

Conference Paper

The Role of a Community Learning Centre in Fostering the Community's Social Entrepreneurship Character and Motivation in Facing New Normal Era

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Abstract

This study explored the role of a Community Learning Center (CLC) in fostering the community's social entrepreneurship character and motivation in facing the economic challenges brought on by the COVID-19 pandemic. This study was an empirical examination of the phenomenon of social entrepreneurship. The descriptive method was used; the data were gathered through in-depth semi-structured interviews with 5 CLC managers and from secondary data. The results showed that the CLC designs programs, such as holding training to instil an entrepreneurial mindset and improve community skills. The CLC also provides personal assistance in starting a social entrepreneurship business through coaching and providing venture capital. Furthermore, the CLC provides free public classes on tackling the problems of modern social entrepreneurship. It carries out programs specifically designed to motivate people to face challenges and expand social entrepreneurship businesses. We identified the role of the CLC as a forum for socialization and for providing mentoring classes with successful speakers in the field of entrepreneurship as an effort to foster the character and motivation of the community to start social entrepreneurship.

Keywords: Role of Community Learning Center, Social Entrepreneurship Character and Motivation, nonformal education

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1. Introduction

Social entrepreneurship is considered to be a business solution that is applied to social problems (Germak & Robinson, 2014), such as in the face of economic difficulties that occurred amid the COVID-19 pandemic situation. Ebrashi (2013) said what distinguishes social entrepreneurship from other forms of entrepreneurship is that the form of entrepreneurship focuses on achieving a social mission, which is evident in the context and outcomes of the social component. Social entrepreneurship has a primary goal for social (Yunus, 2006). (Mair & Noboa (2006) argues that tangible results resulting from social entrepreneurial behavior should 'generate and sustain social benefits.' The practice of social entrepreneurship began to emerge in the 1980s with the founding of Ashoka by Bill Drayton, who was the first organization to support social entrepreneurship in the world. (Ashoka, 2009). (Druker, 1990) explained that to increase the efficiency and effectiveness of the production of social goods, it is necessary to use management practices in nonprofit organizations.

Studies that study the phenomenon of social entrepreneurship have been extensively researched. Like the research conducted Ebrashi (2013), based on social business behavioral science, developing new typologies of organizations, producing, measuring and maintaining social change. Chahine & Mowafi (2015) addresses obstacles and opportunities faced by people who participate in social entrepreneurship as exemplaries of social entrepreneurship activities in Egypt and Lebanon. Besides, the discussion about social entrepreneurial behavior has also been widely discussed, starting from the characteristics of the social entrepreneur's personality, which includes the entrepreneurial personality and the prosocial personality. (Ernst, 2012); the motivational component of the new social entrepreneurship(Germak & Robinson, 2014), and conceptual models that describe the characteristics of social entrepreneurs and their motivational drivers (Ghalwash, Tolba, & Ismail, 2017).

However, existing research has not touched on the efforts that must be made to be able to foster the character and motivation of social entrepreneurship in society. Entrepreneurship is not always synonymous with an entrepreneur because non-entrepreneurs can also possess the character of entrepreneurship. In other words, entrepreneurship is a person who has high creativity and innovative spirit in life(Subroto, 2013). This shows that entrepreneurial character can be grown in every human being. To fill the gap in the literature, this study will explore the efforts that can be made to foster the character and motivation of social entrepreneurship in society.

Through the methods offered in this research, we are trying to understand the role that Pusat Kegiatan Belajar Masyarakat (CLC)/Community Learning Center (CLC) has played to foster character and motivation for social entrepreneurship in society. CLC/CLC, as the center of community activities, is the most appropriate place or subject to provide various learning resources. Thus in this study, various efforts made by CLC will be discussed to improve the character and motivation of community entrepreneurship in order to grow well.

The preparation of this article was first carried out by reviewing the extent of studies on the character and motivation of social entrepreneurship, as well as studies on the role of the Community Learning Center (CLC). We also seek to explore the contribution of this research in relation to social entrepreneurship. Then present research methods and discuss findings regarding CLC programs that are integrated with entrepreneurship. After that, it will discuss what efforts CLC can do to foster social entrepreneurial character and motivation in society during the pandemic COVID-19 and facing new normal era.

2. Literature Review

2.1. Social Entrepreneurship Character and Motivation

Social entrepreneurship as a process in which problems of social loss are resolved by social entrepreneurs who use business technologies to find innovative solutions to social problems that are driven not by profit, but by altruism (Ghalwash et al., 2017). Social entrepreneurship is a vague and contradictory concept, full of multiple and inconsistent definitions. (Meltzoff & Brooks, 2009). Some understand it in the narrow sense that it applies to the company, while others discuss it in a larger sense and address the personal and personal characteristics of entrepreneurial behavior in general. Often used, social entrepreneurship is seen as a method by which individuals and organizations seek practical approaches to finding solutions to challenging social problems (Seelos & Mair, 2005). This approach is intended to bring about fundamental social change (Dees & Anderson, 2003), through specific forms of organization. That can include non-profit organisations, non-profit corporate projects and socially responsible business organisations (Austin, Stevenson, & Wei – Skillern, 2006).

Thompson, Alvy, & Lees (2000) describes the social entrepreneur as a seeker of opportunities aimed at matching unsatisfied needs and resources to influence and achieve sustainable and systemic social change. The corporate entrepreneur's main goal is to achieve the economy through a new product or service, the main criterion

for financial success. Inverse, social entrepreneurs may follow a similar approach to business; however, social change is the principal criterion for success (Dees & Anderson, 2003). The key difference between social and business business enterprises can thus be argued that the production of social value in relation to economic value is the relative priority given.

The social enterprise hero is characterized by Boluk & Mottiar (2014), which exploits his business skills and abilities. He considers social entrepreneurship to be a product of extraminous features shared by only a small proportion of the population; features that go beyond altruistic motivation and which affect meaningful global change (Seelos and Mair, 2005) (Drayton, 2002) describes social entrepreneurs as innovative people with "powerful new systems change ideas."

Thus, the peculiarity of social entrepreneurs is that they are economic agents who, because of their motivation, create value without regard to profit. Zahra, Gedajlovic, Neubaum, & Shulman (2009) noted that helping others is often the motivation for social entrepreneurial behavior and the results of their activities. As an alternative, Nga & Shamuganathan (2010) argues that deep personal values enable social entrepreneurs not only to feel sympathy for those less fortunate in society but to go further and create new solutions that benefit these people by leveraging their business skills and personal networks. Austin et al. (2006) argue that the main drivers of social entrepreneurship are social problems that are being addressed. Others continue with the aggregate of social entrepreneurs' reasons for creating social welfare.

Existing study Omorede (2014) pointed out that persistence is "a common trait of effective social entrepreneurs, although the lack of empirical data makes it difficult to judge whether these personal characteristics hinder the achievement of action scales. The findings of this study indicate that persistence is the main fundamental trait of social entrepreneurship".

Research Ghalwash et al. (2017) that there is a unique blend of motivational components in social entrepreneurship, which could explain why they are involved in social work. The analysis and discussion of five social entrepreneurs adhering to the conceptual framework of this study suggested several new themes emerged that could result in the generation of explanations that expand the social entrepreneurship literature from developing countries. The following summarize and discuss these topics: business characteristics such as persistence and compassion and motives, for example personal experiences, inspiration and social networking. Indicators of entrepreneurial motivation include entrepreneurial thinking, risk-taking, innovators, compassionate and humanitarian aspects, and persistence.

2.2. Community Learning Center

CLC, The Community Learning Center (CLC) or Pusat Kegiatan Belajar Masyarakat (PKBM), was launched as a form of the Asia-Pacific Program of Education for All (APPEAL) agreement initiated by UNESCO in 1998. UNESCO defines CLC as a local educational institution outside the formal education system, usually organized and managed by local communities to provide diverse learning opportunities (Haddad, 2008). So it can be said that CLC is part of nonformal education. Non Formal Education (NFE) develops based on human learning needs (Kindervatter, 1979). According to Pălășan & Voinea (2013), "Nonformal education is designed as an alternative to foster positive attitudes towards change and develop social competencies needed in the context of real life. It addresses all actors involved in the education process (students and teachers, parents, and local community representatives, decision-makers).

CLC is carried out after school programs (James-Burdumy, Dynarski, & Deke, 2007) who can spend more time benefiting by providing additional enrichment (Office of the Federal Register, 2001). CLC is learning that is carried out collaboratively by the community to carry out learning activities informally (Swaminathan, 2007)

In the learning process, CLC is an active collaboration by generating innovation in the learning process (Carpenter, 2015) and involve more hands-on experience for the participants (Durksen, Klassen, & Daniels, 2017). Activities organized by CLC are oriented towards improving human welfare. Community empowerment through organized nonformal education programs has had an impact on community welfare. The stages of achieving the goals and objectives of the CLC institution in community empowerment have increased from year to year. Community empowerment through nonformal education programs is driven by enthusiasm to 'model' a good NFE program (Rahma, Zulkarnain, Desyanty, & Wahyuni, 2019).

Research on the role of CLC in providing entrepreneurship-based nonformal education services has been conducted by Rahma et al. (2019). These roles include, first, providing added value to vocational skills, secondly facilities, thirdly providing motivation. Entrepreneurship program as an effort to empower nonformal education's learning citizens needs to be developed by CLC. With this entrepreneurship, CLC has business units that are able to support the CLC's welfare and its sustainability and empower nonformal education's learning citizens. This research discuss the role of CLCs in fostering the character and motivation of social entrepreneurship in the community.

3. Method

This research uses a descriptive method with focus research on data collection regarding the role of CLC in fostering character and entrepreneurial motivation in society so that it can grow well. To overcome the limitation of the small sample, we determined the sample using a purposive sampling method and data triangulation with five CLC managers who have social entrepreneurship programs (CLC Sanggar Juang, CLC As Sholahiyah, CLC An-Nur Ibun, CLC Bina Mandiri, CLC Jayagiri). Data collection was carried out by conducting in depth semi-structured interviews and secondary data.

Data analysis begins with tracing the data-data that directs us to answer research questions. Data were analyzed by following Miles & Huberman (1994), namely first, describe and select the data needed in the study. Second, the data is presented in narrative form, starting from quotations in interviews and other secondary data. The data presented is focused on the efforts made by CLC in fostering the character and motivation of social entrepreneurship in society. Third, the researcher concludes the analysis that will be the final result of the research conducted.

4. Findings and Discussion

Based on the results of the analysis, it is revealed that CLC has the same way of fostering the characteristics and motivation of social entrepreneurship, namely, starting with providing training and mentoring. Based on interview data, the role of CLC appears in fostering the characteristics and motivation of social entrepreneurship in the community, starting with providing entrepreneurial skills for the community through training and mentoring.

Our findings reveal that CLC has programs that are integrated with entrepreneurship. CLC uses a training process to provide entrepreneurial skills to the community. For example, the training provided by the Bina Mandiri CLC Manager demonstrates the efforts being made to improve community business skills, saying:

[...] We formed an entrepreneurial group by utilizing the abundant milk waste around the CLC environment. We conduct training on various entrepreneurship, including making milk soap from existing milk waste. Training activities provide several benefits, such as helping people improve their standard of living. Improve attitudes in order to be able to adapt to environmental changes. Increase motivation to learn. Foster a high sense of self-confidence and solidarity among fellow communities. Increase the quantity and quality of productivity.

Based on these findings, training can be an effort to form the entrepreneurial spirit of the community and motivate them to start social entrepreneurship as stated (Littunen, 2000; Stevenson & Jarillo, 2007) that entrepreneurial skills are a learning process, which in turn affects the personal characteristics of entrepreneurs. Through this training, the character that will grow in the community is the mindset of becoming an entrepreneur. Thompson & Doherty (2006) mentioning that the entrepreneurial mindset will help social entrepreneurs to be able to make rock ideas and take advantage of opportunities that have a social purpose. Social entrepreneurship is characterized by a caring attitude towards the surrounding environment. This training forms a personal community that cares about others. Ghalwash et al. (2017) mentioned that compassion and humanitarian aspects are paramount, which characterize social entrepreneurs who are engaged in social change rather than profit.

Apart from providing training, CLC also provides business assistance to help people start their social entrepreneurship businesses. Assistance is provided in different ways, although the goal remains the same, namely to assist the community when they face difficulties when starting their social entrepreneurship business. As explained by the CLC manager As Sholihyah:

[...] We have a business assistance program which is carried out through, 1) the formation of a business group initiated by the group, 2) providing loans for community business funds through groups. This loan is then repaid with raw materials at a production house managed by CLC Assolahiyah, 3) providing equipment assistance to be managed by community groups. This tool is beneficial in the product-making process because if the processing is still using traditional production tools, it will take time and reduce the capacity of the raw material itself.

To foster the character of social entrepreneurship, the assistance provided by CLC also needs to be carried out on an ongoing basis. The CLC manager of Sanggar Juang revealed that the implementation of social entrepreneurship is a collaboration between CLC and the community:

[...] In its implementation, CLC and the community collaborate. CLC acts as a supervisor and the community as executor. CLC functions to manage networks and relationships. Currently, it is produced in one location for each business sector. Every field of business is different; the people who carry it out are from the community or the families of the learning residents. Coaching is given regularly from fruitful sources for at least three months until it is successful. For now, the sources used come from fisheries and a successful mushroom entrepreneur, as well as activists from youth organizations for the

production of breadfruit chips. The success indicator is seen from the progress every week.

Based on the interview quotes, it can be seen that in the process of implementing social entrepreneurship, CLC has a role to continue to encourage the community through business assistance for the community. The assistance provided includes the coaching of successful social entrepreneurs and lending business capital (social capital). Watson (2004) describes two types of mentoring, namely sponsorship mentoring, which is more concerned with business progress than learning, and developmental mentoring that supports and develops individuals and so on to develop the whole person. In social entrepreneurship, these two types of assistance are necessary so that people continue to develop their business skills. Anderson, Kirkwood, & Jack (1998) believes that entrepreneurship coaching aims to enable participants to be mentored by experienced mentors, thereby enabling participants to develop their skills and abilities, and as a result, the entrepreneurial experience will increase.

In this study, we also found problems faced by the community in starting social entrepreneurship, namely the difficulty of selling products that have been produced. To overcome this problem, CLC helps the community to market its products. Each CLC has a forum for social entrepreneurship, such as CLC Jayagiri, having a restaurant whose managers and workers come from learning residents at CLC. The goal is that people who already have entrepreneurial skills that have been taught have a place to channel their abilities. Furthermore, CLC As Sholahiyah, which has a cooperative as a forum for marketing, capitalization, and guidance for social entrepreneurship owned by the community.

Based on these findings, it can be seen that CLC plays a role as a community forum for social entrepreneurship practice. In this case, CLC started working as a community catalyst (Elebrashi, 2010), which includes listening to people's problems and finding solutions to those problems. The role of the CLC as a platform for the community was also explained by Rahma et al. (2019), which states that CLC as an institution becomes a forum for carrying out community activities in the field of nonformal education. CLC facilities and infrastructure support the simple nonformal education program.

CLC must act as a motivator for the community. Shaping the character of the community to become a social entrepreneur will foster intrinsic motives, but encouragement from outside is also significant in starting this social entrepreneurship. As an example of the efforts made by CLC Sanggar Juang to motivate social entrepreneurs, namely:

[...] Our efforts to maintain motivation and become honest and empathetic entrepreneurs on social issues are carried out by holding obligatory (but still as much

as possible) shodaqoh, this is aimed at providing capital for other learning citizens who want to start a business.

Furthermore, the CLC manager An-Nur Ibun also explained the efforts they had made, such as:

[..] We motivate residents to do something by utilizing local wisdom that can improve the standard of living of the economy, especially for their own families first. After that, we are sure the motivation for entrepreneurship will spread to our other neighbors. So we formed an independent women's group.

Based on the interview excerpt, we highlight that social entrepreneur have a strong desire to help society. Mair & Noboa (2003) and Prabhu (1999) argue that the motivation of social entrepreneurs is to create social value as a result of their desire to change society, their shame with the current situation, and their philanthropic and human sentiments. Apart from that, we also see that through social networking, such as forming a business group can motivate someone to get involved in social entrepreneurship. As research Omoredede (2014) found networking to be a motivation for social entrepreneurs in South Africa, many entrepreneurs indicated that they received physical and emotional support from partners and the community, thereby encouraging and inspiring them to try and achieve better.

5. Conclusions

In particular, we explore the role that CLC plays, especially concerning efforts to foster character and motivation in the community in starting social entrepreneurship. By investigating five CLC managers, the study obtained empirical data in the field. The analysis reveals that the role of CLC in cultivating the character and motivation of social entrepreneurship in the community begins with designing the right program, such as by holding training to instill an entrepreneurial mindset and improve community skills. After that, CLC provides personal assistance in starting a social entrepreneurship business through coaching with resource persons and providing venture capital. Furthermore, providing free public classes on tackling the problems of modern social entrepreneurship. Furthermore, carry out programs specifically designed to motivate people to face challenges, problems, and expand social entrepreneurship businesses. We identified the role of CLC as a forum for socialization and provided mentoring classes from successful speakers in the field of entrepreneurship as an effort to foster the character and motivation of the community to start social entrepreneurship.

However, this study has several limitations that need attention, one of which is the number of samples that are still too small. Thus, it is hoped that further research will be able to see by examining how people take advantage of the character and motivation of social entrepreneurship that has grown to become successful social entrepreneurs.

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