

# Revitalizing The Role of Non-Formal Education Through PKW Entrepreneurial Innovation at Pkbn Teuku Markam

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## APA Citation:

Akbar, M. I. & Puspitasari, S. W. (2026). Revitalizing The Role Of Non-Formal Education Through Pkw Entrepreneurial Innovation At Pkbn Teuku Markam. EDUCASIA, 11(1), 67-83. doi: <http://dx.doi.org/10.21462/educasia.v11i1.453>

## Abstract

This study critically examines the implementation of the Entrepreneurship Skills Education Program (PKW) at the Teuku Markam Community Learning Center (PKBM) as a strategic mechanism to revitalize the role of non-formal education in community empowerment. Although non-formal education is often marginalized as a secondary pathway, this study argues that its relevance can be restored through an empowerment-oriented and context-driven learning model. Using a qualitative approach with a descriptive case study design, data were collected through semi-structured interviews, observations, and document analysis involving institution leaders, tutors, and purposively selected learners. Data analysis followed an iterative process of reduction, categorization, and interpretation, supported by triangulation to ensure credibility. Findings indicate that the PKW program goes beyond conventional skills training by embedding learning within a structured empowerment framework consisting of awareness, capacity building, and empowerment stages. Beyond technical sewing competencies, the program fosters entrepreneurial skills, self-efficacy, and productive engagement among learners, particularly marginalized women. This demonstrates that non-formal education can serve as a transformative space that connects learning to livelihood outcomes. This study contributes to the discourse by repositioning entrepreneurship-based non-formal education as an instrument of socio-economic transformation, rather than simply a programmatic intervention. The study underscores that the revitalization of non-formal education depends on its ability to generate real and context-relevant impact.

**Keywords:** empowerment, entrepreneurship skills education, non-formal education

## 1. INTRODUCTION

Education is an important instrument that aims to improve the quality of human life, humans are equipped with individual education to be able to develop knowledge, skills and capacity to face challenges throughout life (Dolev & Levi, 2025; Khamidah dkk., 2025; Sung & Chong-Sup, 2023; Whyte dkk., 1975). In the context of national development, education is closely linked to the quality of human resources and unemployment rates. Unemployment is a social trend in various regions, including North Aceh Regency. Therefore, in a situation like this, education should not be seen simply as a process of knowledge transfer, but rather as a means of producing competencies that can be applied and have a direct impact on the lives of the wider community (Elihami, 2022; Ilieva-Trichkova & Boyadjieva, 2024; Simão, 2022). Therefore, education is a real need of society, especially non-formal education which in principle is flexible in reaching community groups with diverse learning needs.

Non-formal education has an important function as a complement, supplement, and substitute for formal education. On the other hand, non-formal education also develops knowledge, functional skills, attitudes, and fosters community learning independence (Cotes dkk., 2017; Dolev & Levi, 2025; Pienimäki dkk., 2021). In another context, non-formal education is the closest space for society to apply the process of community empowerment because its urgency lies not only in how society is able to achieve academically, but also in being able to have life skills, have strong social capacity and be able to increase economic productivity (Juzma dkk., 2025; Kicherova & Efimova, 2020; Lausa dkk., 2024). These various perspectives emphasize that non-formal education is a vital part of society's empowerment process, a process that enables individuals to recognize and understand their potential, become aware of and initiate the development of their own life skills, and improve their position in society. Therefore, non-formal education is not merely an alternative pathway but a path to social transformation that aligns with the real needs of society.

Non-formal education practices still face the stigma of being underdeveloped and unequal to the ever-expanding formal education. This stigma or perception arises because the function of non-formal education is still narrowly understood, namely as merely a complement, supplement, or substitute for formal education, making its life as a means of empowerment less visible (Karakuş Yildiz & Taş, 2023; van der Linden, 2015; Yanto, 2022). Thus, non-formal educational institutions face a facet of unequal human resource development. However, conceptually and practically, non-formal education plays a vital role in building awareness, life skills, job skills, social capacity, and economic growth in communities, particularly among marginalized groups and communities with limited access to education, particularly those in the outermost and the innermost (Charungkaittikul dkk., 2022; Sedghi dkk., 2023). This portrait shows the importance of restoring the role of non-formal education so that it can be understood and implemented as the application of non-formal education with an orientation towards community life, community empowerment, and lifelong learning.

A concrete form of revitalization that can be internalized is through strengthening non-formal educational institutions, particularly Community Learning Centers (PKBM). PKBM functions as a community learning forum with a focus on community empowerment (Johny Artha dkk., 2023; Lausa dkk., 2024; Sucipto dkk., 2021). In the practice of

implementing learning, PKBM not only has the requirement to be able to educate and accompany the community to graduate from the equivalency program packages A, B, and C, but also has a role in ensuring that the community has provisions in work skills, entrepreneurial skills, and the ability to improve the quality of life (Beki & Permana, 2022; Nazir dkk., 2021). Ideally, the function of PKBM is to provide a community learning space and a space for exchanging learning experiences that can stimulate lifelong skills, expertise, and problem-solving abilities. This role makes PKBM a crucial actor in aligning education with the social and economic needs of the community.

Previous literature shows that non-formal education facilitates contributions to the development of life skills, reducing unemployment rates, and empowering communities through courses, training, and life skills programs (Atmaja dkk., 2022; Meisya & Karwati, 2023; Rostini dkk., 2023). Research that examines Community Learning Centers (PKBM) in general also found that PKBM plays a role in providing access to community education and supporting community learning abilities. Furthermore, various programs within PKBM, such as work skills programs, fully support the improvement of community learning competencies through various treatments. Various skills and competency programs are interpreted as strategies to enable communities to increase their learning independence and improve their economic quality through the work skills they possess. Non-formal education, with non-formal educational units, namely PKBM, positions itself as an instrument to strengthen the life skills and work skills of individuals and communities. Therefore, theoretically, it has become a deep foundation that non-formal education can contribute to improving the quality of life of the community.

In most studies, skills or entrepreneurship programs are placed at a descriptive level, thus placing them in a position where there is still limited explanation regarding program implementation, types of training, and the results of skills obtained by the programmed community (Bambang dkk., 2023; Hidayat, 2020; Imran, 2022). Research interpreting deeply rooted skills or entrepreneurship programs as implications for revitalizing the role of non-formal education remains scarce. Consequently, there is a gap in the elaboration or explanation of skills programs in Community Learning Centers (PKBM), which not only address the technical aspects of their implementation but also address PKBM's role and function as a means of empowering communities, fostering social capacity, and improving the economic well-being of the community. This gap in research is crucial to examine, as without such an explanation, non-formal education will be perceived as administrative and programmatic rather than as a transformative force for community life.

The Entrepreneurship Skills Education Program (PKW) is a vocational education service in non-formal education which aims to provide work skills, knowledge and foster an entrepreneurial mindset for the community (Dewi, Ratna S., 2023; Nainggolan & Rohman, 2023). The program plays a crucial role because it connects the learning process with job needs, business opportunities, and economic independence. PKW generally emphasizes mastery of technical skills but also pays close attention to the process of developing a productive mental attitude, self-confidence, and business orientation in the community (Dewi & Meilya, 2022; Dewi, Ratna S., 2023). Thus, PKW is a strategic instrument program that demonstrates the real utility of non-formal education in society. The success of the PKW program has strengthened the social legitimacy of non-formal

education, based on its ability to improve job skills, increase employment opportunities, enhance economic quality, and empower communities.

The Teuku Markan Community Service (PKBM) in North Aceh Regency presents a relevant case study because it implements a Sewing Skills (PKW) program. The PKW program at PKBM Teuku Markan not only provides materials and technical training but also equips the community with productive skills that can be applied in their daily lives to improve their economic well-being. This implementation means that PKBM functions broadly, namely as a promoter of community empowerment. Through sewing training, residents not only learn skills but also provide opportunities to build independence and increase their economic capacity. From this, it can be seen that the entrepreneurship program at PKBM can be interpreted as a concrete form of revitalizing non-formal education.

Based on this description, this article places the novelty of its study in how to view the Entrepreneurship Skills Education Program not only as skills training but also as an instrument for revitalizing the role of non-formal education. While previous research has largely focused on descriptions of program implementation or training outcomes, this article seeks to demonstrate a more substantial relationship between PKW implementation, the process of empowering learners, and strengthening the position of non-formal education in society. Thus, the novelty hypothesis of this article is that the implementation of PKW in PKBM Teuku Markam not only produces sewing skills as a technical outcome, but also revitalizes the role of non-formal education as a means of strengthening the capacity, independence, and socio-economic empowerment of learners. Based on that, this study is important to analyze how PKW in PKBM Teuku Markam is implemented and how the program contributes to reaffirming the strategic role of non-formal education amidst community needs.

## **2. LITERATURE REVIEW**

Non-formal education is an important part of the lifelong learning framework because it provides organized learning activities outside the formal education system, but is still consciously designed, planned, and needs-oriented (Ahmad dkk., 2022; Wliyana dkk., 2020). From UNESCO's perspective, non-formal education is an addition, alternative, and/or complement to formal education in the lifelong learning process. Due to its more flexible nature, non-formal education is able to meet the learning needs of children, adolescents, and adults in various life contexts, including family, community, and workplace. In Indonesia, this position is also affirmed in Law Number 20 of 2003, which refers to non-formal education as an educational pathway outside of formal education that can be conducted in a structured and tiered manner, and functions as a substitute, complement, and/or supplement to formal education to support lifelong learning (Kemendikbud, 2013; Khunaifi & Matlani, 2019).

The main characteristics of non-formal education lie in its flexibility, accessibility, and orientation to the real needs of society (Cotes dkk., 2017; Ivanova, 2016; Pienimäki dkk., 2021). Compared to formal education which tends to be uniform and bound by strict regulations, non-formal education is more adaptive in terms of time, materials, methods and target learning profiles (Juzma dkk., 2025; Kicherova & Efimova, 2020; van der Linden, 2015). Therefore, this pathway is highly relevant for groups not fully served by formal

schools, whether due to economic, age, social, geographic, or special learning needs. In Indonesian policy practice, strengthening non-formal education is also encouraged because this pathway is considered superior in terms of flexibility in learning time and the ability to adapt services to community needs. Thus, non-formal education not only serves to expand access to learning but also serves as a strategic vehicle for building social inclusion and equalizing educational opportunities.

In the Indonesian context, one of the non-formal educational units closest to the community is the Community Learning Center (PKBM). PKBM is a form of non-formal educational unit established by, for, and from the community, and supervised by the local education office (Ibrahim dkk., 2023; Lukman, 2021; Rochman dkk., 2024). Institutionally, PKBM serves as a learning service center that not only provides equivalency education but also training, courses, and various empowerment programs tailored to the needs of the surrounding community. PKBM's position is crucial because it sits at the intersection of educational services, skills development, and community capacity building. In other words, PKBM is not just a place of learning in the narrow sense, but a social space that enables residents to learn and acquire competencies more relevant to their lives.

From an empowerment perspective, PKBM has a broader function than simply providing alternative education programs. Empowerment in non-formal education is the process of helping individuals and groups recognize their potential, increase their capacity, expand their life choices, and participate more actively in socio-economic life (Alika dkk., 2023; Nazar, 2020). This is where the power of non-formal education shines: the learning process doesn't stop at acquiring knowledge, but is directed toward transforming life skills. UNESCO also emphasizes the importance of recognizing, validating, and accrediting non-formal learning outcomes, as they constitute a legitimate part of lifelong learning policies (Biesta, 2022; Pacific, 2009). This means that the learning outcomes in PKBM should not be considered as secondary, but rather as real capital to improve the social and economic position of the students.

One prominent form of empowerment within non-formal education is the development of entrepreneurial skills. At this point, non-formal education not only prepares students to understand specific knowledge but also equips them with practical skills, a productive mindset, and the courage to seize economic opportunities. In Indonesia, the Entrepreneurship Skills Education Program (PKW) is designed as an educational service through courses and training to provide knowledge, skills, and foster an entrepreneurial mindset (Muhammad Yassir dkk., 2023; Rahman & Hijriati, 2022; Rizki dkk., 2023). In recent access to education and training services for hard-to-reach groups, and is promoted as a tangible bridge toward community self-reliance and well-being (Danial dkk., 2021; Dewi, Ratna S., 2023; Syifa dkk., 2024). Therefore, entrepreneurial skills in non-formal education should be understood not merely as technical skills, but as an empowerment strategy that links the learning process to employment and business opportunities.

In this context, the independence of learners is one of the substantive outcomes of entrepreneurship-based non-formal education. Independence does not merely refer to the ability to work or earn an income, but also encompasses the ability to make decisions, manage one's potential, adapt to change, and utilize skills to improve the quality of life (Lemmetty & Collin, 2020; Sucipto & Wiyono, 2019). When learners receive relevant



training, adequate support, and recognition of their learning outcomes, non-formal education has the potential to foster the development of more confident, productive, and empowered individuals. Therefore, the relationship between non-formal education, Community-Based Learning Centers (PKBM), empowerment, entrepreneurial skills, and the self-reliance of educated citizens constitutes a series of interrelated concepts. Non-formal education provides a flexible learning framework; PKBMs serve as forums for its implementation at the community level; empowerment guides the process; entrepreneurial skills act as a strengthening tool; and the independence of educated citizens is one of its primary outcomes.

Based on this discussion, it is clear that non-formal education plays a vital role in building community capacity through approaches that are more contextual, inclusive, and practical. Community-Based Learning Centers (PKBM), as units of non-formal education, play a crucial role in translating these objectives into programs that address the needs of community members, including entrepreneurship skills programs. Thus, studies on PKBMs and entrepreneurship programs should be viewed not merely as discussions of skills training, but as part of an educational strategy to foster the empowerment and self-reliance of learners.

### **3. RESEARCH METHODOLOGY**

This study employs a qualitative approach with a descriptive case study design. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the implementation of the Entrepreneurial Skills Education Program (PKW) at PKBM Teuku Markam and its contribution to revitalizing the role of non-formal education in community empowerment. The case study design was deemed appropriate because this study focuses on a specific institution, namely PKBM Teuku Markam, as a specific case of non-formal education practices in developing students' entrepreneurial skills and independence.

#### **3.1. Research Design**

This study employs a qualitative descriptive design. This design is intended to systematically and contextually describe how the PKW program is implemented, including the planning and implementation stages, as well as the outcomes experienced by the students. Qualitative research allows researchers to explore social phenomena in their natural settings and to interpret meanings, experiences, and processes from the participants' perspectives (Creswel, 2023). In this study, a qualitative descriptive design was used to analyze the role of the Teuku Markam Community Learning Center (PKBM) in providing entrepreneurship skills training specifically sewing training as a form of community-based non-formal education.

#### **3.2. Participants of the Study**

The study participants consisted of individuals directly involved in the implementation of the PKW program at the Teuku Markam Community Learning Center (PKBM). They included the PKBM director, program managers or tutors/instructors, and participants enrolled in the entrepreneurship skills program. Participants were selected using purposive sampling, as they were considered to possess relevant knowledge, experience, and involvement in the program under study. The PKBM director was involved

to provide information on institutional policies and program objectives; tutors/instructors were involved to explain the training implementation process; and participants were involved to share their experiences and the benefits they perceived from participating in the program.

### **3.3. Instrument**

The primary instrument in this study was the researcher, as is common in qualitative research. To support data collection, the researcher used several instruments, namely an interview guide, an observation sheet, and a documentation review form. A semi-structured interview guide was used to explore participants' views on the implementation of the PKW program, the training process, challenges, and its benefits for students. Observation sheets were used to record actual learning activities, participant engagement, and the training environment. Documentation review forms were used to examine relevant documents such as program plans, activity reports, participant data, and other supporting institutional documents. These instruments enabled the researcher to collect comprehensive and contextual data related to the program's implementation.

### **3.4. Data Analysis Techniques**

The data were analyzed using qualitative data analysis techniques, which included data reduction, data presentation, and drawing conclusions. First, data obtained from interviews, observations, and documentation were organized and reduced by selecting the most relevant information related to the research focus. Second, the reduced data were presented in the form of narrative descriptions to facilitate interpretation and understanding of the PKW program's implementation. Third, conclusions were drawn by identifying patterns, meanings, and relationships among the findings regarding the role of the Teuku Markam Community Learning Center (PKBM) in empowering students through entrepreneurship skills education. To enhance the credibility of the findings, the researcher compared data from various sources through triangulation of interviews, observations, and documents.

## **4. RESULTS**

The results of this study indicate that the implementation of the Entrepreneurial Skills Education Program (PKW) at the Teuku Markam Community Learning Center (PKBM) represents a concrete effort to strengthen the role of non-formal education in community empowerment. This program is designed not only as a skills training activity but also as a strategic initiative to enhance the capacity, productivity, and self-reliance of female students through sewing training.

### **4.1 The Need to Revitalize the Role of Non-Formal Education**

This study found that non-formal education is still often viewed by the public as secondary education rather than formal education. In practice, non-formal education is often associated solely with completing equivalency programs and obtaining certificates, rather than with the development of meaningful competencies. This situation contributes to the negative stigma that non-formal education is less prestigious and less competitive than formal education.

These findings indicate that the revitalization of non-formal education is urgently needed. PKBMs, as community-based non-formal education institutions, are expected not only to provide access to education but also to equip learners with practical competencies relevant to their social and economic lives. In this context, PKBM Teuku Markam strives to restore the substantive role of non-formal education by implementing programs that directly address the needs of unemployed female learners through entrepreneurship-based skills training.

#### **4.2 Implementation of the PKW Program at the Teuku Markam Community Learning Center**

The research findings indicate that the PKW program at PKBM Teuku Markam is implemented through sewing skills training aimed at female participants who do not yet have steady employment. The program aims to develop productive skills that can later be used as a source of income and as a foundation for entrepreneurial activities. The program is implemented in several stages. The first stage involves identifying and registering prospective participants, particularly women in need of productive skills and economic opportunities. The second stage is an orientation, during which the PKBM introduces the objectives of the PKW program and provides an initial understanding of the importance of sewing skills as a potential entrepreneurial opportunity. The third stage involves the actual training process, including an introduction to sewing tools and machines, measuring garments, drafting patterns, cutting fabric, sewing, and designing clothing products. The research findings indicate that the program is delivered in stages so that participants can understand the process step by step and gain hands-on practical experience.

#### **4.3 Capacity Building Through Sewing Skills Training**

Another key finding is that the PKW program serves as a form of capacity building for the students. The program not only teaches technical sewing skills but also encourages participants to develop self-confidence, creativity, and the ability to produce marketable products. Students are trained to transition from simple technical practices to productive work that holds economic value.

The training process also demonstrates that the Teuku Markam Community Learning Center (PKBM) fosters a supportive learning environment. Tutors guide students from the most basic competencies to more advanced sewing practices. This step-by-step process helps students improve their ability to understand tools, follow production procedures, and independently create clothing products. Therefore, this program can be viewed not merely as a training activity but as a structured effort to enhance students' capacity for self-development.

#### **4.4. The Empowerment Process: Awareness, Capacity Building, and Empowerment**

The findings indicate that the implementation of the PKW program at the Teuku Markam Community Learning Center reflects three main stages of empowerment. First, the awareness stage is reflected in efforts to help participants understand that they have the potential to improve their lives through skill development. This stage is important because many participants initially joined the program as unemployed women with limited access to productive opportunities.



Second, the capacity-building stage is reflected in the technical and practical sewing training provided by the PKBM. Through this stage, participants are equipped with knowledge and practical skills that can be immediately applied. Third, the empowerment stage emerges in the program's efforts to provide real opportunities for participants to utilize their skills beyond training sessions. PKBM Teuku Markam encourages participants to develop small business initiatives and manage productive activities in groups. This demonstrates that the program goes beyond classroom learning and is oriented toward participation and economic self-reliance.

#### **4.5 Expected Program Outcomes for Students**

This study identified several key outcomes of the PKW program. First, students acquired practical sewing skills that can be applied for productive and entrepreneurial purposes. Second, students were not only trained to sew for personal use but were also encouraged to create products and services with market value. This reflects a shift from merely mastering skills to an entrepreneurial orientation.

Third, the program provides competency recognition to participants through assessment and certification. Participants' performance is evaluated based on attendance, training progress, and their ability to produce clothing creations. At the end of the program, students undergo an assessment process involving partner institutions, and successful participants receive a competency certificate. This certificate can serve as supporting documentation for employment or entrepreneurial opportunities. These findings indicate that the PKW program strengthens students' positions in terms of both competencies and employability.

#### **4.6 Establishment of Business Units and Learner Autonomy**

A key finding of this study is that the PKW program at PKBM Teuku Markam does not stop at simply imparting skills. The program continues with the establishment of small business units managed by groups of students. PKBM facilitates the formation of these groups as a follow-up effort to ensure that students can continue to practice and develop their sewing skills in a productive environment.

These results indicate that the program contributes to the development of students' independence. Independence in this study is reflected in the students' ability to apply their skills, make productive decisions, and view sewing as a potential source of livelihood. Thus, the PKW program not only enhances technical competencies but also encourages students to become more independent and economically active.

#### **4.7 PKW as a Form of Revitalization of Non-Formal Education**

Overall, the findings indicate that the PKW program at PKBM Teuku Markam contributes to the revitalization of the role of non-formal education. This program demonstrates that non-formal education can serve not only as an alternative educational pathway but also as a meaningful mechanism for empowering marginalized communities through life skills and entrepreneurship. This revitalization is reflected in at least three aspects. First, the PKBM goes beyond equivalency education by providing practical and relevant life skills. Second, the program links education to the community's economic needs, thereby making learning more functional and socially meaningful. Third, the program reinforces the image of non-formal education as a space for empowerment, not

merely a substitute for formal education. In this regard, the Teuku Markam PKBM serves as an example of how non-formal education can become more responsive, productive, and transformative in addressing community needs.

## 5. DISCUSSION

The findings of this study provide further confirmation that the implementation of the Entrepreneurship Skills Education Program (PKW) at the Teuku Markam Community Learning Center (PKBM) represents not only pedagogical practices but also structural interventions in redefining the role of non-formal education. This study goes beyond a descriptive account by demonstrating that the PKW functions as a transformative mechanism that reconnects education with socio-economic realities, thereby restoring the substantive meaning of non-formal education as an instrument of empowerment.

At the macro level, the persistence of stigma against non-formal education reflects what can be interpreted as a hierarchy of knowledge within the education system, where formal education is privileged as the dominant and legitimate pathway. This hierarchy marginalizes non-formal education by reducing its function to administrative equivalence rather than recognizing its potential in developing competencies relevant to life (Ibrahim dkk., 2023; Lukman, 2021; Rochman dkk., 2024). The findings of this study challenge the prevailing paradigm by demonstrating that when non-formal education is focused on productive outcomes and entrepreneurship, it can generate tangible value that directly impacts learners' livelihoods. This supports the argument that the legitimacy of an educational pathway is determined not only by its formal recognition but also by its ability to produce meaningful social and economic outcomes (Alika dkk., 2023; Nazar, 2020).

From a lifelong learning perspective, the PKW program demonstrates how non-formal education can function as a flexible and adaptive learning system that responds to contextual needs. Unlike formal education, which is often constrained by standardized curricula and rigid structures, the PKW program demonstrates responsiveness through its alignment with local economic opportunities, particularly in the field of sewing. This contextualization is crucial, as it ensures that learning is not abstract but rooted in the participant's lived experiences (Cotes dkk., 2017; Dolev & Levi, 2025; Pienimäki dkk., 2021). Thus, this study supports the theoretical proposition that the effectiveness of non-formal education lies in its ability to bridge learning with real-life application, thereby making it more relevant to marginalized and underserved populations.

Furthermore, these findings can be interpreted through the lens of empowerment theory, particularly in relation to the transformation of learners from passive recipients of education into active agents of change. The three identified stages awareness, capacity building, and empowerment are not merely sequential processes but represent a dynamic interaction between internal transformation and external support structures. The awareness stage is crucial, as it involves a shift in students' self-perception from individuals with limited opportunities to individuals with potential capabilities. This psychological transformation is often overlooked in skills-based programs, even though it forms the foundation for sustainable empowerment (Muhammad Yassir dkk., 2023; Rahman & Hijriati, 2022; Rizki dkk., 2023).

Tahap pengembangan kapasitas dalam penelitian ini melampaui sekadar penguasaan keterampilan teknis. Meskipun keterampilan menjahit menjadi media pembelajaran utama, proses ini juga menumbuhkan disiplin, kreativitas, dan kemampuan memecahkan masalah (Lemmetty & Collin, 2020; Sucipto & Wiyono, 2019). This aligns with a broader concept of competence, which integrates knowledge, skills, and attitudes. The gradual and targeted learning process observed at the Teuku Markam Community Learning Center demonstrates that effective non-formal education requires not only relevant content but also appropriate pedagogical strategies that accommodate learners' prior knowledge and skills. In this context, the tutor's role is central as a facilitator of experiential and participatory learning, not merely a transmitter of knowledge.

The empowerment phase further distinguishes this program from conventional training models. Many skills training initiatives fail to produce long-term impact because they stop at the instructional level without providing a pathway for application. In contrast, the formation of group-based business units in this study illustrates a crucial transition from learning to economic engagement. These findings highlight that empowerment is incomplete without access to opportunities that allow participants to apply their newly acquired skills (Danial dkk., 2021; Dewi, Ratna S., 2023; Syifa dkk., 2024). Therefore, the success of the PKW program lies in its ability to integrate training with post-training support mechanisms, which serve as a bridge between education and economic participation.

Another important aspect of this study is its contribution to the understanding of gender-responsive non-formal education. By targeting female learners, the PKW program addresses structural inequalities that limit women's access to economic resources. Findings indicate that participation in this program not only enhances technical skills but also strengthens women's self-confidence and capacity to make economic decisions. This aligns with the broader discourse on women's empowerment, where access to skills and income-generating opportunities are key factors in improving social and economic status. Thus, this program can be viewed as part of a larger effort to promote inclusive development through education.

Regarding learner autonomy, this study offers a more nuanced interpretation. Autonomy is not merely the result of skill mastery but a multidimensional construct encompassing economic capability, psychological self-confidence, and decision-making autonomy (Bambang dkk., 2023; Hidayat, 2020; Imran, 2022). The shift in learners' perceptions from viewing sewing as a simple activity to recognizing it as a viable economic opportunity demonstrates the internalization of entrepreneurial values. This transformation is particularly significant in the context of non-formal education, as it reflects the success of the learning process in shaping not only competencies but also mindsets.

This study contributes to filling a gap in previous research, which has largely focused on the descriptive aspects of non-formal education programs (Atmaja dkk., 2022; Meisya & Karwati, 2023; Rostini dkk., 2023). By positioning PKW as a form of revitalization, this study reframes entrepreneurship education as a strategic approach to restoring the relevance and legitimacy of non-formal education. This study demonstrates that non-formal education can serve as a vehicle for social transformation when designed to be contextually relevant, empowerment-oriented, and economically relevant.

However, this study also reveals potential challenges related to sustainability and scalability. The success of PKW programs is closely tied to the institutional capacity of PKBMs, including the availability of resources, tutor competencies, and the strength of partnerships. Without sustained support, there is a risk that the empowerment achieved by learners may not be sustainable in the long term.(Charungkaittikul dkk., 2022; Sedghi dkk., 2023). This indicates that future development of non-formal education programs must prioritize ecosystem development, including collaboration with the government, the private sector, and community stakeholders to create a supportive environment for learners. Furthermore, recognition of non-formal learning outcomes within the broader education and labor markets needs to be strengthened. Although certifications have been issued, their acceptance in the labor market remains a critical issue. Therefore, integrating non-formal education into the national qualifications framework and strengthening ties with industry can enhance the value of such programs.

Overall, the findings of this study underscore that the revitalization of non-formal education is not merely a conceptual agenda but also a practical possibility. The PKW program at PKBM Teuku Markam demonstrates that when non-formal education is implemented with a clear focus on empowerment and socio-economic relevance, it can serve as a powerful mechanism for improving the quality of life for marginalized communities. This reinforces the argument that the future of non-formal education lies in its ability to remain adaptive, inclusive, and closely connected to the real needs of society.

## **6. CONCLUSION**

This study concludes that the implementation of the Entrepreneurship Skills Education Program (PKW) at the Teuku Markam Community Learning Center (PKBM) plays a crucial role in revitalizing the function of non-formal education as a vehicle for community empowerment. This program demonstrates that non-formal education can transcend its traditional role as a supplementary educational pathway and become a transformative force that directly addresses the socio-economic needs of learners. Findings indicate that the PKW program contributes to learner empowerment through a structured process comprising awareness-raising, capacity building, and opportunity provision. Through sewing skills training, learners not only acquire technical competencies but also develop self-confidence, productivity, and an entrepreneurial mindset. The formation of group-based business units further demonstrates that the program successfully facilitates the transition from learning to economic participation.

Furthermore, this study highlights that learners' self-reliance is one of the program's key outcomes, reflected in their ability to utilize their skills for productive activities and generate income. This demonstrates that entrepreneurship-based non-formal education holds strong potential to improve the quality of life for marginalized communities. In conclusion, the PKW program at PKBM Teuku Markam provides empirical evidence that non-formal education can be revitalized when designed to be relevant, contextual, and empowerment-oriented. Therefore, it is recommended that similar programs be strengthened and expanded, with a greater emphasis on sustainability, stakeholder collaboration, and post-training support, to maximize their impact on community development.

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