

**TRAINING NEEDS ANALYSIS OF ENTREPRENEURSHIP:  
A CASE STUDY OF BUSINESS GROUP SEW IN  
MAKASSAR – INDONESIA**

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**ABSTRACT**

Indonesia is either still in dire need of new entrepreneurs to support development goals in order to advance the nation. One of the efforts to give birth to new entrepreneurs is to implement entrepreneurship training. Entrepreneurship training is called upon to have have a positive impact on the improvement of people's income. Therefore, the determinants of successful entrepreneurship training need attention such as training objectives, training strategies, training methods, training materials, instructor training, and training facilities. This study is intended to determine the training needs of entrepreneurship in the business group sew assisted the Agency for Women and Children in Makassar. The population in this study, where all participants in the training of 300 people and a sample of 100 respondents. Data collection techniques are used, were questionnaires, interviews, observation, and documentation. Analysis of the data utilized in this research is descriptive statistical analysis. The results showed that entrepreneurship training requirements for sewing business group in Makassar are appropriate in terms of; training objectives, the use of training strategy, the selection of training methods, training materials, instructors or coaches, and training facilities. Recommended to the government of Makassar in order to more aggressively again, in

promoting training for entrepreneurship, especially among the middle to lower and more sensitive to see the economic problem of society and be able to make entrepreneurship training as one solution to the long-term and sustainable in order to reduce unemployment and capable of printing entrepreneur of the lower middle class society.

Keywords: Training objectives, training strategies, training methods, training materials, instructor training, training facilities

## INTRODUCTION

One of the efforts to create to new entrepreneurs that with the implementation of entrepreneurship training. The most fundamental problems that small businesses fail to thrive because of the level of understanding of business management and technical skills that are owned by entrepreneurs in small businesses is relatively low. Most of them do not have effort to increase the understanding and skills in a variety of occasions such as training or courses. This is consistent with the results of research Rakib (2009) that there is still a lack of understanding of small business owners on the benefits of the training or course, this is seen when training conducted brought coordinating the relevant agencies, participants who came very less, they assume that the training materials provide no value added in managing their business.

Nonetheless, the government continued to improve the understanding and skills of prospective entrepreneurs and entrepreneurship through various training courses. One of them is entrepreneurship training for mothers of households belonging to

groups tailoring business built on Women Empowerment and Child Protection in Makassar. Entrepreneurship training is expected to provide a considerable influence, especially in terms of increasing their family income respectively.

Participants' entrepreneurship training will be prioritized for mothers, disadvantaged households and are grouped in the form of sewing business for assistance by mentoring and capital assistance from the government sewing machine. Sewing business group whose members include housewives are from three districts, namely districts Tallo, Ujung Tanah, and Tamalate as many as 300 participants. The training was conducted three waves, each wave is followed by 10 groups and each group consisted of 10 people (interviews with Ms. Tenri A. Palallo, S. Sos, M.Si, Head of Women Empowerment and Child Protection, City of Makassar on 20 February 2016).

Based on preliminary observations on some of the sewing business group consisting of mothers of households who have received training in entrepreneurship, namely get information that many mothers of households have had training has not been able to manage their business well, and did not even perform production activities.

It is recognized that despite the training of entrepreneurship, not all trainees can absorb adequate material that has been given, so there are still some of them have not motivated to self-employed or not seriously doing business. The success of the training program can be calculated by how much the trainee can apply the training that has been followed.

But there are several factors that cause so that participants cannot apply their training, one of which is the suitability of the training program to the needs of its business. It is therefore appropriate to examine in depth assessment of needs in Entrepreneurship training activities for the purpose of the training program can be achieved effectively.

Take into account these descriptions, it can be argued the problem in this research is how entrepreneurial training needs in the built Tailoring Business Group of Women Empowerment and Child in Makassar? Whereas, the purpose of this study was to identify the training needs of the Enterprise Business Group target Tailoring Women Empowerment and Child Protection Makassar.

Entrepreneurship was once considered to is done through direct experience in the field and an inborn talent, so that entrepreneurship can be learned and taught. Now not only inborn talent or affairs of field experience, but also can be learned and taught. Entrepreneurship Someone who has the entrepreneurial talent to developing talent through entrepreneurship education and training. Suryana (2011) argues that "in Indonesia, entrepreneurship education is still limited to some particular school or college".

Educational paradigm change in line with the demands of the rapid changes in the direction of globalization that demands excellence, equity, and competition. According Prawirokusumo (1997) entrepreneurship education has been taught as a discipline of its own independent, because: (1) Entrepreneurship provides knowledge areas are intact and real, that there are theories, concepts, and the scientific method are complete, (2)

Entrepreneurship has two concepts , the start position and business development, which is obviously not included in the educational framework of general management which separates the management and ownership of the business, (3) Entrepreneurship is a discipline which share the object of its own, namely the ability to create something new and different, and (4) Entrepreneurship is a tool for creating business and income equalization, or welfare of the people fair and prosperous.

Winardi (2003) says that when the entrepreneur attending formal education, few among those who have aspirations to be an entrepreneur. They already have the determination to become an entrepreneur, but only few who immediately starts a business so graduated from formal educational institutions. Although they had previously thought that the future will be followed of entrepreneurship as the main purpose of his life.

This is because these entrepreneurs, just to have basic knowledge and skills about entrepreneurship through formal educational institutions. Therefore, the entrepreneur it must continue to complement their education through training, reading literature, seminars, and courses. Of the various methods that can be taken by entrepreneurs with low-level education is training. Where training is a work to improve the knowledge and skills of entrepreneurship, and can change his attitude in carrying out the work more effectively (Torrington, 1994). There are a number of specific skills needed by entrepreneurs through Entrepreneurship Education, namely; (1) The fact versus myth against entrepreneurship, (2) Skills to test the morality, (3) Skill creativity, (4) Skill tolerance for ambiguity and attitudes, (5) Skill in identifying opportunities, (6) skill to assess business, (7) Skills

action to establish a business, (8) Skills business strategy, (9) Skills judging career, (10) Skills environmental assessment, (11) Skills assessment ethical, (12) Skills completed transactions, (13) skills in handling network of contacts, and (14) skills harvest (Winardi ; 2003). In this study on training needs analysis of entrepreneurship refers to the opinion of Roesminingsih (2009) of the components required in training, namely: (a) Establish training objectives, (b) Develop a training strategy, (c) Determine the training methods, (d) Determine training materials, (e) the placement of the instructor, and (f) training facilities and infrastructure.

There are some previous researches that are relevant to this research, among others; Research Kosasih, et al. (2011), entitled "Qualitative Analysis of Impact Entrepreneurship Training to Increase Business Performance Economic Democracy Program Business Study Groups (PBSG) in the Community Learning Center Partners People" Telukbuyung Desa Pakis subdistrict-Jaya Karawang ". This study used a qualitative approach case study method. The results showed that, in general the group members PBSG "People Partner" acquire knowledge and skills in entrepreneurship, which he found during the process of entrepreneurial training. This is evidenced by activity in entrepreneurship training conducted by the chairman of PBSG "People Partners". After completion of their entrepreneurial training to understand the material given, especially in specialized managerial leads to entrepreneurship.

Research Trimurti (2008) with the title "Model-Based Enterprise Application Training Ikat Weaving Technology at the Faculty of Economics, University of Islam Batik Surakarta". Trimurti research results through enterprising method showed that the training

needs analysis is quite high seen from indicators of entrepreneurial, organizational management, marketing is fairly high, production, and finance.

In addition, research conducted by Ain (2013) with the title "The Effect of Education & Training, Learning Achievement Entrepreneurship against the attitude of Entrepreneurship Students of SMK Negeri 1 Cerme", also shows that the influence of entrepreneurship education and training are positive which means that when education and training for entrepreneurship increase, then entrepreneurial attitudes also increased, on the contrary, when education and entrepreneurship training has decreased, then the entrepreneurial attitude will also decrease. While the research conducted by Rakib (2009) at 220 small business owners in the city of Pare Pare showed that the education and training of small business owners are still in middle category (54.48%), this means that small business owners do not understand the importance of formal education to manage business. Where in the study was explained further that the level of formal education business owners only up to secondary school level. In addition, it is also clear that small business owners lack attend trainings to support his efforts.

The emphasis of the fourth study, namely education and training for entrepreneurship, but the indicators used to measure the research variables is different. In addition, three studies were conducted within the scope of formal education and course participants do not have to experience in entrepreneurship, but research conducted by Rakib, business owners' respondents and had enough experience in managing their business.

Based on the above, this research is more focused on the needs of entrepreneurial training is not the performance of entrepreneurs. Therefore, to analyze the training needs of entrepreneurship can be seen from the purpose of training, the use of a training strategy, the selection of training methods, training materials, instructors or coaches, and facilities and infrastructure. Another difference is the research conducted on non-formal training that entrepreneurship training conducted by the government for mother-housewife to equip skills particularly life skills sewing skills and manage their business.

## **METHODOLOGY**

This research is descriptive quantitative research, research that explains the phenomena and symptoms, or in other words, describes a problem. This study will describe entrepreneurship education and training in Tailoring Business Group Patronage of Women Empowerment and Child Protection Makassar. The design of this study is on describing the training needs of entrepreneurship by numerous indicators, namely the establishment of training objectives, training strategies, training methods, training materials, instructors and training facilities. The population in this study was all Housewife, can't afford to become Participant Training Entrepreneurship which has been implemented by the Agency for Women and Children in Makassar as many as 30 groups or 300 people.

The research sample of 100 respondents is determined by calculating the Slovin formula. The sampling technique used throughout this study is a random sampling considering its homogeneous population. Data were gathered through the

technique of questionnaires, interviews, observation, and documentation. Furthermore, data processed using descriptive statistical analysis.

## RESULTS AND DISCUSSION

### Research result

The level of achievement for the entrepreneurial training needs can be seen from the indicators; (1) entrepreneurship training purposes, (2) entrepreneurial training strategy, (3) methods of entrepreneurship training, (4) entrepreneurship training materials, (5) Instructor training for entrepreneurship, and (6) entrepreneurship training facilities and infrastructure. The presentation and analysis of data from indicators such research, as presented below.

### Interest entrepreneurship training

To determine the achievement of the objectives of entrepreneurship training can be seen in the following table.

Table 1. Entrepreneurship Training Objectives

No.	Interval	Category	F	Percentage (%)
1.	19 – 25	Completions	14	14,00
2.	12 – 18	Just Reached	86	86,00
3.	5 – 11	Not Achieved	0	0,00
	Total		100	100,00

Table 1 shows that entrepreneurship training objectives have been achieved. Achievement of the objectives of entrepreneurship training is seen from (1) improve the knowledge of participants on entrepreneurship, (2) cultivate an attitude of entrepreneurship in self-trainee, (3) to motivate the trainees to entrepreneurship, (4) makes the trainee more productive, and (5) make the trainees able to compete in the world of business and employment in the clothing field.

### **Strategy training for entrepreneurship**

To determine the level of appropriateness of using entrepreneurship training strategies, can be seen in the following table.

Table 2. Entrepreneurship Training Strategy

<b>No.</b>	<b>Interval</b>	<b>Category</b>	<b>F</b>	<b>Percentage (%)</b>
1.	8 – 10	Match	5	5,00
2.	5 – 7	Simple Match	95	95,00
3.	2 – 4	Not Available	0	0,00
<b>Total</b>			<b>100</b>	<b>100,00</b>

Based on Table 2, it can be argued that the strategy has been prepared in entrepreneurial training is quite in line with expectations of participants. From observations made of the

participants consider strategies used in the training it was quite appropriate that trainees were highly active training.

### **Entrepreneurial training methods**

To determine the level of accuracy using the method of training in entrepreneurship, can be seen in the following table.

Table 3. Entrepreneurial Training Methods

<b>No.</b>	<b>Interval</b>	<b>Category</b>	<b>F</b>	<b>Percentage (%)</b>
1.	21 – 28	Exactly	33	33,00
2.	13 – 20	Quite Right	67	67,00
3.	5 – 12	Incorrect	0	0,00
	Total		100	100,00

Table 3 shows that the determination methods used in the training of entrepreneurship in small business is quite right. In addition, based on the observation of the conditions of activity of participants in the training also indicates liveliness and seriousness in training, the more quickly understand the material, has a high spirit and courage to submit opinions and questions during the course. Correct use training methods can't be separated from compliance with the material characteristics and conditions of trainees entrepreneurship. This shows that the more precise determination of the training method used is certainly more effective the implementation of entrepreneurship training.

## **Entrepreneurship Training Material**

To determine the level of conformity entrepreneurship training materials can be seen in the following table.

Table 4. Entrepreneurship Training Material

<b>No.</b>	<b>Interval</b>	<b>Category</b>	<b>F</b>	<b>Percentage (%)</b>
1.	19 – 25	Match	10	10,00
2.	12 – 18	Quite Mach	90	90,00
3.	5 – 11	Not Available	0	0,00
<b>Total</b>			<b>100</b>	<b>100,00</b>

Data Sources: Data from Questionnaire Results Imaging Research, 2016.

Table 4 shows that given enough material in accordance with the needs of entrepreneurial training. It can be seen from the positive response from the participants of the training associated with training materials. Training materials considered in accordance with the needs of trainees and practice location. In addition the duration of the submission and frequency of meetings is in conformity with the needs of trainees. The availability of training materials that have been considered quite appropriate, is expected to support the training of the expected output of self-inherent each trainee.

The material of the entrepreneurship training as in the Terms of Reference (TOR) include (1) fostering the entrepreneurial spirit, (2) tips view and empower business opportunities, (3) started the business and development model, (4) management entrepreneurship and risk, (5) feasibility studies, and (6) training in sewing various kinds of products such as school uniforms, sportswear, and so on.

### **Entrepreneurship Training Instructor**

To determine the level of competence of the training instructors, can be seen in the following table.

Table 5. Entrepreneurship Training Instructor

<b>No.</b>	<b>Interval</b>	<b>Category</b>	<b>F</b>	<b>Percentage (%)</b>
1.	25 – 34	Competent	19	19,00
2.	15 – 24	Quite Competent	81	81,00
3.	5 – 14	Incompetent	0	0,00
	<b>Total</b>		<b>100</b>	<b>100,00</b>

Table 5 shows that the instructors who have had sufficient competence seen from his ability to motivate the trainees at each meeting, providing materials with a language that is easily understood by the participants of the training, the level of mastery

of the material is very high, has an appealing appearance, and creating a climate of training communicative, and has a high discipline.

### **Training facilities entrepreneurship**

To determine the level of infrastructure support entrepreneurship training, can be seen in the following table.

Table 6. Infrastructures Entrepreneurship Training

No.	Interval	Category	F	Percentage (%)
1.	11 – 13	Supports	35	35,00
2.	8 – 10	Simply Supports	65	65,00
3.	5 – 7	Not Support	0	0,00
<b>Total</b>			<b>100</b>	<b>100,00</b>

Table 6 shows that the training facilities adequately support the implementation of entrepreneurship training. The availability of facilities and infrastructure can be seen from the availability of media and learning modules, and a classroom setting designed to provide comfort for trainees. Furthermore, to determine the fulfillment of the needs of entrepreneurial training, will present

the recapitulation of the descriptive analysis of data presented in the following table.

Table 7. Recapitulation Results Descriptive Analysis of Entrepreneurship Training Needs

No.	Indicators	Level of Achievement (%)	Category
	Entrepreneurship Training Needs Level	66,16	Meets
1.	Objectives achieved entrepreneurship training	66,48	Achieved
2.	Strategy entrepreneurship training	60,90	Right
3.	Method entrepreneurship training	66,67	Right
4.	Training materials entrepreneurial	67,12	Matched
5.	The training instructor	66,20	Competent
6.	Facilities and infrastructure entrepreneurship training	66,47	Supports

Based on Table 7, it can be seen that the level of achievement of entrepreneurial training needs in the category meet the views of the training objectives, training strategies, training methods, training materials, instructor or trainer in training, and training facilities.

Some indicators of entrepreneurial training needs can be noted that the implementation of entrepreneurship training already meets training needs in an increased understanding and skills of sewing business group whose members include housewives disadvantaged fostered by the Women Empowerment and Children Makassar.

## DISCUSSION

### **Entrepreneurship Training Objectives**

Descriptive analysis of training needs WED seen from indicators of entrepreneurial training purposes, the value of an average of 16.62 out of a maximum score of 25 with a percentage of 66.48 per cent of the level of achievement and is in the category reached the views from the participants' level of training has increased, entrepreneurial attitude on the participant also began to grow, as reflected in the high motivation in entrepreneurship. This is proof that the entrepreneurial training objectives have been achieved. The purpose of the entrepreneurship training intended Term of Reference (TOR) or Terms of Reference Entrepreneurship Training conducted by the government of Makassar is (1) to improve the knowledge of participants on entrepreneurship, (2) cultivate an attitude of entrepreneurship in self-trainee, (3) motivate trainees to entrepreneurship, (4) makes the trainee more productive, and (5) make the trainees able to compete in the world of business and employment in the clothing field.

Determining the purpose of training is very important because it serves as a guide for the direction of all training activities. The expected goals of course leads to increased knowledge,

motivation, foster an entrepreneurial attitude and the competitiveness and productivity of the participants' entrepreneurship. Training takes the form to improve the knowledge and skills of entrepreneurship, and can change his attitude in carrying out the work more effectively (Torrington, 1994). Results of the determination of entrepreneurial training objectives in this study that are not yet optimal despite being included in the category are reached. Therefore, it should be seen in the determination of training objectives, namely the formulation of objectives should be clear, measurable, and achievable. The formulation of training objectives should also have linkages between input, output, outcome, and impact of the training itself. Determining the purpose of the training is of great importance and needs special attention. Where the purpose of training their steps in the implementation and expected results portrayed training.

The results are consistent with research conducted by Supriatna (2012) that there is a positive and significant effect simultaneously entrepreneurial learning and vocational training to students' entrepreneurship attitudes SMK in Bandung. Where the purpose of the training is one of the indicators to measure the success rate of job training. This means training objective indicators play a role in determining the success of the influence of entrepreneurship training.

### **Entrepreneurship Training Strategy**

Results entrepreneurial training needs analysis on entrepreneurial training strategies use indicator values obtained an average of 6.08 out of a maximum score of 10 with a percentage of 60.90 per cent

of the level of achievement that is in the category quite right seen from the responses of participants to the strategies used and the ease trainees in entrepreneurship training.

In a training strategy is one thing that must be seen in the implementation of the training. After determining the goal, then the strategy is the key in determining the conceptual plans related to the action to be taken under achieving the objective. It is also consistent with the opinions expressed Napitupulu (2012) that through a specific training strategy trainees can be directed to achieve the training objectives.

In general entrepreneurship training strategy applied not optimal in meeting the needs of small business entrepreneurship training at the Patronage of Women Empowerment and Child Protection Makassar. Therefore, we need a proper strategy that will be employed in training. There are several things that are taken into account in determining in determining the training strategy that is environmental conditions, content, form of training, and the use of varied training strategy. But all of that will be adapted to the characteristics of participants in achieving its objectives (Napitupulu, 2012).

### **Training methods**

Based on the results of the descriptive analysis of training needs WED indicator entrepreneurship training method, the value of an average of 20.00 out of a maximum score of 30, with a percentage of the level of achievement of 66.70 percent and is in the category sufficiently precise views of liveliness, seriousness, passion and easy to understand training materials shown by the participants

entrepreneurship training. Based on observation, the training methods used in varied entrepreneurial training such as lectures, group discussions, case, playing, and simulation. This is in line with the opinion of Ranupandojo and Husnan (2002), a training method that can be applied to small businesses among them are; school methods, lectures, speeches, discussion method, the case method, and the method of business game (business game). Similarly, Gibson, et al. (1990) also directs using training methods such as: job training, job instruction training, technical lectures, training techniques for visual aids, programmed learning techniques, and training simulations. The training method is a follow up of the training strategy that has been predetermined. If the strategy is still a conceptual plan, then the method is a pragmatic step or action that is used to achieve the training objectives. Therefore, it can be stated that the proper training methods depending on the purpose. Goal or target a different training would result in the use of diverse methods. The effectiveness and accuracy of a method will be evident in participants. Of changes in the way of thinking and the trainee, both during training and after training is the appropriate benchmark for whether or not the method used.

Ranupandojo and Husnan (2002) states that there are several training methods among them are; school methods, lectures, speeches, discussion method, the case method, and the method of the business game (business game). Gibson.et.al. (1990) also suggests some training techniques that can be selected include: job training, job instruction training, technical lectures, training techniques for visual aids, programmed learning techniques, and training simulations.

## **Entrepreneurship Training Material**

Descriptive analysis of training needs WED indicator entrepreneurship training materials, demonstrating the value of an average of 16.78 out of a maximum score of 25 with a percentage of 67.10 per cent of the level of achievement and is in the category corresponding views of the suitability of the material to the needs of the business, the time duration of delivery material, number of meetings, and the duration of the practice.

The training materials will be provided and trained to train participants is a major component in the entrepreneurial training activities. Preparation of training materials should consider the objectives that have been established in advance and linked to the needs and characteristics of trainees. As for the entrepreneurship training materials, includes; (1) fostering the entrepreneurial spirit, (2) tips view and empower business opportunities, (3) started the business and development model, (4) management entrepreneurship and risk, (5) feasibility study, and (6) training in tailoring various types of products such as school uniforms, sportswear, and so on.

Based on the responses of participants who were respondents in this research note that most respondents (90 percent) said the training materials presented in the category in accordance with the expectations of the participants. This means that the training materials are delivered to the trainee is deemed to meet the needs and support their entrepreneurship skills after training. Selection of training materials according to the needs of trainees will also influence on improving motivation and entrepreneurial spirit of the participants of the training. Results were in agreement with

the results of research Kosasi, et al. (2011), that in general the group members KBU "People Partner" acquire knowledge and skills in entrepreneurship, which he found during the process of entrepreneurial training. Further, he said that after the completion of the entrepreneurial training they have understood the material given, especially in specialized managerial leads to entrepreneurship.

### **Entrepreneurship Training Instructor**

Based on the results of the descriptive analysis of training needs WED indicator entrepreneurship instructor or coach, the value of an average of 23.17 out of a maximum score of 35 with a percentage of the level of achievement of 66.20 percent and is in the category of competent seen from the ability to motivate the participants, to master the material, use good language, good attitude, discipline time, communicative, and attractive.

The instructor or trainer is the primary key of training. Training objectives, strategies and methods predefined course very dependent on the instructor or coach. In this study, respondents gave a good assessment of the instructors are competent seen from the ability to motivate the participants, to master the material, use good language, good attitude, discipline time, communicative, and attractive. The role of instructor training for adults is very different, compared with education for school students. Instructor training for adults should be trying to please trainees. Instructors not only understand training materials, but also must understand the atmosphere in training, creating a happy relationship between the instructor and the trainee.

## **Infrastructures Entrepreneurship Training**

Based on the results of the descriptive analysis of training needs in the indicator entrepreneurship training facilities entrepreneurship, the value of an average of 9.97 out of a maximum score of 15 with a percentage of the level of achievement of 66.47 percent and is in the category enough support instructional media views of completeness, comprehensiveness modules / learning materials, classrooms comfortable.

The results of this study showed that 65 percent of respondents responded that the availability of facilities and infrastructure in training sufficient to support the training entrepreneurship needs. Facilities and infrastructure in order to smooth a supporting part in the implementation of training activities. The availability of adequate facilities and infrastructure to support the effectiveness of training activities.

This proves that it is really important that trainees to gain the support infrastructure is complete and sufficient during the training activities. Where the infrastructure is complete and sufficient to increase the effectiveness of training such as the increased absorption of trainees to train materials and able to apply in the world of work later.

Facilities and infrastructure are among the factors to be taken into account in training. The means by which is meant in this case are the tools, materials, and media training that directly support the smooth process of training such as audio media, print media (modules, books), visual media silence (OHT), visual media motion (silent film), media audio-visual (TV, VCD), media

physical objects (real objects), humans and the environment (teachers, librarians, and laboratory), computers, and the internet. While infrastructure is not something can directly support the success of the training process, such as electricity, washroom, speakers, and so on. Completeness of facilities and infrastructure will assist instructors in carrying out the training process. This means that facilities and infrastructure are critical components that contribute to the training process.

Completeness of training facilities can provide the advantage of being in a position to cultivate the spirit and motivation of instructors. Training can be seen from two sides: first, as the process of delivering training materials and environmental settings that can stimulate trainees. In the process of delivering the training material, required training facilities and the media as a tool that can help deliver the materials effectively and efficiently. Thus, the completeness of the means of allowing the instructor to have various alternative options that can be used to carry out the training. The use of tools and media in training can increase arousal providing training. Second, completeness of facilities and infrastructure can provide a range of alternative options on the trainees to practice. It is recognized that each trainee basically has different characteristics. There is auditory type that allows it's easier to learn through auditory, visual, while trainees will be easier to learn through sight.

## **CONCLUSION**

Based on the analysis and discussion of the need for entrepreneurial training in small businesses assisted the Agency for Women and Children in Makassar can be concluded that the

training needs of entrepreneurship in small business built bodies Women's Empowerment and Child Protection in Makassar has been fulfilled in terms of: (1) Training entrepreneurship; (2) The use of a training strategy; (3) Selection of training methods; (4) entrepreneurship training materials; (5) instructors and trainers in training; and (6) availability of training facilities.

### SUGGESTION

Based on the conclusions above, it can be suggested to the government of Makassar in order to develop entrepreneurship training according to the needs of society, more aggressively again, in promoting entrepreneurship training particularly among the middle and lower, and more sensitive to see the economic problem of society and be able to make entrepreneurship training as one long-term and sustainable solutions to reduce unemployment and to be able to print entrepreneurs from the middle to lower class.

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