

# Entrepreneurship-Based Non-Formal Education Program Development through Coaching Clinic

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*Submitted: 2023-12-23. Revised: 2024-01-10. Accepted: 2024-01-23.*

## ABSTRACT

NFE program needs to be developed in line with the development of community learning needs and the development of science and technology as a consequence of technological advances. This research aims to analyze the implementation of Package equality learning based on entrepreneurship in creating independence. This research uses descriptive qualitative data analysis to check the validity of the data and measure the degree of trust with transferability and confirmability. The study results show changes in conducting entrepreneurship learning for Package students, which are more contextual and emphasize hands-on practice. Entrepreneurship-based NFE program development in CLC is carried out through 3 stages. First is the context analysis stage, which identifies community learning needs, in which some problems and resources can be used for learning. Second is the stage of managing entrepreneurship learning, which includes planning, organizing, implementing, and supervising entrepreneurship learning programs. Third, the evaluation stage is conducted to determine the learning outcomes and processes. Learning outcomes through theory and performance exams during practical work, while process evaluation is carried out at each stage of implementing entrepreneurship learning. The novelty of this research is learning equality education packages combined with vocational skills, which accelerate students' independence.

**Keywords:** coaching clinic, community learning centre, nonformal education.

## How to Cite:

Widodo, W., Atmaja, I. K., Siswanto, H., Firmansyah, A., & Yusuf, A. (2024). Entrepreneurship-Based Non-Formal Education Program Development through Coaching Clinic. *Journal of Nonformal Education*, 10(1), 1–9. <https://doi.org/https://doi.org/10.15294/jone.v10i1.1587>

## INTRODUCTION

Quality education is a desire for everyone to improve their standard of living (Donkoh et al., 2022). The state must provide quality and affordable education at various types and levels. Development priorities must enhance the quality of human resources with credibility, accountability, and independence. Regarding educational equity, the problems that arise are around accessibility, quality, and relevance. Regarding educational significance, the issues include partnerships with the business world not yet optimal, not being based on community and regional potential, and the resulting life skills being more optimal.

Moreover, many schoolchildren still drop out for various economic reasons. The phenomenon of the 'iceberg' regarding accessibility, quality, and relevance still has many possibilities that are not recorded. The problems faced by school age, of course, can be solved using the nonformal education (NFE) approach. An equivalence education program (B and C) is an alternative solution for affordable primary and secondary education services for dropout children. The program is in a nonformal education unit, the Community Learning Center (CLC) (Coombs, 1976; Joesoef, 2008; Widodo, 2019).

UNESCO defines CLC as a local educational institution outside the formal education system, usually organized and managed by the local community to provide various learning opportunities. The principle of organizing CLC is from, by, and for the community. So, community participation is the primary key to the existence and sustainability of CLC. CLC aims to disseminate human resource development programs by providing opportunities for lifelong learning for everyone in the local community. Various educational services outside the school system (formal) are carried out by education and training, information and resource services, community empowerment, strengthening networks, and coordination with various parties to realize good human resources. The activities include life skills for out-of-school children, youth, women, and the disadvantaged and poor in rural areas. Programs that can be managed at CLC include literacy education, equality education, early childhood education, youth, Islamic study groups, and courses (Chang & Yoo, 2012; Rahma et al., 2019).

The basic principles of social assistance are (1) the principle of participation, (2) the principle for all, (3) the principle of individual differences, (4) the principle of the whole person, (5) the principle of interdisciplinary, (6) the principle of being target-centered (Kementerian Sosial, 2019; Peto et al., 2011; Sierpowska, 2011). Entrepreneurship is one of the critical elements that will produce successful business performance in very uncertain business conditions. The relationship between entrepreneurial orientation and learning is very related and can be used to prepare students to face the future—the role of entrepreneurship education in the influence of entrepreneurial orientation on financial or non-financial business performance (Cho & Lee, 2018; Feranita et al., 2022).

Entrepreneurship is the mental attitude of someone who has creativity, is active, creates the power to create something unique and new, and can benefit many people (Shofwan et al., 2023). Entrepreneurship is dynamic and creates something accompanied by time, capital, resources, and risks (Taufiqurokhman, 2019; Zarvan & Meirinawati, 2022). The problem is that the NFE program needs to be developed in line with the development of community learning needs and the development of science and technology as a consequence of technological advances. NFE learning needs are increasingly varied, professional, and able to develop potential and answer the challenges of future needs. The conditions and institutions of CLC provide an opportunity to provide assistance to CLCs so that they can be independent and provide good non-formal education services. This research's importance is integrating package B and C equality education with vocational skills that encourage student independence.

This study provides insight into how education can overcome the challenges of developing sustainable competencies by shifting their education system by balancing formal, informal, and non-formal learning approaches to educate responsible future leaders.

## **METHOD**

The research approach used is qualitative research to look at the social phenomena that occur in the development of CLC. The process is natural by prioritizing the researcher as the main instrument in uncovering the phenomena that occur in that life (Creswell & Creswell, 2018; Mohajan, 2018). CLC development through entrepreneurship programs is a phenomenon that occurs in Non-Formal Education. This study describes the process of developing CLC with an entrepreneurship program carried out to advance the institution. The type of data needed to be analyzed is primary data and secondary data. A description of the main data sources for the role of the tutor, namely the head of the CLC, administrators and students.

Meanwhile, supporting data was obtained from other managers directly involved in managing the NFE program in combination with entrepreneurship. Further data were analyzed using Miles et al. (2018) data reduction through interviews, participant observation, and documentation, and data presentation, and so concluding. As for checking the validity of the data to measure the degree of trust (credibility) with transformability and confirmability.

## RESULTS AND DISCUSSION

Entrepreneurship based Non-Formal Education program development through coaching clinic (Coombs et al., 1974). Efforts to develop non-formal education programs continue to be carried out using various strategies—development of the NFE program through entrepreneurship which provides program strengthening and attractiveness to the community. There is also integrating the package B and C equivalency program with culinary and barista vocational skills. Development of an entrepreneurship program through coaching clinics in the PNF program to provide reinforcement for graduates to be more independent. So that graduates of equal education packages B and C can create jobs for themselves and others. The younger generation who want to pursue an entrepreneurial path or will take over the management of a family business must realize that entrepreneurship is not just starting a business, but involves strategic thinking that leads to the formation of attitudes and the development of skills that are useful in the field of business development and management (Scarlat et al., 2022). The implementation of entrepreneurship-based PNF program research through coaching clinics resulted in the following results.

### **Learning Equality Education is integrated with Entrepreneurship**

The NFE program organized by CLC includes Early Childhood Education, Equality Education, culinary entrepreneurship education, community empowerment. Equality education learning packages B and C are integrated with culinary and barista (coffee) life skills (entrepreneurship) education. The implementation of equality learning packages B and C that are integrated with entrepreneurship is described as follows. Nair et al. (2020) said it is important to give students knowledge about entrepreneurship which will provide them with independence after undergoing education. Three main strategies for empowering people with disabilities; (1) awareness, direction and motivation to have the skills needed for the future, (2) formation of community groups to increase self-confidence, (3) implementation of education and training to have work or entrepreneurship skills (Chawa et al., 2021; Mulyono et al., 2023).

The program for developing equality education packages B and C and entrepreneurship is carried out with the aim that graduates will have a diploma and have life skills that can be used as independent capital. Entrepreneurship programs taught to packages B and C are culinary and barista. The activities carried out are as follows: outreach and program plans, build student motivation, life skills learning practice, evaluation, learning outcomes.

Dissemination of the CLC program to the community and stakeholders around the institution and Surabaya. The socialization was carried out with the aim of introducing all NFE programs organized by CLC, especially entrepreneurship. Likewise, preparing program plans that suit the needs of Equality Education Packages B and C students. Entrepreneurship programs that suit the needs of students, namely culinary and barista that can be practiced in Surabaya considering the development of the culinary and barista business is very developed. So that it is possible to become independent capital for students after passing Packages B and C. The motivation of Package B and C students is very necessary in the learning process (Saepudin et al., 2017). Equality education learning Packages B and C which are carried out with entrepreneurship with good motivation will also give good results. Building student motivation is carried out by CLC educators by disclosing program benefits and analyzing future needs.

Learning practices are divided into 2, namely learning equality education, culinary and barista life skills. Equality education learning follows procedures regulated by the government with a predetermined schedule. The provision of culinary and barista entrepreneurial skills is adjusted to the needs of students in the Surabaya area. Entrepreneurship training is delivered in theory and hands-on practice at the KPK (Culinary Edge of the Kali) which is also a business unit owned by CLC. Various expertise is provided and students will choose according to what is needed. Life Skills Practice at CLC includes the skills of Chef, barista, receptionist, bartender, waiter/waitress, and cashier (Mulyadi et al., 2020).

Package C students are given hands-on learning at Culinary. First, students are assisted by tutors to study several food menus through the food recipe books that have been provided. Second, students are divided into several groups. Each group will learn the tasks in the Sidewalk Culinary with direct assistance from instructors

in the field. The activities that must be studied are waiters, bartenders, and food processors. Third, students practice the activity directly.

The assessment is carried out by educators and also involves the community. The assessment is carried out with several indicators, namely friendliness in providing services, speed and responsiveness in responding to customers, good communication skills to customers, and the ability to market food. The results of Package B and C learning integrated with entrepreneurship are the independence of students and institutions operationally in carrying out the NFE program at CLC. The independence of Package B and C students is the ability to practice entrepreneurship in everyday life. The independence of the institution is that it can run well in providing NFE program services for the people of Surabaya.

### Entrepreneurship Learning Model

Entrepreneurship learning as an effort to develop the NFE program at CLC has gone well, namely culinary and barista. Social entrepreneurship competencies among non-formal education providers to create effective and sustainable programs and better serve the needs and interests of the communities where they work (Ansori et al., 2024; Li & Zheng, 2023; Suharto et al., 2021). So developing social entrepreneurship competencies among non-formal education managers is very important to create innovative and impactful programs that answer social and economic challenges and empower communities. This helps better serve the needs and interests of the communities in which they work and ensures an effective and sustainable Non-Formal Education program (Irvansyah et al., 2023; Lidiati et al., 2023)

This has been done as an integral part of the rest of the NFE program. Culinary and barista entrepreneurship life skills are taken as an alternative that can be given to students because the development of the culinary and barista business in Surabaya is growing rapidly. Package B and C students who have graduated are expected to be independent with these skills. Students are given the opportunity to choose which skills will be mastered as venture capital (Scarlat et al., 2022).

Entrepreneurship learning at CLC is carried out through 3 stages; (1) the stage of context analysis and identification of needs, problems and learning resources, (2) the stage of managing entrepreneurship learning, (3) the evaluation stage. At each stage there are activities that are carried out in cycles and sequentially, so that one does not overlap with the other. The entrepreneurship learning model at CLC can be described as follows.

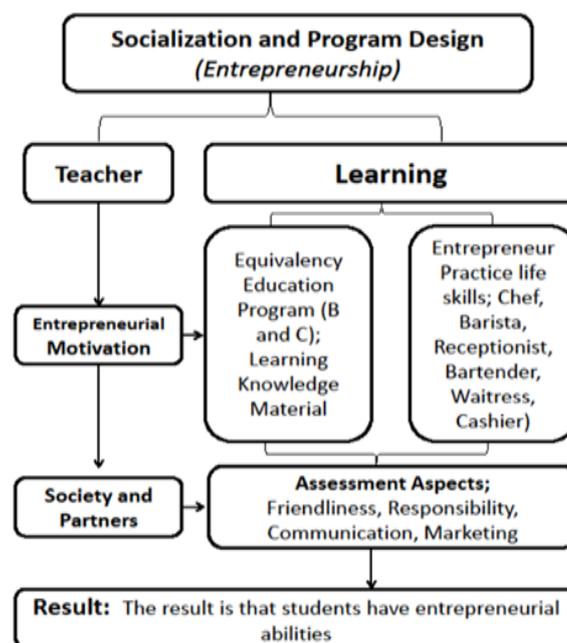


Figure 1. Entrepreneurial Learning Model at CLC

Entrepreneurship learning at CLC goes through 3 stages as follows. The stage of context analysis and identification, learning management stage and evaluation stage. At the stage of context analysis and identification of needs, problems and learning resources, it is carried out to find out the appropriate places and conditions, to find out the learning needs of the community, to find out urgent problems to be given solutions to the NFE program, and to find out learning resources that can be used to facilitate problem solving through NFE program.

There are 3 important things that affect this stage: stage of human resources, natural resources, financial, social capital and infrastructure owned by CLC, stage of adjusting to existing policies in the implementation of the NFE program, so that it can support the national program, and stage of namely problems and opportunities that allow the program to be implemented properly. Learning management stage. The management stage of entrepreneurship learning is divided into 4, namely planning, organizing, implementing, and supervising (Imron & Wiyono, 2021; Nawangsari et al., 2020). Entrepreneurship program planning is carried out by taking into account the needs, problems and potential of CLC. This will enable the program to run well because it answers the problems and learning needs of the community. Entrepreneurship program planning must be in accordance with CLC's vision, mission, and goals. Furthermore, planning determines strategic issues, objectives, NFE program indicators to be developed. In this case, the entrepreneurship program that will be carried out is culinary and barista entrepreneurship.

The curriculum is structured based on culinary entrepreneurship and baristas selected to be taught to Package B and C students. Material from the introduction to advanced class is compiled in a handbook for implementing entrepreneurship learning. Administrators, instructors, and tutors carry out the coordination stage, and B and C students are packaged to prepare for implementing culinary and barista entrepreneurship learning. This coordination is carried out to ensure that all parties involved in culinary and barista entrepreneurship learning are ready to be implemented.

The implementation stage of culinary and barista entrepreneurship learning is carried out in theory and practice directly in restaurants. Submission of theory includes soft skills, namely knowledge and attitudes, that must exist in an entrepreneur. Entrepreneurial expertise and attitudes must be firmly embedded in students and will then be practiced in a natural context. Theoretical material is presented in culinary entrepreneurship from basic to advanced. The primary training material includes knowing the types of food ingredients, how to clean, how to process spices, serving food, serving customers, table manners, cleaning the room, managing a restaurant, social care, and so on.

In addition to theory, hands-on practice is also carried out at restaurants owned by CLC, which are already running well. Practice is carried out by first making a schedule and division of workplaces. This is so all students can experience working in all sections and shifts. Direct experience at the practice site becomes more contextual and accurate, becoming a lesson that will be remembered until you practice independently. Supervision, namely conducting supervision in every entrepreneurship learning process from the theoretical process to direct practice. Supervision is intended to re-check activities by a predetermined plan.

Evaluation is carried out on learning outcomes and the learning process. Evaluation of learning outcomes through theoretical exams in modules and field performance tests seen on four indicators: friendliness, speed of service, communication to consumers, and food marketing. Evaluation of the process shows that pre-learning and implementation of learning are going well and according to the predetermined plan.

### **Process of Coaching Clinic in CLC Development**

The term coaching clinic is known in education and training, or training. According to Rahmawati & Kisworo (2017) coaching, it means a process of unlocking one's potential to maximize performance and abilities, both personally and professionally. At the same time, the clinic means digging up information to provide healing solutions. A coaching clinic is a short mentoring process in either group or individual training to master knowledge and skills in certain areas to solve problems (Hawkins, 2011). Coaching was popularized in sports, and now it can be found in training on self-potential development, business and business, and organization (Febriany, 2023).

Coaching clinics in CLC development can be carried out with competency training in program management, finance, development of learning tools, evaluation, and so on. The coaching clinic pattern for CLC development is carried out through several stages. The stage of imparting knowledge. Submission of material in theory about implementing the NFE program and managing CLC, Develop Development Instruments, Coaching Clinic Stage in CLC Development. Assistance for CLC institutions is carried out by living together in CLC. The material delivery is classical for all human resources (heads, administrators, staff, and tutors) involved in CLC. This is done to provide a general and shared understanding of the ideal implementation of the NFE program and management of CLC. This refers to running CLC institutions that organize various non-formal education programs.

The aim of delivering material on implementing the NFE program is to create a common perception in implementing creative and innovative NFE programs. Creative and innovative NFE programs are the key to attracting students to participate. Creativity combines Package B or C equality education programs with entrepreneurship to make the NFE program more meaningful and add value. CLC institutional management material, from planning, organizing, implementing, monitoring, and evaluating, provides an understanding of institutional management, Evaluation of CLC Development. The goal is for managers to understand how to manage NFE institutions with non-formal characteristics.

Develop Development Instruments. Development instruments were developed according to the need for activity administration and data mining that could be used to create the NFE program (Andrian, 2019). Development instruments include consultation and mentoring processes and the development and evaluation of CLC management. This instrument is a reference for consulting and assisting CLC in its development.

Coaching Clinic Stage in CLC Development. Assistance for CLC institutions is carried out by living together in CLC. Mentoring is intended to provide direct input in managing CLC—development of CLC institutions based on potential priorities and entrepreneurship programs developed according to the NFE program. The mentoring activities are described as follows (Anggraini, 2019). Consultation, namely giving time to accommodate all the problems presented by CLC. The Consultation Method provides a conceptual solution to the issues faced by CLC in managing non-formal education programs. The advantage of the consulting method is that all material can be presented sequentially, and children can see it systematically so that the material presented can be put into practice immediately.

Assistance is carried out to help CLC implement and develop the NFE program. NFE programs administered by CLC include Early Childhood Education, Equality Education (Package B, C), Community Library, entrepreneurship education, and community empowerment. At the coaching clinic, the development of the NFE program is based on entrepreneurship, so it assists in developing entrepreneurship learning that can develop institutions. Entrepreneurship program development assistance is carried out to help build the NFE program. Building Development Commitment with CLC institutions to become independent institutions through entrepreneurship programs according to their potential.

Evaluation of CLC Development. Activities are evaluated after the mentoring process goes well according to the goals of the coaching clinic. The review aims to obtain process and outcome information in implementing the NFE program development coaching clinic. Process evaluation, namely an assessment of the implementation of the coaching clinic from the delivery of material, discussions, and assistance, is carried out. To what extent is implementing NFE program development assistance going well .

## **CONCLUSION**

The conclusion is that developing an entrepreneurship based NFE program through a coaching clinic can provide changes in the management of culinary and barista entrepreneurship learning as a program advantage at CLC. Coaching clinics in CLC development can be carried out with competency training in program management, finance, development of learning tools, evaluation, etc. The CLC development coaching clinic pattern is carried out through several stages as follows: (1) Stage of conveying knowledge, (2) Developing Development Instruments, (3) Stage of Coaching Clinic in CLC Development, (4) Evaluation of CLC Development. Overall, the innovation lies in the holistic approach to entrepreneurship education within

NFE programs, leveraging coaching clinics to bridge the gap between theoretical learning and practical application while catering to the unique needs of culinary and barista entrepreneurs.

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