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## Model of Community Empowerment through Education Non-Formal Entrepreneurship to Improve Independence of Micro, Small and Medium Enterprises

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**Abstract.** Entrepreneurial activities are very important in increasing national economic growth, driving the creation of new jobs, and increasing product competitiveness. However, entrepreneurship education organized by the government is mostly formal education and is more directed at implementing the needs of big business. Therefore, this study aims to find a model of community empowerment through non-formal entrepreneurship education that can increase the independence of micro, small and medium enterprises through sustainable growth. This research is a qualitative descriptive study involving non-formal entrepreneurship education institutions in Sragen, in the Sragen Business School. Data were obtained through interviews and quasi-participatory observation, using instruments in the form of interview guides and observation guides. There were 17 participants consisting of administrators, mentors, alumni, and students of the Sragen Business School. Data analysis was carried out inductively using an interactive model from Miles and Huberman which consisted of 5 steps, namely data collection, data presentation, data reduction, drawing conclusions, and verification. The research findings show that the model of community empowerment through non-formal entrepreneurship education enables micro, small and medium enterprises to grow sustainably so that they become more independent. This model emphasizes the importance of the synergy of empowerment, facilitation, modeling, and communication based on local culture. This model allows

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for it to be implemented by small groups of people and does not require large investments. The findings of this study have implications for the development of community-based, non-formal entrepreneurship education to develop the independence of micro, small and medium enterprises.

**Keywords:** Community empowerment; entrepreneurship education; micro, small and medium enterprises independence

## 1. Introduction

High unemployment and poverty are social problems that trouble many countries and produce undesirable results. Countries with high unemployment rates tend to have high rates of crime and violence. Poor socioeconomic conditions affect the health of children and families. Job disruption is a common experience in today's labor market, most often because the unemployed who lose their jobs will find it difficult to support their families or children. The unemployed, of all ages, will experience depression in the face of life's burdens (Alaie et al., 2021). Overall, vulnerability stems mostly from physical, financial constraints, low social capital, low nutrition levels, weak social networks, and lack of financial resources due to unemployment (Zacarias, 2019).

In countries with high unemployment and poverty rates, entrepreneurial activity is very important to boost national economic growth, drive the creation of new jobs, and increase the competitiveness of products, especially those produced by micro, small and medium entrepreneurs. Entrepreneurship during the COVID-19 pandemic played a very dominant role in creating new business growth. Successful entrepreneurship requires insight into the entrepreneurial mindset, multidimensional effects of resilience and entrepreneurship, entrepreneurship education, entrepreneurial empowerment, and entrepreneurial ecosystems. This is justified because entrepreneurship has had a very high service level during the COVID-19 economic crisis (Maritz et al., 2020).

Another reason is because entrepreneurship education has a strong relationship with the emergence of entrepreneurial intentions – a guideline for planning each activity in entrepreneurship and evaluating each step (Ndofirepi & Rambe, 2017). Entrepreneurship is a supporter of economic growth and development, that is sustainable economic development of entrepreneurship or technology and innovation (Paun et al., 2019). The COVID-19 pandemic has strengthened the resilience of small and medium enterprises by strengthening their fundamental pillars of information technology knowledge, innovating and always learning (Ben Hassen, 2022).

Entrepreneurial activity can make a major contribution to the economic growth of a country; developing individual interest in creating new ventures is an important asset, especially for developing countries. In addition, through managed companies, entrepreneurs have a social responsibility for the sustainability of small and medium enterprises as support of the economy of developing countries to maintain a sustainable competitive advantage (Tiep et al., 2021). Women

entrepreneurs also have strong capabilities in economic development. Women contribute to economic development as policy makers and running businesses (Khan et al., 2021). Furthermore, in the current digital era, entrepreneurs play a major role, from the creative industry to the national economy (Kurniawan et al., 2020). Thus, entrepreneurs are encouraged to contribute to economic development through sustainable products and services (Afshan et al., 2021).

Micro, small and medium enterprises need entrepreneurship education to manage and run a business. Entrepreneurship education is a means to generate entrepreneurship through encouraging the creation of economic activities and helping novice entrepreneurs develop themselves (Hagebakken et al., 2021). Entrepreneurship education forms entrepreneurship, so that entrepreneurial attitudes and values emerge. It provides information technology skills and supports employers.

Cooperative learning models are based on social media, using applications in entrepreneurship, and continuing to support the government in overcoming the pandemic by entrepreneurship complying with health protocols and healthy lifestyles (Rauf et al., 2021). Entrepreneurship mentors are people who influence the entrepreneurial learning environment. Entrepreneurship learning environments can be self-regulated and created with student educators that encourage co-creation, which involves individuals adopting and developing designed practices when designing learning environments (Ilonen, 2021).

Entrepreneurship education organized by governments is mostly formal education as part of the curriculum from high school to university. Entrepreneurship education is more directed at implementing the needs of large businesses or oriented towards national companies so that it is not appropriate when applied to micro, small and medium enterprises. Therefore, this study aimed to find a model of community empowerment through non-formal entrepreneurship education that can increase the independence of micro, small and medium enterprises through sustainable growth. An entrepreneurship study group program can support its participants to run a sustainable business through community empowerment (Atmanto & Ambarwati, 2021).

There is value in the participation of youth groups in developing the creative economy through business planning, creating a vision and mission, recruiting human resources, product development and innovation, increasing production, marketing management, and financial management. Women's groups help women to overcome obstacles in developing rural entrepreneurship. Rural women organize themselves and their groups to gain access to business services and training, apply for grants, and develop business networks (Semkunde et al., 2022).

The process of community empowerment to create entrepreneurial independence requires learning materials that are comprehensive, complete, and in-depth. Comprehensive learning materials will generate learning behaviors and reactions that are relevant to understanding human problems in a deep context. They will

create detailed views (Albaar et al., 2021). To get an overall learning reaction, learning materials must take into account the expertise and skills acquired by students (Loo, 2021).

In the digital era, the rapid development of information technology affects the world of learning. Learning by using digital media is also influential in forming students with strong character. Interactive multimedia used in learning effectively influences student behavior (Indah Septiani et al., 2020). Complete learning materials will create a more serious learning environment (West et al., 2022).

Entrepreneurship, non-formal education requires effective learning methods, in which the mentor does not dominate learning. In a class taught by the lecture method, student achievement tends to decrease with a low average score, uncritical and low thinking ability (Magwilang, 2022). In addition, the application of the lecture method also makes the teacher not act as a facilitator or invite students to collaborate. This can happen because the workload faced by the mentor is too heavy or because the class size is too large (Seyoum & Molla, 2022). Entrepreneurship, non-formal education needs to use new media to deliver learning materials because digital technology can provide support in developing student competencies, creating a more flexible and interactive atmosphere. Teaching materials delivered through the SMART learning system application will be received quickly by students, stored, and last a long time (Brečka et al., 2022). New media technologies can also advance educational system innovation. Learning environments are becoming more relaxed, and materials are more accessible than ever before. This benefits learners who want more complete and in-depth learning. Online learning systems provide a platform for participatory learning and offer online users the opportunity to achieve co-creation (Yin & Junwei, 2020).

Efforts to empower the community through non-formal entrepreneurship education require good communication and coordination, in synergy among empowering actors and beneficiaries. Coordination and communication must be carried out with medium-sized entrepreneurs, mentors, sponsors and alumni in a proportional and sustainable manner. Interaction and communication as part of a balanced synergy can avoid conflicts and performance disturbances, as well as organizational social bonds. Synergy that runs ineffectively can disrupt human relations (Scharlemann et al., 2020). Unbalanced and weak synergies can create contradictions in achieving learning visions and have the potential to cause environmental injustice and social justice (Menton et al., 2020).

In the empowerment process, the material delivered by the facilitators must be related to mindsets and be able to facilitate mindset and skill set improvements. To produce intelligent creative mindsets and self-efficacy entrepreneurial intentions requires empowering materials about mindsets and skills (Jiatong et al., 2021). The application of Islamic values as an alternative can encourage entrepreneurship education and intentions to become an entrepreneur, and examine the moderating role of an entrepreneurial mindset. This is reasonable because the entrepreneurial mindset plays an important role in mediating

spiritual values in entrepreneurship education regarding students' entrepreneurial intentions influencing intentions to become an entrepreneur (Wibowo et al., 2022).

The application of mindset theory and skills theory is one way to achieve the cognitive and technical aspects of learning. Although mindset theory has gained traction, there is ongoing debate about the properties associated with mindsets (Coppersmith et al., 2022). Referring to a number of these theories, this study aimed to find a model of community empowerment through non-formal entrepreneurship education, which is assumed to be able to increase the independence of micro, small and medium enterprises in a sustainable manner.

## **2. Methodology**

This research was conducted at an entrepreneurship non-formal education institution called the Sragen Business School (SBS). The location is located in Sragen Regency, Central Java Province, Indonesia. The reason for choosing SBS as the initial model for community empowerment is because SBS is a non-formal entrepreneurship education institution organized by community groups, consisting of local entrepreneurs who care about community empowerment.

This research is a qualitative descriptive study using an exploratory approach. The exploratory approach was chosen because the problem under study is in the form of a program, event, activity of an individual or community group, which is used as an initial model to develop a new model that is considered more effective. The data collection for this research was carried out using in-depth interview techniques and quasi participatory observation. Participatory quasi observation is carried out in the form of the researcher's involvement in natural observations where the researcher acts as a full observer and is near the scene, observing and recording data but is not involved in the events being observed.

The determination of the sample is done by using a purposive sampling technique or selection of data sources with certain criteria according to research objectives. The data collection instruments were interview guides and observation guides. There were 17 participants in this study consisting of administrators, mentors, alumni, and SBS students. Target observations of managers, mentors or empowering actors, as research subjects, include mindsets, mental attitudes, skills, and their synergy in empowering students and alumni. The other subjects were students and alumni of SBS with the target of observation consisting of mindsets and mental attitudes about entrepreneurship, and business independence.

The object of observation also included social situations in the form of learning processes and business conditions for a number of alumni. Data validation or a validity test was carried out using source and method triangulation techniques. Data analysis was carried out inductively by using an interactive analysis model from Milles and Hubermann which consisted of five steps, namely data collection, data reduction, data presentation, drawing conclusions, and verification.

### 3. Results

Based on the data collected, the findings indicated that the community empowerment model implemented by SBS through non-formal entrepreneurship education emphasizes the synergy aspects of empowering actors. Synergism in this study is defined as a cooperative relationship built by empowering actors with various interested parties. The synergy of empowering actors in SBS is a combination of parts that produce the expected output or a combination of cooperation from very important elements to produce an output, namely the independence of micro, small and medium enterprises. The synergy aspect in SBS has begun to be emphasized since the beginning of learning as stated by the following mentors.

Mentor 2 said:

*"We collaborate, our association is needed by society, our country and nation need it. We must be able to spread kindness, enthusiasm, motivation, and inspiration. We need to synergize and collaborate so that our stockings reach the top. Collaboration and synergy are our passion; we make it a culture at SBS. We must collaborate; collaboration should be a culture at SBS; our association must synergize and motivate each other."*

Alumni 4 said:

*"As an entrepreneur empowerment group, SBS has not been able to facilitate all aspects of entrepreneurship, especially for start-up businesses. SBS synergizes more with people who already have large businesses, while micro and small businesses that are members of SBS, which reach 80 percent, receive less attention and as a result this group disappears. SBS pays more attention to entrepreneurs who are relatively established, while micro-enterprises and home industries pay less attention. SBS is not able to raise micro businesses to become small, small to medium, and medium to large. Business assistance to micro-enterprises has not been carried out intensively, so they disappear and seek their own destiny. SBS does not monitor and evaluate most of the micro and small businesses so that their fate is no longer known after they have graduated from SBS."*

The two statements show that there are different experiences between what is expected and what happens. The founders and mentors hope that the synergy at SBS will be able to spread good business, passion, motivation, inspiration and culture. However, this synergy is not closely intertwined with all alumni and empowerment actors.

The implementation of the learning process by the mentors at SBS shows similarities and differences in the application of learning theory, learning, selection of learning media, and selection of learning resources.

Table 1 shows that most of the mentors apply social learning theory with various adaptations, and there are two mentors who apply cooperative learning theory. Adaptation in the application of social learning theory can be seen in the selection of the learning models implemented. One of the adaptations of social learning theory is the modeling process carried out by students towards mentors who are positioned as successful entrepreneurs. Mentors who are successful entrepreneurs are positioned as models who will adopt their business tips for success and strategies for facing challenges and overcoming obstacles in entrepreneurship.

**Table 1: Learning process observation of the mentor in Sragen Business School**

No	Applications of Learning Theory	Applications of Learning model	Learning Methods	Selection of Learning Media	Selection of Learning Material Sources
Mentor #1	Social learning theory, cooperative learning theory	Strategic Plan	Lectures, field experience, coaching	LCD, Power Point and live sound	LCD, Power Point and live sound
Mentor #2	Social learning theory	Hard-working capital, tenacity, creativity and marketing system	Talk	LCD, Power Point and live sound	Success story experience
Mentor #3	Social learning theory, cooperative learning theory	Mental attitude: perseverance, seriousness, the totality	Lectures, field experience	LCD, Power Point and live sound	Success story experience, workshop
Mentor #4	Social learning theory	Entrepreneurship as an agent of change	Talk	LCD, Power Point and live sound	Experience success stories, books, workshops
Mentor #5	Social learning theory	Entrepreneurial orientation	Talk	LCD, Power Point and live sound	Success story experience
Mentor #6	Social learning theory	Entrepreneurship focuses on one point, the totality	Talk	LCD, Power Point and live sound	Success story experience
Mentor #7	Social learning theory	Entrepreneurship understands the activities of the Internet business	Talk	LCD, Power Point and live sound	Success story experience

The learning materials delivered by the assistants all contain the development of mindsets. The subject matter taught includes techniques for preparing strategic plans, marketing systems, developing hard work attitudes, tenacity, creativity, perseverance, seriousness, and totality. Material on the view that entrepreneurship is an agent of change is also taught. In addition, material on entrepreneurial orientation and understanding of internet-based business activities was also given. This was stated by the following informants.

Informant 1 said:

*“In learning, knowledge is gained about how to develop a mindset. One of them is the mindset to focus on one type of business. A mentor suggested to focus on one line of business.”*

Informant 2 said:

*“The mentors at SBS can open my mindset about business, teach me how to make business leaps and solve business problems. As an implementation of the material from the mentor, I began to be able to look downstream on animal husbandry and develop the aqiqah business. The aqiqah business is engaged in serving mandatory food at one of the Islamic religious ceremonies. The aqiqah business can continue to grow and in the end I only focus on this business. I have also started to grow my own brand”.*

Informant 3 said:

*“After taking lessons at SBS, I understand business theory and have a more systematic trading mindset. When I started selling and didn’t know the theory, I was doing fried rice business, pushing carts and frying. At that time, my mindset was still a trading mindset. After studying at SBS and meeting great mentors, my mindset changed to a business mindset where an entrepreneur must be able to develop systems. Now my business is systemized and has employees. Thus, there is a sustenance of employees who pass me by. Apart from that, I also developed standard operating procedures such as the amount of chili sauce, the amount of rice, the size of the fire in the frying pan, and service standards. My mindset and business systems have become more established. Before joining SBS, my turnover was at most 20 million per month, now it has exceeded 100 million per month.”*

The material provided by the mentors was acknowledged to be very useful for some students, but there were also those who gave criticism, as stated by the following informant.

Informant 4 said:

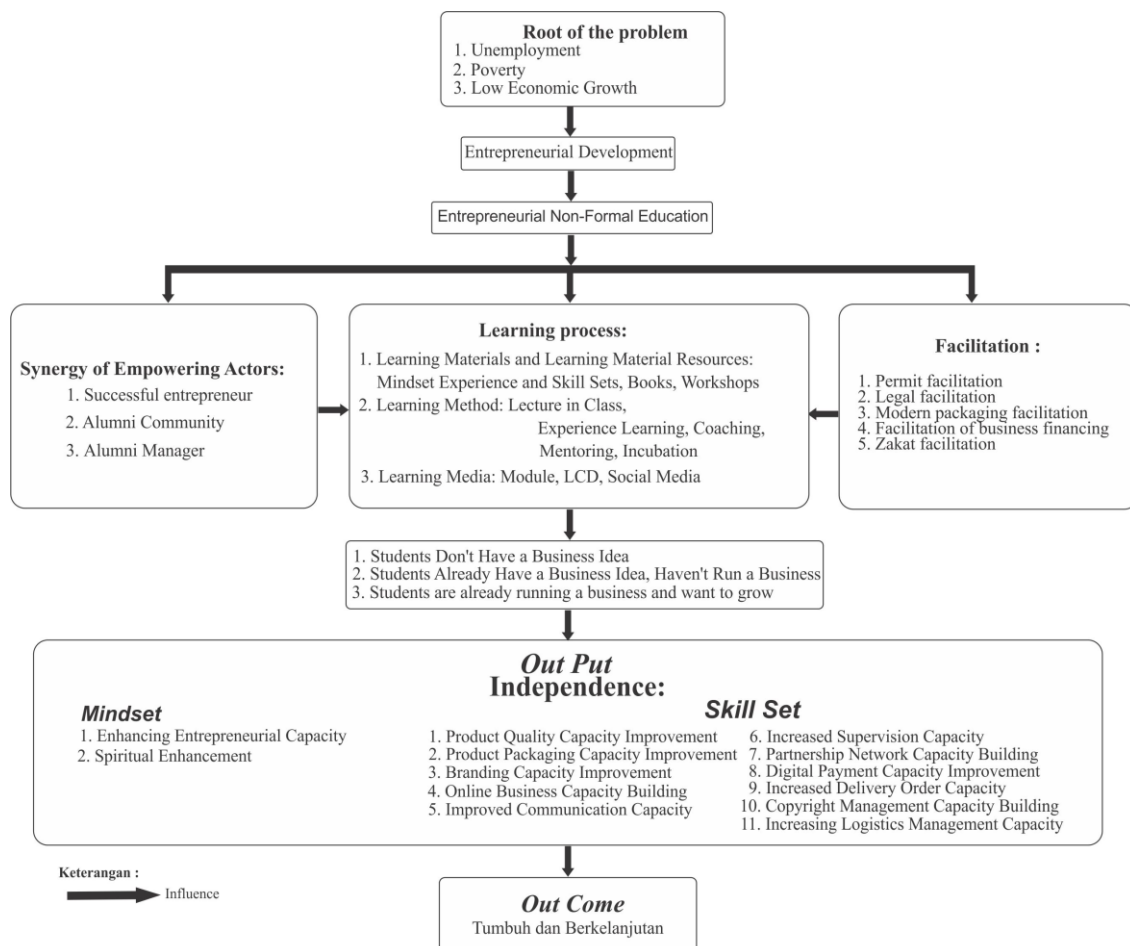
*“SBS teaches a mindset about business strategy, how to deal with business problems with the system, and about marketing, but how to make quality products is not taught. The material presented in the form of success stories of entrepreneurship and failure stories from mentors is only inspiring but not always suitable for the cases faced by each small entrepreneur. Learning materials at SBS teach that business development is not as easy as one might imagine but it goes through a long journey. I hope SBS will increase the intensity of learning regarding business capacity, skills and expertise in making products, branding techniques, online business capacity, communication capacity, supervisory capacity, and partnership network capacity.”*

The statements of these informants show that learning materials about mindset dominate the learning process in SBS while the learning time is designed to be very short. The learning method developed is the lecture method in front of the class. Guidance dominates communication activities that take place in one direction. The learning media used are LCD devices and PowerPoint presentations. New media, such as internet-based social media, have not been used during learning. The only social media that is used is WhatsApp as a medium for sharing sales information and exchanging knowledge. The source of learning material is more dominant. There is only one mentor who teaches about the importance of learning resources in the form of books and films.

Departing from these conditions, a new empowerment model was then designed by integrating previous research, frameworks, and research data obtained through in-depth interviews. The development of this model begins with the emergence of the root of the problem, namely the large number of unemployed, poverty and low economic growth. Entrepreneurship education carried out by formal educational institutions ranging from high schools to tertiary institutions is not able to answer these problems optimally without the involvement of the community.



Based on several research results, it is known that formal entrepreneurship education held by secondary and higher education institutions has not met expectations. Overall, the intention of young people to become entrepreneurs tends to decrease over time. Therefore, this problem will be solved through empowering the community to develop entrepreneurship and creating new young entrepreneurs through non-formal entrepreneurship education managed by the community.



**Figure 1: Community empowerment model through non-formal entrepreneurship education to increase the independence of micro, small and medium enterprises**

Figure 1 shows that non-formal, community-based entrepreneurship education may play a role in economic development, as a solution to youth unemployment, and as a means to support economically depressed regions. Community-based, entrepreneurship, non-formal education can shape and have an impact on entrepreneurial intentions, actions, and attitudes. In contrast to entrepreneurship education in tertiary institutions, entrepreneurship education organized by the community implements more business needs, really understands entrepreneurial needs and is included in the category of non-formal education. Non-formal education is an innovation in the education system, as a substitute, addition to, and complement to formal education, and support for lifelong education programs.

Entrepreneurship, non-formal education as an entrepreneurial empowerment activity by the community involves and requires the synergy of the individuals and community groups concerned. The synergy of educational services leads to collaboration in providing funding sources, providing and preparing human resources, as well as providing business facilities and infrastructure. The synergy of empowerment actors is directed at generating sources of financing so that students do not have to pay to attend lessons. Empowerment actors can involve successful entrepreneurs, alumni, and alumni administrators from the non-formal educational institutions concerned. Here, advisors and successful entrepreneurs can also act as mentors and sponsors.

The learning process to produce quality learning in entrepreneurship, non-formal education institutions, that aims to increase the independence of micro, small and medium enterprises, requires learning materials and resources that include developing mindsets and skills. The learning resources used can be in the form of books, modules, workshops, and experiences. The development of learning methods can be done through lectures in class, experiential learning, coaching, mentoring, and incubation. Blended learning media, such as learning modules, LCD, digital media, and social media, can be used to support learning optimization.

Empowerment actors also need to provide licensing facilities, legal conveniences, modern packaging, business financing, and zakat for alumni. The empowerment process is given to alumni who do not yet have a business idea or alumni who are already running a business.

The capacity of expertise developed should include the ability to produce products, make product packaging, build brands, increase capacity in online business, increase capacity for communication skills, and others. An independent mindset and skills will lead to entrepreneurial outcomes that experience sustainable growth and development. Thus, it can be said that a quality learning process will produce output in the form of mindset, skill set, and mindset capacity, which includes entrepreneurial orientation and mental attitude capacity.

#### **4. Discussion**

High unemployment and poverty are frightening social problems in many countries and give rise to undesirable effects. Countries with high unemployment rates tend to have high levels of crime and violence. In addition, poor socio-economic conditions also affect the health of children and families. The problem of high unemployment and poverty can be solved, one of which is by creating new jobs initiated by community groups, especially independent entrepreneurs, through quality non-formal entrepreneurship learning models, such as those carried out by SBS. It is possible that the community empowerment model implemented by SBS can expand non-formal education for development because it can form positive attitudes and foster young people's entrepreneurial intentions.

The growing interest in entrepreneurship among young people can lead to social benefits, namely the opening of new jobs (Boldureanu et al., 2018). However, the success of this model also requires the support of the regional government to communicate job creation through social enterprises because the government-driven creation of new jobs is believed to contribute to the economic development of the region concerned (Doh, 2020). This is in line with the industrialization process which contributes to the formation of human capital by encouraging new technologies and opening opportunities for personal development for the community, creating new jobs, and increasing productivity (Gruzina et al., 2021). The lecture learning method in entrepreneurship learning at SBS has a weakness because it is considered ineffective for increasing learning capacity. Lectures are only suitable for conveying initial information and concepts, and building theoretical knowledge as a basis for practice. There are many alternative learning methods that have a more positive value for students so that student activities can be more active, for example, problem-solving-based learning methods.

Some research results show that students who use problem-solving-based learning methods have better scores compared to the lecture method. This is possible because the use of problem-solving-based learning methods makes students think critically, can solve certain problems they face, and have higher-order thinking skills (Magwilang, 2022). The cooperative learning method is also suitable for application because it can create activities, such as sharing responsibilities, positive interdependence, individual accountability, using appropriate social skills, and demonstrating group achievement (Seyoum & Molla, 2022).

Mentors who use mixed methods, such as lecture methods, class discussions, class projects, problem-solving-based learning, and digital learning, tend to be more effective than those using a single method (Njura et al., 2020). Cloud-based learning methods and board games are effective ways of teaching and improving critical thinking skills so they are relevant in non-formal entrepreneurship learning. This method has the highest conformity index component, followed by the flipped classroom process, flipped classroom environment, and learning assessment (Chukusol & Piriyasurawong, 2022).

The use of old learning media, namely LCD and PowerPoint presentations, as found in SBS, needs to be supplemented with digital media because it can create a livelier and interactive learning atmosphere. In addition, mentors who create macromedia flash-based learning media through blended learning can also help students achieve more effective learning goals (Fitriasari et al., 2020). The development of blended learning media using the Mentimeter application can improve students' creative thinking skills. The Mentimeter application is a practical medium that gets a positive response from students (Andriani et al., 2019).

Coaching in classroom practice in professional development really helps experience and is effective in cognitive and affective learning and has long-term effects (Kang, 2019). The synergy of empowering actors must be made more

effective by carrying out synergies on an ongoing basis, both during class learning and after the learning process ends. Intensive synergy must be carried out both with alumni of medium business actors and micro and small business actors. If the synergy is not effective, students may get lost and eventually many will leave these non-formal educational institutions.

Effective communication as a process of human interaction can increase collaboration, potentially increase attention, and can go deeper into individuals (Abrantes et al., 2021). Effective interpersonal communication is one that avoids the rejection of information so it would be better if trainers provide more opportunities for interpersonal communication to increase responsiveness (Xu et al., 2022). This is in line with the statement that synergy and communication can bring out the full spectrum of combinations of verbal and non-verbal cues to be contributing factors in creating a collaborative environment that will develop in the future (Dzardanova et al., 2022).

Independent business entrepreneurship requires mindset and skill capacity, therefore the results of interdisciplinary collaboration in various areas of expertise must be oriented to produce learning outcomes that lead to a mindset and skillset that will meet the needs of an entrepreneur (Evis, 2022). Learning not only leads to a mindset but also provides technical support through vocational training, so as to improve skills to diversify business fields (Iqbal et al., 2021). In addition, fortitude in improving academic achievement can also encourage commitment to foster a positive mindset (Tang et al., 2019).

The expected impact of the empowerment process is the formation of independence in the mindset and skillset of students. The community empowerment model for the independence of micro, small and medium enterprises must be supported by organizational strategic management, to increase the competitiveness of micro, small and medium enterprises in a long-term perspective (Betáková et al., 2022). This model of empowerment from by and for the community is designed to consciously change the paradigm of micro, small and medium enterprises towards business independence. This is reasonable because the progressive business model is expansive, expensive, and environmentally questionable (Rochlin, 2021).

A community-based collaborative empowerment model that combines oversight and business independence is seen as being able to balance mission with decisions and strategy. The proper implementation of the collaborative empowerment model is also very important to ensure the alignment and continuity of small and medium micro businesses. In this case, community empowerment must be supported by partners (Segers et al., 2020) and focus on proper coordination, cooperation, and communication according to the culture of the local community (Sottolare et al., 2018).

## **5. Conclusion**

Based on the results of the study, a community empowerment model was found through non-formal entrepreneurship education to increase the independence of

micro, small and medium enterprises through a quality learning process, facilitation, and sustainable synergism. The learning process in this model requires: (1) proportional teaching materials between mindsets and skills; (2) learning methods that are not dominated by the lecture model but use more cooperative learning models; (3) learning resources must be more varied, such as books, modules, films, testimonials, and field experiences; (4) learning media should be a combination of conventional media and new media.

In addition to the learning process, this empowerment model also suggests facilitation in terms of permits, law, modern packaging, business financing, and taxation provided by empowering actors to alumni. Continuous synergy between empowering actors and entrepreneurs who are already established, as well as those who are growing need to be carried out proportionally without any discrimination. This model suggests the need for efforts to improve communication skills, increase supervisory capabilities, increase partnership network capacity, increase capacity for using digital payments, increase capacity for utilization of delivery order facilities, increase capacity for copyright management, and increase capacity for logistics management.

This model is theoretically seen to be able to increase output and outcomes for micro, small and medium enterprises. The output is in the form of an independent mindset and skillset, namely a form of independent mindset in the form of increased entrepreneurial capacity and spiritual improvement. The form of skillset independence is in the form of increasing capacity in developing product quality, increasing the ability to make product packaging, increasing the ability to improve the quality of a brand, and increasing the ability in implementing online business systems. From the output of an independent mindset and expertise, an outcome will be created in the form of sustainable business growth and development.

This model of empowerment from, by, and for the community can be applied by small-scale community groups, does not require large investment costs, and is relatively flexible in time. If this model is implemented, it will have implications for the growth of a people-based economy so that it can help reduce poverty. Community empowerment with this model also has implications for opening up wider employment opportunities which, in turn, can reduce dependence on job providers in the formal sector and reduce unemployment.

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