
**THE INFLUENCE OF STUDENTS' MOTIVATION ON ENTREPRENEURSHIP ATTITUDE
IN LIFE SKILLS PROGRAM**

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The research aims (1) To obtain an overview about the motivation of learners in their participation in the life skills program implemented, (2) To identify a clearly formulated life skills program so that it can be used as a measurable standard for determining entrepreneurship behavior, and (3) To describe an effort to improve learners' motivation toward entrepreneurship behaviors in the life skills program, as required by the business and industry, which have beneficial impact on their daily economic life. This research uses a qualitative approach to uncover social phenomena that is intended to study the motivation and human behaviors in depth, instead of numbers. The techniques used to collect data in this research are observation, interview, and document study. The data analysis is done inductively starting from empirical facts. The underlying assumption of this study is that motivation has influence on entrepreneurship behavior of a person. The theories used in the study are the concept of entrepreneurship, community empowerment theory, the concept of nonformal education, and motivation theory. The results of the study show that the life skills program can motivate learners to develop entrepreneurship behavior and to make their own business as well.

Keywords : Motivation, entrepreneurship behaviour, life skills program.

INTRODUCTION

In the beginning of era of Industry 4.0, the world of education in Indonesia is facing three major challenges. The first challenge is, as a result of economic crisis, that the education is required to maintain educational development that have been achieved. Second, in order to anticipate the global era, the education is required to prepare competent human resources in order to compete in the global market. Third, in line with local government autonomy, there are seemingly necessary changes and adjustments to the national education system so as to accomplish a more democratic educational process, more attention to diversity in needs, local circumstances, and learners, and more community participation.

To answer these challenges, the Ministry of Education has established various policies, one of which directs education in different systems, types, and levels of education toward “life skills education” through a “broad-based education” or education based on the needs of the wider community. Life skills programs organized by PKBM (Community Learning Center) aim to establish entrepreneurship spirit of the learners so that after completing the program, they are expected to be self-employed. The chance that a learner is able to be self-employed is determined by her or his motivation when joining a life skills program, because such motivation has significant influence on successful learning, as stated by Hamalik (2007: 108) that “motivation determines the level of success or failure of the learning activities. Learning without motivation is difficult to achieve optimal success”.

For those who are not accommodated in the formal education, their talents needs to be directed and developed through productive activities to transform them into productive people. Certainly, such activities are related to life skills that match their interests and talents, so that by being skillful in them they can immediately enter the workforce, either in formal sector (job vacancies in business and industry), as well as in the informal sector (entrepreneurship) in such a way that they are able to provide for themselves and their family.

This study has three objectives, namely: (1) To obtain an overview about the motivation of learners in their participation in the life skills program implemented, (2) To identify a clearly formulated life skills program so that it can be used as a measurable standard for determining entrepreneurship behavior, and (3) To describe an effort to improve learners’ motivation toward entrepreneurship behaviors in the life skills program, as required by the business and industry, which have beneficial impact on their daily economic life.

The motivation in this study is the deployment of all resources and efforts to do something, whereas entrepreneurship behavior is such behavior shown by those who have taken the life skills program and applied the relevant knowledge and skills to earn or improve their living. Life skills programs in this study are life skill programs organized by the Community Learning Center in Cigugur Girang, Parongpong, Kabupaten Bandung Barat. In order to get a comprehensive reference, this research will be supported by a selection of representative theories in relation to educational theory, more specifically nonformal education theory (PLS), communication theory, socio-cultural theory, and theories about entrepreneurship.

In practice, this study refers to the following description:

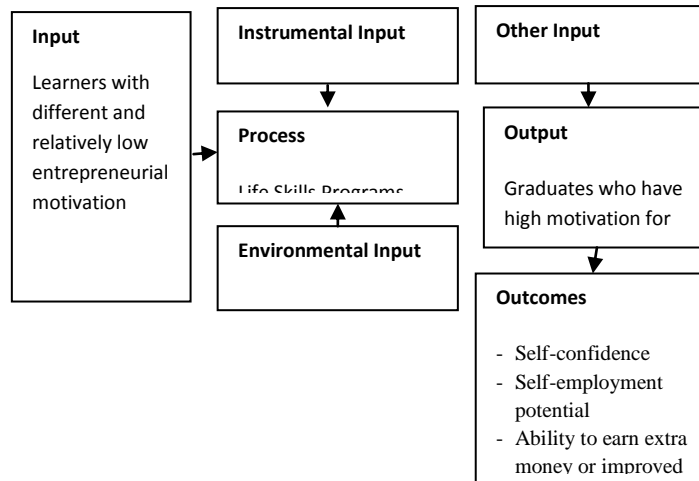


Figure 1. Conceptual Framework

(Source: Sudjana, 2004: 34)

LITERATURE REVIEW

Entrepreneurship Concept

Entrepreneurship is an ability to create value in the marketplace through the process of combining resources in new and different ways, through creative and innovative abilities.

According to Kamus Besar Bahasa Indonesia (KBBI, 2003 : 764), the term entrepreneur has the same meaning as self-employed, that is a person who is intelligent or talented in recognizing a new product, defining a new production method, and drawing up its operations. Meanwhile, according to Machfoedz and Machfoedz (2004), entrepreneur is an innovator who is able to transform opportunity into an idea that can be sold, can provide added value through the effort, time, cost, and skills in order to get profit.

Hendro (2010: 9) states that the entrepreneur is doing a process called creative destruction to generate an added value in order to generate higher value, so that the core of entrepreneurial skill is creativity. Accordingly, he also states (2011: 165-166) that the attitudes of an entrepreneur are:

(1) Always thinks positively in the face of all things; (2) Positive response from the individual to information, events, criticisms, contempts, pressures, challenges, trials, and difficulties; (3) Future oriented, advanced thinking, achievement-oriented, and not easily carried away by things that have been passed (4) Not wavered at the sight of competitors (5) Always curious, always looks for a solution for progress (6) A desire to always give the best for other people.

However, some studies show that human resources remains a key to success of development. At the micro level of individuals, Albert Einstein, Winston Churchill and

William Fulkner they originally failed in their attempts, but their mentality and personality were so competitive that their name are now written in the history of great men. Also, at the meso-level of institutions, some enterprises which at first had only commitment, courage and creativity as their capital eventually became big companies. At the macro level of state, as an example, Japan lost in World War II and thus the lives of the people were miserable, but they had managed to rebuild the country and became the most leading industrial state. To achieve such great success, they had sent their best individuals to study in Western countries.

Recently, it has been increasingly accepted that attitude toward psychological objects in the environment occupies a central position in the action. Attitude is a function of human beliefs and actions which are specified by personal or group beliefs. How to look at any object, person or activity is a key element in the development of a person's self-confidence.

A person's ideas and feelings are made up of ways of dealing with or responding to new situations that evolve in her or his environment, and in turn this environment does affect or shape the person's thinking pattern, perception intensity, and action pattern. The effects arising from such reciprocal process create self-image in responding to something. People who have a positive self-image tend to perceive and respond to something positively and vice versa. In order that an adult can understand her or his self-image and develop it in a positive way, then a conducive atmosphere is necessarily created, strengthened and encouraged in line with her or his disposition. The orientation of a person's tendency can be seen from her or his words, behaviors, pleasures, and enthusiasm.

Community Empowerment in the Context of Entrepreneurship

Empowerment is an effort that adheres to the principle of a fully concerned ecosystem in terms of availability, usefulness and sustainability. Empowerment is closely related to the creation of human behavior that is aware of the future so that the learners care about what happens outside, a competition built upon collaboration. Empowerment does not only produce added value but also utility value oriented to the needs of the society.

The concept of empowerment is essentially based on the idea that a person is not merely an object of the world of others, but rather as a subject of her or his own world.

The term empowerment, 'pemberdayaan', in the KBBI is defined as a process, a method, an action to make powerful, that is the ability to do something or the ability to act in the form of thought, initiative or effort (Depdiknas, 2003). Koentjaraningrat (2009) states that the society is the unity of human lives that interact according to a certain system of customs that is continuous and is bound by a sense of shared identity.

This empowerment has a goal in two directions, that is to shed the shackles of poverty and underdevelopment and to strengthen the position of the community in the power structure of society. Empowerment is a process and a goal as well. As a process,

empowerment is a series of activities to strengthen the authority or the power of vulnerable groups in society, including individuals who experience poverty. Meanwhile, as a goal, the empowerment refers to the conditions or results to be achieved by a social change; this means, the people who are powerful have power or have the knowledge and ability in meeting their needs whether physical, economic and social such as having self-confidence, being able to convey aspirations, having livelihood, participating in social activities, and being independently capable of doing their tasks in life.

But when we look at the structures, they obviously do not like the physical quality of the outside world. The structures depend on the regularity of social reproduction in that the society only has an effect on the people as far as such structures are produced and reproduced in what people are doing. Therefore, community development has a logical epistemology based on the social obligations that individuals have to the communities that develop their talents.

Nonformal Education Seen as an Empowerment Process in the Context of Entrepreneurship

National Education Act of 2003, article 1, paragraph 12 in Indonesia states that “Nonformal education is the system of education outside formal education that can be implemented in a structured and tiered way”, while paragraph 13 states “Informal education is the system of education in family and in the environment”.

Sudjana (2001: 63) states that nonformal education has been present in this world as early as the human presence in that people interact with their environment on earth and such educational situation arises in the life of the groups and society. Educational activities in groups and communities have been carried out by human beings long before the birth of school education in society. In the beginning, nonformal education was affected by informal education, i.e. activities mainly took place in families where there was interaction in the form of transmission of knowledge, skills, attitudes, values, and habits. Basically, such activities become the root for the growth of education as it is known today. Nonformal education is based on four principles, namely the principles of necessity, the principle of lifelong education, the principle of relevance to the development of society, and the principle of vision into the future.

National education in Indonesia, as one of the systems in the supra-national development system, has three subsystems of education as stated in the National Education Act of 2003, that is, formal education, non-formal education and informal education. Formal education is also called school education while nonformal and informal education are included in out-of-school education.

The empowerment program which is oriented to society development means that the program implementers do not impose their will to the community, instead they will stimulate the learners’ interest and help them realize a need for a positive change, that is, in entrepreneurship. Then the implementers of empowerment and the communities that become the target, working together to achieve change toward the goals they agreed upon. Decisions about the desired changes should belong to the community,

because if the decisions are determined and decided by the community, then they would be willing to do so and will participate with energy, ideas, and even their possessions. This is important to note by the implementers of empowerment, because in fact they who did not take such approach often complained about how difficult it was to get the target learners' participation in the ongoing program.

Concepts of Motivation

Definitions of Motivation

Individual interaction with the environment, embodied in the forms of activity. This activity is always based on and driven by specific needs. In other words, individual needs may encourage individuals to perform certain activities in an effort to meet those needs. The power which encourages an individual to do activities in meeting such needs is commonly called motivation.

Motivation is an internal state of organisms, either humans or animals, which prompted her or him to do something. In this sense, motivation is the energizer to behave in a directed way (Muhibbin Shah, 2004: 136). Motivation is also interpreted as a "driving force", a conscious effort to influence a person's behavior so that she or he was moved to act to do something so as to achieve a particular result or goal (Ngalim Purwanto, 2006: 71).

Purpose of Motivation

In general, M. Ngalim Purwanto (1997: 73) states that the purpose of motivation is to "push or pull someone so that she or he has the desire and willingness to do something so as to obtain results or achieve certain goals". A motivation action will be more successful if the goal is clear and recognized by the targets and in accordance with their needs. Therefore, any person who will provide motivation should know and understand thoroughly the background of life, needs, and personality of the persons who will be motivated.

Functions of Motivation

Motivation is closely related to a goal, the more valuable the goal is for the motivated, the stronger is his motivation. The function of motivation are:

1. To encourage behaviors or actions. Without motivation there would not be actions.
2. To direct, this means directing actions to achieve the desired goal.
3. To be a driving force, this means driving a person's behavior. The intensity of motivation will determine the speed of task accomplishment (Oemar Hamalik, 1999: 108).

Types of Motivation

According to Oemar Hamalik (1999: 109), the types of motivation can be highlighted based on three approaches, namely: (1) approach of needs, (2) functional approach, and (3) descriptive approach.

The functional approach is based on force, expectation, and incentive. A force energizes but does not guide, like a machine but it does not drive. Expectation is a temporary belief that something will be achieved or obtained after doing a particular action. And, incentive is the actual object of the goal. Rewards may be given in concrete or symbolic forms.

The descriptive approach is associated with observable events. Motivational problems are seen by their usefulness in order to control human behavior.

Nature of Motivation

Oemar Hamalik (1999: 112) states that the natures of motivation, namely (1) intrinsic motivation and (2) extrinsic are interrelated with each other.

Intrinsic motivation is motivation that is included in a learning situation that comes from the needs and goals of the learners themselves. This motivation is often called 'pure motivation'. Extrinsic motivation is a motivation which is caused by factors outside the learning situation. It is difficult to determine which kind of motivation is better, but the emergence of intrinsic motivation is desired, although such motivation is not easy and does not always emerge.

RESEARCH PROCEDURE

Research design

The approach taken in this study is the qualitative approach. This is because the study aims to reveal the social phenomena in relation to motivation and human behaviors in depth, instead of numbers.

According Moleong (2005: 6), qualitative research is a research that aims to understand the phenomena of what is experienced by the subject of the study such as behavior, perception, motivation, action and so on, holistically, and by providing description in the form of words and language in a certain natural context and by using various natural methods.

The underlying assumption of this study is that motivation influences entrepreneurship behavior of a person and, therefore, we prepared a research design that will unravel social phenomena in depth and comprehensively and give an opportunity to grow during the research process.

Population and Sample of Research

Population

Population is a region of generalization comprising objects/subjects that have certain characteristics which are set and then from which some conclusions are drawn. This means, population is not only people, but also other objects in nature. The population is not just a number representing the objects/subjects being studied, but it covers all the characteristics/properties owned by the subjects or the objects (Sugiyono, 1999: 57).

The population is a group of subjects that will become a source of data in the form of objects, people, symptoms or events as determined by the subject matter being studied. Another definition which is considered to be more simple, proposed by Suharsimi Arikunto (1987: 102), says that population is the whole objects under study.

Based on the theories and concepts stated above, the population in this study are all participants involved in the activities in the teaching and learning program in PKBM Suka Baru, Cigugur Girang.

Sample

Sample is a part or representation of a population which has the same characteristics and be representative of the population. Experts do not set for certain the size of sample should be selected for a qualitative study. But in general, the experts give estimates as a guide in determining the size of sample of a population.

In this study, the sampling technique used was purposive sampling. With this technique researchers take samples by determining certain the characteristics in relation to the objectives to be achieved. Sugiyono (2011: 84) defines purposive sampling as a sampling technique with certain consideration.

Therefore, in this study, the selected sample are all participants involved in the activities in the teaching and learning program in PKBM Suka Baru, Cigugur Girang.

Research Procedure

Steps or procedures performed in this study are as follows :

Planning

In the planning stage, the researchers systematically prepared a data collection tool in forms of blue-prints based on the problems or research questions.

The activities in the preparation of the data collection tool is as follows:

1. Formulating the research problems along with the variables and indicators that would be used as a research question.
2. Develop questions or statements along with alternative answers that were tailored to the research problems and accompanied by relevant filling-out instructions so that the intent and purpose were clearly understood by the respondents.

Action

Respondents were divided based on roles by the researchers, and then the researchers provided treatment by observations and interviews to reveal the respondents' opinions and the actual situation.

1. Analyzing data.

2. Formulating results of the study.
3. Stating recommendations for decision-making.

Data Collection Technique

A research requires data or information that are useful for solving the problems found in the study. Therefore, an appropriate data collection technique is necessary for the research to achieve a desired goal.

The techniques used to collect data in this study are:

Observation, that is making a direct observation of the research objects which include an overview of the research location, as well as the activities in the counseling process.

Interview, which the researchers did to get the data in answering the questions of the research itself.

Study of literature, which the researchers used as supporting materials on the theoretical backgrounds that seemed to be related to counselling, and also as auxiliary techniques in data collection.

Data Analysis

The data were analyzed inductively, this means the research was carried out by starting not from deduction theory but from empirical facts. Researchers went into the field, learned, analyzed, interpreted and drew conclusions from the phenomena that were found in the field. The researchers were confronted with data obtained from the field. From these data, researchers analyzed so as to find meanings, and then those meanings become the results.

Qualitative analysis was conducted during the study, from beginning to end. This was done because qualitative researchers collected data that required analysis since the beginning of the study. Moreover, the results of the initial analysis will determine the process of further research.

The stages that were done in the data analysis, mainly the data reduction and presentation, did not always occur in a sequence, but sometimes after the presentation of data, more data reduction was required before drawing a conclusion.

RESULTS AND DISCUSSION

Description of Research Results

General Description of the Research Objects

The study was conducted in Cigugurgirang, a village founded in 1850 and is located in the highlands of North Bandung, District Cisarua, West Bandung regency.

In this area, there is the Community Learning Center (PKBM) Sukabaru, a CLC which is engaged in education and community empowerment. This institution was originated from an idea and the experiences of the owner who believed that people could improve and progress in life if they had the knowledge and skills. PKBM Sukabaru vision is to build the character of intelligent citizens, while its mission is to build intelligent citizens in a pleasant, attractive, and religious learning environment resulting in citizens with noble characters.

Learners' Motivation and Participation in the Life Skills Program

The residents generally received the information about life skills program at PKBM Sukabaru from the village public servants, and they voluntarily registered and joined the program. They are interested in the life skills program because they are motivated to be an entrepreneur, be able to develop their own businesses, and to make progress in their enterprise.

The learners think that the life skills program for the society is very useful and deserves a good response as it is supposed to be a place for building the skills to help them in life and improve their prosperity. This is supported by the evidence that they attend each session in the program.

Before attending the life skills program, the learners did not have knowledge of life skills. However, after the training they had the knowledge in the field of life skills such as which skills belong to life skills program, the kinds of life skills, and the benefit of life skills.

They enthusiastically participated in the learning program and they could successfully complete the life skills program, and after graduated from the program they tried to open businesses in line with their interests and talents which they took in the program.

After participating in the life skills program, learners had the skills and expertise in a particular field, such as flower arranging, making wedding supplies, bridal makeup, and photography.

The learners admitted that they previously did not have the skills, but because of the life skills program they became skilled at making products marketable and useful in society.

Among the learners there were some who got the information about the life skills program at PKBM Sukabaru from their friends. They registered and joined with the aim to increase knowledge and specific skills that might support the improvement of their well beings.

According to them, during the life skills program, they were always enthusiastic because they had expectations that after completion of the program they would be able to try entrepreneurship, which means to live independently.

After following life skills program, the learners had learned the materials in specific skill areas such as flower arranging, making wedding supplies, bridal makeup, and photography. According to them, the materials provided during the training were taught

by means of life skills oriented approach through individual or group methods, and a variety of teaching and learning techniques had been adapted to fit the materials.

The Life Skills Program as an Effort to Build Entrepreneurship Behavior

The materials given in the life skills program at PKBM Sukabaru Cigugur Girang are basic materials in entrepreneurship, which are familiar in the society for practical purposes, such as flower arranging, making wedding supplies, bridal makeup, and photography.

The primary learning materials in the program are the definition of entrepreneurship, basic principles of entrepreneurship, entrepreneurial management, specific skills materials, and product marketing. The time span of the life skill program is thirty days or 24 hours in duration, that is, to be specific, 3 days a week and 2 hours each day.

Learning resources in the life skills program are competent people in the field of entrepreneurship who also have expertise in the field of skills relevant to the learning materials. The required qualifications to become learning resources in PKBM Sukabaru life skills program are teaching experience, working ethos, and high responsibility.

The approaches used in teaching life skills are andragogy and participatory learning. The method are individual method and group method, which are tailored to the learning material itself. Meanwhile, the instructional techniques used are: lecture, question and answer, discussion, demonstration, assignment, group work, lab, and field practice/job training as well as other techniques that correspond with discussion materials.

Implementation of the life skills program is prepared in such a way that the learners can strive independently in gaining the knowledge, skills, and attitudes of entrepreneurship in developing their business.

The source of funds to support activities in the PKBM's life skills program was derived from the district government subsidy through the district education board.

In supporting the implementation process for the life skills program, there are some facilities that can be used by the learners. They include :

1. Classrooms or learning rooms
2. Workshop
3. Enough seats for learning
4. A set of accessories intended for entrepreneurship
5. Other supportive tools and equipments.

Efforts to Improve Learners' Motivation toward Entrepreneurship Behavior through Life Skills Program

The success of the life skills program can not be separated from responsibility of the administrators and the leader of PKBM Sukabaru Cigugur Girang. This can be seen from the trainings, administered by the district government or related agencies, to improve the performance of the life skills program administrators.

Efforts to increase the motivation of the participants to learn entrepreneurial life skills is to create new, more attractive, product models in accordance with the demands of the business field and the industry that are constantly changing.

Creativity and innovation continues to be done to answer the progress of business and industry that requires production models to be updated with the trend of consumer tastes.

PKBM Sukabaru continues to create networking with relevant partners to develop partnerships and motivate the participants to learn so that it may become a trigger of progress in the future.

The results of effort to improve learners' motivation toward entrepreneurship behavior through life skills program in PKBM Sukabaru, Cigugur Girang are shown in the table as follows:

Table 2. Affect Changes in Learners at PKBM Sukabaru

Rated aspect	Changes that occur	
	Before attending life skills programs	After joining the life skills program
A. Cognitive Aspects	No knowledge in the field of entrepreneurship Did not have knowledge about entrepreneurship Have no knowledge of ethics, and self-development	Have knowledge in the field of entrepreneurship Have knowledge about business and entrepreneurship Have knowledge of etiquette, business ethics and self-development and personality
B. Affective Aspects	Aspire to be a worker Lack of confidence in social activity <u>Do not have work</u>	Emergence of motivation for entrepreneurship Confidence in the social

Rated aspect	Changes that occur	
	Before attending life skills programs	After joining the life skills program
	ethics	activity
	Lack of discipline in respect of time	Work ethics
	Not considering the responsibilities in life	Be a disciplined person in respect of time
	Nothing appears as innovative and creative spirit within.	Be a responsible person in life
		Emergence of innovative and creative spirit within.
C. Aspects of Psychomotor	Not skilled in the field of entrepreneurship	Be skilled in the field of entrepreneurship
	Less able to communicate in society	Being smart people mingle and communicate in society
	Not to develop business	Try to develop businesses in the community

Discussion

They are interested in the life skills program because they are motivated to be an entrepreneur,

The learners are interested in the life skills program because they are motivated to be an entrepreneur, be able to develop their own businesses, and to make progress in their enterprise. This is relevant to the concept stated by Ardiwinata & Mulyono (2018) that entrepreneurship is an ability to create added-value in the marketplace through a process of combining resources in new and different ways, by means of creative and innovative abilities.

The learners’ attitudes that become their values or personality traits play a critical role in responding to something, this is shown by responsiveness to the life skills program which is designed to improve their skills and to help them in life and improve their prosperity. This is supported by the evidence related to the level of attendance in each session in the program.

Attitudes affect someone’s willingness to participate in certain activities, and to how they respond to people, objects, or situations in their environment. Willingness to

participate is an essential element of effective learning. A person's mental attitude can be formed through the intensity of experience in the learning process, including learning entrepreneurship. Therefore, studies on the mental attitudes toward entrepreneurship need a comprehensive understanding. The involvement of new entrepreneurs in entrepreneurial activities is a strong basis for a full understanding of entrepreneurship.

The participants in the entrepreneurship life skills program are adults and, therefore, according to the theory of nonformal education, it is most appropriate that this training be guided by the approach of andragogy theory. Andragogy is a learning model for learners in which they are involved in a learning activity or training. By means of directly involving participants in learning activities, the learning process can be done well, because the key to success in adult education is involvement/participation.

According to Ansori & Samsudin (2013), in order to achieve the success of learning, the facilitators of learning should involve participants in: (1) identifying training needs, (2) formulating the purpose of learning or training, (3) developing learning or training program, (4) the evaluation of learning or training. Because of such involvement, the learners will be motivated to learn, both in the learning process and in the use of learning outcomes as well.

Before attending the life skills program, the learners did not have knowledge of life skills. However, after the training they had the knowledge in the field of life skills such as which skills belong to life skills program, the kinds of life skills, and the benefit of life skills. However, in the program implementation, the theories from the field of nonformal education were sometimes not able to be applied optimally. This is strongly influenced by the real conditions in the field.

As stated by the administrator, the purpose of the life skills program is to provide knowledge, skills, attitudes of self-reliance, and entrepreneurship spirit to the learners so that they can strive independently, open job opportunities and receive on-call services, so that they are given the materials in certain skills such as flower arrangement, wedding supplies, bridal makeup, and photography.

Implementation of the life skills program at PKBM Sukabaru Cigugur Girang is an activity relating to administration of the learning process of basic materials in entrepreneurship, which are familiar in the society for practical purposes, such as flower arranging, making wedding supplies, bridal makeup, and photography.

The learning process is related to objectives, materials, methods, techniques, media, learning activities and evaluation. Implementation of a learning activity, including a training, is a process of transformation of knowledge, attitudes, and skills from the learning resources to the participants.

The implementation of the life skills program is in accordance with its purpose, namely to provide the learners with the knowledge, skills, attitudes in the field of entrepreneurship and self-reliance in doing business that support their business

development. It was obvious that the implementation had been carried out effectively and efficiently, because the program could commit to scheduled time and produce graduates as expected.

The results or the research suggest that the implementation of the life skill program is an educational interaction process between the learners and other learning components such as instrumental input, environmental input, raw input, and other inputs. This is in line with Sudjana (2000: 34-38) who suggests that a learning process involves such elements as follows :

1. Instrumental input, comprising all resources and facilities that allow for a person or group to perform learning activities.
2. Raw input, that is, the learners along with the different characteristics that they have.
3. Environmental input, that is, environmental factors that support progress of the educational program.
4. The process that involves interactions between the instrumental input, mainly the educators, and the raw inputs, namely the learners.
5. Output, that is, the number of graduates, along with the quality of their behavioral changes.
6. Other inputs, that is, supportive forces that enable the learners and graduates to use their achieved-capabilities to improve their living.
7. Impact, which is related to the outcomes achieved by the learners and graduates.

The collected data show that all learners who completed the entrepreneurship life skills program have successfully gained the expected knowledge and skills and also an attitude of self-reliance and entrepreneurship.

Further data analysis shows that the influence of the program on the learners' cognitive, affective and psychomotor domains is beneficial to their behaviours, especially in improving the knowledge and skills in the intended field and in developing the attitude of self-reliance and the spirit of an entrepreneur.

Furthermore, the results of the learning process of life skills program, including the entrepreneurship skills training activities, have been relevant to the concepts put forward by Djudju Sudjana (2000: 102) as follows:

Learning as a meaningful outcome, as an ability which a person has achieved after completing the learning or after experiencing a learning as a process. Through learning as a process, one can think, feel and act in and on his life. Thus, learning as an outcome is the change in the behaviors of a person through the process of learning and it should be used to improve the performance in her or his life.

Learning outcomes are changes in behavior, such as increased knowledge, skills and the development of a person's attitudes through the process of learning or training, and

such changes should be used to improve their life and living. In general, the benefit of the training or education which is oriented toward a training for learners is to provide knowledge, skills, attitudes of self-reliance, and entrepreneurial spirit to face and solve the problems in life, both as an individual and as a self-reliant citizen. The success of an entrepreneurship training program may improve the living standards of citizens, by improving job skills, labor productivity, and increasing the income of the program participants.

PKBM Sukabaru Cigugur Girang has managed to make the learners in the life skills program attain entrepreneurship behaviours by motivating them gradually and successfully. They are attracted to the entrepreneurship spirit and become focused to be an entrepreneur, an inner growth resulting in the development of life and well-beings. The development of human resources through the center of community learning activities, has become one alternative in strengthening community capacity, in terms of education, vocational and economic. Because through PKBM, the community is given the widest opportunity to access quality and sustainable education services (Ansori, 2012).

The success of the life skills program at PKBM Sukabaru to make those adults learn is in accordance with the theory of nonformal education, that is, through andragogy theory approach, which is a model of learning for the learners in the program by engaging them in the activities of learning or training. By means of directly involving participants in learning activities, the learning process can be done well, because the key to success in adult education is involvement/participation. This is in line with the opinion of Mulyono (2014) which revealed that the non-formal education process through the Community Education unit, will build a strong and sustainable character compared to the formal education system that is too age-limiting and the curriculum structure is too rigid. This was reinforced by the opinion of Ardiwinata & Mulyono (2018) who suggested that the process of community empowerment needed reinforcement related to the potential of the local community so that it could have specific positive implications compared to outside support that was not necessarily in accordance with community needs.

The stimulants in the life skills program in forms of learning through innovation and creativity has been successful to motivate learners toward entrepreneurship. An ability generated by creativity is the ability to make something new in its existence, and it is actually a formation of new ideas which are original, unusual, or unique. The mindset of a creative person is thinking 'out-of-the-box', and such a person has a mind that is open and free to approach things in new ways. Meanwhile, innovation is implementing creativity toward something so that it becomes a profitable new combination. Strengthening community capacity through PKBM also provides an effort to give people a new mindset and awareness of the range of potential they have in order to improve the quality of people's lives (Mulyono, 2018).

This is relevant to the demands from the world of business and industry that calls for development of innovation and creativity to meet the challenges of the future,

specifically to provide superior products and service. Therefore, to become a superior entrepreneur one needs to have a capacity in innovation and creativity. Entrepreneurship development is one of the main focuses to build a better and more advanced community capacity (Ansori, 2016).

PKBM Sukabaru continues to create networking with relevant partners as a response to a rapidly changing contemporary society. We inevitably need people because of our limitations and the fast growing complexities in life. This means, we have to interact with others. In fact, there are three things to do to meet our needs for networking: build trust, set objectives, and select our contacts. Building a network is aimed to develop partnership and to motivate learners to get involved in the process so that it is expected to be a trigger for their success in the future.

In addition to search for relevant partners, building a network is also used by PKBM Sukabaru as a way to find ideas or new perspectives to decide future direction. A more in-depth and comprehensive approach is expected to provide an opportunity for the community to develop a value internalization system that is related to community development capacity in the future. This becomes urgent when the community is asked to build awareness about increasing the capacity of individuals and families with more basic entrepreneurship (Fitriana & Mulyono, 2019).

CONCLUSION

Based on the results of this study, it can be concluded that :

1. Learners' motivation and participation in the life skills program

Learners in the life skills programs are adults who are motivated to be an entrepreneur, that is, to open their own business. Learners are actively involved, directly, in learning activities which show that the learning process is implemented successfully, that is, using an andragogy process.

The learners believe that the life skills program for the society is very useful and deserves a good response as it is supposed to be a place for building the skills to help them in life and improve their prosperity.

Successful learning in the life skills program is relevant to the statement of Srinivasan that in order to achieve success of learning, adults is supposed to be involved in: (1) identifying training needs, (2) formulating the purpose of learning or training, (3) developing learning or training program, (4) the evaluation of learning or training

2. The life skills program as an effort to build entrepreneurship behavior

Implementation of the life skills program is an activity relating to administration of the learning process of basic materials in entrepreneurship, which are familiar in the society for practical purposes. In the process, it is related to objectives, materials, methods, techniques, media, learning activities and evaluation.

The results or the research suggest that the implementation of the life skill program is an educational interaction process between the learners and other learning components such as instrumental input, environmental input, raw input, and other inputs.

All learners who completed the entrepreneurship life skills program have successfully gained the expected knowledge and skills and also an attitude of self-reliance and entrepreneurship. Changes in behavior, such as increased knowledge, skills, and attitudes can be used to improve their life and living.

3. Efforts to improve learners' motivation toward entrepreneurship behavior through life skills program

PKBM Sukabaru Cigugur Girang has managed to make the learners in the life skills program attain entrepreneurship behaviours by motivating them gradually and successfully. They are attracted to the entrepreneurship spirit and become focused to be an entrepreneur to improve their life and well-beings.

The success of the life skills program at PKBM Sukabaru to make those adults learn is in accordance with the theory of nonformal education, that is, andragogy theory approach. The stimulants in the life skills program in forms of learning through innovation and creativity has been successful to motivate learners toward entrepreneurship. PKBM Sukabaru is committed to create networking with relevant partners as a response to a rapidly changing contemporary society. We inevitably need people because of our limitations and the fast growing complexities in life. This means, we have to interact with others.

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