

SOCIAL ENTREPRENEUR AND INFORMAL EDUCATION TEACHERS (STUDY BPC)

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ABSTRACT

Many university graduates are not ready to plunge into the world of work because it has not had the skills thus contributing to unemployment while both in cities and in the regions. Social Entrepreneur existence or social entrepreneurs who are sensitive reading of this situation will be moved to address the social problems. Social cooperation conducted a entrepreneur is to open informal education institutions or tutoring agencies. Informal education institutions can accommodate prospective university graduates to be trained and given skills before plunging work elsewhere. The trick is to provide opportunities for their direct teaching in Intelligent Education Workshop (BPC). BPC is in the area of Surakarta - Central Java and founded by a spirited Social Entrepreneur. Analysis of data using models Miles and Huberman, which includes presentation, grouping, data analysis and conclusion. From the results of in-depth interviews (in-depth interviews) to 13 respondents power BPC informal education teacher and one respondent owner / manager of informal education BPC note that the faculty is more skilled in methods of teaching and master classes. Criteria of teachers have become skilled after they teach more than one year, followed microteaching once a month and mastering 1 disciplines. Therefore, the skills and expertise they received for in BPC which makes them a great opportunity to be accepted to work in a new place that formal educational institutions. Very big benefit for the people of Indonesia when more and more emerging social entrepreneurs doing similar things, so helping to reduce unemployment.

Keywords: Social Entrepreneur, Informal Education Teacher, Intelligent Education Workshop, BPC

INTRODUCTION

Middle of the year many candidates completed study degree from the University or completed study of high school. According to Central Bureau of Statistics Data in February 2014 the highest unemployment in Indonesia is dominated by high school graduates reached 9.39 percent. High school graduates were unemployed in Indonesia in February 2014 reached 7.15 million

people. The second highest unemployment rate in Indonesia is the high school graduates reached 7.44 percent. The smallest unemployment rate derived from primary school graduates only 3.69 percent of the number of unemployed. The second smallest the unemployment rate derived from university graduates reached 4.31 percent.

When university graduates still want to continue to a higher level then will continue on to Masters program. But if the university graduates want to directly find a job, it will compete with other scholars looking for work. University graduates who have a high GPA and achievement make it possible to get the job faster. However underachieving students during the lectures can be sure will be difficult to get the job expected. The scholars often do not get the job in accordance with the discipline of science. Or have to wait long to get a chance to work in accordance with the discipline of science. While waiting or looking for a new job in accordance disciplines, indirectly contributes unemployment in urban and regional levels.

Unemployment issues including issues to be solved by the government. There are various ways to overcome unemployment conducted by the government of which boost job skills through informal education. Skills candidate ready workforce must be improved because it can meet the needs of the workforce and modern industry. The government must work together with the Social Entrepreneur to resolve this issue. The case in Germany, social entrepreneur or social entrepreneurial role to assist in open employment. Social Entrepreneur providing assistance and skills training for employment seekers. Not only that, Social entrepreneur can also connect the workforce with the company work. So that the activities carried out Social Entrepreneur contribute to the local community (Evers 2013: 41).

In Surakarta, a Social Entrepreneur can see this problem and have idea to solved the problem of Unemployment. Because of that, A social Entrepreneur open a new informal institution namely BPC (Bengkel Pendidikan Cerdas) at September 2011. When we reading namely Bengkel Pendidikan Cerdas, we think about repair motorcycle or car. Exactly, BPC is a non profit institution that place student study informal. In this place, candidate of university graduate can learn student character and get skills teaching learning. There are 13 candidates of university graduate would teach in BPC. Until now BPC still in progress and have more than 100 students. Actually, 13 informal education teachers have challenge and opportunity become skilled in formal institute.

LITERATURE RIVIEW

Previous research

University graduate or prospective workers have not yet experienced skilled and effect on labor absorption. In a study conducted in the United States Wates Group Training- Education, Training & Jobs Social Enterprise (Sponsored by Wates Group), which is to provide educational training internship employment opportunities for job seekers aged 16-18 years. This study shows that the educational training for workers in the United States have a significant impact that 75% of participants who took part in the job training can be accepted formal employment. This is because a new labor completed study will receive the value through training opportunities, skills and insights gained directly in these activities.

Social Entrepreneur

According to Paul C. Light Social Entrepreneur or social entrepreneurs are individuals, groups, networks, organizations or alliances that seek a sustainable manner through different ideas to solve social problems are significant (Jerry Z. Muller 2002).

Similar disclosed by Karen Braun in his Social Entrepreneurship: Perspectives on an Academic Discipline says that social entrepreneurs see social problems around as an opportunity to establish a new business model that is beneficial for community empowerment in which the results to be achieved is not material gain or customer satisfaction, but give a good impact for

the community. It should be recognized that social entrepreneurs are not much emerged in the community and can be said to include a rare effort. Because a social entrepreneur orientation rather than on profit. In the business world rarely entrepreneurial non-profit.

In general, entrepreneurship has always oriented to gain advantage. Entrepreneurs who are not focused on the advantages of this money is called social entrepreneurship. The main purpose and ultimate goal of social entrepreneurs is to serve the basic needs of society, to help overcome the problems of socio-economic and able to empower the community. Because of the uniqueness and scarcity of social entrepreneurship is not pursuing money profit impact on the lack of interest of the business community falls into this business. But the reality in today's globalized world the impact of social entrepreneurship contribute to a high level of economic growth of a country.

In the United States, the government gave great attention and opportunities for social entrepreneurs. There are 68,000 members of social enterprises and create 1 million more jobs for job seekers in that country. In 2011 this social enterprises contribute 24 billion dollars for the economic growth of the United States.

In Indonesia, social entrepreneurship led by Bambang Ismawan, founder of Yayasan Bina Swadaya. Bambang Ismawan originally established a foundation called Yayasan Sosial Tani Building along I Sayogo and Suradiman 1967. Efforts were done through poor community empowerment through microfinance and micro enterprises with emphasis on education of participants, cultivate self-efficacy and social. Progress Yayasan Bina Swadaya had stood for more than 40 years no doubt.

One more example of Nalacity Foundation, which is a social entrepreneurial organization that was established as a form of concern for the marginalized mothers of former leprosy patients in Sitanala, Tangerang. Nalacity empower the marginalized communities to be able to produce crafts such as the headscarf. Its products will be sold in Jakarta, and the benefits will be reused to increase incomes in Sitanala. Multiplier effect ensued, mothers who are the beneficiaries of this program increased earnings. And they can support his family.

Bengkel Pendidikan Cerdas (BPC)

BPC is one of the social enterprises that stand in Surakarta. BPC is informal education institutions or tutoring that stood since September 2011 until now. BPC established a social entrepreneur with the aim of providing informal education free for children incapable of Surakarta - Central Java.

Founder and manager of Smart Education Workshop saw social and economic problems around the city of Surakarta. Wherein the low income of the local communities, for example the rickshaw pullers, scavengers and housekeeper who earn under one million every month to have 2-3 children per family. Due to low income parents who are not able to make the children was limited to additional learning outside of school or tutoring. Seeing this problem, the founders of this institution establish Smart Education Workshop on September 2011 and housed about 100 children each school year. BPC is located in the city of Surakarta Central Java near the station Solo race.

This location is a lot of low-income population. therefore BPC open classroom learning with education for kindergarten (TK), elementary school(SD) and middle school first(SMP). Social impact derived from this institution felt directly by the students, where they have increased each academic school. This academic enhancement experienced by almost all students. In addition, the impact of the presence of BPC also help their families economically parents who can not afford to spend money on their children study here.

BPC attendance at least able to reduce the education gap for children and help reduce the economic burden for parents. A social entrepreneur is to be sensitive and clearly see this condition. In line with the statement of John in which a social entrepreneur trying to serve the

untapped market, eliminating gaps in welfare, education, health, demographic and work opportunities (Elkington, 2008).

The other hand, academic success received by students BPC is inseparable from the hard work of teachers. The teacher is the students who are studying in private universities and state universities in Java Central. Most teachers of mathematics and science majors nature. Totaled 13 teaching staff loyal support teaching and learning process to date. But this is not always their teaching and internships at BPC because after graduation they will be looking for a new job. they were ready to plunge the world of work in the formal education such as schools and universities.

RESEARCH METHODS

This type of research is a descriptive study. According Sugiyono (2011; 35) that is descriptive research studies conducted to determine the value of an independent variable, either a variable or more without This is where the candidates are trained and accompanied undergraduate teaching until they become skilled to teach and educate skilled students. So that when they want to find formal employment, making a comparison or connect with other variables. In this study does not refer to the hypothesis but rather the angle of view on the phenomenon of the results of operations and data collected.

This research was conducted in Surakarta for BPC is the only institution of informal education that contribute socially. His contribution was to free the cost of learning for all students who are poor or are not able to start from the level of kindergarten, elementary school and high school. Also contributing to the education where students are studying here to be smarter and more accomplished than ever before. Teachers of BPC trained and skilled to face the children. So this study will examine the phenomenon of the experience of teachers who have an impact on: 1. Skills teaching faculty 2. Employment is wide open for alumni BPC which already have the skills.

Proceed in collecting the necessary data in this study. The collection of data is the recording of information or characteristic of some or all elements of the population that would support or support research (Hasan, 2002; 83). The collection of data is systematic and standardized procedures to obtain the necessary data (Nazir, 2003: 174). Data collection method in this research is done by collecting primary data. Primer Data is data obtained directly from the research. The data in this study are primary data collected in 2 ways depth interviews and questionnaires for weighting.

Based on the criteria that have been established then conducted interviews. The process of interviewing 13 teachers from BPC done simultaneously because it has entered into an agreement of time and place. Criteria informants interviewed as follows:

1. Has been teaching at BPC more than 1 year,
2. The minimum educational background D3.
3. Teaching of the subjects in accordance with the disciplines of education.
4. Following microteaching in BPC once a month in accordance disciplines.
5. Getting a job elsewhere

After answering a questionnaire consisting of 17 questions followed by interviews of 13 respondents, the results of these interviews were collected. Analysis of the data used in this study using a model of Miles and Huberman, which includes presentation, grouping, data analysis and conclusion.

RESULTS AND DISCUSSION

Each data generated from interviews each informant in the identification and analysis based on a given criteria. These criteria form the basis for the grouping of hiring a new workplace. Here below are the results of the answers given informant.

Table 1.1. Statements that describe the impact of teaching on BPC

No	Name	Department	Teaching	Statement informer
1	TR	Javanese literature	3-4 years	Teaching skills and communicate with students
2	PJ	Indonesian Literature	3-4 years	Making skills curriculum, teach, organize and communicate with students
3	MA	Mathematics	3-4 years	Gain Teaching skills, create curriculum and create questions
4	MI	Education SLB	3-4 years	Gain teaching skills, skills in making teaching materials and skilled in dealing with students in the classroom
5	KA	Chemistry Education	3-4 years	Gain teaching the skills in class, capable of making learning curriculum and create questions
6	DW	Management	3-4 years	Able to master classes, understand the character of students, to understand how to teach the curriculum and prepare appropriate teaching materials
7	PU	Javanese literature	2-3 years	Gain the skills to face characters, skills teaching and communicating with students
8	ED	Mathematics Education	2-3 years	Gain teaching skills, able to communicate in public and know the character of the student
9	IK	Accounting	2-3 years	Acquire teaching skills, to understand the character of the students and communicate with the students and the parents of students
10	BI	Taxation	1-2 years	Able to communicate with unruly students, taught by the number of students who are unruly, untrained time management

11	DY	English Literature	3-4 years	Getting creative teaching, character recognition and preparation of materials
12	NI	Religious Education	1-2 years	Gain teaching skills, communicating with students and the introduction of characters
13	BA	Informatics	1-2 years	Gain teaching skills, prepare materials and communicate with students

After the data collected then the data is grouped and changed into a model such as the table above, it was found that the results of the entire informants were able to give a statement to showed an increase in teaching skills. The whole informants obtain almost the same skills teaching skills and skills to prepare teaching materials in accordance with the curriculum used in the school's official school. Based on 5 criteria in stacking, obtained only two informants who do not have all of these criteria, namely PU and IK. Only PU and IK are yet to get a job in a new place and still trying to find a job. There are eleven informants who meet all the criteria of 1 to 5.

In other words, eleven of the thirteen informants received at the new job. This suggests that the skills taught in the BPC support and provide opportunities for graduates of this university to get a better job in accordance with the expertise and disciplines. All teachers in BPC minimal educational background D3 and S1 after a period of training in BPC an impact on the amount of opportunities they work in formal institutions. With the skills and expertise received for teaching in BPC lead absorption as skilled teaching staff accommodated properly.

CONCLUSION

This study successfully concluded that inexperienced of teachers become skilled ready not formed by itself. This occurs because the result of cooperation with a Social Entrepreneur. A Social Entrepreneur opened BPC as a place to hone their skills and expertise of university graduates. Here is seen the positive impact of social entrepreneur activity. Able to cope with social problems such as unemployment while being employment opportunities. Presumably the next day appeared a figure many figures Social Entrepreneur in addressing unemployment, poverty and inaction technology.

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