

Community Empowerment Through Social Entrepreneurship Training Based On Partnership Network

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Abstract—This study aims to discuss community empowerment through social entrepreneurship training based on partnership network. The research was conducted to analyze 1) automotive mechanical skills entrepreneurship training process, 2) partnership network pattern, and 3) community empowerment in Community Learning Center (CLC) “Cepat Tepat” in Karawang regency, West Java province. The study was conducted using a qualitative approach with case study method to clearly illustrate the process of social entrepreneurship training based on partnership network to empower the social and economic of the learning community. The findings of the research show that 1) the training of automotive mechanic skills is a learning process that aims to improve the knowledge, skills and the formation of social entrepreneurship attitude of learners. The program aims to foster the learners to have knowledge and skills in the automotive field and social entrepreneurial attitude to develop their business. 2) The partnership scheme applies the principle of welfare to achieve maximum results for both parties. The partnership of the training program was conducted with various parties, both government and private. CLC managers can obtain and maintain a very high trust from various partners. 3) The effect of social entrepreneurship training on automotive mechanic skills is the opening of opportunities that will impact the increase in the learners’ income.

Keywords—community empowerment, social training, entrepreneurship network partnership

I. INTRODUCTION

In the context of education, empowerment is a process of mutual learning of people to have a critical self-awareness to play an active role in various aspects of development. Community empowerment is the process of improving the knowledge, attitude and skills of the community to encourage willingness and courage, as well as providing opportunities in developing their independence in order to realize sustainable economic, social, physical and mental welfare. Empowerment is a process of helping disadvantaged groups and individuals to compete more effectively with other interests, by helping them to learn and use in lobbying, using the media, engaging in political action, understanding how to 'work the system,' and so on [1].

In the development of global life, education is absolutely necessary as a result of the widespread and rationality of human relationships. This condition as a result of the rapid

development of science and technology that make individuals need mastery of knowledge, attitudes, and new or additional skills in accordance with the guidance of the world of work, career improvement, or self actualization in society in an increasingly competitive business climate. Various parties, both government and the public are very interested in promoting social welfare through training activities as part of the educational process aimed at improving the knowledge, attitude, and special skills of individuals or groups.

The era of globalization has had an enormous impact on various aspects of the demands and challenges of 21st century life. The era of tedious globalization and challenges is an inevitable period. In the 21st century, qualified human resources are needed to build an advanced social and economic system and structure. The implementation of education is expected to be able to meet the demands and challenges by producing competent human resources facing future life needs. Educational institutions, especially training, should be able to fulfill the demands and challenges of quality human resource development, by changing the direction and orientation of training in accordance with the development of knowledge, attitudes and skills needed in the era of globalization.

Training is the act of increasing the knowledge and skill of an employee for doing a particular job [2]. Training is a learning process for acquiring and improving skills that are carried out in a relatively short period of time, and by using methods that prioritize practice rather than theory. In facing the challenges of global community change, various training programs are implemented to meet community needs, including social entrepreneurship training.

In the field of business, entrepreneurship is the result of a discipline as well as a systematic process of applying creativity and innovation in meeting the needs and opportunities in the marketplace [3]. While social entrepreneurship is a concept, it is developed with a little 'exit' out of the announcement, which is an attempt to find an effective and sustainable solution to the solution of social problems, where the solution requires many elements related to successful business innovation.

Social entrepreneurship identifies opportunities to encourage new or more efficient integration of resources. Therefore, social entrepreneurship is usually associated with social innovation. In addition, social entrepreneurship can be reviewed from three main elements: motivation,

organization, and society [4]. Social entrepreneurship training is a learning process of learning the science of one's values, abilities and behaviors in facing life's challenges and for opportunities with risks that may be faced.

In carrying out social entrepreneurship training, communication networks should be established with others who share the same views so as to participate in achieving social business objectives. One of the organizers of the social entrepreneurship training program is the Community Learning Center (CLC). CLC is a non-formal education unit established by the community in facing the challenges of meeting the needs of the learners. CLC is a non-formal educational institution from, by, and for the community. Thus the existence and sustainability of CLC is most dependent on community participation.

The main problems faced by CLC are, among others: (1) the management educational background is less supportive in managing and implementing non-formal education programs, (2) the implementation of the education program is most dependent on government assistance (3) the low competitiveness in obtaining partner support both from government and other non-governmental parties. In this regard, CLC "Cepat Tepat" in Karawang regency, West Java province is able to maintain the existence and sustainability of non-formal education programs through cooperation with various partners, especially in implementing skills-based social entrepreneurship training program.

Another problem often encountered in implementing social entrepreneurship in CLC is the lack of training programs that apply the principle of community participation as a partnership pattern. The partnership here is more in the context of social entrepreneurship development. The essence of partnership in social entrepreneurship lies in the shared contribution, both in the form of labor and things, or both for economic purposes. Control of activities is also carried out together, where the distribution of profits and losses is distributed among the partners. That is, resources and competencies are combined to achieve synergies, towards increased volume and quality of products or services produced.

Based on the above background, the social empowerment of the community through social entrepreneurship training needs to be developed through enhancement of the community partnership network. Through social entrepreneurship based on community participation, knowledge, skills and attitudes of social entrepreneurship will increase in accordance with local potentials and advantages of society to improve the economic empowerment of society and social welfare of its life.

The rest of this paper is organized as follow: Section II describes proposed research method. Section III presents the obtained results and following by discussion in section IV. Finally, Section V concludes this work.

II. PROPOSED METHOD

The study was conducted using a qualitative approach with case study method. Qualitative approach to analyze information about the main phenomena explored in research, participants, and research sites on community empowerment through social entrepreneurship training based on partnership network. The purpose of the study was written in terms of

"technical" research sourced from qualitative research language [5]. The case study method was used to analyze social entrepreneurship training. The case study aims to obtain a detailed case picture, theme or subject analysis, and interpretation of the researcher or case assertion. This interpretation may be called "lessons learned"[6].

As a source of information, the subjects in this study were determined by purposive sampling, consisting of a CLC manager, an automotive mechanic instructor and three learners who attended the automotive mechanic's entrepreneurship skills training at CLC "Cepat Tepat" Karawang.

The research was conducted through the steps: 1) orientation to get information about what is important to find, 2) exploration to determine something focused, and 3) member check to check the findings according to the procedure and obtain the final report [7].

The research instrument used was by observation, in-depth interview, and documentation analysis as data source of triangulation which can be accounted for accuracy to collect qualitative data supported also quantitative data. This technique is used to verify the data collected. Analysis of research data using interactive model through stages 1) data collection, 2) data reduction, 3) data display and 4) conclusion/verifying [8].

III. RESULTS

This section presents the obtained results.

A. *Social Entrepreneurship Training of Automotive Mechanic Skills in CLC "Cepat Tepat"*

The purpose of social entrepreneurship training that became the pre-eminent CLC "Cepat Tepat" in Karawang regency is an automotive mechanic. The program aims to foster the learning community in order to have the knowledge and skills in the automotive field and the social entrepreneurship attitude necessary to develop the business, thereby increasing the employment opportunities and incomes of learners impacting on the economic and social welfare of their families.

The purpose of automotive mechanic's training is to grow and improve the learning culture as part of self-learning activities so as to create the learners with automotive knowledge and skills as well as social entrepreneurial attitudes that support business development that impact on increasing employment and income.

The automotive mechanic training process at CLC "Cepat Tepat" contains automotive training materials along with social entrepreneurial attitudes such as confidence, task-oriented and outcome, courage and risk-taking, leadership, originality, and future-oriented attitude to enter the workforce independently open jobs. The approach used is participatory that provides the widest opportunity to learners to be involved in the planning, implementation, and assessment of the training.

B. *Partnership Pattern of Entrepreneurship Training for Automotive Mechanic Skills in CLC "Cepat Tepat"*

The results of the research indicate that: (1) CLC "Cepat Tepat" has suitability of educational background and scholarship as management, educator and educational staff.

The suitability of the management background of the manager can improve the trust of the partner institution. This condition resulted in the programs organized to run effectively, able to increase and maintain interest, motivation, and support the creativity of learners. (2) CLC manager is able to provide convenient program implementation with partners. Partnerships apply the principle of equality and mutual benefit. CLC manager in cooperation with partner institutions does not get complaints from the community as users. Each side keeps each other's boundaries of authority and mutual respect for each other's interests. (3) CLC is able to develop due to the establishment of partnership with various parties, both government and private. CLC managers obtain and maintain a very high trust from the partners. CLC manager applies the principle of sustainability in the implementation of partnership programs so as to achieve maximum results and generate pride for both parties.

C. Impact of Social Entrepreneurship Training for Automotive Mechanic Skills on Community Empowerment

The result of the research shows that the impacts obtained by the studying community after participating in the life skill training of automotive mechanic and social entrepreneurship in CLC "Cepat Tepat" in Karawang is the opening of opportunity which give influence to the increase of income of the learning community. Most of the learners that they already have jobs that match their knowledge and skills in the automotive field. This condition is the impact of social entrepreneurship training based on automotive mechanic skills that have implications for improving the economic and social welfare of his family.

IV. DISCUSSION

Social entrepreneurship training is a learning process that aims to increase knowledge, skills and the formation of social entrepreneurial attitude of society. Social entrepreneurship and its methods, borrowed from the business world, are increasingly popular among the morally conscious people who are called to solve social problems and may earn income in the process. social entrepreneurship executes innovative solutions to so-called social issues, whether local, regional, national or international. Social entrepreneurship is a challenge in itself [9]. Social entrepreneurship is a different type of entrepreneurship that aims at creating social value, which is great benefit to society. Social entrepreneurship identifies social opportunities and potential new changes in the economy. Therefore, social entrepreneurship is usually associated with local wisdom of the community [10].

Social entrepreneurship is deemed necessary to address the social and environmental problems of the many unemployed, global warming to the declining quality of the environment. This condition is a common phenomenon that occurs in the community in Karawang regency that changed from agriculture to industrial area. This problem from year to year, looks more and more complex and tends to get worse. Some parties hope the government and schools/universities can provide solutions to this problem. Social entrepreneurship training is seen as an alternative to overcome these social and economic problems.

Axiologically, the study of social entrepreneurial literature contributes to community communities and local governments. The most serious problem of social entrepreneurship is the limited financial resources and the lack of qualified human resources [11]. In practice, social entrepreneurship pursues the simultaneous economic, social, and environmental goals of the enterprise with the aim of discovering the causes of existing problems in society and the environment [12]. Social entrepreneurship in the context of a blend of nonprofit organizational management and commercial firms run by businesspeople, charities, and social drivers [13].

The background of the birth of the concept of partnership can be seen in the context of the development of society that tends to the availability of excellent service. Through partnerships, the fulfillment of resources both to meet the quantity and quality of community social entrepreneurship programs can be optimized.

Research on non-governmental organizations (NGOs) concludes that better opportunities to promote social entrepreneurship. Actually, it can be said that social entrepreneurship can be maintained by the company through Corporate Social Responsibility (CSR) through partnership, collaboration, setting up an organization with a social mission. The concept of social entrepreneurship offered can be said to refer to the concept of entrepreneurship developed by the British state, where there is no clear boundary between the concept of CSR because both can have the same role in the creation of social value [14].

Partnerships can be awakened by a variety of motivations or encouragement. The motivation depends on the environment and the interests of the participating actors in the partnership. These motivations are of five types, namely 1) pragmatic, directed to better governance in the sense of cost-effectiveness, 2) economic, which is directed to economic prosperity by reducing people's dependence on the government and increasing their acceptance of the privatized approach 3) philosophically, essentially aimed at reducing the government's role that good governance is a bit of governance; 4) commercially focused on improving business by gaining a lot of government spending directed directly at them; and 5) populists aimed at better community formation with how to empower people so that they can satisfy their general needs while reducing great public power and private bureaucracy.

The pattern of partnership in CLC Cepat Tepat is done by applying the principle of alignment to mutual benefit of both parties. LCC "Cepat Tepat" can develop well due to the establishment of partnership with various parties, both government and private. CLC managers can provide comfort in the implementation of entrepreneurship training programs with partners. The essence of partnership in the economic field lies in the shared contribution, whether in the form of labor or property, or both for economic purposes [15]. The background of the birth of a partnership concept can be seen in the context of the development of people who tend to expect the fulfillment of excellent service. The society demands the availability of good service, good quality, good performance and expectation served by results-oriented government officials [16].

The development of science with the practices of partnership has developed various types of partnership model. One of them is the Public-Private Partnership model which suggests that the combination of government resources with the private sector (profit and non-profit institutions) to realize the community goals [18]. Thus partnership development is a process of mobilizing human and natural resources used to achieve common goals.

Partnership in an automotive mechanics-based automotive skills-driven entrepreneurial program in CLC “Cepat Tepat” appropriate aims to gain support from partner institutions, improve the quality of social entrepreneurship program implementation, maintain the sustainability and sustainability of entrepreneurship programs, provide wider access to automotive mechanic marketing and increase value added for partners. The partnership in the social entrepreneurship program has implications for the social and economic empowerment of people as learners.

Empowerment as a decision-making process by people who consequently carry out the decision [18]. Community empowerment is a concept of economic development that encapsulates social values. This concept reflects a new paradigm of development, which is “people centred, participatory, empowering, and sustainable” [15]. Empowerment Theory links the well-being of individuals with greater social and political environments, and suggests that people need the opportunity to become active in community decision making in order to improve their lives, organizations and society [19].

Basically empowerment is placed on the individual and social forces. Empowerment is defined as a psychological understanding of the influence of individual control over social circumstances, political forces and rights by law [20]. The outcomes of community empowerment may emerge as actual socio-environmental and political changes in community. Furthermore, in some studies it is found that increased empowerment in social capital [21], [22], [23], [24], [25], [26].

Principles of empowerment all people have existing strengths and capabilities as well as the ability to become more competent. The failure of a person to display competence is not due to deficits within the person, but rather to the failure of the social systems to provide or create opportunities for competencies to be presented or acquired [27]. Furthermore, Rappaport emphasizes that leads to make their own attributions about their capabilities to influence important life events.

In the social and economic empowerment of community partnerships can be key. Partnership becomes a solution amid the imbalance of social and economic development of society. In developing the community economy, big business actors are invited to work together to participate in reducing the imbalance of the national economy. By applying the principle of partnership, it can be believed that the imbalance of the economic power of society can be reduced. Therefore, partnership can be one means to achieve community empowerment.

V. CONCLUSION

Social entrepreneurship training which is the pre-eminent CLC “Cepat Tepat” in Karawang regency is an automotive

mechanic. This program aims to improve knowledge and skills in automotive and social entrepreneurship attitude of the learners to develop the business, so as to increase the employment opportunities and income of the learners which impact on the economic and social welfare of their family.

The manager of CLC “Cepat Tepat” has a suitability of educational background and scholarship as a board, educator and educational staff. The suitability of the management background of the manager can improve the trust of the partner institution. The manager is able to provide comfortable program implementation with partners. CLC “Cepat Tepat” is able to develop due to the establishment of partnership with various parties, both government and private. The manager of CLC “Cepat Tepat” gains and maintain a very high trust from the partners.

The learners already have jobs that match their knowledge and skills in the automotive field. This condition is the impact of social entrepreneurship training based on automotive mechanic skills that have implications for improving the economic and social welfare of his family.

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