

CHAPTER VII
CONCLUSIONS, RESEARCH IMPLICATIONS, RECOMMENDATIONS,
AND LIMITATION OF THE RESEARCH

7.1. Conclusions

Based on the results of research and discussion that have been discussed before, it can be deduced as follows:

1. Policies on Non Formal Education to Increase Business Entrepreneur in Sumenep Regency East Java

a. Policies of Local Government

Based on nomenclature, the Policy on Non Formal Education is organized by the General Directorate of PAUD DIKMAS under the Ministry of Education. Government of Sumenep Regency itself has a policy governing the implementation of non-formal education, namely the Regional Regulation (Perda) of Sumenep No. 7 of 2007 About Educational Implementation System, particularly Chapter V, the fifth part of Article 34, without any subsequent derivatives regulation. Education Office as Non Formal Education providers, has no own initiative and only refers to guidelines and technical guidance from the central government in its implementation (top down policy), so it has not been able to cover the needs for organizing Non Formal Education to increase the number of business entrepreneurs in Sumenep regency.

b. Policies of Non Government (NGO, Private Sector, Informal Leader)

NGO, businessman, and informal leaders basically also give lessons to the public, both basic learning (reading, writing, and arithmetic) and entrepreneurship learning. However, the problem is that each of the non-government organizations, businessman, and the informal leaders, in providing Non Formal Education to increase the number of business entrepreneurs, they do independently without coordination with the Government of Sumenep regency.

2. Policy Analysis of Non Formal Education on the Basis of Community-Based Education to Increase Business Entrepreneurs

a. Institution

The Implementation of Non Formal Education in Sumenep institutionally, is under the authority of the Department of Education. However, the major contribution is obtained from relevant agencies/offices which also organize similar programs such as training, education and empowerment of the communities in which these activities are included in the non-formal education. This happen because in Sumenep still not provid a single integrated service unit that regulates matters into Non Formal Education coverage to increase the number of business entrepreneurs. Each department has its own field test unit, own system, own budget and own executive, so that Non Formal Education program to increase the number of business entrepreneurs often overlap.

b. **Resources**

Sumenep Regency has abundant natural resources, but the human resources, are still generally in a low quality, with evidence that there are many people who are illiterate (highest to 3 in Indonesia). It is an obstacle in the implementation of Non Formal Education in Sumenep to create new entrepreneurs. Therefore, at this time the implementation of Non Formal Education in Sumenep is still prioritized for literacy learning (eradication of illiteracy).

c. **Coordination**

In addition to NGOs, entrepreneurs, and informal community leaders, many parties involve in providing Non Formal Education to increase business entrepreneurs in Sumenep such as the Department of Agriculture, Department of Manpower and Transmigration, Department of Fisheries and Marine Resources, Department of Animal Husbandry, Department of cooperation-SMEs, Department of Education, as well as other agencies. But each of these services is weak in terms of coordination. It can be seen that each office has the same programs that provide training to the community, aimed to empower people economic in Sumenep. However, each of these agencies do not coordinate with Department of Education in unit of PLS as the leading sector of non-formal education, due to the absence of regulatory/legal framework governing such coordination.

d. **Curriculum**

The curriculum used by the organizers of Non Formal Education in Sumenep does not fulfill the standards prescribed by the central government. Although the learning curriculum is agreed by the participants in each CLC, but it is not in accordance with the guidelines which referenced. The curriculum is still oriented toward literacy learning course. The curriculum is made not based on considerations studies in the field, where the curriculum should pay attention to the suitability of the program with the characteristics of its resources, flexible programs, and linear with needs of the community

e. **Budget**

The implementation of Non Formal Education to increase the number of business entrepreneurs in Sumenep is poorly supported with sufficient budget. The budget (from the central government and local government) prioritizes for reducing the high illiteracy rate, and the utilization of the budget by the executive actors, which is less effective and efficient. This is evidence from the implementation of Non Formal Education system impressed that the program is project oriented, so that the budget is spent for short-term Non Formal Education projects only and not sustainable.

f. **Community Participation**

Public participation in the implementation of Non Formal Education in Sumenep regency is quite high. It can be observed from the enthusiasm of the community in the implementation of Non Formal Education with

training (literacy and entrepreneurship) given to them through the CLC. The society, both as group and as individual, have an interest to carry out the activities that lead to the empowerment and improvement of their quality of life, such as help build the CLC, studios and learning activities, internships, productive businesses, as well as religious education is rapidly shifting to an additional vocational education effort.

7.2. Research Implications

The research implications (theoretical and practical) in the framework of the Non Formal Education Policy Based on Community to increase the number of business entrepreneurs in Sumenep, can be delivered as follows:

7.2.1. Theoretical Implications

Based on policy analysis of Non Formal Education in Community-Based Education perspective to increase the number of business entrepreneurs, it can be put forward the following implications:

1. The existence of coordination gap among institutions at the local level and between institutions with other stakeholders such as the private sector, NGOs, and community leaders, in a Non Formal Education policies to increase the number of business entrepreneurs, can be overcome by creating a new institution- *ad hoc* institutions (adhocracy). It strengthens the model developed by Hill and Hupe (2002); the involvement of all parties who collaborate to realize the effort, The organizational network approach is combined with the issue of fields and state-organization relations (Casey, 2002); the context of institutional

analysis that studies the relationship between formal and informal processes in institutional environments, strengthens by Malone and Crowston (1994); coordination between the parties should lead to a "setup" diverse elements into an integrated and harmonious operation, strengthen to Scott (2008) about New Institutional Theory, and Mintzberg (1983) about adhocracy in components and coordination mechanisms. The duties of adhoc agency are coordinating the technical of work program and its implementation; arranging alternate suggestions; evaluating the implementation of activities; and carrying out cooperation among government agencies and other organizations that organize training activities and the development of entrepreneurship education and life skills.

2. Deliberative policy Model (Hajer and Wagenaar, 2003) or the model "network" (Anderson, 2011), "collaborative" (Inez and Booker, 2003), "argumentative" (Fiscer & Forester, 1993), or "discursive" (Fishcer, 2003) in Non Formal Education to increase the number entrepreneurs need to be expanded, so that implementation on the ground is not always determined from above (top-down approach), whereby the above gives guidance which is already almost done then legitimized by a brief discussion at the lowest level (as if already discussed). The results of the research, opposes and criticizes the opinions and theories. Normatively, deliberative policy model give an emphasis on a bottom-up approach, which in its implementation, it is totally based on the proposals, ideas, and creativity of the community which is then passed to the top. Deliberative

policy on the process is formulated through an intensive discussion process between the government and citizens. Deliberative policies are involved to good governance, elements include: Accountable, transparent, responsive, effective, follow the rule of law, and participatory. Therefore, in order not to seem a mere formality, the process of policy deliberation model should be institutionalized, either in the term of norms, rules, or through institutional processes, in order to be able to coordinate all the parties involved, by creating a common policy in matters of Non Formal Education to increase the number business entrepreneurs which include: coordination, institution, budget, curriculum, resources, and community participation that exist, so the implementation of NFE can be in accordance with intended purpose.

3. Every process of public policy analysis attempts to bring together two assumptions and interests that may be similar, perhaps different; the interests of policy makers and the interests of the people who will be affected by the policy. Therefore there must be an awareness that their views and minds (target communities) are worthy of attention in the process of policy analysis. This is one way to overcome the possibility of constraints both structural and behavioral in the process of formulating and implementing policies. This is strengthened by the model developed by Stoker (2006) on Collective decision as a mechanisms in decision-making process, Abdul Wahab's view (2002) that He states must be as an enabling institution and willing to share the role, sharing of power, and collaboration (mutually) with autonomous social forces in society, and strengthen

to Lakes & Guidry (2009); Community participation is the role of society in achieving a common goal in a community. Therefore, the policy on Non Formal Education based on community to increase the number of business entrepreneurs, should be a public choice for users (beneficiaries). Thus, the policy formulation process will involve the public through interest groups. In general, this is a concept of public policy formulation which is the most democratic, because it gives a wide public space to contribute their options to the government before making a decision. With the principle of openness and transparency based on consultation and consensus with the community, they will be able to develop the economy independently (of, by and for society needs).

4. The efforts to increase the number of entrepreneurs should still pay attention to the formal juridical aspects, institutions, resources, curriculum, budget, and community participation, by improving internal coordination in the educational department line and developing it into cross-sectoral coordination in the context of Non Formal Education (Hayat, 2017)

7.2.2. Practical Implications

1. It should be made the rule of law in the form a Regent regulations (Perbup) or Local regulations (Perda) to organize the coordination (between local government and government agencies with non-governmental organizations held a PNF), institution, budget, curriculum, resources, cooperation, and community participation, so that the implementation of Non Formal Education will be in

accordance with its intended purpose- increasing the number of business entrepreneurs.

2. Because the non-governmental stakeholders such as the private sector, businessmen, religious organizations, PKK, community leaders and others also have a policy or program for community empowerment in entrepreneurship, the local government should involve them in the implementation of Non Formal Education of entrepreneurship. With the involvement of non-government stakeholders, the people can directly get a briefing about the entrepreneurs so that they are economically empowered.
3. In designing the curriculum, education/ training strategies, and the strengthening of resources, local government needs to make a cooperation with universities/colleges that have devices and networks in the field of entrepreneurship, through action research so that curriculum and strategies for education/training are produced in accordance to the needs of local communities.
4. The learning and training to the people to become entrepreneurs are strived to partner and cooperate directly with the company. By making the already successful entrepreneurs in business as a mentor, the society can learn directly from the mentor in processing until products/services marketing that have been created. Thus empowering the community through Non Formal Education of entrepreneurship can be optimally achieved.
5. Because Sumenep Regency is a popular with the tourism destination (pilgrimage tourism, beach tourism, culinary tourism, cultural tourism, etc.), it hences the

need for the curriculum, strengthening resources and entrepreneurship training strategy that is integrated with the vision and mission of Sumenep Regency in the field of tourism.

7.3. Recommendations

1. For the Ministry of Education and Culture

- a. Government policy on education development has emphasized on formal education and schooling system, which should be changed to give more attention to non-formal education. Development of Non Formal Education has been done by the government through a temporary and unsustainable projects approach, must be converted into a sustainable program.
- b. Facing the complexity of the situation of education today, in the spirit of local autonomy, the central government (the Ministry of Education and Culture) needs to develop a policy of non-formal education, within the framework of realizing the community-based education, and government take responsibility for the continuity of non-formal education, particularly in an effort to improve the entrepreneurs ready to work, and to make Non Formal Education institutions being an alternative solution for the problems exist in the world of education
- c. Patterns of approach which is based on a paradigm assumes that public education should be standard, academically-oriented, and the community is only as objects of development, should be shifted towards a more dynamic by placing the community as a subject and have a right to determine the type of

program that will be conducted, so that they can enjoy the results of studies which tend to be oriented to the their own needs.

2. For Local Head of Sumenep Regency

- a. By this research results, it is expected to give a complete view of the Non Formal Education policy to increase the number of business entrepreneurs in Sumenep, so they can develop themselves with the right policy toward good and comprehensive education service, especially in creating the competitive human resourches in the business world by championing the needs and strengthening local communities.
- b. Giving a support and guidance to agencies, NGOs, companies and other related parties, carrying out Non Formal Education in order to increase the number of business entrepreneurs.
- c. In regard to minimum local budget allocation in the field of entrepreneurship education and training, necessary to repeated discussion, the negotiations, and the unification of the vision / mission with the local council (DPRD) of Sumenep Regency

3. For Head of Education Agency of Sumenep Regency

- a. Education Agency should make a sinergy and coordinate with other sectors, such as the Agency of Manpower and Transmigration, Agency of Agriculture, Agency of Cooperatives and SME's, Agency of Marine and Fisheries, and agencies / institutions, especially in producing new entrepreneurs and are to be ready workforce, for example related to curriculum training, budgeting,

training speaker, distribution of the products by the participants of the course, including the matter of certification.

- b. It is necessary for head of the Education Agency to make regulations as a derivative of the Local Regulation and Regent Regulation, which discusses the technical of development and implementation of Non Formal Education in order to increase the number of business entrepreneurs, so it is not different perceptions among the public.

4. For Public Administration Scientists

- a. It is a requirement for public administration scientists, particularly educational administration scientists to understand the study of public policy, especially educational policy. This interest is closely related to the expected role of public administration scientists, not only later expected to be a qualified policymaker - when involved in the policy-making process - but more than that, public administration scientists particularly in the field of education are expected to provide a major role in providing corrections to various errors (inaccuracy) in the formulation of various policies that have been made by the government so far. Thus, policy studies will provide a solid foundation for someone who wants to develop a profession as a policy analyst in particular of Non Formal Education policy. This policy analyst profession is an emerging field of study and an opportunity for public administration scientists.

- b. For Brawijaya University, especially the Faculty of Administrative Sciences (FIA) in order to provide increased development of science, especially within the scope of public administration. And the results of this study are expected to be one of the scientific works that contribute knowledge about Policy Analysis on Non-Formal Education to Increase Business Entrepreneurs: Community-Based Education Perspective in Sumenep
- c. For The next Researchers can continues this research by further examining the conclusions resulting from this study. In addition, it is expected that in the future it can be used as a source of data for further research and further research based on different factors and variables, as well as the number of samples and more precise design.

7.4. Limitations of the Research

Although the researcher is Sumenep origin and familiar with the research site and it makes easier to get information accesses, there are some limitations in this research, among others:

1. the context of non-formal education to increase the number of business entrepreneurs is very broad, and it implemented by many departments, offices, agencies, NGOs, enterprises, and other stakeholder, not only conducted by Department of Education as leading sector of Non Formal Education. This potentially makes the bias in data collection and analyses even though researcher has tried hard to control it through triangulation

2. Limitation of data on the number of entrepreneurs caused by the diversity and extent of the programs organized by various parties. All government agencies, both departmental and non-departmental, run non-formal education programs without coordination. Various private institutions, NGOs, and community leaders also organize non-formal education programs aimed the needs of these institutions or for services to the community. With the variety of programs conducted by various parties it will allow the occurrence of overlapping programs
3. Policy analysis on Non Formal Education to increase business entrepreneurs in Sumenep cannot provide quick answers for intricate and intractable problems, because Policy analysis is not a *exact science* so it is not necessarily be a panacea for the damages that occur in non-formal education policy in Sumenep, and will not guarantee that policy decisions will in line with the public interest