Entrepreneurship-Based Management Program as An Effort to Improve The Quality of Non-Formal Educational Institutions

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Abstract
The management of the Community Learning Activity Center (CLC) institution is low, making some people less enthusiastic about participating in the program's implementation. CLC is an institution, a forum, and a place to serve the community's learning needs. Entrepreneurship encourages people to be enthusiastic about learning. The purpose of this study is to examine and describe entrepreneurship-based program management as an improvement in the quality of non-formal educational institutions.. This study uses a qualitative approach with a survey: data collection techniques, in-depth interviews, participatory observation, and documentation. The research subjects are administrators, tutors, and learning residents. They use qualitative analysis techniques with data reduction steps, data display, data verification to conclude. The results showed that the development of the CLC program followed the following steps: identification of learning needs, determining learning priorities, involving community leaders in planning program planning, considering local potential and local wisdom; and empowerment programs based on entrepreneurship, compiling programs to produce superior products as program sustainability, managers work professionally to make CLC independent in each program, and open networks with business partners for select marketing products.
Keywords : *Empowerment, Education Program, Entrepreneurship, CLC*

INTRODUCTION

Education becomes social capital for people to develop their abilities through the environment. Support from personal skills in the community can solve problems to impact the community in general and providers who provide support for development (Lakin et al., 2022). Community development will have an impact in increasing the capital developed by the environment, among others: pursued through reputation, development of resources, ease in carrying out processes and assistance in solving needs, reducing unnecessary costs, efficient in production and support for local services, as well as an increase in the local workforce. Developing people's ability in development and educational institutions will improve the community's reputation through capacity building and education in solving problems faced (Tikva & Tambouris, 2021). Improved society will also mean increasing government and other customers (Rogers et al., 2017).

Improving the community's ability through education cannot be ignored. The community needs a learning process in self-improvement through empowerment activities where individuals or communities are located. Things that need to be considered a focus in human resource development through empowerment include (1) the development of beneficial resources. Developing education will increase people's ability to use resources wisely following development and environmental sustainability. With this, people will control

risks and make very beneficial changes, (2) making it easier to accept various changes. With increased education, the surrounding community can easily accept proposals related to development. This convenience will impact bearing development projects, expanding if possible, solving deadlocks, and avoiding situations and conditions that may develop around the construction site, (3) avoiding costs and risks. With increased education and the ability of people around it, it is expected to reduce additional costs and unexpected hazards due to carelessness and risks taken outside the procedure. (4) production becomes more efficient due to service support from the surrounding environment. With the increase in education and community development, it is hoped that the productivity of the institution and the community itself will increase due to the increasing number of services that grow from the surrounding area, (5) the presence of local workers. Increased education will further encourage local workers to play a role in the development process. Dependence on outside workers will increase costs. With the development of a workforce that will support the surrounding production process, it is hoped to reduce time, effort, frustration, and funds that must be spent, (6) increase capacity. Improving education as part of community development will strengthen local institutions and individuals, local social institutions, and more independent and sustainable governments to support long-term growth, support capital accumulation, develop renewable resources, and support sustainable facilities. Will support the development process through a higher quality participation network (Areekul et al., 2015)

In community empowerment, a forum is needed to coordinate learning activities that can accommodate all the increasingly complex learning needs of the community. Then a Community Learning Activity Centre (CLC) was developed. The CLC is a non-formal educational institution that was formed based on the learning needs of the community by covering programs including equality, empowerment, Early Childhood Education, training education, and so on as an effort to improve the quality and welfare of the community (Artha et al., 2022). CLC is developed from community activities, by the community, and for the benefit of the community itself (Apandi & Wasliman, 2022). The Community Learning Activity Center (CLC) is an alternative non-formal education institution selected for empowerment program activities. CLC is an educational institution born from realising the importance of the community's position in developing non-formal education (Liu & Constable, 2010) CLC is the backbone of the development process through empowering all community potentials. CLC, as one of the government's partners in educating the lives of the nation's people through non-formal education programs, is expected to be able to grow a learning society so that in the end, it increases independence, education, and innovation in seeking new information to improve their lives. CLC is built based on the learning needs of the community, especially in the preparation of non-formal education programs that are always based on the results of the identification of community needs, so that the program can run smoothly and be fully supported by the community consciously and always develops from year to year (La Cerra et al., 2019). CLC is used as a forum in realising an integrated education program with the life and needs of the community (Oyasu, 2019). As a forum,

CLC can embrace all groups who study at CLC so that CLC is genuinely a service centre for meeting the community's learning needs.

Learning programs held at CLC are programs the surrounding community need, both non-formal education programs and other programs developed by cross-sectoral. One of the CLC programs is implemented, namely entrepreneurship-based empowerment to attract the interest of learning citizens, enthusiasm for learning, providing knowledge, attitudes, and skills for learning residents, strengthening mastery of learning materials, can immediately be used to earn income, learning outcomes are not only output. But arrived at the outcome. The steps that need to be implemented in implementing the program (Bangkara et al., 2022): (1) activate groups in learning activities according to the agreed schedule. (2) activate learning resources both from their environment and from outside the environment to the maximum (3) encourage and promote mutual learning activities (learning exchange), both between group members themselves and between group members with one another, as well as with the community (4) creating a horizontal relationship between the facilitator and the learning community, namely to create a harmonious learning atmosphere, (5) helping the learning community to take advantage of the learning outcomes.

The purpose of the CLC is that it is hoped that during the learning process, residents will experience changes in knowledge, attitudes, and skills that will shape quality or competence so that in the long term, residents experience empowerment (Suarno & Suryono, 2021)). The condition of empowerment is an ongoing process of empowerment (empowering) in a learning situation. Empowerment is "people gaining an understanding of and control over social, economic, and or political forces to improve their standing in society" (Kindervatter, 1979); (Hyde, 1991). Empowerment is an activity that requires activeness and a critical mindset to do a profession (Coy et al., 2021). Empowerment has a meaning as an effort to develop oneself in controlling internally and carrying out problem-solving practices freely (Minckas et al., 2020).

The limitations of this research emphasise the final product of the empowerment process, namely learning citizens as members of the community gain understanding and can control social and economic resources to improve their position in society. Empowerment also means raising awareness for a person or group to understand and control the dimensions of their strength (religious, physical, psychological, social, economic, political, and cultural) to achieve an optimal position in life (Galiè & Farnworth, 2019). The empowerment process forms the community to have self-reliance, or in other terms, there is an effort as awareness (conscientisation) (Freire, 2009); (Bharti, 2021). Empowerment is an effort to enable (enabling) small communities who have been considered to have no or less role in increasing and having better abilities to their status and function in the social system.

The focus of empowerment in this research study is in the form of entrepreneurship-based program management. Its management can assist, direct, and service activities in achieving goals. Proper management is needed in the implementation of a program. According to Sudjana (Sudjana, 2004), management is a skill that a person has to carry out activities with other people or through other people to achieve a goal (Lacerenza et al., 2018). Entrepreneurship-based empowerment is one of the innovative breakthroughs to strengthen

the competency standards of graduates of CLC learning citizens. There is an increase in the quality of teaching citizens and improves the public image of the management of non-formal education programs organised by CLC.

Entrepreneurship-based empowerment aims at an activity that leads to economic value by strengthening the entrepreneurial spirit (Alvino et al., 2020). Entrepreneurship-based empowerment is an empowering activity using the principles and methodologies of entrepreneurship formation (Sutter et al., 2019). Entrepreneurship-based empowerment is directed at three types of behaviour (Ashraf et al., 2019), namely 1) having the nature of the initiative, 2) organising socio-economically to change resources virtually, 3) accepting risk or failure. Entrepreneurial behaviour is the application and development of life skills-based learning.

Entrepreneurship-based empowerment management is the research results conducted by Mills (Loeng, 2020), which produces instructions for educators who direct citizens to learn as adults. According to Shobah, describing the implementation of andragogy in entrepreneurship-based empowerment can lead citizens to master specific job skills by having an entrepreneurial spirit (Díaz, 2020). This capability is the CLC mission, which is to improve the economy and academic intellectual abilities so that learning citizens have the independence and confidence to face obstacles and impact the strength of CLC institutions and provide services. Thus, for the realisation of entrepreneurial-based empowerment, dynamic, flexible institutions are needed, managers have a future mission and a conducive environment (Amoako, 2019).

Empowerment is formed in learning activities at Handayani CLC, Bojonegoro Regency, to enable people who have been considered to have no or less role in increasing and having better abilities to their status and function in the social system. In addition, the community as learning citizens in the social system is not facilitated by managers teaching each other. In the context of adult education, the facilitation process aims to provide support in the ability to direct and develop oneself, an individual's natural ability. On this basis, Knowles elaborated a series of training methods to ensure proper negotiation between educators and learners about learning objectives, methodical management and assessment of training" (Monographs, 2017).

Learning residents and managers in CLC Bojonegoro Regency have a fundamental problem; namely, they lack the knowledge and skills to develop and optimise local resources, both natural and non-natural. This obstacle is because public awareness of education, especially non-formal education, is still low. Only a few people take advantage of the existence of CLC as a substitute, addition, and complement to the learning needs of the community. The lack of interest in education programs, especially in CLC, Bojonegoro Regency, is due to the lack of management skills in increasing public interest in participating in the educational programs offered. Learning activities in CLC Bojonegoro Regency are less innovative and creative to improve the quality of learning for citizens. Managers and educators use teaching methods such as formal education, which is not appropriate for teaching citizens. Most of them are adults who should use an andragogy education approach compared to a pedagogical education approach. However, it is still evident in learning

activities applying a pedagogical approach where educators are more dominant than learning residents, and learning residents are not allowed to discuss. There are no skills in soft skills empowerment programs with an entrepreneurial approach. The absence of special programs offered makes the enthusiasm of learning residents tend to below to take part in learning. It can be interpreted that learning residents come to be managers' desires.

Problems in management make non-formal education lack development, one of which managers are not given training in utilising education funds provided by the government. Lack of understanding of how the funds should be managed to improve the quality of education, but we found that these funds were only used for personal use, not for educational development. Many institutions are located in suspended animation where if they obtain educational funds for the CLC institution, there is a learning process, but only for 1-3 months, the rest, there is no learning. This may be done in CLC in Bojonegoro Regency. With the acquisition of education funds from the government, there are no excellent programs offered for learning activities. Only found learning in the form of an equality program which equated the learning process with formal education. Thus, in CLC, Bojonegoro Regency, it is necessary to train managers and educators.

The lack of superior program management in the CLC of Bojonegoro Regency has made the target of an entrepreneurial-based empowerment program by utilising the outstanding potential of the Bojonegoro Regency area. The community needs this as a personal quality improvement and welfare. The entrepreneurship-based empowerment program aims to form skilled learning citizens in soft and hard skills required in entrepreneurship. This program is adapted to superior natural resources as learning support. The community needs such excellent programs needed by the community to increase interest in participating in non-formal learning. Managers and educators always continue to improve their quality in mastering andragogy learning, leading to community welfare. According to the research results (Akbar, 2007), CLC in Garut Regency shows that managerial abilities and perceptions of entrepreneurial-based empowerment affect the quality of services that affect the productivity of learning citizens.

METHODS

This study uses a descriptive qualitative approach. Qualitative research is directed to the circumstances and individuals as a whole (holistic) (Sugiyono, 2017). This approach is a method that produces descriptive data in the form of written or spoken words (narrative) from people and observable behaviour. Researchers collect data and information with a database of images described (Creswell, 2018). The location of this research is in Handayani CLC, Bojonegoro Regency, East Java, Indonesia. The subject of this research is using a purposive sampling technique. The total population of the study is 45 learning residents who are members of the innovative home community and a sample of 15 learning residents. Data collection includes observation, interviews, and documentation studies (Glaser & Strauss, 2017). First, discussions in qualitative research are open general and aim to understand the focus of the study. Aspects asked about the direction of research and related to the guide can enrich data or information. Second, observations in this study were carried out by researchers by observing and observing activities at Handayani CLC, Bojonegoro Regency, interactions

in managing empowerment activities at CLC. Third, the researchers' documentation recorded images, sounds, and photos. Documentation in the form of prints is carried out by collecting pictures of the activities of students in learning or daily activities related to the research focus. This analysis using data analysis techniques can be described as follows. (1). Data collection, 2). Data reduction, 3). Data display, 4). Data verification. The technique of checking the validity of the data is necessary to determine the extent to which the information is valid. To assess the validity of the data, an examination technique is needed. The implementation of the inspection technique is based on some specific criteria (1). Credibility, 2) transferability, 3). Dependability 4). Confirmability. Data collection was obtained by researchers using several research instruments (Moleong, 2011); (Miles, M.B, Huberman, A.M, dan Saldana, 2014).

RESULTS & DISCUSSION

Handayani CLC is one of the rapidly growing CLC in Baureno Village, Baureno District, Bojonegoro Regency. Its vision is to excel in learning and working towards independence while remaining faithful and devoted to God Almighty. Support the implementation of learning and empowerment programs, and its objectives are (1) To realise CLC as a place for community education that requires non-formal education services; (2) Realising CLC as a place for work skills activities through vocational skills education as an effort to create job opportunities for the community which has a direct impact on improving the community's economy; (3) Realising CLC as an information service centre to support lifelong education sustainably.

Community members established the idea of Handayani CLC to meet the community's learning needs. It is even said that the CLC pilot is independent because the costs and results of their efforts are to meet the learning needs of the surrounding community. The learning implemented by Handayani CLC shows the potential that can be developed both in itself and in the surrounding environment as local wisdom, introducing various methods, then being trained in learning so that learning residents are ready to solve problems with their strengths. As an adult. Therefore, Handayani CLC uses an adult education approach or andragogy because most students are adults, but the system used is pedagogy if the target is early childhood students. Handayani CLC involves community leaders, both informal and non-formal, and formal figures, village officials, and religious leaders. The purpose of Handayani CLC is to make CLC a place for non-formal education services, make CLC a business to provide skills services for the community and make CLC an information centre for the community.

Handayani CLC managers are committed to developing their institutions through special activities and products that can be marketed and partnered, thereby providing income for the progress of CLC. In each lesson, skills are also offered to produce products sold to the public. CLC is a strategic approach in building and developing communities through education, especially non-formal education (Hossain, 2016). CLC to empower the community, namely providing innovative services for the learning needs of the neighbourhood (Hanemann, 2009). The complex learning needs of society require that CLC managers have academic and entrepreneurial abilities (Al-Samarraie & Saeed, 2018).

Academic ability is an insight into the mastery of science, while entrepreneurship is the mastery of life technology, namely applying knowledge in people's daily lives (Rauf et al., 2021).

Handayani CLC has carried out the functions and benefits of a non-formal education unit, making CLC a place or forum for community learning activities to provide insight into the surrounding community conceptually and vocationally in stages. Vocational learning is a core activity towards conceptual learning because it is hoped that people will know and apply it in their daily lives (Abdullah et al., 2021). In Handayani, CLC uses an entrepreneurial-based empowerment strategy by recording the needs of all prospective learning citizens, then sorting them into groups based on their learning needs so that all learning needs can be met gradually to meet the varied learning needs of an entrepreneurial-based society.

Handayani CLC programs include early childhood education (PAUD), Functional Literacy, Empowerment, Package C Program, and Community Reading Gardens. The learning process applied is a participatory approach because of learning concepts and practice. Learning residents must be active and active to produce good products and be marketed to the surrounding community and partners. Participatory learning can lead to community empowerment, and empowerment in non-formal education can increase the role of learning citizens to improve their lives (Kwauk et al., 2018).

Planning for an entrepreneurship-based empowerment program begins with identifying the learning needs of the community-oriented to human resources and natural resources. Community leaders, primarily village officials, assist this process. Knowing the learning needs of learning residents, small notes are needed to record each learner, especially on skills in making crafts. In planning management, educators and teaching residents are involved. Planning is not only dominated by the chairman. This is based on (a) the busyness of other administrators who make CLC the second place of service in addition to work duties, (b) the chairman is considered capable by most of the management, (c) the chairman has advantages in the field of social work (d) since Initially the chairman tried as much as possible to use his capital (Afzal et al., 2018). The advantages of compiling detailed plans (Afzal et al., 2018) are: (a) considering that social activities require parties without any strings attached, even if they are already running, they get satisfied with the need for these pioneers in various regions to provide tutorials on specific skills. , (b) this CLC will not die because it is escorted by people who enjoy this social activity, (c) the persistence and innovation of the developer are always seen by the willingness of the developer to share and accept various innovations offered by outsiders, while the weaknesses; traditional management so that the innovations that have been developed are not regularly documented.

The scheduling of activities in CLC has been carried out regularly because it requires the collaboration of the CLC schedule with local content programs that have been arranged in such a way and carried out without disturbing the schedules of learning residents. The target and hope of the Handayani CLC manager are to help the community in the neighbourhood, especially in the field of improving welfare through entrepreneurship-based empowerment and improving the quality of knowledge that impacts the level of welfare. The implementation of entrepreneurship-based empowerment programs has been measured by

community involvement. The more people involved, the better the program. The following are the benchmarks for community involvement in program implementation (Haldane et al., 2019) as follows: a) The community environment has a positive response to CLC, it is shown that there is community participation in programs organised by CLC, b) The surrounding community has the skills to improve self-quality and welfare, c) Have an entrepreneurial spirit.

To determine and measure the success of entrepreneurship-based empowerment in terms of work results, a craft program can be assessed based on the neatness, strength, and cleanliness of the craft being carried out, as the leading role of partners (government and village officials) in facilitating the socialisation of the programs offered with a model of approach to providing skills to improve welfare, (b) facilitating the marketing of the production of learning residents. Supervision/Control is carried out periodically, and residents regularly learn from the program. While the routine schedule is not administered in real terms, it is stated in a written form teaching residents in CLC. However, in the program, especially Package C, on average, it is still oriented to the requirements for applying for jobs, such as Candidates for Civil Servants or the Regional House of Representatives. However, the tutors made every effort to understand the importance of participating in entrepreneurship-based empowerment programs. Support from community leaders and village officials is committed to the existence of CLC and learning for their community members (Endang, 2019).

Implementation of the evaluation program in CLC is carried out routinely, and evaluation is carried out at the end of each program by looking at the results or products produced from the entrepreneurship-based empowerment program, both in quantity and quality. The following are the developments of the Handayani CLC Program, including (1) the Craft Program developed by developing models/forms with designs based on the views and experiences of the management team; (b) Collecting CLC funds from handicrafts marketed in certain places that have become business partners; and (3) the program is developed by involving community members and community leaders who care about non-formal education activities, combining the results of tutor training experiences in a) the tutorial section in the field of study, b) sharing the development of teaching materials and learning approaches. Business development is developed independently. The manager only stands on independent capital ownership, hoping that the manager will not be too burdened with complex responsibilities compared to the developed program. Based on this, it is necessary to find a way to overcome the problems of CLC that already have capital independently when there is a capital assistance program for the development of CLC.

Human resource development in Handayani CLC has not been implemented and planned optimally. This is related to program development which is still limited in developing craft skills. Meanwhile, other programs still require sufficient funding. The funds available in CLC are still qualified to develop craft business capital. Human resource development regularly because it still uses family members as the institutional management team. However, the management team has conducted and participated in CLC coaching training held by the District and East Java Provincial Governments. They cannot manage their human

resources because of all the available limitations, but such a plan has been thought of but cannot be realised. The main activities carried out at Handayani CLC include: (a) Starting from grounding; (b) Starting to replace the old management; (c) Independent capital from close friends; (d) Exemplary self-employment; (e) Tenacity capital; (f) household empowerment; (g) Approach to entrepreneurial skills; (h) Approach and empowerment through community leaders and village officials; (i) Close family and friend support (funding and marketing); and (j) Program support.

CONCLUSION

CLC is a strategic approach in building and developing communities through education, especially non-formal education. CLC to empower the community, namely providing innovative services for the community's learning needs. Complex community needs certainly require CLC managers to have academic and entrepreneurial abilities. Academic ability is an insight into the mastery of science, while entrepreneurship is the mastery of life technology, namely applying knowledge in people's daily lives. Handayani CLC has carried out the functions and benefits of a non-formal education unit, making CLC a place or forum for community learning activities to provide insight into the surrounding community conceptually and vocationally in stages. Handayani CLC applies an entrepreneurial-based empowerment strategy. There are main activities carried out, such as entrepreneurship-based empowerment involving residents of household learning, empowerment processing with independent capital, programs supported by community leaders, and so on that improve the welfare of the local community by forming an entrepreneurial spirit of independence through empowerment.

Planning an entrepreneurship-based empowerment program begins with identifying the community's learning needs, oriented towards human resources and natural resources. Then this process is assisted by community leaders. At the stage of scheduling activities in CLC routinely, it has been carried out because it requires the collaboration of CLC schedules with local content programs that have been arranged in such a way and carried out without disturbing the schedules of learning residents. The implementation phase of the entrepreneurship-based empowerment program has been measured by community involvement. The more people involved, the better the program will be. Such as a) The community environment has a positive response to CLC, it is shown that there is community participation in participating in programs organised by CLC, b) The surrounding community has the skills to improve their quality and welfare, c) Has an entrepreneurial spirit. Supervision/Control is carried out periodically by monitoring the program's regular attendance of learning residents. The tutors make every effort to understand the importance of participating in entrepreneurship-based empowerment programs. Implementation of the evaluation program in CLC is carried out routinely, and evaluation is carried out at the end of each program by looking at the results or products produced from the entrepreneurship-based empowerment program, both in quantity and quality.

Acknowledgements

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