

IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION FOR STUDENTS AT COMMUNITY LEARNING ACTIVITIES CENTER (PKBM) PACKAGE C IN BANDUNG CITY

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Abstract

This study aims to describe and analyze how the management of entrepreneurship education for students at the Community Learning Activity Center (PKBM) Package C in Bandung City. This research was conducted to describe and analyze the data so that general trends were found which were used as material for further study in other studies. This research was conducted with a descriptive qualitative research approach where the researcher made a complex picture, examined words, detailed reports from the respondents' views and conducted studies in natural situations. Based on the results of the study, it is known that the management of entrepreneurship education for students of package C at the center of community learning activities in the city of Bandung has been going well because it has been implemented with an educational management approach based on the functions of management. The curriculum compiled and adopted by PKBM Package C in Bandung City has been prepared based on the SKKNI national curriculum (Indonesian National Work Competency Standards).

Keywords:PKBM; Package C; Entrepreneurship Education; Non-formal education; Bandung

A. INTRODUCTION

Education is a process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training. So in this case education is the process or act of educating humans created by God armed with reason and thoughts, so humans need education to develop their lives in order to satisfy their curiosity.

The 2003 National Education System Law concerning the National Education System Article 26, paragraphs 1, 3 and 6 states:

Non-formal education is held for community members who need educational services that function as substitutes, additions and or complements to formal education in order to support lifelong education.

Education through the Community Learning Activity Center (PKBM) is a process in which educational efforts initiated by the government are realized in an integrated manner with the efforts of local residents to improve social, economic and cultural conditions that are more beneficial and empower the surrounding community.

Based on data in <https://opendata.jabarprov.go.id/> the dropout rate for the high school level in West Java during the 2019 period was 1147 people, while for the SMK level it was 4407 people. In 2020 the dropout rate for the high school level is 1581 people, while for the SMK level as many as 4154 people. Based on this description, it can be concluded that the dropout rate for SMA and SMK in 2020 when compared to 2019 has increased by a total of 181 people. Entrepreneurship education in empowering students at PKBM aims to provide them with knowledge, skills and practical functional abilities as well as changes in attitudes to work and try to be independent, create employment and business opportunities and take advantage of the opportunities they have so as to improve the quality of their welfare. Moreover, the majority of the training participants in the life skills education program are those who have graduated from elementary school and are included in the category of poor and underprivileged families.

Not all students in PKBM like thinking skills, some of them like vocational skills such as agriculture, animal husbandry, crafts, business, culinary, fashion, industry, sports, and the arts (music, dance, painting, art) sound, and theatrical arts, etc.). Also, not all residents learn to continue their higher education, so it is necessary to be equipped with vocational skills so that they have the ability to earn a living. Especially for teach citizens who come from economically disadvantaged circles, it is certain that they will not continue their higher education, so they will immediately plunge into real life, therefore they clearly need vocational skills that can practically be used to earn a living so that they emerge.

Question

- a. How to plan entrepreneurship education for PKBM package C students in the city of Bandung
- b. How to organize entrepreneurship education for PKBM package C students in Bandung
- c. How is the implementation of entrepreneurship education for PKBM package C students in Bandung?
- d. How is the supervision of entrepreneurship education for PKBM package C students in Bandung?

B. RESEARCH METHODS

This research was conducted with a descriptive qualitative research approach which was carried out by describing and analyzing the data so that general trends were found which were used as material for further study in other studies. In this study, the researcher makes a complex picture, examines words, reports in detail from the respondents' views and conducts studies in natural situations (Iskandar, 2009). This study aims to describe and analyze how management of entrepreneurship education for students at the community learning activity center (PKBM), especially the Package C program. With this descriptive study, it is expected to identify the conditions, opinions, processes that exist in the management of entrepreneurship education for students at the community learning activity center.

According to George R. Terry (Hasibuan, 2009:38) management functions include planning, organizing, actuating and controlling.

C. RESULTS AND DISCUSSION

1. Planning

The implementation of entrepreneurship education learning for package C students at PKBM in Bandung has been planned in accordance with the existing policies in the guidelines for implementing entrepreneurship education learning for PKBM package C students. This is a consideration in planning the implementation of entrepreneurship education learning for package C students. This is in line with Suandy (2001:2) who defines:

Planning is the process of determining organizational (company) goals and then presenting (articulated) clearly the strategies (programs), tactics (program implementation procedures) and operations (actions) needed to achieve overall company goals.

The definition of planning above can be interpreted as setting goals, budgets, policy procedures, and programs of an organization. With the planning, the management function is useful for setting goals to be achieved, setting costs, establishing all the rules and guidelines that must be implemented in order to achieve the learning objectives of entrepreneurship education for students.

2. Organizing in the management of entrepreneurship education for PKBM students package C

Organizing is done to regulate who has certain duties and responsibilities so that the management is clearer so that it can support better entrepreneurship education for students in Package C. Good organization is needed in order to optimize every implementation of entrepreneurship education for students of package C. Good organization will provide efficiency and effectiveness of every management process carried out, including the management of entrepreneurship education for students of package C. This is as stated by Kadarman (2001). :34) who stated that:

Organizing is the determination of the structure of roles through determining the various activities needed to achieve the goals of the company and its parts. The grouping of activities of affirmation, delegation of authority to carry out and organizing the relations of authority and information both horizontally and vertically by the organizational structure.

Seeing the goals and benefits of organizing, it is very natural that one of the most challenging and significant management functions that must be carried out is organizing. The organizing function is carried out after the manager sets the goals to be achieved and the strategy to achieve them through the planning process. In organizing, managers manage the tasks of individuals, groups, divisions or departments and design organizational units and the relationships between units with one another. In the context

of entrepreneurship education for students of package C in the city of Bandung, the manager is a school leader who has the task of managing human resources in schools.

Based on the opinion above, that the package C program is oriented to the community of graduates of package B, students who graduate from SMP/MTs, and people who have attended an equalized informal education. The implementation of equality education must be carried out by taking into account several components in its implementation, in order to produce a learning process in accordance with the objectives of the package C program.

In managing entrepreneurship education classes for PKBM package C students in Bandung City there are no superior class. This means that all students have the same learning opportunities. This is also related to tutors in the division of teaching tasks specifically for learning entrepreneurship for students of package C program, there are no special teachers with an Out of School Education (PLS) background.

3. Implementation of Entrepreneurship Education for Students Package C

The process of determining the class in entrepreneurship education learning for Package C students is determined based on the Package C equivalence program. The implementation of entrepreneurship education learning for Package C students, begins with formulating policies for PKBM implementation. This aims, of course, to look at the ability of PKBM to organize an entrepreneurship education learning process for Package C students. This is in line with the Minister of National Education in Nurleni and Widiastuti (2018: 3). explain the implementation of the equivalence education learning process, namely:

- a) The requirements for implementing the learning process are: (1) Study groups The maximum number of students per study group for the Package C program equivalent to SMA/MA is 30 students. Determination of the amount has been adjusted to the ability and availability of resources of the education unit, (2) Learning organizers are required to provide: Educators in accordance with the demands of the subject, a tutorial schedule of at least 2 days per week, learning facilities and infrastructure. (3) Textbooks, modules and other learning resources.
- b) The implementation of learning includes face-to-face learning, tutorial activities, and independent activities.

According to the opinion above, the implementation function in PKBM management is nothing but an effort to make planning a reality through good organization. Based on the results of the study, it is known that the implementation of entrepreneurship education in the Package C PKBM institution in Bandung City has been carried out well, although not all what had been planned was realized because some human resources were carried out alone and some also collaborated with the PKBM forum.

4. Entrepreneurship Education Supervision for Package C Students

Supervision of the implementation of entrepreneurship education learning for students in package C is carried out by PKBM in the city of Bandung in order to see the success of

learning entrepreneurship education for students in package C. The implementation of supervision is also related to learning outcomes related to learning interests of learning citizens. This is in line with Handoko in Supriani (2022: 335) defining supervision as follows:

To see how far the implementation has achieved its objectives or not. This is because supervision is very important to achieve organizational goals, especially the goals of educational institutions. coordination is important in order to produce good communication.

This is because supervision is very important to achieve organizational goals, especially the goals of educational institutions. coordination is important in order to produce good communication. In order to optimize the supervisory function, managerial tools are needed because if there is an error in a process, it can be corrected directly. Management of entrepreneurship education for students of package C at the center of community learning activities can produce benefits for the realization of the quality of entrepreneurship education for students of package C at the center of community learning activities. This is a medium whose purpose is to provide alternative solutions in achieving the goals of education.

Supervision activities by tutors in PKBM Package C in Bandung City have been carried out regularly and on a scheduled basis, because the results will be used as a measure of the learning community's assessment. Evaluation activities carried out in learning entrepreneurship education for students in package C are not only related to assessment. Implementation of the evaluation is also related to learning outcomes related to the learning interest of learning citizens. The supervision carried out related to the learning interest of the learning community includes pretest and test-community. This is in line with Carl R Roger in Riyanto (2002:1) suggests that "in essence an educator is a facilitator. It facilitates the cognitive, affective and psychomotor aspects of the learning process".

D. CONCLUSION

Based on the results of research in PKBM that Management of entrepreneurship education for students of package C at the center of community learning activities in the city of Bandung has been going well because it has been implemented with an educational management approach based on the functions of management.

In carrying out these educational management functions, the implementation of entrepreneurship education learning for students in Package C. The curriculum that was prepared was adopted with the SKKNI national curriculum (Indonesian National Work Competency Standards). The education curriculum has been thoroughly adapted to local wisdom, the needs of students are seen from the geographical aspect. However, the facts on the ground are still not optimal and the results are not as expected by all parties

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