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SOCIAL ENTREPRENEURSHIP CHARACTER-BASED LEARNING DESIGN AT THE CENTER FOR COMMUNITY LEARNING ACTIVITIES

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Abstract

Research objectives: (a) find the design of learning based on the planting of social entrepreneurship character in current The Center for Community Learning Activities (PKBM); and (b) formulate a proper conceptual design in the planting-based learning of social entrepreneurship characters in PKBM. Data collection is done through interviews, and observations. This research procedure follows the flow of literature studies, field foil, and design formulation. Research findings show: (a) The empirical design of learning based on the planting of social entrepreneurship characters conducted by administering life proficiency skills through regular theoretical learning activities conducted by all Tutors, and not involving business actors; and (b) while the design (conceptual) is suggested in the planting-based learning of social entrepreneurship character following the flow of theory and practice, technical

assistance, giving life skills and internship programs with involving actors Efforts began to plan, implement, and evaluate, as well as mentoring business management aspects, marketing, and business funding.

Keywords

Learning Design, Character Planting, Social Entrepreneurship

1. Introduction

The globalization era is characterized by competition quality. Such a matter demands all parties in various fields and sectors of development to constantly improve their competence, especially through educational activities (Solfema Solfema, Syafruddin Wahid, 2019). The Center for Community Learning Activities (PKBM) is a unit of informal education established by the principle of, by and for the community. PKBM is a place to prepare human resources in facing the challenges of the globalization era. PKM is a local educational institution outside the formal education system, usually organized and managed by local communities to provide various learning opportunities (Rahma, Desyanty, & Wahyuni, 2019). Education is an essential instrument for the preparation of qualified human resources (Durak, Hatice Yildiz, 2018). One of the pillars of Quality Improvement Program, relevance, and competitiveness through the services of PKBM directed to the planting of entrepreneurial character so that after completing the learning through courses and training oriented educational life skills Graduates can work independently to develop the skills he has acquired.

The development of the business world and the industrial world goes hand in hand with the development of education in society. Education plays an important role in improving people's life skills. Life skills are often referred to as vocational skills, meaning the proficiency associated with real-life areas. With the model learning how to learn and the general life skills they have can learn new knowledge. Educational innovations in developed countries now also lead to the development of life skills (Komalasari, 2012). Integrated learning design and contextual learning are learning models that lead to the development of life skill (Dalton-Puffer, 2011).

The design of learning with this approach is an effort to arrange for education according to the real needs of students so that the results can be applied to solve and overcome the problems of life encountered. Entrepreneurship is the application of creativity and innovation to solve challenges and efforts to capitalize on everyday opportunities. The empowerment approach seeks to build a better culture and understanding, that women can be empowered, but also able to

complete work related to their capacity as women (Karwati, Ansori, & Mulyono, 2018). Entrepreneurial means doing the process of creating something different by devoting all time and energy with the risk of financial, psychiatric, social and receiving services in the form of money and personal satisfaction. Entrepreneurship is the nature, traits and character of a person who has a will in realizing innovative ideas into the real world creatively (Suryana, 2012).

National movement is expected to foster a culture of entrepreneurship and work ethic of Indonesia, so as to give birth entrepreneurs-new entrepreneurs a reliable, competent and independent (Waspo Tjipto Subroto, 2013). Epistemology, entrepreneurship is a necessary value to start a business. Entrepreneurship is the application of creativity and innovation to solve problems and efforts to capitalize on everyday opportunities. Thus, entrepreneurship is an ability in creative thinking and innovative behave as a basis, resources, energy, mobilizer, objectives, strategy, tips and processes in the face of life's challenges. The current research concentrates on the personal characteristics of Slovenian entrepreneurs an area that requires an interdisciplinary approach. The domains of psychology, sociology, and economics all seem to provide insight into a piece of the puzzle (Verlag, 2012). The planting of entrepreneurial characters is a much-needed activity to foster the soul hero effort done through learning.

Learning is the process, how to make people or living creatures learn, educational activities to provide learning knowledge and skills is a deliberate, purposeful, and restrained effort to allow others to learn and happen Changes in the relatively settled behavior as a result of experience. A learning process can typically start by the individual experiencing some impulses from the environment through the senses (Illeris, 2016). Learning is made successful or effective when able to make learners active to learn to build certain knowledge, skills, and attitudes. Attitudes and behaviors are deeply influenced by a person's qualities and (Waspo Tjipto Subroto, 2013) Good qualities, progress-oriented and positivity are the traits and character needed by a to the success of his underemployed business. Thus, planting attitudes and behaviors or entrepreneurial character of the community through PKBM requires a touch of learning that leads to the principle of the empowers dialogist.

Planting Community Entrepreneurship character is an educational process that emphasizes on the empowerment process, for which the principle of learning services should be patterned "human dignity", develop the dignity, potency, and energy of society, "Empowering process", empowering individuals and groups, participatory, and equitable. The question that became the focus of this research is:

- how factual-empirical design learning to plant entrepreneurial character of society through PKBM; and
- how the conceptual design is considered appropriate in the learning of the entrepreneurial character of the community through PKBM. While the research objectives are: (a) find factual-empirical design learning to plant entrepreneurial character of society through PKBM; and
- formulate a conceptual design that is deemed appropriate in the learning of Community entrepreneurship character planting through PKBM.

This research framework is built with the understanding that the planting of entrepreneurial character of the community through PKBM is an integral part in the education of life skills so that the community has skills, knowledge, And the attitude needed to enter the world of work both self-employed (entrepreneurial), have a high motivation and work ethic and can produce works that are superior and able to compete in the global market. With a broader meaning of planting community entrepreneurship character through PKBM requires the right design in accordance with the rules and principles of informal education learning so that it is expected to be able to answer the challenges about ownership A worthy and promising job for the community.

2. Methods

This research is a development research, the external research is a design of learning that is considered appropriate in the planting of entrepreneurial character of society through the activities of PKBM. The research location is determined by the three villages, namely the village of Gemawang Jambu, Kopeng Sub District, and Reksosari District Suruh Semarang in Central Java with the consideration of the three village vocations have developed and has succeeded to print new entrepreneurs. As a data source are maintainers, tutors, and community (residents) who are still active and graduates who have developed skills and life prowess that have entrepreneurial, a number of 12 people.

Data collection methods are conducted through interviews, observations, and focus group discussions. Interviews are used to uncover learning objectives with the maintainers and learning citizens. Observations were made to see the learning process of entrepreneurial character planting, and at the same time saw a real practice of entrepreneurial practicum activities, focus group discussion conducted to formulate a conceptual design that was deemed Right in the

planting of entrepreneurial character of community through PKBM. The procedure of this study follows the plot as follows the literature study to build an understanding of the concepts related to the planting of Community entrepreneurship character, and educational learning process through PKBM; field survey to see factual conditions related to the process of planting Community entrepreneurship character through PKBM Village Vocational Semarang District; and drafting the design of learning (conceptual) Community entrepreneurship character through PKBM. The collected Data is then analyzed using a qualitative descriptive analysis (Moleong, 2007). A descriptive analysis is done using a word description to interpret everything that happens to be natural, objective, as is.

3. Result and Discussion

Implementation of the learning process several components interrelated with each other. One of the components that must exist in the evaluation of learning. Learning evaluation works to measure the extent to which the success of learning has been implemented (Syuraini Syuraini, 2019). The process of learning entrepreneurship community through PKBM in three village vocational namely Village Gemawang Jambu, Kopeng District Getasan, and Reksosari District Suruh Semarang District has almost the same pattern. The learning process begins with the preparation of planning to determine the type of business, learning process, marketing and managerial aspects of the business.

The preparation of entrepreneurship program planning through PKBM is adjusted to the local potential owned. The planned programs are the development of local potentials that are already owned by the community organized through deliberation and discussion that is concerned with possible obstacles that occur. Communities formed groups and elected group leaders, after forming groups then each group proposed activities on PKBM. One group represents a hamlet and each group or hamlet is not allowed to have the same activity. The activities of PKBM also use a participatory approach in which the Community participates actively in the activities of PKBM program.

The community's response to the participatory approach is very positive, which is demonstrated by the enthusiasm of the community in following this program. The entrepreneurial learning process in PKBM is developed based on a non-formal education principle, which is learning to be, learning to do, and learning to know which starts from the preparation of learning devices based on the competency standards that will Controlled by the

citizens learn, learn basic theories relevant and considered important in order to support the vocational business, practice the theories that have been delivered in the learning process and open a business by implementing the theory and practice that have been mastered during the learning process.

The design of learning based on the planting of Community entrepreneurship character at PKBM Village Vocational Semarang District adopted the design of participatory empowerment, community play a full role in empowering natural potential in the environment. The planting of entrepreneurial character developed through the village of PKBM Vocational more focused on mastering the skill of the endeavor and the end goal is the citizens learn to pioneer business according to the vocational skills that have been mastered during the process the learning process. In pioneering this business, the management of PKBM has not given assistance in the form of business capital and supporting technology and mentoring in the business and marketing. For citizens who are unable to independently pioneer the management of the company's absence of cooperative network so that the citizens learn who have mastered the skills can work on individual business as well as established business as Factory.

The design of the learning (factual-empirical) based on the planting of social entrepreneurship character in PKBM Village vocational based on field study can be explained through the diagram below.

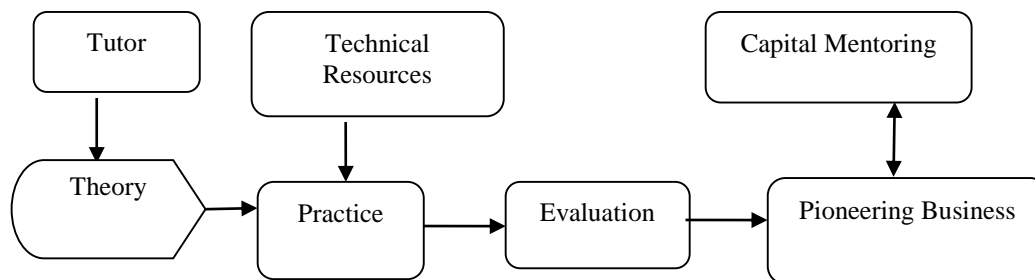


Figure 1: Design of Learning (Factual-Empirical) based Character Planting Entrepreneurship

Based on the diagram, it is stated that the planting of social entrepreneurship character in PKBM village of Vocational starts from:

- the provision of knowledge and understanding of the Business field,
- practice the business based on the mastery of business type,
- The evaluation of the mastery of knowledge and skills, and
- pioneered the business based on the type of business that has been mastered.

Prior to pioneering the effort required the presence of an inequality to strengthen the mastery of skills on the workforce (Lee, I. C., 2010). At this stage of business pioneered by PKBM should provide assistance in the form of capital and technology and mentoring management and marketing (Sharma & Taneja, 2018) .

Model (empirical) planting of entrepreneurial character of the community developed by PKBM Village Vocational Semarang district in line with the concept of life skill loading that developed in vocational education through non-formal education. The development of the model (theoretical) based on the field study of the planting of entrepreneurial character of society through the village of PKBM Vocational is supposed to be mastery of life skills. The term life proficiency not merely has a certain level of recency, but it must have the basic ability of its supporters functionally like reading, writing, counting, formulating, and solving problems, managing resources, working in the team, continue to study at work, using technology (Satori, 2002). Education Program of life skills is education that can provide practical skills, used, related to the needs of the work market, business opportunities and economic potential or industry in the community. Life skills have a wide scope, interacting between knowledge that is believed to be an important element to live more independently.

The design of the Learning (conceptual) offered in the cultivation of social entrepreneurship characters in the village of PKBM Vocational, based on the findings of the field and theoretical studies relating to the process of education/learning entrepreneurship. The design of learning entrepreneurship character planting through PKBM is directed to the establishment of entrepreneurial character of citizen learning that characterized the existence of real activities in the form of business development and also market the results of the business. The establishment of entrepreneurial character of citizen learn to follow the flow of activities as follows:

- study of theory and entrepreneurial practice through PKBM;
- Identification of problems and needs, technical assistance to work and form a joint venture based on the real needs of the citizens learning;
- The provision of knowledge and understanding of the business field, and skills; Giving an opportunity to be a kind of business that is deemed more successful; and
- the effort to manage the management, marketing, and excavation of business activities through government assistance.

All steps (planning, implementation, and evaluation) of learning activities with the focus of the entrepreneurial character of the society requires the involvement of business actors that

serve as technical resources, funders, as well as a teaching consultant as a place to practice the community's chosen life skills.

The design of the Learning (conceptual) is fully developed as well as modifications to the character of the joint venture conducted through PKBM in the region concerned, with the focus of providing life skills as a primary base. Through the provision of life skills and mastery skill, the entrepreneurial character of citizen learning that characterized the existence of real activity in the form of business development and also market the results of the business will be realized. Thus the role of business actors in the whole process of entrepreneurial character cultivation of citizens learning from the planning, implementation, and evaluation of the activities are absolutely done, so that citizens learn to have knowledge, Skills, and attitudes demanded in expanding the business, or working on business actors through the process of maturation through the apprenticeship of this design-oriented learning design that has been developed during this time with Modification based on field findings development of learning (conceptual) design in instilling the character of community entrepreneurship, explained through the diagram below

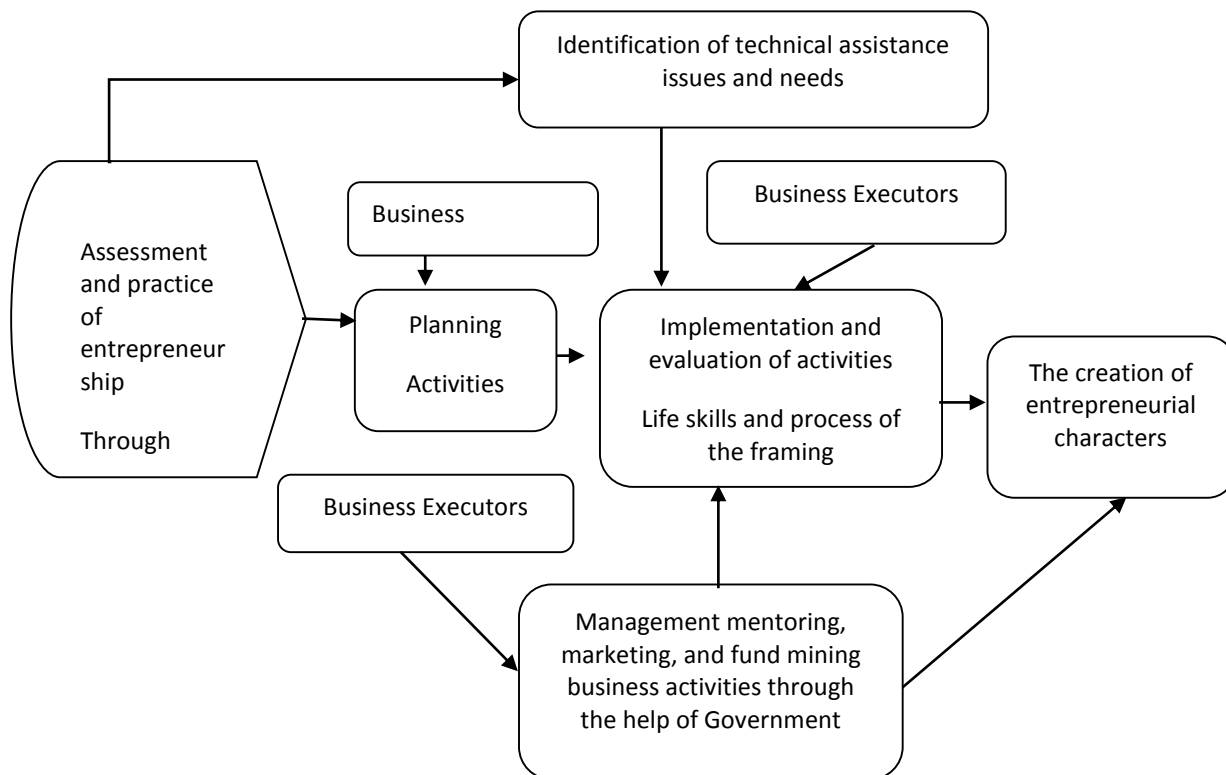


Figure 2: *The Design of Learning (conceptual) in instilling the character of Community Entrepreneurship*

The process to the creation of entrepreneurial character requires the mentoring of management, marketing, excavation of business funds, involving local business actors, and which is not less important is the process of learning proficiency Life. In planning business activities should be preceded by the analysis of the needs and problems faced, and consider the local potential and possible resources can be exploited in supporting sustainability activities Community, both human resources and non-human resources such as the raw material of the type of business developed, equipment, business, funding, market and other opportunities (Sutarto, 2017).

The selection process of business type is the process of collecting information, data, and the fact of selecting the various types of businesses that want the community, holding the records of various types of businesses that arise, conduct the administration of Various types of businesses that have been successfully compiled, and the determination of the type of business chosen based on priorities appropriately to be followed up into a design program that is ready to be implemented. The more precisely the priorities are established the more opportunities for organizers to set meaningful suggestions, and that means having the right choice of the many types of businesses that are collected so that collectively can Stepping up from a place where citizens learn to be to a place where citizens learn to be.

Theoretically-based learning of life skills according to (Evans, 1981) aims to:

- meet the needs of the community for Labor,
- Improve education options for each individual, and
- Encourage motivation to learn Continuing vocational education is an educational program that is directly associated with the preparation of a person for a particular job.

Therefore, in the process of cultivation of entrepreneurial characters of citizens learn implicitly contained elements of thinking, doing, and feeling (Barry & Egan, 2018). The learning process with entrepreneurial focus is aimed at the principles of willpower, ability, courage, and good luck. Entrepreneurial learning is packed with a direct focus associated setup for a particular job. The result of Community empowerment through PKBM Village vocational is that the community has a provision of productive knowledge and skills that can be admired to manage the potential of local resources, so it has a value of benefits for itself and Community People have an entrepreneurial attitude and behavior that is independent in harmony with the prevailing

values or rules in the region, as well as preserving and developing the sublime values of the regional culture.

4. Conclusion

The design of learning (factual-empirical) is currently developed in the planting of social entrepreneurial characters in the PKBM Village Vocational Semarang District, through the stage:

- the provision of knowledge and understanding of the field of business,
- practice Efforts based on the mastery of the business type,
- The evaluation of knowledge and Skills mastery, and
- pioneered the business based on the type of business that has been mastered.

The design of Learning (conceptual) that is advised in the planting of entrepreneurial characters through the village of PKBM Vocational directed to the establishment of Community entrepreneurship character that characterized the existence of real activities in the form of business development and marketing the results of the business. The creation of entrepreneurial characters follows the flow of activities as follows:

- research theory and entrepreneurial practice through PKBM Village Vocational;
- Identification of problems and needs, technical assistance to work and form a joint venture based on the real needs of the citizens learning;
- The provision of knowledge and understanding of the business field, and life skill skills; Giving an opportunity to be a kind of business that is deemed more successful; and
- the effort to manage the management, marketing, and excavation of business activities through government assistance and member dues.

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