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The Role Of The Cooperative Economics Subject To Develop The Character And Interest In Cooperative Student Of The Economics Education Major, Faculty Of Economics And Businesss, Makassar State University

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Abstract

This article is a study of Cooperative Economics which aims to examine more deeply regarding the role of cooperative economics in fostering or cultivating the character and interest in cooperatives for students of the Economics Education Study Program, Faculty of Economics and Business, Makassar State University. The results of this study discuss the role of cooperatives in cooperative economics courses for students of the Economics Education Study Program, Faculty of Business Economics, Makassar State University, where through this cooperative economics course it is hoped that they will be able to foster character and interest in cooperatives, especially those at Makassar State University. So that cooperatives at Makassar State University can provide a role and place for the community's economy.

Keywords: Education, Economy, Cooperative, Character, Interest.

INTRODUCTION

In this era of disruption, universities in Indonesia are facing opportunities and problems brought about by changes in society, especially in the rapidly growing use of digitalization. The community has reasons to be optimistic about the benefits of higher education in responding to various problems faced by the State of Indonesia. In addition, tertiary institutions have problems and adjustments that need to be organized and made in order to adequately fulfill their future responsibilities, which include learning, development, and research that benefits society.

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Education about cooperatives is important as a basis for educating people and making them aware of the importance of the role of cooperatives. Cooperative learning materials are delivered in primary and secondary schools. In tertiary institutions, cooperative learning becomes more specific with courses that study cooperative economics itself. Cooperative economic learning in the Economics Education Study Program, Faculty of Economics and Business, UNM is obtained by students in grade 6 (six). Where in cooperative economic learning the learning method used is the lecture and discussion method. When learning takes place, lecturers not only provide material on cooperative economics but also need to include character education in cooperative economics learning. This is because information technology that is increasingly advanced must also be accompanied by students who have good character, because students are the next generation of the nation, so they are able to have powerful filters to filter various types of information.

Through a cooperative learning approach, information about cooperatives is provided. According to Khairani (2013), the learning process consists of "Assistance provided by educators (lecturers) so that there is a process of acquiring knowledge and knowledge, mastering skills and character, as well as forming attitudes and beliefs in students, enough for initiative, creativity, and independence according to interests, talents, and physique.

The importance of character education in the classroom is so that children understand right and wrong, feel which values are good, and get used to living according to these values. Sujana (2014) emphasized that character education must include more than just moral knowledge. However, one must also act morally and feel morally. A nation with character can be built mostly by educators. Therefore, it is important for educators to be skilled at practicing human ethical ideals, have a positive self-image, have a strong work ethic, and have high commitment. In addition, systemic and serious life arrangements are needed to create a nation with these characteristics. Integrating character education into formal education in schools, non-formal education in the community, and family education are all efforts that can be made to build a nation with character.

Character education, which must always be included, is very closely related to cooperative economic learning. Students' curiosity about the world of cooperatives can be stimulated by receiving a comprehensive education in the field of cooperative economics. According to Pataro (2016), an effective character education approach that connects students with the wider community and gives them the opportunity to take moral action is of particular concern.

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Every student's interest in cooperatives comes from internal and external causes, and support from someone can have a significant impact, according to Trisnawati (2017). When making a decision that will affect someone's interests, whether you like it or not, this help can come in handy. One will succeed in this field if one has the necessary skills and passion. The same thing will happen if a student learns about cooperatives and gets help from character education, because this will trigger their desire to work together to build the economy. Therefore, the mastery of cooperative economics requires more than just academic knowledge; it also requires methods and field research on cooperatives in local communities.

Students are expected to understand cooperative economics through this learning process, as well as reactions to cooperative prospects and interest in joining cooperatives. There are rules to produce an effective and efficient learning process, so it should not be done haphazardly.

RESEARCH METHODS

While research is the work of a researcher (researcher) which is carried out systematically according to standard methodologies, techniques are the means used to achieve goals (Wekke et al., 2019). This study uses a qualitative methodology. Language practice is a major subject of qualitative research, which includes interviews, field notes, focus groups, discussions, seminars, and academic articles (macLure, 2013). To provide a comprehensive explanation of the findings, this research uses a qualitative descriptive methodology.

RESULTS AND DISCUSSION

Student Cooprative

There are cooperatives run by students in tertiary institutions, including universities and institutes. To serve and meet the needs of students in various secondary schools, this is done. Student Cooperative (KOPMA) is the designation for cooperatives in higher education. A hub for the study and advancement of science is higher education. As a socio-economic movement, cooperatives are participants in the process of social change itself. The linkages between cooperatives and industrialization initiatives carried out as part of development are also studied by student cooperatives as student cooperatives whose education at tertiary institutions also prepares them as agents of future development.

Student cooperatives are socially conscious businesses that promote cooperative principles for the benefit of their members and the overall well-being of a country. In student

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cooperatives, only students are involved. Students take on the dual role of subject and object. The main movers and organizers of KOPMA are students as subjects. While this is happening, cadre students develop into strong operational managers with specialized managerial skills in their fields. The problem of the cooperative movement is expected to be resolved by collaboration between universities and cooperatives. KOPMA needs to develop its self-reliance and catalyst capacity to achieve its goals. There are two main issues that must be addressed to achieve cooperative independence: managerial skills and independence in managing and distributing resources, including money and personnel (Anoraga & Widiyanti, 2019).

Student cooperatives are workplaces where students can study and work, because they can take the lead in building cooperatives in society after receiving their university degrees. In addition to organizing cooperative seminars, managing business units, managing member savings, and other activities aimed at the welfare of members, KOPMA has the responsibility to teach students who are members of KOPMA how to run a business, work together, and learn entrepreneurship (Tamam, 2016). In addition, student cooperatives inspire their members to act strategically and force themselves to make improvements. According to Schiffman and Kanuk (2008), what drives people to act is their will (Aziz, Mursid, & etc., 2020).

Student cooperatives are organizations in which there is education and training that focuses on targets, this is in accordance with the opinion that the term education and training must be understood as a type of organization of the educational process in various ways, methods and forms of organization, modes of social exchange. Specific, educational information content, special means of social exchange, educational information content. , a certain psychological climate, and by ensuring opportunities for target-oriented education (Gordashnikova, Fedorchuk, & Cheku).

Understanding social change, technological progress, the growth of cooperatives, the ability to communicate with both universities and cooperatives, and the capacity to create models of study and development, are all necessary for KOPMA to become a catalyst (Anoraga, 2019: 205). Making student cooperatives a forum for cooperative knowledge is also intended as a forum and means for students to learn how to run a business because student cooperatives already exist. It is hoped that this student cooperative can help students develop an entrepreneurial mindset (Thoharudin & Suriyanti, 2017).

A program to encourage one's entrepreneurial spirit through the practice of business activities is called a student cooperative. Student cooperatives profit in the form of commodities and money on behalf of their members to benefit them. The most significant benefit is the

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psychological benefit (spiritual attitude), which includes:

1. Learn to work cooperatively with classmates
2. Learn to consider and deal with common interests
3. Develop a disciplined lifestyle.
4. Develop the ability to follow certain rules.
5. Establish and adhere to general rules.
6. Develop an honest lifestyle
7. Develop acts of sincere service to the community.
8. Develop a responsible lifestyle
9. Be aware of cost and product quality
10. Understand where to find products with proven quality and affordable prices.
11. Develop a sense of optimism and self-confidence (Suhendi, 2002).

This activity is intended so that students can develop a sense of independence, entrepreneurial spirit, and motivation so that they want to try experiences in the world of entrepreneurship. It is intended that as more students start businesses during their college careers, they will retain those companies after graduation to result in lower employment and unemployment.

There is a work program at the company which is a schedule of tasks that must be completed in order to meet organizational goals. The members deliberated as they worked out a work schedule. There are long-term and short-term work programs because they are made with a certain time frame in mind. Long-term work programs indicate that the tasks at hand require a lot of time to complete. A limited period of time is required to complete a short term work programme. To achieve the vision, goals and work programs of the organization, all existing human resources must be utilized optimally (Sutiksno & et al, 2020). Organizations, people, and personnel departments can all benefit from human resource development programs. The benefits of training and development, according to M.J. Tessin:

For organizations

1. Increase knowledge,
2. Improve work morale,
3. Identify organizational goals,
4. Develop the image of the organization,
5. Increase interaction between superiors and subordinates,

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6. Resolving conflicts, as well as increasing productivity and quality of work are only a small part of the benefits.

For individuals

1. Facilitate improved decision making and problem solving
2. Internalization and operationalization of work motivation, success, increased responsibility, and growth
3. Reducing anxiety when taking on new responsibilities
4. Crease self-development and self-confidence.
5. Helps in better decision making and problem solving.

For staffing

1. Improve communication between groups,
2. Creating a sense of togetherness in the group,
3. Making the organization a pleasant place to work and live were its goals (Utama, 2020).

The Role of Student Cooperatives

Student cooperatives, which have developed since their establishment more than 20 years ago, were first designed to provide a platform for students to learn about cooperatives in practice rather than just reading and studying them in lecture material. True cooperative cadres can be developed in student cooperatives. Student cooperatives can play a very important role in the growth of the people's economy, especially cooperatives, given the distinctive characteristics of the younger generation as individuals who are active, inventive and idealistic. That is :

1. A place for transforming cooperative values in an effort to improve the lives of members and the welfare of the country.
2. Institutions with professional, ideal, inventive, and constructive cadres.
3. An organization that promotes sound economic principles and acts as a catalyst in a favorable environment.
4. Economic institutions with a social perspective work to promote people's welfare and the nation's economy.

Functions of Cooperatives Cooperatives are businesses run by people with low financial

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resources. In addition to having economic goals, cooperatives also have social goals. Cooperatives in this industry complement each other and are closely related to the cooperative model. The following are some specific examples of how cooperatives play a role in the economy:

1. Cultivate a more humane business motive,
2. Creating a fair business profit sharing system,
3. Providing goods and services at low prices,
4. Increase member income,
5. And teach students how to manage money wisely, consume moderately, and live a simple life are just a few goals.

Meanwhile, the function of cooperatives in the social sphere is very closely related to the values and values they adhere to. The following are some of the social functions of cooperatives: teaching their members how to work together, how to give themselves, how to create a calm and peaceful student life, and how to support a democratic social order (Sumarsono, 2017).

According to M. Hatta, drafter of Article 33 of the 1945 Constitution, cooperatives are a pillar of the national economy because as stated in Article 4 of Law Number 25 of 1992 concerning Cooperatives, Article 33 of the 1945 Constitution views cooperatives as the National Economy:

1. 1. Cooperatives form attitudes in one way.
2. 2. Due to the communal structure of cooperatives, the interests of the community must take precedence over the interests of individuals or small groups.
3. Indigenous Indonesian culture is explored and used to establish cooperatives. Cooperatives reject every idea associated with individualism and capitalism.

Sri Edi Swasono (1985) explains in more detail why cooperatives are the foundation of the Indonesian economy, namely:

1. The place to receive political messages from the colonized people, whose economy is underdeveloped and governed by the colonial economic system, is the cooperative movement. Cooperatives generate common interests and help each other in increasing welfare and productivity.
2. Cooperatives are a form of business entity that not only supports but also upholds and strengthens the ideals and culture of Indonesian nationalism. Cooperatives will prosper because of the nation's cooperative character.

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3. Small economic groups (natives) must be supported in cooperatives.
4. Cooperatives are socially conscious economic institutions. Apart from residing in state-owned business buildings (BUMN), government offices, and educational institutions, cooperatives can also reside in privately owned business buildings such as PT, CV, Firma, and others.

Cooperatives are the best way to realize the Pancasila Economy, especially because they meet the needs of society and the principle of kinship. The center of people's success lies within all cooperatives.

Student Cooperatives Form Character and Interest in Cooperatives

Etymologically, the word cooperation comes from the English word operation, which means work or effort. Cooperative means working together or striving for a common goal, according to one interpretation. Cooperatives are generally understood as groups of individuals who voluntarily increase their economic welfare by forming economic organizations and managing them democratically. Based on the idea of gotongroyong, Munker defines cooperatives as organizations that help each other in carrying out “business management” collectively. Exercise in business matters exclusively focuses on economics, not as friendly as it implies in joint collaboration. A cooperative is a type of business in which the owners or members are also the main customers or clients. The identifiable evidentiary rule of a special unit is the character standard of the owner and administrative client of the special unit administration, who are like-minded individuals.

Useful standards include: (1) Intentional and open participation; (2) the Council is conducted fairly; (3) Distribution of excess business results is carried out fairly by taking into account the amount of business administration for each division; (4) limited compensation arrangements for capital; (5) Freedom; (6) Fun training; (7) Between pleasant cooperation.

Business ventures are a positive mental disposition in seeking to help, to take the creative drive and courage to face challenges and stick to the rules of pleasant character, in understanding the satisfaction of genuine needs and expanding mutual success. A business visionary is an individual who breaks apart the current financial framework by inventing new workforce and products, by creating new types of associations or inventing new unrefined substances. The meaning of business ventures according to Hisrich is "Business ventures are the most common way to create something else by respecting the time and effort it takes, hoping

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to get away with the monetary, mental, and social stakes and get the ensuing reward of financial and individual fulfillment and freedom" . Scumpeter only characterizes the business person as an individual fortitude to face the challenges of starting a business in various events. Dare to face challenges means having a free mindset and considering starting a business, without being overpowered by fear or anxiety even in doubtful circumstances. Pioneering exercises can be completed alone or in a group. A businessman for him is constantly trying to find, exploit, and open the doors of profitable business. An essential rule of significance is that business requires individuals who are inventive, imaginative, restrained, have innovation, think of new things and do new things or make new and various things (think new things and do new things or make new and various things).

The advantages of independent work as shown by Thomas W. Zimmer, et. Al. is to provide valuable open doors and opportunities to control one's self-determination, to provide opportunities to make changes, to provide opportunities to reach one's maximum capacities, to provide opportunities to reach one's maximum capacities, to have potential opportunities to acquire ideal advantages and to have valuable opportunity to take on a functioning part in the public eye and get rewarded for their efforts, having the potential opportunity to achieve something you are passionate about and cultivate a sense of stupidity in doing so. Meanwhile, Stoner Burch debates the financial effects of business, particularly creating positions, working for personal satisfaction, widening the spread of salaries, using and preparing assets to improve public efficiency, expanding government assistance through levies.

To be able to develop a business venture mentality, it is not enough just to focus on class, training or preparation is needed. Educational experience has an influence on increasing interest in doing business among students. Likewise learning exercises provide an expansion of knowledge that has an impact on mental, psychomotor abilities and perspectives at work, so that this model is considered appropriate to be used in work for the interests of active students.

Business people or business people can be grouped into four groups, namely:

1. Business actors, separated into 2, namely a) Business owners are the maker and owner of the business; b) Skilled businesspeople are people who have entrepreneurial powers but practice them in other people's organizations.
2. Government Business Visionaries, especially individuals or groups who lead and supervise state agencies or government offices with innovative spirit and capabilities.
3. Visionary Social Business is the pioneer behind leading social associations
4. Collect public assets to carry out social enterprises that they believe in.

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5. Scientific Business Visionary, this describes a scholastic who teaches or oversees an educational institution by example and pioneering style while adhering to a respectable training objective.

Interest in Student Cooperatives

Individual superiority in cooperatives can be seen from the impression of administrative superiority and carrying out buying and selling transactions in cooperatives, considerations regarding cooperatives, the willingness and attention to be associated with every agreed movement and mastering useful activities. If people who are useful already have a high interest in their comfort, these people will effectively participate in encouraging cooperatives and cooperatives to be more developed.

Low knowledge about cooperatives will affect the responsibilities of authority, what's more terrible, individual and student interest will decrease, thus hindering the achievement of pleasant achievements. This responsibility does not only mean dedication but includes functioning relationships between people of the community so that people give something of themselves to help that helps in making progress, that is by participating actively in using the services available in the community and going to community. Annual Section Meeting (Rodent).

The responsibility of individuals in associations to learn cooperatives is a long and constant cycle. People who have a high obligation to associations will have good sentiments towards associations, where they show a desire to participate in associations, have strong beliefs and recognition of the quality and goals of associations and will give everything for associations. (Sopiah, 2008). This is actually meant that if a party has a high obligation towards its assistance, then the person will realize that they are the owner and client of the agreement so that the insider's benefit from participating effectively is higher for beneficial results.

The emergence of student cooperatives also greatly influenced the advantages of students in being individuals. Cooperatives are undoubtedly the mainstay of the community's economy as they are often called, cooperatives are believed to be a financial super power and surpass the strength of the other two monetary entertainers. This is reflected in the duties of student cooperatives which apart from being a tool to increase personal satisfaction for students and the community, are also a tool to strengthen and seek government financial assistance for students and the community. The existence of student cooperatives as described above is inseparable from the duties of HR (HR), namely the heads where they work and give all their abilities to carry out maximum performance in accordance with what is expected by the

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community during the Rodent so the community feels happy with the existence of student cooperatives and can invite other students to become members of the student cooperative.

The benefits of cooperatives, especially student cooperatives, are also persuasive in attracting the community because the benefits of the community in cooperatives are alluded to as a pleasant impact. Röpke (1992) defines two parts of the positive impact, namely cooperatives must be able to survive against competitors and must be able to move individuals to participate in achieving achievements. The impact of student cooperatives will not happen by itself, but is created and fought for by the administrators of student cooperatives. Individuals will be interested in becoming useful individuals because they will benefit from being useful (Mahri, 2004).

Interest is also influenced by the nature of administration. Cooperatives can expand their individual investments by offering the best assistance to their individuals. As a result, we really wanted a client-located idea where the cooperative concentrates on consumer loyalty. The efforts made by cooperatives to meet consumer satisfaction with good service quality are actually not in accordance with the assumptions desired by individuals. In fact, individuals may not be guaranteed the fulfillment they expect.

The fulfilment felt by individuals depends on their view of the assumptions and the nature of the administration provided by the agreement. If the client's assumptions outweigh the nature of the administration obtained, the customer is disappointed. And conversely, if the assumption is the same or simpler than the nature of the administration obtained, the client will be satisfied.

Good service quality can also be used as a tool to attract as many clients and individuals as possible, so that the goals set can be achieved. Client disappointment can arise as a result of data cycles in assessing a favor. Clients and planned individuals will use the data over a wide period of time to see which administration is delivering the benefits they expect.

From the factors above which include useful training, hierarchical responsibilities, fun implementation, views on the benefits of cooperatives, and then pleasant administration can influence students' benefits in becoming members of student cooperatives because interests affect human life, as well as in a comfortable life. As a result of participation being voluntary and open to all residents, one can imagine that there are still many assisting communities that do not meet the quality requirements to become members of the community. Many friendly individuals basically participate or because they will understand choose not to seek individual improvement and reasons given the attention expected as individuals from helping (Widiyanti,

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2002:199).

Perceived Benefits of Cooperatives

Cooperatives are attractive if they can provide financial benefits to their members (Ropke, 2003). Individuals will be interested in becoming individuals from cooperatives because they have the insight that they will benefit from joining cooperatives. If the benefits to the individual are very large, then the support from the helping party will be high. Cooperation can be described in 3 ways:

1. Cooperation of individuals in donating or preparing their wealth.
2. Individual cooperation in simple decisions (arrangements, implementation/implementation, assessment).
3. Individual cooperation in taking advantage.

Individual support in donating their assets, one of which is raising capital, provides an open door potential for cooperatives to produce labor and products, run associations, and buy offices or means of creation. Thus, the greater the useful capital, the greater the opportunity for those who agree to expand their business scope so that it will further support the nature of administration or increase the volume of their business. Support in navigation and surveillance will encourage friendly administrations to be more capable and increase their commitment to beneficial interests. This interest is recognized through administrative improvements, for example organizational and accounting tidiness and compliance, deliberate distribution of SHU and instrument responsibilities, systematic rewards for lecturers who stand firm on a cooperative footing and in holding meetings with individuals. Individual support in taking advantage, in particular by using every office and framework and administration provided by government assistance that helps the individuals.

Of the three types of support arrangements above, makers focus on interest in rewarding benefits, in which individuals want to participate if they get a positive correspondence from what is pleasurable, such as the price of goods being lower than the price of outside products. good assistance, care and administration from the administration or from different individuals in assisting and obtaining SHU according to their cooperation in approval and administration in the field of selling raw components and in the field of reserve funds and advances provided by cans. Helpers provide more benefits due to sufficient methodology simple, requirements to offer soybeans to the public more effectively, capacity in portioning and portion timeframes are not

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too short and interest is lower.

Conclusion

Cooperatives have an important role for students of the Economics Education Study Program, Makassar State University. Where with this cooperative students have the knowledge to cooperate so that they can advance the existing cooperatives at Makassar State University and will influence students' interest in cooperatives. In addition, cooperatives are also attached to character education in which the character of cooperatives is the same as the character of the Indonesian nation. So that if learning about cooperatives and character education can merge into one, student interest in cooperatives will emerge.

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