

Entrepreneurship Training Management Based on Life Skills at the Community Learning Center "Tim Suara Masyarakat Dawuan", Cikampek District, Karawang Regency

Anggi Amelia^{1*}, Tatang Sudrajat², Farida Yuliaty³

^{1*,2,3}Magister of Management, Faculty of Economic and Business, Universitas YPKP Bandung, Indonesia

ARTICLE INFO



Email Correspondence :

anggieamelia15@gmail.com

Keywords: Entrepreneurship; Life skills; Training management

DOI:

<https://doi.org/10.33096/jmb.v12i2.1261>

ABSTRACT

In the era of globalization, life skills are a key factor in improving human resource quality, particularly in entrepreneurship. PKBM Tim Suara Masyarakat Dawuan, Karawang Regency, implements entrepreneurship training based on life skills to strengthen learners' economic independence. This study applied a descriptive qualitative approach through in-depth interviews, observations, and documentation, involving four informants: PKBM managers, training tutors, and program alumni. Data analysis was conducted systematically using Nvivo 15. The findings reveal that training management at PKBM Tim Suara Masyarakat Dawuan is carried out through careful planning based on learner needs, participatory learning methods, and continuous evaluation. Supporting factors include financial assistance from external partners, adequate facilities, and the active role of tutors in motivating participants. However, challenges remain, particularly low awareness among school-age learners who struggle to recognize the importance of life skills and economic independence. This study contributes to the limited literature on life skill-based entrepreneurship training in non-formal education in Indonesia. Practically, it provides strategic recommendations for PKBM to maximize training success, enabling the development of independent, creative, and competitive graduates.

ABSTRAK

Dalam era globalisasi, keterampilan hidup (life skills) menjadi faktor penting dalam meningkatkan kualitas sumber daya manusia, khususnya dalam bidang kewirausahaan. PKBM Tim Suara Masyarakat Dawuan, Kabupaten Karawang, melaksanakan pelatihan kewirausahaan berbasis life skills untuk memperkuat kemandirian ekonomi peserta didik. Penelitian ini menggunakan pendekatan kualitatif deskriptif melalui wawancara mendalam, observasi, dan dokumentasi, dengan empat informan yang terdiri dari pengelola PKBM, tutor pelatihan, serta alumni program. Analisis data dilakukan secara sistematis menggunakan Nvivo 15. Hasil penelitian menunjukkan bahwa manajemen pelatihan di PKBM Tim Suara Masyarakat Dawuan dilaksanakan melalui perencanaan sesuai kebutuhan peserta, penerapan metode pembelajaran partisipatif, dan evaluasi berkelanjutan. Faktor pendukung antara lain dukungan finansial dari mitra eksternal, ketersediaan fasilitas yang memadai, serta peran aktif tutor dalam memotivasi peserta. Namun, hambatan tetap ada, terutama rendahnya kesadaran peserta didik usia sekolah yang masih kurang memahami pentingnya keterampilan hidup dan kemandirian ekonomi. Penelitian ini berkontribusi pada literatur mengenai manajemen pelatihan kewirausahaan berbasis life skills dalam pendidikan nonformal di Indonesia. Secara praktis, penelitian ini memberikan rekomendasi strategis bagi PKBM untuk memaksimalkan keberhasilan pelatihan sehingga mampu menghasilkan lulusan yang mandiri, kreatif, dan kompetitif.



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INTRODUCTION

Entrepreneurship education has become a significant focus in human resource development in Indonesia, particularly in preparing the younger generation to face the increasingly competitive challenges of the working world. Entrepreneurship education not only equips individuals with technical business skills but also plays a role in instilling a creative, innovative mindset and the courage to take risks, which are essential in facing global dynamics (Endang Noerhartati & Citrawati Jatiningrum, 2021). In the context of non-

formal education, the role of Community Learning Centres (PKBM) becomes strategic because they are able to reach groups of people who are not served by formal education, while also providing an alternative life skills-based learning that is practical. This is highly relevant considering the high open unemployment rate in Karawang Regency, particularly in Cikampek District, which reached 8.12% in 2023, higher than the average for West Java Province (BPS Karawang, 2023). This condition demands alternative education programs that can reduce unemployment through entrepreneurship-based economic empowerment.

Previous studies have confirmed the importance of integrating entrepreneurship with life skills education. Mursidin & Arifin (2020) emphasise that entrepreneurship education can foster independence and risk-taking courage, while Muchson (2017) highlights its contribution to producing creative and resilient young entrepreneurs. Furthermore, research by Prasetyo & Tohani (2013) confirms that project-based learning can enhance interpersonal skills while also preparing students for the world of work. In the context of PKBM, Hariyanto (2019) found that a life skills-based entrepreneurial approach can improve students' practical competencies, while more recent research by Nova & Widya (2024) emphasises the importance of external support, such as partnerships with business owners, to ensure program success.

Beyond these findings, several other studies provide further insight into how life skills and value-based competencies strengthen entrepreneurship education. Ivanova, Shvets, Varianyenko, and Sannikova (2022) highlight that effective management of training in higher education requires an understanding of both core and program-specific competencies. Their findings demonstrate that educational quality is shaped not only by technical mastery but also by cross-disciplinary skills such as social and intercultural competencies. Similarly, García-González and Ramírez-Montoya (2021) underscore the importance of interdisciplinary approaches in social entrepreneurship education. Through a quasi-experimental design, they found that integrating social entrepreneurship projects into curricula significantly enhanced students' capacity as changemakers, equipping them with creative thinking, problem-solving, and social awareness. Complementing these perspectives, Syukri et al. (2020) examined life skills programs in Indonesian Islamic boarding schools and found that effective management—through careful planning, implementation, and evaluation supported by institutional and governmental funding—fostered students' creativity, innovation, and independence in line with Islamic entrepreneurial values.

Taken together, these studies suggest that strengthening entrepreneurship through life skills requires attention not only to technical business aspects but also to training management, cross-disciplinary competencies, and the integration of social and spiritual values. This has particular relevance for non-formal education institutions such as PKBM, which play a strategic role in community empowerment. However, there remains a lack of studies that specifically explore the management of life skills-based entrepreneurship training within PKBM, particularly regarding the integration of life skills principles into modules, teaching methods, and program evaluation.

Based on this review, there is a research gap that needs to be addressed. First, although the effectiveness of entrepreneurship education has been widely researched, the managerial aspects of training delivery at PKBM are still rarely studied in depth. Second, previous research has focused more on the technical skill achievements of learners, while the integration of life skills such as communication, self-management, critical thinking, and teamwork—which are crucial for entrepreneurial success—has not been a primary focus. Thus, this research is novel in its analysis of life skills-based entrepreneurship training management in PKBMs, specifically within the context of PKBM Tim Suara Masyarakat (TSMD) in Dawuan, Cikampek District, Karawang Regency, which faces high unemployment challenges and limited supporting facilities.

This research aims to analyse life skills-based entrepreneurship training management at PKBM TSMD Dawuan, focussing on program planning, implementation, and evaluation. Additionally, this study also identifies factors influencing the success or obstacles of the program, and evaluates the extent to which life skills principles have been integrated into the curriculum and teaching methods. Through a descriptive qualitative approach, this research is expected to provide a comprehensive overview of the effectiveness of training management and offer strategic recommendations for program optimisation. The results of this research are expected not only to contribute to the development of literature on life skills-based entrepreneurship education in PKBMs but also to provide practical benefits for efforts to empower the community economically through non-formal education.

LITERATURE REVIEW

Entrepreneurship Training Management Based on Life Skills

Entrepreneurship training is a structured learning process designed to enhance participants' business skills, attitudes, and practical knowledge. According to Sudaryono (2011), training management includes planning, implementation, and evaluation stages that must be integrated to achieve program objectives. In the context of non-formal education, particularly Community Learning Centers (PKBM), entrepreneurship training based on life skills emphasizes not only technical competencies but also soft skills such as communication, critical thinking, teamwork, and self-management (Prasetyo & Tohani, 2013). Muchson (2017) highlighted that entrepreneurship education integrating life skills is more effective in fostering independence and entrepreneurial resilience compared to purely technical training. Hence, a holistic management strategy is required to respond to the dynamic demands of the business world.

Management Strategies to Improve Learners' Independence

Effective management strategies in entrepreneurship training involve needs-based planning, participatory learning methods, and opportunities for real-life practice. Mursidin and Arifin (2020) emphasized that entrepreneurship education fosters independence by strengthening learners' ability to take initiative and risks. Similarly, Hariyanto (2019) demonstrated that project-based learning in PKBM allows learners to engage with real business situations, shaping sustainable managerial competencies. Thus, training strategies should not only focus on achieving technical mastery but also cultivate adaptive entrepreneurial mindsets that promote long-term independence.

Supporting Factors in Implementation

The success of entrepreneurship training based on life skills is influenced by several supporting factors. Nova and Widya (2024) found that external support such as partnerships with businesses, mentors, and support institutions is crucial in expanding networks and market access for learners. Moreover, family and community involvement play an essential role in strengthening life skills-based education (Eli Masnawati et al., 2023). Adequate facilities, flexible curricula, and competent instructors also serve as significant enablers in optimizing training outcomes (Ratno Abidin & Asy'ari, 2023). Findings from the thesis further confirm that institutional collaboration with businesses, local governments, and financial institutions strengthens the training ecosystem, enhancing program sustainability and learner competitiveness.

Inhibiting Factors in Implementation

Despite its potential, entrepreneurship training in PKBM faces a number of barriers. Lestari (2021) reported that life skills-based training in Indonesia often lacks the integration of soft skills, leading to limited learning outcomes. Restricted access to practice facilities, outdated learning materials, and insufficient business capital are additional challenges (Marien Pinontoan, 2021). Furthermore, many instructors lack the capacity to design and implement experiential learning methods, which further hampers training effectiveness (Zuhdi, 2015). The thesis findings also highlight recurring obstacles such as limited operational funding, low attendance consistency, and insufficient post-training support systems, which reduce the sustainability of entrepreneurial initiatives.

Efforts to Overcome Training Barriers

Addressing these challenges requires adaptive and innovative management efforts. Ratno Abidin and Asy'ari (2023) suggested the use of project-based learning and business simulations as alternatives to overcome limited facilities. Nova and Widya (2024) argued that strategic partnerships with entrepreneurs and industries can provide technical assistance, access to financing, and internship opportunities for learners. In addition, continuous monitoring and evaluation are vital to measure program effectiveness and identify areas for improvement (Sudaryono, 2011). In line with this, the thesis confirms that PKBM managers implement strategies such as corporate social responsibility (CSR) collaborations, optimizing local resources, and conducting periodic evaluations to ensure continuous improvement.

Conceptual Framework

Based on the reviewed literature and empirical findings, a conceptual framework can be constructed to illustrate the relationship between management strategies, supporting and inhibiting factors, and training outcomes. Management strategies—such as needs assessment, participatory learning, and experiential training—serve as the foundation. Supporting factors, including external partnerships, family/community involvement, adequate facilities, and skilled tutors, reinforce the effectiveness of these strategies. Conversely, inhibiting factors such as limited resources, lack of soft skills integration, and weak post-training support may hinder the process. These two sets of factors interact to determine the ultimate outcome of the training, namely the development of learners' independence, creativity, and economic resilience.

This framework is supported by non-formal education management theory (Sudjana, 2014), which emphasizes the role of PKBM in empowering communities through structured yet flexible education models, and life skills development theory (Mukni'ah, 2015; Zubaidi, 2015), which underlines the importance of equipping learners with adaptive competencies for sustainable entrepreneurship. Thus, the conceptual model positions management strategies → supporting/inhibiting factors → training outcomes as an interconnected process that reflects both managerial effectiveness and learner empowerment.

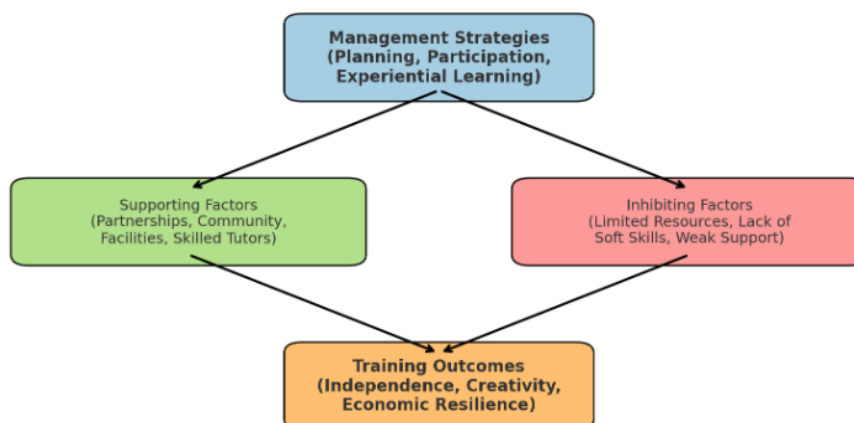


Figure 1 *Conceptual Framework*

RESEARCH METHOD

This study applied a descriptive qualitative design, which is well suited for exploring social realities in depth and capturing how participants experience them (Creswell, 2018). The research focused on entrepreneurship training management based on life skills at the Community Learning Center (PKBM) Tim Suara Masyarakat in Dawuan, Cikampek District, Karawang Regency. Attention was directed toward training strategies, supporting and inhibiting factors, as well as managerial efforts to overcome barriers.

Entrepreneurship training management was defined as a series of planning, implementation, and evaluation activities aimed at strengthening learners' entrepreneurial and life skills (Sudaryono, 2011; Prasetyo & Tohani, 2013). These aspects were examined through participants' narratives, observed practices, and documentation related to program management.

Data were collected from both primary and secondary sources. Primary data came from interviews and observations, while secondary data were drawn from program documents, reports, and institutional archives (Miles, Huberman, & Saldaña, 2014). Informants were selected purposively and included four participants: PKBM administrators, training tutors, and alumni, chosen for their knowledge and involvement in the program (Patton, 2015). Data saturation was achieved after the fourth interview, when no new themes appeared (Guest, Namey, & Chen, 2020).

Collection techniques combined in-depth interviews, participatory observation, and documentation. These were triangulated to enhance credibility (Denzin & Lincoln, 2018). Validation was strengthened through source triangulation, method triangulation, and

member checking, where interview summaries were returned to participants for confirmation. Data were analyzed thematically using Nvivo 15 to support systematic coding and the identification of emerging themes (Braun & Clarke, 2006).

Ethical principles guided the process. Informed consent was obtained from each participant, with assurances of confidentiality and the right to withdraw at any time. Identities were anonymized, and all information was used solely for academic purposes. Through this design, the research sought to develop a comprehensive and trustworthy understanding of life skill-based entrepreneurship training management in the non-formal education context of PKBM.

RESULT and DISCUSSION

Result

In this study, the researcher involved 4 key informants: the head of the PKBM, two training tutors, and one training participant alumni who had been involved in the activities for over three years. The informants were purposively selected because they had extensive experience and a deep understanding of training management and the dynamics of the training participants.

The respondents in this study consisted of four key informants who were directly involved in the entrepreneurship training program at PKBM Tim Suara Masyarakat. They included EH, representing the PKBM foundation, interviewed on July 24, 2025; Pak Solehudin, the head of PKBM, interviewed on July 12, 2025; KM, a PKBM tutor, interviewed on July 19, 2025; and WN, an alumni participant of the training, also interviewed on July 19, 2025. These informants were selected purposively to provide diverse perspectives on the management, implementation, and outcomes of life skills based entrepreneurship training.

Source Triangulation

Consistent supporting factors were found in the implementation of life skills based entrepreneurship training at PKBM Tim Suara Masyarakat Dawuan.

The interviews with four informants revealed four main supporting factors in the implementation of life skills based entrepreneurship training at PKBM Tim Suara Masyarakat Dawuan. These include strong external support from PT Pupuk Kujang and the Karawang Cerdas program, which provided full funding and facilities; the availability of adequate training equipment that facilitated practical learning; the active role of tutors and managers who acted as both instructors and motivators; and training strategies tailored to learners' interests and local needs, such as high demand for AC repair services. Collectively, these factors reinforced program effectiveness and ensured learners' active participation.

Consistent hindering factors were found in the implementation of life skills based entrepreneurship training at PKBM Tim Suara Masyarakat Dawuan.

The findings indicate that despite the presence of several supporting factors, the main obstacle in implementing entrepreneurship training lies in the low motivation and awareness of school age learners. Informants consistently highlighted that younger participants often lacked a sense of responsibility, with some attending only at their parents'

request, showing low discipline, or treating the program as a trial activity. This gap between program objectives and learners' readiness reflects the challenges in fostering life skills and economic independence among adolescents.

Method Triangulation

The results of method triangulation, conducted through interviews, observations, and documentation, confirm that all four aspects of the research focus are equally represented, each contributing 25% to the overall findings. First, the management strategy of entrepreneurship training at PKBM TSMD is reflected in the planning of training needs, the preparation of practical curricula, and the selection of tutors suited to learners' needs, supported by direct practice activities and structured schedules. Second, the supporting factors identified include the active role of tutors, learner motivation, and flexible scheduling, all of which facilitate the participation of learners from diverse backgrounds. Third, the inhibiting factors are primarily related to limited capital, inadequate practice facilities, and the absence of systematic alumni monitoring, which hinder the sustainability of training outcomes. Finally, the efforts of PKBM to overcome obstacles involve regular evaluations, seeking CSR funding, and initiating cooperation with local businesses, although some initiatives are still in progress. The balanced proportions across these four aspects demonstrate the consistency and validity of the data in explaining the dynamics of life skills based entrepreneurship training management at PKBM TSMD.

Interview Result

Table 1 *Summary of Interview Result*

Aspect	Findings from Respondents (EH, Solehudin, KM, WN)
Training Management Strategy	Training programs are based on local needs (AC service, beauty, eco print, computer). Methods emphasize experiential learning with 30% theory, 60% practice, and 10% evaluation. Tutors are flexible, using group discussions, demonstrations, and simulations. Partnerships with external stakeholders (e.g., PT Pupuk Kujang, <i>Karawang Cerdas</i>) support financial sustainability.
Supporting Factors	Key supports include: (1) competent and dedicated tutors, (2) motivated adult learners, (3) adequate training tools (beauty kits, AC service equipment), (4) external funding and CSR programs, and (5) flexible schedules for diverse participants. These factors strengthen program sustainability and inclusiveness.
Inhibiting Factors	Challenges include: (1) limited training facilities and capital, (2) low discipline and motivation among younger learners, (3) weak family support, and (4) lack of post training mentoring or alumni monitoring. These constraints hinder participants' ability to start independent businesses.
Solutions / Efforts by Management	PKBM addresses barriers through: (1) regular evaluations (controlling), (2) fundraising via CSR and local partnerships, (3) incentives/reward & punishment systems to strengthen learner commitment, (4) improved participant recruitment focusing on readiness and economic needs, and (5) expanded collaboration with government, financial institutions, and local entrepreneurs.
Role of Managers	Managers act not only administratively but also as leaders, facilitators, and evaluators. They maintain open communication with tutors and learners, ensure participatory decision making, and build external networks. This

Discussion

Entrepreneurship Training Management Strategy

The findings reveal that the management strategy at PKBM Tim Suara Masyarakat Dawuan follows the classical POAC cycle planning, organizing, implementing, and evaluating. Training is designed to equip learners with practical skills such as production techniques, marketing, and small business management, while also fostering independence and entrepreneurial attitudes. This aligns with Rahmawati (2013), who emphasized the importance of systematic management in entrepreneurship training, and with Noerhartati & Jatiningrum (2021), who highlighted the relevance of non formal education strategies in strengthening entrepreneurial competencies. Furthermore, the integration of life skills in the curriculum resonates with Mukni'ah (2015), who argued that vocational and self reliance competencies are essential in empowering learners.

Supporting Factors in Implementation

Several enablers contributed to the successful implementation of entrepreneurship training, including strong support from the local community and village government, high motivation among adult learners, the presence of skilled tutors, and established networks with stakeholders and business partners. These findings reinforce Mursidin & Arifin's (2020) view that entrepreneurship education requires social, human, and facility based support to be effective. In line with Sudjana (2014), the study also underscores the central role of PKBM in mobilizing non formal education resources to empower communities through collaborative partnerships.

Inhibiting Factors in Implementation

Despite its strengths, the program faced several barriers such as limited facilities and infrastructure, minimal operational funding, inconsistent learner attendance, and weak family support for some participants. These findings reflect challenges noted by Pinontoan (2021), who emphasized financial and facility constraints as common obstacles in entrepreneurship education. Similarly, Hasibuan (2021) explained that limited human and financial resources often hinder the effectiveness of training programs, particularly in non formal institutions that rely heavily on external support.

Efforts to Overcome Training Barriers

To address these challenges, PKBM managers employed adaptive strategies such as seeking alternative funding sources through grants, CSR programs, and partnerships; motivating learners with personal approaches; optimizing local resources; and conducting regular evaluations to improve program quality. These managerial efforts align with Sutrisno's (2018) perspective on adaptive human resource management, which emphasizes the need for flexibility in overcoming institutional barriers. Moreover, consistent with Aryanti et al. (2020), the emphasis on evaluation highlights the importance of continuous improvement to ensure sustainability and effectiveness in entrepreneurship training.

Theoretical Contribution

This study contributes to the development of entrepreneurship training management theory by demonstrating how the integration of life skills principles into the classical POAC cycle enriches the effectiveness of non-formal education. While previous studies (Rahmawati, 2013; Mukni'ah, 2015) highlighted the importance of systematic management and vocational competence, the present findings show that combining technical entrepreneurial skills with soft skills—such as communication, teamwork, and self-management—offers a more holistic framework for learner empowerment. This provides theoretical reinforcement for the view that entrepreneurship education in non-formal institutions must be understood not only as a transfer of business knowledge, but also as a process of life skills development that enhances learners' independence and resilience. Furthermore, the study extends Sudjana's (2014) non-formal education management perspective by evidencing how PKBM can function as a hub that aligns community resources, local government support, and business networks within a structured training model.

Critical Reflection

Although the program demonstrates strengths, a critical reflection is necessary to understand the persistence of low motivation among certain participants, especially those of school age. The findings suggest that young learners often perceive entrepreneurship training as less urgent compared to formal education pathways, which reflects a broader societal orientation that prioritizes academic credentials over practical skills. This resonates with Hasibuan's (2021) argument that cultural expectations and family support strongly influence participation in non-formal education. In the local context of Cikampek, cultural norms emphasizing quick employment rather than entrepreneurial self-reliance may further discourage sustained engagement in training. Conversely, adult learners display higher motivation, likely because of immediate economic needs and their stronger appreciation of life skills as tools for survival and income generation. Thus, cultural values, generational differences, and socio-economic realities collectively shape learners' attitudes and levels of participation in entrepreneurship training.

CONCLUSIONS and SUGGESTION

This study concludes that the management of life skills-based entrepreneurship training at PKBM Tim Suara Masyarakat Dawuan is carried out through need-based planning, practice-oriented implementation, and participatory evaluation. The training focuses on locally relevant skills such as AC service, beauty, computer literacy, and eco-printing, supported by external partnerships for funding and technical assistance. Supporting factors include strong tutor engagement, adequate training facilities, and external funding, while inhibiting factors are mainly low motivation and discipline among younger participants, limited business capital, and insufficient post-training mentoring. To address these challenges, PKBM managers apply incentive and penalty systems, improve learner recruitment, strengthen partnerships, and conduct regular evaluations.

From a theoretical perspective, the study contributes to strengthening the role of PKBM as a model of non-formal education management that integrates life skills with entrepreneurship training, thereby extending previous insights from Sudjana (2014) and

Mukni'ah (2015) on community empowerment and vocational competence. At the same time, several limitations must be acknowledged, including the relatively small number of informants, the limited geographic focus on a single PKBM in Cikampek, and potential interpretation bias due to the qualitative approach. These limitations suggest caution in generalizing the findings.

Future research is recommended to conduct comparative studies across multiple PKBMs to capture broader variations in management practices, as well as to integrate quantitative or mixed-method models to measure program impact more systematically (Creswell, 2018). Such directions will enrich the literature on life skills-based entrepreneurship education and provide more comprehensive evidence for policy and practice in non-formal education.

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