

Management of Entrepreneurship Training Program in Literacy Village

Tri Suminar, Mintarsih Arbarini, Imam Shofwan and Allfina Loretha

Department of Non-formal Education, Faculty of Education

Universitas Negeri Semarang, Indonesia

tri.suminar@mail.unnes.ac.id, arbarini.mint@mail.unnes.ac.id, ishofwan@mail.unnes.ac.id,
allfineloretha2904@gmail.com

Abstract

The success of the literacy village in implementing entrepreneurship training programs effectively and efficiently is influenced by managers' ability to organize, utilize, and utilize literacy village organizational resources. The research objective is to describe and analyze the management of entrepreneurship training programs in literacy villages, including planning, organizing, directing, coordination, and supervisory functions. The research method used a qualitative case study approach. The research subjects were the chairperson and a team of members who manage entrepreneurship training programs in literacy villages, training participants from community members who actively participate in entrepreneurship training programs. Data collection techniques by interview, observation and documentation. Data validity by triangulating methods and sources. Data analysis using an interactive model. The results showed that the planning stage of the entrepreneurship training program began with formulating program objectives based on the results of a needs analysis, compiling materials and time allocations, planning facilities and infrastructure and planning program evaluation tools and forms. Organizing is realized by determining the competence of facilitators and program target criteria; there is a match between the objectives and training materials, methods and evaluation of training programs. The movement of the training program creates a fun, motivating and interactive learning atmosphere between the manager, facilitator, and training participants, optimizing learning facilities for practice. Supervision is carried out from compiling program planning until the training program is completed and supporting data are obtained, and obstacles to implementing entrepreneurial training programs. The management of this entrepreneurship training program can serve as a pilot model for village literacy institutions.

Keywords: Program management, entrepreneurship training, literacy village

1. Introduction

Literacy skills in modern education and the challenges of the era of globalization are not just a matter of a nation free from illiteracy, but have become a requirement for life skills and the ability to compete in the labor market. Several surveys have proven that a country with a high literacy culture is directly proportional to the nation's ability to win global competition, especially in mastering science and technology, successful economic productivity and success in job competition. Each individual will master and understand knowledge correctly, improve skills and the ability to move to a higher level starting with literacy skills (Musaddat and Marhaeni).

The phenomenon that appears based on survey results in Indonesia reading interest and the level of literacy of the Indonesian people is very concerning. The literacy survey conducted by Central Connecticut State University in 2016 in New Britain, Conn, United States of America placed Indonesia in the 60th position out of 61 countries. Data released by the Program for International Student Assessment (PISA) in 2015, the literacy index or reading level of Indonesian students is 64th out of 76 countries. The government of the Republic of Indonesia, the Directorate of Literacy and Equality Education Development to improve literacy skills, launched the Literacy Village pilot program (Kristanto). The pilot implementation of the Literacy Village program teaches reading, writing, and arithmetic and a solution to overcome the problem of insufficient knowledge and skills needed to increase the productivity of people in the economic sector. One of the programs is community entrepreneurship training. The role of the training program is significant for individuals to improve further and master skills to survive and develop their potential (Hugo Aries Suprpto, Muhammad Rusdi)

Entrepreneurship training programs are practical activities if they can meet the competency needs of training participants and the goals of literacy villages towards independence. ("KEMANDIRIAN BERWIRUSAHA

PEMUDA PRODUKTIF MELALUI PROGRAM PENDIDIKAN KECAKAPAN HIDUP (Studi Kasus Pada Kelompok Usaha Kecimpring Binaan PKBM Ash-Shoddiq Desa Pagerwangi Kecamatan Lembang Kabupaten Bandung Barat”)(Farashah). Describes the essential components in training program management, including planning, organizing, mobilizing, coaching, assessing, and developing. The implementation of entrepreneurship training programs faces several problems. (Farashah; Maritz and Donovan) explained the difficulties of entrepreneurship training: (a) the spirit and attitude of being an entrepreneur had not been seen as the leading choice in livelihood. (b) the motivational factors of the participants in participating in various training, different educational backgrounds, different ability to reason and reason; (c) trainer competency factors, especially those related to the ability to manage learning skills; (d) infrastructure, learning resources and environmental factors. Therefore, managing a training program requires an approach to managing an effective entrepreneurship training program.

1.1 Objectives

The research objective was to describe the management components of the entrepreneurship training program covering the functions of planning, organizing, mobilizing, coaching, assessing and developing in the literacy village of Ceria, Kendal Regency, Central Java Province, Indonesia.

2. Literature Review

Management (management) is the process of utilizing materials and human resources to achieve the goals set. This process involves organization, direction, coordination and evaluation for the achievement of goals. The essence of management is the activity of working through other people to achieve various results (Yang et al.). Management of training programs is the starting point for efforts to improve the quality of productive human resources through the dynamics of community literacy, namely an increase in thinking and working power through self-supporting cooperative procedures (Yumna, and Mustopa, 2020). Several things must be done so that training management as a non-formal education subsystem is able to produce quality and competent human resources, namely being pro-active in reforming the vision, mission, and strategies to change the old mindset that is job seeker orientation (worker society) into an independent person and creator. employment (employee society). Management of training programs as a sub-system of non-formal education must be implemented as a whole, including input components, processes and objectives. In addition, efforts to develop coaching need to increase cooperation between implementing agencies, program managers and work partners (Balson).

The literacy village as an organization that provides services in the field of non-formal education aims to empower the community by providing productive and independent community literacy competencies. In order to achieve this goal, programs are formulated that are able to empower the community's economy. One of the programs is entrepreneurship training. Entrepreneurship is an activity that demands certain characteristics from the perpetrator and an activity to do business. Entrepreneurial characteristics instill cultural values such as hard work, future-oriented, innovative and creative, communicating effectively and collaborating openly, responsibly and independently. Entrepreneurship training program is a strategy to increase literacy skills and the creation of creative, productive, reasoning people who are future-minded and have superior power. (Jong et al.) suggested that the characteristics of entrepreneurship are: a). Moderate risk-taking and decision-making skills, and not on the basis of necessity; b). Is energetic, especially in the form of various innovative activities; c). Individual responsibility; d). Know the results of the various decisions he takes with the measurement of the unit of money as an indicator of success; e). Be able to anticipate various possibilities in the future; f). Have organizational skills.

The success of entrepreneurial training program management is supported by the theory of developing the management function of non-formal education programs which shows cycles starting from planning, organizing, mobilizing, coaching, assessing and developing. The first step in managing a training program is to prepare a plan that includes activities to set goals, procurement of infrastructure, cost planning, recruitment of instructors, and students. Defining general goals and specific goals to be achieved by the organization by considering the available resources. The second step is organizing, namely activities with other people to select and arrange human resources with the support of facilities, tools and costs in order to be able to carry out the training program that has been planned. The third step, mobilization is an activity to motivate the performance of organizational resources to display high tasks and participation. The fourth step, coaching is an activity that functions as supervision, monitoring and supervision so that human resources in the organization obey the principles and consistently carry out a series of activities according to a predetermined plan. The fifth step, assessment is the activity of collecting, managing, and presenting data as input in making decisions about programs that are being and / or have been

implemented. The sixth step, development is an activity to continue the program based on the results of the evaluation of program implementation which results in a decision that the program must be followed up.

3. Methods

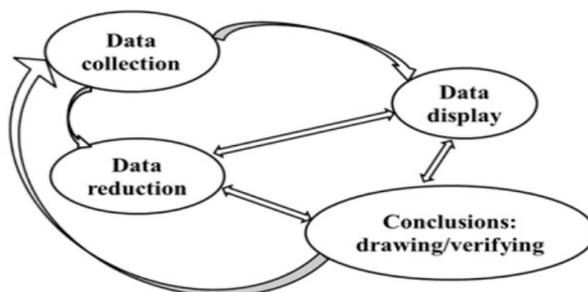
This study was designed with a qualitative approach that views the object of research on entrepreneurship training program management in natural conditions, with multiple dimensions, studied holistically, intact and dynamically. This type of research is a case study. According to (Yin), case studies are a more suitable strategy to use for research whose main questions are how or why. In addition, case studies are used when the researcher has little opportunity to control the events being investigated, and the focus of this research is on contemporary, contemporary phenomena in the context of real life (Chu, PH. and Chang). The case of this research is focused on the management of entrepreneurship training programs in literacy villages. This study aims to obtain a detailed explanation and understanding of the phenomenon of entrepreneurial training program management. The research was carried out in the "Ceria" Literacy Village in Pagersari Village, Patean District, Kendal Regency. The determination of the Ceria literacy village to be a place of research was based on the consideration of having a community entrepreneurship training program that has succeeded in delivering skilled community members to be self-employed. On the other hand, many literacy villages manage skills training programs, but have not succeeded in achieving the training objectives to empower the community's economy. Another achievement of this Cheerful Literacy Village is that it has been awarded the national level as the winner of the 2018 Indonesian Literacy Festival in Deli Serdang, North Sumatra from Ministry of Education and Culture and the 2019 national level champion award through the Environmental Conservation Program from the Minister of the Environment.

4. Data Collection

Sources of research data using primary and secondary. Data in the form of words were obtained using interview techniques. Sources of interview data were obtained through the "Ceria" Literacy Village Manager Coordinator and the person in charge of the entrepreneurship training program to obtain data related to managerial activities of training programs ranging from program planning to program evaluation. While data in the form of the act of managing entrepreneurship training programs were obtained by participatory observation techniques, where researchers attended and observed directly in training activities and were involved in training activities. Secondary data sources, as support are obtained through study of relevant documents, namely literacy village profile documents, organizational structure, training curriculum, learning resources or training materials, attendance lists and photos of training activities. The data collection instrument in this qualitative research is the researcher himself. Researcher is a key instrument that is equipped with other supporting instruments such as observation guides, observation guides and documentation study guides. The research was conducted from July to September 2021.

The validity of the data applies the member check and the degree of trust with the triangulation technique. Triangulation in this study was carried out by examining data on data collection methods, namely observation data in the form of field notes, data from documentation in the form of letters and other written documents, and interview data in the form of interview transcripts. Triangulation was also carried out by confirming data checking to information sources in the interview, comparing the results of interviews from the head of the literacy village as the training program manager, the person in charge of training activities and the training participants.

This research uses inductive analysis based on the data that has been collected through observation, interviews and documentation, to be drawn towards general conclusions. Data analysis used in this study is an interactive model analysis with the main activities that are interrelated and occur simultaneously, namely: data reduction, data presentation and drawing conclusions or verification (Miles et al.; Kanto et al.; Rumaolat et al.). In the data reduction stage, the process of selecting and focusing attention on relevant data is carried out according to the focus of the study. It is intended to sharpen, classify, direct, remove unnecessary and organize data. The data presentation stage is carried out by organizing the reduced data. Data is presented in an integrated manner so that we can understand what is happening. The conclusion or verification stage is carried out during and after the research. The conclusion is based on phenomena and patterns of relationships between phenomena. Several stages of data analysis are visualized in the figure 1.



(Miles & Huberman, 1994, p.12)

Figure 1. data analysis

5. Results and Discussion

5.1 Result

Program management in literacy villages is a very important effort to achieve common goals in order to change the living conditions of the community for the better through a series of activities to increase knowledge and skills through reading culture. The goal of the Ceria literacy village in Pagersari Village, Patean District, Kendal Regency is not only limited to fighting illiteracy backwardness by supporting the movement to love reading for the village community, but also facilitating various training activities to increase their productivity through entrepreneurship training programs, raising rabbits, processing goods used into goods of high economic value. The launch of this literacy village since October 30, 2017. Thus the Ceria literacy village program has succeeded in making it a means of developing the knowledge and potential of the local community, so that they have a broad understanding, literacy skills and adequate competence. This is in accordance with the aim of launching a literacy village, namely that the community can explore and empower all the potential that the region has, both natural resource potential and human resources optimally to support the progress of society and the welfare of the region.

A series of management activities for the entrepreneurship training program in the Ceria literacy village began with the preparation of a program plan. Its activities started from identifying the learning needs of people who are of productive age, but who have less income to meet the family's daily basic needs. Identification of learning needs was successfully collected from 40 prospective trainees. They have quite varied learning needs. Therefore, the literacy village coordinator took the action of classifying the learning needs of prospective trainees and compiling a program priority scale. At the end of the program planning, a decision is made to determine a training program and at the same time formulate its objectives, namely to improve competency in managing skills in entrepreneurship based on local excellence. The basis for consideration in making program decision decisions, in addition to the results of the analysis of the learning needs of prospective trainees, also takes into account access to supporting resources such as the availability of facilitators, facilities and infrastructure to support the learning process during training activities, business product prospects to meet market needs or consumers and entrepreneurial partners.

After the training objectives have been successfully formulated, the next step is to compile a training curriculum, which is carried out by involving prospective trainees to convey ideas on the scope of knowledge and skills to manage entrepreneurship needed. The scope of this ability is defined as the structure of the entrepreneurship training curriculum. Furthermore, recruiting facilitators as learning resources and procurement of learning infrastructure. The literacy village coordinator prepared the criteria for the facilitator needed as a learning resource, followed by a process of outreach to the community in the surrounding area and a selection of recruitment was carried out. The preparation of learning resources applies the "from, by and for the community" philosophy. The training material is prepared by the facilitator by taking into account the characteristics of the training participants' learning experiences and the competencies to be achieved. Learning facilities other than reading books are prepared training learning media in the form of videos. Prospective training participants are motivated to have learning readiness and willingness to take part in the training until the end. The funding of the training program received assistance from several parties who collaborated with the local district government, namely the Kendal Regent, the Kendal District Education Office, the Patean District Head and the Pagersari Village Head and the smallest village apparatus, namely the *Rukun Tetangga (RT)*.

The implementation of the training program requires cooperation of human resources, therefore the literacy village coordinator compiles an organizational structure especially related to human resources who run the training. The literacy village management coordinator determines competent resources for management, distribution and carrying

out a series of main tasks and functions required for the implementation of entrepreneurial training effectively. The existence of a clear organizational structure and a division of tasks aims to facilitate coordination in each sub-division. There is communication of mutual respect with very high human relations, mutual cooperation to achieve the goals of the training program.

The implementation of entrepreneurship training learning is focused on mobilizing members of the community who are of productive age, but have not been able to meet their basic needs adequately to participate in local superior entrepreneurship training programs. Literacy village managers and facilitators provide motivation aimed at bringing training participants closer to achieving entrepreneurial training goals, activating and increasing the active participation of trainees in learning activities. Mobilization is carried out through efforts to grow and develop abilities, enthusiasm, confidence and participation or by respecting human values that make it comfortable. The facilitator creates a fun and meaningful learning atmosphere with interactive communication based on the learning experience patterns that students have. The literacy village coordinator as a leader plays an important role in building high humanitarian relations not only for the facilitator, but also for students. The leader directs and controls the activeness of the training process, so that it affects the performance of the facilitator in teaching entrepreneurial management skills. Entrepreneurship training materials are presented to achieve competence in planning entrepreneurship, implementing entrepreneurship and developing entrepreneurship, developing an entrepreneurial spirit (cooperation, healthy competition, working according to targets, discipline, making decisions, communicating ideas or opinions, leading).

The literacy village coordinator also provides guidance to training program managers with a direct approach, open communication. The purpose of coaching activities is to maintain the achievement of entrepreneurial training activities. Coaching at the same time is to monitor how much the suitability of the training is running with the predetermined plan. So this coaching is used to monitor and minimize errors that occur. Coaching activities carried out in entrepreneurship training include accuracy in organizing resources, assigning manager tasks according to their expertise and procedures for training learning activities carried out in accordance with the design. Coaching is also carried out for training participants; if there is training material that is not understood, you can immediately ask questions. Coaching activities are also to familiarize the participants with a responsible and disciplined attitude.

The long process of implementing the training program ends with program appraisal and evaluation activities. The assessment is carried out to obtain data regarding the results of the implementation of training learning, which includes aspects of knowledge, skills and entrepreneurial attitudes. Assessment instruments in the form of an observation guide and interview guide are addressed to training participants. Assessment aimed at training participants includes knowing the activeness of their participation during the training learning process. The evaluation of the training program carried out at the Ceria Literacy Village includes the ability of facilitators, training materials, training methods, and training media. The evaluation of this program is carried out involving training participants through interviews asking about the ability of the facilitator in mastering the material, the ability to communicate effectively, the benefits of training materials, the relevance of the material to learning needs, the availability of learning facilities and training media that support the achievement of entrepreneurial training objectives. The results of this program evaluation provide information on the level of program implementation and at the same time explain the level of success in achieving program objectives for literacy village institutions as well as for training participants.

The management of entrepreneurship training programs is cyclical, the results of program assessments and the learning outcomes of training participants are used as the basis for preparing program development plans. Development activities of training participants in the practice of pioneering independent entrepreneurs are carried out in the form of mentoring. Assistance to improve product quality, form product packaging, techniques for marketing products online and how to book finances using the axcel application.

5.2 Discussion

The management process of entrepreneurship training programs in literacy villages requires accuracy, intelligence, and high accuracy in making decisions. Planning as an initial step becomes the foundation of program management which occupies strategic value because it affects the implementation of the next management component. Planning a training program is very important to carry out training needs analysis activities, a needs analysis specifically intended to determine what training needs are priorities(Mahmud et al.). This finding is reinforced by the research results (Rachman et al.) Development of a character education training management model at the planning stage,

identification of training needs is carried out and continued with resource management. Information on the needs of the training program is explained (Kurniadi) will be able to assist the company in using resources (time, funds, etc.) effectively while avoiding unnecessary training activities.

The results of the compiled plans provide a detailed description of the work to be carried out in all training activities and the need for resources to realize the entrepreneurial training program planning. Organizing activities by assigning tasks to the right resources according to their capabilities, resulting in maximum performance. There is a program management team who is experienced in organizing in the community, facilitators from among practitioners who have succeeded in managing entrepreneurship are very supportive of the achievement of this training goal. The success of implementing training programs and developing HR programs depends on the selection of programs to get the right people under the right conditions (Kurniadi). A work environment that is conducive to resources, supported by communication of mutual respect with a very high humanitarian relationship, mutual cooperation greatly supports the achievement of the goals of the training program. Employee quality is a strategic element in determining whether an organization is healthy or not. A planned and sustainable human resource development is an absolute necessity, especially for the future of the organization. In these environmental conditions, management is required to develop new ways to keep employees at high productivity and develop their potential in order to provide maximum contribution to the organization (Laksana et al.).

Entrepreneurship training programs can be carried out in accordance with planning, including several training components, namely the role of the program manager in motivating the management team, competent facilitators, training participants who have learning readiness and learning experiences, the availability of learning facilities for practice and establishing fun interactive communication. These findings are described (Sudjana) the training component includes raw inputs, input facilities, environmental inputs, processes, outputs, other inputs and post-training impacts. At the end of the training training program managers carry out program evaluation activities. The benefit of this training program evaluation activity is to foster and control any inconsistencies between program implementation and planning (Widoyoko). In the end, this training program can provide benefits for the training participant community, namely increasing knowledge, attitudes and behavior of entrepreneurship productivity (Low and Isserman). Agree with the findings the results of entrepreneurship training have an effect on entrepreneurial behavior by 25.39% (Saepudin et al.). Likewise the research results (Malik and Mulyono). The entrepreneurship development process is carried out through a production training process followed by marketing training. Kirkpatrick's training evaluation model explains level 1 reaction, level 2 learning, level 3 behavior, and level 4 result (Saripah et al.).

6. Conclusion

The management of the entrepreneurship training program at the Ceria Literacy Village is carried out by applying a participatory approach to the program's target community. Community participation since planning, implementing and evaluating training programs. The success of the entrepreneurship training program cannot be separated from the training components, namely human resources as managers, facilitators and students who are organized according to their abilities, the training material contained in the training curriculum is prepared based on the results of the identification of training needs, methods and appropriate learning media according to their abilities. The characteristics of the training participants and according to the learning objectives. Program implementation is conditioned by a conducive learning climate through interactive communication, division of tasks for managers according to their competencies, motivation, supervision and guidance so that program implementation does not deviate from predetermined planning. Assessment of the training program is carried out by interviewing and observing the training participants. The instrument is the Kirkpatrick model, which includes reactions, learning, changes in knowledge, attitudes and behaviour and the impact of training on productive entrepreneurial work. Program evaluation is also carried out by interviewing and observing all training components, including raw inputs, processes, environment and post-training impacts, by involving training participants.

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Biography

Tri Suminar is a Lecturer in the Department of Nonformal Education, Faculty of Education, Universitas Negeri Semarang, Indonesia. Teaches management courses, non-formal education programs, training management, life skills education. Besides, she also received additional assignments as coordinator of the non-formal education study program and Curriculum Development, Postgraduate at Universitas Negeri Semarang, Indonesia. The focus of research is on training program management, life skills education and community empowerment. Also related to the membership that followed include Edurasia, Ikatan Akademisi Pendidikan Nonformal Indonesia (IKAPENFI). ID google scholar : IqBquw4AAAAJ; ID Sinta : 5982604; ID Scopus: 57211534405.

Mintarsih Arbarini is a Lecturer in the Department of Nonformal Education, Faculty of Education, Universitas Negeri Semarang, Indonesia. Teaching education science courses, educational innovation diffusion. Besides, she was trusted as the head of the noformal education department at the faculty of education, Universitas Negeri Semarang. The focus of research is on equality education, functional literacy and gender studies. . Also related to the membership that followed include Edurasia, Ikatan Akademisi Pendidikan Nonformal Indonesia (IKAPENFI). ID google scholar : PHuozocAAAAJ; ID Sinta: 5982944; ID Scopus: 57211540764

Imam Shofwan is a Lecturer in the Department of Nonformal Education, Faculty of Education, Universitas Negeri Semarang, Indonesia. Besides, he also serves as the manager of 3 (three) journals (Journal of Nonformal Education with link <https://journal.unnes.ac.id/nju/index.php/jne>, The Journal of Social Sciences with link <https://medwelljournals.com/archive.php?jid=1818-5800>, Jurnal Edukasi with link <https://journal.unnes.ac.id/nju/index.php/edukasi>). Related to research focuses on learning strategies, learning management, and learning design. Also related to the membership that followed include Edurasia, Ikatan Akademisi Pendidikan Nonformal Indonesia (IKAPENFI).

All Fine Loretha is an assistant lecturer in the Department of Nonformal Education, Faculty of Education, Universitas Negeri Semarang, Indonesia. Besides, she also serves as the staff in international office and partnership affairs in Faculty of Education, Universitas Negeri Semarang. Also, she active works as practitioners in Bhaskara Education Foundation as lead secretary and chief of research and development department. Her research interest mostly in community empowerment, gender equality studies, learning method and development studies, family studies. Her followed membership in Non Government Organization such in Dejavato Foundation and Girlsrising Foundation that focus in youth empowerment activities. Her Google Scholar ID: qWoxro8AAAAJ ID Scopus: 57215682548.