A CASE STUDY OF **MARVY CORP**: STUDENTS’ PERCEIVED GROWTH IN RELATION TO THE ATTAINMENT OF ENTREPRENEURSHIP SKILLS

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ABSTRACT


The research discussed the process of the attainment of entrepreneurship skills by some students of the English Language Education Study Program (ELESP) Sanata Dharma University. Based on a preliminary survey done by the study program, 31.97% of the ELESP students had already been teaching English even from their sophomore years. There was an interesting fact that some students in batch 2011 had built a legal English institution named Marvy Corporation. This phenomenon might be the result of the students’ ways to attain the entrepreneurship skills as demanded by ELESP seen from the vision and mission. However, there had not been any systematic study on it. Therefore, a case study on it was investigated.

There were two research questions to be answered. They were 1) How was Marvy in 2014 best described? and 2) To what extent has the involvement of the members in Marvy led to a perceived growth with regards to entrepreneurship skills?.

The research used qualitative inquiry. It was in the form of a case study in Marvy as a legal institution. To answer the first research question, archival data gathering was used. For the second research question, the data gathering was by having focus group discussion (FGD) with nine research participants using De Bono’s six hat thinking packs. The researcher also made use of narrative inquiry and thick description to support the analysis on the one-year existence of Marvy.

The findings of the research were the description of Marvy in 2014 and the analysis of the FGD result. The description showed that Marvy which was a form of the effort to attain entrepreneurship skills brought a positive meaning for the members. The FGD result showed that the involvement of the members of Marvy led to a perceived growth in relation to the attainment of entrepreneurship skills. There were some personal changes found which then influenced the collegial change. The perceived growths were creativity, risk-taking, managerial skill, collaboration, conflict resolution, leadership skill, and personal changes. Therefore, it could be said that the members of Marvy had been in their process of the attainment of entrepreneurship skills.

Keywords: Marvy, perceived growth, attainment, entrepreneurship skills, English learning
ABSTRAK


Penelitian ini mendiskusikan proses pencapaian ketrampilan kewirausahaan oleh beberapa mahasiswa Program Studi Pendidikan Bahasa Inggris (PBI) Universitas Sanata Dharma. Berdasarkan survey yang dilakukan oleh program studi, 31.97% dari mahasiswa PBI sudah memberikan pengajaran Bahasa Inggris bahkan sejak awal tahun perkuliahan. Terdapat sebuah fakta menarik bahwa beberapa mahasiswa angkatan 2011 sudah mendirikan sebuah institusi bahasa Inggris legal yang diberi nama Marvy Corporation. Fenomena ini merupakan sebuah bentuk dari cara mahasiswa untuk mencapai keterampilan kewirausahaan sesuai yang diharapkan seperti yang tertuang pada visi dan misi PBI. Akan tetapi, belum ada penelitian sistematis mengenai hal ini. Maka, studi kasus untuk hal ini diperlukan diinvestigasi.

Dalam penelitian ini, terdapat dua rumusan masalah: 1) Bagaimana Marvy selama tahun 2014 dideskripsikan? dan 2) Sejauh apa keterlibatan anggota Marvy mengarah ke perkembangan dalam kaitan dengan keterampilan kewirausahaan?

Penelitian ini menggunakan pendekatan kualitatif dalam bentuk studi kasus pada Marvy sebagai sebuah institusi legal. Untuk menjawab rumusan masalah yang pertama, teknik pengumpulan data kearsipan digunakan. Untuk rumusan masalah yang kedua, pengumpulan data dilakukan dengan menggunakan diskusi dalam grup (FGD) dengan sembilan partisipan, memanfaatkan cara berpikir metaforik dengan enam warna milik De Bono. Peneliti juga menggunakan metode naratif (narrative inquiry) dan deskripsi lengkap (thick description) untuk mendukung analisis pada satu tahun keberadaan Marvy.


Kata kunci: Marvy, perceived growth, attainment, entrepreneurship skills, English learning
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CHAPTER I
INTRODUCTION

In this research, the researcher would like to investigate the perceived growth attained by the members of Marvy Corporation in regard to entrepreneurship skills. This chapter is divided into five parts. The first part is research background, the second is research problem, the third is problem limitation, the fourth is research objectives, and the last is definition of terms.

A. Background of the Study

The English Language Education Study Program (ELESP) in Sanata Dharma University mainly aims its students to become professional English teachers. Besides, the study program also lets the students to have any other jobs which are also related to English. By having its goals, the study program offers some courses and training related to the goals. Because of that reason, the students of English Language Education Study Program have been familiar with the life in the study program. It makes the students have more creative ways to reach the goals. One of the goals owned by the study program is about entrepreneurship skills. Entrepreneurship skill is needed in this 21st Century. Later, there would be elaboration on how the study program demands the students to have entrepreneurship skills. Entrepreneurship skill is an important focus of attention for business students, practitioners, and academicians across the world as said by Kao (1989).
As found in the field, there are some students of the English Language Education Study Program, Sanata Dharma University, who have been practicing teaching English although they have not graduated yet. The students have already been starting to teach English even when they are still studying. The claim is supported by a census done by the ELESP in July 2013. The census was done using some questionnaires which had to be fulfilled by the students when they had KRS Klasikal on the odd semester in 2013. The respondents were the students in batches 2009, 2010, 2011, and 2012. Based on the census done, most students of the ELESP USD have experienced teaching English. The census of the whole student body taken in July 2013 demonstrated that almost one third of the whole students have the experience of teaching English. The result of the census was that 31.97% of the total students in batches 2009-2012 have already experienced teaching English. To get the focus of this study which was aimed at the students in batch 2011, the researcher presented the result of the census particularly in batch 2011. Seen from 177 students in batch 2011, the percentage of the students who have experienced teaching English was 29.38%. Therefore, it can be proved that there are many students in batch 2011 who have also got the idea of teaching English long before they graduate. The census also revealed that the students began their teaching in the third and fourth semesters. It showed that since the second year of studying in the department they have got consideration to take risk in the field of entrepreneurship. They have understood the need of having entrepreneurship skills from the beginning of their study. By having some
experiences in teaching English, the students showed that they had the willingness to attain entrepreneurship skills. They have been in the process of it.

It is interesting that some students even have already built an English course institution. The English course institution was developed by some students in batch 2011. The name is Marvy Corporation. In the institution where the students try to attain their entrepreneurship skills, there are two major divisions namely teaching division and translation division after some changes. It shows that the students now even have a broader way of attaining entrepreneurship skills. It is not only in the scope of teaching English as the main capability of the English Language Education Study Program students. They have the bravery to deal with translation works. Translation is also one of the capabilities that should be owned by the students. It can facilitate the students to get more ability to attain entrepreneurship skills as well. Those capabilities prove that the students involved in Marvy Corporation have the ability to maximise their capabilities to attain entrepreneurship skills.

This phenomenon is interesting because it is one way with the demand of the English Language Education Study Program which requires the students to have entrepreneurship skills seen in the vision and missions. The vision of the study program is:

“In 2015 Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma menjadi program unggulan dalam bidang pendidikan calon pengelola pembelajaran Bahasa Inggris yang profesional, cerdas, humanis, bermartabat, dan berkarakter yang kuat sebagai pendidik.”

(In 2015, English Language Education Study Program Sanata Dharma University becomes a preeminent program in the field of...
of education of English learning organizer candidates who are professional, intellectual, humanistic, dignified, and having good characteristic as educators.)

This vision is projected to prepare for qualified English educators who have some good characteristics. It is also related to entrepreneurship because there must be management to achieve that vision. After that, the vision is divided into four missions. One of the missions is:

“Memberikan pelayanan di bidang pendidikan Bahasa Inggris secara profesional bagi pengelola pembelajaran Bahasa Inggris dan pelatihan keterampilan berbahasa Inggris kepada masyarakat sebagai penerapan pendidikan yang humanis untuk memberdayakan masyarakat luas.”

(Giving service in the field of English education professionally for the English learning organizers and the training of ability in English to society as the implementation of humanistic education to develop the society.)

The phrase ‘service for society’ shown in the mission gives insight how it is related to entrepreneurship skills. The way to get that service has something to do with entrepreneurship skills because it deals with other people. Based on the vision and the mission of English Language Education Study Program, it can be seen that the study program tries to mould the students to attain entrepreneurship skills in terms of education.

The demand of the study program to make the students attain entrepreneurship skills is proved with the existence of some courses offered in the process of lecture. There are some courses which are projected to help the attainment of entrepreneurship skills among the students. The first course is Service Program Design (SPD) course (KPE 477). This compulsory course’s objective is to train the students to have entrepreneurship skills both mentally and
academically. This course is offered in semester seven or eight. The students may choose when to take the course. This three-credit course develops entrepreneurship skills of the students. The lecturers are the graduates of English Language Education Study Program who are now successful in becoming entrepreneurs. The lecturers are Dra. Lanny Anggawati and Endang Wijayanti, M.Pd. They both manage Putra Bangsa private schools in Klaten, Central Java. They have kindergarten, elementary school, junior high school, and also an English course institution called Columbia English Course (CEC). Thus, their skill in entrepreneurship is not a doubtful thing. In the process of the lecture, the students are given materials about how to be good entrepreneurs in the scope of English education. It proves how the attainment of entrepreneurship skills is trained through the SPD course. Another course to train the students’ entrepreneurship skills is Play Performance course (KPE 345). It is also a compulsory course to introduce entrepreneurship skills to the students. Play Performance is offered in semester five or six. In the course, students are required to hold a big project on play performance. The students learn how to manage it which can also be said as how they learn about entrepreneurship to hold such big program. It is a big program because it involves outside parties of USD where the performance is outside the campus. The students have to find donations from some companies or other institutions. Also, the students are trained to overcome the problems appeared during the process. Therefore, the students do train themselves with the help of the lecturers to attain entrepreneurship skills.
Another case in point is the fact that there are several graduates of English Language Education Study Program who have become successful entrepreneurs by maximizing their ability in English. There are some graduates who have developed some English course institutions. For instance, there is a language institution called ALPHA which is developed by Dra. Theresia Juliana. Also, there are some graduates who have already had goodwill in translation world. There have been many graduates who work as translators both in agency or as freelancers. One of the credible translators is Fidelis Chosa Kastuhandani, M.Hum who is also a lecturer in the ELESP. Those facts show how the English Language Education Study Program graduates have shown their ability in being entrepreneurs. If they did not have entrepreneurship skills as trained in the process of lecture, they would not be successful entrepreneurs. It is also evidence where the study program does have expectation for the students to be successful entrepreneurs.

The next thing to consider is about those who are still studying and their process in achieving entrepreneurship skills. All the facts provided also give insight how English Language Education Study Program really demands the students to have the entrepreneurship skill. However, there has not been a systematic study on how entrepreneurship skills are attained. The researcher would relate how the attainment of entrepreneurship skills demanded by the study program is being developed by some students in Marvy. This study would present how the students of the English Language Education Study Program are trying to achieve entrepreneurship skills in one year of Marvy’s existence. It is expected
that by developing Marvy, some students show their contribution to help the study program attain its goal. Marvy can be a projection of the real way of the students’ effort to attain entrepreneurship skills.

B. Research Problems

Considering the previous explanation, there are some problems which need to be solved. They are as follows:

1. How is Marvy in 2014 best described?
2. To what extent has the involvement of the members in Marvy led to a perceived growth with regards to entrepreneurship skills?

C. Research Limitation

The study is limited to Marvy as the object being studied and also its members who are the students of the English Language Education Study Program. Then, the problem limitation would be bound to the study on Marvy, whether or not the institution can represent the process of the attainment of entrepreneurship skills among the students especially those who are involved in the institution. Entrepreneurship skills here are defined as entrepreneurship in the scope of English education created by the students in Marvy. Therefore, the study would present the contribution of the students in regard to developing entrepreneurship skills. There would be a retrospective experience on what the students have learned as the attainment of entrepreneurship skills for one year of Marvy life.
D. Research Objectives

The study presents the contribution of the students in regard to developing entrepreneurship skills through Marvy. In a broader way, the study is aimed to find out what things that the students improve after developing Marvy. Then, it would portray how the creativity of the students helps the study program to see the attainment of entrepreneurship skills which are demanded.

E. Research Benefits

The study would be beneficial to some parties. It is expected that this research would give benefits for the researcher, ELESP students as the members of Marvy, the study program and further studies.

1. For the Researcher

   It is useful for the researcher to know the process of the attainment of entrepreneurship skills in Marvy. This study can also help the researcher to deepen the understanding on how to implement entrepreneurship skills.

2. For the Students

   The students who are in charge of Marvy will see that they are in their way to attain their entrepreneurship skills. Then, they can improve their ability in developing the institution after knowing their progress.

3. For the English Language Education Study Program

   For the study program, it can be helped to see how the demand so far is being achieved by the students. It can also measure whether the effort of the
study program has been enough to build entrepreneurship skills among the students.

4. For further studies

This study can be used as a reference to support further studies about the related topic. Since this study is a breakthrough, other studies to continue investigating the related topic are suggested.

F. Definition of Terms

There are some terms which need to be explained in order to make the readers have the same understanding with the researcher. The terms related to this study are:

1. Transformative Learning Theory

Mezirow (1998) describes a transformative learning environment as one in which those participating have full information, are free from coercion, have equal opportunity to assume various roles, can become critically reflective of assumptions, are empathetic and good listeners, and are willing to search for common ground or a synthesis of different points of view.

2. Marvy

Marvy is a legal English course institution developed by some students in batch 2011 of English Language Education Study Program USD as the main object of the study. After some changes which would be elaborated in the Chapter IV, Marvy provides two services namely English teaching and translation.
3. Entrepreneurship

Kao (1989) believes that entrepreneurship is the attempt to create value through recognition of business opportunity, the management of risk-taking appropriate to the opportunity, and through the communicative and management skills to mobilize human, financial, and material resources necessary to bring a project to fruition.
CHAPTER II

REVIEW OF RELATED LITERATURE

In order to answer the previous set research questions and to develop relatively same understanding concerning the matters under investigation as the first stepping stone, this chapter focuses on discussing two main constructs involved in the research namely the perceived growth and entrepreneurship. To show the perceived growth, there are some theories used namely transformative learning theory, personal changes influencing collegial change, and entrepreneurship. Then, eventually, a theoretical framework of the research is to follow.

A. Theoretical Description

There are three theories used in the research namely transformative learning theory, personal changes leading to collegial change, and entrepreneurship.

1. Transformative Learning Theory

Mezirow (1998) emphasizes that transformative learning is rooted in the way human beings communicate, and does not link it exclusively with significant life events of the learner. Through this combination of reflection and discourse, the student was able to make shifts in his/her world view which produced a more inclusive world-view. For Mezirow, one of the benefits of transformational learning was the development of greater autonomy as a person, a defining condition of adulthood (Mezirow, 1998).
Mezirow (1998) describes a transformative learning environment as one in which those participating have full information, are free from coercion, have an equal opportunity to assume various roles, can become critically reflective of assumptions, are empathetic and good listeners, and are willing to search for common ground or a synthesis of different points of view. Mezirow (1998) identifies several ways to stimulate transformational learning, including journal writing, metaphors, life history exploration, learning contracts, group projects, role play, case studies, and using literature to stimulate critical consciousness. He believes that these could stimulate critical reflection and rational discourse, integral parts of the transformative process in his model. Mezirow strongly emphasizes that transformational learning came about through discussion and exploration of concepts relating to these kinds of experiences, and was not an advocate of creating intense emotional experiences in transformational learning.

Roberts (1989) offers visionary thoughts for the future of education, focusing on multistate learning consistent with transformational learning. He recognizes that topics which used to be on the fringes of orthodox research in psychology and education are starting to appear regularly in the mainstream literature. He boldly states that the major intellectual error of our times is the failure to recognize the fundamental primacy of mind-body states, and that any cognitive science which omits them is incomplete.

The transformative learning theory was first articulated by Jack Mezirow of Columbia University after researching factors related to the success, or lack of, of women’s reentry to community college programs in the 1970's, with the
resulting conclusion that a key factor was perspective transformation. He went on to describe a 10 phase transformation process which emerged as common to many of the women who successfully re-entered community college. Mezirow proposes ten phases of Transformative Learning. Mezirow argues that transformations often follow some variation of the following phases of meaning becoming clarified:

a. A disorienting dilemma
b. A self examination with feelings of guilt or shame
c. A critical assessment of epistemic, socio-cultural, or psychic assumptions
d. Recognition that one’s discontent and the process of transformation are shared and that others have negotiated a similar change
e. Exploration of options for new roles, relationships, and actions
f. A plan of a course of action
g. Acquisition of knowledge and skills for implementing one’s plan
h. Provision of trying of new roles
i. Development of competence and self-confidence in new roles and relationships
j. A reintegration into one’s life on the basis of conditions dictated by one’s perspective

2. Personal Changes Influencing Collegial Change

According to O’Donnell (1972), group activity matters. The modern civilization has increasingly become one of cooperative endeavor. Whether in business, government, the church, philanthropic institutions, or other forms of enterprise, the effectiveness with which people work together toward the
attainment of enterprise goals is largely determined by the ability of those who hold managerial positions. It is of little avail to have scientific knowledge, engineering skills, technical abilities, or vast material resources unless the quality of managing organized groups permits effective coordination of resources.

Group activity exists because a man has found it necessary to cooperate with others. Due to his own physical limitations, he must unite with others in order to attain most of his personal goals. Also any individual wishes to maximize personal goal satisfaction with the least expenditure of time, money, unpleasantness, or other unsought consequences. This desire to accomplish goals through cooperation, and to do so effectively, applies whether group action involves business, military, religious, charitable, social, or other objectives.

A team is not a bunch of people with job titles, but a congregation of individuals, each of whom has a role which is understood by other members. Members of a team seek out certain roles and they perform most effectively in the ones that are most natural to them (Belbin). Belbin Team Roles are used to identify people's behavioral strengths and weaknesses in the workplace. A team should be put together for a specific purpose. Each team member should be chosen to ensure that the correct balance of skill and behavior is achieved.

The process of weaning the person or group from dependence on the change agent should begin early in the relationship. The more the change agent has allowed or encouraged the client to depend on him, the more difficult the weaning process. The two rules of thumb for minimizing dependency are: First, keep the helping relationship as short as possible. Crisis counseling centers see
people only a few times to avoid regression into a dependent relationship on the therapist. Second, do nothing for the person (or group) that he can do for himself if he has to. Coping muscles grow stronger through exercise. Making decisions or bearing responsibilities for others tends to weaken them (Seifert & Clinebell, 1999).

A theory of the release of personal potentialities (Seifert & Clinebell, 1999) also suggests that the major natural resource for growth and change is people—but people turned on by experiences of personal growth, turned up in their discovery of eternal meaning in daily life, including a fresh awakening to the reality of God, and turned out in rediscovery of their fellow passengers on planet earth. Identifying the stages of change tends to hide the continuity of this personal growth process. There is a flow to any living process that is more basic than its phases.

Based on Covey (1989), habit is the overlapping of knowledge, skill, and attitude. The seven habits help people to be more effective. The seven habits based on Covey (1989) are:

a. Be proactive: merely taking initiatives for vision.

b. Begin with the end in mind: starting with the clear understanding of the destination and it is based on the principle that all things are created twice for leadership.


d. Think win-win: seeking solutions so that everyone can win.
e. Seek first to understand, then to be understood: listening and communicating with respect for the other person.

f. Synergy: communicating with respect and creativity, learning, gaining insight and producing solutions to problems and issues better than any originally proposed.

g. Sharpen the saw: preserving and enhancing the greatest asset owned.

The seven habits above are the keys to be effective people. Covey (1989) shared that one thing happens when you agree to teach something is that you change your role. Although Covey’s seven habits are based on Western culture, they can be implemented in Indonesia to see the changing behaviour of the research participants who are Indonesians.

3. Entrepreneurship

   Every expert has his/her own definition of entrepreneurship. However, in almost all of the definitions of entrepreneurship by some experts, there is an agreement that people are talking about a kind of behavior that includes: (1) initiative taking, (2) the organizing and reorganizing of social and economic mechanism to turn resources and situations to practical account, (3) the acceptance of risk and failure.

   Hisrich (2005) believes that entrepreneurship is the dynamic process of creating incremental wealth. The wealth is created by individuals who assume the major risks in terms of equity, time, and/or commitment or provide value for some product or service. The product or service may or may not be new or unique, but value must somehow be infused by the entrepreneur by receiving and locating the
necessary skills and resources. Based on Hisrich (2005) as well, the foundation of the definition is that entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence.

In being good entrepreneurs, there are some skills which need to be owned. According to Hisrich (2005), the skills required by entrepreneurs can be classified into three main areas: technical skills, business management skills, and personal entrepreneurial skills. These skills and objectives form the basis of the modular approach to an entrepreneurship curriculum. This is the table of the three types of skills required in entrepreneurship:

### Table 2.1 Types of Skills Required in Entrepreneurship

<table>
<thead>
<tr>
<th>Technical Skills</th>
<th>Business Management Skills</th>
<th>Personal Entrepreneurial Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Planning and goal setting</td>
<td>Inner control/disciplined</td>
</tr>
<tr>
<td>Oral communication</td>
<td>Decision making</td>
<td>Risk taker</td>
</tr>
<tr>
<td>Monitoring environment</td>
<td>Human relations</td>
<td>Innovative</td>
</tr>
<tr>
<td>Technical business management</td>
<td>Marketing</td>
<td>Change oriented</td>
</tr>
<tr>
<td>Technology</td>
<td>Finance</td>
<td>Persistent</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Human relations</td>
<td>Visionary leader</td>
</tr>
<tr>
<td>Listening</td>
<td>Marketing</td>
<td>Ability to manage change</td>
</tr>
<tr>
<td>Ability to organize</td>
<td>Accounting</td>
<td></td>
</tr>
<tr>
<td>Network building</td>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>Management style</td>
<td>Control</td>
<td></td>
</tr>
<tr>
<td>Coaching</td>
<td>Negotiation</td>
<td></td>
</tr>
<tr>
<td>Being a team player</td>
<td>Managing growth</td>
<td></td>
</tr>
</tbody>
</table>

In entrepreneurship there are three underlying beliefs (Kao, 1989). First, entrepreneurship and creativity are seen as intimately related, timeless human qualities. Creativity implies generating new ideas and approaches. Entrepreneur
behavior involves the ability to identify opportunities based on these new ideas and approaches, and turn them into something tangible. Outstanding organizations have always sought to mobilize both these qualities. Second, the would-be entrepreneurs need a facility in an array of human and organizational skills; self-understanding; interpersonal understanding; leadership; conflict resolution; stress management; tolerance for ambiguity; team and project management; creating appropriate rewards and incentives; and organization design. Third, rigorous examination of entrepreneurial and creativity-dependent companies provides fresh insights into the relationship between organization, strategies, and environment. Such companies operate in highly uncertain environments and exhibit great fluidity in their internal structure. Thus, they are continually challenged to generate mechanism for fostering organizational integration and coherence.

B. Theoretical Framework

What happened in ELESP as the existence of Marvy and entrepreneurship skills could not be separated. Entrepreneurship has broad and different meanings. Marvy itself gave a meaning of entrepreneurship. In other places, there might be some studies of it but there is no systematic study yet in ELESP to construct knowledge which is reliable and valid as seen from socio-economic aspect.

This research focuses on the case study of Marvy to see the process of the attainment of entrepreneurship skills among the students. Thus, the definition of case study matched to the research is a type of observational research that involves a thorough descriptive analysis of a single individual, group, or event.
The result of the case study would be the descriptive analysis. It is thick description. The result would cover the perceived growth of the members of Marvy. The perceived growth was previously in the form of personal changes among the members of Marvy. As what Seifert and Clinebell (1999) said, the personal changes would lead to the social change. Therefore, the personal changes would be presented to prove that they influence the change in the bigger scope within the institution. All the perceived growth has relation to entrepreneurship. As the major point in the research is the attainment of entrepreneurship skills, some characteristics of entrepreneurship skills would be to follow. The characteristics as the result of the changes would be taken based on Hisrich (2005). Then, the perceived growth would be seen from the entrepreneurship point of view. At the end, there would be a proof that the attainment of entrepreneurship skills is in progress.
CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher discusses how the research was conducted. This chapter consists of six parts, namely research method, research setting, research participants, instruments and data gathering techniques, data analysis technique, and research procedure.

A. Research Method

The research method in this study was qualitative research. Lichtman (2013) defines qualitative research as a way for a researcher to gather, organize, and interpret information obtained from human by using their eyes and ears as filters. Lichtman (2013) also states that the researcher plays an important role in qualitative research. Qualitative research uses his or her eyes and ears to collect and gather the data information. Ary, Jacobs, and Sorensen (2010) state that by using qualitative research, a researcher is able to look for the understanding of the phenomenon by emphasizing on the holistic picture. It does not rely heavily on hypothesis testing, cause and effect, and statistical data.

Then, the research was in the form of a case study. Ary et al (2010) state that a case study focuses on a single unit to produce a rich and holistic in depth description. It is also stated that a case study is not limited only in the present actions, but also possible to the past, emotions, thoughts and environment. Thus, the holistic data would be optimally obtained through a case study.
The case study was done by having focus group discussion. The result of the focus group discussion would be enriched by the archival data. Along the one-year existence, Marvy would be seen. The researcher would provide information about Marvy. It went to archival research. Archival research is the investigation of hard data from files that organizations or companies have. The documents needed are the history of Marvy, the organization structure, the financial report, the clients, and the statute. The study would be done to see whether all documents gathered from Marvy were enough to give insight that the attainment of entrepreneurship skills has been done through the institution. For the focus group discussion, it involved nine students as the members of Marvy. The members would show their peaks and troughs of joining Marvy. This method was chosen because every member could express what he/she actually did in Marvy and how they meant it. The result would be to see how the members are really in the process of the attainment of the entrepreneurship skills as demanded by the study program.

Then, the researcher would go to interpretivist. Accordingly, interpretive researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments based on Myers (2008). Merriam (2009) stated that interpretive research, which is where qualitative research is most often located, assumes that reality is socially constructed, that is, there is no single, observable reality. Rather, there are multiple realities, or interpretations, of a single event. Researchers do not find knowledge, they construct it.
B. Research Participants

The research participants of this research were the members of Marvy. There were nine members out of 18 members of Marvy as the representatives. They were still studying in Sanata Dharma University. Nine was considered as enough numbers to have because it could represent the members. The chosen members were without qualification because the researcher did not bind the result of some particular people. It was intentionally done because the researcher really wanted to see the reality that happened in different people without any criteria. It made the result of the study valid because the members of Marvy had the same right to deliver their honest opinions. The discussion was on how they experienced having the institution as their program. It explored the students’ experiences during their involvement in the institution. They were also required to share their peaks and troughs in joining the programs of the institution. Then, it would also present whether Marvy was beneficial for them in terms of academic and non-academic which then related to entrepreneurship skills. On the other hand, the researcher also put herself as one of the research participant. In the research, there would be some experiences shared by the researcher. As an internal party of the institution, the researcher had enough knowledge to describe what had happened in Marvy. It is a narrative analysis so the researcher would narrate what she had experienced during her involvement in Marvy. It was maintained to be not bias because in the focus group discussion the other research participants also gave confirmation on what the researcher said. The research
participants are then called A, B, C, D, E, F, G, H, and I. All initials are aimed to maintain the neutrality and the respect of the research participants.

C. Research Setting

The research was conducted in Sanata Dharma University. Sanata Dharma University was chosen because the institution’s members are all the students of the university. It made the researcher easier to conduct the research. Then, the time for the research was conducted into two phases. The first phase was the Focus Group Discussion which was conducted on 19 December 2014 in LPM meeting room of Sanata Dharma University. The FGD was facilitated by a lecturer. It was aimed to maintain the trustworthiness and reliability by an expertise. The FGD facilitator then was given an initial as Mr. X. The second phase was the analysis of the archival data. It was conducted from the beginning of January 2015. The researcher had to wait until the new year came because all the data needed were first recorded for the end period of 2014.

D. Research Instruments

The research instrument used to get the data was by having Focus Group Discussion (FGD). The discussion was addressed to the nine members of Marvy. Focus group discussion is one of the most widely used and basic methods for obtaining qualitative data. It is used to gather people-based data about their opinions, beliefs, and feelings about situation in their own words. Hence, it can focus on looking for and making meaning (Litchman, 2013). The FGD was
conducted using De Bono’s six-hat thinking pack. The participants received debriefing, in which the procedure of the FGD was based on De Bono’s six-hat thinking pack that allowed the participants to address their ways of thinking—which came in polarities and some nuances. The six colors (white, red, black, green, yellow, and blue) were used to tap into their polarized thinking patterns. It was believed that an FGD established upon such a more in-depth understanding of the issue at hand. The FGD allowed the higher degree of validity or trustworthy. The shared discussion which was facilitated by the thesis advisor, allowed the data gathering to be a highly nurturing site for both researcher and research participants. The high degree of validity of the data obtained was also maintained through an open-ended discussion which was conducted in a non-threatening environment. Each participant had the same amount of freedom to speak up. Ideas were freely expressed and experimentations of ideas were also encouraged. Thus, the high degree of trustworthiness in data gathering was maintained.

In gathering data, the researcher used an audio recorder device as the assistance. After that, the recording was made into transcript. The result of the transcript was then analyzed.

E. Data Analysis Technique

The researcher is one of the members of Marvy so she could be called as an internal party. However, it would not be bias since the researcher put herself as a neutral party. It also had a justification on how the analysis would be drawn from qualitative inquiry method. Qualitative inquiry method remained transparent
and methodical study. The way to possess reality was to have visible and accessible subject to secure other people. It is the objectivity in qualitative research.

In qualitative research, there are three data analysis techniques: organizing and familiarizing data, coding and reducing, and interpreting and representing based on Ary et al (2010). Organizing and familiarizing data aims to ease the retrieved data. Since the data gathered by having FGD, there was a transcript. Ary et al (2010) mention that words should be transcribed as they exist to avoid bias. In order to become familiar to the data, the researcher should familiarize herself to the data through reading and rereading the transcript. After that, the researcher should make the complete list data sources and organize the data based on the list. Then, the second stage is coding and reducing. According to Ary et al (2010), this stage is the core of qualitative research. He points out that coding aims to recognize the similarities and differences in the data by breaking apart and rearrange into categories. He continues to explain that “the common approach in coding is to read and reread all the data and sort them by looking for units of meaning-words, phrases, sentences, subjects’ ways of thinking, behavior patterns, and events that seem to appear regularly and that seem important. Afterwards, the researcher appears to identify the categories and themes based on the questions in the research protocol. Then, the researcher puts the data into the same coding. The last step in this stage is that reviewing the coding to ensure whether they belong to the same coding. Thus, in the end of this stage the researcher would have coded and identified information based on the specific categories and themes. The last
stage is interpretation and representation. Ary et al (2010) says that “interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanation”. The aim of this part was to make generalization based on the same categories and themes from the coding process. In this part the researcher presents the discussion and analysis deductively after conducting inductive inquiry based on the result of the coding. Interpretation is personal and proceeds without set of rules but it is supported by data, so that it does not mean that it is just figment (Ary et al, 2010). Therefore, the final product would be in the form of narrative.

The way to analyze the data was also through a self perception. It portrayed the students’ improvement in the consistency in world view. It would see how they show stable particular patterns in a year of joining Marvy. The major analysis would be a thick description where the data especially from the FGD would be narrated. The narrative data would show the dynamic movement of the students. It was video-like portrayal not photo-like portrayal. From those ways of analysis, the researcher wanted to get a thicker conclusion.

F. Research Procedure

This part shows the procedure of conducting the research from the beginning until the report of the data. The procedure will be listed as follows:

1. The researcher asked the advisor whether the topic was accepted.
2. The researcher asked for the permission of Marvy’s chairperson to be the object of the survey.
3. The researcher found nine members of Marvy.

4. The researcher asked the research participants to come in LPM meeting room on 19 December 2014.

5. The research participants were explained about data gathering technique using De Bono’s six hat thinking packs and the procedure on how it would be conducted.

6. The researcher asked the research participants to sign the informed-consent form.

7. Each of the research participants got a piece of paper to be fulfilled with their feeling including before joining Marvy, after joining Marvy, and their expectation on Marvy’s future.

8. The data gathering was facilitated by the thesis advisor. Mr. X began the FGD and then the researcher continued to handle the rest.

9. The FGD was conducted in non-threatening situation so that all members could share comfortably.

10. The researcher asked the research participants one by one to share what he/she experienced in Marvy.

11. The researcher recorded the discussion and took notes on the important points.

12. The researcher confirmed the things which were said by one participant so that it was valid for other researcher participants’ agreement.

13. The researcher made the transcript of the recording data.
14. The researcher re-wrote the written data gathered from the research participants.

15. The researcher analyzed the data.

16. The researcher got all data needed for archival data research from Marvy.

17. The researcher drew the conclusion from the data gathering and presented in narrative one.

18. The researcher let the research participants read and at some times the researcher shared the result to them both formally (by letting them read) and informally (by having conversation).

19. The researcher consulted the data with the thesis advisor.

20. The result was tested in the thesis defense.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter discusses the research results and the discussion based on the findings to answer the research questions. There are two sections being discussed in this chapter. The first is the results of the archival data analysis which is the description of Marvy and the analysis of the focus group discussion. The second section discusses the result of the analysis which shows the process of the attainment of entrepreneurship skill.

A. Research Results

There are two things which are presented in the research results. The first is the description of Marvy and the second is the involvement seen in the perceived growths in relation to entrepreneurship skills.

1. Description of Marvy

In the part of the description of Marvy, there are some aspects to be presented. The data presented were obtained from archival data gathering.

a. History

Marvy is a non-governmental organization which was founded by a group of second-year or sophomore students of the English Language Education Study Program of Sanata Dharma University in December 2013. Firstly, the students felt that they needed a place to implement their skills along together to raise more money on their own. The idea was also supported by the academic advisor of the Marvy members. The students who were the core founders of Marvy were seven
people. After that, the founders invited some of their classmates to join Marvy. There were 11 new members. Therefore, the total number of Marvy members was 18 at first.

This organization provided two main services. They were English course and translation. The name “Marvy” came from the slang word marvelous, which meant extremely good. This name contained the organization’s dream to be extremely good in English, especially in two aspects: teaching English and translating English to Indonesia or vice versa. Marvy had 17 members after one member quit. They were divided into two divisions: teaching and translation. Teaching division had seven members and translation division had 10 members.

Marvy had a slogan which was “English for Excellence”. Excellence stood for experience, creativity, skills, and intelligence. The members of Marvy were supposed to strive English for those four pillars. Through Marvy, the members were expected to be able to experience the real working world. The members would get the experience to implement the knowledge and skills they had gotten in college to the real working world. Since the members had to compete with other organizations which provided the same services, the members were expected to be more creative to attract people to choose Marvy. Thus, the members should develop many skills, not only English skills but also other soft skills needed in the real working world. Besides, through Marvy the members were expected to develop intelligence by showing the ability to learn, understand, and make judgments or have opinions based on reason. All members were responsible for the development of the organization so that all members had to cooperate well.
At first, Marvy provided four services, they were English teaching, translation from Indonesia to English and vice versa, provision of learning and teaching media, and provision of savings and loan only for Marvy’s members. However, in 2014 there were only three services provided by Marvy. First was English course. Marvy provided English private course for elementary school level, junior high school level, and senior high school level. Besides, Marvy also provided English training for public or English for special purposes. Second was translation. Marvy provided translation service from bahasa Indonesia into English and vice versa. The last was saving and loan which were only provided for Marvy’s members. However, the last service was not really effective since there was no member made use of it. Marvy ran also for the administration. There were some agreements which were put into some written rules. The regulations, rights, and obligation of the members were written in AD/ART or statute which could be changed through a general meeting.

b. Membership

The number of Marvy members was 17 students majoring English Language Education. To run the management of the institution, there were some members chosen to be in the organizational structure. Some of 17 members were put in some positions. The structure below could make it clear.

Chairperson : Primandari Wijayanti
Vice Chairperson : Michael Yohanes B.G.
Treasurers : 1. Valentina Intan
            2. Monica Dhesta Kennya Cikita
Secretaries

1. Annisa Septipanindya Sari
2. Gaiety Fricillia Suthami

Coordinator of Teaching Division: Sri Maryati

Coordinator of Translation Division: Heni Budi Astuti

The choice of some positions was in the form of voting in the first meeting of Marvy. Every member was asked to write names for several positions. It could be seen that there were eight roles in the organization. It showed that the institution tried to manage its members to deal with big responsibility in each position.

Besides being seen from the core organization, the membership could also be seen from the two divisions which were teaching and translation divisions.

1) Teaching Division
   a) Sri Maryati (Coordinator)
   b) Anita Yusticia Sari
   c) Monica Dhesta Kennya Cikita
   d) Denyk Aprilia Kartikawati
   e) Hanung Yulianto
   f) Irfanda Adie Prabowo
   g) Cicilia Dini Setyaningrum

2) Translation Division
   a) Heni Budi Astuti (Coordinator)
   b) Gaiety Fricillia Suthami
   c) Arinda Febriana Dewi
d) Lorensius Leonaraguna  
e) Inka Ayu Henelawati  
f) Primandari Wijayanti  
g) Michael Yohanes B.G.  
h) Annisa Septipanindya Sari  
i) Valentina Intan K.  
j) Wuri Lukito Sari  

In the first general meeting of Marvy, the people who were in charge in one particular division were given choice which division they wanted to work in. In the process of the decision making, each member had his/her own right to decide which division he/she felt interested in. They did it by considering their ability. After that, other members would give opinion and fortunately there was no rejection on somebody’s choice for division. It proved how each of the members recognized his/her strength to be explored in the division he/she chose. They could identify themselves and it was supported by other members’ agreement.  

c. Statute  

Marvy was a legal organization after officially signing an agreed upon statute before a notary public. The statute was legalized in the office of Retno Hastuti, S.H. located at Jl. Laksda Adisucipto Km. 7, Ruko Janti No. 11, Caturtunggal, Depok, Sleman. It was issued on 16 December 2013. The content of the official document was date, name of the notary, representatives of Marvy members and their identities, chapter I up to XII with 30 articles containing
regulations, rights and obligations, and the closing remark signed by the notary. The complete document was attached in the Appendix C of this research.

d. Financial Report

As a legal institution, Marvy also managed its financial report well. The financial report included the capital of the founders and new members, cash flow with the income and the expenses, the tax of the members’ earnings, and the profit. All data would be presented in the Appendix C.

The financial report showed the characteristics of healthy accounting which covered procedural, transparent and accountable. The treasurers in Marvy had done the procedural accounting where they kept the transaction evidence and made the annual reports monthly. All money came in and out was always recorded. The transparency was obtained when all financial flows were clearly shared in the monthly meeting. All members of Marvy could see the flows of the money. The financial report also contained accountable characteristic since all the data could be assured.

e. Services

Firstly, there were three main divisions in Marvy namely teaching, translation, and learning media. As the institution went in progress, the learning media division consisting of six members (Arinda Febriana as the Coordinator, Irfanda Adie, Anita Yusticia, Wuri Lukito, Annisa Septipanindya, and Lorensius Leonaraguna) realized that its work was so little. The job description of the division was to produce interesting learning media for English learners so that they could learn English in a fun way. However, it turned out that after several
promotions, there was no one ordering any media from the division. The promotion was continued. Marvy members got more spirit to promote the institution via online, brochures and leaflets. After several weeks of waiting, still there was no one contacting Marvy to order any learning media. Because of it, in the end of 2014, Marvy held a general meeting to do revolution in a seafood restaurant in Yogyakarta.

In the meeting, there were some decisions. One of them was the revolution to renew the organization of Marvy. The three divisions were then shortened into two divisions. The learning media division was omitted because of some reasons. Each member of the learning media division got an opportunity to choose which division (either teaching or translation) he/she wanted to work in. It lasted in a short time and finally the revolution was done.

After the change, Marvy was sure to provide two services namely teaching and translation. The demand of these services was quite high. There were some people contacted Marvy to ask for English private course and for translating some needs. The teaching included English for elementary school, junior high school, senior high school, and general. It could cover English lesson for school students or for specific purposes depending on the clients’ demand. For the translation, there had been some projects on abstracts, papers, articles, and manual books.

English private course charge for one hour and a half meeting:

- Elementary school : 35,000.00 IDR (Indonesian Rupiahs)
- Junior high school : 40,000.00 IDR
Senior high school : 45,000.00 IDR
English for specific purposes : 75,000.00 IDR

Translating from Bahasa Indonesia into English or vice versa:
25,000.00 IDR per page with the requirement of the source text was written in Times New Roman 12 with 1.5 spacing.

f. Clients

As the institution was handled by students with their busy college life, there was quite a big number of Marvy clients during 2014. The table below lists the clients of Marvy in teaching and translation divisions.

<table>
<thead>
<tr>
<th>Table 4.1 Distribution of clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
</tr>
<tr>
<td>1. Elementary school students: 2 people</td>
</tr>
<tr>
<td>2. Junior high school students: 3 people</td>
</tr>
<tr>
<td>3. Senior high school students: 6 people</td>
</tr>
<tr>
<td>4. General: 2 people</td>
</tr>
<tr>
<td>Translation</td>
</tr>
<tr>
<td>1. Abstracts</td>
</tr>
<tr>
<td>2. Papers</td>
</tr>
<tr>
<td>3. Articles</td>
</tr>
<tr>
<td>5. Manual books of cooking from Bali hotel</td>
</tr>
</tbody>
</table>

There might be small number of clients in teaching division but each client usually stayed with Marvy for quite a long time. For example, a client who was a student of senior high school used the service of Marvy to prepare for her National Examination and she took several months. After that, the clients in translation division were categorized into the projects. The list of the clients’ names would not be effective. The success on making the clients satisfied with the work could be seen from the fact that there was no client complaining on Marvy work. Even, a client from another study program in Sanata Dharma University that had ever had Marvy to translate his abstract, recommended Marvy to be a...
help for his friends to translate their abstracts. His friends then became the clients of Marvy.

g. The Members’ Definition of Marvy

Marvy could not be separated from entrepreneurial creativity of some ELESP students. Marvy was a true example of entrepreneurship of the students. From the description of Marvy’s progress, it could be said that Marvy brought positive meaning to entrepreneurship. Then, the researcher would like to present how each research participant gave definition of Marvy in his/her own words. The data were obtained from the reflection paper of the research participants and supported with the result of the FGD.

Table 4.2 Definitions of Marvy according to the members

<table>
<thead>
<tr>
<th>No.</th>
<th>Member</th>
<th>Definition of Marvy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>A place to translate knowledge and theories got in campus into real work challenges</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>A very good opportunity to put hope of utilizing her knowledge into something real</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>A facility to get better changes in characteristics</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>A means to train her to be a better person in any ways.</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>A facility to teach her achieve what she had been dreaming</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>A place to learn how to run a business along with organization</td>
</tr>
<tr>
<td>7.</td>
<td>G</td>
<td>A source of knowledge to implement professionalism</td>
</tr>
<tr>
<td>8.</td>
<td>H</td>
<td>A positive chance to make some improvements</td>
</tr>
<tr>
<td>9.</td>
<td>I</td>
<td>A learning medium to see glow and dark sides at the same time</td>
</tr>
</tbody>
</table>

The table showed the definitions of Marvy according to the research participants in their own words. The researcher simplified their sentences to become one meaningful conclusion of each participant. As seen in the table, there were some members who agreed in one definition of Marvy. In the point of Marvy as a facility to hand on theories into real work, there were A, B, and E in one
agreement. They believed that Marvy really gave them a good way to implement what they had got in campus into real work. Previously, they felt that they had got enough knowledge particularly in English but it would be wasteful if they did not make use of it.

As what A said:

*Sebelum ada Marvy, sumber ilmu yang saya dapat secara dominan hanya sekedar berasal dari teori-teori yang saya dapat di bangku perkuliahan. Bahkan sebelumnya, tidak ada pikiran terlintas di benak saya untuk mulai belajar berbisnis.*

(Before Marvy, almost all my knowledge was dominantly from the theories that I got in the class. In fact, I never thought to learn about business before.)

Mr. X (the FGD facilitator) confirmed by saying:

*Kalau saya boleh memahami apa yang A coba sampaikan, di Marvy ini kamu mencoba untuk mendaratkan apa yang kamu peroleh dibangku kuliah dengan tantangan nyata, itu yang pertama. Kedua, di Marvy ini kamu menyadari bahwa bekal kamu kurang, begitu ya. Jadi kamu merasa bangku kuliah teoritis tapi tidak cukup membekali begitu ya*  

(I am trying to understand what A wants to convey. First, in Marvy you tried to apply your knowledge that you’ve got in the class in a real challenge. Second, in Marvy you realized that your ability and knowledge are not enough to face the challenges. You feel that the theories that you’ve got in the class are not applicable enough.)

A answered yes. It meant that Marvy really gave her a place to make her knowledge got down to earth. The claim was supported by what B and E said.

B said:

*Saya hanya berangan-angan mungkin ini suatu saat, suatu hari mungkin saya bisa bergabung dalam suatu komunitas, mungkin komunitas mengajar atau suatu komunitas yang lebih menguntungkan bagi saya dan itu saya masih bingung bagaimana caranya.*

(I thought maybe someday I could join into a community, a learning community or profitable community that could give me some benefits. But I don’t know how to do it.)
Then, a confirmation:

Jadi kamu mempunyai sebuah aspirasi, mempunyai harapan, tapi belum ada wadahnya. Kamu tampaknya mendefinisikan diri sebagai orang yang bersemangat, orang yang serius belajar gitu ya? Pengen maju, tapi kok belum ada ruang, gitu ya?

(So you have an aspiration, have some hope, but have not had an organization. I think you described yourself as an enthusiastic person who willing to study seriously, is that right? You want to advance but do not have any room yet to do it.)

The confirmation made it clearer that Marvy gave B a place to hand on her aspiration and hope. E came with the same idea by saying:

Sebelum saya di Marvy ini, saya memang anaknya banyak berkhayal, banyak bermimpi, saya besok akan jadi ini, jadi itu. Tapi pada akhirnya nggak ada suatu realisasi untuk mewujudkan mimpi itu. Marvy ini menjadi suatu hal yang bisa membuat saya semakin dekat dengan tujuan saya.

(Before I joined Marvy, I was a kid who had so many dreams. I wanted to become this or that when I grow up, but at the end I gave no effort to make my dreams come true. Marvy becomes a way to make me get closer to my dreams.)

What E said was clear that she admitted the claim that Marvy gave her an opportunity to achieve her dreams after what she got in campus.

Another definition came from other members was that Marvy gave them opportunity to change themselves to be better persons. C, D, and H defined Marvy as a tool for them to change some bad characteristics in them into some good ones.

C said:

Sebelum mengikuti Marvy, saya tipe orang yang sangat individualis, susah bekerja sama dengan orang dan saya suka memaksakan kehendak saya. Ketika waktu itu F dan teman-teman mengajak saya untuk mendirikan Marvy, saya rasa saya belajar untuk mengurangi sifat saya tersebut.

(Before I joined Marvy, I was a type of person who was very selfish, and it was not easy for me to work in a team. When F asked me and friends to
establish Marvy, I thought I was starting to learn how to decrease those bad characteristics of mine.)

A confirmation was:

Jadi sisi C adalah dari saya yang terfasilitasi untuk berubah.

(So from the side of C, C got himself facilitated to change.)

Previously, C saw himself as a person who was very selfish and uncooperative in teamwork. He also added that he was less focused, not confident, and pessimistic. As a result of joining Marvy, he was sure that Marvy became a way for him to decrease those bad characteristics.

D said:


(Before Marvy, I looked like someone who was always on fire and so enthusiastic. But actually the thing that I have done was not much. I looked like someone who talked only, no action. I am much controlled by emotion and mood. After I join Marvy, I learn a lot about how to work under pressure.)

A confirmation was:

Kamu mau menegaskan bahwa diri kamu yang moody itu akhirnya belajar untuk mengolah perasaan, mengendalikan emosi, karena tampaknya kamu menyadari bahwa kamu harus bisa membedakan pekerjaan yang harus dikerjakan dan emosi.

(You want to emphasize that you who used to be moody finally can learn how to manage your feeling and control your emotion, because it seems that you have realized that you need to differentiate between a job that you must do and your emotion.)

D stated that she had got place to train herself to be a better person. She admitted that the working situation in Marvy enabled her to change from a person
whose life was controlled by her emotion and mood to be a person who could control them.

Then, H said:

Saya orangnya pasif dan cenderung hanya mendengarkan karena selama ini saya tidak pernah ikut kegiatan acara di kampus. Jadi kalau ada yang berbicara saya hanya diam mendengarkan.

(I was very passive and tent to be a listener because I never joined any organization or event at campus. So when someone was talking, I just kept silent and listened.)

H had the same thought that she identified herself as a passive person. Through Marvy she managed to change it. She began to follow the activity outside her campus life. Marvy then helped her.

F, G, and I seemed to propose another definition of Marvy. They gave a definition related to business and its world. Their definition gave an insight how they had already started to obtain a sense of entrepreneurship skills.

F began with:

Pas ada rencana untuk membentuk Marvy itu kayak semangatnya keluar, rasa bisnisnya keluar, walaupun belum punya pengalaman tapi pasti terbentuknya ini saya bisa dapat banyak hal, mulai dari pengalaman kerja, berorganisasi, bekerja dalam team, jadi pas saya terlibat dalam Marvy itu saya sangat ter dorong sekali untuk maju.

(When there was a plan to establish Marvy, I felt that my enthusiasm was out, the urge to do business was out, although I have no experience in business. I believe by establishing Marvy, I can learn a lot of things, like working experience, organization, and work in team. So when I join Marvy I have the urge to advance.)

He started to talk about business. His spirit to run a business helped him to realize it. He got high motivation to be successful in the business.
G then added:

*Yes, it's actually a private matter in a forum, so in Marvy I try to be professional. I also talk about it with him (looking at F).*

An interesting story was that G and F were in a relationship. G mentioned that although they were in a love relationship they trained themselves to be professional. They did not put any love affair when it came to Marvy. G tried to explain that she never put any love problem although her boyfriend, F, was in the same workplace with her. From the story, it could be seen that from the first place Marvy members had already understood about how to be professional. Professionalism led a great point to entrepreneurship skills.

I concluded by saying:

*In Marvy there are glow and dark sides. There are good and bad sides. There are some members who are so enthusiastically want to develop Marvy, but there are some who do not.*

I marked up what she had experienced in Marvy. She could find out two underlying facts in Marvy which were positive and negative. In business world, these two sides cannot be separated. There came a time when the business gained some profits or loss. Thus, from what I had stated, it could be driven that the attainment of entrepreneurship skills was started to be achieved.

### 2. Perceived Growths in Relation to Entrepreneurship Skills

In this part, the researcher is going to explain the result of the focus group discussion focusing on the entrepreneurship skills’ attainment by the members of
Marvy. There were seven things as the perceived growths in relation to entrepreneurship skills which would be elaborated in this part, namely creativity, risk-taking, managerial skill, collaboration, conflict resolution, leadership skill, and personal changes.

a. Creativity

Entrepreneurship and creativity are seen as intimately related, timeless human qualities. Creativity implies generating new ideas and approaches (Kao, 1989). Marvy was a new idea for the members. There had not been any legal institution in ELESP to be studied. The members brought the idea to build Marvy as they saw their need and also the market’s need. They were way of creative to see what could be beneficial for them seeing the need of the market. They believed that the general society had already planted a positive stereotype that ELESP was a trustworthy companion in English. The members of Marvy tried to get the opportunity. They used the society trust to help them finding reason to build Marvy. However, they did not just rely on that. They made sure that all members were skillful to run the business. The skill here was defined as the mastery of English since the services were all about English.

The concept of creativity had also been popular in educational thought. Originally work in this field was concerned mainly with identifying and attempting to measure creative abilities and this gave a fresh impetus to a somewhat flagging mental test industry. However, the work that has been done has significance far beyond precarious attempts to identify, in early life, individuals who make significant contributions to the sum of human
achievements. It has served to focus attention on those powers of imagination and reason which all of us possess, in some measure, the cultivation of which is a perennial educational task. The field of creativity is a difficult and complex one, in which there has been much loose thinking and a good deal of trivial research. Marvy could be said as creativity in education. The members were all still students with their education life. Moreover, their main services were about what they had got from their education. They learned how to teach and how to translate so they made use of their educational background to create the creativity in business.

Marvy gave an opportunity for the members to really dig their creativity. The members’ decision to arrange three different divisions was a part of creativity since they tried to utilize themselves with what they were able in. Then, in their own divisions, they obtained creativity since every division demanded them to raise their creativity skill. In teaching division, the members should make some creative ways of teaching to make their students study enthusiastically. One example was that a tutor of teaching division (I) taught vocabulary to a university student by using music as the media. I saw the need of her student to add his vocabularies and she used a medium which he liked. Creativity was seen when the tutor found an alternative way to teach the student to achieve the learning objective. In translation division, creativity was needed as well. The translators in Marvy usually made use of their creativity to find the same terminology of Indonesian version with the English one or vice versa. It was not easy since most of the time they translated abstracts from other study programs with varied fields
that they had not understood before. They had to learn from internet so they became creative by maximizing the use of internet to be the assistance. As if the learning media division was still running, the division members were all creative because they had to make creative learning media to be used by the tutors or by the customer. Previously, the learning media division had ever made a snakes-and-ladders game to teach English for young learners. They actually had planned to make more creative learning media but there was no order from any party outside Marvy. Before they joined Marvy, they were all like other university students with the life. They did not learn or optimize their creativity. Therefore, by joining Marvy they could maximize their creativity side.

b. Risk Taking

Entrepreneurial activity is risky and poorly diversified (MacCrimmon & Wehrung, 1986). Most economic models would suggest that the high degree of entrepreneurial risk should be compensated by a significant premium in returns. Therefore, risk taking cannot be separated from entrepreneurship. Marvy gave some challenges for the members to take some risks.

Entrepreneurs have a base of domain knowledge essential to performing creative transformational processes that lead to creative new ideas (Shane & Venkataraman, 2000), however, base knowledge is a “double edged sword” and can stifle creativity through strong biases toward existing ideas and properties of familiar exemplars. From the previous sentences, it can be inferred that risk taking is a common thing in entrepreneurship world since it brings double sides. It may bring profit or loss or bad or good for the company.
As seen in the members of Marvy, their ability in risk taking was increasing. They found some obstacles in the process of running the business. The direct insight of the risk taking was when the members agreed to build the institution. It was a risk taking because they took a big decision in their university life. The risk would be how they ran the business when at the same time they had responsibility to study. The risk was big because they managed to have two big responsibilities at the same time. However, they were able to take the risk. It would be risky if their study went bad because they focused on the business. It also could go vice versa; the business would gain loss if they focused on the study only. Both responsibilities demanded them to decide whether they dared to take the risk. The truth is that they did take the challenge. They were trying to focus on two big things which were risky. Before getting the idea to build Marvy, they got no option to take any risk in regard to entrepreneurship. It was in the early life of Marvy. In the process, they found some hurdles which needed them to decide whether to take the risk. The second point of risk taking is that when they entered a business world. As students of the ELESP, their knowledge of running a business was not as good as people in other fields. However, they took the challenge. They built the institution together with building their new knowledge on business. It could be so risky since they had no idea of how to run such business. The good point is that they maximize their capabilities in English skill to be put in the business. Therefore, their business had strong capital and it could reduce the risk because they mastered the core of the services. The risk taking can
also be seen in the way the members accepted one member who was felt not having enough ability.

A said

*Nah ini kan karena Marvy ini didirikan pada awalnya karena kita semua temen, jadi kalo misalnya teman antar teman kadang-kadang ada rasa segan waktu kita ber.. apa ya? bekerja dalam suatu kelompok. Tapi kalo ini hal ini kita bekerja dalam suatu kelompok tapi kita sudah berani mencoba di dunia kerja nyata itu kan risikonya besar sekali.*

(At first Marvy was established because we were all friends, so sometimes when we worked together in a team there was a time when we found something to consider as a friend. We realized that it had a big risk since we had eagerness to work in a real world not just in a campus.)

A explained that in Marvy, one of the risk takings was when she found a case of a member (Z). Z had never got any job yet during the year because she was transferred from learning media division to translation. A found a fact that Z usually made use of google translate to translate her task which was a report on Service Program Design. To prevent such thing, A tried to communicate it with all members. A asked for the members’ opinion without making Z feel intimidated because the speaking was not addressed to Z but generally. It was to maintain good relationship in order not to make Z feel bad since her mistake was not in Marvy but in her SPD group. The members wanted Z to still stay in Marvy but they also wanted the products of Marvy to be the best ones. The meeting resulted on a decision that there was a new system of translation. To maintain the good quality of the translation product, a proposed mechanism on the editorship and proofreading was justified. The quality control was important to make the clients feel satisfied.
The members of Marvy had faced some situations which needed their bravery to take risk. Risk taking is indeed a challenge for entrepreneurs.

c. Managerial Skill

There were some points in managerial skill. As seen in Marvy, the members showed communication skill, human relation, marketing, finance, quality control, and also negotiation.

The first was communication skill. The members of Marvy had a good way of communication. When they faced problems, they always communicated with other members. They communicated the problem to the division first and then opened in the general meeting. The chairperson maintained good communication to the members by always checking the divisions’ progress. All members were friends so they did not find any difficulty in communicating with each other although sometime reluctance was needed to be faced. The good way of communication leads to the human relation. The relation was well maintained because they had good way of communication. They did not find any crucial problem of it. Once, they faced a problem about the minimum contribution of a member (Y). Y had never got any job during her affiliation in Marvy and she rarely came to Marvy meetings. The coordinator of the division where Y was in (I) had already contacted her about her limit presence. The way to communicate with Y was relaxing like a friend to a friend. There was no intimidation or judgment. The coordinator (I) stated in the FGD that Y had been contacted in a good manner. It was difficult to meet Y so I contacted by texting her. I always reminded the Marvy agenda in order to invite Y to make contribution in Marvy.
However, Y always had reasons not to come. Then I asked the chairperson to contact Y. There was no positive answer. Finally, after being discussed in the general meeting, I sent a text to Y inviting to a meeting. Y then replied by saying that she could not join Marvy anymore because she felt that she had not enough capability and time. It was validated by I who said:

Setelah di sms, dia malah mengundurkan diri dengan bilang kurang lebih seperti ini "maaf, aku keluar aja dari Marvy soalnya aku belum ngerasa mampu".

(After we sent her a text message, she resigned from Marvy and said, “Sorry, I am better resigned from Marvy because I think I am not capable enough for it)

At the end, Y officially quitted from Marvy. However, there was no hatred. All was good because Marvy still believed in the good way of communication.

Like other business institutions, Marvy also had effort to promote its existence. The marketing strategy used by Marvy was via online, brochure and posters. The online advertisement was done by putting the logo and poster of Marvy in all social media owned by the members. The members promoted the services to their peers who were their colleagues and also their neighbors. Then, the brochures were distributed to some schools in Yogyakarta starting from elementary schools until senior high schools. The posters were put on the announcement boards of some universities in Yogyakarta. All were inside Yogyakarta because Marvy had not had an office to give the service especially for teaching. In Yogyakarta, the service could be done by coming to the clients.

Financially, Marvy tried to be professional by making the financial report. Although there was no member having a skill in accounting, the treasurers could
handle the finance of Marvy. The report was complete. All financial transactions were reported. There was no time for Marvy to deficit. All money could be used during the life of Marvy. However, in 2014, there should have been a share of *Sisa Hasil Usaha* or company balance, but the fact was not until the end of the year. It was of an agreed reason that the members decided to wait until the company balance was high enough for 2014 there was no share on it.

All products of Marvy should be after a quality control. As what had been explained in the previous part, Marvy always tried to give quality control for its products. Quality control was seen in translation division. Before the product of translation was sent back to the clients, there was a mechanism to control the quality by having the editing and proofreading.

A mentioned

*Kita membuat suatu aturan baru dimana setiap translator yang telah selesai dengan projeknya diserahkan kepada editor, dan editor itu bertugas untuk mengedit pekerjaannya dia, dan kalo misalnya pekerjaannya yang mentranslatenya itu kacau maka ada sistem-sistem tertentu yang menangani bahwa poduk ini jangan dikeluarkan dulu, yang dikelurkan yang sudah dedit dengan benar. Dan nanti juga ada editing dan proofreading.*

(We made a new rule that every translator who has finished with the project needs to give the work to the editor. The editor has a job to edit the work. If the translation seems confusing or disorganized, the translation needs to be edited well before being sent to the client. And later there will be an editing and proofreading.)

It showed how Marvy really wanted to make sure that the products were well qualified. The editors themselves were the members of translation division and they had their own system on the choosing of the people in charge. When a translator had done translating, he/she then sent the file to an appointed editor. The editor was responsible to check both grammatically and semantically. In the
process of checking, the editor also had a role to proofread the result of the translation. After the three phases, the translator then sent the final product of translation to the client using Marvy email.

d. Collaboration

Marvy also gave the members a good place to train their collaboration skill. Collaboration is needed in entrepreneurship. When they joined Marvy, the core founders had already showed good collaboration. They started the collaboration by arranging a meeting and shared what they really wanted to do and should do. They came from some different backgrounds to work together in the same workplace. They had their own characteristics which differed one to another. They had their own majors with all the responsibility. There were many differences among them. Added by the coming of new members as they had asked to join, the members were more varied with every different characteristic or even belief in something. The differences among the members would not be beneficial if they did not make use of good collaboration.

The collaboration they shared was first about the combination of their abilities. They came to Marvy with some different majors such as teaching and translation. The collaboration could be seen when they helped each other if there was no enough worker at a particular time. Teaching division members should also be able to translate and the translation division should be able to teach. They were from ELESP which meant they all got the same courses to be their source of ability. They all learned about how to teach and how to translate. Thus, everyone should position his/her role to be flexible. One example was like when the
teaching division had to teach clients and needed more people, A in translation division was asked to be in charge. At that time, Marvy got a project to handle the preparation of SMK N 4 Yogyakarta for English competition. As there were many kinds of the competition, the demand of the coach was higher. The school demanded more coaches to be in charge in some different kinds of competition such as debate, story telling, and speech. Because the people in teaching division had been in charge of other projects and more coaches were needed, the coordinator of teaching division (I) asked A to join becoming the coach for A was considered able to be in charge of the story telling training. Thus, they collaborated in the form of substituting one another’s role for the reason of the clients’ satisfaction.

Another example of the collaboration was seen when the members faced problems. In the divisions, they collaborated by having discussion on the things they needed to solve together. In the bigger scope that was in the scope of Marvy, they collaborated by holding monthly meeting to see the progress and the need of the institution. In the meetings, they answered all question objected to Marvy. They collaborated also by supporting one another. They helped each other when needed so they were not bound to their own division. Although they prioritized the need of their own division, they also collaborated by taking part of the unoccupied roles.

She stated:

*Kita belajar bareng dengan teman-teman, jadi kita berusaha kalau ada masalah gini caranya. Gimana kita berdiskusi bareng dengan teman-teman satu divisi."*
(We learn together with friends, so if there was a problem we tried to solve it together. We learn how to discuss with friends in the same division.)

The members of Marvy made collaboration in the internal scope. The members of Marvy maintained good relationship with one another. When it came to a need of help, other members would hand a help. Therefore, the claim on the collaboration among Marvy members was validated.

Marvy also enabled the members to collaborate with outside parties of Marvy. One of the parties was their academic advisor. A stated:

"Di Marvy kita mulai belajar menjadi translator itu banyak hal-hal baru yang kita jumpai, kita tidak paham, dan kita harus belajar lagi, dan kita harus bertanya sana sini, tentu saja ada dosen yang bersedia menjadi tutor istilahnya untuk kita."

(In Marvy we started to learn to be translators, of course we faced so many new things, the things that we do not understand, and things that we need to learn more, we need to ask many people about it. Fortunately, we have a lecturer who is willing to be our tutor in translation.)

A said that one collaboration the members usually made was with their lecturer. The lecturer was their academic advisor. This person was also the one who supported Marvy from the beginning. Therefore, the relation between the members of Marvy and the lecturer was close. They did not feel reluctant to contact the lecturer if they found any difficulty. It was helpful because Marvy members had a trusted consultant. Fortunately, the lecturer was also an expert in translation world. This is collaboration with an external party of Marvy.

There were two types of collaboration happened in Marvy. They are internal and external collaboration. Internal collaboration was among Marvy
members while external collaboration was between Marvy members and the lecturer as the consultant.

e. Conflict Resolution

Conflict resolution is a skill needed in entrepreneurship. Isenhart and Spangle (2000) mention that problems are always waiting for entrepreneurs to solve. Ability to find solution for problems is a good tool to succeed in the business world. In Marvy, there came some problems. The members had faced many obstacles during the process in Marvy. There would be some examples of the problems and the way the members solved them.

First problem was about fraud. Translation division got a big project of a hotel in Bali to translate a manual book for the hotel’s pantry from bahasa Indonesia into English. The translation members got the job from internet. They had to work for only a week to finish translating the 200-page manual book. The translators for the project consisted of all members of translation division, 10 people. They found some challenges during the process of translation. The manual book was about the cooking utensils and also cooking techniques which were not the field of the translators. It made the translators spend some more time to study the terms in cooking guidelines. They surfed in the internet and found related books to help them engaged to the language used in the manual book so that there was no misleading. At the end, after sending the final translation product, there was no payment made by the hotel. The amount of 4,600,000.00 IDR was not paid by the responsible hotel. The translators tried to contact the hotel but there was no answer at all. Disappointment arouse in the members of Marvy. At first, they felt
happy that there was a big company trusted them to translate such work. However, it turned to be a disaster that their hard work was never paid off. There was a time when all members sat together to discuss the matter but there was no other choice how to strive for the hotel’s responsibility. They got the job from the internet and the location was far away in Bali so the members could not directly approach the hotel. At the end, the members tried to accept it. They identified their own mistake for not making the client give the down payment right after there was a deal. They reflected on it and finally they could accept it. This fraud problem also appeared in the FGD. The members recalled the memory on how they had ever been deceived. They brought back the bitterness of the process of Marvy. However, they came into a good conclusion.

D mentioned:

*Sempet ada kejadian kita ketipu gitu kan Pak, itu salah satu kejadian pahit disini. Tapi saya dan juga teman-teman translation yang merasakan, kami, saya tidak melihat hal ini sebagai suatu hal yang menjatuhkan. Maksudnya kita akhirnya tidak melihat hal ini sebagai, oke kita berhenti ajalah, udah kita kena tipu 4,6 juta, gak gitu. Disini kita malah melihat ini pelajaran buat kita. Supaya kita lebih antisipasi bikin kita punya langkah-langkah apa yang harus kita lakukan. Dari kerja yang kita nggak punya sistem, sampai sekarang kita ketemu sistem gimana kita manage kerjaan ini supaya selesai tepat waktu dan kerjaan oke. Jadi walaupun kita gagal itu bukan berarti the end of the world. Tapi disini tu kita malah merasa ini pelajaran banget buat kita, ini berharga banget buat next time kita lebih hati-hati. Kalau nggak kayak gini, kita nggak belajar lebih teliti, how to deal with people, jadi kita belajar banyak siih.*

(There was an episode when we became a victim of fraud. Actually it was a bitter experience, but my friends and I, in the translation division, who were in charge of it, did not see it as something that made us down. I mean, we did not see it as something that made us think, ok I think we had enough and let’s quit, we lost 4,6 millions. NO. We look at it as our lesson so we need to have a better system to prevent such kind of thing. So right now we have a better system to manage our work to make sure it finishes on time and has a good quality. Even though we failed, it does not mean the end of the world. We learn a lot from the episode, this is
such a good experience which could make us more careful. If we did not experience something like this, we would not learn to be more careful and thorough, how to deal with people. So I think we learn a lot from this.)

The members, represented by D, admitted that it was really a bitter memory. However, they saw the fraud from some points of view. They reflected that the system in Marvy needed to be upgraded. By facing the problem, they knew their weakness. They realized that they had not had any systematic mechanism to make a deal with clients. They should have been able to defend by making the client give the down payment or by making invoice. The down payment and invoice were to get the client’s responsibility for the payment of the work. They were aware of that. Then they agreed to better the system. For a translation job payment over one million rupiahs, the client should sign a letter of agreement as the legal consent. It was for prevention. If the client escaped, Marvy could prosecute by showing the deal signed by both parties. Problem had made the members of Marvy learn a lot. It was good that after a reflection they came into a conclusion that they should make a clear system to prevent any fraud in the future. It can be said that they might not solve the problem by getting back the 4,600,000.00 IDR but they solved it by learning and making a new system in order not to face the same problem in the future.

If the problems of the fraud were elaborated with what had been proposed by Wallace and Klahr (1962), there could be seen in the stages. Wallace and Klahr (1962) suggest that the process of problem solving can be divided into four stages:

1) Preparation – the stage in which the problem is investigated from all directions and this includes the whole process of intellectual education with
its training in experimental and logical procedures, as well as the process of acquainting oneself with background facts and knowledge.

In this stage, all members of Marvy arranged a meeting to discuss and investigate the problem. They recalled the time when they first got the job until the time when the hotel was irresponsible.

2) Incubation – this is the stage during which the individual is not consciously thinking about the problem, when it is simmering in him, although he may seek relaxation from conscious effort.

In this stage, the meeting had decided to pause the seeking for solution to make the members feel relaxed. There was some time for the members to relax their thought in the meeting. It was important because previously the members felt so disappointed, angry, and sad. Therefore, they needed time to relax but they also did a reflection.

3) Illumination – this stage is not confined to the ‘flash of insight’, but includes the psychological events that immediately precede and accompany its appearance.

In this stage, after a reflection, the members agreed to make a new system which was the introduction of invoice and letter of agreement.

4) Verification – the stage in which the validity of the concepts is tested and the ideas reduced to exact form.

There has not been any big project after the deceit. Therefore, the new system cannot be tested yet.
Another problem arose in the FGD was about a client who had not paid until quite long time. The problem happened in translation division. There was a client, a classmate of all members, who needed the service of Marvy to translate her friend’s paper. The paper contained 15 pages which should have been paid 225,000.00 IDR (at that time the charge was 15,000.00 IDR per page). The client did not pay the amount of money and she always had reasons not to come to campus. The coordinator of translation division (E) had contacted her and arranged a meeting to ask for the payment but it was failed. Then, the chairperson of Marvy (A) came with a help as what she had admitted:

Dan juga kadang banyak sekali masalah yang harus dihadapi, ada yang klien belum ngasih uang dan itu itu saya harus terjun langsung untuk menghadapi itu, dan itu bener-bener suatu pengalaman baru untuk saya.

(And sometimes there are so many things that we need to face, there are some clients that have not paid us and I need to handle it by myself. It’s really a new experience for me.)

Finally the late payment could be handled by getting the client transferred the money to a member’s bank account. The positive side of the problem was that it gave an opportunity for the members to get new experience. Since the problem was in the client, the members of Marvy decided to make sure that the client would not escape by having his/her signature and real identity for guarantee.

Problem also attacked the management of the institution. Internally, there were two problems related to the membership. First, there was a member who had low ability in translation. The other members still wanted her to be in Marvy but the quality of her work had to be good as well. Then, there was a new system in translation that all translation products should go after the process of editing and proofreading. Therefore, the quality of her work could be checked with the help of
other. Here, it could be seen that the members had a sense of backing up. Second, there was a member quitted from Marvy with a reason having no enough capability and time. After some chatting, finally the person officially quitted from Marvy.

Lowe (1995) stated that the task of identification and definition is a key skill for any manager but one that is often seen as an impediment to the real business solution-taking action and doing things, instead of thinking. The members of Marvy had thought about the problems. However, they did not stop there. There were some actions which they took. They applied the solution and it did not stop at the thought only.

f. Leadership Skill

Once a business began to grow and the entrepreneurs became dependent on the productive energy of others to achieve result, leadership becomes the critical variable that fuel success (Zimmerer, 2006). He underlines that leadership is the process of influencing and inspiring others to work to achieve common goal and then giving them the power and the freedom to achieve it. It is clear that leadership skill is really demanded in entrepreneurship. Here, there would be some descriptions of the leadership skill achieved by some members especially those who had role as leaders in Marvy.

The chairperson (A) was exactly examined to show the leadership skill.

(Actually I did not feel confident when my friends gave me this responsibility. You all really chose me? Are you really sure? I asked my friends again and again. They said “yes, we are.” Finally because they looked so serious, I agree, but I am also still learning.)

Firstly she felt unconfident but with the support of other members she accepted to take the challenge to be the chairperson. She admitted that in Marvy she learned many things in regard to be a leader. As her responsibility, she learned how to deal with different individuals in Marvy. She shared that the individuals were actually difficult to meet the same opinion. For example, to decide the date for a meeting, she needed to ask the members personally. She could understand that the higher semester they were they busier they were. Therefore, she needed to find an alternative way to meet the individuals’ opinion. Then, she also learned how to find solution for the problems Marvy faced. She was the head so she felt that she should seek for any solution. Even she needed to directly solve the problems. She also pointed that her changes before and after her involvement in Marvy in relation to leadership. She admitted that she used to be passive and not expressive. However, she could not be like that since she was the head of the institution. She happened to learn to be more active. She did many things to train her to be more active such as by leading the meeting, giving ideas or arguments, understanding the members’ need, and seeking solution for problems.

The vice chairperson (F) also came with his leadership skill.

Ya sebelumnya saya masih pemalu, saya nggak tahu apa-apa, tapi saya terus melatih diri dalam Marvy ini, saya terdorong terus.

(Yes, before I joined Marvy, I was an introvert, I do not know anything. In Marvy I train myself and I am always motivated.)
He used to be shy and tend to know little of what surrounding him. In Marvy, he learned to develop himself. He got the spirit of entrepreneurship proved by the confirmation in the FGD. Then, a validation from D also supported the claim that the vice chairperson had really changed.

D said

"F yang biasanya sama F yang di Marvy, yang juga sebagai wakil ketua mungkin adanya perbedaan gitu ya. Ada perbedaan gitu ya, yang cukup signifikan. Yang biasanya malu tapi when it comes to Marvy, dia mencoba membangkitkan semangat kita, bisa menyemangati orang lain. Dia try to be a good leader buat kita."

(F outside Marvy and F in Marvy, who is also a vice chairperson, had some differences. He had a significant difference. F was usually shy, but when it came to Marvy, he tried to motivate us, he could motivate others. He tried to be a good leader for us.)

D tried to validate that the vice chairperson had changed by saying that he acted differently in his life and in Marvy. He got significant change for the members of Marvy could feel it. He turned to be spiritful and motivating instead of being shy. D also mentioned that he tried to be a good leader for Marvy.

The coordinator of teaching division (I) happened to also achieve the leadership skill. In the reflection paper, she wrote:

"Saya senang ditunjuk sebagai koordinator pengajaran. Teman-teman di Marvy mempercayakan itu kepada saya karena dirasa saya mempunyai pengalaman di bidang pengajaran. Saya harus bertanggung jawab untuk itu. Jika ada job mengajar saya tawarkan dulu ke anggota, baru ketika tidak ada yang bisa saya yang turun ke lapangan, selalu memprioritaskan anggota."

(I am glad to be chosen as teaching coordinator. My friends in Marvy trust me to be the coordinator because they think I have some experiences in teaching. I need to be responsible for this. If there is a teaching job I offer it to the members of teaching division first, only when they cannot do it I will take the job for myself. I always prioritize the members.)
She was happy that her friends trusted her to be a leader of teaching division. She wanted to be responsible. One important point was that she always prioritized her teammates rather than herself. She would not take the job unless there was no one of her teammates wanted to work on it. It could be described that she was not selfish. She sacrificed.

Another story came from the coordinator of translation division (E). She shared:

_Tapi kalau disini saya bekerja dengan orang lain, saya bekerja dengan team jadi saya dituntut untuk lebih bertanggung jawab. Kalau saya tidak benar-benar mengerjakan apa yang menjadi tanggung jawab saya, yang rugi bukan cuma saya lagi, tapi client dan teman-teman satu team._

(In Marvy I work together with other people, work in team, so I must be more responsible. If I do not do something that becomes my responsibility, the ones who suffer are not just me myself but also the client and my friends in one team.)

She also wrote in the reflection paper:

_Selama keterlibatan di Marvy, saya merasa semakin banyak berkembang. Di sini saya dituntut untuk mencari solusi dari masalah yang muncul. Saya juga dituntut untuk bekerja sama dengan orang lain. Selain itu, saya harus bisa mengambil keputusan, tidak lagi hanya ikut arus. Saya lebih optimis tentang masa depan._

(During my involvement in Marvy, I feel that I am growing up. I am demanded to find the solution from a problem that occur. I am also demanded to work together with others. Besides, I need to take a decision, not just follow the flow. I am more optimistic about my future.)

She acknowledged that she found some developments during her involvement in Marvy. As the coordinator of translation division, she should be able to be more responsible since the clients would get influenced if she were still lack of responsible. She also changed to be more active and optimistic. She was demanded to put herself as an active leader by finding solution for problems, working in her team, and making decision.
The leadership skill indeed grew in the group process of Marvy although it was related to personality. To bring the success of Marvy, the members should achieve some leadership skills.

g. Personal Changes

Seifert and Clinebell (1999) say that the major natural resource for growth and change is people—but people turned on by experiences of personal growth, turned up in their discovery of their eternal meaning in daily life, including a fresh awakening to the reality of God, and turned out in rediscovery of their fellow passengers on planet earth. In Marvy, the members found some changes in them. Each of the members could identify his/her characteristics before and after Marvy. They admitted that in the FGD and the reflection paper. The table below described how they transformed.

Table 4.3 The transformation of the members of Marvy

<table>
<thead>
<tr>
<th>No.</th>
<th>Member</th>
<th>Before Marvy</th>
<th>After Marvy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>Being theoretical</td>
<td>Getting a way to hand on theories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Having no idea on business</td>
<td>Feeling more motivated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being not sure about ability</td>
<td>Being able to learn a lot</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Being more developed</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>Being a common person with campus life</td>
<td>Having more ways to explore herself and her willingness</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>Being selfish</td>
<td>Seeing Marvy as a way to learn decreasing his bad characteristics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feeling difficult to work with others</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being less focused</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being not confident</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being pessimistic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being doubtful</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>Having spirit but no action</td>
<td>Learning to work under pressure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being much controlled by emotion</td>
<td>Being more productive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Being able to control emotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learning time management</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>No.</th>
<th>Member</th>
<th>Before Marvy</th>
<th>After Marvy</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>E</td>
<td>Dreaming only</td>
<td>Having a place to achieve dream</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being lack of responsibility</td>
<td>Having higher responsibility</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>Studying only</td>
<td>Getting working experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Having no idea on business</td>
<td>Learning organization skill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being shy</td>
<td>Working in team</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Getting higher motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Being braver and motivating</td>
</tr>
<tr>
<td>7.</td>
<td>G</td>
<td>Having ideas but no action</td>
<td>Getting a way to act</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being skeptical</td>
<td>Being brave to run business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being pessimistic</td>
<td>Learning a lot</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Getting broader way of thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Being more optimistic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Thinking more positively</td>
</tr>
<tr>
<td>8.</td>
<td>H</td>
<td>Having low motivation</td>
<td>Being optimistic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feeling not sure about ability</td>
<td>Learning to develop herself</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being passive</td>
<td>Being more active</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Being more responsible</td>
</tr>
<tr>
<td>9.</td>
<td>I</td>
<td>Having no idea on business</td>
<td>Feeling trusted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focusing on study</td>
<td>Getting more chances to work in a team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being emotional</td>
<td>Having spirit to run a business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implementing unstructured English course</td>
<td>Being proud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Having fun too much</td>
<td>Being optimistic</td>
</tr>
</tbody>
</table>

Every member showed different changes. They transformed into new people with new characteristics. They got the changes from Marvy. The changes then influenced their working performance in the scope of the institution. For instance, previously D was much controlled by her emotion. She would not do something if she were not in a good mood. However, in Marvy she was forced to be responsible by working in any situation no matter her feeling was. When there was a client came, she should be ready to work. In Marvy she learned how to manage her emotion. If she were still moody, it would affect not only herself but also Marvy and the clients. Therefore, the changes in personal helped the institution to develop.
B. Discussion

The English Language Education Study Program demands its students to attain the entrepreneurship skill. A phenomenon of the existence of Marvy gave a new insight that the students were on the process of the attainment of the entrepreneurship skill. Marvy represented by the research participants showed good example of how the demand of the study program is slowly achieved.

Some perceived growths found in the members of Marvy were creativity, risk-taking, managerial skill, collaboration, conflict resolution, leadership skill, and personal changes. Those seven skills represented the entrepreneurship skills and proved that they are really in the way of the attainment of entrepreneurship skills. As written in the Chapter II, there are three main skills which entrepreneurs should have. They are technical skills, business management skills, and personal entrepreneurial skills where each skill has some categories. If the found perceived growths were put into the three big skills, they are as follows:

Technical skill : creativity and risk-taking
Business management skill : managerial skill, collaboration, and conflict resolution
Personal entrepreneurial skill : personal changes and leadership skill

The perceived growths seen in the members of Marvy were parts of transformative learning. One of the most significant progresses to portray transformative learning is the capacity of self in critically attending to own strengths and weaknesses. Clark (1993) states that ways of transformed beliefs or perspectives of life change can be epochal (like a sudden death of significant
others or getting contracted to unhealed diseases) or accumulative. The members of Marvy possessed some transformations which would be beneficial for them as individuals along together as entrepreneurs. The finding showed that they had changes in some ways. Each of them transformed from one personal individual to a new one.

Drawing the theory of Mezirow’s ten phases of transformative learning, the members of Marvy had been through all phases. They experienced disorienting dilemma where they were about to decide whether they wanted to establish the institution. One of the good examples would be participant A. If it were related to A as the chairperson of Marvy, she experienced being in disorienting dilemma condition where she got confused whether she would take the challenge to be the chairperson or not. Then, she experienced self examination or reflection on herself. It continued to a critical assessment where her friends supported her and wanted her to be the chairperson. She felt the atmosphere of others’ support. After that, she recognized her beginning of the realization that she could be able to be the chairperson. Then, she shared it to the friends and she negotiated by saying that she was willing to be the chairperson but she needed the teamwork to learn together. The negotiation ran well that they all agreed. After that, she explored the options of the new roles by starting to think what she should do. It led to a point where she planned some actions to take. She managed to make the strategy of how to run the institution. To implement the actions, she acquired knowledge and skill to succeed. She took her new role as a leader. Time by time, she looked more confident with her position. She could lead the institution with
all competences with the help of her relationship with other members. At the end, she could reintegrate the new role of her. A was one example of some transformational learnings of the members of Marvy.

The members of Marvy were helped to identify themselves by using the six-hat thinking packs proposed by De Bono. In the metaphoric thinking developed by de Bono, people are invited to assess the whole spectrum of their dynamic thoughts. The six colors represent the nuanced views of the things before people. The colors trigger people to avoid simplistic, dichomist views (i.e. either or, or, black-and-white). Accordingly, this metaphoric color thinking brings forward some critical and reasoning skills. Using the new method, the members of Marvy could recognize themselves and how they perceived themselves in an interesting way.

The changes as the perceived growths of the members of Marvy brought a positive nuance of the group development. The final purpose of any work with people, whether they are healthy or sick, young or old, is to help them use as many of their capacities as possible so that they are themselves happy and contribute to society as a whole (Konopka, 1954). Therefore, it can be said that the positive changes in the individuals led to a positive development in Marvy as the group. As the relationship among members, the feeling members have toward one another, if primarily positive, will be the major reason they return to the group (Garvin, 1981). The members did bring good impact to the institution. The members as individuals led to a collaboration in the group which was then followed by the success in workplace. A relationality theory concerned on what
somebody experiences or feels because there were people surrounding him/her. The members of Marvy got trust from the other members surrounding them. The trust created motivation, compassion, and conscience.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

There are two parts in this chapter. The first part discusses the conclusions of the research. The second part discusses some recommendations drawn from the study for related parties. All are addressed within the scope of the case study of Marvy Corp.

A. Conclusions

Based on the research and discussion, it can be concluded that Marvy has given an opportunity for the members to facilitate the growth and the attainment of entrepreneurship skills. The two research questions have been answered. The result of the study shows that the membership in the Marvy Corporation has brought significant growth both in personal and collegial levels.

As stated in the ELESP vision and mission, the study program intends to train well-prepared English language program organizers (i.e. penyelenggara) who will operate in a broad range of language services and at different levels of education. Its vision and mission has been drawn from the track records established upon years of experiences of this study program and the prospects of English in today’s world. Today’s world necessitates risk-taking skills and substantive competencies in the subject matter and the two are combined within entrepreneurship skills. The ELESP has responded to such a challenge by developing a course called Service Program Design (KPE 477), a compulsory
course for senior students to integrate entrepreneurship training and English development.

Within this framework, Marvy Corporation, which was established when the students were still in their sophomore years, serves a real proof of how some students of ELESP had already understood the need of having entrepreneurship skills. Entrepreneurship skills here are defined and limited to the scope of English education. The business major services were about the skills of the students in English. Marvy whose services were teaching and translation allowed the members to achieve the entrepreneurship skills. The members made use of their English abilities which were obtained from studying in the ELESP to build a legal institution. They were serious on the business for they had begun it by consulting to a notary office. The legal institution brought some impacts to its members. The members who were represented by the research participants got some changes.

*Personal changes*

They changed as individuals. They perceived some growths as individuals such as D who used to be emotional and passive then she became a person who could be more responsible to her emotion and be more professional. There were some members being investigated and all of them could share their changes as individuals. No one of the research participants made no change. All of them were able to identify that they found some changes. The changes covered their characteristics from bad into good or from good into better. The example of the change from bad into good was seen in C who used to be not focused, rarely shared ideas and selfish became more active in the organization by giving some
contribution in it. Another proof showing the change from good into better was a sharing from I who used to teach English private course in unstructured ways became more structured with the needed administrative things such as attendance list and planned materials. Then, after the changes in them as individuals, they perceived some same changes. The shared changes were creativity, risk-taking, managerial skill, collaboration, conflict resolution, personal changes, and leadership skill. The members of Marvy could find some changes as individuals which then influenced their changes in the bigger scope that was in the institution. The personal changes did affect their working performance. For instance, a change of H in being more active could also be helpful to develop the institution. If H were not more active or still passive with less action, there would not be any progress in Marvy for she was the translator and treasurer. As a team, the members of Marvy who had achieved some changes could give better contribution to the institution. The working performance was also good as they got some clients. The number of clients and jobs could describe how the institution managers could make use of their changes. The progress of the institution was then in one line with the attainment of entrepreneurship skills. The changes in the members of Marvy were also the representatives of the entrepreneurship skills. As entrepreneurs, the members of Marvy could facilitate themselves to make some developments in the institution by using their skills. The calling of entrepreneurs was because the members of Marvy showed their characteristics of being entrepreneurs with their entrepreneurship skills. They had been through the peaks and troughs of the development of the institution. They could survive because
they became better individuals and were supported by other members as the team. They were really on the way of the full attainment of entrepreneurship skills.

Collegial changes

The phenomenon on Marvy could describe that the demand of the ELESP had been implanted in the students. There had been some students who were able to train themselves on how they should attain the entrepreneurship skills. Although the business had not been so widely known, Marvy could bridge the students to learn how to grow their own entrepreneurship skills. In Marvy, the students learned a lot of things to prepare them being entrepreneurship. Later on, after they graduate, they have understood how the real working world is and they can adapt by using what they have got in Marvy.

B. Suggestions

In this part, the researcher would like to give some suggestions for some parties.

1. The Members of Marvy

The members of Marvy were actually helped to see that they had been in the process of the attainment of entrepreneurship skills. This study had successfully showed that their way to attain the entrepreneurship skills could be seen. They should be more encouraged to run the business. They need to believe in themselves that they can bring success through Marvy. After they graduate, they should not forget Marvy and all its process. They are expected to be more serious in developing the business so that Marvy can grow better and better. One
good point is that if it is possible, they can help motivating other undergraduates to enjoy being entrepreneurs.

2. Future Researchers

For the future researchers, this research can be used to conduct other research related to English education and entrepreneurship skills. There are a lot of ways where students try to attain entrepreneurship skills even when they have not graduated. The ways to attain entrepreneurship skills are varied. Marvy is one example of them. Other studies on showing how undergraduate students try to achieve their success on being entrepreneurs are recommended. The studies will be interesting since there will be some combinations of ability and business. Besides, since this study used qualitative method, the researcher would like to suggest that the future studies can make use of mixed methods, qualitative and quantitative.

3. The ELESP

For the ELESP, this study can help to see the process of the attainment of entrepreneurship skills. As written in the vision and mission and also some courses to prepare the students to achieve entrepreneurship skills, the study program can measure that there are some students who have been in the process of it. The study program can see that the demand is step by step achieved by the students. It should give acknowledgment by officially admit Marvy and give support to the students. It should not ignore the phenomenon of Marvy by giving any help or suggestion when needed. Marvy with the students’ attainment of entrepreneurship skills really happens and it needs the study program’s attention.
REFERENCES


APPENDIX A

QUESTIONNAIRE OF
THE PRELIMINARY CENSUS
<table>
<thead>
<tr>
<th>No.</th>
<th>Pertanyaan/Penalaran</th>
<th>Ya</th>
<th>Tidak</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apakah Anda tahu bahwa anda harus mengumpulkan 10 poin kegiatan kemahasiswaan?</td>
<td>Ya</td>
<td>Tidak</td>
</tr>
<tr>
<td>2.</td>
<td>Berapa poin yang telah Anda kumpulkan sampai saat ini?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Apakah Anda menjadi anggota salah satu unit kegiatan di USD?</td>
<td>Ya</td>
<td>Tidak</td>
</tr>
<tr>
<td>4.</td>
<td>Unit kegiatan apa yang Anda ikuti?</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Apakah Anda punya minat di bidang kegiatan kompetitif (e.g. debat, penelitian, PKM (Program Kreativitas Mahasiswa))?</td>
<td>Ya</td>
<td>Tidak</td>
</tr>
<tr>
<td>6.</td>
<td>Apakah Anda tertarik untuk mendapatkan informasi program kegiatan kompetitif?</td>
<td>Ya</td>
<td>Tidak</td>
</tr>
<tr>
<td>7.</td>
<td>Apakah Anda mengikuti kegiatan di luar kampus?</td>
<td>Ya</td>
<td>Tidak</td>
</tr>
<tr>
<td>8.</td>
<td>Kegiatan apa yang Anda ikuti di luar kampus?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Apakah Anda sekurang sekurangnya memiliki kegiatan magang/Bahasa Inggris?</td>
<td>Ya</td>
<td>Tidak</td>
</tr>
<tr>
<td>10.</td>
<td>Semester berapa Anda mulai mengajar Bahasa Inggris? Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Berapa lama Anda menjadi guru maupunnya? (e.g. Antara 2 — 6 jam)</td>
<td>a. Antara 2 — 6 jam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Antara 4 — 6 jam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Antara 6 — 8 jam</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Sebutkan tempat Anda mengajar:</td>
<td>Privat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lembaga Nama:</td>
<td>Pringinama, Misriyono</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Tingkat SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Apakah Anda punya waktu yang cukup untuk mengajar tugas-tugas akademik di PBK?</td>
<td>Ya</td>
<td>Tidak</td>
</tr>
<tr>
<td></td>
<td>b. Tugas-tugas yang rumit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Lemahnya motivasi dari dalam diri</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Sedikitnya teman yang bisa diminta bantuan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Berapa banyak waktu yang anda sediakan untuk belajar di luar kelas setiap harinya?</td>
<td>a. Antara 0 — 2 jam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Antara 2 — 4 jam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Antara 4 — 6 jam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Berapa banyak waktu yang anda sediakan untuk membaca secara ekstensif tiap minggunya?</td>
<td>a. Antara 0 — 2 jam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Antara 2 — 4 jam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Antara 4 — 6 jam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

INFORMED-CONSENT FORM
INFORMED-CONSENT FORM

You are invited to be one of the research participants for a thesis entitled A Case Study of Marvy Corp: Students Perceived Growth in Relation to the Attainment of Entrepreneurship Skills. The following information would be your consideration whether you want to participate in the data gathering process or not.

You are chosen to be the participant because you are one of the members of Marvy which is the institution for the object of the study. You have knowledge about Marvy since you are involved in the organization.

The data gathering would be in the form of Focus Group Discussion (FGD) where you would be in a period of time to share anything you have experienced in Marvy. You can tell anything honestly without any pressure from any party during the FGD. You have right to ask some questions related to the way of the FGD to the researcher. After the FGD, the researcher would make the transcription and you may read the result. If you find anything which you feel not appropriate, the researcher would not publish it.

The researcher would keep the result confidential. There would be initials to address your name so you do not need to worry about it.

The benefit that you could get from the research is that you can see and reflect on what you have been doing in Marvy. You would see the meaningfulness of your involvement in the institution. Your participation means a lot for the research and the future studies.

You voluntarily make the decision to participate in the research. Your signature states that you agree to participate after reading the provided information. The signature also shows that you have opportunity to ask and discuss the research with the researcher.

Yogyakarta, 19th December 2014

Participant

Researcher

Sri Maryati
APPENDIX C

DATA OF MARVY
THE STATUTE OF MARVY
LEMBAGA SWADAYA MASYARAKAT
MARVY
Nomor : 01.

Pada hari ini Senin, tanggal enam belas bulan Desember tahun dua ribu tiga belas (16-12-2013), Pukul empat belas waktu Indonesia Bagian Barat (14.00 WIB).

Menghadap kepada saya, RETNO HASTUTI, Sarjana Hukum, Notaris di Sleman, dengan dihadiri saksi-saksi dan yang nama-namanya akan disebutkan pada bagian akhir akta ini :


Pemegang Nomor Induk Kependudukan : 3401106009930001.

Yang saat ini sedang berada di Sleman.


Pemegang Nomor Induk Kependudukan : 3275052906930008.

Yang saat ini sedang berada di Sleman.

3. Nona GAIETY FRICILLIA SUTHAMI, lahir di Sanggau, pada tanggal delapan bulan Agustus tahun seribu Sembilan ratus puluh tiga ----
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI


10. Nona SRI MARYATI, lahir di Sleman, pada tanggal lima bulan Oktober tahun seribu Sembilan ratus Sembilan puluh dua (05-10-1992), Warga Negara Indonesia, Pekerjaan Pelajar/Mahasiswa, bertempat tinggal di

Pemegang Nomor Induk Kependudukan: 3404106104930002.  


Yang pada saat ini sedang berada di Sleman. 

- Para penghadap telah dikenal oleh saya, Notaris. Para penghadap menerangkan:  

- Bahwa dengan tidak mengurangi ketentuan peraturan perundang-undangan yang berlaku serta dengan lalin dari pihak yang berwenang, para penghadap sepakat dan setuju untuk mendirikan suatu LEMBAGA SWADAYA MASYARAKAT dengan Anggaran Dasar sebagai berikut:  

BAB I  

NAMA, TEMPAT DAN KEDUDUKAN  

Pasal 1  

(1) Lembaga ini Swadaya Masyarakat (LSM) ini bernama "MARVY".  

(2) Lembaga ini berbentuk Perkumpulan;
LANDASAN, AZAZ DAN PRINSIP

Pasal 2

Lembaga Swadaya Masyarakat (LSM) berlandaskan Pancasila dan Undang-Undang Dasar 1945 serta berdasarkan atas azas kekeluargaan.

(1) MARVY untuk pertama kalinya didirikan di Yogyakarta dan beralamat di Ngasem, Ruko Tutangga 002, Ruko Warga 001, Desa Selomartani, Kecamatan Kalasan Kabupaten Sleman, Daerah Istimewa Yogyakarta.

(2) MARVY dapat mendirikan perwakilan-perwakilan di daerah-daerah lain di Indonesia, ataupun di luar negara Republik Indonesia selama dimungkinkan dan disetujui oleh dewan pendiri.

(3) MARVY dalam menjalankan programnya dapat membentuk kelompok binaan/organisasi etnom yang secara struktural berada di bawah MARVY yang disahkan dengan Surat Keputusan.

BAB II

Waktu

Pasal 3

MARVY didirikan di Yogyakarta pada hari Senin tanggal tiga bulan Juni tahun dua ribu tiga belas (03-06-2013) dengan batas waktu yang tidak ditentukan lamanya.

BAB III

AZAS, SIFAT DAN PRINSIP

Pasal 4

1. MARVY melakukan kegiatannya berdasarkan prinsip-prinsip Lembaga Swadaya Masyarakat (LSM) yaitu:
   a. keanggotaan bersifat sukarela dan terbuka;
   b. pengelolaan dilakukan secara demokratis;
   c. pembagian SHU dilakukan secara adil sebanding dengan beban jasa usaha masing-masing anggota.
d. pemberian balas jasa yang terbatas terhadap modal; ........................................

e. kemandirian; ........................................................................................................

f. melakukan pendidikan perLembaga Swadaya Masyarakat (LSM)an
begi anggota; ..............................................................................................................

kerja sama antar lembaga ................................................................................................

Pasal 5

MARVY dan perwakilannya di daerah-daerah merupakan lembaga swadaya
masyarakat yang Bergerak dalam pendampingan masyarakat, pengembangan
dan pemberdayaan Sumber Daya Manusia dan penelitian yang bersifat
independen, imparisial, non-partisan, inklusif, populiis dan egaliter.

Pasal 6

Tujuan MARVY adalah:

1. Membina, mengembangkan dan melakukan pemberdayaan Sumber Daya
   Manusia baik di tingkat lokal, regional, nasional mengenai masalah
   masalah sosial, pendidikan dan ekonomi.

2. Melakukan penelitian dan mengembangkan wacana pemikiran untuk
   meningkatkan kualitas Sumber Daya Manusia yang mandiri.

3. Melahirkan kader-kader perubahan yang progresif.

4. Melakukan pendampingan kepada masyarakat.

BAB IV

ORGAN LEMBAGA

Pasal 7

1) MARVY mempunyai organ yang terdiri dari:

   a. Dewan Pendidir

   b. Dewan Pakar

   c. Dewan Pengurus

Pasal 8

1) Dewan Pendidir MARVY adalah individu-individu yang memiliki komitmen --
moral agama, keadilan dan kemandirian serta berkemauan untuk melakukan perubahan, pemberdayaan masyarakat dan penelitian.

(2) Dewan Pendir adalah mereka yang terlibat secara langsung dalam sejarah pendirian lembaga ini dan mempunyai hak-hak istimewa untuk mengambil keputusan.

--- Pasal 9 ---

(1) Dewan Pakar MARVY adalah individu-individu yang memiliki komitmen moral agama, keadilan dan kemandirian serta berkemauan untuk melakukan perubahan, pemberdayaan masyarakat dan penelitian.

(2) Dewan Pakar adalah individu-individu yang minta untuk membina, mengarahkan dan memberi masukan bagi keberlangsungan MARVY.

--- Pasal 10 ---

(1) Dewan Pengurus MARVY adalah individu-individu yang memiliki komitmen moral agama, keadilan dan kemandirian serta berkemauan untuk melakukan perubahan, pemberdayaan masyarakat dan penelitian.

(2) Dewan Pengurus adalah individu-individu yang bertanggung jawab secara langsung atas keberlangsungan MARVY.

--- BAB V ---

HAK, TUGAS DAN KEWENANGAN DEWAN PENDIRI

--- Pasal 11 ---

(1) Dewan Pendir terdiri dari seorang atau lebih anggota pendiri.

(2) Dalam hal terdapat lebih dari seorang anggota pendiri, maka seorang diantaranya diangkat sebagai ketua pendiri.

(3) Dewan Pendir memiliki hak istimewa untuk memutuskan demi kepentingan lembaga dan dilaporkan pada rapat anggota.

(4) Kewenangan Dewan pendiri meliputi:

a. Keputusan mengenai perubahan Anggaran Dasar
b. Penetapan kebijakan umum lembaga berdasarkan Anggaran Dasar MARVY.

c. Dewan Pemrini berwenang mengangkat dan memberhentikan Dewan Pakar lembaga atas usulan rapat anggota.

(5) Dewan Pemrini berwenang bertindak untuk dan atas nama pemindir.

(6) Masa jabatan pemindir tidak ditentukan lamanya.

(7) Tugas pemindir adalah menjaga keberlangsungan MARVY.

HAK, TUGAS DAN KEWENANGAN DEWAN PAKAR

----- Pasal 12 -----

(1) Dewan Pakar mempunyai hak membina, mengarahkan dan memberi masukan bagi keberlangsungan lembaga.

(2) Tugas Pakar adalah menjaga keberlangsungan MARVY.

(3) Kewenangan Dewan Pakar meliputi:

   a. Menerima saran dan masukan bagi keberlangsungan MARVY.

   b. Membina dan mengarahkan jalannya lembaga.

(4) Dewan Pakar berwenang bertindak untuk dan atas nama Pakar.

HAK, TUGAS DAN KEWENANGAN DEWAN PENGURUS HARIAN

----- Pasal 13 -----

(1) MARVY dijalankan dan dipimpin oleh pengurus harian yang dipilih dari anggota perkumpulan.

(2) Dewan Pengurus Harian terdiri dari:

   a) Seorang Direktur;

   b) Seorang wakil Direktur bidang Advokasi;

   c) Seorang wakil Direktur bidang Pelatihan;

   d) Seorang wakil Direktur bidang Penelitian;

   e) Seorang Sekretaris;

   f) Seorang Bendahara;


(3) Dewan Pengurus Harian dipilih dan diberhentikan oleh rapat anggota
sebagaimana dijelaskan dalam Pasal 25 ayat (1) butir (d) dengan masa
jabatan 3 (tiga) tahun.

(4) Para anggota pengurus harian dapat dipilih kembali untuk jabatan yang
sama maksimal satu (1) kali lagi.

(5) Apabila terjadi kekosongan dalam jabatan pengurus harian, seorang pejabat
lembaga dapat menjabat lebih dari satu jabatan selama kondisi belum
memungkinkan yang diputuskan oleh rapat pengurus harian.

--Pasal 14--

Tugas dan kewenangan Dewan Pengurus Harian adalah:

(1) Direktur:

a) Penanggung jawab tertinggi atas kebijakan eksternal maupun internal di
tingkat lembaga;

b) Mengangkat dan memberhentikan anggota;

c) Bertanggung jawab untuk pengembangan kapasitas anggota;

d) Pengambil keputusan untuk program kerjasama dengan pihak luar
lembaran setelah melaksanakan rapat bersama, Pendiri, Pakar dan
Pengurus;

e) Bertanggung jawab untuk perencanaan, pelaksanaan, monitoring dan
evaluasi program lembaga;

f) Bertanggung jawab bersama-sama dengan wakil Ketua atas
penyusunan laporan kegiatan pelaksanaan program lembaga;

(2) Sekretaris bertanggung jawab atas administrasi kelembagaan.

(3) Wakil Direktur bidang Advokasi:

a) Melakukan pendampingan kepada masyarakat.

b) Mendukung kerja-kerja biding-biding yang lain;

c) Bertanggung jawab kepada Ketua;

(4) Wakil Direktur bidang Pendidikan:
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

a) Membuat data base sosial ekonomi, politik dan keagamaan untuk kepentingan jaringan dan masyarakat;

b) Melakukan penelitian yang berkaitan dengan program-program yang dilakukan setiap bidang;

c) Melakukan publikasi;

d) Bertanggung jawab kepada Ketua;

(5) Wakil Direktur bidang Pelatihan:

a) Menyelenggarakan pelatihan-pelatihan untuk melahirkan kader-kader perubahan;

b) Mendukung kerja bidang-bidang lain;

c) Bertanggung jawab kepada Ketua;

(6) Bendahara:

a) Bertanggung jawab atas pengelolaan keuangan lembaga;

b) Mencari sumber-sumber dana;

c) Bertanggung jawab kepada Ketua;

Pasal 15

Pengurus harus mewakili MARVY di dalam dan di luar pengadilan/hukum dan berhak berwenang untuk melakukan segala tindakan, baik mengenai pengurusan maupun hak milik, terkecuali untuk meminjam atau meminjamkan uang, melepaskan/mengalihkan hak milik (atas) barang-barang tak bergerak dan atau kekayaan MARVY sebagai jaminan. Untuk hal pengecualian tersebut, pengurus harian berkewajiban untuk meminta pertimbangan terlebih dahulu dari rapat anggota.

Pasal 16

(1) Pengurus harian berkewajiban untuk menjunjung tinggi dan menjalankan tugas dan kewajibannya mereka menurut Anggaran Dasar atau Anggaran Rumah Tangga (AD/ART) dan peraturan MARVY.
(2) Pengurus harian dan anggota bidang bertanggungjawab atas seluruh jalannya lembaga pada rapat anggota.

BAB VI

----------------------------------------------- HAK DAN KEWAJIBAN ANGGOTA -----------------------------------------------

------------------------------ Pasal 17 -----------------------------------------------

(1) Kewajiban anggota yang mempunyai hak untuk melaksanakan kesadaran dan kemandirian serta berkembang untuk melakukan perubahan, pemberdayaan masyarakat dan penelitian.

------------------------------ Pasal 18 -----------------------------------------------

(1) Semua anggota berhak untuk memilih dan dipilih sebagai pengurus;
(2) Semua anggota wajib mentaati peraturan dalam perkumpulan MARVY;

------------------------------ Pasal 19 -----------------------------------------------

Kewajiban anggota adalah:

a. Mematuhi peraturan sendiri;
b. Wafat;
c. Sudah tidak bisa menjabatkan tugas;
d. Diberhentikan berdasarkan keputusan rapat anggota;

------------------------------ BAB VII -----------------------------------------------

Rapat-Rapat

------------------------------ Pasal 20 -----------------------------------------------

Rapat lembaga terdiri dari:

a. Rapat Dewan Pendir;
b. Ketua;
c. Sekretaris;
d. Rapat Anggota;

------------------------------ RAPAT DEWAN PENDIRI -----------------------------------------------

------------------------------ Pasal 21 -----------------------------------------------
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

(1) Rapat Dewan pendiri menetapkan kebijakan umum lembaga.

(2) Rapat Dewan pendiri diadakan minimal 4 (empat) kali dalam 1 (satu) tahun.

---------------------------
RAPAT DEWAN PENGURUS
---------------------------

-- Pasal 22 --

(1) Rapat Dewan Pengurus mengarahkan dan memantau kebijakan umum lembaga.

(2) Rapat Dewan Pengurus diadakan minimal 3 (tiga) kali dalam 1 (satu) tahun.

----------------------------
RAPAT DEWAN PENGURUS HARIAN
----------------------------

-- Pasal 23 --

(1) Rapat Dewan pengurus harian memutuskan dan menjalankan kebijakan —

MARVY.

(2) Dewan Pengurus harian mengadakan rapat minimal dua kali dalam sebulan dan atau atas permintaan minimal 2/3 (dua per tiga) anggota pengurus harian lainnya, jika dianggap perlu.

(3) Dewan Pengurus harian dalam rapat hanya dapat mengambil keputusan apabila dinadiri minimal 2/3 (dua per tiga) bagian dari jumlah anggota pengurus harian.

(4) Dewan Pengurus harian dalam suatu rapat masing-masing berhak untuk mengeluarkan pendapat.


(6) Rapat dipimpin oleh ketua lembaga.

(7) Apabila Ketua lembaga bersalah hadir, maka dapat digantikan oleh salah satu wakil ketua.

---------------------------
RAPAT ANGGOTA
---------------------------

-- Pasal 24 --
(1) Rapat anggota mempunyai kekuasaan dan wewenang dalam lembaga
   dengan persetujuan Dewan pendiri; ..........................................................
(2) Rapat anggota terdiri dari tiga (3) macam, yakni:
   a. Musyawarah anggota; ..............................................................................
   b. Rapat anggota tahunan; ........................................................................
   c. Rapat anggota luar biasa; ........................................................................
   .................................................................
   Passal 25

   (1) Musyawarah Anggota;
   Musyawarah anggota diadakan setiap tiga (3) tahun sekali dengan agenda
   utama;
   a. Laporan akhir 3 (tiga) tahunan Dewan pengurus harian;
   b. Membahas pertanggungjawaban akhir Dewan pengurus harian
      MARVY;
   c. Membahas program 3 (tiga) tahunan lembaga;
   d. Mengangkat dan membeberkan Dewan pengurus harian;
   e. Musyawarah anggota hanya dapat dilakukan oleh anggota aktif dan
   f. Musyawarah anggota untuk mengangkat dan memberhentikan
      pengurus harian.
   .................................................................

   (2) Rapat Anggota Tahunan yang diadakan setiap tahun sekali dengan agenda
   utama; 
   a. Laporan Tahunan Pengurus Harian;
   b. Membahas Progress Report tahunan pengurus;
   c. Membahas pertanggungjawaban tahunan pengurus harian;
   d. Menyusun dan mengesahkan program satu (1) tahun mendatang berdasarkan hasil
      rapat atau musyawarah;
   e. Keputusan Rapat Anggota Tahunan dianggap sah jika dilakukan oleh dua
      perlima (2/3) anggota yang aktif.

   (3) Rapat Anggota Luar Biasa yang diadakan setiap kali diperluukan dengan --
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

BAB VIII
PENDANAAN

Pasal 26

(1) Keuangan lembaga diperoleh dari uang pengkal, uang iuran, uang sokongan, hasil usaha lembaga sendiri, hibah dan atau penerimaan uang yang sah (tidak bertentangan dengan peraturan hukum), dan tidak bertentangan dengan maksud dan tujuan mulia MARVY;

(2) Jumlah uang pengkal dan iuran ditentukan dalam Anggaran Rumah Tangga (ART) atau peraturan lain dalam pengurus harian.

BAB IX
PERUBAHAN ANGGARAN DASAR

Pasal 27

(1) Perubahan Anggaran Dasar dapat diambil dengan sah oleh rapat anggota yang dihadiri oleh sekurang-kurangnya 2/3 (dua per tiga) dari jumlah anggota dan keputusan itu sah, jika disetujui oleh sekurang-kurangnya 2/3 (dua per tiga) dari jumlah suara yang dipindai/ yang hadir tersebut;

(2) Jika dalam rapat itu jumlah anggota yang hadir tidak mencukupi jumlah (quorum) yang ditetapkan dalam ayat (1) pasal ini maka dapat diadakan rapat untuk kedua kalinya secepat-cepatnya dalam tenggang 14 (empat belas) hari setelah rapat yang pertama, dengan ketentuan bahwa rapat yang kedua ini dihadiri setengah dari jumlah anggota, dan keputusan itu dianggap sah bila disetujui oleh jumlah suara terbanyak.
(3) Ketentuan ayat (1) dan ayat (2) dalam pasal ini tidak berlaku selama tidak disetujui oleh Dewan Pendidir.

-------------------------
BAB X
-------------------------
PEMBUBARAN
-------------------------
Pasal 28
-------------------------
MAR
-------------------------
ANGGARAN RUMAH TANGGA
-------------------------
Pasal 29
-------------------------
(1) Anggaran Rumah Tangga ditetapkan dan diubah oleh rapat anggota dengan persetujuan Dewan pendiri.

(2) Anggaran Rumah Tangga dan peraturan-peraturan lain dari pengurus harian tidak boleh memuat ketentuan-ketentuan yang bertentangan dengan Anggaran Dasar ini.

-------------------------
BAB XII
-------------------------
KETENTUAN PENUTUP
-------------------------
Pasal 30
-------------------------
1) Hal-hal lain yang belum diatur dalam Anggaran Dasar ini, dalam Anggaran Rumah Tangga maupun belum diputuskan dalam rapat anggota dapat diputuskan/ditetapkan oleh pengurus harian selama tidak bertentangan dengan Anggaran Dasar dan Anggaran Rumah Tangga.

2) Menyimpang dari ketentuan dalam Pasal 25 ayat (1) butir 1 huruf d anggaran dasar ini mengenai tata cara pengangkatan pengurus untuk pertama kalinya diangkat susunan pengurus sebagai berikut:

a. Dewan Pendidir : 

Ketua : 

Nama PRIMANDARI WIJAYANTI, lahir di Kulon Progo, pada tanggal dua puluh bulan September tahun seribu Sembilan

Sekretaris : ------------------------------------------


Pemegang Nomor Induk Kependudukan : 3402157009930002

Bendahara : ------------------------------------------


Pemegang Nomor Induk Kependudukan : 3403031406930002.

Anggota : ------------------------------------------

1. Tuan MICHAEL YOHANES BERCHMANS GILLY, lahir di Bekesi, pada tanggal dua puluh Sembilan bulan Juni tahun seribu Sembilan ratus Sembilan puluh tiga (29-06-
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

1993), Warga Negara Indonesia, Pekerjaan Pelajar/Mahasiswa, bertempat tinggal di Jalan Lumbu Barat II Blok III No 51, Rukan Tetangga 002, Rukan Warga 009, Kelurahan Bojong Rawalumbu, Kecamatan Rawalumbu, Kota Bekasi, Propinsi Jawa Barat

Pemegang Nomor Induk Kependudukan : 3275052906930008


Pemegang Nomor Induk Kependudukan : 6103014308930005

3. Nona VALENTINA INTAN KUSUMADEWI, lahir di Pare-Pare, pada tanggal tujuh bulan Februari tahun seribu Sembilan ratus Sembilan puluh tiga (07-02-1993), Warga Negara Indonesia, Pekerjaan Pelajar/Mahasiswa, bertempat tinggal di Jalan Agro Putro, Rukan Tetangga 005, Rukan Warga 006, Kelurahan Cangkren Lor, Kecamatan Purworejo, Kabupaten Purworejo, Propinsi Jawa Tengah.

Pemegang Nomor Induk Kependudukan : 3305064702930002

4. Nona HENI BUDI ASTUTI, lahir di Gunungkidul, pada tanggal sebelas bulan Juni tahun seribu Sembilan ratus
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI


7. Nona SRI MARYATI, lahir di Sleman, pada tanggal lima belas bulan Oktober tahun seribu sembilan puluh dua (05-10-1992), Warga Negara Indonesia, Pekerjaan
8. Nona DENY APRILIA KARTIKAWATI, lahir di Siemen, pada tanggal dua puluh satu bulan April tahun seribu Sembilan puluh tiga (21-04-1993), Warga Negara Indonesia, Pekerjaan Pelajar/Mahasiswa, bermata tinggal di Ngasem, Rukun Tetangga 002, Rukun Warga 001, Desa Selomartani, Kecamatan Kalasan, Kabupaten Siemen, Daerah Istimewa Yogyakarta. Pemegang Nomor Induk Kependudukan :
3404100510920002. 


3) Pengangkatan anggota Pendiri, Ketua, Sekretaris dan Bendahara ---------- Lembaga Swadaya Masyarakat (LSM) tersebut telah diterima oleh masing -- masing yang bersangkutan dan herus disahkan dalam rapat Pokjar ---------- pertama kali diadakan, setelah Akta Pendirian ini diadakan pengesahan ---- atau disahkan pada instansi yang berwenang. Pengurus dan Pendiri baik
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

bersama-sama maupun sendiri-sendiri dengan hak untuk memindahkan kekuasaan ini kepada orang lain dikuasakan untuk memohon pengesahan dan atau pendaftaran atas Anggaran Dasar ini kepada instansi yang berwenang dan untuk membuat pengubah dan atau tambahan dalam bentuk bagaimana pun juga yang diperlukan untuk memperoleh pengesahan tersebut dan untuk mengajukan serta menandatangani semua permohonan dan dokumen lainnya, untuk memilih tempat kedudukan dan untuk melaksanakan tindakan lain yang mungkin diperlukan.

DEMIKIAN AKTA INI

Dibuat dan diselesaikan di Sleman, pada hari, tanggal, bulan dan tahun sebagai berikut:

sebagaimana tersebut pada bagian awal dari akta ini, dengan dihadiri oleh: SUMARYANTO dan ANARIA ASTUTI, Kedua Y Pegawai
Kantor Notaris, sebagai para saksi.

Akta ini setelah saya, Notaris bacakan kepada Penghadap dan para saksi, maka saksi itu juga ditandatangani Penghadap, para saksi dan saya, Notaris.

Dibuat dengan tanpa perubahan.

Mihuta akta ini telah ditandatangani dengan sempurna.

Diberikan sebagai SALINAN.

Notaris di Sleman

Retno HASTUTI, S.H
LAPORAN KEUANGAN
MARVY CORPORATION
PER 31 DESEMBER 2014

Pemasukan
Iuran anggota
Founders Rp 700,000.00
Newbies Rp 250,000.00
Iuran wajib (12 Bulan) Rp 384,000.00
Pendapatan jasa Rp 5,250,000.00
Total pemasukan Rp 6,584,000.00

Pengeluaran
Biaya notaris Rp 700,000.00
Biaya promosi Rp 206,700.00
Biaya stempel Rp 35,000.00
Biaya pengadaan materi Rp 87,500.00
Biaya penggandaan materi Rp 39,250.00
Biaya kesekretariatan Rp 18,200.00
Gaji anggota Rp 4,725,000.00
Total pengeluaran Rp 5,811,650.00 *

Laba keseluruhan Rp 772,350.00

*Laba keseluruhan
Potongan 10% dari pendapatan Rp 525,000.00
Laba bersih Rp 247,350.00
# PRESENSI KEHADIRAN RAPAT

**MARVY CORPORATION**

**Bulan: Desember 2014**

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama</th>
<th>Kehadiran</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Primandari Wijayanti</td>
<td>V</td>
</tr>
<tr>
<td>2.</td>
<td>Michael Yohanes Berchmans Gilly</td>
<td>V</td>
</tr>
<tr>
<td>3.</td>
<td>Gaiety Frickilla Suthami</td>
<td>V</td>
</tr>
<tr>
<td>4.</td>
<td>Annisa Septipanindya Sari</td>
<td>V</td>
</tr>
<tr>
<td>5.</td>
<td>Monica Dhesta Kennya Cikita</td>
<td>V</td>
</tr>
<tr>
<td>6.</td>
<td>Valentina Intan Kusumadewi</td>
<td>V</td>
</tr>
<tr>
<td>7.</td>
<td>Heni Budi Astuti</td>
<td>V</td>
</tr>
<tr>
<td>8.</td>
<td>Arinda Febriana Dewi</td>
<td>V</td>
</tr>
<tr>
<td>9.</td>
<td>Irfanda Adie Prabowo</td>
<td>V</td>
</tr>
<tr>
<td>10.</td>
<td>Sri Maryati</td>
<td>V</td>
</tr>
<tr>
<td>11.</td>
<td>Denyk Aprilia Kartikawati</td>
<td>V</td>
</tr>
<tr>
<td>12.</td>
<td>Gian Setyaningrum</td>
<td>V</td>
</tr>
<tr>
<td>13.</td>
<td>Wuri Lukito Sari</td>
<td>V</td>
</tr>
<tr>
<td>14.</td>
<td>Anita Yusticia Sari</td>
<td>V</td>
</tr>
<tr>
<td>15.</td>
<td>Lorensius Leonaraguna</td>
<td>V</td>
</tr>
<tr>
<td>16.</td>
<td>Cicilia Dini Setyaningrum</td>
<td>V</td>
</tr>
<tr>
<td>17.</td>
<td>Inka Ayu Henelawati</td>
<td>V</td>
</tr>
<tr>
<td>18.</td>
<td>Hanung Yunianto</td>
<td>V</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
THE LOGO OF MARVY
THE POSTER FOR PROMOTION

**TRANSLATION**
Indonesia - Inggris
Inggris - Indonesia
Rp. 15.000/lembar
Kertas A3, font 12
Times New Roman
spasi 1.5

**KURSUS B. INGGRIS**
Jk-SD-SMP-SMA-UMUM
PRIVAT
SD Rp. 25.000/per pertemuan
SMP Rp. 35.000/per pertemuan
SMA Rp. 40.000/per pertemuan
UMUM
(ekstrakulikuler, profesi, dll)
harga mulai dari Rp. 50.000

**PEMBUATAN MEDIA PEMBELAJARAN**
kursus bahasa inggris sesuai permintaan
harga mulai dari Rp. 30.000

**GRATIS!**
biaya kursus pada pertemuan pertama.

"The limits of your language are the limits of your world"
-- Ludwig Wittgenstein

for further information please contact:
Sasa 088802718590
Riri 081578894847
APPENDIX D

REFLECTION PAPER
DE BONO’S SIX HAT THINKING PACK


## 6.6 Optimizing Your Thinking—A Hat 6-Pack

Thinking hats provide a metaphor for creative and flexible thinking about a problem or opportunity. The hats ensure that issues are approached from a range of different, and even diametrically opposed, perspectives. Individuals and groups are asked to take the attitude suggested by each of the imaginary hats. At first this may feel artificial, but it helps to unblockable thinking, surface hidden assumptions, keep discussion from drifting, generate a wide range of innovative possibilities, and, most importantly, lead to better decisions and plans.

<table>
<thead>
<tr>
<th>Hat color</th>
<th>Typical lead-in</th>
<th>Color significance</th>
<th>Thinking attributes</th>
<th>Benefits of this type of thinking</th>
<th>Problems if overused</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>“What are the facts here?”</td>
<td>Purity, neutrality</td>
<td>Facts, figures, information, objectivity, mental, like solving a math problem</td>
<td>Logical, can be explained to others, reduces chances of success</td>
<td>Undervalues intuition and feelings; may drive creativity, low energy, lack of heart, enthusiasm, buy-in.</td>
</tr>
<tr>
<td>Red</td>
<td>“Tell me what you see.” “What do you think?”</td>
<td>Seeing red</td>
<td>Emotions, intuition, broad-based, feelings (e.g., empathy, fear, anger, judgment)</td>
<td>Emphasizes emotions, leads to past/present feelings they just are/imagines</td>
<td>Erosion action, “All heart, no head,” danger of personalizing conflict.</td>
</tr>
<tr>
<td>Black</td>
<td>“It won’t work because…”</td>
<td>Black (sad)</td>
<td>Detractors, what is wrong, why it won’t work, risk, points out errors, red flags</td>
<td>Some thinking, reduces the chances of the decision actually working</td>
<td>Negative, judgmental, depressing, faction, friction, punishment.</td>
</tr>
<tr>
<td>Yellow</td>
<td>“Let’s make it happen.”</td>
<td>Sunshine</td>
<td>Constructive, generative, dreams, hopes, visions, points and explains benefits</td>
<td>Optimism, positive energy, teamwork</td>
<td>Skepticism when it doesn’t work.</td>
</tr>
<tr>
<td>Green</td>
<td>“There must be a better way.”</td>
<td>Perfection</td>
<td>Creative, movement, new ideas, new approaches, search for alternatives, options, new ways of understanding, etc. across old patterns and old habits</td>
<td>Can come up with a much better way of doing something, answers best process is needed</td>
<td>Many ideas, few decisions and actions, giving off half-baked.</td>
</tr>
<tr>
<td>Blue</td>
<td>“Let’s try back and think about how to do this.”</td>
<td>Cool, the sky, the big picture</td>
<td>Future thinking</td>
<td>Future thinking, in control, rational, thinking about thinking, facilitates (calls for the use of all the other hats)</td>
<td>Future—best use of people’s time, helps reduce decision-making time, fractions—to much time spent on how to do something versus doing it. Arguments over process.</td>
</tr>
</tbody>
</table>
**How to use this leadership tool**

"The main difficulty with thinking is confusion. We try to do too much at once. Emotions, information, logic, hope, and creativity all crowd in on us. It is like juggling with too many balls."

—Edward de Bono, *Six Thinking Hats*

Think of a problem that you are currently facing, one for which you could use different viewpoints or perspectives. Use the attributes required by each of the six thinking hats to increase the chances of assessing and resolving this problem successfully. Use the worksheet provided to plan how someone with an attribute from each thinking hat would approach this problem.

If you use thinking hats in meetings, you will also want to think about the sequence of thinking hats, and the balance of airtime for each type of thinking. If you seek to ensure full airing of an issue or problem, you should include a person from each of the six hats of thinking. A group of black hats is unlikely to really agree to do something innovative or new. This tool can also help you in understanding where another person is coming from in a group, and why you may be agreeing or at odds.

---

### Web Worksheet

| Blue (thought, imagination) | ![11.1 Proven Cycle] |
| White (factual, objective) | ![6.3 Logic Error, 6.2 Assumption Analysis, 9.9 Visible Information] |
| Red (sentiment, feeling) | ![8.6 Communication, 10.3 Group Disturbances, 12.7 Dealing with Conflict] |
| Black (risk, pattern) | ![5.9 Resistance, 7.6 Potential Problem] |
| Yellow (optimism, positive) | ![3.6 Visioning, 14.3 Creativity and Abundance] |

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## A RESEARCH PARTICIPANT’S REFLECTION PAPER

### Nama

- [INSERT NAME]

### Tanggal

- 19 Desember 2014

### Six-hat thinking pack (de Bono)

<table>
<thead>
<tr>
<th>Aspek</th>
<th>Cerita</th>
<th>Warna</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dinilai semasa pra-Marcy</td>
<td>Sebelum mengikuti Marcy atau sebelum mendekam Marcy, warna dominan dalam hidup saya adalah kejauhan, kering, dan tekan. Saya mempunyai banyak ide untuk melakukan ini tetapi tidak ada aksi. Kenapa? Karena saya selalu berfikir skeptis, takut akan gagal, selalu pesimis dan takut berhenti. Saya selalu takut kegagalan suatu hal tidak berguna sama hal apa. Tapi warna biru juga menunjukkan bahwa karena saya selalu bersikap tenang dan menerima.</td>
<td></td>
</tr>
<tr>
<td>Keterlibatan di Marcy</td>
<td>Setelah terlibat di Marcy, warna hijau semakin menonjol, namun dalam hal yang positif. Saya mulai berfikir fokus untuk memperbaiki bisnis tersebut bersama teman-teman. Warna hijau juga semakin terlihat ketika saya sadar Marcy bukan hanya sekedar laporan bisnis melainkan suatu belajar. Saya mulai terbuka untuk berfikir secara luas. Dengan adanya dukungan dari teman-teman, saya menjadi lebih optimis dan selalu berfikir positif.</td>
<td></td>
</tr>
<tr>
<td>Harapan tahun depan</td>
<td>Saya berharap tahun depan, mendapat keuntungan dalam Marcy. Tekop bisa berjalan. Baik saja lebih berkembang sehingga kami terus bisa berinvestasi bersama.</td>
<td></td>
</tr>
</tbody>
</table>
RESULT OF REFLECTION PAPER

Six-hat thinking packs (de Bono)

19 December 2014

In the metaphoric thinking developed by de Bono, we are invited to assess the whole spectrum of your dynamic thoughts. The six colors represent the nuanced views of the things before us. The colors trigger people to avoid simplistic, dichotomist views (i.e. either or, or, black-and-white). Accordingly, this metaphoric color thinking brings forward some critical and reasoning skills.

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>NAME</th>
<th>STORY</th>
<th>COLOURS</th>
<th>DATA REDUCTION/SATURATION TO FIND THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Marvy</td>
<td>A</td>
<td>Sebelum ada Marvy, sumber ilmu yang saya dapat secara dominan hanya sekedar berasal dari teori-teori yang saya dapat di bangku perkuliahan. Bahkan sebelumnya, tidak ada pikiran terlintas di benak saya untuk mulai belajar berbisnis. Saya tidak yakin akan kemampuan saya untuk mulai berbisnis pada usia saya saat ini.</td>
<td>Dominant blue, a half black and yellow, almost a half of green and red</td>
<td>A defined what true knowledge is: which is not textbook-bound, but related to embodied or enacted belief/knowledge drawn from real exposures of experience. Better self-knowledge: firstly she was not sure of herself, but later she turned to develop some risk-taking capacity.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Sebelum mengikuti Marvy, saya selalu menjadi orang yang sama di setiap harinya. Terkadang saya merasa bosan akan apa yang selalu dan terus-menerus saya lakukan: aktivitas saya. Saya adalah orang/mahasiswa kebanyakan. Pergi kuliah di pagi hari hari, rajin kuliah, pulang, bermain, belajar, tidur. Seperti itu setiap hari. seperti semacam lingkaran. Sebenarnya saya sering memikirkan bagaimana caranya bertindak dan memperoleh keuntungan dari kegiatan lain. Tapi saya tidak tahu caranya. Saya ingin mengajar, menemukan murid, mendapat gaji, bersenang-senang. Saya selalu ingin tahu.</td>
<td>Dominant black and yellow, a half green.</td>
<td>B understood herself as somebody ordinary. She did the same, boring things on a daily basis. She wanted to make a difference, but she didn’t know how.</td>
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<tr>
<td>C</td>
<td>Saya tipe orang yang bisa dikatakan <strong>individualis</strong>, susah bekerja sama dengan orang lain, kadang suka memaksakan pola pikir saya ke orang lain. Selain itu, kadang saya juga <strong>tidak fokus</strong> dengan beberapa tanggungjawab. Saya biasanya tidak bisa bekerja dengan banyak hal, seperti program A, program B biasanya kurang fokus. Saya juga tipe orang yang kurang PD, <strong>pesimis</strong>. Banyak ide di otak saya, tapi kadang tidak terealisasi, karena <strong>terlalu banyak pertimbangan</strong>.</td>
<td>More than a half black, a one fourth blue, more than a half red.</td>
<td>C saw himself as a highly selfish person. He also realized that his way of dealing things was not fully developed. At times, he turned to lack focus. His inability to deal with things effectively led him to develop some pessimistic view of life (perspective). Too many considerations led him to procrastinate as well.</td>
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<tr>
<td>D</td>
<td>Semasa pra-Marvy saya orang yang <strong>tidak terlalu banyak melakukan apa-apa</strong>. Saya lebih banyak <strong>fokus pada gambar besar dan berpikir netral</strong>. Saya juga sering <strong>dikontrol oleh mood</strong> dan melibatkan <strong>perasaan</strong> dalam melakukan sesuatu.</td>
<td>Dominant white and red, more than a half blue and yellow, a half green.</td>
<td>For D, inaction seemed to be overwhelmingly influential for her. She was dragged more by a big picture (a global perspective). She failed to take significant actions since the details were left untouched. Instead of being rational, she was more driven by her emotions (mood).</td>
<td></td>
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<tr>
<td>E</td>
<td>Sebelum Marvy terbentuk saya adalah orang yang <strong>terlalu banyak mengkhayal</strong> akan masa depan tanpa melakukan sesuatu untuk mewujudkan khayalan/impian saya. Saya <strong>mempunyai banyak ide</strong> tentang apa yang akan saya lakukan <strong>tanpa berani mengutarakan atau merealisasikan</strong> ide yang ada. Saya juga orang yang <strong>suka mengikuti arus</strong> tanpa benar-benar memperhitungkan baik buruknya.</td>
<td>Dominant blue, more than a half white, a half red and green.</td>
<td>E saw herself as a potential person. She got some ideas and dreams. She believed that there was strong willingness to reach the dreams. Unfortunately, she just stopped in imagining how to achieve the dreams. She admitted that she was afraid to explore the dreams. It was getting worse because she was just an ordinary person following the flow of life without reckoning the advantage or disadvantage of it. E was aware of her own self (being imaginative). But she did not have enough courage to express herself. It</td>
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<tr>
<td>F</td>
<td>Tidak pernah memikirkan sesuatu yang berhubungan dengan bisnis karena fokus pada mata kuliah dan juga tidak pernah membayangkan sama sekali akan membuat suatu bisnis. Pikiran juga terfokus hanya untuk diri saya sendiri.</td>
<td>Dominant black, almost dominant white, more than a half red. He never expected to run a business. He just focused on himself and his courses, not into something new and more challenging. He could be said that he was just an ordinary student with its campus life. He described that he acquired a spirit of excitement to run a business.</td>
<td></td>
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<tr>
<td>G</td>
<td>Sebelum mengikuti Marvy atau sebelum mendirikan Marvy, warna dominan di hidup saya cenderung hijau, kuning, dan hitam. Saya mempunyai banyak ide untuk melakukan ini itu tapi tidak ada aksi. Kenapa? Karena saya selalu berpikir skeptis, takut akan gagal, selalu pesimis, dan takut bertindak. Saya selalu takut ketika suatu hal tidak berjalan sesuai harapan. Tapi warna biru juga mewarnai hidup saya karena saya selalu bersikap tenang dan netral.</td>
<td>Dominant yellow, black, and blue. More than a half green. A half white G actually had many ideas to do many things but she remained no action. She was worried and afraid to take any action because of her being skeptical. She was in her negative thoughts of herself that she was worried of failure and pessimistic to try taking action. Because she was pessimistic, she kept thinking that anything could go not as what was hoped for. It blocked her to take action. However, she was actually happy that she could be calm and neutral. It showed that she saw positive side of her.</td>
<td></td>
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<tr>
<td>H</td>
<td>Di saat saya mendengar cerita dari seorang dosen yang telah menginspirasi kami untuk membangun Marvy, saya merasa bersemangat dan ingin ikut serta dalam kelompok Marvy ini. Sebelumnya, saya adalah orang yang mempunyai motivasi kecil dalam berdinamika dengan mengikuti kelompok-kelompok yang Dominant yellow,a half blue, one fourth black and white. H needed to be hit by the lecturer to make progress. It brought good result that she felt encouraged or spiritual to altogether build the institution. Previously, her low motivation to work in some groups of people hampered her</td>
<td></td>
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<tr>
<td>I</td>
<td><strong>Tidak ada terpikiran</strong> untuk mencoba berbisnis. Fokus hanya pada kuliah. Tidak terpikiran untuk mencoba hal yang baru. Sangat <strong>emosional dan selalu mengekspresikan ketidaksukaan</strong> terhadap sesuatu. Sebenarnya saya sudah memberikan les privat secara pribadi namun itu <strong>belum terstruktur</strong> dengan baik, misal penggajian masih minim, dan untuk materi saya masih berpegang pada buku pelajaran sekolah saja. Waktu saya habis untuk <strong>bermain</strong> bersama teman-teman seperti pergi karaoke, jalan-jalan, dan bersenang-senang.</td>
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<tr>
<td></td>
<td>Dominant red and blue. One third yellow and black.</td>
<td></td>
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</tbody>
</table>

| | ditawarkan di prodi. Meski sedikit **tidak yakin** jika Marvy ini akan berjalan lancar pada awalnya, namun saya **optimis** saya bisa setidaknya **mengembangkan kemampuan** saya di Marvy. |
| | contribution to the study program. She felt unsure whether she could help run Marvy but she turned to be optimistic for at least she could develop her ability in Marvy. |

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
<table>
<thead>
<tr>
<th>ASPECT</th>
<th>NAME</th>
<th>STORY</th>
<th>COLOUR</th>
<th>DATA REDUCTION/SATURATION TO FIND THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement in Marvy</td>
<td>A</td>
<td>Karena saya mendapat banyak motivasi dari teman-teman, bahkan dosen, untuk memulai bisnis ini, saya berani melangkah untuk membangun Marvy. Tentu saja banyak permasalahan yang kita hadapi. Namun hal tersebut justru yang membuat kita banyak belajar dan berusaha untuk mengembangkan diri. Saya merasakan dunia kerja yang sesungguhnya. Saya belajar untuk mengimplementasikan teori-teori yang saya dapat di bangku perkuliahan ke dalam pengalaman kerja nyata. Akan tetapi, saya menemukan bahwa untuk membekali saya di dunia kerja oleh karena itu saya harus banyak belajar lagi.</td>
<td>More than a half blue, full yellow and green, more than a half red</td>
<td>A got motivation from her friends even lecturer. She obtained courage to develop Marvy. Facing problems, she made effort to develop herself. She got right place to implement theories got in campus to real work experience. She believed that the need to learn was high to maintain the capability of working.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Di Marvy saya masuk dalam divisi pengajaran untuk saat ini. Dahulu, saya merupakan anggota dari media pengajaran. Tapi saya tidak sukses di media pengajaran. Saya sering mengajar. Saya pernah mengajar di SMKN4 YK, di LSM, dan mengajari private bahasa Inggris untuk teman-teman saya. Saya pernah membantu untuk translation. Sekarang yang saya kerjakan di Marvy hanya mengikuti rapat. Sekarang saya belum menerima pekerjaan apapun, karena saya memfokuskan diri dalam pengerjaan skripsi.</td>
<td>Almost full of red, yellow, and green.</td>
<td>B experienced working in teaching division after moving from media. There was a change of policy. Previously, there were three divisions namely: teaching, translation, and learning media. In the process she helped other divison that was translation. It proved the teamwork in the institution. Some experiences she had got were teaching in some places such as school, LSM, and private courses. At the time, she wanted to focus on her thesis.</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Ketika mengikuti Marvy mau tidak mau saya harus bekerja dalam kelompok. Kadang perasaan tidak srek juga ada ketika beberapa hal diputuskan tapi tidak sesuai dengan apa yang saya pikirkan. Di lain sisi saya tetap harus bertanggungjawab dengan Marvy dan hal-hal lain dalam waktu yang bersamaan. Dari hal ini One fourth black and green, almost a half of blue, a half red, one third yellow.</td>
<td>C perceived himself as newly changed person whose the acceptance of others’ opinions and got more focused were higher. Previously, he felt not agreed to some meeting decisions but he had to agree with them. He changed to be more rational.</td>
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<tr>
<td>D</td>
<td>Selama keterlibatan di Marvy, saya belajar untuk <strong>bekerja di bawah tekanan</strong>. Hal itu menuntut saya untuk lebih <strong>fokus</strong> dan <strong>produktif</strong>. Kegagalan tidak dimaknai sebagai hal yang menghancurkan, tetapi sebagai hal yang membangun, yang bisa membuat diri saya sendiri dan juga Marvy menjadi <strong>lebih baik</strong>. Kekecewaan memang ada, tapi yang menjadi fokus sekarang adalah <strong>memperbaiki diri, melihat kemungkinan, dan lebih berhati-hati</strong>.</td>
<td>Almost full of yellow and green, more than a half red, one fourth black and blue.</td>
<td>D saw another point of view. She viewed that Marvy allowed her to learn how to work under pressure. To work in under pressure situation, she needed to be more focused and more productive. She made use the meaningfulness of problem. She saw a problem as a way to build Marvy not to destroy it. It also made her a better person and also better institution. She acknowledged that there came a dissapointment as the result of the problem. However, she perceived it as a point to better herself, to see possibility, and to be more careful.</td>
<td></td>
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<tr>
<td>E</td>
<td>Selama keterlibatan di Marvy, saya merasa semakin banyak <strong>berkembang</strong>. Di sini saya <strong>dituntut</strong> untuk mencari <strong>solusi</strong> dari masalah yang muncul. Saya juga dituntut untuk <strong>bekerja sama</strong> dengan orang lain. Selain itu, saya harus bisa <strong>mengambil keputusan</strong>, tidak lagi hanya ikut arus. Saya <strong>lebih optimis</strong> tentang masa depan karena saya sudah melakukan sesuatu yang <strong>dapat berguna</strong> di masa depan saya.</td>
<td>Almost full of yellow, a half green and blue, one fourth black.</td>
<td>E felt that she got some developments in her. Intentionally or not, she was forced by the condition during her process in Marvy to be problem solver, good person to collaborate with, decision maker, a person who didn’t not follow the stream and more optimistic, about the future. It was all because she believed that she had done beneficial things for her future.</td>
<td></td>
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<tr>
<td>F</td>
<td>Pada saat Marvy terbentuk saya merasa bahwa dengan adanya Marvy ini saya <strong>terdorong</strong> untuk lebih maju dalam mencari <strong>pengalaman berorganisasi</strong> dan juga <strong>berbisnis</strong>. Saya sangat bersemangat atas terbentuknya Marvy ini. Saya juga <strong>memberikan banyak-banyak</strong></td>
<td>Full of red, almost full of yellow, more than a half blue, a half green</td>
<td>F was feeling motivated to work better in getting work experience. He mentioned that business could be handled together with organizational experiences. He had given many ideas to</td>
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</table>
**ide** untuk kemajuan Marvy. Walaupun ada sedikit masalah dalam *pembagian waktu* dalam berorganisasi ini, tapi **banyak jalan** agar Marvy dapat tetap berjalan. Banyak sekali **impian-impiannya** dalam Marvy ini agar dapat terealisasikan.

**G** Setelah terlibat di Marvy, warna biru semakin menonjol, namun dalam hal yang positif. Saya mulai berpikir *fokus* untuk menjalankan bisnis tersebut bersama teman-teman. Warna hijau juga semakin terlihat ketika saya sadar Marvy *bukan hanya sekedar lahan bisnis melainkan lahan belajar*. Saya mulai *terbuka* untuk berpikir secara luas. Dengan adanya *dukungan* dari teman-teman, saya menjadi lebih *optimis* dan selalu *berpikir positif*.


**the progress of Marvy.** He admitted that Marvy faced some problems about time management but he believed that there were more ways to overcome it. He imagined some big dreams for Marvy to be achieved.

Full of blue, green, red, and yellow. Less than a half black color.

**G** described her involvement in Marvy in positive blue color. She started to think more focused to run the business with her friends. Green color was also arisen to be a prove of her awareness of seeing Marvy as a place to learn instead of only business world. She became more opened to think globally. With the friends’ motivation and support, she became more optimistic and having positive thinking.

Almost full of blue, half green, one third yellow and black, little red color.

**H** was in charge in translation division. She had managed some projects of translation and found no problem personally. She was assisted with her friends’ guidance when she found difficulty. In discussion of translation division, she admitted that she was passive. She tended to be a listener who made little participation. Other responsibility of her was to be the treasurer. She honestly said that she was firstly unconfident and worried to hold such position. The great point was that she had willingness to make effort and be optimistic to be a good treasure.
<table>
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<tr>
<td>Two lines of yellow, almost full of green, more than a half blue, a half red</td>
<td>I felt delighted of the idea to build Marvy. She was happy to accept the position of teaching coordinator. Her leadership skill was supported by the trust of her friends so that she felt motivated. The leadership skill was also seen in the way she prioritize her mates in the teaching division controlled with her responsibility. She also took role in the decision making of Marvy by giving ideas/opinions. Sometimes she felt jealous of more jobs got by the other division. However, it didn’t make her suffered. She became more motivated to get more clients. She was proud of being in Marvy. At the end, she optimistically hoped that Marvy would be well-developed.</td>
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<td>ASPECT</td>
<td>NAME</td>
<td>STORY</td>
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<td></td>
<td>B</td>
<td>Tahun depan, saya mengharapkan yang terbaik dari diri saya, terutama dalam hal manajemen waktu yang sulit saya lakukan, kepercayaan diri, dan keaktifan dalam aktifitas menguntungkan lainnya, termasuk di Marvy. Saya hanya ingin lebih aktif lagi dan mengalami pengalaman.</td>
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<td></td>
<td>C</td>
<td>Harapan saya, semoga dari Marvy ini saya belajar banyak hal. Bukan hanya sisi bisnis tapi dalam mengelola perasaan saya. Saya akan belajar lebih terbuka, mau bergaul, lebih fokus jika diberi tanggungjawab dalam banyak hal.</td>
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<td></td>
<td>D</td>
<td>Harapan untuk tahun depan adalah supaya Marvy terus produktif dan menghasilkan banyak karya. Saya ingin kerjasama dalam Marvy juga lebih baik lagi sehingga Marvy benar-benar bisa berkembang dan maksimal.</td>
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<td></td>
<td>E</td>
<td>Harapan ke depan semoga setelah lulus pun Marvy tetap berjalan dan dapat menjadi lembaga pengajaran dan translation yang maju.</td>
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<td></td>
<td>F</td>
<td>Harapan untuk tahun depan agar Marvy dapat terus berjalan dan menjadi organisasi/ lembaga yang</td>
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<td>sukses di tahun-tahun yang akan datang. Saya sangat optimis bila kita dapat bekerjasama dengan baik dan memegang komitmen masing-masing. Marvy akan menjadi sukses sesuai apa yang diharapkan. Saya sangat yakin dengan adanya dukungan dan kerjasama dari teman-teman yang lain, Marvy dapat menjadi suatu lembaga yang sukses di kemudian hari.</td>
<td>more than a half blue, half green</td>
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<tr>
<td>G</td>
<td>Saya berharap tahun depan, meskipun kami sudah lulus, Marvy tetap bisa berjalan. Bahkan lebih berkembang sehingga kami terus berdinamika bersama.</td>
<td>Full of green, red, yellow, and blue</td>
</tr>
<tr>
<td>H</td>
<td>Tahun depan, saya harap Marvy tetap berjalan karena dengan Marvy saya bisa mengasah keterampilan dan kecakapan dalam membangun relasi dengan orang lain.</td>
<td>Almost full of red, half blue, almost full of green, half yellow</td>
</tr>
<tr>
<td>I</td>
<td>Saya harap Marvy akan lebih berkembang. Akan ada perubahan-perubahan ke arah yang lebih baik lagi. Dengan revolusi akhir tahun 2014 ini, saya yakin Marvy akan terus bertumbuh. Semoga lebih banyak job yang kita dapat sehingga uang akan terkumpul dan kita bisa beli lahan untuk membangun kantor Marvy sendiri. Semoga juga terlahir inovasi-inovasi pengajaran agar klien merasa puas dengan Marvy. Semoga Marvy members tetap solid dan saling mendukung. Dan terakhir semoga semuanya bisa belajar dari Marvy ini.</td>
<td>Full of yellow, two lines of full green, a half blue</td>
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APPENDIX E

TRANSCRIPTION OF THE FOCUS GROUP DISCUSSION
TRANSCRIPTION OF THE FOCUS GROUP DISCUSSION

Mr. X: Jadi begini teman-teman kita itu sebagai manusia, kamu mulai dulu deh, sudah jalan sendiri dulu.


Jadi saya jelaskan dulu ya teman-teman, jadi Pak De Bono itu berpendapat bahwa berpikir dalam suatu warna tertentu, yaitu thinking packs itu berperan sebagai metafora pemikiran kreatif dan lentur saat kita berhadapan dengan persoalan tertentu. De Bono mengajukan enam jenis warna sebagai topi atau cara berpikir. Warna-warna pada topi tersebut menegaskan bahwa dalam diri kita terdapat polaritas. Kita memiliki berbagai macam ide atau gagasan yang lengkap dengan berbagai pertimbangan, kesulitan, dan tantangan. Ketika kita memakai topi dengan


All : Jelaaaaas…

Mr. X : Sip..lalu, ini kan panjang, nah anda itu bayangkan di dalam warna tertentu itu anda pikirkan untuk memotongnya, tidak lebih dari panjang ini. Ini kalo optimal banyak sekali ya, katakanlah ini potong penuh itu ya, kemudian kalau anda itu merasa wah ada sedikit warna hijau, lalu ya kira-kira berapa panjangnya, ini dibuat matematis. Tidak ada hitungan matematika tetapi sesuai dengan intuisi anda. Dah jelas ya. Jadi satu kotak warnanya bisa macem-macem, maka kami pastikan ada space untuk keenam warna itu. Kemudian, mau anda berpikir di sini dulu atau pakai narasi dulu atau warna itu terserah, gitu nggih?


All : Iyaa

Mr. X : Oiya ini pasukannya makin banyak lagi…
Mr. X : Kalian tolong silakan berpartner, kamu silakan berpartner dengan orang yang udah dapet penjelasan. Ya kamu saling megajari ya, gak usah dijelaskan lagi? Jadi saling mengajari apa tugas kamu, kalau belum jelas minta dia kasih penjelasan. Jadi silakan ini ada gunting, nanti kalau kurang, kalian ada yang bawa gunting?

All : Enggak e..

Mr. X : Ya nanti tak carikan dulu yang lain kalau kalian sudah mau mencocokkan. Kamu cari partner dengan yang belum..ee yang sudah dapat penjelasan. Oke silakan.

(mengisi lembar refleksi)

Mr. X : Silakan..sambil bisa-bisik yaa

(mengisi kembali lembar reflekski bersama-sama)

(peneliti menjawab pertanyaan teman yang belum jelas)

Mr. X : Udah selesai kah?

I : Tinggal rekap pak

Mr. X : Oke satu menit lagi jam 10.00. Jadi agaknya baik untuk dimulai?

Oke teman-teman terimakasih. Mungkin kita berbicara dengan cara yang seliar mungkin, kita tidak usah terbatasi oleh kotak-kotak ini, karena ini hanya sarana untuk memikirkan perjalanan selama ini bagaimana dan kemudian kita harapannya mau seperti apa. Nah, ini dari kalian satu-satunya itu mencoba untuk
menampilkan, membagikan, misalnya “o saya skillnya begini lho, warna saya seperti ini lho, kenapa? Diceritakan. Silakan. Volunteer?

I : Monggo.monggo silakan

A : Okey, nama saya A. Jadi intinya mungkin tentang warna-warna ini sesuatu yang baru jadi saya belum paham betul, jadi apa yang saya pahami yang saya paparkan di sini. Jadi kan sebelum ada Marvy itu sumber ilmu yang saya dapat tuh secara dominan berasal dari teori-teori yang ada di bangku perkuliahan.

Jadi kebanyakan kan di bangku perkuliahan cuma diajarkan teori, teori, dan teori, pengalaman kita di dunia kerja yang sangat nyata itu sangat minim.

Mr. X : Jadi Marvy itu didirikan waktu kamu semester berapa?

A : lima

Mr. X : Lima ya? Oke, dan kamu mengatakan kalau sebelum terlibat di dalam Marvy kamu lebih banyak memperoleh pengetahuan teoretis dari buku-buku dari dosen-dosen begitu?

A : Iya, Karena juga saya di Marvy berada di divisi translation Itu kan sesuatu yang sangat baru yang di dunia kerja itu, apa ya, kalo misalnya kita di pengajaran kan, saya dulu sih mulai semester tiga saya sudah mulai belajar jadi tutor, ngeles-ngeles privat begitu, tapi kan kalo di dunia translation itu baru, dan itu kita baru dapet ilmu tentang translation itu pada semester lima, dan itu selama satu semester itu menurut saya teori-teori yang dipake di dunia nyata itu sangat minim. Seperti setelah kita belajar di Marvy kita mulai belajar menjadi translator.
itu banyak hal-hal baru yang kita jumpai, kita tidak paham, dan kita harus belajar lagi, dan kita harus bertanya sana sini, tentu saja ada dosen yang bersedia menjadi tutor istilahnya untuk kita. Jadi kita banyak sekali belajar hal-hal baru yang di bangku perkulihan itu kita tidak dapat.

Mr. X : Kalau saya boleh memahami apa yang A coba sampaikan, di Marvy ini kamu mencoba untuk mendaratkan apa yang kamu peroleh dibangku kuliah dengan tantangan nyata, itu yang pertama. Kedua, di Marvy ini kamu menyadari bahwa bekal kamu kurang, begitu ya. Jadi kamu merasa bangku kuliah teoritis tapi tidak cukup membekali begitu ya.

A : Iya.

Mr. X : Baru ketika kamu masuk sungguh dalam dunia kerja yang dalam hal ini adalah translation, kamu tahu betul apa yang benar-benar dibutuhkan dan kamu mengatakan juga bahwa ada sumber-sumber yang bisa kamu ajak untuk menambah ilmu kamu, dosen, siapa lagi kira-kira?

A : Kita belajar bareng dengan teman-teman, jadi kita berusaha kalau ada masalah gini caranya. Gimana kita berdiskusi bareng dengan teman-teman satu divisi.

Mr. X : Oke, jadi disitu saling bantu-membantu ya? Ada pengalaman kolaborasi, ada saling membantu, saling bernegosiasi itu ya? Dan selalu indah gitu ceritanya?

A : Hahahahaha (tertawa)
Mr. X : Oke tidak apa-apa, mungkin nanti kita membuka, menyingkap tantangan kolaborasi itu tadi. Oke terimakasih, untuk sementara kita lihat dari A dlu, mungkin kita sambung dengan teman yang lain dari divisi lain mungkin.


Mr. X : Jadi kamu mempunyai sebuah aspirasi, mempunyai harapan, tapi belum ada wadahnya. Kamu tampaknya mendefinisikan diri sebagai orang yang bersemangat, orang yang serius belajar itu ya? Pengen maju, tapi kok belum ada ruang, itu ya?

I: Monggo siapa lagi, silakan yang lain.


Mr. X: Jadi ada tiga poin dari C, yang pertama C melihat dirinya yang berubah dari apa kemana. Yang pertama orang yang suka menang sendiri menjadi lebih
bisa mendengarkan. Dari yang kurang bagus akhirnya bisa menjadi lebih tenang gitu ya. Bisa warna biru kayaknya. Kemudian yang ketiga tadi..

C : kurang percaya diri


Mr. X : Divisinya apa?

D : Translation.
Mr. X : Oh sama dengan A ya?


Mr. X : Jadi saya menangkap dua hal penting. Yang pertama kamu mau menegaskan bahwa diri kamu yang moody itu akhirnya belajar untuk mengolah perasaan, mengendalikan emosi, karena tampaknya kamu menyadari bahwa kamu harus bisa membedakan pekerjaan yang harus dikerjakan dan emosi. Kamu menyadari pekerjaan itu lebih bermakna ketika ada dorongan emosi. Kamu mengakui itu tetapi kadang-kadang emosi atau mood ini datangnya seperti cuaca, kamu menyadari itu. Nah Marvy memaksa kamu tidak punya pilihan lain kecuali
untuk mengelola perasaan sehingga kamu yang menentukan bukan kamu yang
ditentukan oleh cuaca. Saya kurang lebih benar nggak?

D : Bener kok Pak, bener.

Mr. X : Oh benar. Lalu yang kedua itu sebenarnya lebih merujuk pada,
ketertipuan itu lebih merujuk kepada aspek pertama tadi. Bahwa kamu berusaha
mengendalikan perasaan. Ketika terpuruk itu akhirnya, itu adalah bagian dari
proses. Kamu melihat bahwa hal yang salah dan keliru itu bukan sesuatu untuk
ditangisi. Bahwa keliru, salah, nyasar itu bagian dari proses. Nah itu saya pikir
merupakan nilai-nilai yang sebenarnya ditawarkan dari proses entrepreneurship
yang kalian telah terlibat selama berapa tahun ini? Setahun ini ya? Baru setahun
kok sudah banyak ilmunya ya? Tapi gini teman-teman, kalau kalian merasa perlu
tidak jujur tidak apa-apa lho sebenarnya, gitu ya? Karena saya berusaha untuk
menangkap sekaligus ini bagian pengolahan data juga. Jadi FGD itu kan
hakikatnya untuk mendapatkan persetujuan agar data-data atau informasi
pengetahuan yang kita peroleh itu mendapat validasi dari teman-teman. Kalau
saya ternyata agak mengklaim anda boleh mengkritik, sehingga data yang ada itu
nanti benar-benar merepresentasikan apa yang benar-benar teman-teman rasakan.
Gitu ya intinya ya? Sehingga inilah yang namanya proses penelitian yang
demokratis. Qualitative inquiry itu arahnya kesana. Hasil-hasil pengetahuan
itupun dishare bukan hanya milik peneliti tapi peneliti berusaha untuk
merepresentasikan suara anda, dan anda berhak untuk berkontribusi. Itulah kenapa
kegiatan ini dilaksanakan. Oke baik, terimakasih. Yang lain?

Mr. X : Oke, saya juga menemukan dua hal. Kamu mendekati B, dalam arti, dan juga A sebenarnya, cara pandang kamu melayang-layang, teoritis, jadi semakin ada kesamaan, ada pola yang sama. Jadi tema besar kalian itu membutuhkan sesuatu yang hands on mendarat down to earth dan Marvy menjadi peluang yang baik untuk itu, itu satu. Yang kedua, hal yang baru yang kamu katakan, ini agak sedikit dekat dengan C. Kamu mengenali diri kamu sendiri sebagai orang yang

F : Jadi sebenernya kalau sebelum ikut Marvy itu saya tidak pernah memikirkan bisnis, saya fokus kuliah aja. Ngapain sih mikirin bisnis, ngapain sih mikirin uang. Pas ada rencana untuk membentuk Marvy itu kayak semangatnya keluar, rasa bisnisnya keluar, walaupun belum punya pengalaman tapi pasti terbentuknya ini saya bisa dapat banyak hal, mulai dari pengalaman kerja, berorganisasi, bekerja dalam team, jadi pas saya terlibat dalam Marvy itu saya sangat terdorong sekali untuk maju, walaupun ada kasus penipuan tapi tetap gimana caranya agar Marvy bisa berjalan terus kedepannya. Walaupun kita masih terus berpikir gimana caranya agar Marvy bisa sukses. Walaupun kadang ada rasa pesimis juga karena kita gak tau apa yang akan terjadi kedepannya. Tapi saya punya harapan bahwa kedepannya kalau kita saling membantu dan men-support Marvy akan terus bertahan.

Mr. X : Saya melihat kamu gaya bicaranya sudah mewah. Apakah kamu merasa ada perubahan gaya bicara?

Mr. X: Oke, kamu jadi mendapat semangat entrepreneurship ya? Kamu berusaha untuk lebih dari apa yang biasa kamu lakukan. Saya tidak mengenal kamu secara pribadi dan sebelumnya juga, tapi kalau pengakuanmu itu betul saya nggak tahu apakah teman-teman juga merasakan gayanya yang berubah itu.

All: Iya. Hahahahaha

D: Iya ada semangat yang berbeda. Emmm, gimana ya. F yang biasanya sama F yang di Marvy, yang juga sebagai wakil ketua makanya mungkin adanya perbedaan itu ya. Ada perbedaan itu ya, yang cukup signifikan. Yang biasanya malu tapi when it comes to Marvy, dia mencoba membangkitkan semangat kita, bisa menyemangati orang lain. Dia try to be a good leader buat kita.

Mr. X: Oke, jadi di validasi bahwa terjun ke kegiatan profesional itu mengidentifikasi peran-peran kepemimpinan. Nah karena memang berbicara tentang entrepreneurship kita harus melihat langsung sang ketua ini.

I: Wakil Pak. Ketuanya A.

Mr. X: Oke A. Menurut kamu gimana?

bukan orang yang perfect buat jadi good leader. Karena tanggung jawab yang sangat besar ini ya saya banyak belajar dan banyak berubah, misalnya saya belajar gimana cara menangani banyak sekali individu dengan sifat-sifatnya yang berbeda, dan itu bukan hal yang mudah, seperti contohnya, kan setiap individu memiliki kesibukannya sendiri-sendiri dan setiap kali kita merencanakan waktu untuk berkumpul bersama berdiskusi bersama itu sangat sangat susah. Dan kadang saya harus tanya secara personal, kamu bisanya kapan, kamu bisanya kapan itu semakin lama semakin semester kita semakin semester ke atas itu semakin sulit buat kita menyediakan waktu untuk bertemu. Dan juga kadang banyak sekali masalah yang harus dihadapi, ada yang klien belum ngasih uang dan itu itu saya harus terjun langsung untuk menghadapi itu, dan itu bener-bener suatu pengalaman baru untuk saya.

Mr. X : jadi kepercayaan dari teman-teman itu juga mengubah identitas diri? Gitu?

A : Iya, saya tuh dulunya juga gak...bukan orang yang selalu aktif, bukan orang yang ekspresif, juga misalkan ada rapat, saya berada di suatu organisasi terus ada rapat atau apa, saya tend to be pasive aja, cuman diem, dengerin, apa.. tapi karena disini saya sebagai ketua jadi kalo ada rapat atau apa saya harus memimpin jalannya rapat itu dan saya harus mengemukakan ide-ide dari temen-temen semua, terus mencari solusi kalau ada persoalan, jadi saya dituntut untuk menjadi lebih aktif
Mr. X : Dipojokkan, dipaksa, tapi kamu nyaman. Atau justru malah bangga dipaksa?


Mr. X : nah, lalu, kita masih punyawaktu 40 menit, dikit lagi. Dan masih kalau tidak ada 3 orang yang belum bercuit, mungkin kita akan melihat, karena saya melihat hampir kesemuanya itu tema-temanya sudah terangkat. Yang menjadi pertanyaan lebih lanjut dari saya, “Adakah hal-hal internal satu sama lain yang menciptakan gesekan?”

Ini tentu saja sangat sensitif, dan yang paling umum ketika suatu tempat, tapi ini saya bukan menyoroti kalian berdua, dan suatu pekerjaan itu ada couple gitu di suatu kelas kalo ada kondisi yang menyebabkan mereka itu harus terpisah itu nanti akan merusak suasana. Karena relasi dua orang itu akan mempunyai dampak yang sangat luas. Lalu gini, uniknya begini, karena ini realitas dan ada nyata, dan saya minta maaf karena pertanyaan ini sangat sensitif tapi sangat penting bagi kita memahami adakah suatu situasi dimana ada fiksi dan agaknya kalian mau keluar dari sini. Dari sisi luar, saya melihat solidity tapi lalu tidak berarti semuanya itu harus indah. Mohon maaf saya mengajukan satu pertanyaan yang sangat sensitif. Saya beri rentang waktu, tapi kalau tidak kan masih ada 3 orang yang belum ngomong.
I : Yang bersangkutan mungkin

G : Iya, itu kan sebenarnya masalah pribadi di dalam forum, jadi di dalam Marvy ini karena saya yang bersangkutan saya tuh selalu berusaha untuk profesional, saya juga bilang ke..yang di sana (melirik F) (tertawa bersama) apapun yang terjadi di antara kita di dalam Marvy kita coba profesional, walaupun tampangnya masih ada badmood badmood tapi kita nyoba untuk professional.

Mr. X : Coba dikroscek ke yang bersangkutan juga, komitmen ini satu pihak atau dua pihak? Ya gimana teman-teman yang lain?

G : Ini kan kita yang mendirikan sendiri Marvy, jadi jangan sampai kita sendiri yang mengacaukannya gimana caranya kita tetep terus jalan di luar masalah pribadi.

Mr. X : Nah teman-teman yang lain bagaimana? Apakah klaim dua orang itu bener?

All : Beneer

A: Jadi sharing aja ya pak. sebelumnya kan ada 3 divisi, lalu dilebur jadi 2 divisi pengajaran sama translation yang di translation kan tambah banyak manusianya, nah kalo di duniakerja nyata kan kita harus bener-bener profesional dan produk kita bener-bener kita berusaha untuk mengeluarkan produk yang berkualitas, sebisa mungkin kita lakukan apa yang terbaik dari kita, sehingga produk yang kita keluarkan berkualitas. Nah ini kan karena Marvy ini didirikan pada awalnya karena kita semua temen, jadi kalo misalnya teman antar teman kadang-kadang ada rasa segan waktu kita ber.. apa ya? bekerja dalam suatu kelompok. Tapi kalo ini hal ini kita bekerja dalam suatu kelompok tapi kita sudah berani mencoba di dunia kerja nyata itu kan risikonya besar sekali. Nah ada satu anggota itu kan kalo secara mayoritas kita melihatnya itu kemampuannya masih kurang untuk keluar gitu lho, dieluarkan di dunia kerja nyata, dan sebenarnya kita pada awalnya befikir bagaimana caranya untuk tetap mempertahankan dia tapi juga mempertahankan kualitas kita, karena salah satu orang ini cukup.. gimana ya cukup menantang untuk kita hadapi, misalkan saja sedikit cerita, dia kan satu kelompok SPD sama saya, nah itu waktu mengerjakan laporan kan kita harus membuat laporan yang pertama untuk di kelas SPD yang satunya untuk klien kita. Nah yang unutk di kelas SPD kan kita buatnya dalam bentuk bahasa Inggris, untuk klien kita dalam bahasa Indonesia, dan kita sement bagi untuk beberapa parts untuk diterapkan ke bahasa Indonesia, dan entah kenapa kerjaannya dia itu pakai google translate kacau banget dan itu sempat membuat kita semua shock, dan itu artinya kita semua harus kerja lagi. Nah kalau hal seperti itu diterapkan dalam dunia kerja nyata kan otomatis itu akan berdampak sangat besar
bagi Marvy sendiri, dan kita sempat berdiskusi dengan teman-teman bagaimana

caranya, akhirnya kita menemukan sebuah cara, yaitu kita membuat suatu aturan
baru dimana setiap translator yang telah selesai dengan projeknya diserahkan
kepada editor, dan editor itu bertugas untuk mengedit pekerjaannya dia, dan kalo
misalnya pekerjaannya yang mentranslatenya itu kacau maka ada sitem-sistem
tertentu yang menangani bahwa produk ini jangan dikeluarkan dulu, yang
dikeluarkan yang sudah diedit dengan benar. Dan nanti juga ada editing dan
proofreading serta dengan cara itu orang yang kurang ini tadi dia bisa lebih
meningkatkan idenya terlebih dahulu sebelum dia bisa keluar di dunia kerja nyata
dan kita juga bisa mempertahankan dia,

Mr. X : akuntabilitas di internal party? Untuk mengembangkan dia begitu ya.

A : iya seperti itu

Mr. X : Saya pikir ini sudah temuan yang baik dan perlu diungkap, karena dari
tadi itu kan lebih ke happy-happy gitu ya, yang menjadi tantangan menarik ketika
kita masuk dunia kerja adalah bagaimana kita berhasil menyambangi pandangan
seperti ini. Yang happy story kan tadi ketipu 4,6 juta ..ohh itu ga happy ya hhe. Itu
ada lesson yang jelas oke kita nanti mempunyai satu harus punya mekanisme yang
lebih baik, lalu itu ada sttandar SOP ya? Standar Operating Procedure yang akan
kalian kembangkan. Kemudian dari sisi relasionalitas internal, kalo eksternal kita
bisa misuh-misuh and that’s the end our story, and we can do something about it
later on, but in somebody inside that will be very crucial many times karena kita
ikut menjadi curiga. Saya ingin mendengar lebih banyak terutama bukan hanya
sekedar itu salah dia, bukan itu, tetapi bagaimana kalian sendiri bisa menggunakan itu moment untuk belajar. Tadi ada dua tadi, momentum yang pertama tadi kalian membuat aturan main agar kalo untuk proyek besar kita harus ada pilihan, seperti yang tadi sudah disampaikan kemudian kalo yang untuk internal kalian akan mempertahankan quality control dengan sistem yang editorship lalu ada quality control sebelum dikeluarkan, lalu kemudian juga bagaimana kemudian harapannya yang anggota kita seperti itu bisa mengambil seperti itu. Tapi saya yang masih bertandatanya “kesepakatan-kesepakatan itu diwadahi dalam apa? ADART? Pernyataan standarlayanan? kalian sudah berpikir sampek sana belum?”

G : Sudah, sudah ada ADART kan kita dari awal berdiri sudah membuat ADART, sudah ke notaris, sudah tanda tangan semua anggota Marvy.

I : Dan setiap ada keputusan rapat itu kita selalu membuat notulensi. Jadi apapun hasil rapat itu tercatat itu ya apapun keputusan dalam hasil rapat itu selalu kita catat.

Mr. X : dan salah satu formulasinya adalah bahwa seluruh pembicaraan formal resmi tercatat begitu ya. Oke, jadi di PBI ini terjadi pencapaian luar biasa. Ini juga dukungan, basisnya pelayanan. Baik yang di sebelah sana silakan meneruskan.

H : Dari saya, nama saya H. Dari saya belum terjadi permasalahan yang besar. Tapi ada kekhawatiran dalam diri saya. Saya orangnya pasif dan cenderung hanya mendengarkan karena selama ini saya tidak pernah ikut kegiatan acara di kampus. Jadi kalau ada yang berbicara saya hanya diam mendengarkan. Takut ada gesekan sih tapi sebenernya ada keinginan dari saya untuk berani berbicara. Saya


Mr. X : Tidak apa-apa, itu pilihan dia untuk terus berkembang atau terhenti karena alasan tertentu. Jadi kamu mencoba melihat Marvy dari dua sisi ya. Ada glow side tapi juga ada dark side nya, kalau dilihat dari warnanya itu kuning tetapi

I. Terimakasih dan semoga kalian terus sukses ya.

All : Amin


All : Sama-samaa