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## Strategy In Building Skills Entrepreneurial Students In SMA Muhammadiyah 9 Surabaya

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### Abstrak

Tujuan dalam penelitian ini adalah untuk membuat strategi yang tepat untuk membangun keterampilan berwirausaha Di SMA Muhammadiyah 9 Surabaya. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data diambil melalui guru yang berkaitan dengan program kewirausahaan sekolah dan para peserta didik yang aktif dalam kegiatan kewirausahaan. Kegiatan kewirausahaan di SMA Muhammadiyah dianalisis menggunakan teori belajar konstruktivistik dimana siswa akan dikelompokkan dengan kelompok tersebut adanya tukar ide, pikiran, dan pengalaman dalam hal kewirausahaan akan membantu dalam perkembangan ketrampilan dalam berwirausaha siswa. Adanya karyawisata menunjang keteampilan kewirausahaan siswa karena siswa langsung berhadapan dengan konsumen yang bervariasi. Tak kalah penting strategi pemasaran melalui media sosial yang efektif di era serba digital ini. Menumbuhkan modal sosial dilihat dari Kepercayaan, jaringan, norma dan nilai. Dapat membantu dalam hal berwiruasaha para peserta didik. Hasilnya dapat membangun keterampilan siswa dalam berwirausaha dengan ketiga strategi tersebut. Dibuktikan dengan hasil pengamatan dan hasil laporan kerja siswa. siswa dapat lebih cekatan dalam menjual produknya dan dapat membuat laporan dengan baik dan benar.

**Kata kunci** : kewirausahaan, strategi, kelompok, karyawisata, media sosial

### Abstract

Purpose of this research is to make the right strategy to build entrepreneurial skills at SMA Muhammadiyah 9 Surabaya. This study uses a qualitative method with a case study approach. Data were collected through teachers related to the school's entrepreneurship program and students who were active in entrepreneurial activities. Entrepreneurial activities at SMA Muhammadiyah are analyzed using constructivist learning theory in which students will be grouped with the group. The exchange of ideas, thoughts, and experiences in entrepreneurship will help in developing students' entrepreneurial skills. The existence of field trsocial studies supports students' entrepreneurial skills because students are directly dealing with varied consumers. No less important is a marketing strategy through effective social media in this all-digital era. Growing social capital in terms of beliefs, networks, norms and values. Can help in terms of entrepreneurship of students. The results can build students' entrepreneurial skills with these three strategies. Evidenced by the results of observations and student work reports. students can be more dexterous in selling their products and can make good and correct reports.

**Keywords**: entrepreneurship, strategy, group, field trip, social media

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## **INTRODUCTION**

Head of the Central Statistics Agency (BPS) Suhariyanto said that in the last year, unemployment increased by 60 thousand people. Judging from the open unemployment rate for Vocational High School (SMK) graduates is still the highest (liputan6.com. 2020). Education in SMK should be able to produce graduates who are ready to work, but instead, many of the unemployed passengers are from SMK graduates. The need for a strategy in school education so that students can be independent after graduating.

The entrepreneurship education program is part of the national education system proclaimed by the government as an effort to cultivate entrepreneurship in the world of education. Teaching, guidance and training, training activities and is a process of entrepreneurship education. Oleh therefore learning activities should be a major concern in any effort to improve the quality of education in schools. In addition, quality learning activities are activities that are oriented towards the activeness and independence of students or school members. in this case SOCIAL STUDIES also takes part in teaching, education and training ..

The problem today is that many graduates are unemployed without having a job. The role of schools in increasing the skills and abilities of students in facing the world of work is deemed lacking. The role of teachers in conducting entrepreneurship education is very much needed in learning. In fact, the role of mudal entrepreneurs in the national economy is very important to help absorb labor. Entrepreneurship is believed to be a solution to the problem of unemployment (Jenny, 2014). It is said that independent entrepreneurship is important for someone to act as an entrepreneur among students.

In Surabaya there is a Muhammadiyah 9 high school which is based on an *entrepreneur* school . At this school students are taught how to be good entrepreneurs. This is what makes researchers interested in taking the entrepreneurial theme in the school. K ewirausahaan not only seen as an attempt to seek economic interests alone but there kopentensi entrepreneurship Schools located therein suburban S urabaya a faith-based school of Islam. By teaching more than other schools, namely entrepreneurship as a superior school program or known as the *entrepreneur school* . B M any program of this school besides honesty canteen also

At SMA Muhammadiyah 9 Surabaya, there are students who are skilled and proficient in entrepreneurship. These students can even be said to be equivalent to professional entrepreneurs. This can be seen from their skills in selling products. They look flexible in marketing their products. Another thing that attracts some students at SMA Muhammadiyah 9 Surabaya can pay tuition fees with their work as entrepreneurship. This is inseparable from the role of teachers, good school management and programs.

The author tries to provide an overview of entrepreneurial strategies to overcome inadequacies for schools and for students. Researchers try to examine how good and bad entrepreneurship are used as guidelines for making strategies. With the existence of a strategy in entrepreneurship, it is hoped that it can develop the entrepreneurship of students. With the existence of this entrepreneurial activity balance , students at SMA Muhammadiyah 9 Surabaya form entrepreneurial skills that are useful for the needs of students in the future so that they can become well-off and well-off citizens in the future.

## **RESEARCH METHODS**

This research is kualita t if the case is a case study approach . At SMA Muhammadiyah 9 Surabaya, there are practices of entrepreneurial activities . There are two entrepreneurial activities that good and unfavorable researchers observe. There are students who look flexible, proficient, and nimble in entrepreneurship. This good entrepreneurial activity will be a pity if it is not researched in order to be a good model for others. Even though entrepreneurial activities that are not good enough also need to be researched for future evaluation. This is interesting to research so that

researchers have an interest in researching it. Researchers used interviews and observations in extracting data. The location chosen was at SMA Muhammadiyah 9 Surabaya which is located on Jalan Kali Gogor IV No. 11-12, Jajar single, Wiyung cities Surabaya. Data taken from students at SMA Muhammadiyah are people who take part in entrepreneurial activities at school. class X SOCIAL STUDIES: Rachel Aisha Ramadhayanti, Muhammad Haidar Kurniawan. Class X IPA: Sinta Ferdiana. Class XI SOCIAL STUDIES: Puput Icha Olivia. Class XI IPA: Abraham Adimukti. Teacher at SMA Muhammadiyah 9 Surabaya. The researcher determines and chooses the subject of his research is the teacher (who teaches entrepreneurship and extracurricular culinary and handicraft subjects). . Namely Bu Shofifah, M.Pd.I and Mr. Erwin Siswanto, S.Pd.

## **RESULTS AND DISCUSSION**

### **A. Entrepreneurship at SMA Muhammadiyah 9 Surabaya**

#### 1. Extracurricular handicrafts (handicrafts)

Here students are taught to make works that can be a selling point. For example, students make cute and unique key chains from unused rags / fabrics. At least the students' work is useful even though it cannot be sold at a large profit. These handicraft activities are divided into various kinds, ranging from mannequins or making toys from cloth, art products such as paintings, decorative lights, displays

#### 2. Culinary extracurricular

3. This extracurricular activity is the extracurricular with the most enthusiasts.

In this extracurricular, students are taught how to make cakes, food, drink, and be creative and interact with others. For example, like tofu, which is usually sold in the market with the filling of vermicelli or sprouts, but here the students make tofu the contents of mushrooms which are more nutritious and more healthy. In addition to culinary delights that must be made halal, students must make something distinctive and unique.

From the results of interviews with several informants and the results of researchers' observations, it can be concluded that the existing problems are:

1. Students are only given theories on how to make food products, how to do marketing or how to sell these products. However, the practice in the field is lacking
2. Students in making a culinary product often lack capital
3. Lack of skills in marketing products, many of the students are insecure about their own products.
4. Students tend to be more realistic in following entrepreneurial activities. So that it reduces existing social values.

### **B. Setting up a national group as an Enterprise Strategy**

Researchers observed that there were two entrepreneurial extras, namely handicrafts and culinary delights, but there were differences in the results in students' entrepreneurial activities. Students who take part in the culinary entrepreneurship extras are more skilled than students who take part in the handicraft entrepreneurship extras. In culinary entrepreneurship, there is a close cooperation between handicraft entrepreneurship groups which tend to be more individualistic. There are extra culinary findings divided into one group while extra-entrepreneurial handicrafts are not. According to the narrative of the culinary entrepreneurship coach

Group formation is part of an entrepreneurial strategy that tries to invest in social capital. One of the concepts of social capital is relationship, where this relationship needs to be made by forming groups. It is hoped that the formation of groups can foster social capital in students. The formation of this group aims to improve entrepreneurial skills, entrepreneurial skills can be obtained when students interact with each other, exchange opinions or even motivate. It can be seen from the excerpt from an interview with the following entrepreneurial advisor:

*By participating in this entrepreneurial extras, I can get more and more close friends, sometimes my teammates are willing to give credit if for example the capital for trading is lacking, if there are many friends like this, if we work it will be easier, sir. (Shofifah)*

Stages Applications Enterprise Strategy Group Formation First of all learners are divided into small groups contains 5-6 students / i of each - each a different class. Students are given the freedom to choose groups. However, it did not work and the groups were made into one group, namely the culinary entrepreneurship group. This happens because of the trust or trust between individuals. With the formation of a group of entrepreneurial culinary peseerta students could at least be able to raise capital for the activity . The existence of friends in a social community will help entrepreneurial activities at school. Therefore, researchers try to see good social groups to improve entrepreneurial skills. With the friends in the group is expected that learners can learn and teach, to mutual aid, *boa n tu*. The existence of a group can also build the familiarity that is in each student .

Similar to research by Wiedy Murtini (2016) on the implementation of the "Geprak" model in entrepreneurship teaching. His entrepreneurial project starts from a small group (group), exploration, development of business ideas. Preparation and presentation of business plans, and finally business actions and competition. Wiedy's both use groups in implementing entrepreneurial strategies, but in this study researchers saw the existence of social capital in the group studied. The results of this study were examined with Francis Fukuyama's theory of social capital and Vygotsky's theory of learning, as a tool to analyze the activities carried out by extra-culinary entrepreneurship students at SMA Muhammadiyah 9 Surabaya. Researchers saw the potential for entrepreneurship carried out by students at Muhamamdiyah 9 Surabaya. The researcher wants to try to create a group of student traders. First, it is hoped that with this group students can improve entrepreneurial skills. With the formation of this group, it is hoped that social capital will emerge where social capital is very useful in entrepreneurial activities. The researcher tries to analyze with Fukuyama's theory of social capital. There are three parameters of social capital, namely trust, norms and networks.

This is in line with Nora Sulilawati's (2013) research entitled student study groups at school. Expressing activities in study groups ultimately creates a social reality which shows that social capital grows and develops in tandem with community growth. Thus a social network and cooperation are built. In his research, social capital can contribute positively to student learning progress. Social capital is the ability of people to work together for common purposes in groups or organizations. Social capital can be defined as the state of a set of values or certain informal norms that are mutually used among group members that allow cooperation between them. These norms are made by students who follow entrepreneurial activities such as the example of division of labor, distribution of money for contributions to make products, and so on. For example, the culinary group that gets a profit will be divided equally and if the loss will be shared . Group formation can create trust between group members. Debt is an indicator of the presence of trust in entrepreneurial groups. A person will not easily be in debt to anyone without the trust between the two parties. Trust is part of the concept of social capital theory.

The formation of groups is to facilitate the division of entrepreneurial activities in SMA Muhammadiyah 9 Surabaya Actually latently this group division creates strong ties between peers, togetherness in this group creates solidarity between groups getting tighter not only when participating in entrepreneurship but also outside of entrepreneurial activities. Assessed with Fukuyama's theory of social capital . With this trading group, students are expected to be able to learn entrepreneurship with their peers. Or what Vygotsky said studying sociocultural in constructivist theory. This method is done peer learning, by forming groups of students who participate in entrepreneurial activities.

The result of the entrepreneurial strategy through group formation is that students are helped by the presence of groups in entrepreneurial activities. This assistance can be material and non-

material. Material is obtained from the large amount of capital money to make entrepreneurial products. In nonmaterial, students are helped by a lighter task load than doing it themselves.

### **C. Field trip learning as an entrepreneurial strategy**

The field trip method is a way of presenting learning materials by taking students directly to the object to be studied and the object outside the classroom. In this thesis, entrepreneurship cannot be done only in the classroom but it is more effective if it is done outside the classroom. Students are not only invited to have a field trip in Surabaya's Bungkul park, but are given assignments. The assignment is in the form of entrepreneurship reports, students are given the task of making products to be sold in the bungkul garden. Armed with the knowledge that the teachers have invited during entrepreneurship extras, it is hoped that students will be able to do assignments well. From the results of interviews with students, if asked what they think about their interests regarding this task. According to class XI IPA students explained:

*... I feel happy to be able to take a walk in the Bungkul Park even though for our assignment, we and our friends can sell the food we make, so we can sell it not only at MUSE (Muhammadiyah 9) sir ..... (Puput )*

*Exclaimed sir, starting from morning to noon, isine the drama, sir, this morning we rushed after the puput, after we went to the puput we were looking for plastic cups early in the morning so the puput forgot to buy yesterday, it was a struggle but everything paid off when our merchandise was sold hard, thank God. . . . (Sinta)*

Interviews with several students who took part in field trsocial studies at Taman Bungkul Surabaya, when asked how it felt when selling directly to strangers

*Exciting ... sir, it turns out that when I was selling there were people who were annoying and boys who bought it while flirting it wasn't clear, sometimes there were those who bargained but didn't buy ..., a little disappointed it didn't sell all but getting valuable experience could be hunkered down with friends -friend. . . . (Rachel)*

*When I meet people I feel nervous because I have never sold anything here, at school it's better because I meet friends who I know. It's more comfortable in school even though the children are in debt if you buy it, hehehe. . . . (Haidar )*

The purpose of this field trip learning is to strengthen relationshsocial studies between students. Where with field trsocial studies students are invited to help each other in entrepreneurial activities such as cooperation in selling products, cooperation in making reports, even cooperation in solving problems. Referring to the research of M. Didin and Maryan (2013), the application of the field trip model to improve description writing skills in elementary school students. It is proven in his research that the application of field trsocial studies students has made rapid progress in writing descriptions. In this study also applied a field trip model, but which enhanced entrepreneurial skills.

Learning theory according to Vygotsky's work is known as sociocultural, namely the sociocultural learning theory or also known as constructivist learning theory is a learning theory whose main emphasis is on how a person learns with the help of others in a zone of his own limitations, namely the Proximal Development Zone (ZPD) or Zone Proximal development and mediation. Where children in their development need other people to understand something and solve the problems they face.

Students in dealing with situations with other people know what they will do. This theory, which is also known as the social construction theory, emphasizes that human intelligence comes from society, its environment and culture. This theory also confirms that individual cognitive acquisition occurs first through interpersonal (interaction with the social environment) intrapersonal (internalization that occurs within oneself). The essence of this sociocultural learning theory is the use of a person's thinking tools that cannot be separated from the influence of their socio-cultural environment. The socio-cultural environment will increase the complexity

of the abilities possessed by each individual. The existence of socioculturalism makes children's cognitive levels increase. Sociocultural groups of students can be seen from the strong social and cultural interactions in terms of entrepreneurship. Interactions conducted by students with students with teachers who understand better in terms of entrepreneurship. Seeing that students in this entrepreneurship group have the same interest in entrepreneurship, and some have even started entrepreneurship at home. The entrepreneurial culture that exists in schools and is embraced by students creates more effective learning .

Zone of Proximal Development or commonly abbreviated as (ZPD) is the development of a person's abilities divided into 2 levels, namely: the level of actual development and the level of potential development. The actual level of development is seen in a person's ability to complete tasks and problems on his own. Meanwhile, the level of potential development of a person's ability to complete tasks under the guidance of people, either peers or adults who are more competent. To see this, it is necessary for students who take part in field trsocial studies to be given assignments.

In the ZPD stage process, the first stage the child already knows the concept of entrepreneurship from extra-entrepreneurial teaching teachers, from parents who are already trading, or even from entrepreneurial friends. In the second stage, students can develop their own abilities, developing this ability can come from giving assignments to make products, here students are trying to develop their own abilities without the help of others. Not to forget that student work is written in individual reports (appendix). If the student is already independent in making a product, it means that it is the third stage. The fourth and final stage students can retrieve what they learned automatically.

The teacher is in charge of dividing the group and only provides material assistance for clairvoyance, such as food and drink recipes, how to make handicrafts. the teacher gives a child a large amount of assistance during the early stages of learning and then reduces that assistance and gives the child the opportunity to take on increasing responsibility as soon as he is able to do it on his own. Apart from interactions and experiences, there are important things in social learning according to Vygotsky, namely through the cultural environment. Such as the social situation in field trip activities in Bungkul Park, Surabaya. It is different if the students are only taught to sell in the school environment, which they usually meet, people who buy from their own friends, while in the bungkul park there are many new people they meet, making the selling experience different.

Employee activities also develop language and thinking. Directly plunge into trading in the community, students can understand how to talk to consumers. There is an *inner speech*, which is what they say becomes their thoughts. The students already understand the language spoken in offering their products. It can be observed from the difference when they offer direct and through social media (interview results p. 94) when with older consumers they use soft language but with their teenagers with slang languages. This confirms that a child who uses *inner speech* will be more socially competent.

The results of entrepreneurial strategies through employees are effective in increasing students' entrepreneurial skills because students gain entrepreneurial experience directly into the community. Judging from the results of observations by researchers (in field notes) many students are proficient in marketing to consumers. The existence of field trip activities in Bungkul Surabaya park makes students meet a variety of consumers armed with experiences that can increase the students' entrepreneurial skills. Both cognitive and verbal abilities in entrepreneurship. Judging from the observations of researchers and the results of the assignments of students.

### **Social Media as an Entrepreneurship Strategy**

Social media has provided opportunities for consumers to engage in social interactions on the internet. This can make it easier for all users, especially those who are involved in

entrepreneurship. They can disseminate their own content, via blog, tweter, facebook, instagram or youtube video. Through social media it is also possible to make online purchases. Social media plays an important role when it comes to product marketing and buying online.

Instagram, named trade student, was created by extra culinary entrepreneurship students at SMA Muhammadiyah 9 Surabaya. The content on IG is about the trading activities of students starting from the products sold, their purchases and their schedule. The content they share is not only for students who take part in extra-entrepreneurship. But for the general public among the Muhammadiyah 9 Surabaya SMA. also does not limit the upload . This trade student Instagram contains student products and there are several alumni. The purpose of making this Instagram was initially only as a promotional medium for culinary groups, but many alumni friends who participated in it because with this Instagram their sales could increase.

Researchers see something unique here between sellers and consumers on Instagram. Sellers and consumers in the transaction process on social media interact as informal behavior with a symbolic characteristic of typical greeting words according to the different social media used when facing face to face with more mature consumers. Social media users tend to be adolescents with the same age as the students. The words that are often used as a greeting in typical social media interaction behavior are *good morning, bro , bought by skuy ,* and so on. This characteristic creates a comfortable emotional state for interaction between sellers and buyers.

*... Usually, if I chat on my program the call, bro, sometimes I pokoke a call that is usum, if we chat on IG, we have to be more familiar, sir, to seduce me to buy, sometimes we also sometimes pretend to be cool even though the response is cool ... (Rachel)*

*If on IG, I give a picture or story with interesting words, like my friend, buying ice gepyar, hehehe ... sometimes when on IG, all my comments are usually called bro, sis, bro, even though I also know his name. . . . (Sinta)*

From the results of social media research, Instagram is very useful for students who want to be entrepreneurs. But it must be accompanied by proficiency in selling products. The results of the research of Ifran and Verdaningrum (2016), the factors that influence consumer behavior in interacting on social media show that there are 3 things: *First*, cultural factors such as language suitability between consumers and sellers, social factors such as testimonials, offers from friends, methods the seller describes the product. *Second*, personal factors such as ease of shopping. *Third*, psychological factors such as discounts, delivery times, and product packaging. This shows that social media can be used as an entrepreneurial strategy

The culture of teenagers in the current era uses social media through devices, even more often interacting via social media than directly. This fact is what makes social media the right strategy to use to gain skills in terms of promoting students who take part in entrepreneurial activities. Social media can be used as a flexible stall and without being bound by time and space. Cultural factors as a background for the seller and buyer environment in the transaction process on social media are described as informal behavior with a symbolic characteristic of typical greeting words according to the different social media used when face to face with more mature consumers. Social media users tend to be adolescents with the same age as the students. The words that are often used as a greeting in typical social media interaction behavior are *good morning, bro , bought by skuy ,* and so on. As a result, buyers feel comfortable and buy their merchandise through Instagram. This is done by the seller in order to build connectivity, comfort, and interest that influence consumer attitudes and behavior to be able to transact through the seller's social media account. Through relationshsocial studies through fellow social media accounts, they can interact on an ongoing basis. This relationship is two-way in nature, meaning that not only does the seller adjust to the buyer, but the buyer can actively adjust with the seller.

This research is supported by research by Hugo Aris Suprpto (2018) entitled: Information-based entrepreneurship learning strategies for students' interest in becoming entrepreneurs. In his

research, the lecturer provided a number of assistance in the form of a business plan through information technology that made successful students enthusiastic in entrepreneurship. In this research, communication technology is not used as a business plan, but a media for the promotion of students' entrepreneurial products. In addition to promotional media in this Instagram social media, researchers see social capital in it. The concept in social capital here emphasizes human capital. With this pattern, social capital works in the investment process to obtain economic benefits. Associated with efforts to manage, improve and utilize intelligence, skills (skills). Here, students are strived to improve and empower social relations to obtain economic and social benefits. Relationshsocial studies are one part of social capital, in this entrepreneurial strategy the researcher tries to examine the relationshsocial studies in social media where these relationshsocial studies are formed through social media. Social relations involve individuals as actors (students of SMA Muhammadiyah 9 Surabaya) as well as groups (classmates), the community (students who take part in entrepreneurial extras) and the wider community which becomes a place for social relations to grow and develop. the. In the student trading Instagram, the alumni are also followers and are followed, so that this entrepreneurial activity is sustainable from being students to alumni.

This is in line with Silvester and Dian's (2019) research in their journal entitled the use of social media as a promotion for MSME businesses. This community service research researcher tries to optimize social media as a promotional opportunity. And proven to increase the number of transactions. Similar to this research, the culinary entrepreneurship group can achieve profit after using the trading student Instagram. In addition to economic benefits students also get social benefits with the presence of many customers, friends and relations on student-owned trading instagram. In social capital, there are 3 things that must be fulfilled, namely the existence of trust, norms, and networks. In forming a network it is very effective if there is social media. In this case, the istagram is very influential in creating a network. In Instagram there are lots of interesting things to share. Students peseta can market their products via Instagram. The existence of Instagram as a means of promotion, schedule of activities or just sharing interesting information can support and foster entrepreneurial skills in schools.

For Fukuyama, social capital is the norms that form the relationship between two or more individuals. This norm can be an interaction between individuals, either in a simple form such as friendship, or a more complex one such as beliefs that live in society. What distinguishes social capital from other capitals is that social capital is not used directly in production and does not experience a decline in benefits. Social media is a support tool that provides relationshsocial studies and networks. Research data (John Filed, 2018: 169) shows that people who are active in online activities tend to be people who have built connections and networks equipped with many face-to-face connections. In the postmodern era and people in this city build connections, it is very difficult to see a society that is more individualistic. Social media is considered to be able to help problems about relationshsocial studies. For example, in social media, Instagram accounts that have many followers will be known so that it is easier to build relationshsocial studies than others.

The results of entrepreneurial strategies through social media trading students benefit from economic and social aspects. From an economic aspect, students have a digital market to offer products made by students, armed with social media, Instagram, are expected to benefit. At a minimum, students can do free advertising via Instagram. The advantage of the social aspect of the students is to get customers, friends, and relations in the trade student program. With this, entrepreneurial activities will be able to run in a sustainable manner.

## **CONCLUSION**

From the research results it was found that there were two entrepreneurial groups in SMA Muhammadiyah 9 Surabaya. The handicraft group did not do well, while the culinary entrepreneurship group did well. The entrepreneurial strategy used by culinary entrepreneurship extras in the field, namely first, forming groups as an entrepreneurial



strategy. Learners can m endapatkan friends of different classes. It can also stimulate the formation of networks, trust and norms according to Fukoyama. Second, field trip as an entrepreneurial strategy. Students are strived to hone entrepreneurial skills directly to the community. So that students gain experience in terms of marketing, interacting, working with teams. Third, social media as an entrepreneurial strategy is a good strategy in this all-digital era. So it is hoped that after graduating, they will be able to be independent and meet their own economic needs. The existence of a group formation strategy and social media provides economic and social benefits. Having a group formation is a good investment in social capital. Meanwhile, social media provides extensive relationship benefits to promote goods and products owned by minimizing sponsorship costs.

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