



Innovation Development Strategy of Entrepreneurial Skills Education Program in Parepare

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Abstract: Innovation in the Entrepreneurial Skills Education (PKW) program is urgently needed. For this reason, an appropriate strategy is required so that the PKW program can align with the times. This study aims to find a strategy model for developing innovation in the PKW program organized by PKBM Sipatuwo Deceng in Parepare City for 2020–2022. This study used a qualitative research method with a case study design. In collecting data, 10 participants were interviewed intensively and in-depth for approximately 3 months, offline and online. The collected data were analyzed using interactive analysis techniques developed by Miles & Huberman. Based on the review and analysis, this study revealed several findings. First, the PKW program was developed by mobilizing community participation through social action during the COVID-19 pandemic. Second, the strategy for developing the PKW program innovation is based on a gradual cycle. Starting with project discussions, case studies, feedback, and forming working groups. Third, the weaknesses were identified, recommending that financial literacy and strengthening the character of participants become essential parts of future PKW programs. Overall, the PKW program development strategy implemented by PKBM Siptuwo Deceng was quite successful and had a real impact.

Keywords: program innovation, entrepreneurial skills, social action, community education, PKBM

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INTRODUCTION

Education is a method of growth and development of human quality. In Indonesia, education has attracted considerable attention. Various educational programs have been initiated and implemented to produce superior human beings, but still encounter many problems. One of the sad problems is that many unemployed and productive-age people still do not work even without adequate skills. Based on BPS data, the number of unemployed people in Indonesia reached 8.42 million in 2022 (BPS, 2022). Meanwhile, the productive age of 15-29 years who have not found a job amounted to 4.98 million people (BPS, 2022). This means that the productive age fills more than 50% of unemployment. This productive age will become a demographic burden if not adequately empowered.

Unemployment is an important issue that must be resolved by the government, especially by the Ministry of Education, which is responsible for preparing skilled and independent generations. Some reasons underlying the outbreak of unemployment include lack of employment, low productive age, population increase, inflation, and imbalance between the labor force and employment opportunities (Franita et al., 2019). Unemployment can trigger violence in both the family and society (Cramer, 2010). Therefore, unemployment is



a social problem that must be resolved immediately. One of the most influential and relevant ways to overcome the above issues is to prepare and facilitate young people with various productive activities to hone their skills. The law mandates the noble goal of developing the whole person and exploring their full potential, as implied in Law No 20 of 2003 on the National Education System Law. Three educational pathways can be followed to achieve national education goals. One of them is non-formal education. Article 26 of the National Education System Law defines non-formal education as a service that functions as a substitute, supplement, and complement to formal education.

Conceptually, non-formal education is one of the avenues that can be used to develop the community (Werquin, 2010). Non-formal education is a tool for investing in underprivileged groups in society (Ivanova, 2016; Latchem, 2018). Non-formal education through non-formal education institutions, with its basic principles, is tasked with educating anyone, regardless of age, based on their interests (Shantini et al., 2019). On this theoretical basis, non-formal education programs are at least relevant to overcoming the problem of unemployment and preparing a skilled workforce. Non-formal education can be implemented by non-formal education institutions, one of which is the Community Learning Activity Center (PKBM). The institution is a place of learning from and for the community while still under the auspices of the government. PKBM is a learning space to improve the quality and skills of a community, which can be useful for increasing income for the community. One of the human quality improvement programs organized by the PKBM is entrepreneurship skills education (PKW). The program was launched by the Directorate General of Vocational Education, Special Directorate of Courses and Training, and Ministry of Education, Culture, Research, and Technology in 2020.

Entrepreneurial skills must be possessed by people who intend to create or own businesses. Entrepreneurial skills can increase the durability and performance of particular companies (Stuetzer et al., 2013) so that government programs can avoid fatal failures ((Morris & Tucker, 2021). Therefore, entrepreneurial skills are essential for people to master, especially those in lower economic circles. Thus, the PKW program launched by the government is very relevant in solving all poverty problems and encouraging the growth of young entrepreneurs. Entrepreneurial Skills Education is an effort to provide skills to people in need. PKW can be realized through training activities to develop technical and non-technical skills that can encourage a person to become more skilled in a particular field. Training can also be interpreted as a planned effort to facilitate a specific learning, skill, or behavior for a certain job (Kozlowski & Salas, 2010) or, more simply, a place to transmit knowledge and skills (Hasdiansyah et al., 2020; Hasdiansyah & Suryono, 2016).

As with the above definition of training, PKW programs should not break away from the basic concepts and principles of training. Through training, people can be empowered both knowledgeably and economically. The purpose of training is to enable a person to gain the ability to perform a given task or job optimally (Buckley & Caple, 2009). At least with the skills possessed by PKW program trainees, they can establish, run, maintain, and develop existing businesses. Training has many benefits for both program organizers and participants. Some benefits include improved performance, shorter learning time, low cost, low risk, and limited participants, making it easy to control (Buckley & Caple, 2009). Some findings suggest that training programs can increase people's knowledge, skills, and income and alleviate poverty (Javed et al., 2021; Jerome, 2020). Training programs that are technical and needed at this time are also appropriate for overcoming unemployment, especially for people affected by covid 19 (Yuliyanti Rindi, 2022). However, entrepreneurial knowledge alone cannot guarantee success (Ikebuaku & Dinbabo, 2018). Therefore, entrepreneurial skills must be trained so that a person becomes more proactive, dares to take risks, and can produce innovations (Galvão et al., 2020). Skill development through the PKW program is promising because the competencies built into the program are tailored to industry needs (Danial et al.,

2021). The PKW program alumni are expected to have a greater ability to face the world of work and mental readiness to start a business. For this reason, each PKW program participant must also be equipped with confidence to execute a business idea (Putri & Aini, 2020a). Self-confidence can only be fostered when the PKW program is well-managed, responsible, and democratic.

Thus, training is an essential part of the PKW program organized by PKBM Sipatuwo Deceng. Training organizers must adhere to program development stages. In general, the stages involved in developing a program are: 1) conducting a situation analysis, 2) identifying problems and formulating needs, 3) formulating objectives, 4) formulating approaches and strategies to be used, 5) developing an operational plan, 6) program implementation, and 7) program evaluation and revision (Muktasam, Sahidu & Nurjannah, 2021). In addition, the learning process in entrepreneurial skills education needs to focus on relevant approaches. One approach that can be used is adult education. This approach is appropriate because the participants in the PKW program are people who have entered the adult category. Adults have a pile of knowledge and experience, so training must be able to solve current real-life problems; of course, a free, active, and self-directed learning atmosphere must be built (Muktasam, Sahidu & Nurjannah, 2021).

The PKW program has been organized by many non-formal education institutions in Indonesia, including PKBM Sipatuwo Deceng in Parepare City, South Sulawesi. PKBM Sipatuwo Deceng executed the PKW program thrice for three consecutive years, from 2020, 2021, and 2022. Programs that have been successfully implemented include fashion and screen printing. This is evidence that PKBM Sipatuwo Deceng can encourage innovation in PKW programs that the community demands and needs, even amid the COVID-19 pandemic. The PKW program targets people of productive age, the workforce who do not yet have a job, or people who have run small businesses in Parepare City.

Moreover, solid data and information on the evidence and actual achievements of PKBM in implementing lifelong learning are limited (Rogers, 2019). Previous research, even more, studied the aspects of attitude and skills (Putri & Aini, 2020b). Based on the background of the problem above, PKBM's efforts to execute the PKW program three consecutive times are interesting to study. PKBM Sipatuwo Deceng succeeded in creating entrepreneurial talent despite the limitations of the COVID-19 pandemic. This research assumes that the PKW program managed by PKBM can encourage skills improvement in the community, especially in the productive age. Thus, this study seeks a strategy for developing a PKW program at PKBM Sipatuwo Deceng.

METHOD

This research approach is qualitative. Qualitative studies are based on the interpretivism paradigm, which does not depend on mathematical "hard" data (Brookfield, 1982). Qualitative research explores the diversity and uniqueness that arise when local programs are tailored to local needs and circumstances (Schwandt & Cash, 2014). Therefore, a qualitative approach is relevant to explore the PKW program development strategy at PKBM Sipatuwo Deceng. The PKW program is structured to meet the needs of the Pareto City community so that with a qualitative approach, researchers can explore experiences and study PKBM's efforts to develop PKW programs and have an impact on changes in the lives of program participants. The qualitative research design chosen to support researchers in collecting data was a case study. A case study was chosen because it maintains the holistic value and meaning of people's lives, such as individual life cycles, small group behavior, organizational and managerial processes, environmental changes, performance, and relationships with the outside world (Yin, 2016). An intrinsic case study design was used. Robert Stake explains that this design is used to examine a particular case, not because the case represents other cases but because it illustrates a trait problem and is interesting to study (Denzin & Lincoln, 2005).

This research was conducted at the PKBM *Sipatuwo Deceng*, Parepare City. This research location was chosen from the PKW program, held three consecutive times during the COVID-19 pandemic. Amid panic, unrest, and fear, PKBM *Sipatuwo Deceng* could still run the PKW program well to completion. The program offerings are also very much needed by community groups in Parepare City. In 2020 and 2021, PKBM organized fashion training for mothers; in 2022, PKBM organized screen-printing training.

The data collection process involved in-depth interviews, observations, and documentation. An interview is a process of oral dialogue between researchers and informants to obtain as much and as deep information as possible. Researchers will use in-depth analysis with an open-interview model. The informants were PKBM *Sipatuwo Deceng* managers and the PKW program alumni in 2020, 2021, and 2022. This study included 10 participants. This method is packaged in a more interactive situation, prioritizing more dialogical and critical patterns. The researcher observes the research subject directly. The aim was to understand reality and capture meaning from the informant's perspective. This section uses an observation guide to facilitate and guide researchers in the data-collection process. Documentation serves to complement and confirm the interview and observation data. Therefore, researchers study documents related to the PKW program in the research process. Documents can be in photos, reports, attendance, materials, and learning tools.

The research data began to be analyzed through data collection, reduction, presentation, and conclusion drawing. The data were collected through interviews, observations, and documentation using observation notes and recordings. In the reduction stage, the collected data are then selected based on categories that follow the focus of the research and then focused, simplified, and abstracted. Data presentation is the formulation of information that has been neatly arranged and organized and supports the research focus. According to Miles and Huberman, this stage allows conclusions and actions to be drawn (Miles & Huberman, 1994). Finally, the conclusion-drawing stage is not only done at the end of the research but can also occur during the research process. Although the conclusion remains vague, it is grounded over time.

RESULTS AND DISCUSSION

PKBM *Sipatuwo Deceng* encourages local residents to participate in solidarity to prevent COVID from spreading. Some of the activities carried out include raising funds to procure free masks for all residents. According to LL and KM:

"PKBM *Sipatuwo Deceng* motivates many residents here to care for themselves and their families, including raising funds to buy masks, hand sanitizers, etc. The masks were distributed to neighbors in this area." The masks were distributed to neighbors in this area."

Based on these facts, it can be seen that PKBM *Sipatuwo Deceng* has succeeded in imagining itself as an educational institution needed by the community. This is reflected in the participation of citizens in efforts to prevent the spread of COVID-19 in Parepare City. Citizen participation is essential in encouraging the birth of collective power in society (Steiner & Farmer, 2018). Participation can raise the aspirations of the grassroots (Widodo, 2019). There will be no social movement without solid participation. In this position, PKBM has become a reference for social movements among residents, especially during COVID-19. The COVID-19 challenge has become an opportunity to build and reorganize community solidarity. PKBM took this opportunity to promote the institution and the programs it wanted to implement for residents. According to HM:

"We are involved in social action not merely to market the PKW program to the community, but this is a form of our concern. After all, the programs we provide to the community are free because of the center's assistance. We just want to introduce it to the community so that they want to participate in it actively."

In line with the story of a training participant, his involvement in the fashion training program is inseparable from the persistence of PKBM *Sipatuwo Deceng* to motivate residents not to stop learning and to continue to improve their skills. This means that PKBM's activities during COVID are a form of social learning and invite residents to increase their skills. The following is an excerpt from NA's story:

"Nowadays is the era of technology; if we don't update our skills, we might be left behind. Fortunately, currently, the products we produce are easy to sell anywhere. So, there is no harm in improving skills at PKBM, especially since it is free."

One trainee believed that he would be displaced in the future if he did not improve his skills, let alone not have any at all. In a rapidly changing era, relevant and up-to-date skills are an invaluable asset for every individual as they can enhance the economic independence of families (Hidayat, 2016). With adequate skills, one can adapt quickly, compete, and make a real contribution to society (Galvão et al., 2020). Fashion styling skills are pretty crucial in this day and age. Everyone places fashion as something important in life, even in work. In other words, fashion is a promising business field (H. T. Nguyen et al., 2021). The above review confirms that fashion training is indeed needed in the community. For this reason, PKBM *Sipatuwo Deceng* encourages the participation of residents to have skills, especially those who have had a previous fashion business.

PKW Implementation

The above social activities impact the implementation the Entrepreneurial Skills Education (PKW) programme initiated by PKBM *Sipatuwo Deceng*. In 2020, PKBM successfully received PKW program assistance from the Ministry of Education and Culture to produce professional fashion designers through fashion training. The suitable fashion training model for the community uses an adult learning approach, especially regarding experience (Setiawati & Shofwan, 2023). The fashion program was born inseparable from the growing potential of fashion, especially in the city of Parepare. According to SM:

"I've been interested in fashion since the beginning; now I have a salon business, which needs to be developed."

Participants involved in the PKW program are residents of Parepare City who already have a fashion business. The participants' statements above prove that the fashion market is in demand. Demand for salon services and fashion products remains stable throughout the year. People always need haircuts, skin care, manicures, and pedicures. In addition, many people always want to look fashionable and keep up with the latest fashion trends, so the demand for clothing, accessories, and fashion products continues. Indonesia is even known as one of the countries that always follows the growing fashion trends. The PKW program was introduced through a social movement and then formulated systematically. Several stages of program implementation start with socialization, planning, implementation, and evaluation. According to HM:

"During the pandemic, we introduced the idea that we would carry out PKW, after which we recorded residents who had a fashion business, salon, or fashion. After that, we planned the time, material, and place together, then implemented and evaluated them. The proposal we submitted was successfully accepted and funded. In 2020, there were 20 participants; in 2021, there were 10 participants. And 2022, there are 25 participants."

PKBM *Sipatuwo Deceng* actors overview the activities flow and program participants involved. Referring to the above opinion, the PKW program has been implemented based on the standard format. Some program participants found the activities interesting because they were involved from the start. Involving participants in a program can be motivating and make participants feel ownership of the activity (Knook et al., 2018; Yelich Biniiecki, 2015).

Participation is a key strategy PKBM Sipatuwo Deceng uses to make participants feel comfortable participating in activities. PA conveyed the same thing:

"We participated in planning the activities, especially determining the time and some requested materials. This system does not restrict us."

However, AS and TB said, "We have not received material on finance and how to improve the character of entrepreneurs."

Involving participants in all aspects of the program is essential and can provide a consolidated space to formulate their ideas. Participant involvement in a training program is vital as it helps to improve understanding, motivation, and retention of the subject matter. Actively engaged participants tend to be more motivated to learn and develop practical skills (Buckley & Caple, 2009; Galvão et al., 2020). In addition, participant engagement allows them to collaborate, problem-solve, and interact with fellow participants, all of which are essential aspects of individual and group development. By actively participating in the training, participants can better understand and internalize the concepts taught, thus making the exercise more effective (Capabilities, 2018). Some of the steps taken by PKW program organizers, according to SW and TB, are:

"Engaging us in practical discussions and projects. Secondly, the material provided is related to our personal experiences. There were also practical case studies and constructive feedback to help us understand and correct mistakes. Lastly, the organizers facilitated group work or collaboration to enrich our perspectives."

The implementation activities above prove that the program organizers understand the essence of adult education. Every adult has experiences (Knowles, 1913) that must be connected to the training material. Without clear relevance, program participants will inevitably experience boredom (Abbott et al., 2020; Ashton, 2010; Jarvis, 2004). Therefore, it should be understood that training should not only be something that is taught but also something that can be applied in the context of participants' daily lives or work. The following illustrates the training process organized by PKBM Sipatuwo Deceng.

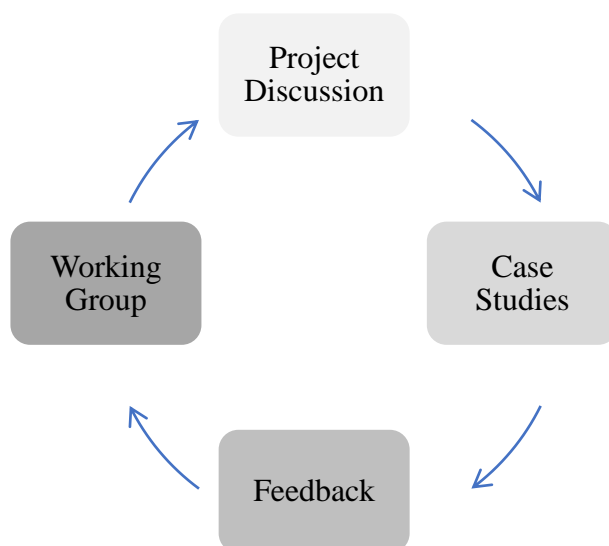


Figure 1. Illustration of the implementation of the PKW program

Integrating project discussions, case studies, feedback, and working groups can form a holistic and practical learning approach. Project discussions allow participants to collaborate and apply learned concepts to real-life situations (Leal Filho et al., 2018). Case studies can provide deep insights into applying those concepts in a practical context while allowing participants to solve problems and make decisions. Feedback helps participants see their strengths and areas that need improvement, facilitating their growth and development. Group

work enables participants to exchange ideas and experiences, enriching their understanding through collaboration. In addition, the use of project discussions, case studies, feedback, and working groups can also promote collaborative learning. Participants can learn from each other's experiences and views, creating a dynamic and supportive learning environment (Bonfield et al., 2020). Project discussions and group work can provide opportunities for participants to develop interpersonal, communication, and problem-solving skills, which are essential aspects of the world of work.

Meanwhile, continuous feedback helps participants continuously improve and hone their abilities and empowers them (Ridwan & Hasdiansyah, 2023). The process also builds participants' motivation by recognizing their achievements. Participants' self-driven achievements are a source of pride for each participant.

Development Strategy of the PKW Programme

The Entrepreneurial Skills Education (PKW) program in Indonesia is in high demand, and this program must be developed to remain relevant in any situation or condition in the future. Entrepreneurial skills are essential and demanded (Galvão et al., 2020), not only for business actors but also for the general public, and even children should be introduced to entrepreneurship from an early age (Hermawan et al., 2023). For this reason, the PKW program strategy must be developed following existing developments. PKBM *Sipatuwo Deceng* has initiated the PKW process with various strategy models despite the limited circumstances (COVID-19). Socialization and social action to introduce the program are two relevant models for the current situation. Secondly, the participatory nature of the training process encourages participants' enthusiasm and motivation to persist in participating in the PKW program.

The strategy of PKBM *Sipatuwo Deceng*, conceptually, can be stated as follows: **First**, PKBM introduces the program through socialization with impactful social actions amid community limitations and panic. Socialization and social action can be an effective way to introduce the PKW program to the community. This supports the concept of community-based participation and reduces potential gaps in the program (Cook, 2024). By actively involving the community from the start, the program has a greater chance of success and widespread adoption. The socialization process can help build community understanding and support for the objectives and benefits of the PKW program.

Meanwhile, thoughtfully executed social actions can have a tangible impact on the community, strengthening the relationship between the program and participants. **Secondly**, program organizers use a simultaneous, holistic, continuous process cycle. This strategy starts with project discussions, case studies, feedback, and working groups. This pattern is certainly relevant to people who only want to learn specific skills that the community needs (Stinchfield & Zyromski, 2010). One of the most important features of training is the working group. Working groups can create a collaborative environment where participants can support and learn from each other (Moreland et al., 1998). Program participants can share their experiences and knowledge, enriching each member's understanding. This can broaden horizons and perspectives and allow for a creative exchange of ideas.

Both models and strategies developed above are undoubtedly relevant for future use. However, some things need to be improved and enhanced. This research found that in addition to the reliability of the process and program development strategies used by PKBM *Sipatuwo Deceng*, there are also some gaps in soft skills and financial education. The training participants recognized that the character aspect had not been emphasized too much in the training. In addition, the financial education aspect has also not been given much attention and is not included in the training material. It is essential to strengthen the character material by including special modules or sessions focusing on developing values such as integrity, responsibility, and teamwork. In addition to financial education, material related to personal financial management, investment, or long-term financial planning can be added. This helps

participants better understand how to manage their finances, which can positively impact both inside and outside the work environment.

CONCLUSION

The program development strategy of PKBM *Sipatuwo Deceng* in Parepare City has proven to have a good impact on strengthening the capacity of entrepreneurial groups, both men and women. Introducing the program through socialization in the community through social action in COVID can undoubtedly raise the image of the institution and the program. This is evidenced by the number of training participants who are stable and last until the end of the program. Furthermore, in the program implementation process, PKBM *Sipatuwo Deceng* uses a relatively participatory training model in all stages of the activity. However, besides some of the achievements obtained, some shortcomings require improvement. In the future, the PKW program must integrate all materials to strengthen the character of participants. Financial literacy also needs to be encouraged so that, after the training, participants have the skills and the ability to manage their finances. Finally, the PKW program should utilize the latest technology to suit the training needs.

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