

Social Entrepreneurship Competence of Non-formal Education Managers for the Empowerment of Learning Communities

Adi Irvansyah*, Pudji Muljono, Anna Fatchiya, Dwi Sadono

Bogor Agricultural University, Indonesia
*Email: adiirvansyahirvansyah@apps.ipb.ac.id

Submitted: 2022-07-16. Revised: 2023-01-24. Accepted: 2023-02-11

Abstract. Non-formal education managers who possess social entrepreneurship competence are equipped with the skills and knowledge needed to identify and address social and economic challenges and create innovative and impactful programs that can help improve the lives of the communities they serve. Social entrepreneurship competence involves skills related to leadership, problem-solving, innovation, and community engagement, as well as understanding the social, economic, and cultural factors that can impact non-formal education programs. By developing social entrepreneurship competence, non-formal education managers can create more effective and sustainable programs and better serve the needs and interests of their communities. This study uses a quantitative approach to the survey method. The population of this study is non-formal education managers consisting of study groups, course and training institutions, and community learning activity centers. The research sample and respondents were selected by non-random sampling with 53 respondents. Analysis of data using path analysis. The study suggests a correlation between a manager's character and social competence in entrepreneurship. In addition, this research reveals that management competence is closely related to empowering the community and developing social entrepreneurial skills.

Key words: social, entrepreneurship, competence, non-formal education, learning communities

How to Cite: Irvansyah, A., Muljono, P., Fatchiya, A., & Sadono, D. (2023). Social Entrepreneurship Competence of Non-formal Education Managers for the Empowerment of Learning Communities. *Journal of Nonformal Education*, 9(1), 179-189.

DOI: <http://dx.doi.org/10.15294/jne.v9i1.42727>

INTRODUCTION

Non-formal education is one of the sub-systems of the national education system, which has an important role in providing access to education for all people without supervision (Ondogan & Benli, 2012). Offering education through non-formal channels gives people access to the education they may not have otherwise received (Debarliev et al., 2022; Młynarczuk-Sokołowska, 2022). Non-formal education help to ensure that education is accessible to everyone and that no one is left behind (Affeldt et al., 2017; Fahmi, 2021). Non-formal education plays an important role in contributing to the quality of national education and promoting equal opportunities for all (Rahayu, 2020; Servediuk & Savytska, 2022). Non-formal education provides an alternative path to education for those who have not had the chance to receive a formal education or who have left formal education early (Kasatkina & Shumkova, 2020; Lorenzo et al., 2021; Swenty & Swenty, 2021). This includes people who have faced financial or social barriers or may have dropped out of formal education for various reasons.

In Indonesia, non-formal education is provided through various institutions and activities (Rani & Teguh, 2016). Community Learning Activity Centers (CLACs) are one of Indonesia's main forms of non-formal education (Hikmah, 2022; Lubis et al., 2018). CLACs offer a wide range of educational

programs, including adult literacy classes, vocational training, and skill development programs (Hikmah, 2022; Kim et al., 2022; Yamashita et al., 2022). Development of Non-formal Education units based on educational reference data from the Ministry of Education and Culture in 2022 The number of Community Learning Activity Centers in Indonesia is 10,406 institutions, and the number of Courses and Training Institutions is 11,029 (Kemendikbud, 2019).

Providing life skills and job training through non-formal education can play a crucial role in addressing the challenges of unemployment and poverty in Jakarta (Enoch, 2021; Ferrer-fons et al., 2022). By helping individuals to acquire the knowledge, attitudes, and skills necessary to succeed in the workforce, non-formal education can provide a pathway out of poverty and contribute to a more prosperous and equitable society (Kaliannan et al., 2022; Wessells et al., 2015).

Despite its potential, non-formal education in Indonesia and other countries can face various obstacles and challenges (Kuenzi, 2005; Neubauer et al., 2022; Sulaiman, 2018). One of the main obstacles is the lack of sustainability of many non-formal education programs. Many non-formal education programs are organized ad hoc. This can result in a lack of continuity and quality in the programs, making it difficult for individuals to receive the education and training they need to improve their life prospects.

In addition to the lack of sustainability, another challenge facing non-formal education units is the dependence on government funding. Many non-formal education institutions rely heavily on government support, making it difficult to secure the funding they need to operate effectively (Hassan, 2009; Hidayat, 2019; la Belle, 2000). The dependence of non-formal education units on donations can make it difficult for these institutions to provide consistent and high-quality learning opportunities for residents (Bartin, 2020; Susmono, 2017). When non-formal education units rely on donations, they may not have the stability and predictability of funding needed to plan and implement effective learning programs. This can result in a lack of resources and strength, impacting the quality of learning experiences and services provided to residents. The reality is that the low empowerment of learning citizens is their inability to apply the knowledge and skills acquired in non-formal education units and society.

The low empowerment of learning citizens can be addressed by utilizing non-formal education services designed to promote community empowerment (Santos et al., 2019). Non-formal education units created and managed by the community can help strengthen institutions and foster social entrepreneurship networks, which can enhance the charge of learning citizens and non-formal education units (Alif et al., 2020; Saepudin et al., 2020).

Rahma et al. (2019) suggest that strengthening entrepreneurship is an effective strategy for preparing non-formal education services and empowering learning citizens. This can be accomplished by involving the community in providing non-formal education services and promoting community empowerment movements that help citizens develop their power to learn. By strengthening non-formal educational institutions and promoting community involvement, it is possible to create a more empowering learning environment for citizens. Anafiyati & Imsiyah (2021) found that non-formal education (LKP) managers' entrepreneurial competence plays a crucial role in developing institutions that can carry out promotional activities, manage economic activities, and improve the skills of the surrounding community. By possessing the necessary entrepreneurial skills, LKP managers can create a more effective and efficient learning environment that ultimately leads to community empowerment. Therefore, developing entrepreneurial competence is important for LKP managers to serve their communities better and promote community empowerment through non-formal education.

Soni (2022) found that the entrepreneurial competence of non-formal education (LKP) managers have

a positive impact on helping people of productive age acquire new skills and providing opportunities for them to start businesses. This highlights the importance of the entrepreneurial competence of LKP managers in enabling learning citizens to develop their knowledge and skills and support their life skills. By equipping learning citizens with the necessary skills and entrepreneurial mindset, non-formal education institutions can create a more empowered and productive society. Therefore, LKP managers must have entrepreneurial competence to serve their communities better needs and help to learn citizens achieve their goals.

Non-formal education units provide opportunities for the wider community to engage in lifelong learning regardless of age, gender, race, or level of academic ability. These institutions aim to promote knowledge beyond the traditional classroom setting and provide accessible and flexible learning pathways for individuals who may not have access to formal education. By offering diverse learning opportunities, non-formal education units can help individuals acquire new knowledge, skills, and competencies, contributing to personal development, social inclusion, and community empowerment (Aceng et al., 2018). Through the provision of similar education programs, literacy education programs, skills education, and all non-formal education programs based on the community's learning need to achieve lifelong learning without restrictive rules that are very binding. Therefore lifelong learning can be actualized through the provision of non-formal education services. The ability of managers of non-formal education units to create lifelong learners and empower learning citizens must be supported by the competence of managers of non-formal education units in developing non-formal education services.

The problems in non-formal education units are often closely linked to the managerial ability of non-formal education unit managers. As non-profit organizations, non-formal education units must operate with a spirit of social entrepreneurship that prioritizes the needs of the community they serve (Nieuwenhuizen & Jegede, 2021; Pigozne et al., 2019; Wulandari, 2021). This means that managers of non-formal education units should possess entrepreneurial skills that enable them to effectively manage the institution and deliver non-formal education services tailored to the community's learning needs (Badawi et al., 2019; Daniel et al., 2017). Jiao (2011) argues that social entrepreneurship arises due to the limitations of the state and non-profit organizations in solving social problems effectively. The state often struggles to implement policies that effectively address social problems, while non-profit

organizations may lack the financial independence necessary to sustain their social activities.

Social entrepreneurship solves these limitations by leveraging market-based strategies to create sustainable and impactful social change. Social entrepreneurs apply entrepreneurial principles and innovative approaches to address social problems and create positive social and environmental impacts. Focusing on financial sustainability and long-term impact is important for creating a stable and lasting business or project, and social entrepreneurship can provide a more effective and sustainable way to address social problems and create positive social change.

Social entrepreneurship for community-based education, such as non-formal education units, needs to be done, especially for continuous program sustainability, so that it can provide educational services for people who want to improve their knowledge and skills that have not been obtained in formal education far (de Deuge et al., 2020). Persoon (2016) found that several factors influence the sustainability of community-based education programs. Factors of community involvement, leadership, community capacity, and financial sustainability influence the sustainability of community-based education services.

Social entrepreneurship is needed to finance operational activities in non-formal education units to improve learning residents' life skills so that learning residents can be independent. Based on data from the West Java provincial PKBM Forum (2020), out of a total of 1,660 PKBMs in West Java, only 84 PKBMs, or 5.2 percent, carry out social entrepreneurship. Meanwhile, the number of LKPs in DKI Jakarta is 366 institutions, and the number of PKBMs in DKI Jakarta is 286 PKBMs (Dapodik Kemendikbud, 2022). Based on data from the LKP Forum, the type of social entrepreneurship carried out by LKP in DKI Jakarta is the type of entrepreneurship in bridal makeup and catering.

Based on data from the Center for Community Learning Activities (2020), the types of social entrepreneurship being carried out at PKBM in West Java province consist of clothing convection businesses, bag conventions, digital printing, decoupage, and making educational game tools and borders. The average type of business run by PKBM in West Java Province is micro-enterprise, intended to provide skills, generate income, and finance PKBM operational activities.

The success of non-formal education programs in empowering the community can be seen from the independence in providing learning services to the community. In addition, based on the results of Pramudia et al. (2017) found that The key factors for

the successful development of the PKBM program include identifying and recording community needs, catering to those needs through various activities, mobilizing community resources, building partnerships with other institutions, monitoring progress, and recording advantages and disadvantages of activities in PKBM institutions.

Empirical facts regarding the failure of non-formal education units to implement non-formal education programs and the cause of inactivity of non-formal education units such as PKBM and LKP are due to several factors, namely policies that are not in favor of regulating the quality of non-formal education standards. Supposedly the law on the national education system mandates that between formal education and non-formal education, there is no difference in treatment in terms of quality assurance. However, the facilities and infrastructure for non-formal education, such as PKBM, are far below the average for formal education. Likewise, PKBM managers and facilitators who are less creative with low social entrepreneurship skills in managing PKBM. According to the results of Pramudia's research (2017), many non-formal education units have difficulty obtaining funds to carry out operational activities at the institution, so non-formal education units are sometimes active and sometimes inactive. This phenomenon shows that when there is financial assistance, the non-formal education unit looks active, and it will appear inactive if there is no financial assistance. However, non-formal education units in Indonesia do not fully experience this condition.

Based on the above phenomenon, it is necessary to research the social entrepreneurship competencies of non-formal education managers to empower learning citizens. This research is important to carry out because social entrepreneurship competence is the key to the success of non-formal education institutions in increasing the empowerment of learning citizens and realizing the independence of institutions from dependence on government and private assistance, as well as achieving the goals of non-formal education, namely increasing community empowerment.

METHOD

This research was done using a quantitative approach through the survey method, a common approach in research on social entrepreneurship competence (Weyant, 2022). This method involves collecting data through standardized questionnaires or surveys, which are administered to a large number of participants. (Apuke, 2017; Felson, 2017;

Mertens, 2014). The survey method is a research method that involves taking a sample from a larger population and using a questionnaire or survey as the main data collection tool. The questionnaire is a structured set of questions designed to elicit specific information from respondents about their experiences (Allen et al., 2017; Moser & Kalton, 2017).

This research was conducted in non-formal education units in DKI Jakarta and Bogor Regency. This study uses a non-probability sample with haphazard sampling techniques (Berndt, 2020). Haphazard sampling is a non-probability technique where the researcher selects participants based on availability and accessibility (Hall et al., 2013). This approach is sometimes also called convenience sampling. Participants are selected haphazardly or arbitrarily, without any predetermined plan or method. This sampling technique is commonly used when the researcher has limited resources or time to conduct the study and when the target population is difficult to reach. The sample size of the study was 53 individuals who were involved in non-formal education.

This study uses descriptive and inferential data analysis (EJD et al., 1998; Frieman et al., 2022). Descriptive data analysis involves calculating basic statistical measures, such as mean, median, mode, standard deviation, and range, to summarize the characteristics of a dataset (Trochim, 2014). Descriptive statistics can be used to describe the central tendency, variability, and distribution of a dataset. Inferential data analysis, on the other hand, involves using statistical tests to make inferences about a larger population based on a sample of data (Guetterman, 2019). Inferential statistics can test hypotheses, estimate population parameters, and identify relationships between variables.

The data obtained through research first goes

through the process of scoring and coding. Scoring is the process of giving a value in the form of a number to the answers to questions in the ordinal form to obtain quantitative data that is made consistently for each question. Data analysis was carried out descriptively and quantitatively. The descriptive analysis describes the respondent's identity, the competency of non-formal education administrators, the empowerment of learning citizens, and the sustainability of non-formal education services. Quantitative analysis was obtained from questionnaires and processed using Microsoft Excel computer software and Smart PLS version 2. The data obtained through research first went through a scoring and coding process. Scoring is the process of giving a value in the form of a number to the answers to questions in the ordinal form to obtain quantitative data that is made consistently for each question.

RESULTS AND DISCUSSION

Social entrepreneurship competence refers to the skills, knowledge, and abilities needed to create and manage a social enterprise, a business with a social mission to create positive social or environmental impact. Competencies needed for social entrepreneurship may include business planning, financial management, marketing, stakeholder engagement, leadership, and a deep understanding of social and environmental issues. Social entrepreneurs often need to be creative, innovative, and adaptable to solve complex social problems and create sustainable impact. A manager of non-formal education is required to have entrepreneurial skills. Head non-formal education managers who possess social entrepreneurship skills are well-equipped to promote and support social entrepreneurship initiatives among their learners.

Table 1. Statistical data on the subcompetencies

	Group (KB)	Study (SD)	Courses (LKP)	And Training (SD)	Community Centers (PKBM)	Learning (SD)	Centers	F	Sig.
	Mean	SD	Mean	SD	Mean	SD			
Personal (Y1.1)	3.16	0.66	3.30	0.68	3.09	0.43		0.84	0.44
Leadership (Y1.2)	3.41	0.77	3.48	0.63	3.23	0.53		0.39	0.68
Social value (Y1.3)	3.39	0.70	2.77	0.80	2.76	0.70		0.15	0.095
Entrepreneurialship management (Y1.4)	3.16	0.80	3.33	1.18	3.55	0.60		0.27	0.763
Educational monitoring (Y1.5)	3.16	0.89	3.38	0.77	3.47	0.51		0.56	0.575
Empowerment Managerial (Y2.1)	2.61	1.07	3.50	1.04	3.80	0.40		1.65	0.201
Executing partnerships (Y2.2)	2.27	0.87	3.72	0.46	3.61	0.49		4.0	0.024
Entrepreneurial behavior (Y3.1)	2.07	1.13	3.66	0.84	3.66	0.84		0.9	0.381
Business development (Y3.2)	2.00	0.50	3.55	0.61	3.28	0.56		1.98	0.149

First, personal, leadership, social values, entrepreneurial management, and educational monitoring are all components of the broader category of "social entrepreneurial competence," which refers to the skills and attributes that enable individuals to create and manage successful entrepreneurial ventures while also positive impact. public. Developing and refining these competencies is essential to build a socially responsible and sustainable business in non-formal education. Second, managerial partnership and implementation empowerment are both strategies that can be used in empowerment management. These strategies involve creating collaborative partnerships between leaders and stakeholders and giving communities the authority and resources they need to make decisions and own their non-formal learning systems. And third entrepreneurial behavior refers to skills, attitudes, and behaviors that enable individuals to identify and exploit business opportunities. Non-formal education can play a critical role in developing entrepreneurial behavior by providing learners with the practical skills and knowledge needed to start and grow a business.

The results of the descriptive study show the ability of social entrepreneurship competence of non-formal education managers. Table 1 explains several types of non-formal education groups: study groups, training courses, and community learning activity centers. The results showed no significant difference in the competence of managers of non-formal

education in study groups, training institutions and community learning centers. Only on the dimensions of executing partnerships have differences. The results emphasize that carrying out partnerships in educational institutions can be beneficial in many ways. Collaborating with other organizations or institutions can provide access to new resources, expertise, and funding that may not be available within the institution. Plummer et al. (2021) explained that partnerships could also help institutions differentiate themselves from others by offering unique opportunities or programs not available elsewhere. For example, a university may partner with a local industry to offer specialized training or internship opportunities for students in a particular field. In addition, partnerships can facilitate knowledge sharing and collaboration, enhancing the overall quality of education and research. Institutions can tackle complex challenges and create innovative solutions by pooling resources and expertise. Overall, partnerships in educational institutions can be a valuable way to enhance the quality of education, expand opportunities for students, and promote innovation and growth in the education sector (Franco et al., 2019; Singh & Segatto, 2020).

In addition, based on descriptive data, it was found that the highest ability of informal education managers is leadership, and the lowest is business development. The following is an overview of the descriptive data depicted in Figure 1.

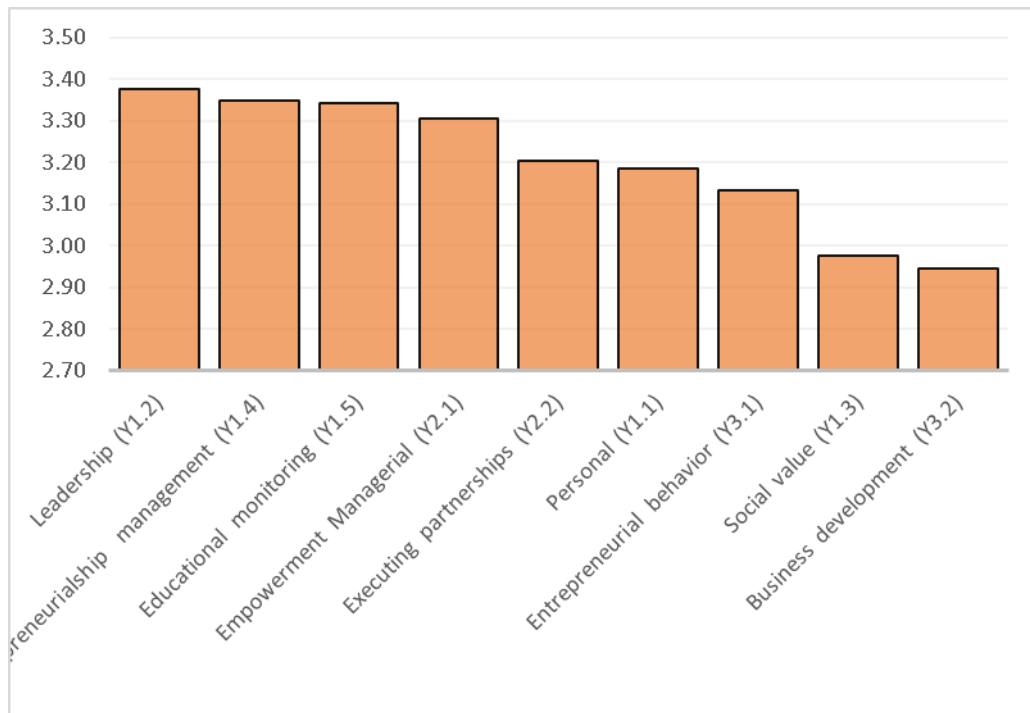


Figure 1. Descriptive Data

The given data represents the average values for different aspects such as leadership, entrepreneurial management, educational monitoring, managerial empowerment, executing partnerships, personal and entrepreneurial behavior, social value, and business development. The highest average value is for leadership at 3.38, followed by Entrepreneurial management at 3.35 and Educational monitoring at 3.34. The lowest average value is for Business development at 2.95, followed by Social value at 2.98 and Entrepreneurial behavior at 3.13.

The study results illustrate that leadership is the basis for managing non-formal educational institutions. The opinion of Vázquez-Parra et al. (2020) emphasizes that leadership is essential for effectively managing non-formal educational institutions. Strong leadership helps to establish a clear vision, set goals and objectives, and motivate and guide the organization and its staff toward achieving those goals. It is also important to create a positive organizational culture, promote innovation, and foster collaboration and communication among staff and stakeholders. Good leadership helps to ensure the long-term success and sustainability of non-formal educational institutions.

Hanghon & Rinthaisong (2018) also explained that Entrepreneurship management in non-formal education refers to the application of entrepreneurial principles in managing non-formal educational institutions. This involves developing entrepreneurial skills and competencies in staff and students, applying the principles of innovation and creativity in learning and program development, and managing resources effectively and efficiently to achieve organizational goals. Entrepreneurship management can help non-formal education institutions to become more independent and sustainable and help create positive social impacts on the communities they serve.

Furthermore, this study uses modeling with SmartPLS with Fit Summary, which is described in table 2.

Table 2. Fit Summary

	Saturated Model	Estimated Model
SRMR	0.066	0.09
d_ULS	0.524	0.976
d_G	1.288	1.438
Chi-Square	286.714	305.539
NFI	0.705	0.686

The SRMR (Standardized Root Mean Square Residual) measures the discrepancy between the observed covariance matrix and the model-implied covariance matrix, with lower values indicating better model fit. An SRMR value of 0.066 for the Saturated Model indicates that the model fits the data well, as it is lower than the recommended maximum threshold of ≤ 0.08 . Therefore, the estimated model can be considered a good fit for the observed data, indicating that the model adequately explains the relationships among the variables.

Furthermore, this study was analyzed with the path model. Path Models in SmartPLS can be used to test theoretical models and hypotheses about the relationships between constructs and their indicators. Based on the information provided, it seems like the figure represents a Path Model for Social Entrepreneurship Competency. The model includes four variables: Competency Level of Social Entrepreneurship Managing Non-formal Education, Empowerment Level of Community Learners, Individual Characteristics, and The level of empowerment of Non-formal Education managers.

The results of a path analysis model that examines the relationship between Individual Characteristics, Competency Level of Social Entrepreneurship Managing Non-formal Education, the level of empowerment of non-formal education managers, and the community level of students. The statement indicates that Individual Characteristics has a strong positive relationship with the Competency Level of Social Entrepreneurship Managing Non-formal Education, with a path analysis value of 0.904. This suggests that Individual Characteristics can significantly predict social entrepreneurial competence in managing non-formal education.

Moreover, the Competency Level of Social Entrepreneurship Managing Non-formal Education has a strong positive relationship with the level of empowerment of non-formal education managers, with a value of 0.93. This means that as the competency level of social entrepreneurship managing non-formal education increases, the level of empowerment of non-formal education managers is likely to increase. Lastly, there is a positive correlation between the level of empowerment of non-formal education managers and the community level of students, with a correlation coefficient of 0.78, indicating a strong positive relationship between these two variables.

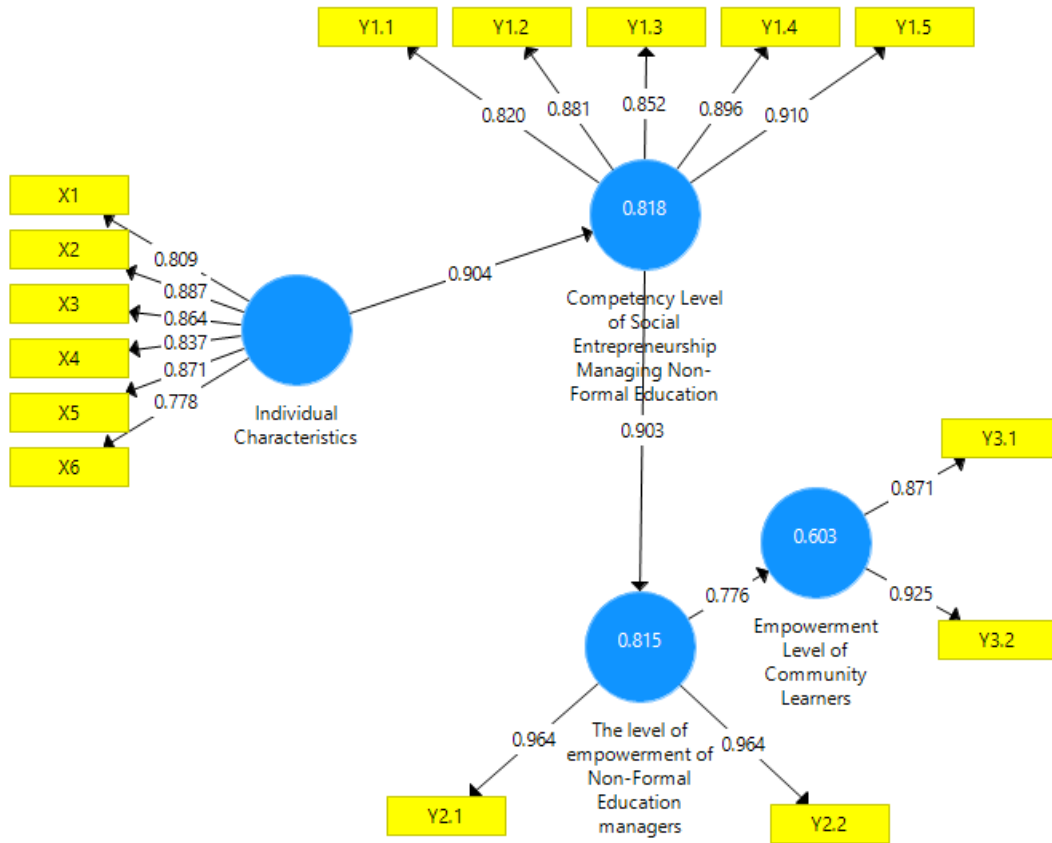


Figure 1. Social Entrepreneurship Competence Path Model

In principle, personal leadership, social values, entrepreneurship management, and educational monitoring are among the basic competencies that a manager of non-formal education should possess (Debarliev et al., 2022). Personal leadership skills are necessary to lead and inspire staff and stakeholders, while social values provide a framework for making decisions and interacting with the community (Al-Mondhiry et al., 2021; Slavkin & Lawrence, 2007). Entrepreneurship management skills are important for creating and implementing innovative and effective programs, and educational monitoring skills are essential for evaluating the effectiveness of these programs and making necessary adjustments (Nandamuri et al., 2019; Slavkin & Lawrence, 2007). Together, these competencies help education managers create and maintain successful institutions that positively impact society (Hoppers, 2006; la Belle, 2000).

Empirical studies have shown that the ability to manage entrepreneurship significantly impacts managerial empowerment, implementing partnerships, entrepreneurial behavior, and business development in the context of non-formal education (Ahmadi, 2020; D. Darmawan; D.Yatimah; K. Sasmita; R. Syah, 2020). Managers competent in entrepreneurship management are more likely to feel empowered

and confident in their ability to lead and manage their organization. They are also better equipped to build partnerships and networks with other organizations and stakeholders and foster a culture of innovation and entrepreneurship. Finally, their ability to manage entrepreneurship can lead to successful business development initiatives, resulting in sustainable growth and increased impact on the community.

Research has shown that managerial empowerment and executing partnerships positively impact entrepreneurial behavior and business development among individuals who participate in non-formal education programs. When non-formal education managers feel empowered and supported in their leadership roles, they are likelier to create a positive learning environment that encourages entrepreneurship and innovation among their students. Additionally, executing partnerships with other organizations and stakeholders can provide resources and support that help to promote entrepreneurial behavior and business development. By fostering a culture of entrepreneurship and providing opportunities for business development, non-formal education programs can help to create more self-sufficient and economically vibrant communities.

CONCLUSION

The research highlights the importance of innovation and social entrepreneurship in solving the challenges faced by non-formal education managers. Non-formal education managers with social entrepreneurship competencies have the skills and knowledge necessary to address social and economic challenges, create innovative and impactful programs, and better serve their communities. Management competency was found to be closely related to community empowerment and the development of social entrepreneurship skills. These findings highlight the importance of developing social entrepreneurship competencies among non-formal education administrators to create effective and sustainable programs and better serve the needs and interests of the communities in which they work. So it can be concluded that the development of social entrepreneurship competencies among managers of non-formal education is very important to create innovative and impactful programs that address social and economic challenges and empower communities. This helps better serve the needs and interests of the communities in which they work and ensures effective and sustainable programs.

REFERENCES

- Aceng, I., Bachrun, Ri., & Ratna, D. (2018). Pemberdayaan masyarakat melalui PKBM untuk meningkatkan keterampilan masyarakat miskin. *Tamkin: Jurnal Pengembangan Masyarakat Islam*, 2(1).
- Affeldt, F., Tolppanen, S., Aksela, M., & Eilks, I. (2017). The potential of the non-formal educational sector for supporting chemistry learning and sustainability education for all students – a joint perspective from two cases in Finland and Germany. *Chemistry Education Research and Practice*, 18(1). <https://doi.org/10.1039/c6rp00212a>
- Ahmadi, R. (2020). The Role of Non-formal Education in Empowering Women to Improve The Family Economy. *EDUTECH: Journal of Education And Technology*, 4(2). <https://doi.org/10.29062/edu.v4i2.161>
- Alif, S., Irwan, A., Syaifullah, Akbar, R., & Elihami, E. (2020). Forming Characters Of Early Children In Non-Formal Education Units. *Jurnal Edukasi Nonformal*, 1(1).
- Allen, S., McCright, A. M., & Dietz, T. (2017). A Social Movement Identity Instrument for Integrating Survey Methods Into Social Movements Research. *SAGE Open*, 7(2). <https://doi.org/10.1177/2158244017708819>
- Al-Mondhiry, J. H., Burkenroad, A. D., Zhang, E., Pietras, C. J., & Mehta, A. K. (2021). Needs assessment of current palliative care education in U.S. hematology/oncology fellowship programs. *Supportive Care in Cancer*, 29(8). <https://doi.org/10.1007/s00520-020-05919-7>
- Anafiyati, A., & Imsiyah, N. (2021). Kontribusi Kompetensi Pengelola Lembaga Kursus Dan Pelatihan (LKP) Dalam Efektivitas Pelatihan Tata Kecantikan Rambut Di Lembaga Kursus Dan Pelatihan (LKP) Widhi Jember. *Learning Community: Jurnal Pendidikan Luar Sekolah*, 5(1), 1. <https://doi.org/10.19184/jlc.v5i1.25352>
- Apuke, O. D. (2017). Quantitative Research Methods: A Synopsis Approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*. <https://doi.org/10.12816/0040336>
- Badawi, S., Reyad, S., Khamis, R., Hamdan, A., & Alsartawi, A. M. (2019). Business education and entrepreneurial skills: Evidence from Arab universities. *Journal of Education for Business*, 94(5). <https://doi.org/10.1080/08832323.2018.1534799>
- Bartin, T. (2020). Strengthening Non-formal Education Institutions in Indonesia through Accelerating the Implementation of Information Technology Literacy. *Digital Press Social Sciences and Humanities*, 6. <https://doi.org/10.29037/digitalpress.46385>
- Berndt, A. E. (2020). Sampling Methods. *Journal of Human Lactation*, 36(2). <https://doi.org/10.1177/0890334420906850>
- D. Darmawan; D.Yatimah; K. Sasmita; R. Syah. (2020). Analysis of non-formal education tutor capabilities in exploring assessment for science learning. *Jurnal Pendidikan IPA Indonesia*, 9(2), 70–78. <https://doi.org/10.15294/jpii.v9i2.24025>
- Daniel, A. D., Costa, R. A., Pita, M., & Costa, C. (2017). Tourism Education: What about entrepreneurial skills? *Journal of Hospitality and Tourism Management*, 30. <https://doi.org/10.1016/j.jhtm.2017.01.002>
- de Deuge, J., Hoang, H., Kent, K., Mond, J., Bridgman, H., Skromanis, S., Smith, L., & Auckland, S. (2020). Impacts of community resilience on the implementation of a mental health promotion program in rural australia. *International Journal of Environmental Research and Public Health*, 17(6). <https://doi.org/10.3390/ijerph17062031>
- Debarliev, S., Janeska-Iliev, A., Stripeikis, O., & Zupan, B. (2022). What can education bring to entrepreneurship? Formal versus non-formal education. *Journal of Small Business Management*, 60(1). <https://doi.org/10.1080/00472778.2019.1700691>

- EJD, Agresti, A., & Finlay, B. (1998). Statistical Methods for the Social Sciences. *Journal of the American Statistical Association*, 93(442). <https://doi.org/10.2307/2670147>
- Enoch, A. M. Y. (2021). Evaluation Of The Training Program For The FORKI DKI Jakarta Pelatda Athletes Towards The 2016 KASAD Cup 2016 Jambi. *Gorontalo Sport Science*, 1(1). <https://doi.org/10.31314/gss.v1i1.915>
- Fahmi, M. (2021). Community Empowerment Through Non Formal Education. *Devotion : Journal of Community Service*, 1(1). <https://doi.org/10.36418/dev.v1i1.58>
- Felson, J. (2017). Quantitative methods. In *The Cambridge Handbook of Sociology*. <https://doi.org/10.1017/9781316418376.012>
- Ferrer-fons, M., Rovira-martínez, M., & Soler-i-martí, R. (2022). Youth Empowerment Through Arts Education: A Case Study of a Non-Formal Education Arts Centre in Barcelona. *Social Inclusion*, 10(2). <https://doi.org/10.17645/SI.V10I2.4923>
- Franco, M., Silva, R., & Rodrigues, M. (2019). Partnerships between higher education institutions and firms: The role of students' curricular internships. *Industry and Higher Education*, 33(3). <https://doi.org/10.1177/0950422218819638>
- Frieman, J., Saucier, D. A., & Miller, S. S. (2022). Principles & Methods of Statistical Analysis. In *Principles & Methods of Statistical Analysis*. <https://doi.org/10.4135/9781071878903>
- Guetterman, T. C. (2019). Basics of statistics for primary care research. *Family Medicine and Community Health*, 7(2). <https://doi.org/10.1136/fmch-2018-000067>
- Hall, T. W., Higson, A. W., Pierce, B. J., Price, K. H., & Skousen, C. J. (2013). Haphazard sampling: Selection biases and the estimation consequences of these biases. *Current Issues in Auditing*, 7(2). <https://doi.org/10.2308/ciia-50568>
- Hanghon, P., & Rinthaisong, I. (2018). Confirmatory factor analysis of collaboration model in non-formal higher education management in southern Thailand. *Kasetsart Journal of Social Sciences*, 39(3). <https://doi.org/10.1016/j.kjss.2018.06.012>
- Hassan, M. A. (2009). Financing adult and non-formal education in Nigeria. *Educational Research and Reviews*, 4(4).
- Hidayat, D. (2019). *Community Empowerment Through Social Entrepreneurship Training Based On Partnership Network*. <https://doi.org/10.2991/iceri-18.2019.37>
- Hikmah, H. (2022). National Standards of Education. *Indonesian Journal of Education (INJOE)*, 3(2). <https://doi.org/10.54443/injoe.v3i2.28>
- Hoppers. (2006). Non-formal education and basic education reform: a conceptual review. In *Quality education for all*. <http://unesdoc.unesco.org/images/0014/001444/144423e.pdf> CN - HOP 36
- Jiao, H. (2011). A conceptual model for social entrepreneurship directed toward social impact on society. *Social Enterprise Journal*, 7(2). <https://doi.org/10.1108/17508611111156600>
- Kaliannan, M., Darmalinggam, D., Dorasamy, M., & Pablos, P. O. de. (2022). Talent development towards an inclusive equitable society: a dearth of knowledge. *International Journal of Learning and Intellectual Capital*, 19(2). <https://doi.org/10.1504/ijlic.2022.121250>
- Kasatkina, N. P., & Shumkova, N. v. (2020). From self-education to self-employment: Back entrance for youth to the labor market. *Monitoring Obshchestvennogo Mneniya: Ekonomicheskie i Sotsial'nye Peremeny*, 3. <https://doi.org/10.14515/monitoring.2020.3.1600>
- Kemendikbud. (2019, March 22). *Jumlah data satuan pendidikan (sekolah) pendidikan masyarakat (dikmas) per provinsi*. Kemendikbud. <https://referensi.data.kemendikbud.go.id/index31.php>
- Kim, C., Capellan, J. A., Sung, H. E., & Orellana, E. R. (2022). Combating IPV With Community Leaders in Honduras: An Evaluation of an IPV Training Program Among Teachers and Health Professionals. *Violence Against Women*, 28(3-4). <https://doi.org/10.1177/10778012211008995>
- Kuenzi, M. (2005). The role of nonformal education in promoting democratic attitudes: Findings from Senegal. *Democratization*, 12(2). <https://doi.org/10.1080/13510340500069386>
- la Belle, T. J. (2000). The changing nature of non-formal education in Latin America. *Comparative Education*, 36(1). <https://doi.org/10.1080/03050060027746>
- Lorenzo, N., Gallon, R., Palau, R., & Mogas, J. (2021). New Objectives for Smart Classrooms from Industry 4.0. *Technology, Knowledge and Learning*, 26(4). <https://doi.org/10.1007/s10758-021-09527-0>
- Lubis, M., Fauzi, R., & Lubis, A. (2018). Enterprise application integration for high school students using blended learning system. *MATEC Web of Conferences*, 218. <https://doi.org/10.1051/matecconf/201821804016>
- Mertens, D. M. (2014). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. *Sage Publications. An Introduction to Research*. <https://doi.org/10.1038/46965>

- Młynarczuk-Sokołowska, A. (2022). Intercultural non-formal education: what the children think. *Intercultural Education*, 33(1). <https://doi.org/10.1080/14675986.2021.2018171>
- Moser, C. A., & Kalton, G. (2017). Survey Methods in Social Investigation. In *Survey Methods in Social Investigation*. <https://doi.org/10.4324/9781315241999>
- Nandamuri, P. P., Gnanamkonda, V., & Koundinya, C. (2019). Social Economics and Women Entrepreneurship—A Competency Approach. *Theoretical Economics Letters*, 09(05). <https://doi.org/10.4236/tel.2019.95080>
- Neubauer, L. C., Merzel, C., Weist, E. M., Corvin, J. A., Forsman, A., Fraser, J., Henderson, H. L., Hinyard, L. J., Opacich, K. J., & Runnerstrom, M. G. (2022). Realizing Promising Educational Practices in Academic Public Health: A Model for the Scholarship of Teaching and Learning. *Frontiers in Public Health*, 9. <https://doi.org/10.3389/fpubh.2021.750682>
- Nieuwenhuizen, C., & Jegede, O. (2021). Influence of entrepreneurship learning modes on entrepreneurial intentions of science based students. *Proceedings of the European Conference on Innovation and Entrepreneurship, ECIE*. <https://doi.org/10.34190/EIE.21.050>
- Ondogan, E. N., & Benli, S. (2012). Aesthetician Education and it's Significance for the Sector. *Procedia - Social and Behavioral Sciences*, 46. <https://doi.org/10.1016/j.sbspro.2012.06.312>
- Persoon, L. (2016). Factors influencing the sustainability of community based programs: a mixed method study. In *Faculty of Health Medicine and Life sciences*.
- Pigozne, T., Luka, I., & Surikova, S. (2019). Promoting youth entrepreneurship and employability through non-formal and informal learning: The Latvia case. *Center for Educational Policy Studies Journal*, 9(4). <https://doi.org/10.26529/cepsj.303>
- Plummer, R., Witkowski, S., Smits, A., & Dale, G. (2021). The issue of performance in Higher education institution - Community partnerships: A Canadian perspective. *Journal of Higher Education Policy and Management*, 43(5). <https://doi.org/10.1080/1360080X.2020.1858386>
- Rahayu, D. I. (2020). The Acquisition and Learning of EFL in A Non-formal English Education in Indonesia. *Journal of English Education*, 5(2). <https://doi.org/10.31327/jee.v5i2.1312>
- Rahma, R. A., Zulkarnain, Wahyuni, S., Desyanty, E. S., & Desyanty, S. (2019). Pelatihan dan pendampingan manajerial pengembangan Pusat Kegiatan Belajar Masyarakat (PKBM) berbasis kewirausahaan di kabupaten malang. *Prosiding Seminar Nasional Hasil Pengabdian Kepada Masyarakat*, 3(1), 225–234.
- Rahmat Pramudia, J., Sardin, S., Kamarubiani, N., & Irfan Hilmi, M. (2017). *Model Management Activity Community Learning Center (Clc) Based on Local Wisdom to Improve Quality of Nonformal Education Service*. <https://doi.org/10.2991/nfe-16.2017.10>
- Rani, M. S., & Teguh, M. (2016). Analisis Implementasi(Maria Satya Rini & Monika Teguh) Buletin Bisnis & Manajemen. *Nonformal Education*, 02(02), 59–66.
- Saepudin, A., Akhyadi, A. S., & Saripah, I. (2020). Training Model to Improve Manager Performance in Non-Formal Education Units in Improving the Quality of Education Services. *Journal of Nonformal Education*, 6(2).
- Santos, S. C., Neumeyer, X., & Morris, M. H. (2019). Entrepreneurship Education in a Poverty Context: An Empowerment Perspective. *Journal of Small Business Management*, 57(S1). <https://doi.org/10.1111/jsbm.12485>
- Serediuk, H., & Savytska, A. (2022). Educational potential of scientific natural groups of DPM NAS of Ukraine: museum program “Lesson in the Museum.” *Proceedings of the State Natural History Museum*, 37. <https://doi.org/10.36885/nzdpm.2021.37.63-74>
- Singh, A. S., & Segatto, A. P. (2020). When relational capabilities walk in education for sustainability scenario. *Journal of Cleaner Production*, 263. <https://doi.org/10.1016/j.jclepro.2020.121478>
- Slavkin, H. C., & Lawrence, L. (2007). Incorporating Leadership Knowledge and Skills into the Dental Education Community. *Journal of Dental Education*, 71(6). <https://doi.org/10.1002/j.0022-0337.2007.71.6.tb04328.x>
- Soni, et al. (2022). Pelaksanaan Program Pendidikan Kewirausahaan (PKW) Pada Lembaga Pendidikan Nonformal di Kota Bandung (Studi Kasus LKP Karya Duta). *AKSARA: Jurnal Ilmu Pendidikan Nonformal*, 08(January), 595–608.
- Sulaiman, F. (2018). Empowering Women Farmers Throught Multichannel Learning: an Application of Need Assessment Technique. *Indonesian Journal of Agricultural Science*, 1(2).
- Susmono. (2017). Indonesia municiple solid waste life cycle and environmental monitoring: current situation, before and future challenges. *IOP Conference Series: Earth and Environmental Science*, 60. <https://doi.org/10.1088/1755-1315/60/1/012003>
- Swenty, M. K., & Swenty, B. J. (2021). Is Engineering Education the Weak Link in Licensure's

- Three-legged Stool? *ASEE Annual Conference and Exposition, Conference Proceedings*.
- Trochim, W. M. (2014). *The Research Methods Knowledge Base, Descriptive Statistics*. Conjointly.
- Vázquez-Parra, J. C., García-González, A., & Ramírez-Montoya, M. S. (2020). Social entrepreneurship competency: an approach by discipline and gender. *Journal of Applied Research in Higher Education*, 13(5). <https://doi.org/10.1108/JARHE-09-2020-0317>
- Wessells, M. G., Lamin, D. F. M., King, D., Kostelny, K., Stark, L., & Lilley, S. (2015). The limits of top-down approaches to managing diversity: Lessons from the case of child protection and child rights in Sierra Leone. *Peace and Conflict*, 21(4). <https://doi.org/10.1037/pac0000130>
- Weyant, E. (2022). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5th Edition. *Journal of Electronic Resources in Medical Libraries*, 19(1–2). <https://doi.org/10.1080/15424065.2022.2046231>
- Wulandari, R. (2021). Entrepreneurship and Innovation in Obtaining Competitive Advantage in Non-Formal English Education Industry in Indonesia: A Model Proposition. *Business Economic, Communication, and Social Sciences (BECOSS) Journal*, 3(3). <https://doi.org/10.21512/becossjournal.v3i3.7749>
- Yamashita, T., Smith, T. J., Sahoo, S., & Cummins, P. A. (2022). Motivation to learn by age, education, and literacy skills among working-age adults in the United States. *Large-Scale Assessments in Education*, 10(1). <https://doi.org/10.1186/s40536-022-00119-7>