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# EDUCATION BUSINESS ANALYSIS ON NON-FORMAL CONSERVATION

## EDUCATION BUSINESS

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### ABSTRACT:

Education business is a potential business, but it still needs to be studied more deeply so that the essence of non-formal education that can answer all problems in education does not disappear and eliminate its functions. The purpose of this study is to analyze the implementation of non-formal environmental education business. This research used a qualitative approach which was carried out in Semarang City. The data collection technique used was interview. The validity of data was done through source triangulation, while the data analysis techniques were done through data reduction, data display, and conclusion drawing/verification. The implementation of non-formal education was based on the perspective that it can be a promising business opportunity and have a long-term income generating orientation. Teachers and learning process are adjusted to the needs and the potential of the students. Business capital used by tutoring institutions in developing the education business included internal capital and external capital. Politics has a great influence in the implementation of non-

formal education business. The value of character conservation in the implementation of non-formal education has not been the main priority in most education institutions in which education must have the value of innovation, creative, fair, caring, and honest.

**KEYWORDS:** Business, Non-formal Education, Conservation.

### INTRODUCTION:

Education becomes a very promising business opportunity because of its durability. One of which is non-formal education business in the form of courses or tutoring. This businesses is growing rapidly because it offers a learning process that is different from formal education. Although it is potential and not an illegal business, it still needs to be studied more deeply so that the essence of non-formal education that can answer all problems in education does not disappear and eliminate its functions. Education business which is oriented only in profit will cause other social problems. The potential business or education business cannot be separated from social aspects, innovation, creative, caring, justice, and equity. The education research community has

devoted little attention to the impact of business even though its influence has increased on the social, political, and economic affairs of the nation (Lundy & Phillips, 2003). This type of business grouping emphasizes business involvement in education reformation so that it ignores the general impact of business on the organization such as operations and performance of school organizations (Ogawa & Kim, 2005).

Education is the process of forming intellectual and emotional fundamental abilities towards nature and fellow humans (Dewey, 1903). It is seen as an effort that is done intentionally to help children in their growth to reach maturity either directly or indirectly (Ahmadi, Abu and Uhbiyati, 2007). For years, the belief that education can improve social equality and promote social justice is dominant (Kyridis, Tsakiridou, Zagkos, Koutouzis, & Tziamtzi, 2011).

In accordance with the Law no. 20 of 2003 about National Education System, there are 6 principles in the implementation of education. This provision is regulated in chapter II article 4 that is explained in 6 paragraphs, namely (a) Education is implemented democratically and fairly and not discriminatory by upholding human rights, religious values, cultural values, and national pluralism. (b) Education is organized as a systemic unit with an open and multi-meaning system. (c) Education is applied as a process of civilizing and empowering students that lasts lifetime. (d) Education is held by giving examples, building will, and developing students' creativity in the learning process. (e) Education is carried out by developing a culture of reading, writing, and math for all citizens. (f). Education is conducted by empowering all components of society through participation in the implementation and quality control of Education services (Data, Center and Information on Education, 2004). The

implementation of Education must refer to the four pillars of education, namely: learning to Know, learning to do, learning to be, and learning to live together (Delors, 2013). Learning is a process of student interaction with educators and learning resources in a learning environment. Learning is an aid given by educators to take the process of acquiring science and knowledge, and giving attitudes and beliefs to learners (Shofwan et al., 2019).

Business is all activities and efforts to gain profits by providing goods and services needed for the economic system, some businesses produce tangible goods, while others provide services (Erasmus, BJ, & Strydom, 2007; Boone, LE, Kurtz, DL, Khan, MH, & Canzer, 2019). Business analysis is a research discipline used to identify business needs and determine solutions for business problems. Solutions not only consist of software system development components, but can also improvement process, organizational changes or strategic planning, and policy development (Kathleen B. Hass, 2009) (Richards & Marrone, 2014).

According to Candle (Cadle, J, Paul, D, 2010), business analysis can be carried out by using an external business analysis and internal capability analysis environment. It can be done through heptalysis and pestel analysis. Heptalysis analysis refers to market opportunity factors, products/solutions, implementation plans, financial machinery, human capital, potential returns, and safety margins, while Pestel analysis is used to observe political factors, economic, sociological, technological impacts and refers to the effects of new technology, legal; It also explains the effects of laws, and the environment, and focuses on local and national environmental issues (Corelli, 2016; Aithal, 2017).

Education business is a high-quality service process where relationship is more

important than pure transactions (Ford, R. C., & Bowen, 2008; Jurše & Mulej, 2011). Business and public education refer to how the business affects public education because it has a great influence on the distribution of wealth throughout society, which according to the research, it is the most important factor in determining student academic achievement, we are no longer able to ignore this problem (Ogawa & Kim, 2005).

Non-formal education business service, ranging from early childhood to adults, are profitable businesses. This type of businesses are Early Childhood Education, Courses and Training institutions, Community Learning Center, and tutoring (Astuti, 2017).

Conservation, as an effort of management done by humans in utilizing natural resources, are carried out in order to produce sustainable advantages for the current and future generations. There are three main objectives of conservation according to the World Conservation Strategy, they are; (a) to maintain essential ecological processes and life support systems, (b) to maintain genetic diversity, and (c) to ensure the utilization of species and ecosystems that are sustainable (Yuniawan, 2016). The objective of the World Conservation Strategy basically refers to the realization of the preservation of the living natural resources and the balance of its ecosystem, and more supports to improve the prosperity and quality of human life. So, the definition of conservation is when a harmonious and balanced environmental is achieved and there is an increase in biodiversity capability & quality.

According to Kisworo (Kisworo, B., & Muarifuddin, 2015), there are 7 pillars of conservation, they are: biodiversity, clean energy, green building & internal transportation, paperless/efficiency, waste management, ethics, arts and culture, and conservation cadres. These Seven Pillars

consist of 8 conservation values, and 11 characters and behavior values including innovation, creative, fair, caring, and honest. The conservation education business emphasizes that the implementation of education should uphold the values of conservation of the character and behavior such as innovation, creative, fair, caring, and honest even though it can be used as a business

The objectives of this research are to analyze the implementation of education business on non-formal education conservation business and to describe the factors that support and hinder the non-formal education business.

#### **METHODS:**

The approach used in this research is qualitative and it was conducted in Semarang City. It focused on the concept of non-formal education business and the principles of the implementation of conservation education in Semarang City. The subjects of the research were the organizer as the key informant, tutors as the main informant, and students and their parents as additional informants. The data collection techniques used were observation and interviews. The validity of the research data used was source triangulation. The data analysis technique used in this research was from Miles and Huberman model. According to Sugiyono (2013) the Miles and Huberman model is the analysis activity which consists of three activities that occur simultaneously, namely data reduction, data presentation, and conclusion drawing or clarification.

#### **RESULT AND DISCUSSION:**

##### **The Implementation of Non-Formal Education Business Based on Internal Capabilities:**

The results show that the business implementation was examined based on internal ability in observing the market

opportunity factors, management, implementation plans, human resources, and capital. Improving the quality of human resources is strongly determined by the education received by the individuals so that it functions as an encouragement in enhancing human skills and abilities to become a quality society (Muhammad Anis Sufyan, Komsun Nurhalim, 2019). In the business opportunity market, it is known that non-formal educational institutions in Semarang City were founded on a voluntary basis to be a mentor of the children in doing homework. As time goes by, they realized that what they did was an opportunity for income earning. In addition, the institution is founded on family pioneers inherited and founded on the basis of business opportunities. The implementation of non-formal education is seen as a market opportunity. However, there are still educational activities that do not pay attention to a measurable quality and the need to have an optimistic intention, and to provide an excellent service in order to make the consumers trust in the results of educational services.

The instructors at the Tutoring institutions consist of self-managed institutions, permanent staff and invited teaching staff. Some tutoring institutions have invited teaching staff who are adjusted to the institutions' needs. The educational background appropriateness of the instructor with the subjects being taught is certainly considered. Non-formal education learning is based on the needs and potential of students. Non-formal education business has minimal investment risk if the business owner or manager can anticipate and have a strong commitment in running his business; in addition to the existing education system in Indonesia also has an effect in minimizing the risk of education business investment. The informal education business is still the main

business for some people but there are also those who make it a side business because they already have other jobs. (Purwanto, 2015) the development of educational institutions which is increasing rapidly, on one hand, is a necessity, but on the other hand it is a problem for other institutions. Consequently, the institutions must be able to follow the demands and expectations of the community so that they can survive and develop. Educational institutions that are able to exist relatively have specific advantages, so as they can meet the community expectations and develop their full potential. When studying business school as an institution, institutional theory offers one potential approach, albeit one as yet unutilized. Institutional theoretical perspectives combined with historical analysis provide a fertile ground for a more thorough understanding of contemporary institutions. Our historical study includes several elements of recent institutional theory (Alajoutsijärvi, Kettunen, & Tikkanen, 2012).

### **The Implementation of Non-formal Education Business based on External Business Environment:**

The implementation of non-formal education business based on the external business environment is determined by political, economic, sociological, technological, legal, and environmental factors. The results showed that political factors greatly influence the implementation of the non-formal education business. There are times when politics provides benefits or positive value on business, but there are also negative impacts of political influence. Non-formal education activities are greatly influenced by the government regulations changes both in the curriculum, infrastructure, and lesson plans and non-formal education learning schedule activities. The difference in the economic level in this case the level of parental income and

economic changes affect the sustainability of the non-formal education business. Economic changes such as spending prices on the infrastructure for learning activities also affect non-formal education expenditure. The enthusiasm of the community regarding non-formal educational institutions as an additional fulfillment of children's knowledge outside the school hours is evidenced by the increasing number of students. Besides that non-formal education also provides alternative learning for children because of the parents who are busy working.

The use of modern learning media aims to facilitate the students in accepting the learning. In addition, modern-based equipment is also an attraction in the business of non-formal education to answer the needs and the competition of the times. Non-formal education managers maintain periodically the business licenses to prove the legality of non-formal education institutions legally. The legality of non-formal education is proven by a certificate issued by the government to ease the non-formal education business process. Non-formal education business activities have very minimal contributions from the general public. Non-formal education implementation activities are fully managed by non-formal education owners and tutors. Managers in non-formal education business activities do not offer scholarship programs, but rather provide solutions to reduce non-formal education costs for the poor students by meeting the administrators directly. Non-formal education institutions do not conduct tests or determine certain conditions to get scholarships because there are limited funds. Non-formal education institutions only facilitate the relief of non-formal education costs by meeting with the owners of non-formal education directly. In addition, the relief cost is also not delivered openly to the students themselves.

The activities of non-formal educational institutions as one of the purely non-formal education institutions certainly do not selectively choose the learning community. They accept all conditions of the condition of the students both economically and physically deficiency. The students who have special needs, both cognitively and psychomotor, are provided the same service as other normal students. Sometimes the manager of non-formal education provides more facilities for them to improve the image and business of non-formal education institutions. Non-formal education programs provide character education and motivation for the students through the tutors when the learning process takes place. The character education form that is given to them is by providing moral and spiritual values. Non-formal educational institutions which in fact are non-formal education provide practical skills and knowledge but still provide provisions for the students about the importance of character education.

These research results are supported by Effery (2015) stating that education, as part of commodities, are managed in accordance with the applicable economic laws. This condition subsequently shaped the education as one of the profitable business fields, while the eventual end is the commercialization practice of education. Special attention is given to the innovative approaches and experiences developed in education in an effort to adapt the teaching methods to the new technological era. Furthermore, business strategies and education strategies throughout the world are emphasized (Papadourakis, 2008). First, coercive isomorphism that typically stems from political pressures and the problem of legitimacy has resulted in a certain homogeneity in how business schools and other institutions for higher education have been governed and organized. Second, mimetic

isomorphism driven by uncertainty inherent in the organizations' environment has resulted in both intentional and unintentional borrowing of business school models both from abroad and from home. Third, normative isomorphism that relates to professionalization pressures has resulted in the members of the management profession and business schools struggling to establish a common cognitive base and legitimation for occupational autonomy (DiMaggio & Powell, 2000)

### **The Inhibiting and Supporting Factors of Non-formal Education Business:**

The results show that the process of learning activities and administrative completeness were carried out by just one person, who was the manager. In the division of tasks carried out by the manager to employees, the implementation was less than optimal; there were still mistakes that were repeated. Non formal education business management in the city of Semarang was fully managed by the manager. The policy of the education business management was still oriented towards a big income without paying attention to the values of quality in the organization of education. The business management of non-formal educational institutions in the city of Semarang obtained the income source by the parents' contributions. Managers in the education business observed the students as a focus and income object, so that the learning process influenced their moral, spiritual and self-development values.

### **CONCLUSION:**

The implementation of non-formal education is based on the perspective that it can be a promising business opportunity and has a good long-term income generating orientation. Teachers and learning materials are adjusted to the needs and the potentials of

the students. The business capital used by tutoring institutions in developing the education business includes internal capital and external capital. Internal capital is obtained from private funds, while the external capital is obtained by borrowing from bank. Politics have a great influence on the implementation of non-formal education business, such as changes in regulations by the government both in the curriculum, infrastructure, and plans for implementing learning activities as well as non-formal education learning activities. Economic changes, such as prices for spending on infrastructure for learning activities also affect non-formal education expenditure. Enthusiastic from the society about non-formal educational institutions as an additional fulfillment of children's knowledge outside school hours is seen from the increase of students. It becomes an alternative learning for children since their parents are busy working. Modern learning facilities become an added value in the non-formal education business to fulfill the needs and competition in this era. The managers of non-formal education keep maintaining the business licenses periodically to prove the legality of their education institution. They do not offer scholarship programs, but they provide solutions to reduce education costs. The value of character conservation in the implementation of non-formal education has not been the main priority in most education institutions in which education must have the value of innovation, creative, fair, caring, and honest.

The division of tasks given by the manager to the employees is less optimal. There are still repeated mistakes occur. In addition, the policies of the education business management are still oriented to earn large incomes with less attention on quality values in the implementation of education. The education business managers view students as

an object of income. The increasing number of non-formal educational institutions must be addressed as an effort to improve the quality through professional competition by understanding the business concepts that focus on service, customer satisfaction, and the value of character conservation.

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