

A MODEL OF ENTREPRENEURSHIP TRAINING OF BASED ON LOCAL POTENTIALS TO INCREASE THE COMPETENCES OF LEARNERS: A STUDY IN KARAWANG DISTRICT IN INDONESIA

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This research focused on knowledge, attitude and entrepreneurial skills of the Independent Entrepreneurial Literacy (IEL) learners in Karawang who are facing unfavorable conditions. In this regard, trainings have been conducted to improve the competence of knowledge, attitude and entrepreneurial skills of the learners in IEL. This study focused on 1) the factual conditions of IEL program, 2) the condition of entrepreneurial competences, 3) the conceptual model of entrepreneurship training, 4) implementation model of entrepreneurship training, and 5) the effectiveness of the entrepreneurship training model. The study employed a method of Research and Development (R&D). This study aims to answer specific questions about practical problems through applied research, which is used to improve the competences of knowledge, attitude and entrepreneurial skills learners IEL with entrepreneurship training.

Keywords: Entrepreneurship Training, Local Potential, Entrepreneurial Competencies.

INTRODUCTION

Universal Declaration of Human Rights affirms that everyone is entitled to a decent education and quality regardless of age, gender, race, class or religion. Education is one of the fulfillment of human rights to develop the personality and character that respects freedom of thought, foster and encourage mutual understanding, tolerance, friendship, and peace. West Java provincial government seeks to maximize educational efforts to improve the performance of all sectors of education so that optimizing the performance and to improving the cooperation and real participation of the public, private, college, or local education agency, for the successful achievement of HDI 80 in 2010.

In fulfilling the right to education for specific groups of adult, non-formal education is expected to contribute in encouraging the growth of learning community (learning society) through literacy education programs, life skills education and entrepreneurship, improving the reading culture of society, gender mainstreaming and women's education, parental education and institutional arrangement of non-formal education. Through this initiative programs are expected national education investment for the realization of the right of citizens to access the quality education that really can be felt and seen the results by the whole community.

Under existing conditions, it can be seen that the root of the problems in education in Karawang is because of the low of literacy rate (LR), and Average

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Length of School (ALS) is a target group. To improve the LR in Karawang is organized the Functional Literacy Program (FLP). Implementation of functional literacy program is basically originated from the demands after the application of the concept of previous literacy. For now, the increasingly large and pragmatic demands of society, the functional literacy should be a national movement.

Follow-up of the activities of Basic Literacy (BL), which was developed in Karawang regency is the Independent Entrepreneurial Literacy (IEL) Program. Literacy literacy Independent Business is integrated through learning and business. Independent Entrepreneurial Literacy Program provide and give an opportunity to the participants in enhancement of knowledge and skills in order to increase income through their work and effort. The main purpose of Independent Entrepreneurial Literacy, besides to maintain the literacy learners, also expected they would get a fixed livelihoods and decent. The Measurement of the success of Independent Entrepreneurial Literacy program is when people learn to develop and popularize the results of its business, its management skills, and be able to develop their business and other business groups.

Entrepreneurship development strategies based on local potential focused on increasing economic growth is implemented by local communities by utilizing local potentials to improve prosperity of society. This strategy is implemented through entrepreneurship training that uses territorial approach and rely on community needs, potentials, and local economic actors in a certain area (locality). Therefore, the main characteristic of entrepreneurship development strategies based on local potential for literacy learners of Independent Entrepreneurial Literacy (IEL) in Karawang regency are:

- The development of entrepreneurship focus on maximizing local potential through the use of natural resources and human resources as well as its culture;
- The development of entrepreneurship is carried out through the identification of needs, resource capacity, and local people's perspectives. This means that entrepreneurial activity in a region should be able to develop the capacity of a variety of resources to carry out the unique economic development in the region;
- The development of entrepreneurship is not only limited to the typical economic aspects but also treats the problems of ecological and socially in balance so as to create sustainable economic development (sustainable development);
- The decision to determine the entrepreneurship training materials based on local potential are focused by the people themselves (self-determined).
- The development of entrepreneurship based on local potential held within the framework of the area as a place where the natural and human resources

as economic actors interact with each other to build the economy of the community;

The Development of entrepreneurship training in Karawang is implemented based on factual conditions that knowledge competency of learners of independent entrepreneurial literacy about the introduction of entrepreneurship, business planning, financial planning and control, use of local resources mostly unfavorable. Competence of entrepreneurial attitudes of learners of IEL such as self-confidence, work-oriented tasks and outcomes, risk-taking in the business, leadership attitude, creative and innovative, and future-oriented attitude in business are needed to improve. Similarly, the condition of competence skills of learners of IEL which is related to managerial skills, conceptual skills, Decision making skills, and time managerial skills are also needed to increase.

The conditions are necessary to encourage entrepreneurship training activities to improve the entrepreneurial competence of learners of Independent Entrepreneurial Literacy in Karawang. Technically, the policy of development entrepreneurship training are translated into academic text, especially with the increase in the economy of learners of Independent Entrepreneurial Literacy by strategic assuming the position of the program in achieving sustainable development education. Achievement of the project's sustainability is a measure of the HDI. Benchmarking is a very precise excellent strategy and policy viewed by the conceptual and empirical ground.

This research aims to develop a general model of entrepreneurial training based on local potential in improving the competence of learners of Independent Entrepreneurial Literacy (IEL) in Karawang regency, with a focus on the study as follows:

- Obtain a picture of the entrepreneurship program based on local potential of Learners of Independent Entrepreneurial Literacy (IEL) in Karawang.
- Obtain a picture of the entrepreneurial competence of learners of Independent Entrepreneurial Literacy (IEL) in Karawang.
- Develop the concept of entrepreneurship training model based on local potential in improving entrepreneurial competence of learners of Independent Entrepreneurial Literacy (IEL) in Karawang.
- Obtain an overview of implementation of entrepreneurial training model based on local potential in improving the competence of learners of Independent Entrepreneurial Literacy (IEL) in Karawang.
- Obtain a picture of the effectiveness of entrepreneurship training model based on local potential in improving entrepreneurial competence of learners of Independent Entrepreneurial Literacy (IEL) in Karawang.

THEORITICAL FRAMEWORK

The concept of community-based training is based on the framework of philosophical, psychological, and sociological which look at the need for a paradigm shift in the provision of training to foster empowerment and strengthening aspects of society in solving the problems. The development of this training model is based on learning oriented to the needs of adults (adult education), research on the human brain, the Lazanov model, innovation of modern approaches such as accelerated learning and learning quantum (Sumpeno, W, 2008: 46).

Literature study used in this research is the training theory of Robinson (1981: 12) in Marzuki, S. (2010:176) suggested that training is teaching or administration experience to someone to develop behavior (knowledge, skills, attitudes) in order to achieve something to be desired. In the Dictionary of Education, training (training) is defined as a particular teaching goal has been clearly defined, usually can be shown, which requires participants and an assessment of the performance improvement of the learners (Good, 1973 in Marzuki, S. 2010:176). Training is also interpreted as a process of helping others in gaining skills and knowledge (Good, 1973 in Marzuki, S. 2010:176). Furthermore, training is generally directed to adults, because the Andragogy is the art/science of helping others in learning (Brundage, 1981 in Saleh, M., 2010). This is a broad concept and flexible training, because with this concept embodied all kinds of training activities, such as, coaching, on- the-job training, internships, and job rotation.

Noe, Hollenbeck, Gerhart, and Wright (2003:251) argued that training is a planned effort to facilitate the learning of job-related knowledge, skills, and behavior by employe. DeConze and Robbins, S.P., (1999:282) argued that training meant formal training that's planned in advanced and has a structured format. Training is defined as any attempt to improve employee performance on a currently held job on related to it. This usually means changes in spesific knowledges, skills, attitudes, or behaviors. To effective, training should involve a learning experince, be a planned organizational activity, and be designed in response to identified needs (Bernadin dan Russell, 1998:172). The term training is used here to indicate any process bay wich the aptitudes, skills, and abilities of employes to perform specipic job are in creased (Michael J. Juicus (1972) in Kamil, M., 2010:3)

Training of local community-based environmental dimension of social capital development of local communities. Social capital is a social resource that can be seen as an investment to obtain new resources in the community. Social capital is believed to be one of the main components to build togetherness, the mobility of ideas, mutual trust and mutual benefit to achieve common progress. Fukuyama (1999) argues that social capital plays a very important to the functioning and strengthening of modern society. Social capital is a necessary condition for human development, economic development, social, political and democratic stability, range of problems and irregularities that occurred in many countries, the main

determinant is less of social capital growing in the community. A weak social capital will dim the spirit of mutual cooperation, exacerbating poverty, increasing unemployment, crime, and blocking any attempt to improve the welfare of the community.

Sumpeno, W. (2008: 46) argued that in the social context, political and economic, the interaction training model (community-based) are developed and begun to feel the benefits, especially in the control of management and institutional aspects of society. This model was developed in the framework of awareness in some elements of society as well as to determine the orientation and synergy role in the development of society, such as the development of social economy. This model is widely applied in several developing countries, which still require adjustment of governance mechanisms towards democratization. In addition to help strengthen the relationship and interaction of institutions in society.

Lincoln, A. and Satriawan, E. (2011: 95) argued that entrepreneurship training strategies based on local potential emphasizes the economic growth which is driven by local communities by utilizing local potentials for developing in an effort to improve the economic welfare of the local community. This entrepreneurial training strategy uses a territorial approach that relies primarily on the needs, potentials, and local actors of a certain area (locality).

Entrepreneurship training strategies based on local potential and strives to meet the needs and demands through active participation of the learners in the training process. This strategy is not only to improve the productivity of the local economy, but also to encourage and enhance the social and cultural dimensions that affect the learners of IEL. Entrepreneurship training has orientation to increase economic based on local potential and it is not only limited to the conventional potential is known so far such as; the availability of natural and human resources, but also relies heavily on the potential institutional, social capital, and culture. Local traditions, value systems and behaviors, customs, social structure and culture or art are also a potential and main factor that support in the community development process based on local potential. All of these things contribute financial and human resources, facilitate labor and social relations and encourage the exchange of goods and services as well as formal and informal dissemination of information and knowledge through a network of local companies and organizations.

The goal of entrepreneurship training of based on local potentials to increase the competences knowledge, attitude and skills of learners, which cover managerial skill, conceptual skill, human skill, decision making skill, and time managerial skill (Suryana, 2007). The goal of entrepreneurship training of based on local potentials to increase the competences of learners which cover three dimension : managerial skill, production technical skill, dan personality developmental skill. (Suherman, E., 2010: 23).

Hisrich-Peters (1995:10) in Alma, B. (2004:26) express that entrepreneurship is the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence. Entrepreneurship is ability to create the new and different thing (Drucker, P.F., 1994:27). Furthermore, Zimmerer, T.W. and Scarborough N.M. (2008) argued that entrepreneurship is *applying creativity and innovation to solve the problem and to exploit opportunities that people face everyday*.

METHOD

This research was conducted through the steps in the implementation of R & D as expressed Borg and Gall (1979: 624) are: 1) research and data collection, 2) planning, include; determination of a suitable model of entrepreneurship training, preparation of curriculum and training design, as well as tested on a small scale, 3) the development of the draft product (develop a preliminary form of the product). 4) the development of training plans, training and process evaluation instrument training, 5) the initial field trials (preliminary field testing). Field trials in 1 to 2 groups of Independent Entrepreneurial Literacy (IEL), 6) revising the results of field trials (main product revision). Improve or enhance the test results, 7) improvement of product yield results of field trials (operational product revision), 8) improvement of the final product (final product revision), 9) implementation.

RESULTS AND DISCUSSION

Description of the study are as follows:

Empirical Conditions Literacy of the learners of Independent Entrepreneurial Literacy (IEL)

Implementation of Independent of Entrepreneurial Literacy (IEL) program is carried out through the following phases:

Preparation of entrepreneurial activities through the education of Independent Entrepreneurial Literacy (IEL) which includes a) the preparation of plans and a schedule of activities outlined in the Implementation and b) the dissemination and coordination.

Implementation of entrepreneurial activities through Independent of Entrepreneurial Literacy (IEL) refers to the Independent of Entrepreneurial Literacy Competency Standards: a) the activity of Independent of Entrepreneurial Literacy (IEL) learning is conducted 66 hours @ 60 minutes, b) organizers and tutor determine group/administration of study at least 10 learners for each group.

Assessment of entrepreneurial activities through the education of Independent of Entrepreneurial Literacy (IEL) consist of learning assessment was conducted

by the tutor/ technical persons do the assessment of the learners to learn the basic skills development or entrepreneurial capabilities drilled through productive learning and livelihood skills based on minimum competency which must be achieved by the learners of IEL.

The Conditions of Learners' Competence of Independent of Entrepreneurial Literacy (IEL)

Based on the factual conditions for the implementation of learners of Independent of Entrepreneurial Literacy (IEL) program in the district shows that entrepreneurial knowledge competency was low. The knowledge of Independent of Entrepreneurial Literacy (IEL) (7.53%) were very poor, almost entirely (76.87%) were poor, and a few others (15.58%) were pretty good.

Based on the factual conditions, the competence of learners of Independent of Entrepreneurial Literacy (IEL) before doing the entrepreneurship training indicated that a small portion (3.76%) were very poor, almost entirely (82.71%) were poor, and only a small proportion (13.53 %) were pretty good.

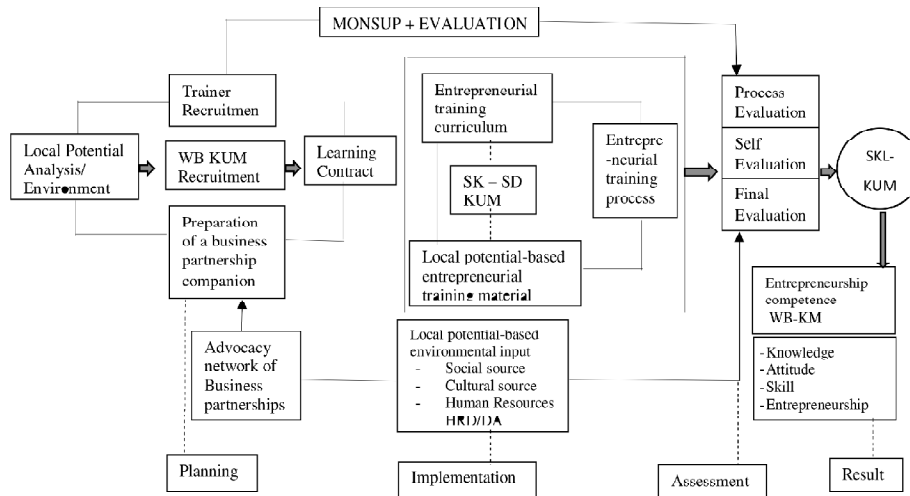
Furthermore, the fact of learners of Independent of Entrepreneurial Literacy (IEL) before training related to entrepreneurship skills (4.34%) were expressed very poor, almost entirely (84.63%) were poor, and a small proportion (11.04%) were pretty good.

The concept of Entrepreneurship Training Model of Independent of Entrepreneurial Literacy (IEL)

Conceptual of entrepreneurship development training model based on Local Potential of the learners of Independent of Entrepreneurial Literacy (IEL) refers to the process of training and experience to develop behavior (knowledge, skills, and attitudes) in order to achieve the entrepreneurial competence (Robinson, 1981: 12). In the Dictionary of Education, training is defined as a particular teaching goal has been clearly defined, usually can be modeled, which requires participants and assessment of trainee performance improvement. Training as a process of helping others in gaining skills and knowledge (Good, 1973).

Empirical base of entrepreneurship training model development refers to the goal of developing a model of entrepreneurship training of the learners of Independent of Entrepreneurial Literacy (IEL) in Karawang is structured to provide reference in preparing entrepreneurial training program, theory, practice and implementation.

The test result provide recommendations for improvement of the conceptual model associated with the preparation of training patterns, tutor and companion, the involvement of business partners and potential carrying capacity of the environment, as well as monitoring or control systems that systematically integrated as shown below:



The Development Concept of Entrepreneurship Training Model Local Potential-Based of Independent Entrepreneurial Literacy (IEL) Group Programs

Source: Researcher Analysis, 2012

Implementation of entrepreneurship training model through local potential-based to improve the competence of learners' entrepreneurship of Independent of Entrepreneurial Literacy (IEL).

The implementation was conducted through the stages of development of a model for curriculum development and entrepreneurship training material formulation based on identification of learning needs. Entrepreneurship training materials based on local potential was directed by the material that may improve the knowledge, attitudes and entrepreneurial skills for the learners of Independent of Entrepreneurial Literacy (IEL). Training curriculum was arranged by using normative entrepreneurship training model, adaptive and productive, with a ratio of 30% theory and 70% practice and implementation. Curriculum was arranged in the planning process. It is continued by preparing course syllabus, SAP and entrepreneurship training module. Then, the curriculum, syllabus, SAP and module also discussed how to cooperate one another in order to establish business partnerships.

Entrepreneurship training strategy applied is participatory, involving peer tutors. Peer tutor training developed in entrepreneurship training because of the limitations of each IEL in providing tutors and learning resources as well as assistance to the learners during and after the learners of Independent of Entrepreneurial Literacy (IEL) getting the entrepreneurship training.

The assessment process entrepreneurship training of the learners of Independent of Entrepreneurial Literacy (IEL) is ended by an evaluation of the learners. After

implementing entrepreneurial training model, the assessment is a component to measure the success of the training process according to the indicators of success that has been established.

Effectiveness of entrepreneurship training of local potential model-based in developing entrepreneurship of learners' competence of Independent Entrepreneurial Literacy (IEL)

Based on the calculation aspect of entrepreneurial knowledge, the test ranking shows that entrepreneurial competence of Independent Entrepreneurial Literacy (IEL), before training and after training in entrepreneurship there are no smaller value. This means that after the training value is greater than before the training of 100 learners Independent Entrepreneurial Literacy (IEL) which follows the entrepreneurship training, and there are also the same number value between before and after the training activities of entrepreneurship.

Asymp value. Sig. (2-tailed) of 0.000, which is smaller than the probability value of 0.05 and viewed by the value of Z obtained a value of $8.692 > 0.4801$ at the 0.05 significance level. Thus reject H_0 and accept H_1 . This means that there is a difference between the competence of the learners of Independent of Entrepreneurial Literacy (IEL) before and after following the entrepreneurship training based on local potential.

The result of the calculation aspect of entrepreneurial attitudes in rank test showed that the competence of the entrepreneurial attitude of Independent Entrepreneurial Literacy (IEL), there is no value after the training which is smaller than before training in entrepreneurship. This means that after the training, the value is greater than before the training of 100 learners Independent Entrepreneurial Literacy (IEL) which follow entrepreneurship training based on local potential in Karawang. Asymp value. Sig. (2-tailed) of 0.000, which is smaller than the probability value of 0.05 and views of the value of Z obtained a value of $8.688 > 0.4801$ at the 0.05 significance level.

Calculation results in an entrepreneurial attitude aspects of learners of Independent Entrepreneurial Literacy (IEL)) showed that H_0 was rejected and H_1 was accepted. This means that there are differences in entrepreneurial attitudes competence of the learners of Independent Entrepreneurial Literacy (IEL) before and after the local potential based entrepreneurship training. After training, they gain mean scores which are better than before.

Based on the calculation aspect of entrepreneurial skills at rank test showed that the competence of the entrepreneurial skills of learners of Independent Entrepreneurial Literacy (IEL), there was no smaller value after training. This means that the competence of the entrepreneurial skills of the learners of Independent Entrepreneurial Literacy (IEL), the value after the training is greater than before.

Asymp value. Sig. (2-tailed) is 0.000, which is smaller than the probability value of 0.05 and value of Z obtained a value of $8.711 > 0.4801$ at the 0.05 significance level. It can be concluded that H_0 was rejected and H_1 was accepted. This means that there is a difference between entrepreneurial competence of learners of Independent Entrepreneurial Literacy (IEL) before and after the local potential-based of entrepreneurship training. After following the program, the learners of Independent Entrepreneurial Literacy (IEL) got a better mean score than before getting the local potential-based of entrepreneurship training in Karawang.

CONCLUSION

Factual conditions of entrepreneurship program of Independent Entrepreneurial Literacy (IEL) is a continuation of Basic Literacy (BL) program or Functional Literacy (FL) in Karawang. The program as a means of developing entrepreneurial learning community in improving the ability of learning and making effort. In 2012 there were 130 people who joined the Independent Entrepreneurial Literacy (IEL) program which spread on seven (7) Community Learning Center (CLC) in 7 (seven) districts in Karawang.

The condition of knowledge competencies, attitudes and entrepreneurial skills of the learners of Independent Entrepreneurial Literacy (IEL) in the District was poor because only a small part was quite good.

The conceptual development of local potential-based of entrepreneurship training model of the learners of Independent Entrepreneurial Literacy (IEL) refers to the process of training and experience to develop behavior (knowledge, skills, attitudes) in order to achieve entrepreneurial competence.

Implementation of entrepreneurship training in improving the learners' competence involve the learners of Independent Entrepreneurial Literacy (IEL) in each stage of the training process directly. The training process was conducted through a democratic participatory strategies. The learners gave the wide opportunity to acquire the knowledge, attitudes and entrepreneurial skills to support its business activities. Partners and business partners openly provide the widest opportunity to the learners of Independent Entrepreneurial Literacy (IEL) to work together to provide assistance to develop their business.

Entrepreneurship training model based on local potential in improving the learners' competence of Independent Entrepreneurial Literacy (IEL) in Karawang, proved that it was significantly effective in improving knowledge, attitudes and entrepreneurial skills of the learners. Aspects of knowledge attitude and entrepreneurial skills, showed that there were the differences between competencies of knowledge, attitudes and skills of learners of Independent Entrepreneurial Literacy (IEL) before and after the training.

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