

ASSISTANCE IN THE MANAGEMENT OF ENTREPRENEURSHIP-BASED NONFORMAL EDUCATIONAL INSTITUTIONS AND INSTITUTIONAL DIGITAL MARKETING

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Wiwin Yulianingsih^{1,7}, Gunarti Dwi Lestari², Soedjarwo³, I Ketut Atmaja⁴, Shobri Firman Susanto⁵, Mita Lutviationi⁶

^{1, 2, 3, 4, 5, 6} Universitas Negeri Surabaya

⁷wiwinyulianingsih@unesa.ac.id

ABSTRACT

The low knowledge and interest of the community to glance at the existence of Community Learning Centers (CLC) as non-formal educational institutions is often a problem for administrators to maintain the existence of non-formal education in the community. Therefore, it is necessary to assist in the management of non-formal educational institutions based on entrepreneurship and digital marketing as a self-branding effort for community learning center institutions. This activity was carried out by applying training and mentoring methods which were carried out in several stages, namely identification and survey, followed by socialization and implementation, the activity stage, and the last stage was evaluation. This activity was carried out at the Budi Utama Community Learning Center in Surabaya, and attended by managers of non-formal educational institutions throughout the city of Surabaya. The results obtained from this activity were seen through the performance of the speakers, target participants, participants' abilities after mentoring, and the implementation of post-coaching skills by the managers, and overall satisfactory results were obtained and the assisting participating institutions could implement the material well in managing their institutions. So, it can be concluded that this activity can be carried out as an effort to develop potential while increasing the income of CLC institutions so that institutions can experience financial development.

Keywords: Digital Marketing, Entrepreneurship, Nonformal Education Institutions

INTRODUCTION

The Community Learning Center (CLC) is a non-formal educational or community education institution formed and managed by the local community that is oriented towards community empowerment (Latief, Hendrayani, & Samsuddin, 2022; Malik & Mulyono, 2017; Ridwan, 2017). CLC targets start from early childhood to adults or the elderly who need non-formal education programs. Each CLC institution has local potential to increase community knowledge, skills, and attitudes in the economic, social, and cultural fields. The existence of CLC in the community, both in rural and urban areas, can be a means of empowering existing potentials so that the development process can be achieved according to the needs expected by the community.

The presence of institutions such as CLC is expected to foster a learning community (*learning society*) so that in the end it will increase independence, empowerment, and creative

innovation and build communities seeking new information to improve life in the region (Hardjono, Raharjo, & Suminar, 2019; Puspito, Swandari, & Rokhman, 2021). CLC is a forum that provides information and lifelong learning activities for every member of the community so that they are more empowered (Yulianingsih & Lestari, 2017). This community property is managed, by, and for the community to increase the knowledge, skills, attitudes, hobbies, and talents of community members (Pradikto, Gusti, & Zulkarnain, 2021). CLC is a solution for empowering resources in the community which is carried out through learning so that the output generated from these learning activities can improve soft-skill and *hard-skill*.

Along with its position as a community-based educational institution (*community-based education*) which in its actualization is characterized by (1) support from the community in various forms; (2) community involvement in decision-making; (3) partnerships where community members participate in establishing equal relationships with program managers; (4) ownership where community members participate in controlling all decisions related to out-of-school education programs (Cahyono in Azizah, 2021). Based on program services that can be implemented, CLC has the potential to organize all non-formal and informal education programs, which include: life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education and education others aimed at developing students' abilities (Choironi, 2018). In implementing community learning activities, CLC can apply the principle of group learning where learning members can carry out learning activities with other learning members in a study group, as well as the potential for learning with an integrative approach, where a learning process does not only emphasize learning one particular aspect of the list. many aspects of human life but a process that combines various aspects of people's lives in an out-of-school education learning program service. Another potential that CLC has as a community learning institution is the ability to collaborate collaboratively and synergistically with various other institutions in the community, both those that organize educational activities and other activities that have goals that are in line with CLC, namely raising people from underdevelopment (Munifah & Ardiyansyah, 2021).

CLC is an institution that functions as an educational forum that provides non-formal education services to expand opportunities for community members to be able to: (a) Empower the community to actively participate in learning activities, (b) Improve the quality of life, (c) Empower community potential in the fields of education, social, economy and culture, for example through the establishment of Business Study Groups. CLC also organizes education and skills programs that are primarily directed at increasing the abilities, skills, and intelligence of community members. In addition to developing educational programs, several CLCs also develop non-educational programs. These programs are more directed at entrepreneurial activities, which aim to improve the economy of learning citizens and the community (Almaidah, 2017).

According to Katawetawaraks and Wang in Permana & Abiyasa (2019) and supported by (Purnomo, 2020; Putri, Kuswoyo, Gulo, Ngestirosa, & Febrina, 2023) explains that online shopping is the activity of purchasing products (both goods and services) through Internet media. Digital marketing activities themselves are a development of traditional marketing activities. Techniques that facilitate access and publication of information using social interaction are through social media (Woelandari & Setyawati, 2019). Social media has become very popular because it provides convenience and opportunities for people to be

able to connect online both in business, political and personal relationships (Safitri, Rahmadhany, & Irwansyah, 2021).

Digital marketing is not only about entrepreneurship but how to change the industry and rejuvenate old approaches with new ways to innovate in the future (Arifin, 2020; Siregar & Nasution, 2022). Therefore someone who implements digital marketing must have an innovative way of thinking to develop all existing potential, where later this innovation can compete and be accepted in society (Saputra et al., 2020). In the context of education, educational institutions such as CLC institutions also need to develop along with advances in technology. The digital marketing strategy in promoting CLC institutions is one of the modern ways to attract public interest in obtaining education through non-formal channels.

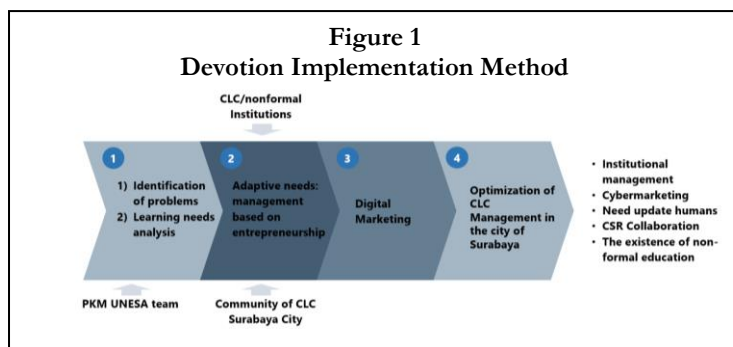
CLC as a non-formal education unit offers a variety of learning programs for the community. CLC's flagship programs include equality education and skills courses. The existence of CLC needs to be introduced more widely to the community, so that it can provide benefits for people who have limited education or who want additional education. The entrepreneurship program is one of the creative efforts to introduce CLC to the general public through digital media. CLC products that are marketed through digital media can be bait for the public to start realizing the existence of CLC. This can trigger public awareness of the urgency of basic education and skills.

Budi Utama as a CLC is one of a total of 16 CLCs that are registered as CLC institutions in the city of Surabaya. The problem that is often experienced by CLC institutions is the lack of students who are interested in pursuing education through non-formal channels. The impression that non-formal educational institutions have is that education is intended for underprivileged people who are unable to pursue formal education (Hidayat, Anwar, & Hidayah, 2017). As the function of non-formal education is to complement, replace, and enhance formal education, it is fitting for the community to understand that education is for all those who need it.

The small number of students has a direct impact on the existence of CLC as a non-formal educational institution. Competent educators and adequate infrastructure are things that need attention to maximize the services of educational institutions. The fewer students who take part in the CLC education program, the less institutional funds can be, be it from tuition fees for students, investors, or donors. Reduced institutional funding can lead to a lack of capital in developing the institution as a whole so CLC can experience a decrease in credibility (Triyono, 2019). So from the problems and opportunities for developing non-formal educational institutions that have been described, it is necessary to provide entrepreneurship-based management assistance and institutional digital marketing for managers engaged in non-formal education

METHOD

The method used in efforts to assist in the management of entrepreneurship-based and digital marketing CLC institutions throughout the City of Surabaya is to conduct training which consists of several stages, as follows:



Identification and Survey

The identification stage is the first and initial stage of the PKM team conducting a survey, analysing and identifying CLC needs. At this stage, the PKM team focused on CLC's needs in increasing the potential of institutions that could stimulate community interest in joining CLC institutions in the city of Surabaya.

Socialization and Implementation

The socialization stage is the introduction stage of the PKM team, the managing institution, and CLC tutors as the team that will provide training and treatment to create a strategy for marketing the institution through digital media.

Activity Step

This activity will be carried out 4 times, the activities in this case are: 1) FGD identification of learning needs of CLC managers and tutors. 2) Priority needs analysis. 3) Provide training needed by managers. 4) The training held 4 meetings, namely: institutional management, entrepreneurship managed by institutions, and digital-based marketing. The following can be seen in the table below:

Table 1. Activity Step

No	Activity Material	Date	Time	Speaker
1.	Institutional Management	Saturday, June 24, 2023	13.00-15.00	Dr. Ketut Atmadja, J.A. M. Kes.
2.	Entrepreneurship	Saturday, June 24, 2023	15.00-17.00	Dr. Widodo, S.Pd. M.Pd.
3.	Marketing 1	Saturday, July 8, 2023	13.00-15.00	Dr. Soedjarwo, M.S.
4.	Marketing 2	Saturday, July 8, 2023	15.00-17.00	1. Prof. Dr. Gunarti Dwi Lestari, M.Si., M.Pd. 2. Dr. Raya Sulistyowati, S.Pd. M.Pd.

Evaluation

Evaluation is carried out on the process and results of carrying out management assistance based on entrepreneurship and digital marketing for CLC institutions throughout the City of Surabaya. In the process evaluation, an overview (description) can be obtained

regarding the successful implementation of entrepreneurship-based management assistance and digital marketing for CLC institutions throughout the City of Surabaya. The second evaluation is the result. Evaluation of results, namely things that are obtained/produced during management assistance activities based on entrepreneurship and digital marketing for CLC institutions throughout the City of Surabaya

DISCUSSION

Results of Assistance in the Management of CLC throughout the City of Surabaya based on Entrepreneurship and Institutional Digital Marketing

In general, the results of the implementation of CLC management assistance throughout the city of Surabaya based on entrepreneurship and institutional digital marketing include several components including (a) the success of targeting the number of mentoring participants; (b) achievement of mentoring objectives; (c) achievement of planned material targets; and (d) the ability of the mentoring participants in mastering the material. The implementation of community service activities was carried out by six resource persons and three students. The first material was about institutional management by Dr. I Ketut Atmaja, J.A., M.Kes., the second material on entrepreneurship by Dr. Widodo, M.Pd., the third and fourth materials are about marketing delivered by Prof. Dr. Gunarti Dwi Lestari, M.Pd. and Dr. Raya Sulistyowati, M.Pd.

The results of the evaluation of the speaker's performance based on several indicators are as follows:

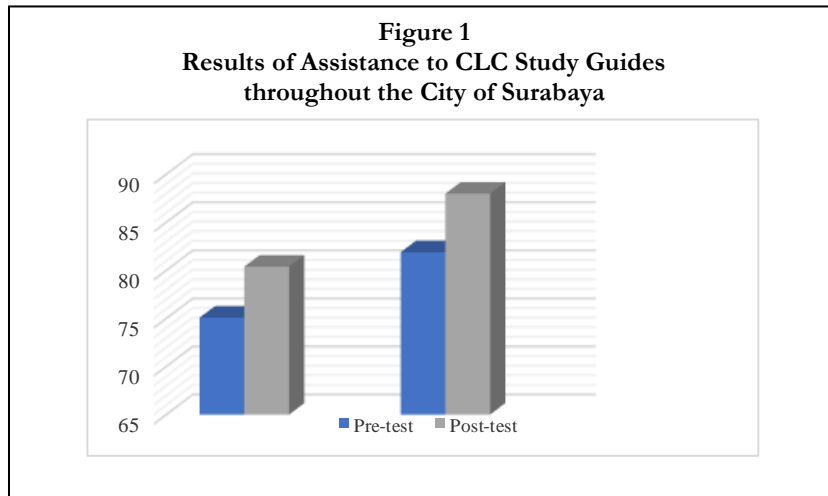
Table 2. The Results of the Performance Evaluation of the Speakers

No.	Answer Choices	Percentage
1.	Very less	0%
2.	Less	0%
3.	Enough	2,15%
4.	Good	34,12%
5.	Very good	63,73%
Total		100%

Based on the results of the performance evaluation of the presenters from the table above, it was concluded that most of the mentoring participants considered the presenters to be very good at implementing CLC management assistance throughout the city of Surabaya based on entrepreneurship and institutional digital marketing. This is evidenced by the acquisition of a percentage of 63.73% in the "very good" answer choice.

The target for this assistance participant is to get an achievement of 100%. This figure shows that the community service activities were successful and the objective of mentoring in general has been achieved. The understanding and insight of the mentoring participants regarding institutional entrepreneurship and digital marketing materials are increasing, this is because this material has never been obtained before. Participants had high enthusiasm for participating in the activities that had been held, as seen from the discussions and questions and answers about entrepreneurship and institutional digital marketing.

The ability of the mentoring participants in mastering the material that has been given has also increased, although there are still some participants who need a lot of guidance. This is due to time constraints with quite a lot of material. However, overall, the implementation of entrepreneurship-based CLC management assistance and institutional digital marketing can be said to be successful. Apart from being measured by the four components above, this success can also be seen from the satisfaction of the mentoring participants. The benefits that the participants get are increasing their understanding and insight into the basics of doing entrepreneurial projects in institutions, especially through digital marketing, so that this can be a new CLC step in improving institutional outcomes. As for the results of the pre-test and post-test from the assistance to CLC tutors throughout the city of Surabaya to review mastery of the material. The following are the results of the pre-test and post-test of assistance to CLC tutors throughout the city of Surabaya:



Based on the results of the pre-test and post-test, it was found that there was a difference in the average results of the mentoring participants. Thus, it can be concluded that this assistance is very effective for CLC tutors throughout the city of Surabaya.

Preparation of Entrepreneurship-based CLC Management and Institutional Digital Marketing

Some of the assistance was attended by the participants, namely in the form of CLC training in sustainable entrepreneurship management and conducting marketing through the marketplace. Furthermore, from the main material contained in the standard content, it is integrated with institutional entrepreneurship material that has been sorted and adapted to the capacity of CLC and sees needs based on entrepreneurial potential in each institution. As a basis, tutors learn the basics of knowledge about entrepreneurship that can be applied to institutions.

The preparation of CLC management based on entrepreneurship and institutional digital marketing was implemented by the PKM Team by providing basic knowledge before proceeding to the implementation stage. This was conveyed through an education and training process conducted for all CLC institutions in Surabaya. Through this education and training, students are then allowed to practice entrepreneurial management in their respective institutions.

Implementation of Entrepreneurship-based CLC Management and Institutional Digital Marketing

Mentoring participants are given knowledge about entrepreneurship and skills in conducting institutional entrepreneurship through digital marketing. Several ways for the facilitator to implement institutional entrepreneurship through digital marketing are through identifying potential institutions that can be developed to then be managed and marketed to the public. As an example, the implementation of institutional entrepreneurship and digital marketing is the existence of a restaurant and coffee shop business "CLC Warung" owned by CLC Budi Utama which is located on Jalan Karah, Jambangan District, Surabaya City. This business takes advantage of the strategic potential of the CLC area and has a large enough land to be used as a source of income or entrepreneurship in the form of restaurants and coffee shops. This can be an example as well as a stimulus for other CLC institutions in the city of Surabaya to be able to develop their potential while increasing institutional income through institutional entrepreneurship.

Entrepreneurship carried out by institutions certainly requires the right marketing process. In this case, all CLC institutions throughout the City of Surabaya receive assistance in carrying out digital marketing or digital marketing. Digital marketing can be a bridge for business actors, in this case institutions, to market products or services digitally with a wider range..

CONCLUSION

In general, the results of the implementation of entrepreneurship-based CLC-based management assistance and institutional digital marketing include several components, including: (a) the success of targeting the number of mentoring participants; (b) achievement of mentoring objectives; (c) achievement of planned material targets; and (d) the ability of the mentoring participants in mastering the material. In terms of mastery of the material, the participants obtained improvements that could be seen through the results of the pre-test and post-test, so it can be concluded that the mentoring activities were very effective for CLC tutors throughout the City of Surabaya.

Implementation carried out in the management of CLC based on entrepreneurship and institutional digital marketing can be in the form of identifying entrepreneurial potential in the area around CLC, then the institution can carry out marketing efforts through digital media. This can be an effort to develop potential as well as increase the income of CLC institutions, so that institutions can experience financial development

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