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ENTREPENURICAL BASED EDUCATION (EBD) TO IMPROVE LIFE SKILL COMMUNITY IN BANTEN PROVINCE

Syadeli Hanafi

Assosiate Professor, Sultan Ageng Tirtayasa University, Serang, Indonesia
syadeli@untirta.ac.id

Ediwarman

Assosiate Professor, Sultan Ageng Tirtayasa University, Serang, Indonesia
datuksati@yahoo.com

Yudi Juniardi

Assosiate Professor, Sultan Ageng Tirtayasa University, Serang, Indonesia
yjuniardi@yahoo.com

Firmanul Catur Wibowo

Lecturer, Sultan Ageng Tirtayasa University, Serang, Indonesia
firmanul27@yahoo.co.id

Abstract

This study was conducted to achieve the following specific objectives: (a) to obtain data in the process of implementation of automotive training based on partnerships in improving life skills (Life Skills) in Entrepenurical Based Education (EBD) in the Central Services of Non-Formal Education (BPPNF) Banten, (b) to obtain data on results-based automotive training partnerships in improving life skills on EBL in BPPNF Banten, (c) to obtain a picture of what a limiting factor in the implementation of partnership-based automotive training activities in

BPPNF Banten. The method used in this research is descriptive method. The focus is the overall depiction of form, function and meaning of the phrase ban. By using descriptive method, researchers will describe the management BPPNF EBD in Banten Province. The research approach used in this study is a qualitative research. Automotive training processes are carried out in BPPNF Banten including planning, implementation, and evaluation. Automotive training is the result of the increase in employment the trainee's competence after training. Increased job competence aspect is the aspect of skills, aspects of knowledge, and aspects of work attitude in the field of automotive motorcycle.

Keywords

Entrepreneurial Based Education (EBD), Training, Life Skills

1. Introduction

Unemployment largely in the background backs by level of education that only primary and secondary school education. This occurred in the community in Banten province. *The emergence and fusion of viable business concepts, entrepreneurial actors, resources and a munificent environment. It is suggested that educational applications based on this logic might be effective for meeting the new demands* (Laukkanen, 2010). There are several factors that cause unemployment Firstly, the number of job seekers is greater than the number of job opportunities available. Second, the gap between the quality of job seekers with qualifications required by the labor market, and thirdly, the occurrence of termination of employment (FLE) for reasons of efficiency and the bankruptcy of the business and industrial world. Of the three factors, the first factor and the second is the dominant factor causing unemployment.

Based on that to mitigate these problems the need for providing education in accordance with the development in Indonesia as a developing country. Advancement of education through formal and informal expected to enhance the capabilities and skills of a person. Non-formal education as one of the lines in the national education system has an important role in providing education services to communities in need.

Implementation of educational programs in units of Non-formal Education is empowering communities to improve the community's ability to thrive through the protection or enhancement of skills. The community empowerment always involves two interrelated groups, namely the public as the party empowered and those who put the parties concerned as empowering.

Empowerment is the process of creating a human resources (HR) skilled or able to compete in this era of globalization, one of them with non-formal education to develop the potential of the learners. General Directorate of Early Childhood Education, Non-Formal and Informal (PAUDNI), is one of the main unit in the Ministry of Education and Culture provides a variety of education-skills programs through Entrepreneurial Based Education (EBD).

The objective of this program is to provide entrepreneurship education provision of quality and relevant to the needs of society. Thus, every graduate courses and training are expected to strive independently or create new jobs, produce goods and / or services that are creative and innovative so as to empower the local potential to improve the quality of life in order to reduce unemployment and poverty in Indonesia. The impact of a leading entrepreneurship education program on college students' entrepreneurship skills and motivation using an instrumental variables approach in a difference-in-differences framework. (Ijsselstein, A. Oosterbeek, H. Praag, M. V., 2009).

BPPNF as an educational alternative pathways such as Institute Courses and Training (CGC) has not yet proved able to create graduates who have the skills competency maximum work. Based on the fact the field is CGC, which is in the province of Banten has organized training courses and automotive, but CGC has not been able to channel its graduates because it is less established partnerships with business and industry, there are graduates of formal education majors automotive that has not worked and has not fully channeled into business and industry, and have not been able to independently. The providers of courses, CGC and government agencies have not been fully able to establish an optimal cooperation with business and industry. In addition, the presence of the automotive and graduate courses are certified, but can not work because it has not met the competencies expected by the business world and the world of work. Automotive graduate even less have such an entrepreneurial attitude and mental discipline, perseverance, hard work and self-reliant as well as formal and informal education curriculum especially automotive curriculum is not optimal in adapting to the needs of business and industry.

With the implementation of partnership-based automotive training is expected to provide a solution to increase the competence of job seekers weak economic background. The impact of the implementation of partnership-based training program is expected to contribute to the growth of unemployment in the younger generation because of a lack of skills needed Business

and Industry in Banten province in particular. At the core of the method is the ability for students to practice entrepreneurship and we introduce a portfolio of practice-based pedagogies. These include starting businesses as coursework, serious games and simulations, design-based thinking, and reflective practice (Neck, M. H., 2011).

From the above background, the researchers wanted to try to explore how the process of the automotive training based on partnerships between institutions Center for Non-Formal Education Services Banten province with World Business and Industry, PT. Honda Motor in Banten Province. Thus, researchers in this study entitled "Entrepreneurial Based Education (EBD) to improve life skills (life skills) in Banten province, Study of Automotive Training Development Partnership Based on BPNF.

2. Research Method

The method used in this research is descriptive method. The focus is the overall depiction of form, function and meaning of the phrase ban. This is in line with the opinion of Surachmad (2005: 131) that the descriptive research method is a method of research that seeks to solve the problems that happen to be present and actual.

By using descriptive method, researchers will describe about program management BPPNF EBD in Banten Province.

3. Results and Discussion

Automotive training program is part of school education, as according to Djuju Sudjana (1992: 228), which explains that the education programs outside of school include vocational education which was held outside the school system, professional training, education, work, correspondence courses, military training, education adults which includes general knowledge courses and skills training.

In the context of this training, good communication and focused on the process of implementation of the training activities conducted by the instructors and trainees, in which the trainees acquire the knowledge, expertise and guidance over the mastery of expertise in the automotive field motorcycles both in analyzing the damage to the solution and how the repairs in accordance with Standard Operating Procedures (SOPs) are correct. And all of it was held outside of school or formal education subsystem.

3.1 Implementation Process in the Automotive Training Program BPPNF EBD in Banten

Automotive training events were held in BPPNF Banten province on the facilitation section of the program managers in general have followed the steps in the implementation of training, particularly in phases:

3.1.1 Planning

The planning stage is the beginning of a program that determines a program will be done well or not, because the planning is associated with the business interests of the future as well as the effort to achieve it. Planning training is a training visually, desertai with the calculation of the financial consequences, the duration of the implementation, the program structure, material and action plans.

In this research, automotive training activities were held by BPPNF Banten as the responsible manager is sexy facilitation implementing a training program based on partnerships with the Business and Industry (Dudi) and oriented to job competence. In the Technical Guidance Manual and Training Course VII Regional BPPNFI Mataram in 2012 explained that the training is a program of courses and training conducted by the organizers, training providers, and the Business and Industry (user) on the basis of the principles of partnership.

In simple terms that work competency-oriented training is defined as an educational process that is conducted by several parties are bound conceptually and practically to train human resources (HR) so it is ready for or has the competence standards for distribution to the Business and Industry (Dudi). Entanglement between providers, training providers, and the Business and Industry (user) can be interpreted that the partnership established full start planning stage (conceptual) to implementation, evaluation and follow-up training program (practical) (Dirjen PLSP, 2003).

In the automotive training planning process, organizers helped by the development team together completely with partners Business and Industry (Provider), namely PT. Spring Prosperity Partners Training Centre Main Dealer Honda Motorcycle Area Banten representing PT. Astra Honda Motor (AHM), identifying and analyzing training needs, formulating training objectives, criteria and requirements for trainee instructors, preparation of training model

formats, materials and teaching methods, curricula and training materials as well as the preparation of training evaluation instruments. In the training objectives, curricula and training materials, all adjusted to the demands of the world of work in companies that partner Business and Industry (Provider), namely PT. Astra Honda Motor (AHM).

It can be stated that, attachment partnership between the providers ie BPPNF Banten Province partners with the Business and Industry (Provider), namely PT. Astra Honda Motor (AHM) in the planning process well enough automotive training.

3.1.2 Implementation

Implementation of the training into the total implications for the design that has been designed and perfected before. Implementation of the training is the core in which incorporated the substance of the content and processes. At this stage should be set in detail about the timetables of the training, theory and practical sessions, teaching methods, materials and media, infrastructure and other ancillary equipment related to training activities. In terms of process, it is intended that the strategy of learning and training in engineering design can achieve results in accordance with the training objectives that have been set.

Standards relating to the implementation of the training, in the Technical Guidance Manual and Training Course VII Regional BPPNFI Mataram in 2012 explained that the trainees are targets that meet the criteria of the ideal number of participants per study group amounted to 10 (ten) as in the standard set in the training event. In the automotive training which was held by BPPNF Banten participants who pass the selection and training requirements of 10 people. This is in accordance with the standards of the ideal number of participants per study group in a training.

For this type of training events and materials, in the Technical Guidance Manual and Training Course VII Regional BPPNFI Mataram in 2012 described: 1) the existence of any relevance to the demands of the business world and the world of work; 2) skill-based competence is based on the support by Business and Industry; 3) The learning material consists of a theoretical component of 26% and 74% practical component consisting of soft skills and vocational skills. In the automotive training which was held by BPPNF Banten, learning materials consist of 30% theory and 70% component parts with the material practice of soft skills given that entrepreneurship and Occupational Health and Safety (K3). For material vocational

skills, competency-based material is based on the support by Business and Industry, namely maintenance and repair (tune-up) in the air-brand motorcycle Honda in various types.

The method used in the implementation of the training is, lectures, question and answer, demonstration, work assignment (project) and apprenticeship (apprenticeship) at a workshop - authorized repair shop Honda's partner. So that the relevance of the material that is given to the demands of the business world and the world of work, the organizers brought together instructors who came from the academic environment and the practitioners of the partner firm Business and Industry (Provider), namely PT. Astra Honda Motor (AHM) that has the appropriate expertise minimum competency that has been set. Regarding the process of learning, Kolb (1984) in Mustafa Kamil (2010: 37) explains that learning is a process where knowledge is created through the transformation of experience. The learning process in training is a learning process in adults, where learning to further expand the automotive training practice component in it, so that in use methods of practice and apprenticeship. Because, in principle, the participants will learn much better through what she had done / are doing so they can learn from experience (Learning by Doing).

In the process of implementation of the training, the partnership that exists between the providers ie BPPNF Banten province partners with the Business and Industry (Provider), namely PT. Astra Honda Motor (AHM) visible in the learning process, in which the instructor Dihadirkannya practitioners of the provider and the participants in the workshop apprenticeship - authorized workshops Honda which is a partner (provider) in training activities.

3.1.3 Evaluation

Evaluation of training is a continuation of a training implementation. Atmodiwiro (2002) in Kamil (2010: 54) explains that the evaluation is a systematic process of data collection to measure the effectiveness of a program (training). The evaluation was conducted as a quality control training institutions and forms of accountability of the organization of activities to the interested parties. Evaluation of training events conducted for quality control program and output (graduates) which is derived in some aspects of the evaluation, namely the evaluation of students, evaluation of the instructor, the organizer of the performance evaluation, training evaluation and evaluation of the curriculum.

Evaluation of the automotive training which was held by BPPNF Banten Province, manifested in the form of competency test participants, both competency test theoretical and

practical nature. At the time of testing the competence of the participants, the Business and Industry partners (Providers), namely PT. Astra Honda Motor (AHM) as monitors and evaluators (M & E) to assess and determine immediately who the participants will be recruited to work in the workshop - Honda authorized workshops. From the results of the evaluation, the outputs (graduates) generated increased the percentage of success of 80% because of the 10 (ten) participants in the training, four (4) participants directly recruited to work in the workshops of the official Honda (provider) and 4 (four) the other participants in entrepreneurship become instructors and opens his own workshop.

The involvement of partners Business and Industry (Provider), namely PT. Astra Honda Motor (AHM) in the process of training evaluation is seen that the provider assess and determine the direct participants will be recruited to work in the workshop - the workshop's official partner (provider).

3.2 Results in the Automotive Training Program BPPNF EBD in Banten

Employment-oriented training emphasizes learning competence towards train the human resources (HR) in order to be ready for or have the competence standards for distribution to the Business and Industry (Dudi). This means that learning more emphasis on the "competence" and target "Skills". With the employment of competence-oriented learning of this, the quality of graduates is expected to be more meaningful and rewarding life.

In Law No. 13 2003 Manpower chapter 1 verse 10 says that the work competency is the ability of each individual that covers aspects of knowledge, skills and attitudes that work in accordance with established standards. This means that job competence is part of the character of a person related to the criteria of the best skills a person in a job or situation.

As well as the above description, it was stated that the work competency covers aspects of knowledge (knowledge), aspects of skills (skills), and aspects of the work attitude (attitude). Automotive training can improve the ability to work both knowledge, skills and attitudes of the participants work in accordance with the standards and demands of Business and Industry.

3.2.1 Aspect Skills

This aspect relates to the ability of a person in the technical mastery of a field of work. Some skills related to aspects of these skills in the automotive field motorcycles include:

- 1) checking the accuracy of the initial damage to the motorcycle.
- 2) accuracy in measuring the size of the damage to the motorcycle.

- 3) accuracy in using the equipment.
- 4) accuracy in taking corrective action damage to the motorcycle.
- 5) accuracy in checking the final repair damage to the motorcycle.

In this study, the ability of the aspects of the skills of the participants before and after the training automotive, showed an increase. This situation is due to the learning process in the automotive training more practice than theory and materials and the use of appropriate learning methods. Apprenticeship process in which there are participants in the workshops authorized Honda so that participants immediately learn from real experience in a real job, as well as the material obtained tailored to the participants competencies needed by the partner (provider). In addition, workers in the automotive training instructors are professional instructors and have a good capacity in the field of automotive motorcycle. That is evidenced by instructors from the academic environment and active practitioners working in the field of automotive motorcycle.

3.2.2 Aspects of Knowledge

This aspect relates to a person's ability in mastering the concepts, principles and system of rules of a field of work. Some skills related to aspects of this knowledge in the fields of automotive, motorcycles include:

- 1) understanding of motorcycle parts,
- 2) understand the tools and functions,
- 3) to understand the customer complaints,
- 4) understand the actions to be taken in dealing with complaints,
- 5) understand the tools that should be used.

In this study, the ability of the aspects of the participants' knowledge before and after the training automotive, showed an increase. This situation is due to the learning process in the classroom theory in automotive training, supported by good facilities, such as a classroom a comfortable and attractive learning media such as media slide show, thus making it easier capture participant understanding of the material more quickly. In addition, the instructors in the automotive training using methods of learning interesting and fun, the lecture method with the type of presentation, and a question and answer method interactive that can stimulate participants to gain knowledge about the material that is given independently, communicative and interactive, so that no direct knowledge of the trainee may increase.

3.2.3 Aspect Work Attitude

Conditions trainees before and the process of this aspect relates to a person's ability to demonstrate quality in doing its job in a field of work. This aspect is a very important capability, because it is directly related to the performance shown. Some skills related to aspects of the attitude of this work in the field of automotive motorcycle includes:

- 1) sincerity and patience in work,
- 2) accuracy in work,
- 3) hygiene at work,
- 4) discipline and punctuality in the works,
- 5) The courtesy and friendliness towards customers.

In this study, the ability of the aspects of the work attitude of the participants before and after the training automotive, indicates a change and improvement. This situation is due to the factor of interest and motivation in themselves participants in the training. In addition to the invisibility of the current condition of the participants in the learning process in the classroom theory and practical interactive enough, it is also influenced by the stimulus motivation is always given the instructors in each study session to the participants. Such learning conditions, may indirectly create work attitude shown participants experienced change and improvement.

3.3 Factors Inhibiting the Implementation of the Automotive Training BPPNF Banten Province

BPPNF automotive training carried out in the province of Banten. Each activity is inseparable from the problems and challenges faced. Theoretically or scientific study allows but sometimes factual or field there are obstacles. In the implementation of a training, especially in the learning process certainly faced with some of the factors inhibiting the implementation of the training. According kaswan (2011: 48) says that the obstacles that may come from internal factors (inside of participants) and external factors (outside of the participant).

Internal factors that become an obstacle in the implementation of this automotive training is still a lack of enthusiasm and motivation of some of the participants in the training, so it does not impact on the maximum capabilities and benefits of the training results in the can by the participants. Kaswan (2011: 49) says that: "in this case people are less motivated because they do not / can not see what's going on obtain it by investing in learning. They do not believe in investing in learning. They do not understand the benefit that will be gained from investing in learning ". Challenge for the 21st century of complete academic legitimacy for entrepreneurship.

While it can be argued that some legitimacy has been attained in the current state of entrepreneurship education, there are critical challenges that lie ahead (Donald, 2005).

External factors that become an obstacle in the implementation of this is the automotive training is a time of learning and teaching materials that are still relatively poor, as well as the training infrastructure is still not fully adequate as no special room for the workshop and limited equipment workshops and internships for participants. According Sikula (Sumantri, 2001: 2) explains that training is as short-term educational process that uses systematic and organized procedures.

Based on the above understanding of the training that the training is an education with a relatively short implementation time. The instructors in the automotive training is little to complain against a relatively short implementation time, because of the material that was delivered was not fully given to the participants. Participants only get material about a mild improvement (tune-up) on a motorcycle and yet get materials about the overall improvement of the engine as the engine down (overhaul). With a relatively short training time, the instructor expects ongoing training activities so that it is fully automotive training can produce graduates who have a superior job competence and in accordance with the needs of Business and Industry (Dudi).

Other obstacles encountered in the implementation of this automotive training is lack of availability of adequate infrastructure. Inadequate facilities and infrastructure in the training will result in less maximal learning process is implemented.

4. Conclusions and Recommendations

4.1 Conclusions

After analyzing the data automotive training in enhancing Life Skills (Life Skills) program EBD, the conclusion that can be described as follows:

- a. Automotive training processes are carried out in BPPNF Banten Province include:
 - 1) The planning stage, that is the process of identifying training needs, formulate objectives, criteria and candidates instructor, training curriculum development, and preparation of training evaluation instruments.

- 2) phase of training, namely the learning process in training, such as Dihadirkannya instructors from the partner (provider) and the placement of participants in the workshops's official partner in the process of apprenticeship.
 - 3) Phase training evaluation, namely the partnership in the process of final evaluation in training. At the time of testing the competence of the Business and Industry partner (provider) directly determine who the participants will be recruited to work.
- b. Automotive training are the result of the increase in employment the trainee's competence after training. Increased job competence aspect is the aspect of skills (skills), aspects of knowledge (knowledge), aspects of work attitude (attitude) in the field of automotive motorcycle.
- c. Inhibiting factors contained in automotive training in BPPNF Banten Province consists of:
- 1) The internal factors which include limited knowledge of the early participants on motorcycles, lack of awareness and motivation of the participants at the beginning of training so as to make the lack of discipline in attendance.
 - 2) External factors include the time and learning materials are still relatively inadequate special room and workshop equipment as well as apprenticeship places are limited so that the training was deemed not fully maximized.

5. Recommendation

- Automotive training processes in BPPNF Banten good enough, therefore, should be further enhanced form a good partnership of the planning and preparation through the implementation of learning and evaluation process as well as the distribution of working trainees.
- In order to increase the competence of the participants work resulting from automotive training can be maximized, packaging materials must be improved to make it more attractive return and not boring.
- The need for improvement in the recruitment of trainee system is more selective so that participants were followed has to be channeled quality of work, as well as continuous training and support from the partner (provider).

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