

Patterns of Community Entrepreneurship Education to Establish Independence at the Community Learning Center in Banten

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Abstract—Community Entrepreneurship Education Program (CEEP) at the Community Learning Center (CLC) in Banten province seems not to be ready, independent, and developed in entrepreneurship. In an effort to establish the independence of the CEEP in Banten, the patterns of independent education have been formed. Patterns of independence in CEEP were done in two patterns, i.e. the pattern of opportunities and the pattern of challenges. These two patterns based on the willingness and ability of entrepreneurs. The willingness and ability of entrepreneurs will grow the possibility of new ventures and grow new business types. To grow a new venture, the activities undertaken by the CEEP should be directed and integrated with the aim of the regency/city government so that the learning has an impact on self-reliance and community expectations.

Keywords—entrepreneurship education, independent, education, opportunity pattern, challenge pattern, entrepreneurial ability.

I. INTRODUCTION

Organizers of Community Entrepreneurship Education Program (CEEP) program at the Community Learning Center (CLC) as the institution Non-Formal Education (NFE) can be relied upon as an alternative institution to succeed national education programs. CEEP at the CLC in Banten province seems not to be ready, independent, and developed in entrepreneurship. This happens due to the lack of professional management program in both planning and implementation. The low quality of tutors and managers of competence contributed to the causes of the low quality of the graduates in CLC program.

The manager and tutor/instructor element as a quality assurance program in the planning and implementation at the level of the CLC program has not been optimal. It is due to the supporting factors both from the raw input (learning community), instrumental input (curriculum, facilities, infrastructure, and cost) as well as environmental input (family, community, and stakeholders) have not shown a meaningful impact for the establishment of the independence of learning community. In an effort to establish the independence of the CLC in Banten province, it is needed to set the pattern of self-reliance education.

Dealing with the pattern of self-reliance, it suggests that the concept of independence includes the freedom to act, not affected the environment and free to set their own requirements [1]. Meanwhile, a state of being independence is a concept that is often connected to the construction and it becomes a very important factor in development [2]. A study of patterns for the independence of entrepreneurial learning framework has been made to connect with the environment.

II. METHOD

The patterns of entrepreneurship education community to establish the independence of CLC in Banten Province is generally made in mapping are patterns of opportunities and patterns of challenges. In pattern of opportunities, the assessment is based on the needs of economic and technological advancement, whereas the pattern of challenges positioned the assessment based on the characteristics of individuals and social groups [3]. The two patterns were interconnected each other, and will be acquired entrepreneurial behavior. The scheme of entrepreneurship education in establishing the pattern of self-reliance is shown in Figure 1.

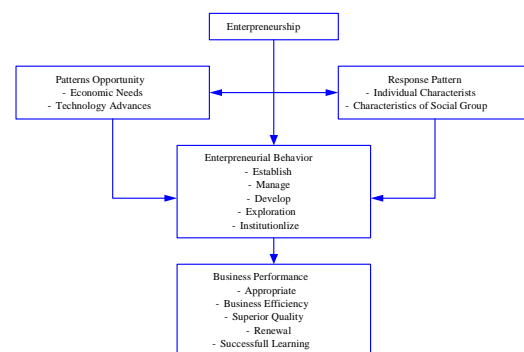


Fig. 1. Patterns of entrepreneurial education

Patterns were used to develop entrepreneurship education community to establish the independence of CLC in Banten Province have been developed from an entrepreneurial framework initiated [4]. Based on this pattern, and it refers to

Figure 1 above, it is the form of independence mapping based on the needs of economic and technological progress.

CLC in Banten Province continues to experience growth. The number of CLC in Banten Province counted 301 with distribution: 40 in Lebak, 48 in Pandeglang, 45 in Serang Regency, 55 in Tangerang Regency, 11 in Cilegon, 43 in Serang City, 33 in Tangerang City and 26 in South Tangerang City [5]. Based on the distribution, the need for economic and technological progress in each area is the primary concern in making the patterns of entrepreneurial independence. From the two variables, it obtains an overview of individual and social characteristics of each district. These characteristic will have implications for entrepreneurial behavior, in establishing, managing, developing, and institutionalizing. These variables are implied on business performance, so that businesses built by the CLC will be effective, efficient, qualify, and advantageous.

III. DISCUSSION

Independence is an attitude that promotes self-dependency in addressing to various issues in order to achieve one goal, without closing ourselves to the possibilities of mutually beneficial cooperation. Independence in the context of the individual has wider aspects than just merely the physical aspects. Aspects of independence are emotional self-reliance, economic independence and intellectual independence [6].

The aspect of emotional independence is the ability to control your emotions and not depending on others. Meanwhile, economic independence aspect is the ability to cope with the ability to manage the economy [7]. Furthermore, the aspect of intellectual independence is the ability to overcome the various problems encountered [8]. The concept of

independence includes the notion of self-sufficiency in the field of economics, it also includes human factors in private, that it contains an element of self-discovery is based on confidence. Generally, a self-reliance can be seen from the indicators, among others, (a) do something believed to be true regardless of ridicule or criticism of others; (B) always strive for achievement with all its consequences; (C) open and always learn from mistakes; (D) sufficient without being dependent on others; (E) enthusiasm and initiative, and (f) the balance of independence, able to take decisions and be ready with all the risks that may arise.

Based on the principles as described above, the independence of the pattern of entrepreneurship education in establishing the community self-reliance in the CLC in Banten Province is referring to the individual and social characteristics as well as potential areas where CLC is located. Patterns established refer to the global opportunities and challenges, by connecting entrepreneurial environment, as shown in Figure 2.

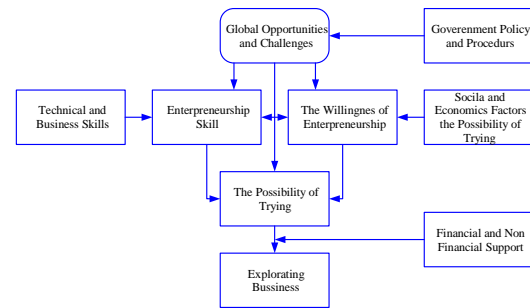


Fig. 2. Entrepreneurship and Environment Relationship

Based on Figure 2 above, to face a challenge in the global, government policies and technical procedures performed by CLC are needed, so that the global challenge becomes a chance for CLC in carrying out its functions. With clear procedures, from the challenge, the willingness and ability of entrepreneurship grow. The willingness and the ability of entrepreneurship are interconnected because entrepreneurial skills will appear when there is willingness to entrepreneurship, and it happens vice versa. The willingness of entrepreneurs will emerge if supported by social economic factor, as well as entrepreneur capabilities will also appear if the technical and business skills have been owned. The willingness and ability of entrepreneurs will grow possibility of new ventures and it is possible to grow new business types. To grow a new venture, the activities undertaken by the CLC should be directed and interrelated with the aim of regency/city government so that learning done has an impact on self-reliance and community expectations.

The tutor as an instructor at CLC needs to have a certain professional standard as a benchmark in their duties. Quality of a tutor will determine the quality of entrepreneurship education in general. Having teaching materials with sufficient breadth and depth to be able to guide learners to master the competencies in accordance with the minimum standards will also help students who have great potential to master a wider and deeper. A tutor needs to be regularly reviewing the subject matter better. Knowing how and being able to teach meaning a tutor has sufficient teaching competencies. An understanding of the theory of learning and the theory of education is needed so that the tutor has the capacity to design varied, student-centered, and contextual learning process.

IV. CONCLUSION

Independence is an attitude that promotes self-dependency in addressing various issues in order to achieve one goal, without closing ourselves to the possibilities of mutually beneficial cooperation. The concept of independence includes the notion of self-sufficiency in the field of economics, also include human factors in private, that it contains an element of self-discovery is based on confidence. The patterns of entrepreneurship education community in shaping the independence of CLC in Banten Province refer to the individual and social characteristics as well as potential areas where CLC is located. Patterns established refers to the global and challenge opportunities, by connecting entrepreneurial environment

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