

# Independent Citizens' Learning Model through Community Entrepreneurship Management Education in Banten Province

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**Abstract**—Community Entrepreneurship Education Program, assumed less effective in forming the independence of learners in Community Learning Center (CLC) in Banten Province. The aim of this study is to gain an overview of the implementation of the CLC program in establishing independence citizens learning. This research using descriptive method with qualitative descriptive approach. Data collected using by the method of observation, interviews and documentation. The result of the result showed that CLC program has launching 16 program witnessed by the managers, instructors, and citizen learners are proposed later in the implementation stage. The success of the program is indicated by 90% of citizen's learners CLC program can complete the program, and at least 65% can pioneering business. Based on these indicators, CLC program can establish independence learners in Banten Province. Community Entrepreneurship Management Education in Banten Province implemented through a variety of rules and legislation in non-formal education.

**Keywords**—entrepreneurship education, independence of the learners, program management

## I. INTRODUCTION

Community Learning Center (CLC) as one of the social institutions, and serves a learning center community to develop their potential, and the potential of a local nature, making the local advantage. CLC is expected to develop the potential of the local community, so that the institutions, and society becomes more advanced and powerful. Helpless means having the ability to develop themselves armed with insight, attitudes, skills and knowledge through training, mentoring, and coaching. Empowerment as a potential strategy in order to improve economic activities, social and cultural transformation [1]. Program at CLC in Banten province's independence is expected to residents to learn, but reality shows that in Banten residents learned and nurtured by CLC through the program can not utilize his skills learning outcomes generated to make it as independent citizens. This suggests that learning activities that occur in the implementation of literacy programs has not been able to deliver the citizens of learning to change his behavior. Learning objectives related to changes in behavior that includes aspects of knowledge, attitudes, and aspirations. The success of Entrepreneurship Education Community

program is determined by the readiness, ability and commitment of the institution/organization organizing the program, both CLC and the Institute LKP or PNF [2]. CLC is a programme to educate people to become entrepreneurs, so that people become self-sufficient community. It can be understood from the growth of the public eager to learn, and the people who were able to create opportunities (NFE) in an accessible place in ways appropriate potential, skill and prowess.

## II. METHOD

This study aimed to obtain empirical data on the management of community entrepreneurship education in shaping the independence of the learners. To achieve these objectives the researchers used a qualitative approach, by revealing in depth how the management of community entrepreneurship education in the province in Banten. Qualitative methodology as a

research procedure produces descriptive data in the form of words written or spoken of people and behaviors that can be observed. Qualitative research is basically observing people in their environment [3]. In the data collection methods used are as follows: observation, interviews, documentation and triangulation. Documentation is a record that is written or a movie and it's an event that has already passed.

## III. DISCUSSION

Model of entrepreneurship education community based local potential for citizens to learn independence born from the idea to give a solution after finding a picture of how entrepreneurship education community learning activities conducted CLC in Banten Province [4]. The steps of the activities undertaken in the implementation of this study is to analyze the needs, establishing the elements that will be developed, to create a model of learning programs have entrepreneurial community based local potential, validate the model by expert nonformal education, practitioners of nonformal education and peers, and prepare the final model. Based on information from the preliminary study conducted either through an interview with the manager of CLC, the organizer of the course, tutors and learners assisted CLC, as well as documentation of studies and observations obtained

various facts. These facts form the objective conditions and problems that occur in education entrepreneurship the society carried out by CLC in Banten province, which has not been optimal implementation of learning both from the aspect of preparation, implementation, training, assessment and development so that can not support the creation of the climate of learning process characterized by entrepreneurship and based on local potential. Given this reality, it is necessary to design a model of entrepreneurship education community based local potential for independence of learners starting from preparation, organization, implementation, training, assessment, and development as a proposed solution to optimize the implementation of educational learning community entrepreneurship conducted by units of non-formal education. To facilitate the elaboration of a draft model of community entrepreneurship education based on local potential for citizens to learn independence set elements that need to be developed. The basis for determining the elements to be developed are data on initial conditions learning community entrepreneurship education program conducted by CLC during this perceived need to be refined. Based on the analysis needs and elements that were developed as described above, the researchers compiled a model of entrepreneurial learning community-based programs have the potential for self-reliance of local residents learn that the paradigm is the following: Law Number 20 Year 2003 on National Education System states that the Community Learning Center abbreviated CLC is one unit of non-formal education. Education Unit has grown and thrived in the world of non-formal education in Indonesia since 1998 is growing like mushrooms in the rainy season. This is because the CLC is a nonformal education units are derived from, by, and for the community. CLC's presence is expected to provide ample opportunity for people to get an education, particularly the education community entrepreneurship [5]. CLC is expected able to accommodate all the limitations that are owned by the community so that the community is able to cope with life problems that it faces. By studying at CLC community is expected to have the independence and entrepreneurship by utilizing local potential it has. Community entrepreneurship education model based on local potential is intended to offer as an alternative model of learning in the implementation of non-formal education courses. This model was designed using the approach of management functions including the preparation, organization, implementation, training, assessment with regard to the development of various components, process and learning objectives of non-formal education. Learning based on local potential based on the concept that the potential of the environment can be used as a learning resource. The existence of the environment has the potential and capacity for human activity in which the level of usefulness will depend on the ability of the man himself [6]. Thus, learning is considered a potential environment with optimal utilization efforts for the fulfillment of learning needs and obtaining the result of learning that can be applied will have an impact on increased productivity and work efficiency. The local potential that can be exploited in the lesson, including natural potential possessed by each local environment.

#### IV. CONCLUSION

Management PKM programs that run in ProvinsiBanten the field of non-formal education in shaping the independence of citizens studying in CLC has been implemented through a variety of rules and legislation. It starts from the planning, implementation, monitoring and evaluation, either by the central government and the local governments. PKM management implementation program consists of planning, implementation, monitoring and evaluation. PKM management aims to encourage and create new entrepreneurs through courses and training at the Institute of PNF and CGC, instilling a mindset (mindset), attitudes, knowledge and skills through the practice of entrepreneurship in shaping the independence of citizens studying in CLC. In the implementation of the CRP program to establish the independence of citizens studying in PKBM Banten province, in particular the planning stage, do program planning. Management program planning PKM PKM in accordance with guidelines issued by the Directorate of ECD Dikmas. Implementation of the program PKM in Banten province begins with the socialization of the central level to the Education Office of Banten Province.

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