
APPLICATION OF THE SUITABILITY MODEL OF THE ENTREPRENEURIAL SKILLS EDUCATION PROGRAM

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INTRODUCTION

Competition in the world of work that is increasingly fierce makes jobs difficult to get, because of this incident a person is required to have entrepreneurial skills in order to create jobs independently (Yuliati, et.al, 2019). Soft skills can be obtained by someone by studying both formal and non-formal education pathways. Education is a provision to pursue everything that is targeted by a person in his life so that without education, then logically everything he dreams of will become very difficult to realize (Dhia Fitriah and Meggie Ullyah Mirianda, 2019). Education is a conscious effort to prepare a person through mentorship, teaching, or training activities for his role in the future (Muhammad Aspi, 2022).

Education is said to be a provision to pursue everything targeted by a person in his life so that without education, then logically everything he dreams of will become very difficult to realize (Dhia Fitriah and Meggie Ullyah Mirianda, 2019). One way that can be done is to obtain a variety of knowledge, namely through education. Education is an important thing that must be experienced by everyone so that a person has broad insight and soft skills that will later in the world of work (Yunardi, M. I., 2020).

Armed with education, a person is able to find and create various necessities that are beneficial to everyday life. In fact, education is also considered one of the important aspects in the development of a country. This is reinforced by the fact that some developed countries develop rapidly not because they have abundant natural resources but are also supported by the intellectuality, education, and work ethic of their people (Sulastri, Happy Fitria, and Alfroki Martha, 2020). Education includes everything that a person does for himself or that is done by others for him, with the aim of bringing him closer to the level of perfection (M.Mukodi, 2018).

Formal education is education that is held in schools in general. This educational path has a clear level of education, ranging from basic education, and secondary education, to higher education. Informal education is a path of family and environmental education in the form of independent learning activities that are carried out consciously and responsibly.

Non-formal education is an educational path outside of formal education that can be implemented in a structured and tiered manner. Non-formal education is most prevalent at an early age. In addition, there are also various courses, including music courses, tutoring, and also soft skills training conducted by several non-formal educational institutions. Overcoming problems regarding education that cannot be reached by the community, the non-formal education path is an option.

Non-formal education is education that is held for citizens who need educational services that function as substitutes, enhancers, and/or complements to formal education to support lifelong education (Suaidah, 2018). Non-formal education in Indonesia is organized by several institutions that run these non-formal education programs, including the Learning Activity Center (SKB), Community Learning Activity Center (PKBM), Early Childhood Education (PAUD), Homeschooling, and so on (Purnamasari, 2021).

One of the non-formal education programs that can overcome the problem of the quality of human resources from the education level is the equality education program.

Equality education is part of non-formal education that provides educational services for the Package A Program equivalent to elementary schools, the Package B program equivalent to junior high schools and the Package C program equivalent to high school, by emphasizing the improvement of scientific abilities, skills, personality attitude development to students (Sudadio, 2018). Equality education is organized by the government as well as the community through institutions such as. Learning Activity Center (SKB), Learning Activity Development Center (BPKB), PKBM, Course Training Institute (LPK), Social Organization (Orsos), Community Organization (Ormas) or Non-Governmental Organization (NGO), and Islamic Boarding School.

Non-formal Education Program that focuses on improving human resources or soft skills is an entrepreneurial skills education program or commonly called the PKW program. Entrepreneurial skills education is an effort to improve skills, knowledge, attitudes, and abilities that allow citizens to learn to live independently (Lestari, 2018). The implementation of entrepreneurial skills education can also be included in the equality education program package C so that people who take part in the equality education program in addition to getting their diplomas also get skills (Mursita, 2019). One of the institutions that implement the program is the Kalibagor Learning Activity Center.

Through the program, the participants are equipped with knowledge for entrepreneurship, that Participants are also given knowledge about how to improve the marketing of a packaged food product so that the participants can later compete with many competitors in the world of work, that this program also teaches participants that after completing the training participants can produce or create their own jobs by means of entrepreneurship and can also become a successful entrepreneur in the midst of fierce job competition.

The implementation used in the program is divided into two, namely theoretically and practically, theoretically which is carried out by being given material by the resource persons in theory regarding ways and techniques in entrepreneurship. The resource person used in this program is someone who has a large and growing business, so the resource person is believed to be able to provide useful knowledge and provide tips to trainees so that they can become successful entrepreneurs and can create jobs independently without relying on anyone.

The program is also implemented practically by requiring participants to practice directly in entrepreneurship and direct practice in making products that will be sold in their business later. The practical activity is also guided by resource persons who have special expertise on how to make food that will be sold later and have special expertise in packaging techniques so that buyers are interested in ordering products to be sold by participants, then after participants finish participating in this program will get capital to develop a business. This is expected to help participants after participating in this program to create jobs independently and be able to entrepreneur successfully.

METHOD

This research is descriptive qualitative research, descriptive qualitative is a term used in qualitative research for a descriptive study (Kim, H., Sefcik, J. S., & Bradway, C., 2016). The purpose of researchers using this approach is to describe, describe, and elaborate on how the suitability between the program and the utilization, how the suitability between the program and the implementing organization, and the suitability between the utilizer and the implementing organization.

This research conducted in research will be carried out at the Kalibagor Learning Activity Center located in the Banyumas Regency area, more precisely on JL. Prof. Dr. HR Bunyamin No.574, Pakembaran, Bancarkembar, North Purwokerto District, Banyumas Regency, Central Java 53121. The training participants, namely students of the Kalibagor

Learning Activity Center. The time for the implementation of the research this time was during the PKW training activity which took place for approximately 1 month. The subjects in this study were the principal of the Kalibagor Learning Activity Center, two program managers, two tutors, and three trainees.

Data collection techniques use observation, interviews, and documentation. Observation is carried out by means of researchers directly observing all the processes of entrepreneurial skills training at the Kalibagor Learning Activity Center. Interviews were conducted with several speakers including the principal of the Kalibagor Learning Activity Center, two program managers, two tutors, and three trainees. Documentation is carried out by researchers by taking documentation during the activity. All activities are carried out to see aspects of conformity between the program and the utilizer, how is the suitability between the program and the implementing organization, how is the suitability between the user and the implementing organization.

The data validity test for this study was carried out using triangulation techniques, namely collecting data from various sources that are different/opposite using the same method. Checking the correctness of the data using source triangulation by comparing observation data with interviews, comparing observation data with documents, and comparing interview data with documents. The analysis consists of four lines of activities that occur simultaneously, namely: a collection of data needed in the study, reduction of data carried out by simplifying answers from research participants, presentation of data that has been reduced, drawing conclusions carried out by looking at the results of the study (Miles & Huberman, 1992: 16).

DISCUSSION

One of the program implementation models is the model formulated by David C. Korten (in Haedar Akib and Antonius Tarigan, 2000: 12). This model uses a learning process approach and is better known as the program implementation suitability model. That a program will be successfully implemented if there is conformity between the three elements of program implementation. First, the suitability between the program and the utilizer; Second, the suitability between the program and the implementing organization, Third, the suitability between the utilization group and the implementing organization (David C. Korten, 1988).

Compatibility between the program and the user

The suitability of the program with the utilizer is a form of conformity between the benefits offered by the program and the needs of the user or target group and also how the accuracy of the target in the program (David C. Korten, 1988: 12). In terms of the aspect of program suitability with utilization, implementation will run well if there is a compatibility between what is offered by the program and what is needed by the beneficiaries. The suitability of the program with utilization can be seen from several things including the analysis of the characteristics of the participants and also the competence objectives of the program.

The analysis of participants is adjusted to what has been stated in the PKW juklak and juknis issued by the director general of vocational studies, while the criteria that must be met by prospective trainees are prospective trainees must be at least 18 years old and a maximum of 25 years old, prospective trainees graduate at least high school or equivalent, prospective trainees do not have jobs, prospective trainees are not in college and are no longer registered in dapodik, prospective trainees never receive KIP assistance or smart Indonesia cards, and prospective trainees must be resident or residents in the Kalibagor SKB work area.

In addition to the analysis of participants adjusted to the rules in the PKW juklak, the program manager also analyzes or determines participants based on the interests,

sincerity and characteristics of the participants in order to support the smooth running of the program which is carried out through interviews with prospective trainees conducted when participants will take part in the training. Participant analysis activities are also carried out by observing during learning or training to find out the abilities, attitudes, responsibilities, and obstacles encountered during the training.

The objectives of general competencies in the entrepreneurial skills education program according to the juklak juknis issued by the director general of vocational education include: (1) providing knowledge, skills, attitudes, and entrepreneurial mindsets for children of non-school age through courses and training to foster entrepreneurial mental attitudes, (2). Creating children of non-school age many can start independent businesses guided by business partners. Designing specific competencies needs to be based on the results of the analysis carried out but needs to be specific about sub-competencies so that participants can more easily understand and achieve the general competencies required (Dick & Carey, 2009: 78).

When viewed from this aspect, it can be concluded that the entrepreneurial skills education program organized by the Kalibagor learning activity studio has adjusted between the program and the beneficiaries. This is evidenced by the determination of participant criteria that are in accordance with the PKW juklak and juknis issued by the director general of vocational education and the determination of the curriculum that has been adjusted to the rules or juklak juknis issued by the director general of vocational education.

Compatibility between the program and the implementing organization

The suitability of the program with the implementing organization is the provisions stated in the program to be run by the implementing organization (David C Korten, 1988). The suitability between the program and the implementer is how the program manager in the implementation whether the program manager can provide good facilities to support the implementation of the program and how the curriculum used by the program is whether the existing material is in accordance with the competencies to be formed in the program.

The standard facilities used in the entrepreneurial skills education program organized by the kalibagor activity studio are in accordance with what is specified in the PKW juknis juknis issued by the director general of vocational studies, namely: (1). Theoretical and practical learning rooms, (2). Theoretical and practical learning facilities according to the field taught in the training, (3). Institutions that do not have facilities and infrastructure for certain types of skills, can use facilities and infrastructure from partners' efforts.

Facilities and infrastructure are very important in supporting the smooth running of training or a lesson, the facilities and infrastructure used in learning must have good quality so that learning can produce maximum results. The facilities and infrastructure used in this PKW training are quite good, many classrooms can be used and even all classrooms can be used in learning, but in practice teaching and learning activities are carried out in the hall so that participants feel looser and not narrow, before being used for training activities, sterilization is carried out, namely by cleaning the hall and spraying with disinfectants so that participants feel comfortable in learning.

The facilities and infrastructure used in the entrepreneurial skills education program have excellent standards and quality, this is evidenced by practical tools that have met TUK standards or food-management competency test sites, namely places used to conduct cooking competency exams for culinary participants. The tools used have also been coated with steel stainless, so the quality of the tools used is guaranteed. Theoretical learning facilities have also been provided well, as evidenced by distributing a set of

stationery to trainees before the training begins, arranging chairs and tables, providing LCDs and screens, and preparing audio or loudspeakers so that the material is given more clearly.

Learning facilities are all equipment that is directly used by teachers or students in the teaching and learning process, for example, such as buildings, classrooms, tables, chairs, and learning media (Sinta, 2019). Linguistically, what is called infrastructure means tools that are not directly used to achieve goals in education, for example, location or place, school buildings, sports fields, money, and so on (Sopian, 2019).

The training curriculum used in PKW training has been adjusted to the objectives of the competencies that will be formed for program participants. This curriculum contains a lot of material about making various pastry and bakery products. The curriculum used in the entrepreneurial skills education program held in the kalibagor learning activity studio not only contains material on making various pastries and bakeries, but there are other materials presented in the training program such as excellent service materials, entrepreneurship, capital, and so on.

Making the curriculum is carried out by conducting program manager meetings involving tutors. The curriculum is also adjusted to the standards that have been set in the PKW the role that has been issued by the director general of vocational studies. The standards determined by the director general of vocational education include (1). Entrepreneurship character education, (2). Skills education to be taught, (3). Marketing and access to capital, (4). Management of business results. The determination of the number of hours has also been adjusted as stated in the role, namely the number of class hours for platinum types above 250 JPL, and silver types between 100-250 JPL learning each day between 4-6 JPL.

The curriculum is an intention & plan, while its implementation is a teaching and learning process involved in the process, namely educators and students (Nana Sudjana, 2005). A curriculum is a set of plans and arrangements for goals, content, and learning materials as well as methods used as guidelines for the implementation of learning activities to achieve certain educational goals (Law No. 20, 2003).

It can be concluded that the entrepreneurial skills education program held by the Kalibagor activity studio has met good criteria in terms of facilities and infrastructure and in terms of determining the training curriculum. The facilities and infrastructure determined are those that are in accordance with the provisions in the juklak and juknis of entrepreneurial skills education issued by the director general of vocational education. The curriculum used in the entrepreneurial skills education program has also been determined as appropriate in accordance with the special competencies that will be formed to the trainees so that the trainees have maximum results and can become reliable entrepreneurs after completing the entrepreneurial skills education program.

Compatibility between implementing and utilizing organizations.

The suitability between the beneficiary and the implementing organization is how the implementing organization determines the results of the trainees and how the follow-up is carried out to the trainees after the participants have finished participating in the training program (David C. Korten, 1988). The suitability between the user and the implementing organization is reviewed from the aspect of the participant assessment system carried out by the program manager or implementing organization and also in terms of the aspect of evaluating program outputs, the evaluation of the output in question is a follow-up from the program manager after the participants have finished attending the training.

The assessment of training participants is carried out in several ways, including by directly sharing questions during the posttest to participants at the end of the program,

and assessing the participants' work in terms of the taste and appearance of the trainees' products. The assessment is also based on the affective aspects of participants and participant reviewers in terms of participant activity during the training activities, the assessment activities are carried out to support the success of participants after completing the training.

The assessment in the entrepreneurial skills education program organized by the Kalibagor Learning Activity Center is not only carried out by the program manager but the assessment in the training program is carried out by providing opportunities for tutors to participate in assessing trainees.

The participant grading system is the determination of graduation standards carried out by the program manager on trainees (David C. Korten, 1988). Judgment is deciding on something with a measure of good and bad. Assessment is qualitative (Izza Aini Zulfa, 2020). Assessment is an activity to interpret measurement data based on certain criteria and rules (Zainal Nur Fitriani, 2020).

The evaluation activities carried out by the program manager, namely the kalibagor learning activity studio, are in accordance with what is stated in the PKW juklak juknis rules issued by the director general of vocational studies, namely evaluating: (1). There is a change in attitude to becoming an entrepreneur who adopts the behavior of an entrepreneur, (2). There is a strong desire in students to set up a business, (3). Students have competence in business management, (4). the existence of a proposed business start-up undertaken by the participant, (5). There is a weekly income from business start-ups.

Evaluation of the program output of entrepreneurial skills education participants in terms of several aspects, namely the aspect of income or business results on average per week and per month and in terms of what aspects of products are marketed by program participants. The attitude change aspect is also monitored in monitoring, whether there is a change in the attitude of the program participants before conducting the training and after the training is completed, the change in attitude that is monitored is how the attitude of the participants in running a business is in accordance with the principles of entrepreneurship.

Program output evaluation is an activity carried out by program managers that aim to monitor the results of training participants' efforts after the trainees undergo the training program. Output is a learning outcome as formulated in the learning objectives in the form of behavioral qualifications that participants are expected to master after participating in learning interactions (Bambang Mulyoto, 2018). Output is the result of the activity, activity, or service of a program measured using volume (Kariyoto, 2017).

It can be concluded that the entrepreneurial skills education program held by the kalibagor learning activity studio has met these elements, it is evidenced by an assessment that determines the graduation standards of participants in accordance with what has been determined in the PKW juklak juknis, in addition to monitoring the participants for the next one year.

CONCLUSION

According to the program implementation model according to David C korten, the success of the program is reviewed based on three aspects, namely the suitability of the program with beneficiaries, the program with the program manager, the program manager, and the beneficiary. The entrepreneurial skills education program held by the kalibagor learning activity studio has fulfilled the element of conformity between the program and the beneficiaries, namely the entrepreneurial skills education program is right on target and the competencies formed from this program are in accordance with the rules issued by the director general of vocational education. The PKW program has fulfilled the aspects of suitability between the program and the program manager in terms of

aspects of program facilities and infrastructure that already have standards to support the smooth running of the program. The suitability between program managers and beneficiaries is also fulfilled because the program already has graduation standards and there is an evaluation or monitoring carried out by the program manager and carried out periodically for one year so that participants are monitored for business development. This program is expected to have continuity and continue in the coming year. Institutions need to increase the quota of participants because many people who live in the work environment of the kalibagor learning activity studio still do not have jobs. Institutions are also expected to help promote products from participants by purchasing or ordering participant products when the institution holds a meeting or meeting.

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