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Empowerment Strategy for School Dropouts Based on Entrepreneurship Education for Mocaf Flour Production at Pondok Roudlotuttholabah, Pemalang Regency

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ABSTRACT

Entrepreneurship education based on local potential, specifically mocaf flour production, at PKBM Pondok Roudlotuttholabah, Pemalang Regency. This research employs a qualitative descriptive approach, with data collected through in-depth interviews, participant observation, and documentation involving program managers, tutors, learners, and business partners. The findings indicate that the empowerment strategy is implemented through four stages: planning, implementation, mentoring, and evaluation, which contribute to improving learners' technical skills, entrepreneurial attitudes, and self-efficacy. The program also enhances learners' readiness to establish small-scale businesses and strengthens social participation. The novelty of this study lies in the integration of local resource-based entrepreneurship education within non-formal education settings for school dropouts. This study contributes to the development of a contextual empowerment model that supports economic independence and strengthens the role of non-formal education in sustainable community development.

ARTICLE INFORMATION

Keywords:
child separated school; empowerment public; entrepreneurship education

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INTRODUCTION

The issue of school dropouts remains a serious challenge in education development, particularly in rural areas where access to education is limited. School dropout is a complex and multidimensional phenomenon influenced by socioeconomic, academic, and institutional factors (Lakchouch et al., 2025). These conditions contribute to the increasing vulnerability of individuals who lack access to education and skills, making it difficult for them to compete in the labor market. This situation directly impacts the low quality of human resources and increases social and economic vulnerability. Children without skills tend to struggle to compete in the workforce and are at risk of unemployment (Ismaniar & Ilbad, 2021). Therefore, non-formal education is a strategic alternative to address the limited availability of formal education. Non- formal education serves not only as an equal education service but also as a means of community empowerment through the development of life skills and entrepreneurship (Laila & Salahudin, 2022; Ardana & Mulyono, 2025).

Entrepreneurship education is considered effective in fostering independent, creative, and productive attitudes. Various studies have shown that entrepreneurship education influences increased entrepreneurial interest, self-efficacy, and individual readiness to create business opportunities (Mahmudin, 2023; Damayanti, 2025; Ivanova et al., 2025). Furthermore, utilizing local potential as a basis for entrepreneurship learning is considered capable of strengthening the relevance and sustainability of community empowerment programs. The Roudlotuttholabah Islamic

Community Service Center (PKBM) in Pemalang Regency is a non-formal educational institution that develops entrepreneurship education based on local potential, specifically through training in the production of mocaf flour. Cassava was chosen as the primary raw material due to the abundant availability of local resources and the wide market potential. This program is aimed at students from the school dropout group, helping them develop productive skills and entrepreneurial readiness.

Although numerous studies on entrepreneurship education have been conducted, most research focuses on formal education and university students. Research specifically examining strategies for empowering dropouts through locally-based entrepreneurship education at Community Learning Centers (PKBM) is limited. Therefore, this study aims to analyze empowerment strategies and the impact of mocaf flour entrepreneurship education on the empowerment of dropouts at PKBM Pondok Roudlotuttholabah, Pemalang Regency. Although numerous studies have examined entrepreneurship education, most focus on formal education contexts such as schools and universities. Limited research has explored the implementation of locally-based entrepreneurship education within non-formal education institutions, particularly for marginalized groups such as school dropouts (Rizki & Fakhruddin, 2026). Therefore, this study offers a novelty by integrating local resource-based entrepreneurship education, specifically mocaf flour production, with non-formal education to develop a contextual empowerment strategy that enhances both economic and social independence among learners (Mahmudin, 2023).

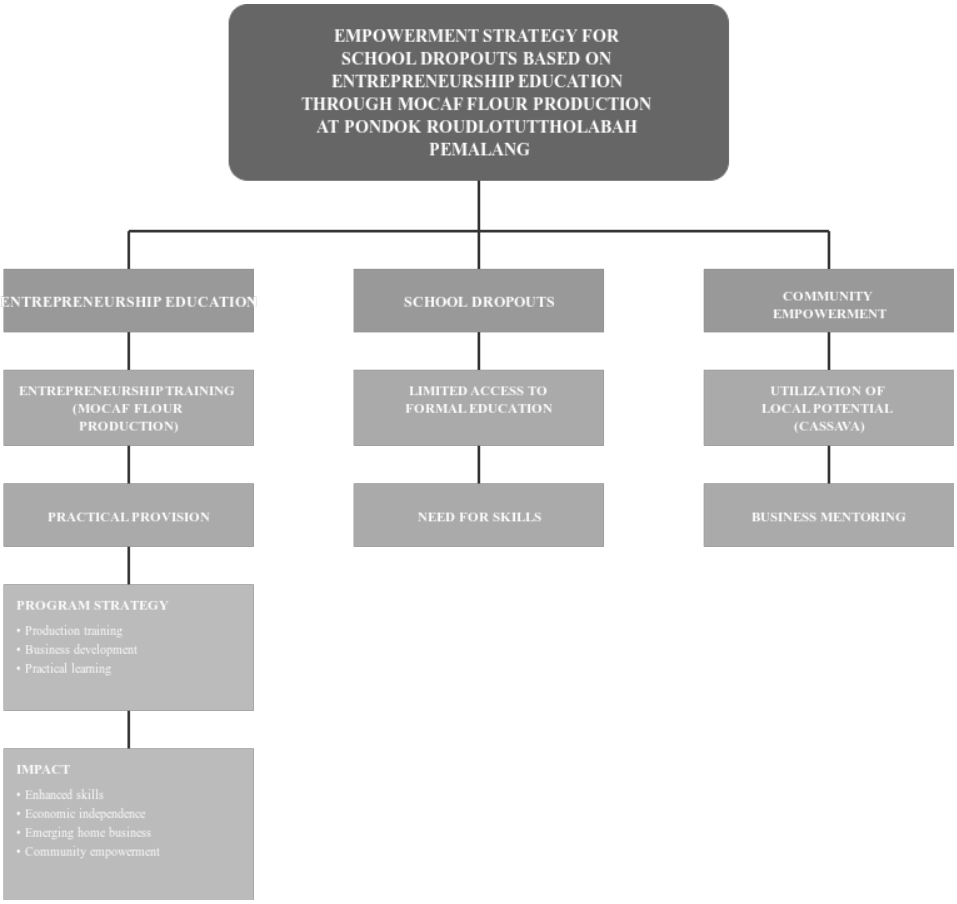

Figure 1. Research Framework

METHOD

This study uses a descriptive qualitative approach to deeply understand the empowerment strategy for school dropouts through locally-based entrepreneurship education at PKBM Pondok

Roudlotuttholabah, Pemalang Regency. This approach allows for a holistic exploration of social phenomena within their real-life context. The research subjects include PKBM managers, entrepreneurship tutors, and learners from the school dropout group. Data were collected through in-depth interviews, participant observation, and documentation. Data analysis was conducted using thematic analysis, including data reduction, data presentation, and conclusion drawing. To ensure data validity, triangulation of sources, techniques, and time, as well as member checking, were applied. The research subjects included PKBM managers, entrepreneurship tutors, and students from the school dropout group. Data collection techniques included in-depth interviews, participant observation, and documentation, Data analysis was conducted using thematic analysis, comprising data reduction, data presentation, and conclusion drawing. To ensure data validity, this study employed triangulation of sources, techniques, and time, as well as member checking, to ensure the credibility and validity of the findings could be scientifically justified (Creswell & Cresswell, 2018; Mekarisce, 2020).

Table 1. Research Data Validation Techniques

Validity Aspects	Techniques Used	Field Evidence
Credibility	Triangulation of sources and techniques	Interviews, observations, documentation
Dependability	Research process audit	Field notes and interview guidelines
Confirmability	Member check	Confirm the results to the informant
Transferability	Description of the research context	Profile of PKBM and learning community

This table shows that the research has met the validity standards of qualitative research so that the research results can be scientifically accounted for.

RESULTS AND DISCUSSION

The research results show that the strategy for empowering dropouts through entrepreneurship education in mocaf flour production at the Pondok Roudlotuttholabah Community Learning Center (PKBM) was implemented in a phased, planned, and sustainable manner. The strategy's implementation was tailored to the socioeconomic conditions of the students and the potential local resources available in the PKBM's surroundings.

Table 2. Empowerment Strategies for School Dropouts

Stage	Form of Activity	Key Findings
Planning	Identification of local cassava potential and the needs of learning communities	Programs according to local conditions
Implementation	Technical training in making mocaf flour	Residents learn to master the production process
Mentoring	Business guidance and motivation	Increased self-confidence
Evaluation	Reflection on training results	Readiness of household scale business

Based on Table 2, the planning stage begins with identifying local potential, including the abundant availability of cassava, and mapping the needs of the learners. This process is conducted through discussions between PKBM managers, tutors, and learners to ensure that the program is designed to meet the needs and abilities of the participants. This needs-based planning serves as a

crucial foundation for ensuring the relevance of the empowerment program being implemented. During the implementation phase, activities focused on technical training in mocaf flour production, covering all stages of production. Observations showed that learners were actively involved in every step of the process, from raw material processing to the finished product. This direct involvement enabled learners to master practical and applicable production skills, ensuring the training was not merely theoretical. The mentoring phase takes place after the technical training is completed. The assistance is provided in the form of business guidance, motivation, and strengthening the learners' self-confidence. Based on interviews, ongoing mentoring helps learners gain confidence in utilizing the skills they have acquired and encourages them to consider developing independent businesses. The evaluation phase was conducted through joint reflection to assess the training outcomes and the learners' readiness to develop home-based businesses. This evaluation demonstrated that the learners had initial readiness for entrepreneurship, although they still needed further support. This confirms that the empowerment program is not solely focused on training but also on the sustainability of the results (Hidayati et al., 2025; Setyawan et al., 2025).

Table 3. Impact of Entrepreneurship Education on Students

Aspect	Indicator	Data Evidence
Skills	Mocaf production capacity	Observation and documentation
Attitude	Motivation and independence	Interview
Economy	Business potential	Manager interview
Social	Cooperation and participation	Observation

Based on Table 3, the impact of entrepreneurship education is evident in the students' improved skills in independently producing mocaf flour. Observations and documentation indicate that students are able to follow and implement all production stages according to the training standards. From an attitudinal perspective, entrepreneurship education contributes to increased motivation and independence among students. Interviews revealed a shift in attitudes from passive to more active and confident participation in activities and planning independent businesses (Bolangitan, 2025; Harianto et al., 2025). This change in attitude is a crucial indicator in the empowerment process for dropouts. From an economic perspective, the mocaf flour-making training opens up home-based business opportunities for the students. The PKBM management stated that the skills acquired can be used as a source of additional income, potentially increasing the students' economic independence (Ainurrahmansyah et al., 2023; Rifanto et al., 2025).

From a social perspective, entrepreneurship education encourages collaboration and participation among learners. Observations show increased interaction, group work, and a sense of shared responsibility throughout the training process. These findings demonstrate that the program not only has an economic impact but also strengthens the social aspects of learners. Overall, the findings of this study indicate that locally-based entrepreneurship education can improve productive skills, independence, and entrepreneurial readiness in school dropouts. These results align with research by Mulyasari et al. (2023) and Judijanto et al. (2024), which states that non-formal entrepreneurship education plays a crucial role in empowering vulnerable communities.

Compared to previous studies that mainly focus on entrepreneurship education in formal education settings, this study highlights a different approach by emphasizing locally-based and community-oriented learning. The use of mocaf flour production as a learning medium demonstrates that local resources can be effectively utilized to support sustainable empowerment programs. While previous studies Mulyasari et al. (2023) and Judijanto et al. (2024) emphasize skill improvement, this study shows that integrating local potential with continuous mentoring significantly enhances

learners' confidence and readiness to develop independent businesses. This finding indicates that contextual and locally grounded entrepreneurship education provides more sustainable impacts on marginalized communities. This study provides both theoretical and practical contributions. Theoretically, it enriches the discourse on entrepreneurship education by demonstrating its application within non-formal education settings for marginalized groups. Practically, this study offers a contextual empowerment model based on local potential that can be replicated in other Community Learning Centers (PKBM). In terms of policy, the findings highlight the importance of integrating local resource-based training into non-formal education programs to support economic independence and sustainable community development (Pemerintah Republik Indonesia, 2022).

CONCLUSION

Based on the research results, it can be concluded that the strategy of empowering school dropouts through entrepreneurship education in making mocaf flour at the Roudlotuttholabah Community Learning Center (PKBM) in Pemalang Regency is implemented in stages, planned, and sustainable through the stages of planning, implementation, mentoring, and evaluation. This program is designed based on the local potential of cassava and the needs of the learners so that it is relevant to the socio-economic conditions of the participants. The entrepreneurship education implemented not only improves the productive skills of learners in producing mocaf flour, but also fosters an independent attitude, increases motivation, and self-confidence for entrepreneurship. In addition, this program opens up opportunities for household-scale businesses and strengthens social aspects through increased cooperation and participation of learners. Thus, entrepreneurship education based on local potential has been proven to contribute positively to the empowerment of school dropouts and can be used as an alternative model for strengthening non- formal education in supporting community economic independence.

DECLARATION OF GENERATIVE AI

The authors declare that no generative AI or AI-assisted technologies were used in the writing process of this manuscript.

CONFLICTING INTEREST STATEMENT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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