
**BUILDING SELF-RELIANCE OF PACKET C GRADUATES THROUGH ABG-C
(ACADEMIC, BUSINESS, GOVERNMENT AND COMMUNITY) THROUGH LOCAL
POTENTIALS AT PKBM ASSOLAHYAH****Heru Saleh¹, Syaepudin², Lince Sari Dianawati Leatemia³**¹ PKBM Assolahiyah, ² SMAN 1 Ngamprah, ³ PKBM Cahaya Kahuripan Bangsa¹ herusaleh096@gmail.com, ² syaepuddinc@gmail.com,³ lince_sari_diana@pkbmckb.org**ABSTRACT**

This study goals to explore how self-reliance can be built from local potentials and how it could improve the quality of PKBM Assolahiyah (The PKBM)'s process, to find out how effective ABG-C strategies might correlate with local potentials and be applicable to The PKBM, and to discover the results of the ABG-C strategy based on local potentials on The PKBM. Furthermore, this study is also to find out the strengths and weaknesses of ABG-C strategies. This study used a qualitative descriptive method by using observation guideline data collection, interview guidelines, documentation, and literature studies with informants as many as 6 people: 1 PKBM manager and 5 study residents. The results showed that building the self-reliance of education graduates in Packet C program through ABG-C strategy based on local potential existence of The PKBM for Karawang Regency community was interpreted as a complement to formal education institutions by local communities to be able to change their lives become more empowered. The study of the results of the implementation of ABG-C strategies based on local potential in the The PKBM, can be traced by looking at the application of PKBM principles and the concept of adult education (andragogy), in the running of the education system from the PKBM refers to the application of the principles adopted by the PKBM, including: the principle of benefit, the principle of meaningfulness, the principle of togetherness, the principle of self-reliance, the principle of harmony, the principle of need, the principle of helping. The conclusion of this study is to build the self-reliance of education graduates of Packet C program through ABG-C strategy based on local potential The PKBM basically includes four stages: the process of self-reliance, strategy, results and advantages, and weaknesses of the ABG-C strategy based on local potential. The four stages of each other have relevance and continuity in the learning process so that in the end it can contribute to the knowledge, attitudes and skills of the learning community.

Keywords: ABG-C strategy, self-reliance, packet C**INTRODUCTION**

The development of the present age society requires everyone to strive for effectiveness in their efforts aimed at improving their living standards for the better. Both through the informal and non-formal sectors, the informal sector is an economic sector that

receives little to no official economic policy protection from the government. In contrast, the formal sector is the business sector that gets full protection from the government. Nonetheless, the informal sector is growing rapidly and is expanding in various cities in Indonesia.

Self-reliance is an attitude that allows someone to act freely, do something on their own and for their own needs without help from others, or think and act original/being creative, and full of initiative, able to influence the environment, have confidence and get satisfaction from his effort. Education has a central and strategic role in improving human resources, because life, in accordance with human values both individually and in groups, is formed through education. With education it is expected to equip humans to be intelligent, skilled, and responsible.

Basically, humans are born as learning creatures. The first duty, responsibility and calling of a human being is to become a learner. Humans as learners give us an understanding that this is the uniqueness of humans compared to various creatures created by God (Andrias Harefa, 2005: 23). Learning is not a process of absorbing knowledge that has been formed by the teacher. Yet, learning is a process where students are required to be active in learning activities.

Meaningful learning that can activate students is based on impressive learning experiences. In learning mathematics, for instance, students must be actively involved in the learning process. This is in line with the view of Sudjatmiko (2003: 4) which states that learning activities enable students to socialize by respecting differences (opinions, attitudes, achievement abilities) and practice to work together to communicate ideas, creations, and findings to teachers and other students. Therefore we need the self-reliance of students in learning both alone and with their friends to develop their potential in learning mathematics.

Through the ABG-C strategy (Academic, Business, Government and Community). Community Learning Activities are expected to have: (1) the occurrence of learning activities that are based on community learning needs, (2) the sustainability of learning programs, so that learning citizens have the knowledge and skills to improve quality living in the fields of education, health, environment, religion, culture, and income, (3) been able to foster self-reliance in the community, so that they can contribute to the development that occurs in the community, even on national development in a broader context.

The knowledge and skills of students gained during Packet C in addition to being the basic capital for students to be ready to enter the mid-level workforce are also used to prepare students to become entrepreneurs. Knowledge, skills and work abilities possessed by students can encourage the growth of interest in entrepreneurship. Entrepreneurial interest will prepare students to become someone to be more active in finding and exploiting business opportunities by optimizing their potential. Currently Packet C has provided a lot of entrepreneurial learning that is also accompanied by entrepreneurial practices. This shows that Packet C aims to increase entrepreneurial interest in providing other alternatives for students to become entrepreneurs in addition to working in the industrial world.

To move towards the formation of students who have entrepreneurial character can be realized by growing strong entrepreneurial interest in students. Packet C looks at the problems faced by providing students with entrepreneurship learning theory in class and entrepreneurial practices such as training in making patchwork cloths, training in making salted eggs and creating food creations for sale to consumers as a concrete step towards the formation of capable students creating your own job is no longer a job seeker.

Drawing from the aforementioned problem, the authors are interested to conduct a research and present the results in an article entitled, "BUILDING SELF-RELIANCE OF PACKET C GRADUATES THROUGH ABG-C (ACADEMIC, BUSINESS, GOVERNMENT AND COMMUNITY) THROUGH LOCAL POTENTIALS AT PKBM ASSOLAHYAH".

METHOD

This research uses qualitative descriptive approach. We draw upon the qualitative approach for it explores the qualities of a specific phenomenon and is usable to display field realities. This research attempts to explore topics as deep as possible holistically and integrally through interview, observation, literary study and document study. Qualitative approach enables researches to participate in the phenomenon being researched. In other words, the researchers observe and interview the implementation of ABG-C strategy at PKBM Assolahiyah in their efforts to improve the quality of Packet C graduates, involving the following processes: planning, organizing, executing and monitoring staffs, students, infrastructure, funding, guidance, supervision, monitoring and reporting.

Collection techniques used to obtain data and information regarding the application of the ABG-C Strategy (Academic, Business, Government and Community) at PKBM Assolahiyah in their efforts to improve the quality of Packet C Graduates include:

1. Observation
2. Interview
3. Document Study

RESULTS AND DISCUSSION

Results

Research Field Condition

PKBM Assolahiyah, or Assolahiyah Community Learning Center, is addressed at Jl. Tanjung Baru Dusun Cilempung Desa Pasirjaya Kec. Cilamaya Kulon Kab. Karawang - Jawa Barat 41384. The PKBM is established on March 28, 2008. Ever since, various community education programs have been carried out: Early Childhood Education, Literacy Education, Packet A, Packet B, and Packet C, life skills education as well as education and training that aids in increasing the business self-reliance of the target people. In line with the vision and mission of PKBM Assolahiyah in empowering the community through education, it is expected that the welfare of the community will

increase with the creation of the community's economic welfare through the various efforts of the PKBM as a community business center.

PKBM Assolahiyah as an institution committed to empowering the community has innovation in managing businesses as a product that can lift the community's economy towards a better direction. Centralized business unit management at PKBM Assolahiyah opens opportunities for the surrounding community to focus more on utilizing the potentials of the surrounding nature. This business unit is integrated with literacy education, bearing in mind that business operators are literacy graduates.

The following describes PKBM Assolahiyah's Vision and Mission.

VISION

To graduate prosper alumnis through thorough education of Iman and Taqwa

MISSION

PKBM Assolahiyah as an education institution that: (a) improves quality and quantity of education, (b) increases the guidance of religious life, and (c) improves economic quality.

Local Potential-Based Self-Reliance may improve the process of PKBM Assolahiyah

The research findings show that there are several processes involved in the process of PKBM Assolahiyah of maximizing local potentials to improve self-reliance. The first step is to recruit learning communities, or students. After the recruitment, the next step is to identify learning needs and types of businesses. Information obtained that for the identification of learning materials, organizers and tutors have prepared an instrument in the form of learning needs format and type of business that is really in demand and is needed by the Learning Community during the learning process.

At the stage of formulating learning objectives, it is known that in this PKBM a planned procedure and mechanism have been adopted, where the learning objectives are determined jointly between the organizer and tutor which begins with reviewing the Entrepreneurship Competency Standards.

After learning objectives are structured, they are spelled out in learning programs, syllabi, lesson plans, learning media and evaluation tools. After the preparation of learning materials has been completed, the next activity is to prepare learning facilities, teaching materials and suitable local-based learning media. The preparation of learning material is based on the following stages:

- Conduct discussions about content and material with tutors;
- Look for material needed as a supporting reference;
- Preparation of learning materials / materials;
- Duplication of teaching materials.

In determining location and study time, several criteria have been determined as follows:

- Priority is within the PKBM Packet C environment and alumni;
- Enough for a minimum of 10 Learning Citizens;

- Air ventilation is quite good as there are windows and doors;
- Enough lighting for example there is electricity for afternoon or evening learning;
- The location is close to the house of the Learning Community.

The determination of learning time is determined by the tutor and the Learning Community on the basis of a mutual agreement, so that it does not interfere with the working time of the Learning Community. In determining this agreement several provisions were taken, such as:

- How many days of learning activities are carried out in one week;
- What time the learning activities are carried out;
- How many hours each meeting.

The agreement is usually done by the tutor at the beginning of the lesson, and the results of the agreement are made into a learning schedule and the results are posted at the learning location or distributed to the Learning Community. After there is an agreement on location and study time, a curriculum is arranged according to the Entrepreneurship Competency Standards. The preparation of the curriculum is carried out with the following steps:

- Conduct discussions with tutors regarding the objectives of each curriculum that will be provided;
- Determination of the method used;
- Media that are relevant and support the learning process;
- Learning steps and;
- Evaluation tools to be used.

The learning process is essentially the task of the tutor, which includes several stages that must be taken. From the interview results, it is known that the tutor has conducted an ideal learning procedure, namely:

- The initial stage of looking for learning materials that are consistent with the material being taught;
- Look for resource persons who will provide skills if the skills are not mastered by a tutor;
- Gather media and props as a complement and clarify the material presented;
- Prepare evaluation tools.

Information regarding the learning process, apart from interviews, the author also looks at the learning process in which there are several stages carried out by the tutor, namely:

- Starting with apperception with the hope that the Learning Community can relax and remember the material that has been taught;
- Fostering intimacy among Learning Citizens ,;
- Delivering material in accordance with the subject set forth in the learning agreement;
- Citizen Engagement In learning in learning and tutoring is facilitating, and;
- Evaluation, both asking questions directly or giving Citizens Learning opportunities to speak, write and count;
- In the final stage, concluding together and giving assignments.

In determining learning materials that fit the learning citizens' needs, the tutor conducts discussions with the learning citizens regarding what material is needed combined with entrepreneurial competency standards with the hope that learning citizens can achieve the specified competencies. After the material needs are obtained, priority material is made, and finally a learning agreement is made.

From the results of a review of the documents in the study group, it can be seen that in general the structure of the material that is of interest to the Learning Community includes:

- Material to increase income or business according to the field they are doing;
- How to build partnerships in the hope that the products they sell can be accepted in the market;
- Maintain product quality so that it sells well.

The results obtained with respect to the learning approach, tutors tend to raise the problems faced by Learning Residents both in learning activities and business improvement. This is done in the hope that the learning community can be sensitive and able to solve its own problems.

Another approach is to group Learning Citizens, so that they can help each other in overcoming the problems encountered. The role of the tutor in both approaches is facilitating, so that not all burdens are handled by the tutor.

Judging from the learning methods used are apparently not monotonous, but the methods are quite varied and adapted to the material being taught, the reason is that the Learning Citizens are not bored and bored. Methods that are often used by tutors in the learning process include:

- Discussion;
- Solution to problem;
- Brainstorming, and;
- Demonstrations.

All of these methods have advantages and disadvantages, but what is perceived to be effective and in line with business activities to increase self-reliance is the method of problem solving and demonstration on the grounds that Learning Residents will focus more on the problems they face.

In learning activities, tutors always refer to entrepreneurial competency standards and are integrated with local contexts, while the learning steps include:

- Analyzing the stages in the entrepreneurial competency standard;
- Arranging relevant material and media;
- Delivering material to Learning Citizens;
- Conduct discussions among Learning Residents;
- Assignment;
- Practices and;
- Evaluate results.

Based on the results of interviews and observations, planning activities and the Local Potential-Based Self-reliance process at PKBM Assolahiyah began with the Learning Community recruitment activities and tutors. Recruitment activities are not only carried

out by the organizer independently, but in their implementation have involved many parties such as; community leaders, youth leaders, and elements of the Education Office.

In general, Building Self-reliance Graduates of the Equivalence Education Packet C Program through ABG-C Strategies (Academic, Business, Government and Community) Based on Local Potential Based on PKBM Assolahiyah consists of two stages, namely planning, and implementation. At the planning stage the roles of the organizers and tutors determine the success of the program, meaning that if this planning is carried out in accordance with the mechanisms, procedures and provisions that apply it will produce a quality program.

ABG-C Strategy based on Local Potentials being effectively implemented at PKBM Assolahiyah

Based on the research findings that have been summarized in several sub-sections, Building Self-reliance of Equivalent Graduates of the Packet C Program through the ABG-C Strategy Based on Local Potential Based on PKBM Assolahiyah, the activity can be explained as one of the the realization of social responsibility while a positive image will be a bonus for PKBM in the eyes of the government and the private sector.

The Head of Management and Tutor are those who are directly dealing with learning citizens both in the learning process or business activities. Related to Building Self-reliance Graduates of Packet C Program through ABG-C Strategy Based on Local Potential in PKBM Assolahiyah of course they will face joys and sorrows or supporting factors and inhibiting factors in the preparation, implementation and evaluation.

Judging from the results of the discussion that in the PKBM in the preparation phase it was known that their interest in doing business was good enough so that this condition facilitated tutors in maintaining and increasing business activities. Many entrepreneurs have succeeded because at first it was based on a strong willingness to try, as well as in the program Building Self-reliance Self-reliance of Equivalent Graduates of the Paket C Program through the ABG-C Strategy Based on Local Potential Based on the target education level still low, it is necessary to have strong intentions and desires so that they do not back down or get frustrated in the future.

Integration Education Program Based on local potential PKBM Assolahiyah, or Assolahiyah Community Learning Center, is located at Jl. Tanjung Baru Dusun Cilempung Desa Pasirjaya Kec. Cilamaya Kulon Kab. Karawang - Jawa Barat 41384. The location of the village adjacent to the Paddy Field Area which is currently the object of community livelihoods in Kec. Tirtamulya has great potential for the surrounding community to get additional income, but this does not apply to the majority of people who are located nearby.

Most people in Kec. Tirtamulya lags behind in education and economics. Through Equivalent Education Packet C Communities get more knowledge then PKBM Assolahiyah invites the surrounding community to form a business group that aims to increase higher selling prices and introduce products from the surrounding community as typical products that can be used as special souvenirs in particular and generally as

distinctive Karawang products. With a better packaging offset by an increase in the quality of the product produced, the resulting one can compete in a larger market.

Results of ABG-C Strategy based on Local Potentials Implementation at PKBM Assolahiyah

One form of Community Based Education is through Community Learning Centers (PKBM). The Center for Community Learning Activities is a community learning center that is around community life. The implementation is by exploring and integrating all the potential that exists in the community, so that it becomes a powerful synergy to help / equip the community with the knowledge, skills and attitudes they need. Learning in PKBM is expected to be able to utilize the potential that exists in its environment, so that learning activities in PKBM are really based on the meaning of community-based education, namely: from the community, by the community, and for the community. According to Sudjana (2000: 34), environmental input is one of the components that must be considered in the implementation of Out-of-School Education (PLS) programs when viewed from a systems approach. This happens because environmental input has a supporting contribution to the learning process. Resources that need to be developed are local resources, because local resources can support the success of community-based non-school education programs.

Local potential is basically a resource that is in a particular area. Local potential develops from the wisdom traditions of a simple society as part of its culture. Referring to the opinion of Victorino (2004: 5), the general characteristics of local potential are: a) present in the environment of a community, b) the community feels ownership, c) unites with nature, d) has a universal nature, e) is practical, f) easily understood by using common sense, g) is a legacy from generation to generation. With the use of resources owned by each region, learning activities in PKBM will continue to take place based on the ability of the community by the community and for the community, so that it will create a sense of belonging to the community that ultimately the learning outcomes will be more meaningfully felt by the community. This is in accordance with the opinion of Kindervatter (1979: 80), that in principle the community has the potential or strength that can be developed in their lives, through participation, collaboration, democracy, equality, liberation and improvement.

Local Potential Based Management Learning Concept The concept of learning management based on local potentials that are developed are: (a) in the planning stage involving PKBM managers, tutors and learning citizens, (b) in the organizing stage there is a gathering of potentials that support learning and regulates the order of utilization, (c) in student centered oriented learning, (d) coaching activities carried out in accordance with needs, (e) evaluation activities involving evaluation of processes and results, which are carried out jointly, (f) program development tailored to the results already achieved. Effectiveness of the Local Potential Based Learning Management Model The results of the study show that the learning management model based on local potential in PKBM can be implemented effectively and effectively. This can be based on: (a) positive responses from PKBM managers, tutors, and learning citizens towards the implementation of local potential based learning management, (b) Based on evaluation results using comparative analysis of pre-test and post-test results using t test data obtained a significant increase in results between the results of the pre-test

with post-test which includes the cognitive, affective and psychomotor domains. Responses from learning citizens by being involved in various stages of learning management are very meaningful. results of calculations and descriptions of the opinions of citizens learning about learning that has been carried out.

In addition, this strategy also shows success and success in its implementation when viewed from the indicators of success compiled by the institution. The indicators of success are as follows.

- a. INDICATORS FOR SUCCESSFUL LOCAL POTENTIAL STRATEGY
 1. This strategy is able to provide opportunities for increasing income for Residents Learning Paket C
 2. This strategy is able to improve the understanding and knowledge of Paket C Learning Residents in producing according to GMP (Good Manufacturing Product) rules so that they are eligible for halal certification and permission for domestic workers
 3. This strategy is able to provide access or sources of activity funds for program funding sources that come from non-governmental organizations
- b. INDICATORS FOR SUCCESS OF THE POTENTIAL OF THE GARMENTS
 1. This strategy allows citizens learning Paket C to have knowledge and skills about sewing
 2. This strategy enables the availability of apprenticeship facilities for Packet C graduates

Following are the results achieved and how these results refer to the indicators mentioned above.

- (1) Learning citizens are able to raise and create a brand (Indicator a.2., Indicator b.1., Indicator b.2.)
- (2) Learning citizens are able to improve business management from production to marketing (Indicators a.2., B.1)
- (3) This strategy allows for an increase in Learning Community Income (Indicators a.1., A.3., And b.2.)
- (4) This strategy encourages the improvement of the ability of Learning Citizens (Indicators a.1., A.3., And b.2.)
- (5) This strategy encourages the birth of a superior product typical of Karawang Regency. (Indicators b.1., A.2., A.3.)

Strengths and Weaknessess of local potentials-based ABG-C strategy

Strengths of ABG-C Strategies Based on Local Potentials that have been identified in the activities of building self-reliant graduates of the Packet C are PKBM Assolahiyah researchers can explain as follows: PKBM Assolahiyah has been known to the community, recognized its credibility by the surrounding community so that this PKBM is already known to the community. Nearby communities who drop out of formal education and communities who cannot afford to send their children to formal education. PKBM Assolahiyah is one of the solutions in non-formal education in Karawang Regency through its partnership programs, one of which is with Pertamina, which is one of the solutions to improve the economy of learning citizens after graduating from PKBM. PKBM Assolahiyah has promising prospects for the progress of

the surrounding area with assistance from the Karawang Regent through the Education Office, construction of facilities and infrastructure, opening skills education and others. PKBM Assolahiyah was able to minimize the number of people dropping out of school and unemployment caused by weak economic conditions and through the lobbying stage in carrying out government relations with the private sector to facilitate PKBM in carrying out its programs.

According to M. Zainuddin (2009: 2), practice or practicum is a learning strategy or form of teaching used to teach together psychomotor abilities (skills), understanding (knowledge) and affective (attitude) using laboratory facilities. According to the Big Indonesian Dictionary (2010: 885), practice is to carry out something as real as what is stated by the theory. The practices referred to in this case are practices relating to entrepreneurship.

Based on this opinion it can be concluded that the practice of entrepreneurship is the learning activity of selling goods (products) by using skills, knowledge, and attitudes that have been learned previously to create value-added goods or services as a tangible form of learning activity strategy.

The practice of entrepreneurship is not just ordinary practice. Many benefits are obtained from the existence of this entrepreneurial practice. Of course this has a goal that will be achieved at the end of the provision of practice and hopes to become a stock that is very useful for students both now and for the future. According to Riyanti (2010: 67), factors that influence interest are experience and education. To form an entrepreneurial interest begins with the stages of understanding the theory, case studies, motivation, and providing experience. The experience referred to in this study is the experience of Packet C students in implementing entrepreneurial practices. With the practice of entrepreneurship it is expected that later students will have sufficient skills, and it is expected that students have the desire and are interested in opening their own businesses.

The purpose of this practice is to provide students with experience in carrying out business activities in the local and global scope. This Entrepreneurship Practice will provide answers to the subjects of entrepreneurship which have so far remained at the theoretical level. According to Moekijat (2011: 438), selling is an activity to find buyers, influence and give instructions so that buyers can adjust their needs to the production offered and enter into agreements regarding prices that are beneficial to both parties. The entrepreneurial practices carried out by Packet C are in the form of practical activities of selling daily necessities that are carried out in groups.

The ABG-C Strategy is the synergy and unification of three groups consisting of academics, business or entrepreneurs and the government. The ABG-C Strategy has three basic concepts, namely:

- a. Higher education or R&D institutions have a role to produce technological innovations. In a knowledge-based society in developing countries, the position of these academics is on par with industrial and government entities
- b. The three circles namely academic, business, government have the motivation to improve the dynamics and economic sustainability. This reinforces the emergence of a condition in which various processes for the emergence of innovation policies are

more often the result of interaction between elements of society and not born as mere proposals from the government.

- c. Developing countries are currently experiencing difficulties in encouraging each academic, business and government group to take a more active role, such that the three are able to expand their own potential for innovation.

Thus, we can see that the concept of the ABG-C strategy is a functional formulation that can be used by democratic developing countries, in creating access to wider participation for the wider community in order to create various transformations that can they want together. Improving the function of democracy for economic dynamics, everything starts with strengthening academic relations or research institutions, business, and government.

As a concept, the main idea of the ABG-C strategy is the power synergy between academia, business, and government. Academics with their resources, science, and technology focus on producing a variety of applicative findings and innovations. Businesses make capitalization that provides economic benefits and benefits to the community. While the government guarantees and maintains the stability of their relations with conducive regulation (Etzkowitz & Leydesdorff, 2000).

In business activities, it is necessary to carry out an economic process consisting of production, distribution and consumption, because business activities are focused on production and distribution, while consumption is carried out by consumers for businessmen. Thus it can be stated the meaning of the business that each shows its relationship with the economy, as follows:

- a. Business is an activity to produce and distribute goods and services for the benefit of the public or the community both for the interests of producers and consumers or sellers and buyers.
- b. Business is an activity to get a picture of the profit achieved by an entrepreneur in economic activity.
- c. Profit is the difference between income and costs incurred in the economic process (production and distribution) .28 Some businesses produce tangible goods, such as cars, breakfast cereals and computer chips, while others provide services.

Weaknesses in Building Independence Graduates of Packet C Program through ABG-C Strategy Based on Local Potential in PKBM Assolahiyah, identified weaknesses as follows: alumni of Packet C have not all been interested in the program at held by PKBM, many learning alumni chose to work in factories, so only a small portion was successfully managed by PKBM.

CONCLUSION

ABG-C Strategy Based on Local Potential Effective in Implementing PKBM Assolahiyah: The strategy used by PKBM Assolahiyah is by working with the Government and the private sector one of the strategies in building independence alumni or learning citizens who are still active in PKBM and the strategies used by PKBM Assolahiyah, namely with a SWOT analysis (Strengths / Strengths, Weakness / Weaknesses, Opportunities / Opportunities / Treatments / Threats) to the ABG-C (Academic, Business Business)

strategy , Government and Community) Based on Local Potential Effective in PKBM Assolahiyah

Results of Implementing ABG-C Strategies Based on Local Potential in PKBM Assolahiyah: The existence of PKBM Assolahiyah for the people of Karawang Regency is interpreted as a complement to formal educational institutions by the local community to be able to change their lives to be more empowered . The study of the results of the Application of ABG-C Strategy Based on Local Potential in PKBM Assolahiyah, can be traced by looking at the application of the principles of PKBM and the concept of Adult Education (Andragogy), in the course of the education system of PKBM Assolahiyah refers to the application of the principles embraced by PKBM, including: a. Benefit Principle, b. Principle of Meaningfulness, c. The Principle of Togetherness, d. Principle of Independence. e. Principle of Alignment, f. Principle of Need, g. Principle Please Help. In addition, this strategy can be concluded successful because it fulfills the indicators of the success of the strategy compiled by the institution.

Strengths and Weaknesses of ABG-C Strategies Based on Local Potential: Strengths of ABG-C Strategies Based on Local Potential are those that have been identified in the activities of building self-reliant graduates of the Packet C is already known to the community, credibility is recognized by the surrounding community so that this PKBM is already known to the community. PKBM Assolahiyah is one of the solutions in non-formal education in Karawang Regency through its partnership programs, one of which is with Pertamina, which is one of the solutions to improve the economy of learning citizens after graduating from PKBM.

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