

Creativity of Nonformal Education Managers Implementing Social Entrepreneurship

Adi Irvansyah^A, Pudji Muljono^B, Anna Fatchiya^C, Dwi Sadono^D

Abstract

Social problems related to dropping out of school and obstacles in accessing formal education require educational services that are oriented from, by and for the community and are empowering to the community. Non-formal education exists to answer the needs of people who do not have the opportunity to obtain formal education services. This research aims to analyze the success of non-formal education managers in implementing social entrepreneurship in terms of motivation, social innovation and social values to help people who have dropped out of school, unemployed people and people who are hampered by accessing formal education. This research was conducted using a qualitative approach with a case study type of research, namely case studies of non-formal education institutions that have successfully implemented social entrepreneurship for communities in need. This research uses narrative data analysis. The research results found that the creativity of non-formal education managers in implementing social entrepreneurship from the motivational aspect, namely that non-formal education managers show strong intrinsic motivation within themselves. In the aspect of social innovation, non-formal education managers integrate business units such as waste banks and make-up studios to educate people so that people are ready to work and become entrepreneurs. The success of non-formal education managers in carrying out social entrepreneurship in the social value aspect is reflected in the volunteer attitude of non-formal education managers by providing private residences to provide learning services to the community, as well as spending personal money to purchase complete learning facilities and infrastructure. At a practical level, assistance is needed for non-formal education managers who will implement social entrepreneurship with non-formal education managers who have successfully implemented social entrepreneurship.

Keywords: *Social Innovation, Non-Formal Education, Social Values.*

INTRODUCTION

The social problems that occur in Indonesia, especially in urban areas, have an impact on equality and access to education for the community. The community is not yet fully able to obtain quality education to support their daily lives. Formal education through the school system has not fully answered problems related to access and equal distribution of education to improve the quality of human

^AIPB University, Bogor, Indonesia, Email: adiirvansyahirvansyah@apps.ipb.ac.id

^BIPB University, Bogor, Indonesia

^CIPB University, Bogor, Indonesia

^DIPB University, Bogor, Indonesia

resources. Non-formal education is here to answer the needs of people who want to gain learning experience outside the school system. The social entrepreneurship approach in managing non-formal education can help many communities, especially in remote areas or with low economic levels, to gain access to education. Therefore, skills education helps local economic growth by encouraging small businesses, encouraging economic growth, and supporting business growth in the community (Surya et al., 2021). This is in line with the social entrepreneurship business model developed by Kusumasari (2015), a social entrepreneurship business model in Indonesia, namely to overcome social, economic and social problems.

Social entrepreneurship in Indonesia focuses on community economic empowerment. Community economic empowerment is effectively implemented through education. Non-formal education as part of national education in Indonesia exists to provide life skills to the entire community so that they have functional skills. The research results of Talukder & Lakner (2023) found that the domain of social entrepreneurship research is innovation in fundraising. Through innovation in fundraising, social entrepreneurs who manage non-formal education will be more effective in managing non-formal education to provide benefits to society. In line with the results of this research, according to research (Pospiech, 2013) the factors that influence the success of social entrepreneurs are the leadership of social entrepreneurs and the motivation of social entrepreneurs. However, leadership and motivation need to be supported by an organizational environment that is conducive to internalizing social entrepreneurship. In addition, Gangadhar's (2021) research results found that student empowerment in skills education has an impact on economic and community-level development in addition to individual benefits.

The successful implementation of social entrepreneurship in non-formal educational institutions must be supported by collaboration and partnerships with other parties. According to Yelvita's (2022) research results, success in overcoming social problems through education can be achieved by strengthening partnership strategies in carrying out social entrepreneurship. The success of social entrepreneurship in non-formal education institutions is determined by efforts to implement partnerships. Several research results show the factors that influence the creativity of social entrepreneurs in carrying out social change in society. Factors that influence creativity in carrying out social entrepreneurship are because it has social values, motivation to manage non-profit organizations, knowledge, skills, experience, innovation, ethics, social networks, leadership and institutional support are all components that form creativity in carrying out social entrepreneurship (Faruk et al., 2017). In line with this research, research by Tiwari et al., (2017) found that the factors that foster creativity in implementing social entrepreneurship are influenced by emotional intelligence. Emotional intelligence is intelligence that determines whether a person can be motivated to help others without

expecting a reward and motivation comes from the individual himself. The results of this research are in line with the opinion of Hulgard (2010); Mathory et al. (2023) social entrepreneurship is the creation of social value generated through collaboration with people and organizations from civil society who are involved in social innovation which usually implies an economic impact.

This research was conducted at non-formal education institutions that have been successful in organizing social entrepreneurship in DKI Jakarta, aiming to analyze the success of non-formal education managers in implementing social entrepreneurship in terms of motivation, social innovation and social values to help people who have dropped out of school, unemployed people and people who have problems accessing formal education.

METHODS

This research aims to analyze the success of non-formal education managers in DKI Jakarta in carrying out social entrepreneurship in terms of motivation, social innovation and social values. This research uses a qualitative approach with a case study type of research. A case study was conducted to explore in depth the management of non-formal education institutions in carrying out good practices in managing non-formal education with a social entrepreneurship approach. This research was conducted using data collection techniques through in-depth interviews and documentation studies.

The research was carried out using purposive sampling on two non-formal education managers who have succeeded in helping people become entrepreneurs by integrating learning approaches with entrepreneurial approaches. These two non-formal education managers have their own creativity and uniqueness in carrying out social entrepreneurship by utilizing local potential, community participation and effective social networks. The purpose of this research data collection was to obtain data on good practices on the success of non-formal education managers in helping poor people, people who have dropped out of school and people who do not have the opportunity to obtain formal education. This research data analysis uses narrative data analysis. Narrative analysis uses themes created by the researcher himself and is almost always easy to understand (Eriyanto, 2017).

RESULTS AND DISCUSSION

Non-formal education managers in this research are managers who have successfully implemented social entrepreneurship in urban areas. Non-formal education managers in urban areas in the form of Community Learning Activity Centers and Course and Training Institutions provide non-formal education services in densely populated, slum and poor areas. Non-formal education managers in this research carry out learning activities for the surrounding community by providing skills learning and equality education.

Managers of non-formal education institutions provide learning facilities in their own residences and attached to their families' residences. The living room is used as a classroom to carry out learning activities and skills. The condition of the non-formal education manager's house which is used as a classroom is not a large house, but a house on a narrow street and measuring seventy square meters. The lower room is used for learning and the upper room is used as a place for the family to live. The atmosphere created by non-formal education managers in carrying out the learning process with a family system that is full of harmony. Non-formal education managers utilize the participation and support of community figures in organizing non-formal education. Residents studying non-formal education who carry out learning activities are not charged at all by the non-formal education administrator. Even non-formal education managers provide basic stationery and food and drink needs to provide comfort in studying.

Non-formal education managers require students to participate in social entrepreneurship activities organized by non-formal education institutions. Social entrepreneurship organized by non-formal education managers manages waste into handicrafts in the form of souvenirs. Souvenirs are made from used paper. Communities around the institution are given the opportunity to sell waste paper and used bottles at the waste bank it manages. The manager of non-formal education, PKBM, Sustainable, stated. Apart from that, non-formal education managers at training course institutions manage non-formal education with an entrepreneurial approach to create make-up studios. Make-up studio, managed at a beauty course type training course institution. Communities around the course and training institutions take beauty courses free of charge. The students, who are housewives learning to do make-up, don't spend any money. The students even received make-up tools that could be used to open mobile make-up. Courses and training institutions receive funding from the make-up studio they manage. The make-up studio he manages involves residents learning how to do make-up by practicing. Students are given wages for working in the make-up studio. In addition, residents learn to gain practical knowledge and skills. Non-formal education managers in this bridal make-up group manage non-formal education with social entrepreneurship to provide opportunities for local mothers to earn additional income with the skills they have.

Motivation to help society

Based on the results of interviews with non-formal education managers at Community Learning Activity Centers, non-formal education managers help people who have dropped out of school and unemployed people with the sincere intention of helping young people gain skills. The motivation of non-formal education managers in carrying out social entrepreneurship is formed from intrinsic motivation, namely because of desire. strong to carry out social change, especially helping unemployed people to have the life skills to be able to

live more productively with the skills and knowledge they have acquired. The results of this research are in line with the research results of Samuelsson et al (2019) that intrinsic motivation for carrying out social entrepreneurship is due to intrinsic motivation factors having a social goal to provide the best service for people who have social problems. The results of other research show intrinsic motivation in carrying out social entrepreneurship, found by Lorensius et al, (2023) that intrinsic motivation influences a person's interest in participating in social entrepreneurship activities. Intrinsic motivation also shows that interest in participating in social entrepreneurship activities is built from an entrepreneur's concern and volunteerism to actively use their efforts to help solve problems. This research is in line with this research, that the intrinsic motivation to carry out social entrepreneurship for PKBM Lestari managers is due to their desire to do good and their willingness to serve to help the community enjoy education in a practical and functional way. Through practical and functional education, students can acquire life skills that are used for work and entrepreneurship.

Implementing Social Innovation and Social Values

Non-formal education managers in this research have social innovation in overcoming social problems in their environment. The social innovation possessed by non-formal education managers at community learning activity centers is managing waste banks with the surrounding community and residents learning non-formal education. The existing waste bank is managed to provide learning experiences to learning residents. Residents learn to have the experience of learning to manage waste. Managing waste can be linked to the academic content of studying natural sciences and waste that is managed well will preserve the surrounding environment. The waste obtained by the waste bank is sorted into paper waste to make handicrafts or souvenir creations in the form of miniature Monas, tissue holders, key chains, flower holders and so on. Students are taught to produce these handicrafts by educators and taught how to package the work and students are taught how to market them. Study residents get wages for making these handicrafts. The wages earned by study residents vary, starting from three thousand rupiah to twenty thousand per handicraft. In line with this research regarding the success of non-formal education institutions in carrying out social entrepreneurship, research by Wijayanti et al. (2021) found that social innovation in carrying out social entrepreneurship is formed because of the desire to carry out social change, because someone will be creative to have ideas that can be applied.

Based on the results of in-depth interviews with PKBM Lestari non-formal education managers, the social innovation implemented is the creativity and experience that has been gained from being active in the women's organization for empowering family welfare (PKK). The results of his experience in organizing are applied in managing non-

formal education. The innovation is realized through a waste bank to help local communities overcome the problem of piles of rubbish which is a health and environmental problem as well as slum areas around where they live. The following social innovations of PKBM Lestari in implementing social entrepreneurship can be seen in Figure 1.

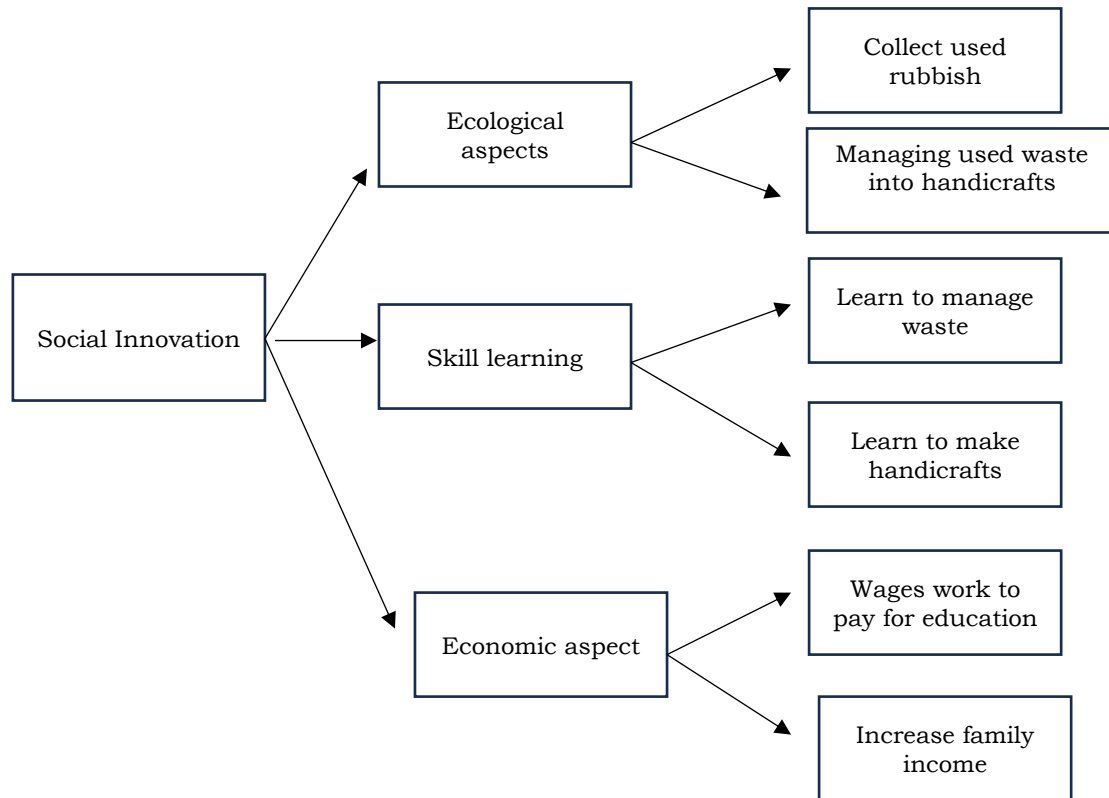


Figure 1. Social Innovation Practices Carried Out by Non-Formal Education Managers

Based on the results of interviews with non-formal education managers, waste banks managed by non-formal education managers can function as a place to provide environmental education by educating the public about the need to manage waste and its impact on the environment. In the skills education aspect, skills education is a learning process about how to recycle used materials and make craft products from used materials, which teaches citizens to learn how to turn waste into valuable items that can generate more money and business opportunities. Skills education and waste banks not only increase environmental awareness but also benefit the economy because they empower communities through skills development and sustainable business opportunities. People can create handicraft businesses with their creations according to their own creativity so that local communities have empowerment. Based on the research results of Syaharuddin et al. (2020), managing waste by using it as handicrafts provides economic benefits to the community. People gain experience turning threats into opportunities. This research, in line with this research, is social innovation carried out by non-formal education managers to provide awareness and skills in responding to social

problems that occur in society, namely through dialogical and participatory education.

Based on the results of interviews, innovation development carried out by non-formal education managers is by creating creative skills that are relevant to market needs or community needs. Non-formal education managers revealed that they provide handicrafts from waste materials which are managed for wedding party souvenirs. Usually, they sell these products by entrusting souvenir samples to the souvenir supply market and usually the seller will order directly from the non-formal education manager. This creative method really helps speed up learning for people to successfully pursue non-formal education in practical ways. The results of this research are in line with a study conducted by Trivette (2009) that adults increasingly understand the learning material they obtain if what they learn is practical, interesting, fun and useful for their lives. The results of this research are in line with the objectives of non-formal education, non-formal education is more oriented towards short-term problem solving and the material studied is not theoretical. However, research by Goulet (2010) found that learning for adults must be carried out in functional ways so that what is learned is useful for everyday life. In line with this, non-formal education managers in courses and training institutions provide functional education, so that what is learned can be implemented in everyday life. Based on the results of interviews with course and training institution managers, information was obtained that the management provides integrated non-formal education services with bridal studios so that students can learn functionally in practical ways. When the non-formal education manager receives an order for bridal make-up, students learn to help with the make-up in a way that is appropriate to the level of skills that the student has acquired.

The method used by non-formal education managers to provide social innovation to residents studying non-formal education is by implementing partnerships with cosmetic equipment companies, even cosmetic equipment companies, apart from providing assistance with make-up equipment, they help provide learning with make-up innovations according to the needs of the community. present and future. The results of this research are in line with the results of research conducted by Herwina (2016) who found that the contribution of the world of business and industry plays a role in improving the quality of non-formal education institutions because the world of business and industry can provide assistance in the form of human resources, facilities and infrastructure and even funding. Apart from that, the research results of Aceng et al, (2018) show that skills education programs implemented in collaboration with the business world and industry have had an impact on community empowerment.

Based on the results of interviews with non-formal education managers, the efforts made by non-formal education managers cannot be separated from the social values inherent in themselves and the values that exist within the organization. The social values possessed by

non-formal education managers cannot be separated from the volunteerism of non-formal education managers. PKBM Lestari managers revealed that, by establishing non-formal education services to help local communities access education, PKBM Lestari managers provided their residences to be used as learning places for implementing waste bank management. Apart from that, PKBM Lestari non-formal education managers spend their personal money to provide learning facilities and infrastructure. In addition, time and energy is devoted to teaching equality skills and education to members of the surrounding community. Therefore, the results of this research are in line with research conducted by Widya, (2020) that volunteerism in managing non-formal education is influenced by the determination of a person or group to manage non-formal education programs to change community behavior because they empathize with the condition of the surrounding community.

Based on the results of interviews with non-formal education managers, the social values possessed by non-formal education managers in implementing social entrepreneurship are the strong desire and determination possessed by non-formal education managers in helping the poor and school dropouts access education, so that non-formal education managers aim to the people where they live have knowledge, attitudes and skills that can be utilized for work and entrepreneurship. The way that non-formal education managers help people who have dropped out of school and poor people access education is strengthened by elaborating between business activities and social activities. Business activities are carried out to strengthen non-formal education institutions to finance operational activities in non-formal education units. The results of this research are in accordance with research conducted by Faza (2022) that in order to manage a non-profit organization to run sustainably, it must be integrated between business activities and social activities so that the proceeds from business profits are used to help people who have dropped out of school, poor people and unemployed people to obtain skills education services. life. Apart from that, Wirtz's opinion (2022) says that social entrepreneurship aims to help poor people increase economic income through creative and innovative ways. This opinion is in line with the results of this research, that non-formal education managers at Community Learning Activity Centers and Course and Training Institutions provide skills learning and equality education aimed at helping poor people to increase family economic income through social entrepreneurship created by non-formal education managers. Social entrepreneurship that is managed creatively by non-formal education managers is the management of integrated waste banks with learning and the management of make-up studios with learning, so that learning citizens can run productive businesses. Social entrepreneurship that combines cosmetology studios with learning and learning waste banks in non-formal education offers a creative way to

improve skills, boost the local economy, and have a positive impact on the environment.

CONCLUSION

Based on the research results and discussions that have been presented, the conclusion of this research is that the success of non-formal education managers in implementing social entrepreneurship is seen from the motivation aspect, namely that non-formal education managers show strong intrinsic motivation within themselves. The motivation stems from a genuine desire to help people who have dropped out of school and are unemployed by providing them with skills that can increase productivity and community independence. In the aspect of social innovation, non-formal education managers implement social innovation through managing waste banks, skills learning, and managing makeup studio businesses. The social innovation of non-formal education managers helps create non-formal education that is oriented towards good social change and empowers society. In the social value aspect, the success of non-formal education managers in carrying out social entrepreneurship is reflected in the volunteer attitude of non-formal education managers by providing private residences to provide learning services to the community, as well as spending personal money to purchase complete learning facilities and infrastructure. Apart from that, the social value possessed by nonformal education managers is due to their determination to manage non-formal education programs as an effort to change people's behavior. Thus, further research is needed regarding the creativity of non-formal education managers in implementing social entrepreneurship. At a practical level, assistance is needed for PNF managers who will implement social entrepreneurship and for nonformal education managers who have successfully implemented social entrepreneurship.

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