

# Entrepreneurship-Based On Life Skills Training Management In Non-Formal Education To Improve Participant's Ability Towards Economic Independence

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**Abstract.** The problem in this study is that many people still think that entrepreneurship requires capital. The low quality of community education so that the impetus to receive non-formal education from the family is still lacking. The support capacity of the local government could be more optimal because there is no particular budget for non-formal education. This study focus on determining Entrepreneurship-Based On Life Skills Training Management In Non-Formal Education To Improve Participant's Ability Towards Economic Independence. This study uses a qualitative approach oriented to Qualitative Descriptive Design. The results show that PKBM in West Java has carried out education and provided entrepreneurship training to its students. Planning, organizing, implementing, and supervising programs in PKBM have been going well. However, the success that students get will depend on the ability of the graduates to realize the results of the training in their lives.

**Keywords:** education, entrepreneurship, management, non-formal, training

## 1. Introduction

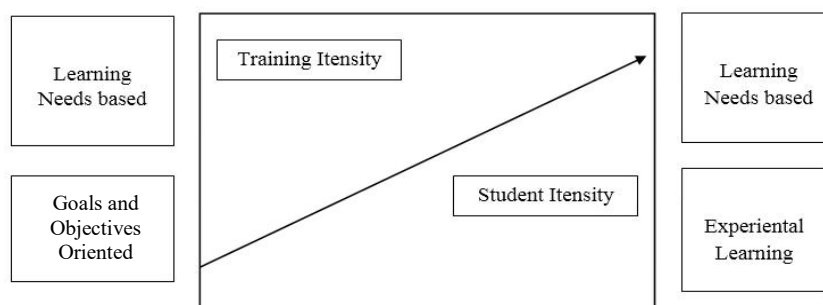
Human resources are the main factor in nation-building, in addition to natural resources (biological, non-biological, and artificial) as well as scientific and technological resources. However, the prolonged monetary crisis has become an obstacle that is not easy to deal with, even today further emphasizes the need for the development of Indonesian human resources (HR) who are strong, insightful, and skills while still being based on cultural values, religion and local contexts [1]. Non-formal education exists as an institution that has an entrepreneurial atmosphere that will open up better life opportunities for its graduates. Non-formal education graduates at the Community Learning Activity Center (PKBM) have an independent character so that they are able to manage themselves to face a very competitive environment. They have competitiveness and are able to read opportunities to generate sources of income for themselves and others [2].

The Community Learning Activity Center does teach knowledge about production and distribution. Studying business science in general is to produce as many goods/services as possible while studying trade in general is to seek business benefits that require a lot of capital. However, the entrepreneurship program at PKBM is not solely like that, in essence, PKBM creates an entrepreneurial atmosphere aimed at building character so that citizens learn to like challenges, are creative, and innovative, and dare to take or manage risks. Understanding learning citizens who really need positive stimulation to develop entrepreneurial principles

that are needed in the future by optimizing the various potentials they have [3]. If all graduates in Indonesia have entrepreneurial characteristics, of course, Indonesia will rise to become an authoritative country in the eyes of the world. Indonesia will have strong competitiveness, its economy will be independent, and its image will improve. Students in schools who are given entrepreneurship education give a positive perception of the entrepreneurial profession. This positive perception will have a very significant impact on the creation and development of entrepreneurship and new businesses that are indispensable for the progress of Indonesia [4].

Based on the objective conditions of this nation, the entrepreneurial spirit and entrepreneurship education are the right choice and solutions. It is hoped that with the implementation of entrepreneurship education in non-formal education, the learning citizens will get sufficient knowledge about entrepreneurship. Armed with that knowledge, after they graduate, they can use it to do business independently. The hope is that they no longer need to be busy applying for jobs here and there by handing over a diploma and not necessarily being accepted [5]. The problem in this study is that there are still many people who think that entrepreneurship requires a lot of capital. The low level of quality of community education so that the impetus to receive formal and non-formal education from the family is still lacking. The support capacity of the local government is not optimal because there is no special budget for programs to improve the quality of human resources for its citizens, both through formal and non-formal education in particular. This research was conducted to determine the planning, organization, implementation, and supervision of Entrepreneurship-Based On Life Skills Training Management In Non-Formal Education To Improve Participants' Ability Towards Economic Independence.

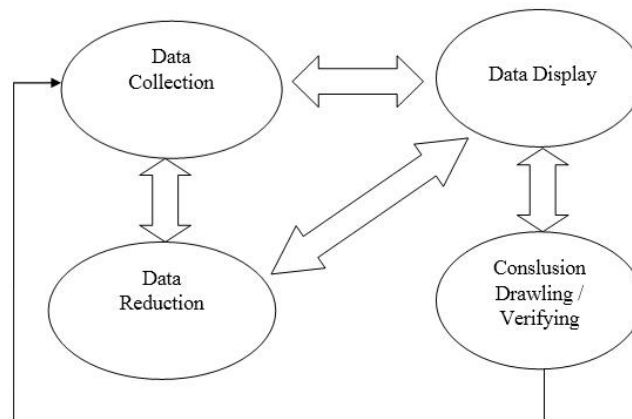
Management is managing and the ability to move people to work and behave in accordance with the expectations of the leader so that the expected goals can be achieved quickly, precisely, and economically. These objectives include; people, money, methods, materials, machines, and markets that need to be planned, organized, directed, and evaluated, so as to achieve the desired results. [6]. Training is a process of social action that increases the participation of people, organizations, and communities towards the goal of increasing individual and community control, politics, improving people's lives, and social justice, where individuals and groups gain access to power to control resources and oversee their lives [7]. PKBM Bina Mandiri Kota Cimahi, PKBM Mekarsari Kabupaten Bandung Barat dan PKBM An Nur Ibum Kabupaten Bandung are some of the PKBM in West Java Indonesia that implement entrepreneurship training for their Warga Belajar (the term for students in PKBM). The objectives to be achieved in this PKBM training are so that students, in addition to having academic knowledge and attitudes, are also independent entrepreneurs. Thus, the students are empowered, both in literacy and economically, and excel.



**Fig. 1.1.** Learning Principles: Education and Training

## 2. Method

This study uses a qualitative research approach that is oriented toward Qualitative Descriptive Design. The purpose of this type of research is to factually, accurately, and systematically describe the reality and population characteristics of a particular location. Therefore, this research does not need to find or explain the relationship, test, hypothesis, make predictions or get meaning and implications, but what is needed is to conclude and explain the data and then analyze and interpret it [8]. The data used in this study include primary data, namely data obtained directly from interviews with informants, and secondary data, namely data that has been collected and processed by other parties but is used as a reference in research.



**Fig. 2.1.** Qualitative Data Analysis

Interviews were conducted with the head of PKBM, tutors, and students. The data is then analyzed to narrow and limit the findings so that they become structured, organized, and more meaningful data. The analysis is an attempt to find answers to questions from the formulation that has been prepared. In research with a qualitative approach, the steps taken in data analysis are combining, categorizing, and interpreting data [10]. In this study, the data were analyzed using descriptive techniques with steps starting from data collection, data reduction, and drawing conclusions/verification.

## 3. Results and Discussions

Community empowerment is the topic that attracts the most attention from the government in efforts to alleviate poverty. Essentially, community empowerment is carried out with the aim of improving the welfare of individuals, families, and society at large. Community empowerment is a program designed as a strategy to improve people's lives through a process of capacity building, initiative, and community participation. Community empowerment needs to involve community participation in planning, implementing, and evaluating so that development programs can be completed on time. Empowerment in the field of education means increasing the ability and courage to make social, economic, political, and

cultural changes to continuously improve life. One of the community empowerment strategies in the field of education that is carried out is through entrepreneurship development training at the Community Learning Activity Center (PKBM). Training is a learning experience process that is intentionally designed to assist students in mastering skills that were not previously mastered. In essence, training is a series of learning processes that are given to students. Training is a disposition to change the knowledge, attitudes, and certain skills of students.

One type of learning in non-formal education is students are not only waiting for the material to be taught, but are also able to use resources proactively, look for materials, and find and develop materials together. Entrepreneurial training is one form of implementing process skills learning. The institutionalization of PKBM Bina Mandiri Kota Cimahi, PKBM Mekarsari Kabupaten Bandung Barat dan PKBM An Nur Ibum Kabupaten Bandung is one of the efforts to awaken and demonstrate the community's ability to plan, implement and control out-of-school education programs according to the needs and conditions of the community so that they are able to explore, grow, and utilize the potential resources that exist in the community. This creates a sense of ownership so that the program is designed simply by the community itself.

Based on the results of interviews with informants consisting of PKBM managers, tutors, and students supported by observations made at the research location, the following results were obtained:

### 3.1. Planning

Planning is the first stage of the overall management function as many experts say. Planning is a process that systematically prepares activities to be carried out in the future to achieve certain goals. Entrepreneurship training is one of the annual work programs carried out by PKBM which is given to each student. It is intended that graduates not only gain academic ability but also have an entrepreneurial spirit. The hope is that every student does not rely on looking for work, but is able to create jobs. This is in accordance with what was conveyed by the Head of PKBM An-Nur Ibum who said: "Each of our students is given entrepreneurship-based life skills training to equip them with entrepreneurship skills so that in addition to getting a certificate, they also have life skills that they can use for entrepreneurship. We carry out the planning process based on a needs analysis".



Fig. 3.1. Interview with the head of PKBM An Nur Ibum

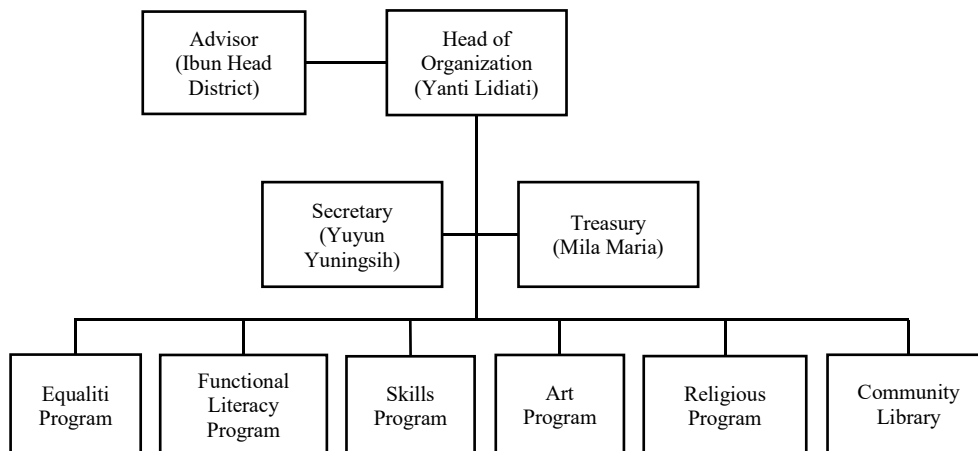
This is in line with the tutor who said: “planning is carried out through an annual meeting that discusses needs analysis and the purpose of the program, namely to equip students with entrepreneurial-based life skills”. This annual work program is the result of a planning process that begins with a meeting between the head of the management and all PKBM administrators who discuss needs analysis. This process produces a plan of steps that will be taken by PKBM in carrying out its functions. The principles of planning are referring to the objectives to be achieved, considering efficiency, practicality to implement, considering the potential of existing resources.



**Fig. 3.2.** Interview with PKBM An Nur Ibun’s Tutor

### **3.2. Organizing**

As an organization, PKBM has implemented clear goals that are understood and accepted by all members so that in the organization there is only one direction as one of the organizational principles. This goal is usually referred to as a vision or result that is aspired to or wants to be achieved, so its form must be clear and understood by all members who will participate together in achieving the goal. The three PKBMs also have organizational structures that describe coordination, the balance of duties, authority, and responsibilities. Coordination is kept simple to make it easier to track and not too many people are involved in the responsibility. All activities are completely divided so that none of the activities is handled and vice versa, there is no single activity that gets duplicate handling. This is in accordance with the results of observations at the research site that there is an organizational structure that provides clarity on tasks and with whom HR must coordinate.



**Fig. 3.3.** Organizational Structure of PKBM An-Nur Ibum

### 3.3. Implementation

Based on interviews conducted with the tutor, the training consisted of theory and practice. The curriculum is structured by determining the learning objectives, determining the subject matter, and determining the learning time. Furthermore, the existing curriculum is applied in the learning process. The curriculum used adjusts the entrepreneurial skills that are implemented. The implementation of this entrepreneurship training is adjusted to the availability of time that has been agreed upon by the tutor team with the students. During the COVID-19 pandemic, the training was carried out online via video conferencing and WhatsApp Groups. To measure the success achieved by students, evaluation is carried out, both theory and practice carried out by the organizers. The expected result after the learning is completed is an increase in the knowledge and skills and skills of students, both in the cognitive, affective, and psychomotor fields.



**Fig. 3.4.** Interview with PKBM Mekar Sari's Tutor

### 3.4. Supervision

In order to ensure that the program runs well, the PKBM manager conducts a gradual evaluation as one of the management functions. Supervision is carried out to ensure that the program implemented is in accordance with the expected goals. In addition, the results of this

supervision will be used as evaluation material to correct various deficiencies that occurred during the implementation of the training program. Supervision is generally defined as a method used by an organization to ensure that programs run according to plan in order to achieve effective and efficient performance, as well as to better support the realization of the vision and mission of an organization. Basically planning and implementation is a single unit of action, although this rarely happens. Monitoring is needed to see how far the results are achieved. Entrepreneurship training is able to equip students with various entrepreneurial competencies that will bring great benefits to their lives. Life skills can be expressed as skills to live. Not only have certain abilities (Vocational Job) but he must have basic functional support skills, such as reading, writing, calculating, formulating, solving problems, managing resources, working in teams, continuing to learn at work, and using technology.

#### 4. Conclusion

The results of this study reveal that PKBM Bina Mandiri Kota Cimahi, PKBM Mekarsari Kabupaten Bandung Barat dan PKBM An Nur Ibun Kabupaten Bandung are some of the PKBM in West Java Indonesia which is a number of PKBM in West Java, has not only carried out education, but also provided entrepreneurship training to its students. Planning, organizing, implementing and supervising entrepreneurship training programs in PKBM have been going well. However, the success that students get will depend on the ability of the graduates to realize the results of the training in their lives. One type of learning in non-formal education is student are not only waiting for the material to be taught, but are also able to use resources proactively, look for materials, and find and develop materials together. One of the community empowerment strategies in the field of education that is carried out is through entrepreneurship development training at the Community Learning Activity Center (PKBM).

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