group at SBS. Throughout this research, we utilized a naturalistic approach (as is), indicating that participants in the SBS study did not receive any preferential treatment from the researchers. The framework's goal was to facilitate effective communication between researchers and their research subjects. According to Mikkelsen (2003), a strong connection between the researcher and the subject of the study is crucial to the quality of the results. Here, the researcher assumes the role of an instrument or tool for the study (Sugiyono, 2016). This study relies heavily on the informants' words, stories, and body language gestures.

Information was gathered through in-depth interviews with key informants, main informants, supporters, and document tracing (an observation participatory method) (Denzin & Guba, 2009). The fourth type, "complete observers," was used in this investigation. When conducting research in the role of a full observer, the researcher is present at the scene, taking notes and making observations without participating in the studied events.

The triangulation method is used for data validation, in which multiple data sources, methods, and objects are used to ensure the validity (reliability) of the data and information being validated (Sutopo, 2006). The following steps need to be taken to ensure that the qualitative research findings

are reliable and consistent with data gathered from the subjects or participants. First, because the researcher is the primary research tool, they should be involved in more parts of the data collection process. Researchers should spend more time gathering data to have more faith in the results and watch for social phenomena of interest to learn more about them in their natural habitat. When conducting qualitative studies, observation methods are indispensable. Therefore, using both method and source triangulation is essential. Moreover, the researchers should have non-participating coworkers to discuss, provide input, and critique the research from the outset until the final results are compiled. To that end, double-checking all collected data, categories of analysis, interpretation, and conclusions with research members are also involved in data collection.

Data analysis involves organizing information and data into a pattern and providing meaningful descriptions for the focus of the goals to be accomplished (Sutopo, 2002). Data analysis was done in a study, and a logic inductive interactive model was used (Miles & Huberman, 2012). This data analysis model is predicated on the fundamental idea that the data analysis process must begin with the data collection stage and continue through the stage of drawing the ultimate conclusion. To sum up, the interactive inductive analysis model comprised five different aspects of analysis as follows: (1) data collection, (2) data presentation, (3) data reduction, (4) data verification, and (5) withdrawal conclusion.

Results

Communication Synergy, Empowering Actor Leadership Sragen Business School

The school's empowering actors are founders, implementers, mentors, alumni, and sponsors of SBS. These agents of change work in tandem to accomplish shared objectives. The term "empowering actor synergy" refers to the mutually beneficial interactions between those in the power position and those standing to benefit from the power position. The term "synergy" refers to the result of a cooperative effort involving multiple relevant factors, such as synergy and cooperation. At SBS, mentoring is emphasized early in the learning process.

> "We are a collaboration; our association is needed by the community; it is needed by our country and our nation. We must be able to spread good business, spread enthusiasm, spread motivation, and spread inspiration. In order for our distribution to reach its peak, we need to synergize and collaborate. We make collaboration and synergy a spirit; we make it a culture, which is at SBS: Amazing collaboration. We have to collaborate, collaborate with fellow businesses. So if you have friends who come with me, it is okay, we will learn

together. This must become a culture in SBS; our associations must synergize and motivate each other. (Mentors #3).

The mentors said that synergy would be achieved with a few "mutual words" helping achieve the vision and goals. The word mutual is important; care for each other, trust, support, and respect each other.

"SBS is a free school; if *you* have a dream, do not just dream for yourself, but dream for the people, be able to provide benefits, prosper your family, and make your wife and children happy. To achieve this, we must have care, must care. These SBS members must care for each other, have problems contacting each other, *support each other,* must trust each other, and respect each other. If we are together, united, we will be able to get to the top." Synergy and collaboration to the level of business cooperation (Mentor #4).

The synergy among mentors, among alumni, between alumni and mentors, can be seen in the following picture structure:

Figure 1
Organizational Structure of Sragen Business School
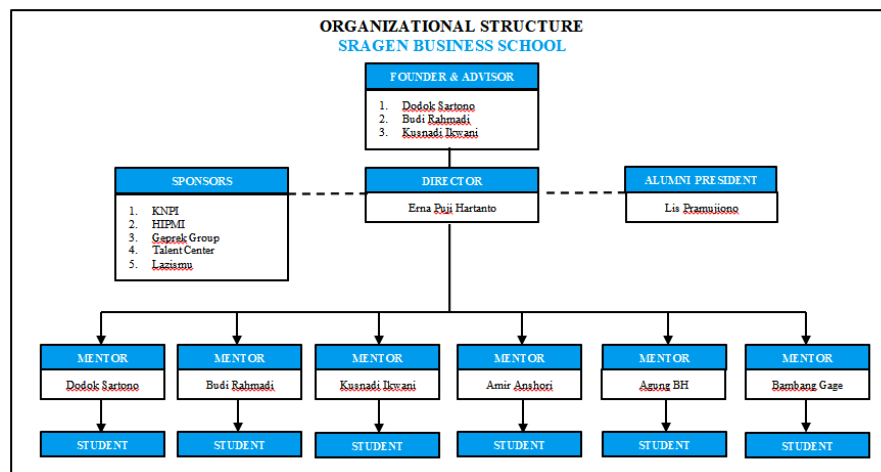
Source: Interview with Mentor #1

The picture depicts that the founders and advisors have many decisive roles, in any case, namely accompanying, advising, motivating, reminding, and being asked for approval. They did that because they wanted to conduct their mission to create independent entrepreneurs. According to the managing director,

> "Founders and advisors always encourage and hope that under any circumstances the learning process must continue, for example, like yesterday's pandemic, how come during the pandemic there is no learning, let us *do it Well* (held again), kind of reminding that, because indeed both of them have a vision and mission to create entrepreneurs, for example, 1000 entrepreneurs, they have dreams like that, their goals will be achieved through SBS, so they are indeed the ones who they are very decisive, in any case, I always ask for their approval, worried that later they will not get out of the corridor. Once I invited a speaker that did not match the character of SBS, as I was reminded. They continue to accompany, and advise because both are very *intense* in creating entrepreneurs, always ready at any time to *share* business, consult, talk about business" (managing director #1).

The managing director, as the main cog, has a central position for founders, advisors, sponsors, alumni, and students; he has general duties, communicating and coordinating with founders and advisors, alumni management, sponsors, mentors, and students:

> "The task of the managing director is to design, make schedules, find students, and organize learning activities. My responsibilities at SBS are carrying out overall activities, responsibilities at the *Talent Center*, as a director, and at SBS as well as SBS director. So the one who makes the schedule, for example, material A is Mr. A, material B is Mr. B, that is all of me, I am the one who coordinates all of that, all *stakeholders*
> (executing director #1).

> "All my mentors are *sowani* (visit), one by one because if it is only through *WhatsApp, it is* not good; I am *sowan* (visiting); for example, to Mr. Bambang Gage, I *sowan* (visited) there, Mr. Bambang Gage and then ready, for Mr. Agung BH I *sowan* (to visit) to Mr. Agung BH, even though I had WA first, so I *sowan* (visited *) ngene, ngene-ngene* (this and this). In addition, it is also equipped with a letter of request from the speaker (managing director #1).

In addition to mentors, implementers also conduct communication and coordination activities with main sponsors with a role in funding issues. Communication and coordination activities with the main sponsor are usually held in a meeting.

> "Usually, I *gather* (collect) sponsors. The sponsors are Geprek Group, Putra Dadi Sejahtera, Lazizmu, the Indonesian Young Entrepreneurs Association, the Indonesian Youth National Committee, and the Talent Center. The gathering is usually at a chicken geprek restaurant; I offer a certain amount of budget, *please* (please) share it (together), because the school is *free*, they are the ones who pay for it, okay now, okay, ready, one institution, a few million, the cost of pre-class promotions, until closing in Tawangmangu" (executing director #1).

Here are the main sponsor logos:

Figure 2
Logo of the Main Sponsor of the Sragen Business School

Source: Interview with managing director #1

In addition to being sponsored by the six institutions, funding for SBS learning operations is also supported by co-sponsors. The accompanying sponsors came from the alumni community and alumni independent businesses: the SBS I batch community: Sukowati Business Association, SBS 3: Sragen Entrepreneurs Community, SBS 4: SBS 4 Entrepreneur Community (KUPAT), SBS 5: Independent Youth Association, SBS 6: FAST, and SBS 8: Business Friend Eight. Independent business alumni: Priyo Priyayi Batik, Faiha Herbal, Solo Kip, *BioHalty Herbal Drink*, Obong Sausage, Fairus Convection, and Embroidery, Kudni Property, Wury Handayani (*Learning Center), Le (Property* Agent, Obong Sausage, Fairus Convection and Embroidery, Ampiran Friends, Orat Studio, *Al Mutazam Group*, BosGie *Trans* (*Rent A Car*), Taro Chips, Soto Lamongan *Cak* Yon, *Gethuk* President, Eternal Blessings.

According to the managing director, the sponsor substantially supports operational activities.

> "Sponsorship provided by alumni helps SBS in funding operational support; one alumni or one alumni community sponsors several hundred thousand, for example, 200 thousand per sponsor, we display their logo." (managing director #1).

The following are the logos for co-sponsors from the alumni community and logos for co-sponsors from independent businesses:

Figure 3
Alumni Community Supporting Sponsor Logo
Sragen Business School

Source: Interview with managing director #1

Figure 4
Logo of Sponsor for Alumni of Sragen Business School

Source: Interview with managing director #1

In addition to acting as a co-sponsor, the alumni community is tasked with developing alumni's businesses, prospering alumni, and collaborating with institutions needed by alumni. It was conveyed by the managing director.

"After graduating, students will become alumni; now, these alumni will be connected with the alumni management and alumni activities that take care of alumni. The alumni have a place so that I am no longer the ruler, although there is still coordination with me. They have fields that take care of alumni: (1) the field of business development, with activities among alumni visiting each other, communicating, exchanging ideas, and giving each other input; (2) the social sector, which is tasked with collecting funds that are used for social activities, such as visiting sick people and takziah; (3) the field of inter-institutional relations, which is tasked with developing cooperation with the government, for example, in the field of licensing in the form of socializing licensing issues for alumni" (executing director #1).

Alumni feel responsible for other alumni in developing their businesses. One of the ways to support alumni synergies is to invest in trust or social capital as a social bond. It is in the form of cooperating in sales without financial capital.

"After graduating from the Sragen business school, the alumni have their own businesses and establish a business community; fellow alumni meet each other and work together to improve business development. Alumni friends, if you want to do business with minimal
losses, you can join him. Usually, when the month of Ramadan approaches, many want to join him in selling dates. It is because traders can take as many dates as possible, and at the end of Ramadan, if the goods are not used up, they can be returned. (Alumni #2).

The following is the organizational structure of the alumni management:

Figure 5
Organizational Structure of Sragen Business School Alumni Management
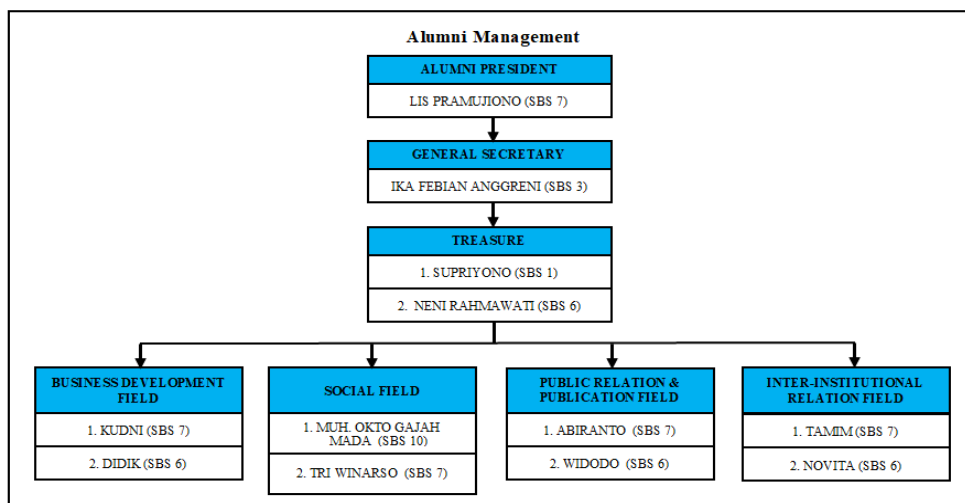
Source: Interview with Mentor #1

Entrepreneurial Orientation Empowering Actors at Sragen Business School

The SBS was chosen as the research location because this school empowered young entrepreneurs. The empowerment was conducted by mentors from successful entrepreneurs in the Sragen Regency area. Mentors conveyed an entrepreneurial orientation having things that entrepreneurs must do.

Table 1 shows *informants*, *category, theme, and interview transcript of entrepreneurial innovation at* the SBS.

Table 1

Informant, Category, Theme, and Interview Transcripts

Informant #1	Category	Theme	Interview transcript
Mentor			
	Business planning	The entrepreneur has data on business planning, finance, sales, and industry growth.	Planning is important; if we do not plan for success, it is the same as planning for our failure. *A business plan* is important in any capacity, not only for large companies. The bigger our business, the more complex the planning is. Only if our business is still small, the planning will be simpler.
Mentor #2	Entrepreneurial character and mental attitude	Entrepreneurs must have various kinds of character and mental attitude, namely: venturing, courage to make decisions, diligence, seriousness, totality, discipline, ignoring obstacles, obstacles, and obstacles, with high aspirations.	I have been building a business for nine years and have experienced many obstacles, so this nine-year process must be passed immediately. I built a business in 2002. I sell fried rice and cook my own fried rice, *cap jay*, *fuyung hai*, and *kwetiau*. I sold chicken noodles for more than a year, five to seven kilos daily. Alhamdulillah, selling chicken noodles closed, selling bread closed, selling fried rice lasted eight months; I had a lot of debt. When I met with Ustad Yusuf Mansyur and Bob Sadino, Bob Sadino said, the business must dare to fail; the pain is exceedingly heavy, do not regret yesterday's situation
Mentor #2	Business processes and stages	Building a business requires processes and stages.	Business is tough; it needs to be fought for, so if you fail once, do not say you have failed and how many times you have failed. According to the research, building a business after ten years is just a matter of reaping success; from 100 entrepreneurs with the same capital within five years, only 50 people survived, 20 people remained in 8 years, and in the tenth year, only four were able to qualify in person. That means only 4% of 100 people.
Mentor #3	Family interferes in business	Family involvement inhibits business progress.	The obstacle faced by entrepreneurship involves family members in the business. One thing that interferes with doing business when it is professional is the family included in the company. It will interfere with the company's performance, so the family should not be involved if the company is professional. I quit

			the first time when my wife served as finance director.
#1 Mentor	Becoming an entrepreneur must be creative.	Entrepreneurs must be creative, innovative, and able to make findings in marketing.	In doing business, an entrepreneur must have creativity, be able to find formulas, play an element of buyer psychology, and continually innovate the marketing system. When we sell at the usual price, that person's interest is typical. However, when we use *issue* 10,000 get 3, it reveals that the buyer's desire is extraordinarily passionate.
Mentor #3	Entrepreneurs must invest	Entrepreneurs are not taught to live frugally but to invest, be firm in their stance, not change their business, recognize their potential, and have orientation.	Entrepreneurs are not advised and taught to live frugally. Because the entrepreneurial orientation of saving on a rich base is wrong, entrepreneurs must invest. Entrepreneurs must know how to earn as much as possible and increase their income as much as possible. The saved asset is money, but savings are realized through trading.
Mentor #3	Entrepreneurs have a clear orientation	In order to develop, entrepreneurs must have an orientation.	"(1) *Skill oriented*, in doing business, the first thing to do is related to *skill*, the first skill: (1) *Skill oriented* When talking about batik, entrepreneurs must be good at making batik. When you want to print money, you must at least know how to make money; (2) *Profit oriented*, if the effort does not lead to profit, operational costs will not be covered; (3) *expansion-oriented*, expansion establishes new branches, to expand market reach in certain locations; (4) *Balance oriented*, entrepreneurs must be able to create a balance of individual, family, spiritual, social circumstances.
Mentor #5	The focus and totality of an entrepreneur	Entrepreneurs must focus on one point and enter totally to get optimal results.	I started selling *online* in 2011, and I focused on *software* until now. Why did I use to fail and fail so often? Because they are not focused, and usually entrepreneurs, when they start to rise, start to get greedy. If you can focus, strengthen the system, especially in *finance,* and managerial systems
Mentor #4		Entrepreneurs should not have a low self-image; they must be an agent of change, have the traits of a winner, and be a leader who dares to take control.	Entrepreneurs should not have a low self-image and feel *inferior* because They always feel lacking. Entrepreneurial attitudes and behavior are determined by self-image, how we can capture the future, and must be able to change destiny. Thus, entrepreneurs should not be careless, see themselves as neither bad nor great, and always think ahead. Entrepreneurs should not have a low self-image and feel inferior because they constantly feel lacking.

SMEs Independence as the Impact of Synergy and Entrepreneurship Orientation Empowering Actors

The influence of self-determination through empowering actors and an entrepreneurial mindset is critical. This autonomy takes the form of an internal drive, self-assurance, and the willingness to start on one's own or form strategic alliances to achieve one's business goals.

SBS alums have taught me much about business theory, business mindset, systems, operating procedures, and service standards. Moreover, they have addressed turnover, networking, *shilaturohmi*, polish, environment, whipped, alms, motivation, gain knowledge, brand, and focus, all without the influence of an entrepreneurial orientation. Successful entrepreneurs have a firm grasp of business fundamentals such as theory, mindset, systems, and SOPs. Former workers at a cotton fabric factory out of work for four and a half years have spoken:

> **"**Before studying at SBS, he did not know about business theory; he only had a trading *mindset.* "I used to sell for the first time, not knowing what theories are; I was working on fried rice, pushing a cart myself, frying it myself. At that time, my mindset was still a trading *mindset.* After studying at SBS and meeting great mentors, my *mindset* changed to a business *mindset*. An entrepreneur must be able to develop a system; I must have a system. Now it is systemized, I do not fry, now there are employees who fry (Alumni #3).

The closeness between mentors and students, *networking*, and the environment are vital in business development. It was conveyed by the Alumni *of Mini* Entrepreneurs *markets* and *cafes*,

> "At the beginning of joining SBS, I did not feel successful; from learning SBS, I felt the greatness of *networking* and friendship, having new friends, and new relatives. I can meet the *coach* at any time, the relationship between teacher and student is like a friendship, like there are no boundaries, really *care*. With a *coach*, we can discuss, vent business, and learn business. SBS is extraordinary, and the knowledge is extraordinary. Besides studying with the *coach*, I can learn from friends who are more successful. Many SBS alumni have increased. SBS is a polisher for our business. If we are pearls, SBS is the place to polish our pearls to make them shinier. At SBS, we get the environment. In business development, the environment is very important. (Alumni #2).

Learning at SBS keeps students motivated, leading to SBS's vision of glorious success. Priyo batik entrepreneur alumni from *ndalangan* village said,

> "When I took lessons at SBS, I was still an employee at a batik company. After participating in SBS, I felt I was being *pushed* (motivated) to stand alone, look for *orders,* and have my own factory. SBS is very useful for mental progress, guided spiritual problems, and spirituality. Entrepreneurs must do alms, leading to the world and the hereafter. It is like the SBS *tagline*, glorious success, success in this world, and glory in the hereafter. With the values of the efforts made, a business can be an intermediary for us to enter heaven (Alumni#4).

Studying at SBS motivates students to run their businesses, gain knowledge, and increase relationships. The third batch of SBS alumni of data and ticket package entrepreneurs reveal this fact,

> "The business he does is cellular and wholesaler of data packages. Before joining the Sragen Business School, his business was still small, his kiosk measuring 2x2 meters. However, after participating in SBS, his business has grown rapidly, and he has even opened four branches. The turnover has increased by hundreds of percent, with 15 employees. Studying at SBS makes me more enthusiastic about running a business, gaining more knowledge, and increasing friends and relationships. The Sragen Business School is very influential in my business venture because business people need knowledge. So, friends who are starting a business or starting a business, do not despair and do not be tired of seeking knowledge right now" (Alumni #5).

Entrepreneurs must be able to solve business problems. Tamim entrepreneur aqiqoh Athaya, an alumnus of SBS 2, said,

> "Before SBS, I had started herding and raising goats, but I had not done aqiqah. The obstacle faced by a farmer is how to sell the livestock. After meeting the mentor at SBS, the problem was solved. After SBS 2, I found mentors who were able to open a business *mindset*, how to make business leaps, and solve business problems. I began to be able to glance downstream on the farm. Livestock is the downstream business of aqiqah. Mr. Dodok recommended that aqiqah is a business that will continue to grow, so my focus is on aqiqah. I have to keep growing my own *brand"* (Alumni #5).

Entrepreneurs better focus on one business instead of dealing with many. Hasan, an alumnus of SBS 4 duck meat *supplier, said,*

> "In my study, I got much knowledge. Especially the knowledge to develop the *mindset*. One of them is the *mindset* to focus on one type of business. "Pak Dodok suggested *focusing* on one area. Previously, I was a casual employee, doing odd jobs with duck farming while selling Umrah packages. After that, when I joined SBS, my thoughts were conveyed to my mentor, and it was suggested, which one you should focus on, brother; if it is still like this, your situation is still half-hearted. I hesitated whether to open a shop or become a duck *supplier*. Finally, I focused on *suppliers*" (Alumni #6).

An entrepreneur must have experienced failure; that failure will create an optimistic attitude. Alumni managing the Date Shop Center for Hajj Umrah souvenirs, SBS 1 alumni said,

> "The first SBS batch is the pilot batch. One of its beverage business products is called Vita *Drink*. Initially only sold tea and was named Vita tea. His business

> continues to expand wider with a *special flagship product*, ice chocolate dates, and the process of blending dates with chocolate. At SBS, the product was just formed and still experimenting; from the lifelong learning process at SBS, the business has been systemized. Various failures have been experienced, but we still have to try and be optimistic. It is a business in the field of Hajj and souvenirs umrah, already selling several types of dates, Egyptian, golden fale, qolas, tunisa honey, azzura dates, and various types of honey" (Alumni #7).

Entrepreneurs must have broad insight and friendship, be firm in one business, and advertising. SBS 9 convection entrepreneur alumnus revealed,

> "Studying at SBS has many benefits in developing himself in the business world. The benefits are many; the main thing is to add relatives, in addition to adding brothers to add insight, istiqomah, and friendship. It is easier because we have lots of friends and can *share* things; what we used to be stuffy with friendship became looser. If it is a business problem, Allah is the one who has the right to share. However, we still try as much as possible; the results are in the hands of Allah. Studying at SBS increases self-confidence and self-confidence, especially after getting to know the science of advertising. At SBS, we learn about advertising, marketing communications, *branding,* and *online business*. The lesson increased my confidence. Advertise on *WhatsApp*, *WhatsApp* groups, and trade groups, for example, the SBS group, SBS alumni, and Sragen sewing SMEs. It turns out that creating as many workgroups as possible is done. Previously never advertised at all. It turns out that the effect of advertising is very good. It is where the initial knowledge of SBS's insights came from. From there, I learned a lot from SBS alumni as well. If we do not study at SBS, maybe we do not have that much insight; the key is partners" (Alumni #8).

Discussion

With the motto "We Create Entrepreneurs," SBS is a non-traditional institution in the Sragen neighborhood to inspire the next generation of business leaders. Millennial business leaders realize their full potential is a force for good in the world. The success of the youth entrepreneurship training program in developing self-reliant and competent business leaders depends on the participation and cooperation of all involved. After being empowered, these business owners receive ongoing support from financial and non-financial resources and regular monitoring of their operations (Omeje et al., 2020). It increased the community's capacity for active participation, critical analysis, problem-solving, and the development of innovative solutions (George et al., 2016). As an element of institutional development within businesses, synergy makes

collaborations between SMEs more likely by bolstering community support and cooperation (Zhang, 2022).

The synergy culture is responsible for the existence and growth of SBS. At SBS, the synergy culture manifests through collaboration, caring for one another, contacting, supporting, trusting, and respecting each other. At SBS, the synergy's cultural values include commitment, partnership, equality, and transparency among mentors, alumni, students, and mentors, alumni, and students. The environment of synergy that SBS fosters evolves into an ecosystem with social ties mutually supporting each. Only by cooperating as an action group will it be possible to realize the vision. According to Bousquet, collaborative strategic implementation, partnership, and group action commitment will lead to innovation action, ultimately resulting in a synergistic impact (Bousquet et al., 2016). At SBS, the synergy culture evolves into an organizational culture that directs actions. It functions as a marker, something highlighted and interpreted to be completed in collaboration. A system of meaning held by members of an organization and differentiates that organization from other organizations is the organizational culture. When looked at in greater detail, this system of shared meaning reveals itself as a collection of essential qualities an organization treasures. The characteristics of an organizational culture are related to how all organizations perceive those characteristics, regardless of whether they like that culture (Fattah, 2017).

Strategic implementation, partnerships, and action group commitment are conducted through communication activities. The managing director occupies a pivotal position as the organization's primary driver and an active communicator regarding communication and coordination between SBS's founders, advisors, sponsors, alumni, and students. The MD personally sowan (visits) potential mentors individually to discuss their interest in the role, rather than relying solely on the widely derided WhatsApp with positive results. The purpose of interpersonal communication is to enhance the impact of communication and affect surrounding conditions. According to Han, the impact of social media on the environment is powerful because it amplifies the effect of interpersonal communication, effective at respecting, appreciating, and influencing environmental conditions thanks to the use of local language messages and polite language. Stronger conditions result from the mutual reinforcement of social media and face-to-face interaction (Han, 2020), using social interaction to alter one's behavior (Hendriks & Strick, 2020).

In addition, the Managing Director is responsible for ensuring that the group communicates effectively with the primary sponsor regarding funding matters. Meetings are the typical setting

for activities involving communication with the primary sponsor. At the group communication held at the geprek chicken restaurant, attendees included representatives from Geprek Group, Putra Dadi Sejahtera, Lazizmu, the Indonesian Young Entrepreneurs Association, the Indonesian Youth National Committee, and the Talent Center. The attendees discussed the total amount of the budget to be split between the group. This shared budget is a sentence demonstrating the outcomes of the group conversation and discussion. According to Dowell, one of the essential ideas for comprehending how people communicate with one another is the concept of the role that group communication plays. Whenever group members communicate with one another, they rotate through various roles throughout the conversation. Members of a group engage in distinct patterns of behavioral involvement, such as being active or passive, taking the lead, or following others' lead; contributing characteristics, such as providing new information or consuming new information; and socially motivated partiality toward individuals or groups.

The combination of individuals fulfilling various roles can ultimately accomplish the same overarching objective. Social collaboration on a subject, matter, or problem needs collaborative discussion and dialogue in group communication spaces to produce a common understanding of the subject, matter, or issue (Dowell et al., 2019). The ability of communicators and communicants to develop their roles and capabilities can be enhanced through communication in small groups (Tilton, 2019). Adult human trust can be increased with the appropriate communication strategy, including interpersonal and group communication activities (Hastall et al., 2022).

The interplay of various leaders is reflected in the interdependence of various partners and networks in synergies. Owners, directors, and managers of small and medium-sized enterprises (SMEs) are managed at SBS by mentors, alumni, and students. The Managing Director, Advisor, and Alumni President of SBS all play key leadership roles in the organization's management. The managing director acts as the organization's hub, communicating and coordinating with the board of directors, advisors, sponsors, alumni administrators, mentors, and students. Mentors are not the only ones involved in the implementation process; main sponsors also play a role in communicating and coordinating with the funding issues. A meeting is the standard method of communication and coordination between the main sponsor and the project's other participants. Regardless, advisors' roles are substantial and decisive, including accompanying, advising, motivating, reminding, and approving. Advisors play this role in fulfilling their mandate of helping young entrepreneurs succeed. An example of alumni leadership is provided by the president of the

alumni association, whose responsibilities include fostering the growth and prosperity of the alumni body and cooperative relationships with relevant institutions. The CEO had this message delivered. The mentor leaders, implementers, and alumni want to give SBS a role, and their leadership and synergy show signs of fatigue. The leaders gave SBS essential roles because they trusted SBS to find it open and honest. The kind of visionary leadership fostered at SBS is rare. Leadership with a vision is not a one-way street but rather an interactive process.

When developing a strategic vision, considering the context of products, markets, issues, processes, and organizations are crucial. The visionary approach is one that can tolerate contrast. According to the experiences of many visionary leaders, visionary leadership is a combination of creator, preacher, idealist, tailor, and fortune teller. It can be seen in style, process, content, and context (Westley & Mintzberg, 1989). In contrast, adopting a transactional leadership style will result in group members quitting the system. Members of the group will struggle ideologically with the system to which they adhere and will no longer want to continue working in their current profession. They are the members of the group who are visionary and creative and desire to participate in decision-making through communication strategies. In contrast to the transactional leadership style, the visionary style accentuates interactive communication and the development of teams (Thyer, 2003). Transactional leadership is positively related to creative behavior, and the synergy between transformational leadership and financial rewards and between transactional leadership and non-financial rewards leads to employee creativity. Xifang Ma expressed a favorable opinion of transactional leadership, and transactional leadership is positively related to creative behavior.

Financial business planning, sales data, hard work, courage to make decisions, diligence, seriousness, totality, discipline, ignoring obstacles, and obstacles are some of the entrepreneurial orientations of the empowering actors at Sragen Business School. Having high aspirations, process and step by step in building a business, not involving a family in business, creativity, innovation, and the capacity to make findings in the marketing field, and not living frugally are also critical. Small and medium-sized enterprises (SMEs) can highly benefit from intangible resources like an entrepreneurial mindset. According to Kiyabo & Isaga (2020), an entrepreneurial mindset is a process using intangible resources. The resource-based viewpoint demonstrates how an entrepreneur's focus can be grounded in both tangible and intangible assets. The link between an entrepreneurial mindset and small and medium-sized enterprise (SME) growth and success is

mediated by a company's level of competitive advantage. SMEs' learning orientation and performance are connected to the entrepreneurial orientation dimensions of innovation, proactivity, and risk-taking. Strategic management places a premium on the entrepreneurial orientation dimension in a highly competitive and volatile market. Companies' learning orientation and business strategy can benefit from a small and medium enterprise's (SME) innovative, proactive, and risk-taking nature (Meekaewkunchorn et al., 2021). Adopting an entrepreneurial mindset is strongly influenced by the internal organizational culture of small and medium-sized businesses and the reorganization of resources (Kraus et al., 2018).

The synergy, leadership, and entrepreneurial spirit of alumni students are impacted by empowering actors in the form of increased mindset capacity, mental attitude, and marketing and networking like them. Therefore, learning about business theory, having a business mindset, developing a system, feeling successful and networking, having their factory, and progress in mental, spiritual, and spiritual business is critical for success in the world and the hereafter. To that end, the business is expanding rapidly by opening new branches; the turnover has increased by hundreds of percent, the number of employees is increasing, the brand is growing, and concentrating on one area. Through this effort, the company will learn about advertising, marketing communications, branding, and online business, and become more systemized. The independence of students and alumni as beneficiaries is realized thanks to the synergy and entrepreneurial orientation displayed by these actors empowering others. This independence manifests itself as self-confidence, the willingness to act from within oneself, acting freely in running their business independently and implementing partnerships in realizing their business expectations, and self-assurance. Because of the attention, perception, accuracy of the information, and obedience to the mentor, while attending SBS, the student was able to establish their independence. According to Murphy (2020), an individual's self-confidence is correlated with their attention, perception, and the precision of their interoceptive information (their capacity to control their feelings). One's ability to develop and increase compliance is directly correlated to their level of self-efficacy. In the Social Cognitive Theory, self-efficacy refers to the degree to which a person has self-confidence and is able to regulate himself while performing his workload. This concept was developed by psychologists. Self-construction is connected to one's actions in empowering oneself (Fueyo-Daz, 2021).

This study has an implication that independent entrepreneurship should be the critical goal of teaching at schools. The way of teaching independent entrepreneurship is through the synergy empowerment and serves social transformation at school levels.

Conclusion

SBS is a non-formal entrepreneurship school in Sragen developing young entrepreneurs who spread fruitful business, enthusiasm, and inspiration. SBS's youth entrepreneurship training program requires all parties' support and cooperation. SBS's synergy culture involves collaboration, mutual care, contact, support, trust, and respect. Therefore, a synergy culture reflects increased community support and cooperation. Communication activities implement SBS's collaborative, partnership, and action group commitments. SBS's communication model is interpersonal and group-wise. Interpersonal communication using local language messages; polite language can respect, appreciate, and influence environmental conditions. Social media affects environmental conditions, especially by strengthening interpersonal communication. Group communication at SBS is critical to understanding implementers, mentors, students, and alumni. In group communication, different roles can produce the same goal.

Leaders' partnerships and networks show synergy in synergies. Mentors, alumni, and students manage SMEs at SBS. Managing director, advisor, and alumni president lead SBS. Mentor leaders, implementers, and alumni want to provide SBS with a role. Sincerity to share helped leaders give SBS roles. Hence, SBS produces visionary leaders. Dynamic, interactive visionary leadership is not one-way. The entrepreneurial orientation of the Sragen Business School empowering actors includes business planning, mental attitude, hard work, courage to make decisions, perseverance, seriousness, totality, discipline, ignoring obstacles, and obstacles. Furthermore, having high aspirations, proceeding and gradually building a business, not involving a family in doing business, being creative, innovative, and able to make marketing findings, and living not frugally are other assets. Entrepreneurial orientation affects students, alumni, and company performance.

This study shows a novelty in that leadership, synergy, and an entrepreneurial spirit of alumni students exposed to empowering actors reported increased levels of independence, including greater self-confidence, greater willingness to act from within, and greater freedom to act in all aspects of running their businesses, whether working alone or in collaboration and linkages. They learn the fundamentals of running a business, acquire a business mindset, and are able to create

systems. On top of that, they expand by opening new locations, increasing sales by hundreds of percent, boosting employee numbers, building their brand, concentrating their efforts on a single front, systematizing their operations, learning about advertising, marketing, branding, online business, and beyond. They also experience success, network, make mental and spiritual progress, and create a business leading to this world and the next.

This study has a limitation that limited respondents were recruited as this study was done in qualitative paradigm. Future research was suggested to extend the number of respondents, developing a quantitative research such as a survey research.

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