

Ayi Olim, Bertha N. (2015). Transformative Learning Model for Youth Life Skills Entrepreneurs in Poor Weavers Songket Palembang. *Journal of Education and Learning*. Vol.9 (2) pp. 99-110.

## **Transformative Learning Model for Youth Life Skills Entrepreneurs in Poor Weavers Songket Palembang**

Ayi Olim \*

Universitas Pendidikan Indonesia

Bertha N \*\*

Universitas Pendidikan Indonesia

### **Abstract**

Non-formal education serves to develop the potential of students with an emphasis on the mastery of knowledge and functional skills and professional attitude and personality development, is now understood as an alternative approach to the future education with an emphasis on the mastery of skills. Transformative learning, life skills and entrepreneurship are as a modality of model development. Learner/prospective participants learn from the lower-middle group (in the shadow of the transmission of learning) should be the owner of the learning process and should be able to identify the capabilities and environmental problems, reflect and take action in developing entrepreneurial abilities. The model requires changing patterns of transformative learning and utilization participants' life skills learning, facilitation and management support from stakeholders.

**Keywords:** *Transformations, mental models, facilitation*

---

\* Ayi Olim, Universitas Pendidikan Indonesia  
E-mail: [ayiolim@yahoo.com](mailto:ayiolim@yahoo.com)

\*\* Bertha N, Universitas Pendidikan Indonesia

## Introduction

Education has two sub- systems, formal education and out-of school education. Act No.20 of 2003 on National Education System has set the position and function of school education. Non-formal education in this... is understood as an organized educational process, which takes place alongside the mainstream systems of education and training, and does not typically lead to certification. Individuals participate on a voluntary basis and the individual is usually aware that, she is learning - unlike in informal learning. (Otero, 2005). Non-formal education has the tremendous potential learning in groups, interactive, participatory and experiential learning.

Furthermore, non-formal education serves to develop the potential of students with an emphasis on the mastery of knowledge and functional skills and professional attitude and personality development, is now understood as an alternative approach to the future education with an emphasis on the mastery of skills. A complete correlation between future educations with socio-economic systems can be seen in the image below:



Otero (2005) describes the role of non-formal education in the development of life skills, in particular to provide soft skills, as a response to the various problems encountered especially in developing countries which are low productivity, uncertain economic, social change, overpopulation, limited human resources, environmental issues, changes of physical production to service and knowledge-based economy (European Commission, 2010). Still in the indication of the European Commission's education based on individual freedom on the one hand has an implication that even large companies inability to accommodate all graduates of educational institutions, however sophisticated the relationship between educational institutions and the workplace.

Based on the description of non-formal education above, entrepreneurship and life skills program is one of the important programs that always held either by the government, Department of Education and Economy or NGOs. It also includes weaving songket held in Palembang, where songket is a cultural asset of Palembang well known to many countries and highly valued. South Sumatra has a very rich cultural heritage. Cultural heritage is all kinds of ancestral stories that reflect the history, the way of life and civilization, therefore the cultural heritage must be protected and preserved (Opportunities and Potential of South Sumatra, 2010).

Education is an important factor to change the economic backwardness and to raise the ability and motivation to move forward, it is essential to improve the knowledge and skills this small entrepreneurs. In fact without improvement in the quality of human resources factor can be no progress. In connection to the thesis is the role of education as *conditio sinequanone* (Jhingan, 1998). Education which supported by experience directly related to the ability to manage the business. But the high level of education does not merely constitute a guarantee if they are not supported by the entrepreneurial ability. To establish an entrepreneurial spirit should start from knowing yourself first, is to know the potential and limitations, so it can work very hard to develop this potential and to overcome limitations.

One form of crafts to be developed by the community is the weaving songket. A typical Palembang songket cloth is famous since ancient times. Songket is made of silk yarn woven with gold

thread. Songket making raw material is quite expensive because most of the raw materials are imported. Manufacturing process is with traditional weaving machine with old workmanship and quite difficult. Accordingly, in developing this industry required substantial capital. This is compounded by the reality handicraft made for generations by using traditional methods. Therefore, there is a tendency difficult to meet market demand since traditional practice consume a lot of time. Hence the need for the development and improvement of the capacity of communities to make Songket weaving is important.

Youth is the nation's hope of next generation. For that youth should be able to develop creativity, innovation for the advancement of the nation and the State. Reality is happening at this moment, there are young people in Indonesia who are not able to develop their creativity, just do not want to work hard.

Based on the initial survey in the study area, although in practice this effort to empower small industry has been done, but in reality small industries Songket weaving is not maximized to contribute to the economic development of the region, yet the labor absorption and contribute to revenue (PAD). With the potential that exists and is supported by the availability of local resources, the overall small industry songket in Palembang totaled 230 units with an investment of Rp. 1.88223 billion and a workforce that is employed as many as 504 people.

Based upon this, the problem of life skills-based on entrepreneurial management is inevitable and it is imperative to learn especially by poor young craftsmen in the songket City Palembang, to enable them to improve entrepreneurship songket. Urgency of entrepreneurial management is the bridge between the entrepreneurial nature, which greatly be supported by how to manage entrepreneurship especially among youth (Stevenson and Jarillo, 2012). Palembang municipal trade official as developers institutions have repeatedly held for youth entrepreneurship education songket weavers, based on formal oriented system couldn't improve the entrepreneurial spirit and increase the utilization of local potential Songket.

Based on the description above, the authors tried to solve the problem of low performance of entrepreneurial education that has been organized by proposing the title: "Transformative Learning Model for Youth Life Skills Entrepreneurs in Poor Weavers Songket Palembang".

The general objective of this research is to improve the transmission entrepreneurial learning systems to become transformative learning for the poor weavers Palembang. The specific objectives of this study:

1. To discover the objective conditions and the potential problems of life skills learning for poor youth entrepreneurship weaving songket in Palembang,
2. To discover the conceptual model of poor youth weaving songket life skills learning in order to increase entrepreneurial behavior in in Palembang City,
3. To discover the effectiveness of poor youth weaving songket life skills learning in order to increase entrepreneurial behavior in in Palembang City.

State of the art of the research to integrate following concepts into new paradigm of non-formal education by utilizing such concepts: synergy concept of Goad (1984) on the principles of innovation in non-formal education, Knowles (2005) alternative paradigm of education, Ahmed (1975) external productivity or education should result in the production, Merriam (1989 ) through management that emphasizes the role and function as well as the environment non-formal education and marketing results, Jarvis (Merriam, 2007) about the transformative learning, Kindervatter (1977) on the structure of learning and empowerment as well as a learning organization (Senge, 1990), Freire (1986) emphasis on the action and Shumpeter (1965) regarding the application of the concept of learning innovation in entrepreneurship.

### **Transformative Learning Model**

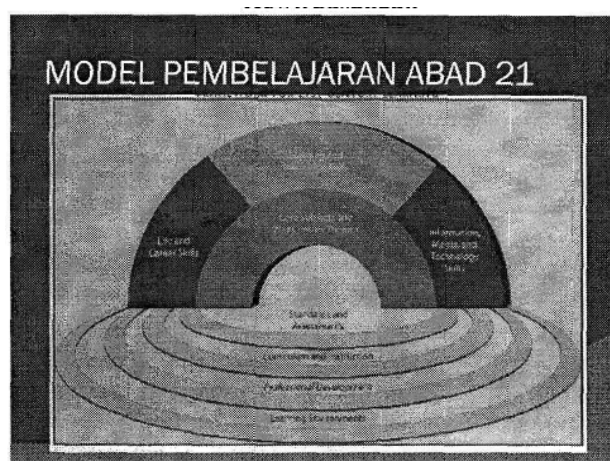
Transformative learning adopted from the philosophy of humanism which gives outstanding appreciation on human values without exception. This philosophy emphasizes human resources as the vicegerent messenger *primacausa* on earth, which in addition has the potential, disposition to develop themselves (self-directed learning) as well as with others to develop themselves and provide benefits in the universe, including in glorifying the Creator. Concepts which successfully raised by a number of experts, able to transform classical to transformative learning. Some of the principles that need to be promoted, namely: (1) there is a progression from dependence on the ability to be independence (2) adults had a very rewarding experience to be applied in the learning (3) more emphasis on problem solving and life task (4) education and learning addressed in an effort to improve life competence (5) learning is based on a clear rationale and objectives and (6) the main driving factors and most needed in learning is an internal motivation as well as self-esteem.

The implications of the principles consists of two meanings, the first of the cognitive theory of adults have some knowledge of good and bad values and implications on both the nature of the support or resistance learning process. Second, as (1) a strong ingredient in achieving goals both for participants to learn and the tutors (2) adults need direct experience and practice activities (3) learning based on awareness and (4) has a full self-awareness both positive and negative .

There are two important things that are very dominant that will continue in subsequent theoretical explanation educators or facilitators mental models and change models and learning principles into transformative learning. The task of educators in this study is to give an example as well as a facilitator, through real function:

1. Climate including the encouragement,
2. To help participants to clarify the purpose of learning,
3. To provide convenience for participants to learn to be able to realize its objectives,
4. Provide infrastructure support learning
5. Making himself as a learning resource,
6. To accept and develop personal and group conditions,
7. Being a partner in the study, members of the group and give the best advice to increase individual and group progress,
8. Being a snitch for any learning problems,
9. Providing services related to feelings in the learning process as in resolving conflict and motivation (Knowles, 2005)

Also that notes that the entrepreneurial life skills are an integral part of 21st century learning. Explicitly some developed countries such as the USA and the European Commission have included entrepreneurship as an integral part of the educational curriculum, as described as follows:



Source. New Jersey Department of Education. (2005).

The picture above can be elaborated as follows:

1. That in learning systems must be developed include standards and assessment, curriculum and learning, professional development of educators and learning environments in a unified whole
2. The essence of learning that are imperative in the 21st century, namely English, reading and language arts, world languages, art, matematika, science, geography, history and government / civics
3. The theme of the 21st century learning that global kesadarean, financially literate-economics-business and entrepreneurship, citizenship and literacy in health literacy,

In connection with the life skills some of urgent concepts are:

1. Proficiency in learning and innovation include: skills in creativity and innovation, critical thinking and problem solving ability, communication skills
2. Proficiency in information, media technology, covering in information literacy, media literacy and literacy in ICT
3. Proficiency in the life and kareer, namely flexibility and adaptability, initiative and the ability to direct themselves, social and cross-cultural skills, productivity and accountability as well as leadership and responsibility

Delays to anticipate and define the orientation of entrepreneurship as an integral part of the education system, will further add to the gaps and deficiencies (lack and lag) for developing countries.

Personal decision to plunge and choose a profession as an entrepreneur is driven by a number of conditions. The conditions are: (1) the person was born or raised in a family that has a strong tradition in the business (confidence modalities), (2) the person is in a condition of pressing, so there is no other option for him other than being an entrepreneur (tension modalities) and (3) a person who is preparing to become entrepreneurs (emotion modalities) (Sugiyono, 2000). The last one more look at the importance of motivation, facilitation and mental models

Entrepreneurship is essential for community, especially in the lower layer (the grass-root level), in the framework of the process of empowerment (empowering process) community in the economic field related to social, political, and so forth. According to economists, entrepreneurs are people who combine the factors of production such as natural resources, labor, materials, and other equipment to enhance the value higher than the previous.

Entrepreneurship requires three basic competencies, namely (1) entrepreneurial (business), (2) capable of managing and (3) have the capability to cultivated entrepreneurial fields. Entrepreneurial spirit can be formed through a process of acculturation that are integrated in the learning. Entrepreneurs generally have the same properties, namely those 'who have the energy, the desire to engage in innovative adventure, a willingness to accept personal responsibility in creating an event in the manner they choose, and the desire to achieve a very high, optimistic attitude and strong optimism for the future.

Entrepreneur according Zimmerer & Schorborough (1998) is 'art entrepreneur is one 'who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying opportunities and assembling the necessary resources to capitalize on them". Entrepreneurs, someone who is able to combine the soft skills with hard skills. Songket weaving is part of life skills. Songket weaving skills, both organized by government agencies and related institutions or by employers is of a part of an effort to provide skills to get participants to work or to develop their own weaving home industries. Training not only provide a job, but directed at the development of songket as cultural treasures that are able to be a source of business.

## Research Method

Songket and entrepreneurship life skills learning are something unique (Sciascia & Vita, 2004). The uniqueness lies in the nature of songket as the local culture, as described above and divergent views on entrepreneurship both inherited or learned. This study therefore capitalizes the concept of wisdom, support and empowerment of multidimensional effect on entrepreneurial ability (McKeever, 2005). This research is designed simply for Research and Development is shown as follows:

### Chronology of Research and Development

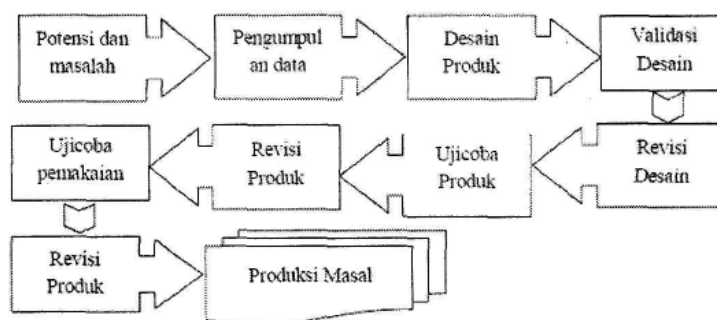


Figure 1. Steps peugiraan Methods Research and Development, Sugiyomo

In respect of this, research was very concerned about the appeal submitted earlier critics. Analysis proportionally using two ways: qualitative and quantitative. In the realm of qualitative, is deemed expedient the weaving poor labour as participants' subject, coaches and managers. Invited also thinking of competent experts in education, entrepreneurship and local business potential songket. Techniques used include observation, interviews, and documentation. Sources of data include primary

and secondary both informants and participant. From that sources of the data, made operational definition that includes: development of a transformative learning model (Jarvis 2006); Entrepreneurial life skills, learning orientation of the 21st century with an emphasis on hard skills (vocational) and moreover soft skills, is a combination of thought of mastery learning, as well as applications in the life of an effort to continually improve the benefit of the community (Kindervatter, 1977; Knowles, 2005). Palembang songket, Malay cultural heritage where one of its centres located in Palembang created manually; Youth, potential group in the development of human resources that should be the subject of sustainable development has been neglected for some circumstances, such as proven in exploratory studies in the area there are number of youth that does not work or only work as labourers; Palembang, part of the country that have songket local knowledge has the potential to be developed.

### **Research Findings**

Transformative Learning Model based on enterprise life skills learning and appreciation for the participants and potential participants may have internal motivation to learn. Transformative learning, based on the ability to understand a number of concepts including entrepreneurship, interpret, create concept and reflect and to take concrete steps to develop it according to the ability of participants to learn with the support of groups and communities. Facilitation support is the key to transformative learning success.

In accordance with the nature of research and development, the four questions in this study after the testing phase come to the conclusion:

#### **Discovering the objective conditions and the potential problems of life skills learning for poor youth entrepreneurship weaving songket in Palembang**

Palembang and songket are part of the local genius of Archipelago is the modality of the nation, has a typical range of woven work done in Palembang Ilir songket community and surrounding handed down through generations. Cannot be separated from the influence of social psychology and local culture has been able to be appointed the review of a number of potential inability to recruit new entrepreneurs to the local and national level and leaves a number of new business opportunities in the upstream level, in the business environment as well as downstream weaver and variants as new entrepreneurs.

Modality as an entrepreneur of incremental view (no radical change) is shown in accuracy, persistence, never give up, motivation, filial to parents, feelings have loved the culture and increase the benefit for themselves, their families and the environment and awareness of the potential of human and natural resources environment. Of adherents of progressive, entrepreneurial ability lies in the ability of capital accumulation and inatura, courage, risk-taking and creativity rationally. At the same time the group has concerns increasingly pessimistic 'declining interest in Songket, lack of product diversity, are less able to compete and meaning loss of excellence for the younger generation. The basic problem is the implementation of learning does not take place in an atmosphere of self-employment and lack of mental models in developing entrepreneurial abilities.

This conclusion can be identified from the main variables transformative learning, life skills and entrepreneurship as a modality of model development. Learner/prospective participants learn from the lower-middle group (in the shadow of the transmission of learning) should be the owner of the learning process and should be able to identify the capabilities and environmental problems, reflect and take action in developing entrepreneurial abilities

#### **Discovering the conceptual model of poor youth weaving songket life skills learning in order to increase entrepreneurial behavior in in Palembang City**

Entrepreneurship education as life skills is a necessity for the 21st century by the European Commission and the United States has made a lifelong learning curriculum, applicable to the majority of learner.

The model was appointed from a concept developed by contemporary educational thinkers Mejirow, Jarvis, Knowles, Ahmed, Goad, Botkin, Merriam, Schumpeter, Freire, McGregor and Kolb combined with local potentials expressed his thesis on the same right to education to be a fully citizens without exception. Three major forces in support of educational success those learners, facilitators and stakeholders as an enabler. Transformative learning entrepreneurship is only possible with the maximum synergistic service learning participants, facilitators and educators as a mental model, the institution as a seedbed should give special attention as does occur in the family and to support of business and formal leader in providing best support.

Through the limited testing, has been able to develop basic soft skills such as adaptation of local potential and enriched with an increased significance in motivation, local excellence, management skills, business skills, strengthening networking, lifelong learning and empowerment as well as lifelong entrepreneurship learning.

Model development concept of transformative learning life skills of entrepreneurship is made possible through self-esteem reward and songket local advantages from prospective participants learn.

The model requires changing patterns of transformative learning and utilization participants life skills learning, facilitation and management support from stakeholders.

### **Discovering the effectiveness of poor youth weaving songket life skills learning in order to increase entrepreneurial behavior in in Palembang City**

The results of the qualitative analysis of transformative learning and soft skills have influence on knowledge and follow the entrepreneurial tendencies, either separately or unseparately, it means there is the potential for transformative learning and mastery of the knowledge and soft skills tendency to act as entrepreneurs. For it then this model should be developed in accordance with the outcomes rather than the use of these models in developing learning independence, emancipatory and based on the action.

Effectiveness seen from the internal ability in mastering the knowledge, ability to take action. This ability, at the same time produce in kind of Songket weaving and its variations. This product can be improved from just a piece of cloth, into a number of creativity and innovation, not just limited to the shape of the object songket but in the form of industries, ranging from upstream to the services industry.

During the learning process and observation of lifelong learning, personal and social environment mentor always accompanies the level of success in entrepreneurial learning. Simple family management often curb participants learn to show themselves as a new entrepreneur, and remains bound to the existing social system.

The ability to perform an affiliate in the global environment, either directly or through the media, such as a willingness to migrate to the big cities, using networking as a vehicle demonstration activities .It has a close relationship with the increasing effectiveness of training results. The effectiveness of the training is thus largely determined by the ability of participants to learn to take advantage of the opportunities for lifelong learning.

The hypothesis proposed that:

- a. Ho = not significant because of the significant t value is smaller than t table
- b. Ha = significant because t value is above t table

The results of statistical analysis as below

- a. Independent sample test was performed to compare data from two different tests.
- b. Average of the control group = 71  
The average experimental group = 88
- c. Using the formula variance with the results as follows:

$$SD_1 = \frac{\sum x_1^2}{n_1} - (\bar{X}_1)^2 = \frac{153660}{30} - (71)^2 = 81$$

$$SD_2 = \frac{\sum x_2^2}{n_2} - (\bar{X}_2)^2 = \frac{239673}{30} - (88)^2 = 250.97$$

- d. Finding the value of t tables 0.05 and 0.01 for 58 consecutive is 2.00172 and 2.66329 attached tables

$$\begin{aligned}
t_{1-2} &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{SD_1^2}{n-1}\right] + \left[\frac{SD_2^2}{n-1}\right]}} \\
&= \frac{71 - 88}{\sqrt{\left[\frac{81}{29}\right] + \left[\frac{250.97}{29}\right]}} \\
&= \frac{-17}{\sqrt{[2.79] + [8.65]}} \\
&= \frac{-17}{\sqrt{11.45}} \\
&= \frac{-17}{3.38}
\end{aligned}$$

e. Conclusion

t table 0.05 = significant

t table 0.01 = very significant

t < t table = not significant

From the above calculation is known that  $t = 5.02 > t = 2.00172$ . Having regard to the significant level of calculation results it can be concluded that there is a difference between pretest to posttest results, thus stating the results  $H_0$  under the t table is rejected. Transformative learning using a synergistic approach has the t value over the control group.

When viewed from the arithmetic average of the difference between the post-test with a free test between  $88 - 71 = 17$ . There are differences as much as 17 and assessed not flashy, it is thought to be influenced several factors including cultural terms, basic education factors, education system followed by someone earlier who pays little attention to the level of innovativeness, educational institutions, supporting factors and facilitation of government and stakeholders. Much of this has been discussed in qualitative analysis.

Statistical test results recommend acceptable and improved models. Other factors that are assumed to influence such circumstances prior education, socio-economic situation today and support of stakeholders on improving the knowledge and inclination to act as entrepreneurship.

Stages in achieving lifelong learning entrepreneurship through mastery of basic capabilities, increased competence, application of the concept, the courage to start and grow. The main support to achieve all the hay at entrepreneurial learning in addition to greatly depends on the motivation and mental models of coaches include internships and incubator effort.

Through facilitation allows lower middle group for realizing the benefit to improve themselves and try to achieve a position as a businessman although still limited (incremental).

## Conclusions and Recommendations

Systemic urgent things to be recommended from the results of this study are:

1. In accordance with the nature of learning in school education that upholds the essence of humanity and learning based on the study participants, the motivation and creativity (including all rules entrepreneurs as soft skills as the goal of learning in school education) should be in charge of youth modality, maintain and develop it into a culture of lifelong learning in entrepreneurship. Education should start from, by and for youth,
2. Educational institutions, including the CLC and other activities organized by the technical institutions, should utilize the norms required in entrepreneurship education generally takes place in the family, in this case can be defined where the atmosphere takes place should provide opportunities interpersonal communication between the participants learn and feel the touch mental models of coaches and spirited facilitate that integrates theory with practice. Haras educational institutions develop a learning system based on participant learning (student centered), engage in full from start prerequisite learning, needs, development objectives, implementation and evaluation using a synergistic method based on the ability of individual learning.



## References

- BPS (2010). *Sumatera Selatan Dalam Angka*. Badan Pusat Statistik Sumatera Selatan
- Brincat, C. A. and V.S. Wike. (2000), *Morality and the Professional Life: Values at Work*. Prentice Hall Inc.
- Brockets, R. G., & Hiemstra, R. (1991). *Self-direction in adult learning: Perspectives on theory, research, and practice*. London and New York: Routledge.
- Brookfield, S, D. (1987). *Developing critical thinkers*. San Francisco; Jossey-Bass. Candy, P. C (1991). *Self-direction for lifelong learning*, San Francisco: Jossey-Bass\*.
- Callaway, A. 1973. "Frontiers of out-of-school education". In: C.S. Brembeck and T.J. Thompson (Eds.), *New strategies for educational development: the cross-cultural search for nonformal alternatives* (pp. 13-24). Toronto: Lexington Books.
- Cedefop, (2011), [http://www.cedefop.europa.eu/EN/Files/4054\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/4054_en.pdf).
- Cedefop. (2011). *Guidance supporting Europe's aspiring entrepreneurs Policy and practice to harness future potential* Luxembourg: Publications Office of the European Union.
- Combs, Philip dan Manzoor Ahmed. (1971) *Attacking Rural Poverty: How Nonformal education Can Help*. London: World Bank Research Publication.
- Covey, S. (1989). *Proactive Model*. Jakarta : Erlangga. Daryanto.
- Cross, K Pastrisia. (1981). *Adult as Learner: Increasing Participation and Facilitating Learning*. London: Jossey Based Publication.
- Csikszentmihalyi, M. (1990). Flow. *The psychology of optimal experience*. New York- Harper & Row.
- Davenport, J., & Davenport, J. A. (1985). A chronology and analysis of the andragogy debate. *Adult Education Quarterly*, 35(3), 152-159.
- Denzin, N., & Giardina, M. (1994). *Qualitative inquiry and the conservative challenge*. Walnut Creek: Left Coast Press.
- Depdiknas. (2002). *Pendidikan Berorientasi Kecakapan Hidup (Life Skill)* Jakarta: Diknas.
- Disperindag Provinsi Sumsel (2010), *Tenun Tradisional Sumatera Selatan*. Palembang: Rambang.
- Elias, J. L., and Merriam, S. (1980). *Philosophical Foundations of Adult Education*. Huntington, NY: Krieger.
- Emmanuel, Kusi Appiah. (2010). *Planning Entrepreneurship –A Viable Option for the 21st Century Graduate*. Degree Programme in Business Management.
- Etlng, Arlen. (1993). *What is Nonformal Education?* Journal of Agricultural Education.
- Goad LH (1984). *Preparing teachers for lifelong education: The report of a multinational study of some developments in teacher education in the perspective of lifelong education*. Unesco Institute for Education (Hamburg and Oxford and New York).
- Hiemstra, R., and Brockett, R. G. (in press). *From behaviorism to humanism: Incorporating self-direction in learning concepts into the instructional design process*. In 11. B. Long (Ed.), *Untitled manuscript*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education.

- Hisrich, Robert (2005) *Entrepreneurship Research and Practice A Call to Action for Psychology. Thunderbird School of Global Management* Janice Langan-Fox and Sharon Grant Swinburne University of Technology.
- Jarvis, C. (1999) *Love Changes Everything: The Transformative Potential of Popular Romantic Fiction. Studies in the Education of Adults*, 31, 109.
- Jhingan M.L. (1998), *The Economics of development and Planning* (Thirty Eight Edition), Vrinda Publications (P) Ltd. Delhi, India.
- Jim, Clifton.(2007)“*Global Migration Patterns and Job Creation; Gallup’s World Poll reveals new findings on the „great global dream” and how it will affect the rise of the next economic empire.*” *Gallup Management Journal*, 11 October 2007.
- Jones, Patricia. (2008). *Are Educated Really Workers More Productive?* Department of Economics Vassar College.
- Kindervatter S. (1977). *Nonformal Education as Empowering Process*. Amherst Mass: Centre For International Education.
- Knowles, Malcolm (2005). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Taylor & Francis.
- Kolb D. (1984). Experiential learning: experience as the source of learning and development. Englewood Cliffs, New Jersey: Prentice Hall.
- Lindeman, E. C (1989). *The meaning of adult education*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education (originally published in 1926).
- Lourenço, Fernando and Oswald Jones. (2006). *Developing Entrepreneurship Education: Comparing Traditional and Alternative Teaching Approaches* Ljubljana: gv založba.
- Maslow, A.H. (1970). *Motivation and personality*. New York: Harper & Row.
- Mc Kever (2005). *The Role of Family in Entrepreneurship: A Qualitative Study*. University of Aberdeen Business School. Institute for Small Business & Entrepreneurship Department of Management Studies, Edward Wright Building, Aberdeen, AB24 3QY.Scotland, United Kingdom.
- Merriam, S. (1989). *Androgogy and self-directed learning: Pillars of adult learning*.
- Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. San Francisco, CA: Jossey-Bass.
- Miller, B. W., & Holes, R. W. (1982). Almost everything you always wanted to know about individualized instruction. *Lifelong Learning: The Adult Years*, 5(9), 20-23.
- NSCEE. (2004). *Preparing Youth and Adults to Succeed in an Entrepreneurial Economy National Content Standards for Entrepreneurship Education*. National Entrepreneur Advisory Council (NEAC).
- O'Hara, M. (1989). *Person-centered approach as conscientizacao: The works of Carl Rogers and Paulo Freire*. *Journal of Humanistic Psychology*, 29(1), 11-36.
- Otero, Manuel Souto et al.(2005).*Study on the impact of Non-Formal Education in youth organisations on young people’s employability*. Europa Youth Forum-University of Bath.
- Patterson, C H. (1973). *Humanistic education*. Englewood Cliffs, NJ: Prentice-Hall.

- Patton, M. Q. (1987). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks, perspective. *Adult Education Quarterly*, 56, 21–36. Retrieved September 24, 2006, Polity Press.
- Richey, Rita C. Klein. 2007. *Design and Development Research*. London: Lawrence Erlbaum Associates. Inc.
- Robert D. Hisrich, Michael P. Peters, Dean A. Shepherd (2005). *Entrepreneurship*. New York: McGraw-Hill.
- Robson, C. (2005). *Real world research: A resource for social scientists and practitioner researchers*.
- Rogers, C R. (1942). *Counseling and psychotherapy*. Boston: Houghton Mifflin.
- Rogers, C R. (1951). *Client-centered therapy: Its current practice, implications, and theory*. Boston: Houghton Mifflin.
- Rukka, Rusli Mohammad (2011) *Buku Ajar Kewirausahaan-I*. Lembaga Kajian dan Pengembangan Pendidikan Universitas Hasanuddin.
- Sadulloh, U (2010). *Filsafat Pendidikan*. Bandung: Alfabeta.
- Sakhyani Asmara (2008). *Pemberdayaan Pemuda, Kementerian Negara Pemuda dan Olahraga*, Republik Indonesia Jakarta.
- Santya, I W. (2009). *Model Kompetensi Pengelola Kursus Wirausaha. Kursus Keterampilan Kreatif*. Jakarta: Kementerian Pendidikan Nasional.
- Schultz, H.B., Nel, P.S., Gerber, P.D., van Dyk, P.S., Haasbroek, G.D., Sono, T. & Werner, A. (2001). *Human resources management*. (5th ed.). Cape Town: Oxford University Press.
- Schumpeter, Joseph Alois: *Entrepreneurship, Style and Vision*. New York: Praeger.
- Schwab, Klaus. (2009). *Educating the Next Wave of Entrepreneurs Unlocking entrepreneurial capabilities to meet the global challenges of the 21st Century A Report of the Global Education Initiative*. World Economic Forum Switzerland, April 2009.
- Schwartz, Roland, (1996) *Non-formal Skills Training Adult Education for Decent Jobs and Better Lives*. Dv. Federal Ministry for Economic cooperation and development.
- Sciascia, Alberti, F. G., S. and A. Poli (2004). “*The Domain of Entrepreneurship*.”
- Senge, P. 1996. *Leading learning organizations: The bold, the powerful, and the invisible*.
- Stevenson, Howard H. & Jarillo, J. Carlos. (1990) *A Paradigm of Entrepreneurship*. Source: Strategic Management Journal, Vol. 11, Special Issue: Corporate Entrepreneurship (Summer, 1990), pp. 17-27 Published by: John Wiley & Sons Stable.
- Stoneall, L (1992). *The case for more flexible objectives. Training and Development*, 46(8), 67-69.
- Sugiyono, 2000. *Metode Penelitian Bisnis*. Penerbit CV Alfabeta Bandung.
- UNESCO (2000) *Education for All World Education Forum in Dakar*, Senegal in April 2000.
- UNESCO. (2009) *World Conference on Education for Sustainable Development held in Bonn, Germany on 31 March to 2 April 2009*.
- Vaidya, Shipra (2007). *Developing Entrepreneurial Life Skills: An Experiment in Indian School*. National Council of Educational Research and Training. 7-9 November 2007 - Glasgow, Scotland.

- Valett, R. E. (1977). *Humanistic education: Developing the total person*. St. Louis: C. V. Mosby.
- Venkataraman. S. (1997), *The promise of entrepreneurship as a field of research*, *Academy of Management Review*, 25, 217-226.
- Wentling, Rose Mary; Waight, Consuelo Luisa. (1992). *A School and Workplace Initiatives and Other Factors that Assist and Support the Successful School-to-Work Transition of Minority Youth*. *Journal of Industrial Teacher Education*, v37 n2 p5-30 Win 2000.
- Wlodkowski, Raymond J. (1985) *Enhancing Adult Motivation To Learn*. London: Jossey Based Publication.
- Zhiting, Zhu. (2006). *The progress of educational informatisation in China* (conference PPT), July 2006.
- Zimmerer, T. W., & Scarborough, N. M. (1998). *Essentials of entrepreneurship and small business management* (2nd ed). New York: Prentice Hall.