

## **The Role of Online Food Selling Students through Social Media in Supporting the Entrepreneurial Creativity Program**

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### **Abstract**

In addition to attending lectures to become Human Resources with academic knowledge (academic knowledge), management skills, and communication skills, students are also expected to have skills and creativity in the field of entrepreneurship in order to become graduates who are productive, superior, competitive, adaptive, flexible, and productive. In the present world of technology and information, social media use cannot be isolated from pupils. Since 2020, the lecture process has been conducted online, especially in light of the COVID-19 pandemic; social media is not only used for entertainment, but also as a source of knowledge information in lectures; and online media is also used to sell food made by students as a form of creativity with economic benefits. (1) The students' motivations for engaging in the entrepreneurial innovation program were Self-Development, Earning an Income, and Independence. (2) Due to the covid 19 epidemic, the Entrepreneurship Team distributes items through social media: Facebook, Instagram, and YouTube. Payment via COD and M-Banking systems, making it simpler for purchasers since they don't have to leave the home (3) Productive and Economic Roles of Online Food Selling Students Via Social Media in Supporting Entrepreneurial Creativity Programs. Achievement of the Key Performance Indicators (KPI) of Universities and Colleges, as well as support for the Entrepreneurial Creativity Program (4) Obstacles: Lack of parental support, lack of explanation of entrepreneurship education, and hectic class schedules.

**Keywords:** Role, Student, Online Food Seller, Social Media

### **Introduction**

Sam Ratulangi University has a vision, namely Together Organizing Sam Ratulang University into a Superior and Cultured University. Its mission is to be at the forefront of carrying out the Tridharma of Higher Education and as a Center for Innovation in Science, Technology and Cultural Arts to Improve the Standard and Quality of Community Life, which is described in the word IMANKU (Innovative, Partner, Applicative, Normative, Creative, and Superior).

Excellence and Competitiveness in Entrepreneurship is the Mission of Sam Ratulangi University. Student Creativity Program (PKM) is an activity to improve the quality of students (students) in higher education so that later they can become members of the community who have academic and/or professional abilities who can apply, develop and disseminate science, technology and/or arts and enrich national culture.

PKM is also one of the efforts made by the Directorate of Research and Community Service (formerly the Directorate of Research and Community Service, Directorate General of Higher Education), Directorate General of Research and Development Strengthening, Ministry of Research, Technology and Higher Education to improve the quality of students (students) in Higher Education. The realization of PKM is intended so that in the future they can become

members of the community who have academic and/or professional abilities who can apply, develop and disseminate science, technology and/or arts as well as enrich the national culture. PKM was implemented for the first time in 2001, after the implementation of the restructuring program within the Directorate General of Higher Education. Education, research and community service activities, which have been full of active student participation, are integrated into one vehicle, namely PKM. PKM was developed to lead students to reach the level of enlightenment of creativity and innovation based on mastery of science and technology as well as high faith.

In order to prepare themselves to become intellectual leaders, entrepreneurs and independent and wise spirits, students are given the opportunity to implement abilities, skills, attitudes, responsibilities, build teamwork and develop independence through creative activities in the field of knowledge they are engaged in.

Entrepreneurship Student Creativity Program (PKM-K) is a program to develop student skills in entrepreneurship and is profit-oriented. Business commodities produced by students can be in the form of goods or services which in turn are one of the basic capital for students in entrepreneurship and entering the market. The PKM-K team's commodities should not be competitors for similar products which are people's income. The main actors in entrepreneurship in this case are students, not the community, or other partners (Alma, 2017).

The purpose of PKM-K is to produce creative, innovative work in opening up useful business opportunities for students after completing their studies. To become a superior and leading institution in the study and development of science so that later they become Human Resources who have academic knowledge (academic knowledge), management skills, communication skills, but students are also expected to have skills and creativity in the field of entrepreneurship to become graduates who are productive, superior, competitive, adaptive, flexible, productive, and competitive in the industrial revolution 4.0 (Suryana, 2015).

Creative and innovative student works through the Entrepreneurship Student Creativity Program are usually sold at the Unsrat Student Creativity Center Building, which is next to the Unsrat Printing. However, due to the COVID-19 pandemic where students undergo online lectures to limit meetings and physical contact, students are no longer able to market their creative products on campus.

In the current era of technology and information, students cannot be separated from the use of social media. Therefore, students use social media to sell their creative products. Therefore, this study wants to explore more deeply about (1) the motives of students participating in the entrepreneurial creativity program (2) How Students (Communicators) Convey Message Content to Communicants, and the effects. (3) Productive and Economic Roles of Online Food Sellers Through Social Media Facebook in Supporting Entrepreneurial Creativity Programs. (4) Obstacles in Conducting Entrepreneurial Creativity Programs

## **Literature Review**

Role according to Azhar (2018) is a dynamic process of position (status). If a person carries out his rights and obligations according to his position, he is carrying out a role. The difference between position and role is for the sake of science. The two cannot be separated because the one depends on the other and vice versa.

Role and status cannot be separated. There is no role without position or status, nor is there status without role. Everyone has various roles that are carried out in the association of life in society. Roles determine what a person does for society. The role also determines the opportunities provided by the community to it. Roles are governed by applicable norms.

Role is a set of behavior expected by others towards someone according to their position in a system. The role is influenced by social conditions both from within and from outside and is stable. Role is a form of behavior that is expected of someone in certain social situations.

A student is someone who is in the process of gaining knowledge or studying and is registered to be undergoing education at one of the forms of higher education consisting of academics, polytechnics, high schools, institutes and universities (Abdillah et al., 2020). In the Indonesian Language Dictionary (KBI), students are defined as people who study in Higher Education (Online Indonesian Language Dictionary, [kbbi.web.id](http://kbbi.web.id)).

A student is categorized in the developmental stage whose age is 18 to 25 years. This stage can be classified in late adolescence to early adulthood and in terms of development, the developmental task at this student age is the establishment of life establishments (Istichomaharani & Habibah, 2016).

Based on the description above, it can be concluded that a student is a student aged 18 to 25 years who is registered and undergoing his education in tertiary institutions from academics, polytechnics, high schools, institutes and universities. Meanwhile, in this study, the subjects used were students of the Faculty of Social and Political Sciences who were still listed as active students.

The online culinary business is now in great demand by the public, and students are no exception. The existence of market developments on the internet, makes students market their products, in this case food through online. The choice of selling food online is of course with several considerations. Adjusted to the situation, both before the covid 19 pandemic and during the covid 19 pandemic.

Selling food online is not an easy matter, it needs a strategy, to avoid leftovers that are not sold in a day. There are times when there are also few buyers because they switch to other sellers who also sell food.

The type of food sold is usually in accordance with the craftsmanship of the seller or tailored to the needs and desires of the buyer. The types of fish or vegetables in the market and the prices of spices, fish and vegetables are also a consideration for the food to be sold, as well as the determination of the price of the food.

According to Daud et al (2021) that promotion is also quite important in the business of selling food online. The right promotional strategy can make potential customers interested in watching and buying culinary or food products that are sold.

Social media is an online media that is used by each other where users can easily participate, interact, share, and create content for blogs, social networks, wikis, forums and virtual worlds without being limited by space and time. Blogs, social networks.

Student Creativity Program (PKM) is an activity to improve the quality of students (students) in higher education so that later they can become members of the community who have academic and/or professional abilities who can apply, develop and disseminate science, technology and/or arts and enrich national culture.

Management services for the 5 Field Student Creativity Program (PKM) include signing a cooperation agreement for the 5 Field PKM implementation with PT and distributing the funds. The 5 PKM fields include PKM-P (research), PKM-K (Entrepreneurship), PKM-M (Community Service), PKM-T (Technology), and PKM-KC (Karsa Cipta).

PKM is also one of the efforts made by the Directorate of Research and Community Service (formerly the Directorate of Research and Community Service, Directorate General of Higher

Education), Directorate General of Research and Development Strengthening, Ministry of Research, Technology and Higher Education to improve the quality of students (students) in Higher Education. The realization of PKM is intended so that in the future they can become members of the community who have academic and/or professional abilities who can apply, develop and disseminate science, technology and/or arts as well as enrich the national culture. PKM was implemented for the first time in 2001, after the implementation of the restructuring program within the Directorate General of Higher Education. Education, research and community service activities, which have been full of active student participation, are integrated into one vehicle, namely PKM. PKM was developed to lead students to reach the level of enlightenment of creativity and innovation based on mastery of science and technology as well as high faith.

In order to prepare themselves to become intellectual leaders, entrepreneurs and independent and wise spirits, students are given the opportunity to implement abilities, skills, attitudes, responsibilities, build teamwork and develop independence through creative activities in the field of knowledge they are engaged in. Entrepreneurship Student Creativity Program (PKM-K) is a program to develop student skills in entrepreneurship and is profit-oriented. The purpose of PKM-K is to produce creative, innovative work in opening up useful business opportunities for students after completing their studies.

Phenomenological Theory from Schutz in the journal Hasbiansya "The Phenomenological Approach (2018:224) distinguishes between meaning and motive. Meaning relates to how actors determine what aspects are important in their social life. Meanwhile, motive refers to the reason someone does something. Meaning has two types, namely subjective meaning and objective meaning. Subjective meaning is a construction of reality in which a person defines certain components of reality that are meaningful to him. Objective meaning is a set of meanings that exist and live within the framework of an overall culture that is understood together more than just idiosyncratic.

Schutz also distinguishes two types of motives, namely the motive "in order to" (in order to) and the motive "because" (because). The first motive relates to the reason a person takes an action as an attempt to create a situation and condition that is expected in the future. The second motive is a retrospective view of the factors that cause a person to take certain actions (Hasbiansyah, 2018).

In the phenomenological theory, Schutz introduced two motive terms. The first motive is the cause of motive. Then the second motive is the "goal" motive (in order to motive). The motive "cause" is what motivates a person to take a certain action. While the motive "goal" is the goal to be achieved by someone who performs a certain action.

Communication Theory Harold Lasswell in Hafied (2011) states that the best way to explain the communication process is to answer the questions: Who, Says What, In Which Channel, To Whom, With What Effect. Who With What Effect).

Answers to Lasswell's paradigmatic questions are the elements of the communication process, namely Communicator (communicator), Message (Message), Media (Media), Receiver (Communicant / Receiver), and Effect (Effect). So it can be concluded that communication is a message that is conveyed to the communicant (receiver) from the communicator (source) through certain channels either directly/indirectly with the intention of having an impact/effect on the communicant in accordance with what the communicator wants. Which fulfills 5 elements who, says what, in which channel, to whom, with what effect; (1) Who (who/source): The source or communicator, namely, the main actor or party who has a need to communicate and who initiates a communication, can be an individual, group, organization, or a country as

a communicator; (2) Says what (message); What will be conveyed or communicated to the communicant (recipient), from the communicator (source) or information content. What will be conveyed/communicated to the recipient (communicant), from the source (communicator) or the content of the information; (3) In which channel (channel/media): A tool to convey messages from the communicator (source) to the communicant (recipient) either directly (face to face) or indirectly (via print/electronic media); (4) To whom (who / recipient): A person who receives who can be a group, individual, organization or a country that receives the message from the source; (5) With what effect (impact / effect): The impact or effect that occurs on the communicant (receiver) after receiving a message from a source such as changing attitudes and increasing knowledge.

Lasswell's communication paradigm implies: Communication must have an effect, namely a change in audience behavior, namely: A change in the level of knowledge (cognitive), a change in the level of emotion/feeling (affective) and a change in the level of behavior (psychomotor)

## **Methods**

This study uses a qualitative method with a descriptive approach, which is intended to: (1) collect detailed actual information that describes existing symptoms, (2) identify problems or examine conditions and prevailing practices, (3) make comparisons or evaluations, (4) determine what other people do in dealing with the same problem and learn from their experiences to set a decision plan in the future (Soegiono, 2012: 49).

Lokasi dalam penelitian ini Universitas Sam Ratulangi, dan sebagai Informan adalah Wakil Rektor Bidang Kemahasiswaan, Wakil Dekan Bidang Kemahasiswaan, Mahasiswa Yang Berwirausaha

The focus of this research is an indicator of Schutz's Phenomenological Theory and Harold Lasswell's Communication Theory with the research focus: Student motives for participating in entrepreneurial creativity programs, How Students (Communicators) Convey Message Content to Communicants, and the effects, Productive and Economic Roles of Students Online Food Sellers Through Social Media in Supporting Entrepreneurial Creativity Programs, Obstacles in Conducting Entrepreneurial Creativity Programs

Data was collected using methods commonly used with a qualitative approach, namely observation (participant), in-depth interviews (indept interviews), and document studies. Data analysis was carried out from the beginning and throughout the research process. In this study, qualitative data analysis will be used with an interactive model developed by Miles and Huberman in Soegiono (2012: 135), namely: Data Reduction, Data Presentation and Conclusion Drawing.

## **Results and Discussion**

Sam Ratulangi University is committed to excellence in the process of learning, research, and community service as an integral part of the process of building cross-disciplinary leadership character. Everyone should have the same access to education regardless of their social or cultural background. Our vision and mission reflect the moral responsibility to "humanize" others as aspired by the educational leader G.S.J. Samuel Ratulangi.

The process of finding the truth freely and honestly is a fundamental basis for learning and real action at UNSRAT and in the wider community. Freedom of speech and dialogue bridges differences without the need to grow into divisions. Furthermore, we encourage ideas and innovation, but we also hear different perceptions; so that all ideas can be tested and differences can be a source of progress. Clean and accountable institutional governance practices enable all parties to work together to respond to public needs.

The teaching, research, and service of UNSRAT — together with other universities — will become the moral strength and civilization of the nation. Let me take your hand to work together to realize our shared commitment to a better future. The motto “Si tou timou tumou tou” makes us all transformative learners, both students and lecturers. Lifelong learners who will be the movers of life

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The Entrepreneurship Student Creativity Program (PKM-K) at Sam Ratulangi University is a student creativity program in creating business activities. In PKM-K, student teams practice making creative business products that are needed by the community (the market). Through the PKM-K program, students have broad opportunities to improve their competence in being creative and innovating to create new products, as well as increasing their insight and experience in entrepreneurship. This PKM-K is carried out on and off campus with a span of 3-4 months effective or in one semester.

The PKM-K program has sufficient weight to be converted into courses according to the applicable curriculum, and is part of the Merdeka Learning - Independent Campus (MBKM) policy. The implementation of PKM-K supports the target of achieving the Main Performance Indicators (IKU) of higher education. The student team must analyze the market needs and opportunities, and then create business creativity (commodities) in order to provide these market needs. PKM-K business commodities can be in the form of goods or services which are works of creativity that show the expertise of the student team, as shown in Figure 1. This business commodity is then one of the basic capital for students in entrepreneurship and entering the market. The PKM-K team's commodities should not be competitors for similar products which are a source of income for the community. The main actors in this entrepreneurship are the student team, not the community, or other partners. PKM-K is not solely oriented to profit, but prioritizes the usefulness and creativity of science and technology-based products and the quality of business implementation.

PKM-K planning and implementation is carried out offline (offline) or online (online) by taking into account health protocols. The process of analyzing market needs and opportunities can use secondary data or primary data obtained from surveys. Survey activities may use Google forms, interviews via electronic media without physical contact, direct (physical) interviews with due regard to health protocols, and the like.

The Covid-19 pandemic since 2000 has impacted all lines of life, including education. However, with the spirit of creativity and innovation that never subsides, PKM-K since 2000 has been held with several adjustments in accordance with the health provisions and protocols set by the government. This is a manifestation that Sam Ratulangi University remains obedient to government regulations, and upholds handling, prevention of spread, and recovery related to the Covid-19 pandemic.

Assistance to students participating in PKM-K in 2021 will continue to be carried out by practitioners and lecturers with the hope that these students will have stronger businesses and continue to grow and develop which then the Indonesian Student Entrepreneurship Expo (KMI) Expo becomes the estuary or peak of Student Entrepreneurship Activities. Indonesia (KBMI). KMI Expo activities are held every year and are followed by student entrepreneurs from various universities throughout Indonesia. In 2021 the implementation of KMI Expo XII 2021

with the blended method (Offline and Online) will be held at Brawijaya University on November 17-19 2021.

The implementation of KMI Expo XII 2021 carries the theme "Collaboration and Synergy". Quoted from the [kmiexpo2021.ub.ac.id](http://kmiexpo2021.ub.ac.id) page, this theme has the meaning of cooperation and interaction in harmony in interpreting KMI Expo XII 2021 activities which create space for interaction, collaboration, and innovation, for all participants and the entire academic community of higher education institutions from all over Indonesia. who are present to create harmony in entrepreneurial activities that are innovative, competitive, dynamic and continuously growing.

At the Indonesian Student Entrepreneurship (KMI) Award event which is an appreciation and award event for entrepreneurial students, representatives from Sam Ratulangi University e-Burger By Aesta Food; Elizabeth Dupa, Samuel Purba, Ambar Kurnia and Tangguh Saputera under the guidance of Ir.Tineke Langi, M.Si Indonesian Student Entrepreneurial Activities Team (KBMI) from the Faculty of Agriculture and 7Km Street Food; Rachel Leke, Kenny Radjanae, Nathania Moningkey under the guidance of Dr.Eng. Cindy Supit, ST, M.Si The KBMI team from the Faculty of Engineering participated in the exhibition and product bazaar in the KBMI category, specifically for participants who received financial assistance from KBMI.

In this Product Exhibition and Bazaar, participants who take part in the 2021 KMI XII Expo will hold exhibitions and product bazaars generated from the participants' business ideas which are carried out online and offline, where the assessment in this category focuses on student activity in displaying exhibition stands.

With the presence of two team representatives from Sam Ratulangi University as KBMI participants and having a great opportunity in the KMI Expo, it is hoped that they will be able to motivate other students to become entrepreneurs and take part in the competition that will be held next.

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Student Entrepreneurship is a policy to encourage development and empower students who have entrepreneurial interests and talents, especially during the COVID-19 pandemic, students are expected to see opportunities and challenges in this new normal period. In the future,

students will be able to create jobs to reduce the unemployment rate, considering the high number of unemployed with a bachelor's degree. By having an entrepreneurial spirit, students will not only become job seekers, but also become job creators. When you graduate from college and leave college, you not only have a diploma and a good GPA, but you also have skills and expertise, have an entrepreneurial spirit, communication marketing skills, and use social media as a marketing tool (Rauf et al., 2021).

Entrepreneurship student groups can submit proposals and receive business funding assistance to develop their businesses. Even entrepreneurship does not reach the faculty level but can also take part in the Indonesian Student Entrepreneurship (KMI) Expo, which is an Entrepreneurship competition at the university level in Indonesia. Creative and innovative student works through the Entrepreneurship Student Creativity Program are usually sold at the Unsrat Student Creativity Center Building, which is next to the Unsrat Printing. However, due to the COVID-19 pandemic where students undergo online lectures to limit meetings and physical contact, students are no longer able to market their creative products on campus. In the current era of technology and information, students cannot be separated from the use of social media. Therefore, students use social media to sell their creative products.

### **Students' motives for participating in the entrepreneurial creativity program**

The students' motives for participating in the entrepreneurial creativity program are:

#### ***Self-Development Motive***

Students do entrepreneurship because they want to develop themselves. Because by undergoing lectures and entrepreneurship together, students not only gain knowledge but also have skills and skills that can help as a provision when they become undergraduates. (Purwana & Suhud., 2018)

#### ***Income Motive***

By having their own business, students can help their parents in meeting their daily needs and college needs. By entrepreneurship students get financial benefits. The entrepreneurship I did was used as a source of income to meet the economic needs of my life while I was in college (Purwana & Suhud, 2018).

#### ***Motive of Independence***

With entrepreneurship, I become an independent and more mature person, because by having my own business and income, I no longer burden my parents with fulfilling their college needs (Purwana & Suhud, 2018).

In doing entrepreneurship, students try not to neglect their responsibilities in lectures, although sometimes student informants have to complete both study and entrepreneurship simultaneously.

Being individuals who have independence, both in terms of economy and personality, become more mature, students can lighten the burden on their parents but also make them personal figures who can make decisions without depending on their parents or others. Not all students are able to be economically independent and independent in making decisions and solving problems on their own without depending on their parents or others.

The many new experiences gained by students who take part in entrepreneurship make them have new experiences and are more advanced and develop. So that self-development through entrepreneurship makes students not only learn theoretically but directly in practice.

Entrepreneurial students have their own earning potential and can become successful individuals in their fields. Participating in entrepreneurship is a strategy to encourage students to earn their own business and income. If they have their own business, they are not afraid of being reprimanded by their superiors for making mistakes. Entrepreneurship is a safe job because you don't have to worry about being fired by your boss. The risk that entrepreneurial students need to consider is loss. Therefore, it is necessary to consider and analyze starting from planning, market, marketing facilities, sales targets, material prices, etc. in order to minimize losses and increase profits (Wegner et al., 2019).

### **Students (Communicators) Convey the Contents of Messages to the Communicant, as well as the effects**

The COVID-19 pandemic has led to the implementation of Community Activity Restrictions (PPKM) as well as Study at Home and Stay at Home rules. This situation makes students have to study from home or boarding houses online. Likewise, activities on campus that are restricted, including the Innovation and Entrepreneurship Center Building which usually sells goods and services, including culinary delights from entrepreneurial students, must be closed. So that students' businesses can continue to run, students use social media facilities to market their products.

7 Km Street Food Business; Students do not only rely on selling directly, but also using social media Instagram and You Tube. Currently, many people use social media Instagram and You Tube so that their sales promotions are seen by many people and order them.

During the covid 19 pandemic, Restaurant 7Km Street Food located on Jalan Raya Winangun Atas did not serve direct purchases on the spot, but used Instagram social media. Customers order from Instagram then the ordered goods will be delivered directly. Payment can be made via wire transfer or COD. The products offered are various, and the mainstay menu is BBQ or Barbecue which consists of various kinds of sliced meat, such as chicken, beef, and pork, as well as vegetables. Rent with grill and small gas stove. Goods and materials will be delivered directly to the place of the customer. Prices range from IDR 90,000 to IDR 250,000/package. There is also a drink menu such as juice, boba, etc.

The 7Km Street Food Entrepreneurship Team provides a lot of motivation so that in doing business you must continue to be creative but don't ignore lectures on campus so that the two run in balance. Marketing communication through social media is very important considering today's society cannot be separated from gadgets. Therefore, packaging messages, tastes, and prices are very important to stimulate people to buy the products offered.

The E-Burger by Aesta Food Team from the Faculty of Agriculture also uses social media to market their products. As communicators, the student team from the Faculty of Agriculture uses Facebook, Instagram and Youtube. In addition to using social media, sales are made directly. Initially the group sold around the campus, but due to the covid 19 pandemic where students did not study offline which caused the campus to be deserted, they sold E-Burger by Aesta Food in Tomohon. Tim kewirausahaan E-Burger by Aesta Food juga mempromosikan usaha mereka di media sosial You Tube. Sebagai komunikator, Tim E-Burger by Aesta Food menuliskan pesan bahwa E-Burger by Aesta Food sudah mempunyai dua cabang, yaitu di Manado dan Tomohon.

In You Tube, it is also displayed and explained (message content) starting from how to make burgers and fresh drinks. It was also explained that this business started in 2020, and due to the COVID-19 pandemic, this business serves online and non-cash payments to reduce direct contact. The E-Burger by Aesta Food team also works with several MSMEs to fulfill raw materials, thus helping to generate income for MSMEs.

It was also stated on You Tube that currently sales are done online and offline, where offline can be obtained in Tomohon, while online can be purchased through food, grab food, shopee food, which can also help earn income for drivers. E-Burger by Aesta Food also has customer service via Aesta@gmail.com.

The burgers offered are burgers that use meat and without meat. Provision of meatless burgers, provided for customers who do not consume or are allergic to meat. Types of burgers are also shown and offered on You Tube, namely Crispy Burger, Chicken Crispy Burger, Chicken Katsu Burger, and also Cakalang Burger which is adapted to local specialties. Also offered several types of drinks.

The business management team has participated in activities, namely Entrepreneurship Training in the Sector of Food Safety and Licensing for MSMEs by the Cooperatives and MSMEs Office of North Sulawesi Province and the Manado City Health Office. He has also attended the Entrepreneurship Training for Creative Economy Business Development by the Tomohon City Cooperative Office.

The team has also attended independent business training and preparation for tiching DSP Likupang. The team is also often invited as speakers and special guests in various activities, namely the Sam Ratulangi University Potcast episode 6 and PK2MB 2021, creative talk get to know yourself. The E-Burger by Aesta Food team is also incorporated in several organizations such as Sahabat UMKM North Sulawesi and becomes the administrator of the Training Division for Friends of UMKM in Tomohon City.

### **The Productive and Economic Role of Online Food Selling Students Through Social Media in Supporting Entrepreneurial Creativity Programs**

Entrepreneurship creativity does not only sell the products offered, but also offers a work in which there are ideas, ideas, concepts, services, and so on that are part of entrepreneurship. Developing creativity and productivity in entrepreneurship must continue to be done in order to be able to compete with other similar businesses. Becoming an entrepreneur also brings benefits to the surrounding environment, namely by creating new jobs for the community. To create creativity and productivity, a forum is also needed to accommodate the results of creativity and productivity from students, such as the KBMI competition or Indonesian Student Entrepreneurial Activities starting from the University level to the National level.

The economic role of students selling food online through social media can be felt, because by doing entrepreneurship students will generate profits. With the benefits obtained, students can be independent and meet their needs during college or can help parents in meeting part of the tuition fees (Wegner et al., 2019).

Through the online Food Seller Entrepreneurship Team through social media to support the achievement of Faculty and University Main Performance Indicators (IKU). Also supports the Entrepreneurship Creativity Program at the National Level, namely the Indonesian Student Entrepreneurial Activities (KBMI) and the 2021 KMI XII Expo Activities.

### **Barriers to Conducting Entrepreneurial Creativity Programs**

There are obstacles in conducting entrepreneurial creativity programs from students, namely:

#### ***Lack of support from parents***

Many parents want their children to become graduates quickly so that they direct their children to focus on college, so students have difficulty doing entrepreneurship with their friends.

### ***Lack of explanation of entrepreneurship education***

It is very important to provide entrepreneurship education to students, especially to the entrepreneurship team, starting from planning, marketing, finance, etc. Currently entrepreneurship education is only limited to entrepreneurship courses so that when the courses are completed students no longer receive entrepreneurial direction, also because lecturers who understand entrepreneurship are limited so it is rather difficult to find a companion lecturer.

### ***Lack of initial venture capital***

Every business definitely needs initial capital. Businesses that do not receive support from parents will have difficulty considering that students do not have income and still depend on their parents. Therefore, the trust and support of parents is needed by students in running entrepreneurship.

### ***Busy class schedule***

Students have an obligation to attend every contracted course. Especially if each course has its own duties. It becomes an obstacle for students who are entrepreneurship if the class schedule is tight, as well as piling up assignments. Also during the Mid-Semester and Final Semester Examinations. So that students find it difficult to divide their time between lectures and entrepreneurial activities.

As a practical implication, this study encourages universities to evaluate the effectiveness of their efforts in promoting entrepreneurship through training, education and support for new ventures. The results also offer policy implications by suggesting that public policy should emphasize the development of institutions that foster a positive business environment, facilitate the creation of new ventures, finance start-ups and strengthen the benefits of being an entrepreneur (Wegner et al., 2019).

There are internal factors and external factors that encourage students to become entrepreneurs. Internal factors are in the form of independence, the need for income, entrepreneurial knowledge and creative and innovative thinking. While external factors are family, opportunities, and social media. Therefore, these various supporting factors can be used as a form of pattern to support entrepreneurship in the student environment (Mi'rajatinnor et al., 2022).

### **Conclusion**

The students' motives for participating in the entrepreneurial creativity program are: Self-Development, Earning Income, and Independence. Due to the COVID-19 pandemic, the Entrepreneurship Team sells products through social media: Facebook, Instagram and You Tube. Effects: Payment using the COD (Cash on Delivery) and M-Banking system, making it easier for buyers because they don't need to leave the house. Productive and Economic Roles of Online Food Sellers Through Social Media in Supporting Entrepreneurial Creativity Programs. Achievement of the Main Performance Indicators (IKU) of Faculties and Universities, as well as supporting the Entrepreneurship Creativity Program. Barriers: Lack of parental support, Lack of explanation of entrepreneurship education, busy class schedule.

This study recommends that students can divide their time in a balanced way between lectures and entrepreneurship, so that later they become Human Resources who have academic knowledge (academic knowledge), management skills, communication skills, but students are also expected to have skills and creativity in the field of entrepreneurship to become graduates who are productive, superior, competitive, adaptive, flexible, productive, and competitive in the industrial revolution 4.0.

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