

The Socialization and Assistance in the Creation of Business Identification Numbers for Micro, Small, and Medium Enterprises in the Vocational High School Environment

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ABSTRACT

Micro, Small, and Medium Enterprises (MSMEs) in Indonesia contribute 60% of regional income and absorb 97% of the workforce, yet many do not have a Business Identification Number (NIB). This activity aims to support government programs by improving capacity, access to capital, and business legality. The community service activity was conducted at the Market Day of SMK Nusantara, Ciputat, using the Participatory Action Research approach, involving 15 lecturers and students from STIE Ganesha. Results showed: 85% of participants were satisfied, but 40% faced difficulties using OSS, and 30% desired additional sessions. Participants' suggestions included follow-up programs, digital training, longer activity duration, and collaboration with financial institutions. Recommended follow-up includes continued assistance, digital literacy training, extended activity duration, and broader collaboration to strengthen the impact of the community service for business actors.

Keywords: Micro, Small, and Medium Enterprises, Business Identification Number, Vocational High School, Online Single Submission, Business Legality

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A. INTRODUCTION

Micro, Small, and Medium Enterprises (UMKM) play a strategic role in Indonesia's economy, contributing more than 60% of the Gross Domestic Product (GDP) and absorbing 97% of the workforce (Kemenkop UKM, 2022). However, many Micro, Small, and Medium Enterprises do not yet have the legal status of a business, in the form of a Business Identification Number (NIB) issued through the Online Single Submission (OSS) system.

The Business Identification Number is essential for Micro, Small, and Medium Enterprises as it provides legal protection, simplifies access to permits, and opens opportunities for tenders and financing. Unfortunately, many entrepreneurs in Micro, Small, and Medium Enterprises find the process of registering for an NIB complicated and time-consuming, leading many to be unaware of the importance of the NIB in developing their businesses (Kasanah et al., 2024; Sutantri et al., 2022). Therefore, community service activities aimed at assisting Micro, Small, and Medium Enterprises in obtaining a Business Identification Number through the



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Online Single Submission system are highly relevant and necessary to raise awareness and ease their access to various government facilities and support (Putra et al., 2022).

In Vocational High Schools (SMK), there is significant potential for developing Micro, Small, and Medium Enterprises, especially through entrepreneurship programs taught to students. Vocational High Schools not only serve as educational institutions but also as business incubators that can give birth to young entrepreneurs (Musyafia et al., 2024). However, many students and teachers involved in micro-enterprises at Vocational High Schools do not understand the importance of business legality, such as the Business Identification Number. This results in their businesses struggling to grow and compete in the broader market. In fact, business legality is the first step in building trust with business partners and consumers (Saefullah & Ruvi, 2022). Based on an initial survey conducted by the community service team at STIE Ganesha, it was found that 70% of entrepreneurs in Vocational High Schools do not have a Business Identification Number. The main challenge they face is the lack of understanding of the NIB registration procedure and limited access to information technology. Therefore, socialization and assistance in obtaining the Business Identification Number is a strategic solution to address this issue. Through this activity, it is hoped that business owners in the Vocational High School environment will understand the importance of the Business Identification Number and be able to manage the process independently through the Online Single Submission system.

For Micro, Small, and Medium Enterprises in Vocational High Schools, having a Business Identification Number is not just about fulfilling administrative requirements, but also about opening opportunities to increase business competitiveness. With a Business Identification Number, business owners can build trust with business partners and consumers, which is a key factor in business development (Fauzi et al., 2024). For example, Vocational High School students running businesses in handicrafts or food products can use the Business Identification Number to participate in exhibitions or market their products to a wider audience. Furthermore, the Business Identification Number also allows business owners to access government assistance programs, such as funding, training, and business mentoring, which are essential for improving business capacity (Dewi et al., 2024).

However, the main challenge faced by Micro, Small, and Medium Enterprises in Vocational High Schools is the lack of understanding about the procedure for obtaining a Business Identification Number and limited access to information technology. A survey conducted by the community service team at STIE Ganesha found that 70% of entrepreneurs in Vocational High Schools do not have a Business Identification Number because they find the process complicated and time-consuming (Saefullah et al., 2023). Therefore, socialization and assistance in obtaining the Business Identification Number becomes a strategic solution to overcome this challenge. With the right guidance, business owners in Vocational High Schools can understand the steps to obtain a Business Identification Number and utilize it to develop their businesses.

This community service activity is also in line with government policies to support Micro, Small, and Medium Enterprises through the "UMKM Naik Kelas" program. This program aims to increase the competitiveness of Micro, Small, and Medium Enterprises by improving their capacity, access to capital, and business legality (Aisha, 2024). Thus, this activity not only provides direct benefits to entrepreneurs in Vocational High Schools but also contributes to the

achievement of sustainable development goals (SDGs), particularly Goal 8, which is to promote inclusive and sustainable economic growth (Bappenas RI, 2024).

B. METHOD

This community service activity was held in conjunction with the Market Day event at Nusantara Vocational High School, Ciputat, South Tangerang, on December 21, 2024, from 08:00 to 13:00 WIB. The activity involved 15 lecturers and students from STIE Ganesha. The approach used was Participatory Action Research (PAR), which enables active collaboration between the community service team and participants to identify problems and find relevant, practical solutions for Micro, Small, and Medium Enterprises. In this activity, the primary media used to support the implementation were laptops, which served as the main tools for various activities such as presentations, discussions, and data entry and processing. Additionally, the Online Single Submission (OSS) software was used to provide participants with an understanding of the process of obtaining business permits digitally. OSS is a platform designed to facilitate UMKM in managing permits online, which is highly relevant to the current needs of business owners.

C. RESULTS AND DISCUSSION

1. Preparation

The community service team coordinated with the management of Nusantara Vocational High School to organize the event and prepare the necessary equipment, such as laptops, printers, and reliable internet access for the OSS platform. This preparation stage was crucial to ensure that all equipment functioned properly, and it played a key role in the success of the Community Service, especially for the creation assistance activity.



Figure 1. Implementer of Business Identification Number Creation



Figure 2. Preparation for Business Identification Number Creation

2. Socialization of Business Identification Number

The team conducted interactive socialization with participants, explaining the importance of having a Business Identification Number for their business. The aim was to motivate business owners to promptly obtain their Business Identification Number (Hapsari et al., 2022; Irawaty et al., 2022) and to facilitate access to financing and legal protection (Nurmala et al., 2023; Widianto, 2022). The material presented covered access to financing, legal protection, and better market opportunities, particularly how having a Business Identification Number supports these aspects. This socialization was held during the Market Day event. Participants were asked to visit the team's stand or would be approached by the team, depending on the situation faced by the participants.



Figure 3. Socialization of the Business Identification Number Creation



Figure 4. Socialization of the Business Identification Number

3. Assistance with Registration and Issuance of Business Identification Number

After the socialization, the team provided practical assistance on how to create an OSS account, input business data, upload required documents (such as ID cards and business statement letters), and submit the application. This stage ensured that participants felt comfortable accessing the OSS system. This assistance was designed to ensure that small business owners did not face difficulties accessing the Online Single Submission system, especially those who were not yet familiar with information technology. (Diana et al., 2022; Falah et al., 2024).

To start the process of licensing small businesses with low and medium risks, ensure you already have access rights in the form of a username and password sent to your email during registration. The first step is to visit the site <https://oss.go.id/> and select the LOGIN menu. Enter your username and password, then click the LOGIN button. Once logged in, select the Business Licensing menu and choose New Application. The system will automatically display personal data such as ID number, name, gender, place/date of birth, phone number, and address. You need to complete several data fields such as personal tax number, work insurance, and health insurance (if applicable). Click the SAVE DATA button and proceed by adding the BUSINESS SECTOR. Next, select the appropriate business sector and complete the required data. Afterward, click SAVE. Then, complete detailed business data such as business name, business land area, business address, and business capital, then click RISK VALIDATION. For the location, input the business location, OpenStreetMaps, Latitude, and Longitude, which will automatically adjust. If the business is located in a forest or sea area, you must provide additional data such as relevant approval documents and forest or sea licensing types. Proceed by filling in the product/service data, including product types, annual capacity, and capacity units. If you have an SNI or Halal certificate, provide that information as well. Then, click SAVE. Check the list of products/services, then click FINISH and proceed to the business and business activities list. Click the NEXT button and BUSINESS LICENSING PROCESS to move on to the next stage. If necessary, check and complete environmental approval documents. Select the type of document you have or complete the required environmental approval data. After that, read and check the Self-Declaration statement in accordance with the data provided, then click CONTINUE. In the final step, the system will display a draft of the business identification number, where you can



review and click the checkbox to proceed with the ISSUE BUSINESS LICENSE button. Once the license is issued, you can print the business identification number, Standard Certificate, and Self-Declaration statement according to your licensing category (OSS, n.d.).

The team helps ensure that all information entered is correct and complies with regulations. After verification, the business identification number is automatically issued by the system. The team also provides instructions on how to download and print the business identification number and the steps to take after it is issued. This verification process is crucial to avoid rejection or delays in issuing the business identification number (Suandi Putri et al., 2024).

4. Evaluation and Follow-up

The evaluation process involves collecting feedback from participants through interviews to gather input on this activity, especially regarding the management of the business identification number. The team also provides contact details for participants who need further assistance in managing their business identification number or developing their business, to demonstrate the team's commitment to supporting the sustainability of participants' businesses after the activity is completed (Hendrawan et al., 2024). This community service activity provides significant benefits for participants, increasing their understanding of the importance of the business identification number and practical skills in managing it through the OSS system. Participants gain direct access to government facilities such as financing and legal protection, which can support the development of their businesses (Maulana et al., 2023; Tafrilyanto et al., 2022). Additionally, this activity successfully raised awareness among small business owners about the importance of completing licensing documents so that their businesses are more trustworthy and can develop well (Sujarwati et al., 2020; Susanti et al., 2023).

The evaluation of the community service activity was conducted through interviews with 40 participants to collect feedback on assistance in managing the business identification number. The results showed that 85% of participants were satisfied with the assistance provided and felt more confident in managing their business identification number. However, 40% of participants, especially those aged 40 and above, expressed difficulties in using the OSS system. Additionally, 30% of participants felt the activity duration was limited and requested additional sessions, while 25% wanted further assistance after the activity ended.

Regarding suggestions and recommendations, 80% of participants suggested a follow-up program after the activity, and 50% recommended more in-depth training on using the digital platform. About 60% of participants proposed extending the activity duration to 3-4 days, while 70% hoped for collaboration with financial institutions or the government to provide more information on available facilities and support for small business owners. Based on this feedback, the recommended follow-up actions include providing ongoing assistance for 1-2 months to help with data verification and business licensing, as well as offering digital literacy training in 4-6 sessions to strengthen technology understanding for small business owners. Additionally, the community service activity should be extended to 3-4 days so that participants can gain a deeper understanding of the material presented. Collaboration with more relevant institutions is also recommended to enhance the positive impact of the activity in the future. With these follow-up actions, it is hoped that future

activities will be more effective and have a greater impact on small business owners.

D. CONCLUSION

This activity successfully resulted in the issuance of a number of business registration numbers directly during the mentoring process, demonstrating the effectiveness of a practical and direct approach in delivering tangible results. The collaboration between lecturers, students, and Nusantara vocational school proved effective in strengthening the relationship between the education sector and the business world. Although there were challenges, such as limited time and resources for mentoring, as well as the need for continued assistance for participants who initially did not have an NIB, they were able to manage the process independently after the mentoring. The positive impact was felt not only by small business owners but also by lecturers, students, and Nusantara vocational school. Business owners gained business legitimacy, while lecturers and students gained valuable experience in community service. Nusantara vocational school also benefited from an increase in entrepreneurial capacity among students and teachers, contributing to the development of entrepreneurship programs at the school.

However, there were some issues, such as the limited time and resources for mentoring and difficulties faced by some business owners, especially those less familiar with technology, in managing. Furthermore, the sustainability of post-activity mentoring became a challenge, as some business owners still needed further assistance. A key finding from this activity was the low understanding of business owners regarding the importance of NIB, with many believing it was only necessary for large-scale businesses. Limited digital literacy also became a major barrier in registering through the Online Single Submission system, particularly for older business owners. Nevertheless, the enthusiasm of business owners for this activity was quite high, as seen from their active participation in the socialization and mentoring sessions. The collaboration between lecturers, students, and Nusantara vocational school went smoothly, creating effective synergy. Follow-up actions are needed to ensure that business owners can optimally utilize NIB in the development of their businesses. Community service activities like this need to be carried out sustainably, with attention to post-activity mentoring and digital literacy improvement.

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CONTRIBUTION OF SERVICE IMPLEMENTERS

Implementer 1: Coordination, facilitation, business licensing materials.

Implementer 2: Logistics preparation, material development.

Implementer 3: Training modules, OSS training.



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Implementer 4: Documentation, smooth event management.

Implementer 5: Guidance, OSS system usage.

Implementer 6: Technical support, hardware/software.

Implementer 7: Group discussions, practical licensing solutions.

Implementer 8: Analysis, benefits of business legality for small businesses.

Implementer 9: Help with filling out OSS data.

Implementer 10: Activity evaluation, improvement suggestions.

Implementer 11: Evaluation report, participant feedback analysis.

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