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skills courses in East Java).
Karya : Ninik Sudarwati
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Service Skills Course As An Effective Non Formal Entrepreneurial School : An Exploration Study (several cases of agencies services skills courses in East Java)

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Service Skills Course As An Effective Non Formal Entrepreneurial School : An Exploration Study (several cases of agencies services skills courses in East Java)

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Abstract: *This study aims to explore the natural implementation of effective entrepreneurship education to a fast bussines starting. This study was conducted using a descriptive survey method. The objects of this study were 15 course institutions in Jombang district, Mojokerto regency, Nganjuk (East Java). The criteria of those institution are; having participants minimally 10 persons, the types of skills training including: fashion sewing, cookery courses, courses hair beauty, body beauty courses, motorcycle service course, electronic service courses. This research uses interviews and documentation as a data collection. The sources of data are; instructors and managers of course institution. The result of research shows that the educational background of people are 75% had high school education, majority, 60% learners are on the everage of 20-24 years-old. The education system used by course institution is packages system, each package consists of 6 months. The implementation of entrepreneurship education on course institutions 80% use integrated learning courses, which consists of material; 30% theory and 70% practices. The instructional media learning uses real work equipment. Service skills course is an effective entrepreneurship school to a fast bussines start.*

I. Introduction

Service skill courses is a kind of life skills, example: fashion sewing, bridal courses, hairstyling courses, courses, and other motorcycle service course. Service skill course is an education using package system, which takes 6 months learning proces. It consists of 30% (60 hours) theories and 70% (140 hours) integrated practices. Service skill course is effective entrepreneurial education to a fast bussines starting. (Lee, SM, et al, 2005)

Skill course institution is non-formal school, which provide various kinds of knowledge, skills, and attitude for students to develop themselves in the form of expertise specialized skills in preparation for working or self-employed for a living. The course is a formal media held by the public through the operational permission from Department of education. The course learning methods widely in the form of practice on a flexible conditional time customizable toward learners.

The function of courses institution is to address gaps on public. In another ways non-formal education also prioritizes handling marginalized communities to improve the quality of human resources. Skill course also cost cheaper than of formal schooling, because it takes shorter. In terms of learning time, schedule can be adjusted to the learners. So it is appropriate for working learners who still wants to improve the quality of craftsmanship. Skill course is one of the main solution for people who do not have the expertise of certain skills and only have a formal education. It is also appropriate for the low economic conditions caused by limited skills. Entrepreneurship education can improve self-confidence to implement all of the expertise and skills in starting a business.

Various education in vocational training services include sewing clothing, footwear sewing, cookery courses, courses motorcycle service and repair shop, car repair electronics courses, bridal makeup courses, beauty makeup courses, furniture carpentry courses, carpentry courses home building and other skills needed by the people who have prospects. The implementation of expertise skills courses are also given in the form of mental entrepreneurship education including morality, rigor, discipline, a good service to customers and managing the business. The graduates of skill courses or entrepreneurial skills is recomended to work and create . Entrepreneurship education can improve the confidence and skills to apply all the skills in starting a business (Botha, M., et al, 2006). Entrepreneurship education can create jobs, to create new entrepreneurs and to alleviate poverty. (Isaac, et al, 2007). Entrepreneurs who innovate to create new products as part of the industrial revolution and to contribute to economic growth (Mayhew, MJ, 2012).

Results of a preliminary study shows that majority 90% of participants graduate skills training have short-term expectations to work and earn wages, and have a long-term aspiration of entrepreneurship independently after getting working capital from savings. In terms of material contained 90% entrepreneurial institution courses require easy materials to be learn. In terms of the curriculum composition, 85% agency of

skill courses have adjustable time and educational background toward participants. In general, the implementation of entrepreneurship education skills is very flexible adjusting the condition of learners.

This study aims to explore the natural implementation of entrepreneurship education courses at educational institutions, include: educational background, family income students' family. The application of entrepreneurship course curriculum, the application of entrepreneurial learning methods, problems and expectations of the use of entrepreneurship module, the role behavior's learners.

II. Research Method

Methods of this study was conducted using a descriptive survey method. Descriptive survey method is appropriate to collect data according to broad social conditions in order to study a group of humans, the relationship between humans and human behavior patterns. Objects in this study were 15 agencies in the sample contained in Jombang district, Mojokerto regency, Nganjuk, with criteria that institutions own minimally 5 participants or learners. The advantage of this method to obtain the data in depth, knowing the interaction changes (thinking, feeling home, action, self-motivation), entrepreneurial strategy (Uy, MA, et al, 2010). The methods of data collection is done through interview and observation. The target of interviews covering 20 learners, 15 instructors and 15 courses of several management institutes (fashion sewing, cookery courses, courses servise motorcycles, hair beauty courses, beauty courses facial / physical).

Variables of this study, there are 3 (three) variables include: economic background variables parental income residents to learn, education learners, institutions shape the general curriculum courses with the data elements and forms of activity competence, natural ways of applying entrepreneurial learning strategies, mental behavior and entrepreneurial citizens learn the role of the instructor, the expected means of modules.

The technique of data collection is done trough; interview, questionnaire, and documentation. An interview is conducted using instruments observation sheet, which contains the principal provisions of the interview, so the interview remains consistent with the variable data required. Questionnaire method using finite questionnaire instrumen with provided answer. In collecting data using instrument, sereacher use opened observation sheet to record all secondary data from the data collected from course institution. The data are focused on entrepreneurial and non-formal schools data that hinder effective as weakness School (Short, JC, et al, 2010).

To analyze quantitative information, the percentage analytical techniques is properly used here. Data and qualitative information were analyzed descriptively and qualitatively. Techniques to interpret the data are cross-check (cross check) of all the data obtained, the data include questionnaires and interviews and documentation.

III. Result

3.1 Family and Educational Background of Courses Participant

Educational background of the learners was 70% (15 students) graduated from senior high school, 30% (6 students) comes from high school .Course institution does not limit the level of education. Agencies in more emphasis on attitude, mental and behavioral learning community. Age level of learners: 30% (6 students) learners aged 17-20 years, 50% (10 students) learners aged 21-24 years, 20% (4) learners aged 25 years and older. The economic income of learners' parents or participant are 80% (16) Rp.1.000.000, - until Rp.2.000.000, - per month and 20% (4) parents earn between Rp.2.000. 000, - to Rp.3.000.000, - per month. With limited income they (parents) are difficult to cover the cost of education. It is just enough on a short course and entrepreneurship.

3.2 The selection of learners

Course Institutions do not restrict the level of education. They emphasis on attitude, mental and behavioral learning community among others: 1). The existence of the learners in a learning readiness to receive the material in theory and application, 2). The readiness of learners in a course with a thorough study; 3). Institutions to accept the differences in the course of intellectual ability, intelligence, talent, age and therefore contributes to the level of mastery of the material differences and differences in skill levels; 4). The readiness to learn mental independence to form the skilled expertise; 5). Preferably have the maturity to learn with a spirit of self quality. In general, the selection of criteria as course participants prefer the spirit of learning, independent learning and a commitment to learn thoroughly.

3.3 Natural application of Entrepreneurship Learning on Couse Institution

The implementation of entrepreneurial learning in each of the courses are delivered in various ways, among others: (1). There is a 33% (5) institutions deliver course materials entrepreneurship with emphasis on how to manage the business and customized materials expertise skills learned, (2). There is a 33% (5) institutions deliver course material to prioritize mental entrepreneurship entrepreneurship and delivered on time

practice skills learned, (3). There is a 20% (3) organizations that deliver course material completely covering mental entrepreneurship and how to manage the business, to be delivered at a specific time, (4). There is a 14% (2) institute courses present material completely covering mental entrepreneurship and how to manage the business, to be submitted after completion of the course the learners learned skill. In general, agencies that deliver the course material with emphasis on managing entrepreneurial businesses, usually on courses institute aims to entrepreneurship, for example, cookery courses, course of fashion, the creative entrepreneurial presented include how to calculate production costs and cost of goods, marketingmanagement, financial management and financial statements. Institutions delivering the course material with emphasis on mental entrepreneurial entrepreneurship. Usually on skills training institute services, e.g; electronic servicing courses, carpentry courses, courses servicing motorcycles and cars, the creative entrepreneurial attitude conveyed material include excellent service, creativity, maintaining the quality of work , discipline, creating confidence in the customer. Example, the application of entrepreneurial learning in institutions sewing course. One example of the application of entrepreneurial learning in the curriculum listed sew clothes is in "Modes Sri Rejeki" Jombang East Java, as follows:

Table 1: Tailor Course Curriculum

NO.	Material	Explanation	Time
A.	General material		
1.	Bussines attitude	-bussines attitude toward tailoring.	5 hours
2.	Entrepreneurship	-managing tailor bussines. -the way to do marketing. -shaping the bussines mentality .	5 hours
B.	Specific material		
1.	Matter acknowledgment	Know some matters of sewing	10 hours
2.	Equipment acknowledgement	Means and how to maintain them	10 hours
3.	Marketing techniques	Marketing techniques of services bussines	10 hours
4.	Drawing the pattern	-basic pattern, -complete pattern, -variate pattern	15 hours
5.	Patterns cutting	basic pattern, -complete pattern, -variate pattern	15 hours
6.	Basic sewing practice	-sewing I, -sewing II	30 hours
7.	"Bordir" practice	-simple bordir -variate bordir	30 hours
8.	Evaluation (theory and practice)		15 hours
9.	Training (on the job training)		30 hours

NB: Observation result on clothing sewing course.

Instructional media used in teaching entrepreneurship are; 1). 67% (10) institutions applying entrepreneurial learning courses using direct media practice toward real skills or apprenticeship, for example hairstyling course participants, getting materials on time of entrepreneurship training practices arranging hair of a customer; 2). 20% (3) course institution applied entrepreneurial learning courses using artificial media (not real) by direct communicating with consumers and using case studies; 3). 13% (2) use of media agencies in the form invite alumni who have been successful entrepreneurship.

Entrepreneurial learning methods are used, including: 1). 60% (9) institute courses using lecture method, the method of discussion, participation and prioritize methods in real workplace practices; 2). 20% (3) institute courses using lecture, discussion, practice methods and methods of prioritizing tasks in the workplace; 3). 20% (3) institute courses using learning practices in place in an atmosphere of classical and formal. Thus in general agencies in applying the method more practical method of learning to real workplace.

Allocation of study time, majority of 87% (13) agencies in accordance with the learning package, eg sewing basic level with the allocation of six (6) months, 3 days per week, approximately 3 hours per meeting / every day, so the total hours is 216 hours of study to learn sewing a basic level package. The rest of it, 13% (2) allocation of time as agreed with the instructor and course participants over a short time (between 1 month to 2 months). It is usually applied to course participants privately with a specific purpose. In general, use of time allocation for course packets with a certain level of mastery learning specific skills anyway.

Classroom management course conducted at the institution: 1). 74% (11) agencies implement learning courses begins with a contract deal of time studying and learning in class and internship learning agreement; 2). 26% (4) courses applying the learning roles determined by the institution and the course participants, which are obligated to obey the general rules of classroom management. Generally the agreement between instructor and student, and the agreement must be adhered to by all participants of the course.

Follow-up activities for short-term courses, include: 1). 54% (8) graduate of course institution channeled into employment; 2). 34% (5) graduate in groups; 3). 14% (2) graduates began to seek an independent bussines. In the short term, majority of graduate are expected to work immediately for living expenses or save the rest as working capital. While graduates who seek an independent bussines, because It has an initial capital

of the family, in the long run, the majority 87% (14) institute stated that graduate of skills courses have plans seek independent services, because: 1). He/she can be close to family; 2). not suppressed and are not governed by others; 3). Free creativity; 4). More flexible and dynamic work a challenge. Graduate entrepreneurship courses generally have a high mental, strong character, independent since the majority of family economic background of participants of graduate course of low-income families and limited.

Entrepreneurship process is collaborated between of material and method of learning to follow the course indicated in the scheme, as follows.

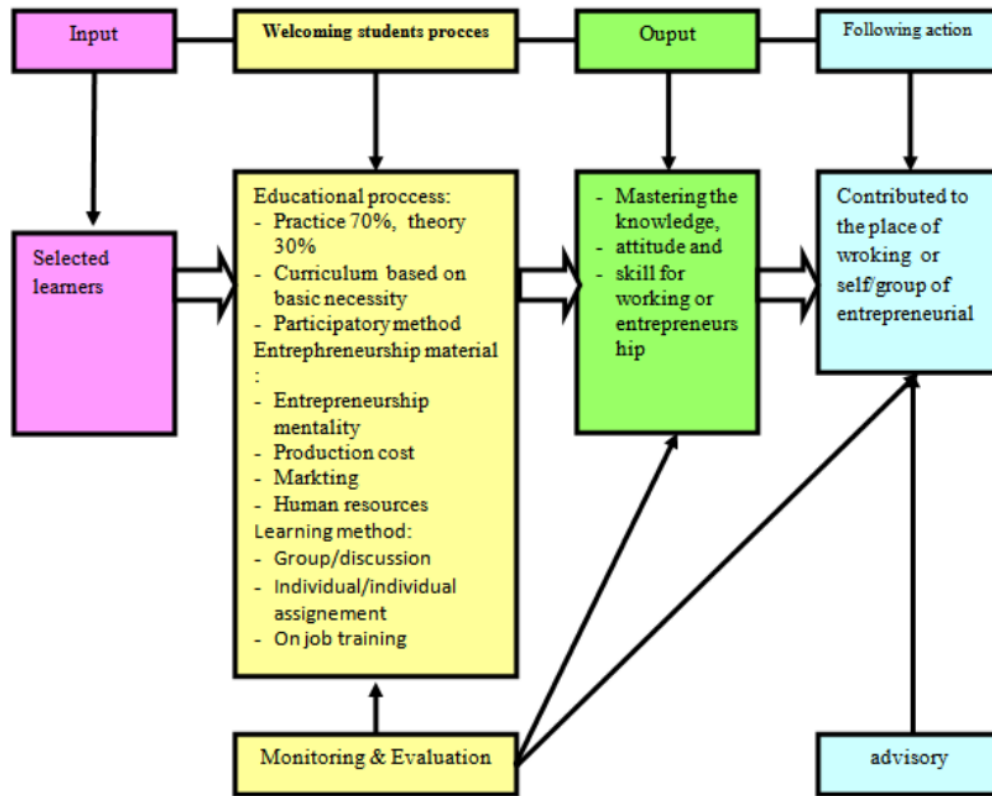


Figure 1: Scheme of entrepreneurship learning process from input, process to output

Entegration between input, process and output affect the success of the learners. Institutions in selecting the apticipants prioritize the prospective personal thoroughly studied seriousness. In fact, during the learning process 60% of participants had high school education more quickly learn to master the lessons in particular math lesson, e.g tailoring fashion courses require knowledge of arithmetic. However, 80% of students have a course of sincerity, perseverance, self-reliance learners accelerate the success of learning to learn thoroughly and skillfully. Effectiveness of entrepreneurship education in non-formal education depends on each factor between classes, facilities, media, dynamic instructors in implementing instructional strategies, classroom management, school systems among the input, process and output. Effectiveness factor related to school achievement. (Creemers, B. P. M., et al, 2006)

3.4 The Problem of Entrepreneurship Learning

Problems in the application of learning entrepreneurship skills training institute services, including: 1). 34% (5) instructor says the success of the application of entrepreneurial learning is very different for each individual level of chronological age and sooth heterogeneous learning; 2). 20% (3) instructors expressed less material practical entrepreneurial and operational; 3). 26% (4) instructors expressed less costs to buy the material practice of skills, because the majority of parental income students on average between 1, 5 million dollars to 2 million dollars per month; 4) 20% (3) instructor stated instructional media technology less follow the demands of the business world of technology. In general entrepreneurial learning problems depending on

kemamdirian participants, since the institution of private instruction course is an institution with funding from course participants.

Results interview specifically about the problems of entrepreneurship module shows that entrepreneurship module issued by Non-Formal and Informal Education (2010) National Education courses are not enthused by the agency, because:

- 1) Number of modules are too much, consisting 6 modules of learning entrepreneurship in 3 weeks, while learning courses each packet only between 4 months to 6 months.
- 2) The module contents of less practical material, example: a). finance report of small business management modules, no cases of the flow balance sheet include: financial transactions, general ledger, cash flow, b). matter of small businesses in small business management modules, material gains entrepreneurship, business ethics materials and material revolution in attitudes to entrepreneurship entrepreneurship modules and module build basic concept of entrepreneurship is only theoretical knowledge is general and is not directly related to managing the business,
- 3) Learning method in the form of modules game method, so that the learners can not learn on their own learning. The guide is too long, lacking any case, lack of exercises, examples: a). entrepreneurship module build using games, less exercises, b). material entrepreneurial personality (strengthening and deepening), materials to build a successful motivational and material of creativity and innovation. The material is still on basic acknowledgment, yet contains real tips in entrepreneurship.

3.5 The Attitude of Participants and Instructors

The results of interviews with some of the course as a group collaboration in the implementation of vocational training services, there are several constraints and problems of the learners as learning barriers, among others, as follows.

- 1) Participants still learning undervaluation thus less time learning to use the time well. Suppose the free time in the family is not used to practice skills courses in place. Learning was limited to the time the course is so limited that the mastery of skills to be late.
- 2) Motivation to learn the spirit is still tentative, but after getting lessons and practice a bit complicated, so people are reluctant to enter the course learning begin.
- 3) Participants learn about discipline and also there are some people who are learning to behave relaxed without rushing home. Suppose that in the course of time did not inform his absence, whereas in this era with enough notice via sms. Consequently left with the knowledge and skills to learn other people.
- 4) During the process of learning takes place most of the learners are less serious and less concentration of study.

Some attitude as a solution of the instructor and course manager during the learning proces.

- 1) learning method using the method of variation between intensive lectures that are uplifting intensive study and practice the spirit of self-confidence is improving the ability of practice.
- 2) Increasing the possession learning oral evaluation by depressed individuals and do remedial to deliver repeated until people learn to master the material properly and intact.
- 3) The attitude of instructors in teaching with more emphasis on the patient and painstaking sincerity in presenting the material as well as the time spent teaching how to practice the skills requires intensive, with each individual's proactive approach to improve the mastery of skills.
- 4) Expression of instructors always show the sight of people exiting, optimistic, cheerful and enthusiasm in learning and work as a means to motivate learning uplifting achieve mastery of the material.
- 5) Frequency of communication instructor carried out actively, more intensive and persuasive in the learning process and outside of instructional hours.
- 6) The instructor acts as coordinator to create a strong unity and brotherhood among the citizens learned that their family bond and unity to pass the course.
- 7) Attention instructor acts as a loyal listener to complaints, expectations, problems learners in the learning process and learning outside as well as together with the family trying to find a best solution.
- 8) The instructor gives attention to every citizen of the material behind the possession learning, active learning where people learn differently with different backgrounds.
- 9) Clothing and appearance memorable instructor relaxed, tidy, polite and practically does not interfere with the learning process and communication with the learners.
- 10) Once upon a time instructors provide motivation by positive reinforcement in the form of intangible rewards to reward special treatment to get the trust of the instructor as an assistant and apprentice, while the form of tangible rewards such as gift items eg equipment required courses or as residents learned at an affordable price.

Thus active instructors in teaching with family approach is needed to motivate to learn thoroughly. Quality teaching practices can help improve the status of school effectiveness (Creemers, BPM, et al, 2010)

3.6 Hopes of entrepreneurial learning

- 1) Based on the findings from interviews with instructors, some hope to improve the quality of teaching entrepreneurship, among others: 60% (9) instructor expects the entrepreneurship module complete, concise, easy to understand sentences in accordance with the characteristics of the majority of students graduate high school courses, individualized and applicable modules can be studied independently by learners, to improve the ability to manage the business.
- 2) 20% (3) instructor course expect adequate facility, includes: desk chairs, the rooms were adequate, LCD, and more.
- 3) 20% (3) instructors expect a learning media skills in accordance with technological developments.

In general expectations about infrastructure kewirasuahaan learning depends on the ability of financial institutions courses.

From the interviews described that the entrepreneurship module institutions with vocational training services are characterized by: 1) an explanation of entrepreneurship material is practical and simple with adjustable background education learners, 2) the content material on how to manage the business and the formation of mental effort and be able to compile business plans, 3) modules can be easily studied independently by participants. A learning activities by providing the material briefly with the aim to improve the business of learning, producing a business plan.

IV. Discussion

Background of participants

Background of economic income participants parents are majority of 1 million to 2 million, and the purpose of education in the institutions choose course work in order to earn income fast. Rate of participants are 21-24 years-old age of majority. Education level of participants majority are high school education and the rest of them are junior high school education. The level of education can help accelerate the uptake of learning materials, for example: learning to sew clothing requires skill measure, calculate. Selection criteria of seriousness agency prefers learning courses completed. In general, the majority of residents learning institute courses is marginal groups who have a learning spirit high, meningkatkan esteem, independence, entrepreneurship (Mayhew, MJ, 2012). Earnestness, enthusiasm for learning, self-reliance is an internal motivation factor increase learning success.

Implementation of Effectives Non formal Entrepreneurship Course

Implementation of antrepreneurship course takes 200 hours to 150 hours/course packets. Meeting time by agreement between the learners and instructors. Participatory learning methods and practical with the material presented at the same time with the entrepreneurial skills of a more flexible practice as an internship, with the following flowchart.

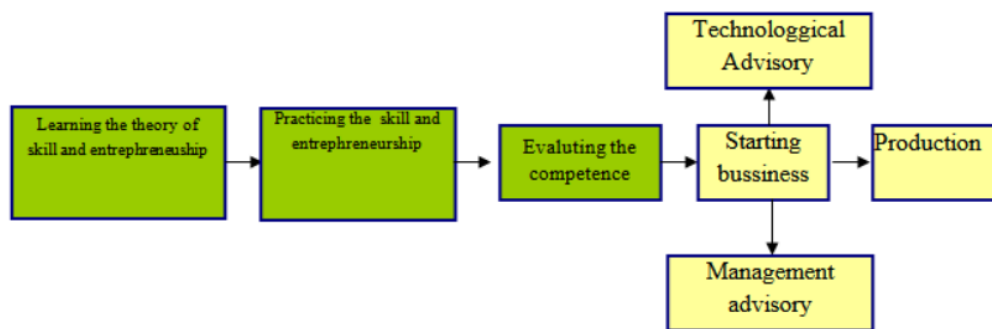


Figure 2: Integrating the theory and practice on learning

Figure 2 grooves, example: makeup course, an instructor at instilling behavioral practices of makeup entrepreneurship, shape entrepreneurial behavior include: the behavior of thoroughness, enthusiasm, enthusiastic, earnest, friendly, fun in front of the customer, the customer grievances. Entrepreneurial learning

with action learning using a combination of a little theory and lots of practice are more flexible and effective real for entrepreneurship education (Dodescu, et al, 2009; Mack, E., et al, 2012).

Entrepreneurial Attitude of participants on learning process and the role instructors

Participants learned during the learning process takes place, being: less learning opportunities to the fullest, motivation is still tentative, lacking discipline in the course of time. As a result, the acquisition of knowledge and skills to be different among participants. Instructors have important role to be flexible in teaching during the learning process and outside of teaching hours. Some instructors attitudes include: learning method using the method of variation between intensive lectures and intensive practice, the evaluation performed by an oral evaluation of depressed individuals, the attitude of the instructors emphasized patient, painstaking, with a pro-active approach to each individual to improve the skill mastery. Instructor is a motivator. The roles of instructors is essential with experience applying some methods of teaching on the learners and citizens learn to know some of the characters.

Hopes of instructors to improve entrepreneurship learning

Some findings of instructors hopes to improve the quality of entrepreneurial learning, include:

- 1) Availability of practical entrepreneurship module and easily learned by the learners, according to the findings of Aisha, et al, (2011) the use of modules can increase the ability of students to use cognitive strategies. In fact, the module that issued by the Ministry of National PNFI not be used, because the number of modules 6 modules too much, is materi modules that are not directly related to the business process of learning methods with games that require a long time.
- 2) The availability of adequate facilities courses, Availability of learning media skills in accordance with technological developments.

In general expectations about entrepreneurial infrastructure learning depends on the ability of financial institutions courses. In practice, the systems are very supportive of learning infrastructures kewirasuahaan learning success.

Results of interviews about entrepreneurship module expected by institutions with vocational training services are characterized by: 1) an explanation of entrepreneurship material is practical and simple with adjustable background education learners, 2) the content material on how to manage the business and the formation of mental effort and be able to draw up a business plan, 3) modules form easily studied independently by residents learn kursus. Aktivitas learning by providing the material briefly with the aim to improve the business of learning, producing a business plan. The composition of the material covering the entrepreneurial and business skills entrepreneurship traits, with the following details:

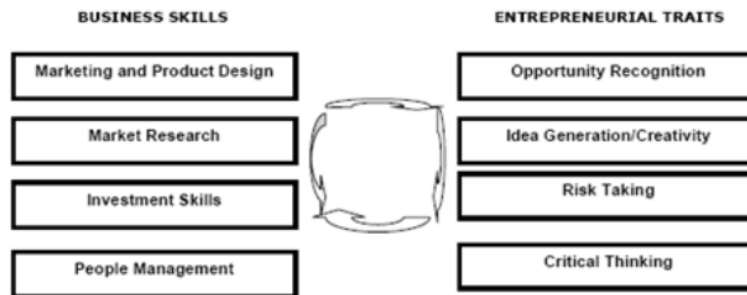


Figure 3 : Entrepreneurship Material (Kee, et al, 2007)

As the end of the entrepreneurship lesson, it is expected to draw up a business plan, according to the results of research (Lumsdaine, et al, 2003; Kee, et al, 2007). Likewise course institution expects that the learners are able to prepare a business plan with a simple and practical way of mentoring as a follow up after the course.

V. Conclusion and Suggestion

Conclusions.

School vocational training services is an effective non-formal entrepreneurship, include:

- 1) The background of the learners choosing skill course is to work or entrepreneurship, because the majority of family participants is on limited economic income, and has a personality that has been stable for the majority of 21-24 years old.

- 2) Selection of candidates for admission courses focus more on attitudes, mental and behavioral readiness of learners who have learned to accept people learn the theory and application materials are complete,
- 3) Course institutions accept the distinction participants ability to learn, because of different education levels and different age levels ..
- 4) Implementation of the majority of entrepreneurial learning using lecture method, participatory and practical with 30% theory and 70% practice, entrepreneurship materials delivered at the same time with practice skill practice. The learning process is placed on between institutions with entrepreneurs (Collins, LA, et al, 2006). findings showed that employers establish hair dressing beauty courses and also having role as an instructor, but there is still cooperation between the management agency management courses with employers.
- 5) Instructor is in charge of presenting the material in addition to the expertise and entrepreneurship material that is easily absorbed by the learners, also serves as a motivator formally and informally, and is flexible in teaching during the learning process and outside of teaching hours. (Luyten, H., et al, 2004)
- 6) Learning media uses the real entrepreneurial cases, example: manager hairstyling courses majority has a beauty parlor, the majority of managers have a business sewing clothes sewing services.
- 7) Follow-up of skill learning courses in is the form of assistance informally with participants learning how to continue communication and practice exercises in the course.

In summary entrepreneurial non-formal schools are effective in the figure below.

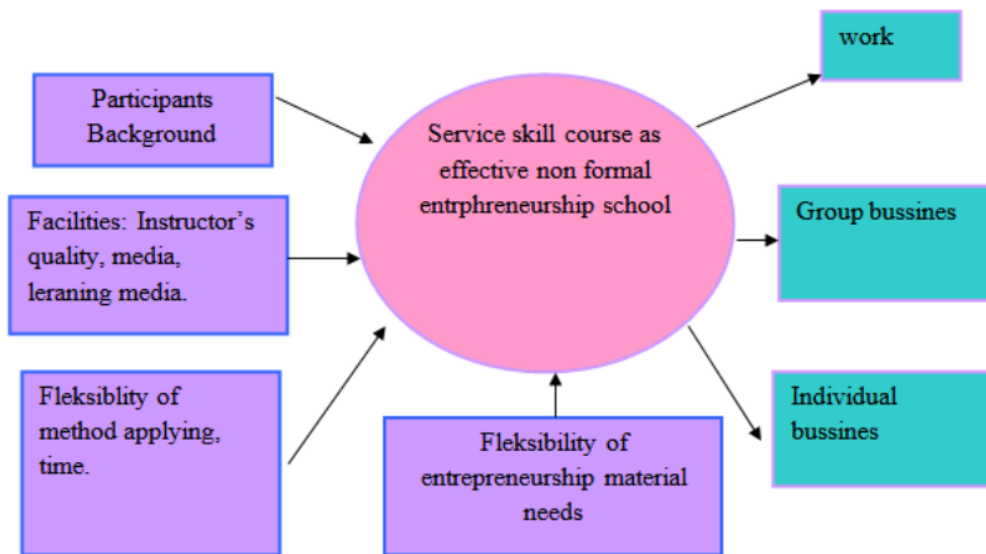


Figure 4: Effective Non-formal Entrepreneurship School

VI. Suggestion and Further Reasearch

Based on the results of the study, researchers gave suggestions: 1) For instructors are advised to use pedagogic-andragogical techniques by the minimum target of complete learning in theory and practice, so that the learning is qualified, 2) Institutions are expected to select courses the participants on the need for prospective participants guidelines for education minimal ability, basic ability skills, learning maturity, so that differences in the characteristics of the learners are not too big difference, 3) for further research is recommended to develop entrepreneurship modules compiled separately by the number of people learning course modules less practical, the material focuses on forming mental effort and practice to manage the business with a simple and concise language in accordance with the characteristics of the learning community courses, so that the learners can learn independently without any dependency on the instructor., 4) to the institution is recommended to collaborate with the instructor in formulating educational policy entrepreneurship (Smit , B., 2005). thus the general conclusion that the quality of entrepreneurship education courses at institutions need to pay attention to the characteristics of the learners, in accordance with the characteristics of learners (Directorate General of quality Improvement, 2008) that in compiling the modules need to consider the demographics of learners, learner motivation and factors related include intelligence, learning experience, time availability of

learners. Recommended for further research to develop entrepreneurship module for citizens to learn in a practical matter that is independent with traits of entrepreneurship and business skills.

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