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The Implementation of NFE Inovation Through Curriculum Development by Digital Enterpreneurship Project

Munifah[1]*, Entoh Tohani[1]

[1]*Department of Nonformal Education, Science Education Faculty, Yogyakarta State University, Yogyakarta Special region, Indonesia*
Corresponding author. Email: munifah.2020@student.uny.ac.id

Abstract: The equitable distribution of inclusive education for all and lifelong education is one of the goals of sustainable development goals in the field of education proclaimed by the United Nations and Indonesia. At the 2018 National Work Meeting for Research and Technology and Higher Education in Medan in 2018, Director General Belmawa said that "the relevance of education and work needs to be adjusted to the development of the era and science and technology while still paying attention to the humanities aspect". Non-formal education as part of the Indonesian national education system that has existed since before the era of independence traditionally and culturally has strategic value in the progress of our educational development. Non-formal education has flexibility in the approach to lifelong learning for adults, gender equality, health, environmental sustainability that is integrated with experience and everyday life. Implementation in the form of curriculum development through a digital entrepreneurship approach is one solution that can be applied in the non-formal education environment, namely PKBM (Center for Community Learning Activities). This development provides an opportunity for educators and learning communities to plan, organize and assess a learning process that is applicable and related to 21st century skills, namely collaboration, communication, creative and critical thinking. In a traditional society, entrepreneurship by utilizing digital technology is a new and common thing. This non-formal education innovation with digital entrepreneurship is followed by learning to use smartphones, basic capital analysis, and market opportunity surveys. This integration will have an impact on the learning process from real life in improving the fulfillment of economic and social needs.)

Keywords: education, work, development of science and technology, 21st century skills, non-formal education, PKBM, digital entrepreneurship

1. INTRODUCTION

The COVID-19 pandemic has accelerated the pace of development of science and technology in the information age. This condition actually provides opportunities as well as challenges globally in the field of education, namely online learning, variations in learning approaches, and the transformation of traditional rules. So that there are opportunities for educational change from aspects of the curriculum, educators, learning citizens, learning process, evaluation, place, and time of learning [1].

As one of the countries affected by the COVID-19 pandemic, Indonesia has faced the challenges of the Industrial Revolution in terms of its human resources. Where Indonesia's competitiveness is 36/137, with approximately 7 million unemployed people out of 128 million workforces. The challenge is that the job market requires a different combination of skills than the higher education system provides [2]. The competitiveness of this education graduate must be accompanied by a new orientation, namely the skills to analyze information (big data), understand how machines work (technological literacy), and human literacy [3]. Human existence in this information age and sophisticated machines

cannot compete with machines. However, humans should be more humane. Being unique and having emotional intelligence is one of the human qualities that distinguish them from machines. In the world of artificial intelligence, the ability of individual creativity, art, and the human spirit is an important thing that distinguishes it from fellow humans and machines [1].

Humans and society need leadership skills, work in teams, cultural maturity, and entrepreneurship in order to play an optimal role in the surrounding environment. One of the efforts to optimize human resources in the field of education is through cross-disciplinary thematic learning that connects the real world through digital entrepreneurship projects, general education, and internships/practical work. In addition, the principle of lifelong learning must continue to be carried out and facilitated to acquire new knowledge and competencies according to technological changes [3].

2. LITERATURE REVIEW

In the technical guidance held by BP PAUD and DIKMAS DIY regarding the independent transformation of learning,

Drs. Petrus Haditi H. said that the challenge in carrying out the transformation of learning that was independent of learning for adult education was to harmonize challenges, materials, and evaluations to achieve the competency and character needs as members of the community. The adult education approach has an independent nature in determining learning objectives, processes, materials, and assessments. While the learning materials presented are contextual themes related to meeting the needs of members of the community and also the demands for livelihoods in accordance with each environmental condition.

Based on Permendikbud number 21 to 24 of 2016 concerning content standards, process standards, assessments, and core competencies as well as basic competencies, equality education has the same implementation standards as formal education. On the other hand, the equality education curriculum must be able to overcome problems, answer life's challenges, and provide skills to enter the world of work, foster creativity, and productivity in life. With such demands, it means that curriculum development in non-formal education, namely in PKBM, must be carried out by the education unit in accordance with regional potential and other potentials it has [4].

Indonesia occupies the sixth position with the most internet users in the world. Hidayat (2014) explained that this figure puts Indonesia in the 6th largest rank among the approximately 3.6 billion total internet accesses in the world [5].

Figure 1 number of internet users in Indonesia in 2018.

(Kemp, 2018, p.1 in Lucy Pujasari Supratman. 2018. Use of social media by digital natives. Journal of Communication Science VOLUME 15, NUMBER 1, June 2018 47-60.)

The results of the We Are Social survey conducted in Singapore in 2017 (Triastuti, Prabowo, Nurul, 2017, p. 18) showed that the Indonesian population who used social media reached 106 million out of a total population of 262 million. The highest activity of social media users in Indonesia is carried out by digital natives with a percentage of 62% using smartphones, 16% using computers, and 6% using tabs. Therefore, the transformation of the cultural society into a digital society with high access to information has become potential in conducting contextual learning innovations, meeting community needs while utilizing digital information and technology [6].

According to Kotler and Keller (2009), innovation is a new product, service, idea, and perception from a person. Innovation is a product or service perceived by consumers as a new product or service. In simple terms, innovation can be interpreted as a breakthrough related to new products [7].

According to (Asriani, 2011) The marketing system through the internet (internet marketing) is a form of technological advancement that allows the realization of one-on-one marketing, where consumers can interact directly, in real-time, and in two directions (interactively) with companies that sell products or services [8].

Entrepreneurship, in general, can be defined as the process of earning income and added value, in line with certain economic conditions and risks. While entrepreneurship has advanced more and more, digital entrepreneurship is emerging as a new type of entrepreneurship, especially with the astonishing development of digital and information technology. The most important feature of successful digital entrepreneurs is that they grow very fast and contribute to the economic development of the country [9].

Digital entrepreneurship facilitates the exchange, transfer, and acquisition of knowledge while initiating new ways to start a business. Because web-based platforms enable peer-to-peer transactions and enable new and unique combinations of resources that result in product and service offerings. Digital entrepreneurship is concerned with estimating certain geographic distances and spatial arrangements for marketing purposes especially with regard to the role of Institutions. Other geographical aspects and interpersonal networks will provide access to skilled workers. The population density and the diversity of conditions in an area allow the importance of digital entrepreneurship. The existence of a digital platform allows access between modes of transportation with skilled workers in building networks and increasing income [10].

3. METHOD

The research was carried out qualitatively through a case study at PKBM Martani Piyungan Bantul. The research approach is qualitative by looking at the results of the study and the suitability of the research objectives (Moeloeng, 2017). The research was conducted by communicating directly with the subject under study, namely managers, tutors and also learning residents. From facts and data, it is used in accordance with theoretical studies in understanding and expressing innovations in adapting curriculum development in digital entrepreneurship programs.

4. RESULT AND DISCUSSION

Lifelong learning is the principle of non-formal education, where learning does not end after school level but will continue throughout life. PKBM as part of non-formal education has strategic value in an effort to improve Indonesia's human resources in accordance with the president's 2020-2025 vision and mission. PKBM is a non-formal education unit that aims to provide educational services for the community. In the 2003 National Education System Law, non-formal education, one of which is PKBM, has a function as a substitute, addition, and/or complement to non-formal education or as an alternative to education that seeks to develop the potential of learning citizens in order to support lifelong education. The difference in regulations

informal education which is more rigid actually provides space for non-formal education because of its flexibility. Both in terms of acceptance of learning citizens, curriculum, process standards, and evaluations that are in accordance with each individual's unique experience and basic needs. So that the learning process is integrated with the real life of education actors, both educators and learning citizens.

Srimartani Piyungan Village, Bantul is a sub-district that has more than 5 Islamic boarding schools. The existence of students and the community who have not completed basic education is a target opportunity to become learning citizens. They can continue their learning activities without leaving the Koran, working, having a household, taking care of children and families according to the philosophy of adult education. Where the philosophy of Education for adults is the importance of finding common goals in helping the maturation process. In order to grow into a productive and responsible individual in various political, religious, cultural, economic, and social life for himself [11].

The type of learning in the non-formal education unit, namely PKBM, is that citizens learn not only to wait for material from the tutor but to actively seek material and take advantage of what is in their environment. The entrepreneurship learning model is learning process skills. The phases of the skill or behavior learning process are (a) learning and playing micro-skills; (b) observation, criticism, and reflection on micro-skills; (c) micro application of skills to personal life situations; and (d) analysis on the application of micro-skills, including assessments related to personal and theoretical assumptions [12].

In the constructivism paradigm, unique individual values are appreciated in constructing thinking construction from existing experiences and facts. Likewise, for the principle of non-formal education, learning residents with various backgrounds will form their own unique way of thinking. Traditional learning to read, write and count will become less relevant to their daily experiences of working, housewives, farmers or traders. So that the alternative learning model with the digital entrepreneurship model is more comprehensive with the existing conditions.

At the planning stage of community entrepreneurship learning for residents studying Kejar Paket C at PKBM Martani, managers and tutors take preparatory steps, namely (1) identifying weaknesses, strengths, business potentials that will be developed by learning residents, compiling a map of problems, and learning needs, (2) prepare a plan and schedule for community entrepreneurship learning as outlined in the reference for the implementation of learning, and (3) coordinating with various parties for the implementation of entrepreneurship learning activities. The identification of learning needs, local potential resources, and possible obstacles is carried out so that the Kejar Paket C program is integrated with entrepreneurship as the basis for developing a business incubator. For example, a learner who follows economics learning. So the entrepreneurship-based curriculum must be associated with the skills of producing goods or services that have a selling value and can be marketed offline or online so that it is valuable as a learning process as well as analyzing life needs and improving life skills and skills.

Sudjana, (2004) suggests that identification is done to (1) help citizens learn to create a learning climate. learning resources together with learning residents prepare learning materials, determine facilities and tools, and foster intimacy among learning residents, (2) assisting learning residents in setting up study groups, (3) helping learning residents in diagnosing learning needs, (4) assisting learning residents in designing learning experiences. In designing this learning experience, learning resources can help citizens learn to apply the principles of organizing learning materials, and help to learn citizens determine the model of learning activities that will be taken, (5) help students learn in carrying out learning activities. The elaboration of the classification of learning activities into a sequence of learning activity steps will determine how to select appropriate learning techniques and determine suitable learning materials to achieve learning objectives, and (6) assisting learning citizens in evaluating the results, processes, and effects of learning activities. Evaluation of learning outcomes is carried out to determine the learning objectives have been achieved in accordance with what has been set.

Curriculum adaptation is carried out in accordance with the structure of the equivalence education curriculum, namely 70% for general groups and 30% for special groups. The general group here is academic subjects including specialization, while the special group is empowerment and skills. Implementation of an empowerment curriculum for capacity building and self-development to prepare soft skills in entering society and the world of work carried out by analyzing the potential of the natural environment, social environment, learning residents, and tutors. The implementation of digital entrepreneurship is a direct practice of empowerment and skills carried out by learning citizens.

Meanwhile, the implementation of learning is carried out in 3 stages, namely planning, learning, and assessment. Planning is carried out by identifying the educational needs of adults in the Srimartani village environment regarding the fulfillment of competency and character needs as members of the community, livelihood demands, and social environmental conditions. Then develop a learning plan as needed and prepare learning facilities and infrastructure according to the potential of the environment. In learning, character education is strengthened, problem-solving-based learning, higher-order thinking skills-based learning, collaboration, and communication-based learning, and functional skills-based learning. The third stage is an authentic assessment of problem-based, high-thinking, and functional learning as well as self-assessment related to meeting needs. In the learning process, learning residents will work in groups to solve authentic problems according to environmental conditions, based on the curriculum, and are multidisciplinary in nature. The learning community will determine how to approach and activities that must be carried out by analyzing, developing plans including collaborating and reflecting. In the end, the learners will demonstrate what they have learned. The other group will see how their friends communicate their learning outcomes and to what extent it can be understood. The position of the educator here is as a companion and adviser [13].

Ownership of a smartphone, which has been mostly used for communication, will be used to carry out entrepreneurial

activities online. From looking at the authorized capital and market opportunities, the solution directed is to optimize the value and marketability of products/services in order to meet their needs. Digital technology by utilizing social media platforms, WhatsApp, Instagram, google site, youtube, and others available in the market will be a solution between need seekers and providers of goods/services. With the improvement of communication skills and individual specialization, this digital entrepreneurship program will create independent individuals, able to struggle, and freelance based moving online. So that learning citizens have learned to apply 21st-century skills to meet their basic needs while at the same time actualizing themselves in this 4.0 era [1].

In relation to the learning outcomes of Kejar Paket C at PKBM Martani, it is the increase in knowledge, attitudes, and skills in developing a business in accordance with the interests and basic capital possessed by each learner. Suryana (2007) suggests that entrepreneurial skills are related to managerial skills (management skills), conceptual skills (concept drafting skills), human skills (understanding, understanding, communicating, and relating skills), decision-making skills (skills in formulating problems and making decisions), and time managerial skills (skills in managing and using time) [13].

5. CONCLUSION

Implementation of Non-formal Education Innovations Through Adapting Curriculum Development With Digital Entrepreneurship Projects at PKBM (community learning activity center) Martani Piyungan Bantul by utilizing social media platforms, WhatsApp, Instagram, google site, youtube to increase knowledge, attitudes, and skills in developing a business according to interests and the basic capital owned by each learning citizen. Learning citizens are able to become independent individuals, able to struggle, and freelance based moving online in meeting their basic needs while continuing to learn for life.

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