

THE EFFORT OF LIFE SKILL PROGRAMS IN GROWING THE DEVELOPMENT OF CITIZEN ENTREPRENEURS, LEARNING CIVILITY PAKET C PKBM AZ-ZAHRA

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Abstract

The background of this research is the low data for entrepreneurs in Indonesia reaching 3.1 percent of the population of around 260 million people or around 8.06 million people, so that the PKBM management seeks to improve through entrepreneurship programs as an alternative towards self-reliant learning citizens. The purpose of this research is to find out how the efforts of life skill programs in developing the entrepreneurial spirit of citizens learn the equality of the Paket C PKBM Az-Zahra. The theory used in this research is the theory of life skills, entrepreneurship, equality, and PKBM theory. Researchers used interview and observation techniques with qualitative descriptive methods with qualitative approaches to obtain information from informants. The sample in this study was a PKBM manager, one tutor, and five students of the Az-Zahra PKBM Paket C was randomly selected. The results of the research are the efforts of the program to grow and develop the spirit of entrepreneurship already running, but it still needs to be developed in accordance with existing theories. The conclusion is that the life skill program is already running, but to foster an entrepreneurial spirit an innovative learning process needs to be carried out and it provides motivation so that students can become entrepreneurs after graduation instead of being employees in factories.

Keywords: Entrepreneurship, Equality, Life skills, and PKBM

Abstrak

Latarbelakang penelitian ini adalah masih rendahnya data untuk wirausaha di Indonesia mencapai 3,1 persen dari jumlah penduduk sekitar 260 juta jiwa atau sekitar 8,06 juta jiwa, sehingga pengelola PKBM berupaya melakukan peningkatan melalui program kewirausahaan sebagai salah satu alternative kearah kemandirian warga belajar. Tujuan penelitian adalah untuk mengetahui bagaimana upaya program life skill dalam menumbuh kembangkan jiwa kewirausahaan warga belajar kesetaraan paket C PKBM Az-Zahra. Teori yang digunakan dalam penelitian ini adalah teori life skill, kewirausahaan, kesetaraan, dan teori PKBM. Peneliti menggunakan teknik wawancara dan observasi dengan metode deskriptif kualitatif dengan pendekatan kualitatif untuk mendapatkan informasi dari narasumber. Sampel dalam penelitian ini adalah seorang pengelola PKBM, Satu orang tutor, dan lima orang peserta didik paket C PKBM Az-Zahra yang dipilih secara random. Hasil penelitian adalah upaya program untuk menumbuh dan mengembangkan jiwa wirausaha sudah berjalan, namun masih perlu di kembangkan sesuai dengan teori yang ada. Kesimpulannya adalah Program life skill sudah berjalan, namun untuk menumbuhkan jiwa kewirausahaan perlu dilakukan proses pembelajaran yang inovatif serta memberikan motivasi agar peserta didik dapat menjadi seorang wirausaha setelah lulus bukan menjadi pegawai di pabrik

Kata Kunci: Kewirausahaan, Kesetaraan, Life skill, dan PKBM.

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INTRODUCTION

Education has a very important role in helping to reduce unemployment and poverty in Indonesia. The role is carried out through one of the national education channels, namely non-formal education. Non-formal education is an educational channel that has a role to facilitate the community that cannot be handled by formal education or people who have dropped out of school. Non-formal education units are very diverse, ranging from Community Learning Activity Centers (PKBM), Course and Training Institutions (LKP), Taklim Assembly, Training Institutions, and Similar Education units.

The Center for Community Learning Activities (PKBM) (Irmawati, 2017) is a non-formal education unit that has a variety of programs to meet the needs of the community on the basis of, by and for the community. PKBM has an important goal for development, according to Sihombing and Gutama (Irmawati, 2017) PKBM's goals are 1) to build the community to be empowered or in other words, to become an independent community; 2) the creation of a society that can live well from an economic and social perspective; 3) the community has a high social concern for the surrounding environment, especially the environment in which they live and the community can solve the social problems it faces. Residents studying in non-formal education programs can benefit from each program provided and can create learning citizens who have the knowledge and skills to use in meeting their needs. Through the paket C PKBM's Silence program, it carries out its objectives.

Equality education (Irmawati, 2017) is a non-formal education program that organizes elementary, junior and senior high school equivalents that cover paket A, B and paket C. Equivalence education has an influence on learning citizens, this influence can be social and also influence the economy. Residents learn in paket C equivalence not only provided the general lessons obtained from formal schools, but residents learn to be equipped with life skills. Life's skill according to Darwyansyah et al (Nurdin, 2016) is the development of one's skills in order to survive to live, develop, and grow and have the ability to communicate well between other communities both individually and in groups in dealing with certain problems. Life skills developed at PKBM Az-Zahra are entrepreneurship. Data for entrepreneurs in Indonesia reached 3.1 percent of the population of around 260 million people or around 8.06 million people, according to Endang Suwartini as director of the LMEA claiming entrepreneurship in Indonesia will increase to reach 5 percent or the same as Malaysia at this time. (Siregar, 2019). Entrepreneurship or entrepreneur (Krisdayanthi, 2018) in Indonesian can be interpreted as an entrepreneur or an entrepreneur. Entrepreneurs have the understanding that someone who has the ability to see and assess opportunities, manage the resources needed and can make appropriate decisions in order to be able to be sustainable successful. The characteristics of someone having an entrepreneurial spirit can be seen from: 1) self confidence; 2) task and outcome oriented; 3) can make decisions; 4) spirited leader; 5) thinks of the future; 6) creative soul; 7) innovative; 8) be honest. PKBM Az-Zahra has a life skill program aimed at all students in paket C equality as one of the development of students' abilities and provisioning for them after graduating from paket C.

Life Skill

According to Ahmadi (2013, p. 129) life skill is an education that gives every student the opportunity to increase their potential and provide opportunities so that they can gain expertise to become an income. Life skills are divided into five types, namely self-knowledge, thinking skills, social skills, science skills and vocational skills. (Auliah & Husain, 2015, p. 64)

According to Slamet (Wahyuni & Indrasari, 2017) life skills in education can be carried out by referring to two main types of skills namely:

- 1) Generic Life Skills which consist of personal skills (self-awareness skills and thinking skills) and social skills (communication skills with empathy and cooperation skills).
- 2) Life Skill Specific Skills, namely: a) Academic Skills and b) Vocational Skills.

Entrepreneurship

Entrepreneurship or entrepreneur (Krisdayanthi, 2018) in Indonesian can be interpreted as an entrepreneur or an entrepreneur. Entrepreneurs have the understanding that someone who has the ability to see and assess opportunities, manage the resources needed and can make appropriate decisions in order to be able to be sustainable successful.

According to Gordon (Kaswan & Akhyadi, 2017) entrepreneurship has an understanding that entrepreneurship is making a profit by starting and managing a business on an initiative and high risk basis. The elements of entrepreneurship (Kaswan & Akhyadi, 2017) include: 1) the courage to start, is the most important thing an entrepreneur must have to be able to start because entrepreneurs need responsibility, hard work, facing problems, all things needed to start a business . 2) Management, an entrepreneur must understand and master the functions of management starting from planning, organizing, leading and controlling. 3) Initiative, entrepreneurs must be able to take the initiative even though their plans are not yet perfect for starting a business. 4) Risk, every entrepreneur is required to be ready to dare to bear the risk of capital when starting a business. 5) Profit is the most important line in a business.

Equality

Equality education (Irmawati, 2017) is a non-formal education program that organizes elementary, junior and senior high school equivalents that cover paket A, B and paket C. The objectives of the equality education according to the Ministry of National Education (Rachman, 2009) are:

- 1) As a self-actualization of students so that it can be used to solve problems faced.
- 2) Providing opportunities for educational institutions to develop learning that is appropriate and broad.
- 3) Optimizing the existing human resources in the institution, and the community in accordance with school-based management.

Community Learning Activity Center (PKBM)

The Center for Community Learning Activities (PKBM) (Irmawati, 2017) is a non-formal education unit that has a variety of programs to meet the needs of the community on the basis of, by and for the community. PKBM has an important goal for development, according to Sihombing and Gutama (Irmawati, 2017) PKBM's goals are 1) to build the community to be empowered or in other words to become an independent community; 2) the creation of a society that can live well from an economic and social perspective; 3) the community has a high social concern for the surrounding environment, especially the environment in which they live and the community can solve the social problems it faces.

METHOD

For the research method, researchers used a qualitative descriptive method with a qualitative approach. According to (Sugiyono, 2014) research methods based on the philosophy of post positivism, which are used to examine natural objects (as opposed to experiments) where the researcher is a key instrument, for data collection techniques carried out in triangulation or combination and data analysis techniques are inductive / qualitative so the results of qualitative research emphasize more on meaning than generalization.

Sources of data can be done in a purposive way, is a selection with specific considerations and goals (Sugiyono, 2014). Whereas the selection of samples is done randomly or on the grounds that the representative sample selected are competent people and can assist in this research. The research sample was one person, one PKBM tutor and five students. Researchers used data collection techniques in the form of interviews and observations. By selecting the sample, the researcher can find out how the life skill program efforts in fostering the entrepreneurial spirit of citizens learning equality Paket C. The place of research is conducted at PKBM Az-Zahra Kp. Garung RT 01 RW 08 Laksana Village, Ibun District, Bandung Regency.

RESULTS AND DISCUSSION

Results

The results of interviews about how the life skills program in fostering an entrepreneurial spirit of citizens learning the equality of paket C is as follows:

The interview for the manager of the PKBM initials As is "the life skill program process is carried out after the students have finished participating in the subject learning, students are given skills regarding sewing and also catering." "Students are enthusiastic every time they follow the skills even though they have to go home late in the evening and the tutors who teach are also happy." "After graduating, many worked in factories using sewing skills or even opened their own businesses like baking cakes." "The perceived obstacle is to motivate them to be able to open their own business, but they still do not have confidence." "In addition to providing practical and theory, we usually also bring speakers to provide motivation to students to start their own businesses after graduation".

The second interview was conducted to the tutor with the initials S, with the following researchers describing the results of the interview: "The skills program is conducted when the students have finished learning the subjects, they are equipped with sewing skills and also hopeful." "The response from students is very good." "After completing education in PKBM, there are students who work according to their diplomas and also with the skills they have, but there are also those who open their own businesses." "The obstacle is the difficulty in providing motivation so that they are ready to become entrepreneurs". "Other efforts we have made at PKBM to help foster their entrepreneurial spirit, one of which is to bring in speakers to provide motivation as another way".

After conducting interviews with tutors or educators, researchers continued interviews with five students as follows

The first student initials Ud, following the results of his interview "the learning process of life skills in class are very interesting for me who still doesn't know computer training". "The method provided is good and not saturated, tutors usually provide more practical methods than the theories presented". "The thing that makes me want to take part in this training is the learning atmosphere." "After participating I can operate computer training and also learn cooking".

The second student had the initials, the results of the interview were "the learning was good and relaxed, so I was interested in participating and learning". "More practice than theory." "The reason I participated is my need, computer training as a provision for me to apply for a job later." "After following we can use a computer and also get a new recipe because here is not just computer training but there are also obedient caterers".

Interviewing the three students with the initial D, the researcher explained the results of his research as follows "the training provided was interesting and suited my needs". "Given the good and not saturated, tutors usually provide more practical methods than the theory presented". "The reason I participated was the training that was given and also the tutors". "The results obtained are the ability to cook and also the computer as a capability after graduating from paket C".

The four students with the initials W gave the following interview results "The learning is good and relaxed, so I am interested in participating and learning". "More practice than theory." "My motivation or reason to be involved in this training is my need to prepare after graduating from PKBM". "After joining, I was able to master computer skills and also catering".

The fifth student initials Cp, following the results of an interview with researchers "the learning process are very relaxed and interesting and not saturated". "The theory given is very minimal but practice is very often". "According to my training needs". "After joining, I was able to master computer skills and also catering".

Discussion

From the results of interviews and observations in the field, it can be concluded that life skill activities as a way to foster the entrepreneurial spirit of students or learning residents are already running. However, it is necessary to have the will and to start a business from oneself besides the skills obtained to work. Entrepreneurial spirit (Sukirman, 2017) is a strong trust and acceptance of entrepreneurial behavior, willingness to work hard, and maintain relationships between members, which means there is a strong desire from members to remain in psychosocial ties to the company.

In addition, in the learning process that is already done well, but it is better if in the implementation of the learning process the tutors provide motivation so that students are motivated to open their own businesses with the capabilities they have after attending the training. In other words, students must be motivated to become entrepreneurs rather than workers. In order to produce a good generation of entrepreneurs, it is in accordance with the opinion (Kaswan & Akhyadi, 2017) that the elements of entrepreneurship must be considered. The elements of entrepreneurship include: 1) courage to start, is the most important thing an entrepreneur must have in order to start because entrepreneurship requires responsibility, hard work, facing problems, all things needed to start a business. 2) Management, an entrepreneur must understand and master the functions of management starting from planning, organizing, leading and controlling. 3) Initiative, entrepreneurs must be able to take the initiative even though their plans are not yet perfect for starting a business. 4) Risk, every entrepreneur is required to be ready to dare to bear the risk of capital when starting a business. 5) Profit is the most important line in a business.

CONCLUSION

The life skill program has been running seen from PKBM graduates. PKBM graduates use the skills acquired while studying to apply for jobs. But to foster an entrepreneurial spirit innovative learning processes need to be carried out and provide motivation so that students can become an entrepreneur after graduation rather than being an employee in the factory. The entrepreneurial spirit grows through the elements of entrepreneurship that starts from the courage to start, manage, initiative, risk and profit. After that, PKBM managers and tutors should continue to control all graduates.

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