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## Digital-Entrepreneurship-of-Indonesian-Training-Institute (2).pdf

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# Chapter 7

## Digital Entrepreneurship of Indonesian Training Institute

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### ABSTRACT

*Indonesia needs to improve the quality and competence of human resources in the digital era considering the emergence of various new professions. Jobs such as Cloud Computing, Artificial Intelligence Expert, Cyber Security, and others, replace some of the lost processes. In addition, along with massive internet penetration, these institutions face internal and external challenges. This chapter book consists of six parts: the landscape of job training institutions in Indonesia, self-entrepreneurship practices, government institutions' efforts in providing coaching, the Kartu Prakerja program as a digital edu-tech catalyst, analysis and discussion, and conclusions and recommendations given to training institutions.*

### 1. LANDSCAPE OF VOCATIONAL TRAINING INSTITUTIONS IN INDONESIA

Vocational training institutions in Indonesia are growing very rapidly along with national policies, especially human resource development. Vocational education and training in Indonesia continue to grow along with the need for skilled workers in the workplace. The revitalization program for vocational education is implemented both at the secondary level (Vocational High Schools) and higher education (Vocational Polytechnics and Faculty of Universities), as well as in various Vocational Training Center Institutions. Various types of job training are offered in the form of life skills. Nationally, training in-

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stitutions in Indonesia are under the guidance of two ministries, namely the Ministry of Manpower and the Ministry of Education and Culture. In detail, the nomenclature of training institutions is as follows:

## 1.1 Job Training Institution

The law that regulates Job Training Institutions under the Ministry of Manpower is Law Number 13 of 2003 concerning Manpower. Article 13 of Law Number 13 of 2003 states that job training is organized by government job training institutions and/or private job training institutions. Furthermore, Article 14 explains that private job training institutions can be in the form of Indonesian legal entities or individuals. Article 15 states that job training providers are required to meet the requirements for the availability of training personnel, the existence of a curriculum that follows the level of training, the availability of job training facilities and infrastructure, and the availability of funds for the continuity of job training activities.

Furthermore, the government issued Government Regulation Number 31 of 2006 concerning the National Job Training System. Furthermore, there are several other regulations that regulate job training institutions, namely Regulation of the Minister of Manpower and Transmigration Number 8 of 2014 concerning Guidelines for the Implementation of Competency-Based Training, and Regulation of the Minister of Manpower Number 17 of 2016 concerning procedures for licensing and registration of job training institutions.

Based on these regulations, job training institutions are divided into four categories, namely private job training institutions, government job training centers, company training institutions, and community job training centers (see Table 1). This book chapter focuses on private job training Institutions considering that these institutions are more suitable for carrying out entrepreneurial practices than other institutions.

Private Job Training Institutions, are private institutions that provide job training for the general public. To provide job training, LPKS must have a permit from the Head of the Regency/City Service. The aim is to provide job training and job vacancies.

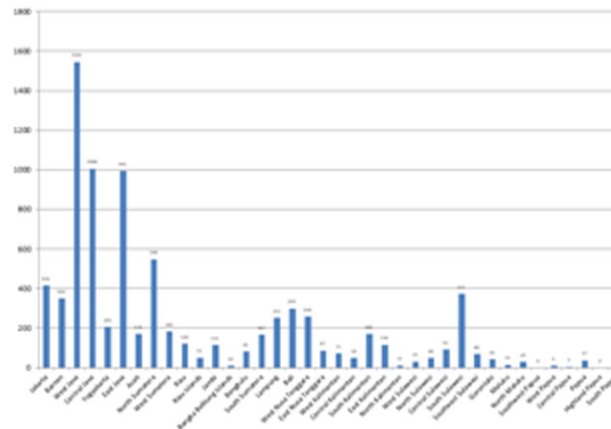
Based on data from the Ministry of Manpower, in 2023 the number of private job training institutions was 8,082 institutions. The number of Privat Training Institutions had been verified by the end of 2024 was 2,875 private institutions. The six provinces with the largest number of training institutions were West Java (1,545), Central Java (1,006), East Java (995), North Sumatra (548), Jakarta (416), and South Sulawesi (372). Complete data is presented in Figure 1.

*Table 1. Information of job training institutions*

| Institution                       | Total |
|-----------------------------------|-------|
| Government Job Training Centers   | 320   |
| Private Job Training Institutions | 2,830 |
| Community Job Training Centers    | 3,669 |

Source: Kelembagaan.kemnaker.go.id (2024)

Figure 1. Indonesia Private Job Training Institutions



Source: [Kelembagaan.kemnaker.go.id](http://Kelembagaan.kemnaker.go.id) (2024)

As of December 2023, the accreditation rate of private Job Training Institutions in Indonesia is 11.89 percent with the number of accredited institutions as many as 1,541 institutions and verified institutions as many as 12,965 institutions. Based on data from the Job Training Institution Accreditation Institution, in 2023, 1,541 job training institutions have been accredited (Table 2). The Ministry is targeting that by the end of 2024, there will be 1,040 accredited institutions consisting of government and private training institutions. This accreditation is considered important for the quality assurance process, following the Regulation of the Minister of Manpower Number 34 of 2016.

Table 2. Accreditation Level of Job Training Institutions

| Province       | Institution Status |          |
|----------------|--------------------|----------|
|                | Accredited         | Verified |
| Jakarta        | 51                 | 514      |
| Banten         | 64                 | 550      |
| West Java      | 298                | 2.572    |
| Central Java   | 209                | 1.906    |
| Yogyakarta     | 47                 | 281      |
| East Java      | 163                | 1.968    |
| Aceh           | 21                 | 271      |
| North Sumatera | 51                 | 712      |
| West Sumatera  | 60                 | 302      |
| Riau           | 10                 | 186      |
| Riau Islands   | 25                 | 107      |
| Jambi          | 15                 | 227      |

continued on following page

Table 2. Continued

| Province                | Institution Status |               |
|-------------------------|--------------------|---------------|
|                         | Accredited         | Verified      |
| Bangka Belitung Islands | 5                  | 47            |
| Bengkulu                | 7                  | 109           |
| South Sumatera          | 38                 | 271           |
| Lampung                 | 55                 | 380           |
| Bali                    | 87                 | 338           |
| West Nusa Tenggara      | 86                 | 373           |
| East Nusa Tenggara      | 21                 | 156           |
| West Kalimantan         | 14                 | 136           |
| Central Kalimantan      | 14                 | 72            |
| South Kalimantan        | 21                 | 212           |
| East Kalimantan         | 27                 | 147           |
| North Kalimantan        | 1                  | 25            |
| West Sulawesi           | 2                  | 66            |
| North Sulawesi          | 8                  | 79            |
| Central Sulawesi        | 12                 | 125           |
| South Sulawesi          | 76                 | 513           |
| Southeast Sulawesi      | 24                 | 95            |
| Gorontalo               | 3                  | 53            |
| Maluku                  | 13                 | 27            |
| North Maluku            | 5                  | 47            |
| West Papua              | 1                  | 28            |
| Papua                   | 7                  | 70            |
| <b>Total</b>            | <b>1,541</b>       | <b>12,965</b> |

Source: Kelembagaan.kemnaker.go.id (2024)

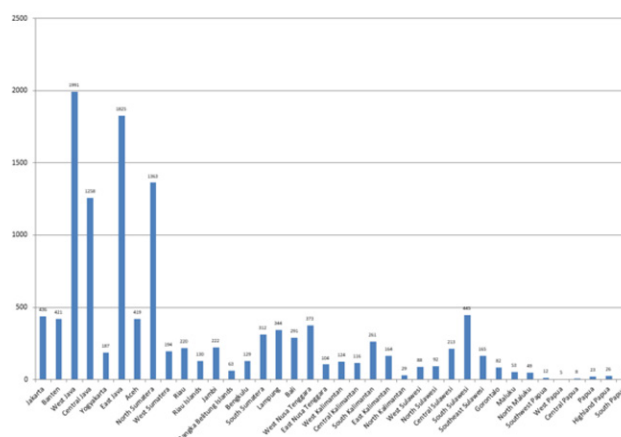
## 1.2 Course and Training Institution

The legal basis governing Vocational Training Institutions under the Ministry of Education and Culture is Law Number 20 of 2003 concerning the National Education System. Article 26 states that non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers, religious study groups, and similar educational units. Courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop their profession, work, independent business, and/or continue their education to a higher level.

Furthermore, Presidential Regulation Number 188 of 2024 concerning the Ministry of Primary and Secondary Education places Course and Training Institutions under the Directorate General of Vocational Education, Special Education, and Special Service Education. Based on data from the Ministry of Education and Culture, the six provinces with the largest number of Vocational Training Institutions

are West Java (1,991), East Java (1,825), North Sumatra (1,363), Central Java (1,258), South Sulawesi (445), and Jakarta (436). The complete Vocational Training Institutions profile is presented in Figure 2.

Figure 2. Data of Indonesia Vocational Training Institutions



Source: <https://referensi.data.kemdikbud.go.id/pendidikan/dikmas> (2024)

To ensure the quality of institutional management, the Course Directorate conducts accreditation and performance assessments. Training institutions, ensuring that training institutions have good performance so that they can implement the Work Skills Program and Entrepreneurship Skills Program can run well. In the future, the performance of training institutions will be one of the priorities for improving performance so that what is programmed by the training institution is realized. training institutions have good governance. Facts show that the management side is only managed by one person (manager, instructor). In terms of financial governance, it is still mixed with household finances. In the future, training institutions will be managed professionally to progress. For example, separating the management of institutions from households.

Course and Training Institutions require separate efforts as a form of quality assurance through business and industrial-based performance assessments. Performance assessments guarantee the quality of services, infrastructure and facilities, information governance, facilitation, and improving the competence of educators and education personnel. The purpose of performance assessments is to ensure that training institutions have met the established performance criteria, map the performance achievements of training institutions, and provide data as a basis for planning to determine strategies for improving the strength and development capabilities of training institutions.

Benefits of performance assessment for self-evaluation, development of training programs, prioritizing to become a university partner in the prior learning recognition program, increased trust in the business world, or positive reputation. In addition, there is also the certainty of meeting quality standards, link and match, namely implementing partnerships with the world of work and the industrial world. Performance assessment with indicators that are assessed include several performances, including: (1) having a strategic plan that includes a vision, mission, and goals, having long, medium, and short work programs, a five-year work program, and an annual work program; having performance and targets to



measure the achievement of strategic goals that have been set, (2) having a budget plan, income, and institutional expenditure, (3) having an organizational structure, development unit, and implementation of student career guidance.

Performance assessment aspects include: (1). *Input*, namely the number of students, work plan, budget plan, certified competency instructors, infrastructure, facilities, curriculum following the business world/industry, partnership area coverage, and realization of cooperation. (2). *Process*, namely the implementation of the career development consultative function for students, the percentage of curriculum implementation, the use of innovative learning media, learning assessment accompanied by feedback from instructors, the application of project-based learning (a learning method that uses projects/activities as media), the implementation of teaching factories, the implementation of student internships. (3). *Output*, namely the percentage of students who complete learning, the percentage of participants taking the competency test, the percentage of students passing the competency test, and the realization of cooperation with the business world and the industrial world. (4). *Outcome*, namely the percentage of graduates working or becoming entrepreneurs, the percentage of the suitability of the field of work or business field with skills, achievements in competitions, and product innovation of training institutions. Data from the Ministry of Education and Culture states that of the 11,809 training institution data collected, as of January 2024, 2,930 institutions had been assessed (KursusKita, 2024). The detail data can be show in Table 3 and Table 4.

*Table 3. Accreditation Level and Performance Assessment of Course and Training Institutions*

| Quality Assurance      | Year |      |      |      |      |      |      |      |      |
|------------------------|------|------|------|------|------|------|------|------|------|
|                        | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
| Accreditation          | 549  | 444  | 713  | 904  | -    | -    | -    | -    | -    |
| Performance Assessment | -    | -    | -    | -    | -    | -    | 200  | 120  | 119  |

Source: [kampus.kemdikbud.go.id](https://kampus.kemdikbud.go.id) (2024)

*Table 4. Performance Assessment Result*

| Performance Result | Year       |            |            | Total      | Percentage  |
|--------------------|------------|------------|------------|------------|-------------|
|                    | 2022       | 2023       | 2024       |            |             |
| A                  | 57         | 22         | 16         | 95         | 22%         |
| B                  | 63         | 59         | 57         | 179        | 41%         |
| C                  | 80         | 39         | 43         | 162        | 37%         |
| D                  |            |            | 3          | 3          | 1%          |
| <b>Total</b>       | <b>200</b> | <b>120</b> | <b>119</b> | <b>439</b> | <b>100%</b> |

Source: [kampus.kemdikbud.go.id](https://kampus.kemdikbud.go.id) (2024)

Presidential Regulation Number 68 of 2022 concerning the revitalization of vocational education and vocational training aims to prepare competent, productive, and competitive human resources to prepare for welcoming the Golden Indonesia 2045. This regulates the revitalization of vocational education and vocational training which is carried out with the aim of, among others: increasing access, quality, and

relevance of the implementation of vocational education and vocational training following the needs of the labor market; and equipping human resources/workforce with the competencies to work and/or become entrepreneurs. The scope of this includes: 1) the need for competent human resources/workforce; 2) the implementation of vocational education and vocational training; 3) alignment of vocational education and vocational training; 4) quality assurance of vocational education and vocational training; 5) coordination of vocational education and vocational training; 6) the role of the regional government; 7) monitoring, evaluation, and reporting; and 8) funding. The regulation harmonizes all institutions related to vocational education and training. In addition, it also accelerates vocational training with regional potential.

## **2. ENTREPRENEURSHIP PRACTICES OF VOCATIONAL TRAINING INSTITUTIONS**

### **2.1. Self-Entrepreneurship**

Vocational training institutions obtain income from several sources, including students who pay for themselves, utilizing government program facilities, corporate social responsibility funds from the private sector, and scholarships from international institutions. Special training with self-costs, some training develops sort-course classes, corporate training, bootcamps, and video-based learning. Bootcamp is a training program designed to improve participants' technical skills in a short time, to suit industry needs. Several institutions offer information technology bootcamps with a duration of several weeks or several months. The skills taught include graphic design, digital marketing, data analysis, software engineering, web programming, mobile programming, product management, UI/UX design, and so on. The training method can be chosen face-to-face or offline, and online synchronous. The costs charged vary between several million to tens of millions.

Currently, many training institutions are transforming into edu-tech, by offering skill development programs. The second type of training is self-learning by watching videos. For participants, this method offers flexibility without being tied to time and place. However, for training institutions, large human resources and funds are needed to build and fill the learning management system (LMS). However, this type of training has the advantage of an unlimited number of participants at one time.

The competition for students' self-pay in the training field is currently very tight, especially in the field of information technology or computers. Various international edu-tech platforms have entered Indonesia, along with the globalization of the internet, including YouTube Subscription, Udemy, Coursera, and others. The entry of international edu-tech on the one hand brings benefits to the community in having many choices of quality training. However, for vocational training institutions, its presence makes it overwhelming to deal with it. Limited resources, both human and financial, make training institutions fall one by one.

### 3. ENTREPRENEURSHIP FACILITATION BY GOVERNMENT

#### 3.1 Entrepreneurship Facilitation by the Ministry of Manpower

Several of the facilities owned by the Ministry of Manpower to support entrepreneurship in Training Institutions are the “Siap Kerja” information system, which is a digital job market platform launched by the government to bring together job seekers with job providers. “Siap Kerja” is an optimization ecosystem consisting of (1) Skillhub: a job training marketplace, containing information on training, internships, e-training, and productivity. (2) Sertihub: professional certification marketplace; contains information systems: assessors, assessors, certification licenses, and professional certification institutions. (3) Karirhub: job market information: job matching, special job exchanges, assessments, counseling, virtual job fairs, single submission job offers. (4) Bizhub, expanding job opportunities, including information on entrepreneurial assistance, including independent workers, volunteer workforce capacity, and labor-intensive programs.

The next program is the revitalization of vocational education and vocational training. This program is intended so that workspaces are filled with Indonesian human resources who have the expertise, dedication, high work ethic, enthusiasm, and great ideals to realize Indonesia's progress. The transformation of the world of education and vocational training will be further accelerated. The availability of competent, productive, and competitive human resources to welcome Indonesia Gold in 2045, included comprehensive, sustainable, integrated, and coordinated improvements.

Next, training institution can apply as a partner for job loss insurance, namely competency-based job training for employees who are laid off. Private job training institutions apply to “BPJS Ketenagakerjaan” by meeting the specified requirements. Next is the Prakerja Digital Platform, which acts as an intermediary for training institutions with the implementing management of the “Kartu Prakerja” (details will be discussed in the next sub section).

#### 3.2 Entrepreneurship Facilitation by the Ministry of Education and Culture

Several programs provided by the Ministry of Education and Culture for training institutions include the Work Skills Program, which is an education and training service oriented towards developing work skills that follow industry needs, provided to students so that they have competence in certain skill areas as evidenced by a competency certificate to work and be absorbed in the business world and industry. Based on data from the Ministry of Education and Culture, up to 2024, 2,830 Course and Training Institutions are trusted to organize Work Skills Programs.

Training institutions are also allowed to apply for the Entrepreneurial Skills Program, which is an education service through courses and training to provide knowledge, and skills and foster an entrepreneurial mental attitude in managing self-potential and the environment that can be used as provisions for entrepreneurship. Based on data from the Ministry of Education and Culture, up to 2024, 1,103 training institutions are trusted to organize Entrepreneurial Skills Programs.

Another facility is the Online Course, which is a learning and/or training process that is held remotely via the Internet network. Online courses are designed to be studied individually and in a structured manner which is currently in great demand by millennials and the general public in the digital era. Based on data from the Ministry of Education and Culture, there are 131 training titles available on the online course page.

Next is the establishment of the Community Academy, which is a 1 and 2-year course program that can be adjusted to become a D-1 and D-2 program with a diploma as proof of graduation. Another program is “*Kampus Merdeka Belajar*” (the Independent Campus Partner), which is a program that provides students with the opportunity to seek experience to learn according to the chosen skill field at training institutions. Next is the Teaching Factory, which is industry-standard learning to produce products or services that can be sold and become income for training institutions.

### 3.3 “Kartu Prakerja” as Catalyst to Digital Entrepreneurship

“*Kartu Prakerja*” (the pre-employment card) is a government program that aims to improve competence, productivity, and competitiveness, as well as encourage entrepreneurship in the Indonesian workforce. Its mission is to provide an integrated, relevant, and quality learning ecosystem through multi-party partnerships. This program provides training cost assistance to job seekers, workers/laborers who have been laid off, and workers/laborers and MSMEs who need to improve their competence. “*Kartu Prakerja*” is implemented based on Presidential Regulation Number 36 of 2020, number 76 of 2020, and number 113 of 2022. This regulation is further explained through the Regulation of the Coordinating Minister for the Economy number 17 of 2022 and the Decree of the Coordinating Minister for the Economy number 251 of 2022. In addition, it is also based on the Regulation of the Minister of Finance number 25 of 2020 and number 200 of 2021.

At the beginning of its launch in 2020, the “*Kartu Prakerja*” was intended as a semi-social assistance to help ease the burden on people affected by the COVID-19 outbreak. Then in 2023, it changed back to the normal scheme to increase the competence, productivity, and competitiveness of the Indonesian workforce, while encouraging entrepreneurship. Training is carried out using two types of schemes, namely face-to-face training (offline), and webinar training (online) with a minimum training duration of 15 hours. In 2024, in addition to both face-to-face training and webinars, the Pre-Employment Card will also return to presenting independent training with an increased duration. The most common type of job training is for office administration staff, including human resource management officers.

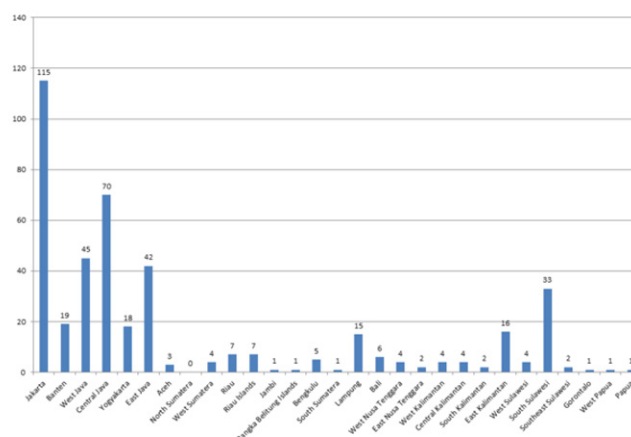
“*Kartu Prakerja*” provides an opportunity for training institutions to enter the ecosystem through the Digital Platform. Other ecosystems involved are job portals consisting of Jobstreet, TopKarir, Pintarnya, and Karir. Meanwhile, the distribution of incentives is entrusted to BNI, BCA, Gopay, Ovo, Dana, and Linkaja. To become a partner, training institutions must first collaborate with the digital platform partners consisting of Tokopedia, Bukalapak, Pijar, Siap Kerja, and Kariermu. The digital platform will then submit a training institution partner as a training provider to the “*Kartu Prakerja*” program management. Furthermore, the “*Kartu Prakerja*” authority will process the application through the training institution assessment consisting of due diligence, governance test, and training assessment.

Due Diligence is the process of checking the legal and administrative data of a training institution. Things that are checked include but are not limited to, business permit documents, cooperation agreement with digital platform, a statement of conformity to the Indonesian standard classification of business fields, and proof of approval for the establishment of an agency from the Ministry of Law and Human Rights. The governance test is the process of examining a training institution from the management of training and information to the public, including but not limited to, aspects of information regarding the training institution and organizational structure on the official website, customer service mechanisms, statements of ability to integrate systems with the Implementing Management team, and compliance with other established governance standards.

Training assessment is the process of assessing training programs owned by training institutions can enter the “Kartu Prakerja” ecosystem. The assessment is carried out through the training program design document, trainer profile, and infrastructure facilities. Documents can be obtained through official digital platform partners. For offline training, there is an additional facilities and infrastructure test.

Based on [prakerja.go.id](https://prakerja.go.id) data, by 2023 more than 240 training institutions had joined with more than 1,200 training titles. Furthermore, in 2024, the training institutions that were declared to have passed as partners increased to 433 institutions, the number of trainings that passed was 2,092 titles, involving 11,032 instructors and assistants. The ten training institutions that passed the most titles were Skill Academy by Ruangguru, Cariilmu, Rumah Siap Kerja, GETI Incubator, Cakap, Karier.mu, LKP Cakra, Mastering Skill, Yec.co.id, and Kelas.com. The provinces with the most training institutions are Jakarta (115 institutions), Central Java (70 institutions), West Java (45 institutions), East Java (42 institutions), South Sulawesi (33 institutions), and Banten (19 institutions). Complete data can be explained through the graph in Figure 3.

Figure 3. “Kartu Prakerja” Partner Training Institutions



Source: <https://www.prakerja.go.id/lembaga-pelatihan#list-logo-lp> (2024)

“Kartu Prakerja” provides training in line with current job trends, including (1) digital skills such as coding, data analysis, cybersecurity, UI/UX; (2) green skills including carbon accounting, sustainable reporting, electric motors; (3) heavy equipment such as bulldozers, excavators, and commercial drivers for trucks and buses; and (4) sales and marketing, office administration, soft skills, lifestyle, and others.

Since 2020, participants of “Prakerja” have been spread across 514 cities/regencies in Indonesia. Through “Prakerja”, the government provides equal learning opportunities for the Indonesian workforce to do skilling, reskilling, and upskilling. The number and distribution of special recipients can be seen in Table 5.

*Table 5. Data and Distribution of “Kartu Prakerja” Participants*

| Province                | Total Participants |
|-------------------------|--------------------|
| Jakarta                 | 1,27 million       |
| Banten                  | 936,36 thousand    |
| West Java               | 3,05 million       |
| Central Java            | 1,80 million       |
| Yogyakarta              | 317,58 thousand    |
| East Java               | 2,09 million       |
| Aceh                    | 493,19 thousand    |
| North Sumatera          | 956,65 thousand    |
| West Sumatera           | 509,98 thousand    |
| Riau                    | 489,76 thousand    |
| Riau Islands            | 276,84 thousand    |
| Jambi                   | 360,69 thousand    |
| Bangka Belitung Islands | 213,30 thousand    |
| Bengkulu                | 272,66 thousand    |
| South Sumatera          | 602,95 thousand    |
| Lampung                 | 597,71 thousand    |
| Bali                    | 334,03 thousand    |
| West Nusa Tenggara      | 407,65 thousand    |
| East Nusa Tenggara      | 282,96 thousand    |
| West Kalimantan         | 415,37 thousand    |
| Central Kalimantan      | 270,39 thousand    |
| South Kalimantan        | 442,71 thousand    |
| East Kalimantan         | 346,42 thousand    |
| North Kalimantan        | 89,74 thousand     |
| West Sulawesi           | 192,77 thousand    |
| North Sulawesi          | 235,55 thousand    |
| Central Sulawesi        | 275,19 thousand    |
| South Sulawesi          | 672,04 thousand    |
| Southeast Sulawesi      | 274,79 thousand    |
| Gorontalo               | 167,66 thousand    |
| Maluku                  | 165,41 thousand    |
| North Maluku            | 90,30 thousand     |
| Southwest Papua         | 21,30 thousand     |
| West Papua              | 22,80 thousand     |
| Central Papua           | 16,35 thousand     |
| Papua                   | 22,14 thousand     |
| Highland Papua          | 3,16 thousand      |
| South Papua             | 13,45 thousand     |



### 3.4 Discussion and Conclusion

#### 3.4.1 The Role of Vocational Training Institutions

According to the 2015 national workforce survey processed by the Demographic Institute of the Indonesia University, the vertical mismatch between jobs, education levels, and wages reached 53.33 percent. Meanwhile, horizontal mismatch or mismatch between job qualifications and educational background reached 60.52 percent (Mahdiyah, 2019).

Vocational training institutions face significant challenges in adapting the curriculum to the labor market's actual needs, so there is a mismatch between graduate competencies and industry demand, resulting in high rates of educated unemployment. Many vocational training institutions, especially in disadvantaged areas, have limited practical facilities and modern equipment, thus hampering the quality of the learning process and students' ability to master practical skills (BPS, 2021).

Based on the literature, training institutions have a real impact on developing skills of the Indonesian workforce, such as reducing unemployment, creating new entrepreneurs, and upgrading knowledge and abilities. The roles are summarized in Table 6.

*Table 6. the Role of Vocational Training Institutions*

| Authors (Year)          | Aims of Study  | Methods   | Result  |
|-------------------------|--|---|---|
| Hikmah & Siregar (2017) | The paper aims to analyze the development of soft skills education, especially entrepreneurial skills, personality skills, and social skills in Indonesian society concerning lifelong learning. | The method used is a qualitative descriptive approach using literature studies. The descriptive analysis method is carried out by describing the facts which are then analyzed in depth.  | The results show that the development of non-formal education, one of which is through life skills education, has shown its role in overcoming poverty in rural areas. The development of soft skills education in non-formal education, especially entrepreneurial skills, personality skills, and social skills is very important and needs to be developed.  |
| Darmanto et al. (2020)  | Identify and describe the implementation of social entrepreneurship organized by the Community Learning Center   | A qualitative method approach by exploring entrepreneurship acceptance in lifeskill institution   | Entrepreneurship has been implemented through business study groups, life-skill training, and community empowerment. In life-skill training, institutions provide added value when applying for unemployment. It enhances engineering skills, communication skills, public speaking skills, and others.   |
| Nuraeni (2020)          | The paper aims to evaluate the impact of the provision of life skills training assistance provided by the Ministry of Manpower to Private Job Training Institutions.                             | The data used primary and secondary collected through questionnaires and in-depth interviews. The sample used in this study includes the implementation of life skills training programs in seven provinces. Data analysis was carried out descriptively. | The provision of life skills training has a significant impact in providing opportunities for the community to develop businesses, especially for the young workforce who have dropped out of school. Through guidance from vocational training institution owners, most of whom already have networks with the Business World and the Industrial World and already have businesses in fields that are following the Life Skills training being held, training alumni gain motivation and courage to take the risk of starting and developing independent businesses. |

continued on following page

Table 6. Continued

| Authors (Year)             | Aims of Study   | Methods  | Result  |
|----------------------------|---|--|---|
| Ramadhan et al. (2022)     | This research was conducted with the aim of knowing the implementation of the Entrepreneurial Skills Education program at Karya Duta Training Institution, Bandung.   | The research method used is descriptive qualitative, using program variables, implementing organizations, and beneficiaries of David Korten's Policy Implementation Model. Data collection techniques using observation and interviews.              | The findings show that this program is very useful in helping people of productive age who are not working to gain knowledge, improve their competence, and have the opportunity to start an independent business supported by the readiness of the Course and Training Institution.    |
| Wasposito et al. (2022)    | Classifying public responses or sentiments using machine learning on the "Kartu Prakerja" (Pre-Employment Card).  | Sentiment analysis is used to obtain information in the form of opinions or sentiments based on textual data to determine the public's view of news, service satisfaction, and government policies. The survey during 2020–2021.                     | "Kartu Prakerja" (the Pre-Employment Cards) is one of the government programs that aim to assist the Indonesian people, especially those who do not have a job. The survey results showed that 35% of the public responded positively, 32% responded negatively, and 33% chose neutral. |
| Anggara & Auwalin (2024)   | Investigating the effectiveness of the "Kartu Prakerja" (Pre-Employment Card) program in increasing employment opportunities for young workers  | The study uses the August 2021 National Labour Force Survey (Sakernas) data and analyzes using the Propensity Score Matching (PSM) method to compare the treatment group receiving the program with the control group not receiving the intervention | The finding indicates that the program positively impacts earnings, although this impact was not statistically significant. These findings underscore the program's role as a strategic response to improving the labor market's functioning, which needs further optimization.         |
| Fauzi & Muarifuddin (2023) | The objective of this paper is to examine the community empowerment process through the life skills education program at the Inka Training Institution.   | Data collection techniques include interviews, documentation, and observations.  | The results indicate that vocational training institution facilitates job placement and internships with partner organizations, resulting in community members now having employment.   |
| Anggara (2024)             | The study compares program participants with non-participants, focusing on youth and gender-specific outcomes. The analysis controls for age, gender, area of residence, education level, and job experience, providing insights into the effectiveness of the program in reducing youth unemployment and addressing gender disparities in labor market outcomes. | To estimate the causal effect of the program on employment outcomes, Employing Propensity Score Matching (PSM) was employed to create a comparable control group of non-participants.  | The results demonstrated there is a significant positive effect on employment probability, particularly for women. The findings suggest that skills training and financial incentives play a crucial role in enhancing employability.   |

### 3.4.2 Competitive Strategies of Vocational Training Institutions

Entrepreneurial practices in vocational training institutions have complex multidimensional challenges that require a holistic and collaborative approach from various stakeholders. Synergy is needed between government institutions that handle digital entrepreneurship issues of Indonesian vocational training with various parties, namely universities, local governments, and the private sector to provide wider



opportunities so that more vocational training institutions receive funding to disseminate vocational training entrepreneurship to the community.

With the increasingly advanced development of information and technology and its impact on changes in the labor market, the Indonesian government continues to provide strategies and programs to produce skilled vocational education students (Sudewa et al., 2023). Efforts in curriculum adjustments, improving teacher competencies, and allocating vocational education and training resources are also considered. Various options for organizing vocational education, both formal and non-formal (Triyono & Mateeke Moses, 2019).

Digital transformation has become an important focus for organizations in various sectors in recent years. The Digital Transformation phenomenon also seems to present opportunities (and needs) to advance existing knowledge about organizational change (Paul et al., 2024).

Job training institutions in Indonesia need to carry out digital entrepreneurship transformation, for several reasons: The industrial revolution 4.0 brings digitalization in all aspects, including training. Indonesia needs to increase its productivity to adapt to digital disruption and structural economic changes (Adhiatma et al., 2024; Indrawati & Kuncoro, 2021). Globalization has brought multinational training institutions to Indonesia. The presence of AI provides both opportunities and threats (Saaida & Kamak, 2024). These consequences must of course be realized in the form of increasing vocational training programs for entrepreneurship, which are supported by large funding so that many training institute will be born as locomotives for creating digital entrepreneurs with artificial intelligence capabilities (see detail strategies in Table 7).

Vocational training institutions need to strengthen academic entrepreneurship, increase networking opportunities, promote government support and policies, and increase awareness and outreach (Rukmana et al., 2024). In the ever-evolving digital era, digital transformation has become a necessity for every business that wants to survive and thrive, especially in the online business sector (Raharjo, 2024).

Table 7. Indonesia Vocational Training Competitive Strategy

| Source                    | Aims of Study   | Methods   | Result  |
|---------------------------|---|---|---|
| Sukmana et al. (2013)     | To determine the quality, of vocational training institutions in Indonesia through indicators of the availability of course education services, indicators of the quality of education services, and indicators of the equality of course education services. | The research approach used is a qualitative approach with descriptive analysis methods and documentation study techniques. The type of data used in this study is secondary data. The population of this study is all course institutions in Indonesia. | For training institutions to continue to be sustainable, it is recommended to: (1) utilize existing educational facilities and infrastructure to organize various course education programs, (2) establish national policies to create fair and equitable course education programs, reaching all levels of society, (3) develop a modern institutional management system with high capabilities supported by ict in efficient and effective institutional management processes, (4) develop course education strategies in equalizing services, (5) improve the teacher recruitment system and distribution of course teachers, (6) establish vocational training as a priority, to develop human resources. |
| Rahma et al. (2019)       | Describing entrepreneurship programs in non-formal education to maintain their sustainability.  | Descriptive qualitative, with the data was collected using direct interview techniques, observation, and documentation.   | Non-formal institutions need to provide professional services and establish direct partnerships with the community. Furthermore, institutions need to be consistent in ensuring universal and quality education. In addition, as a form of professionalism in management, a leader with a rational futuristic vision is needed and is explained in the mission and objectives of the institution.   |
| Astika et al. (2021)      | This study focuses on the analysis of the implementation of online courses based on massive open online training using distance learning and digital content.   | Documentation study based on secondary data sources in the form of journals that describe online course activities  | Distance training (webinar training) and digital content (video based training) need to be managed including promotional activities, preparation, and implementation of online courses. Promotional activities use social media, preparation is done through mapping and preparing learning content and implementation, one of which is participant registration. Online learning uses integrated technology that collaborates and bridges the interests of stakeholders.   |
| Sunyoto & Setiawan (2021) | The paper describes the role of vocational education to bring together, match, and teach people to have work habits so that they can enter and expand the industry.   | Documentation study based on secondary data sources from Education Minister.  | Vocational institutions need to organize internships as part of the curriculum to prepare students' skills or abilities in certain fields so that they can work. Graduates of this internship program are expected to have better mental qualities and abilities so that they can succeed in the real work environment.   |

## 4. IMPLICATION AND RECOMMENDATIONS

Data from the Ministry of Manpower shows that the number of vocational training participants has experienced an increasing trend in the last five years. When compared between the number of participants in 2014 and 2018, there was an increase of 140 percent. With good management, there will be many students.

Vocational Training Institutions need to strengthen digital entrepreneurship, improve networks, follow government policies, and increase training coverage. For this reason, digital transformation has become a necessity for every business that wants to survive and grow. The implementation is by organizing an online course business.

**Always Stay Updated:** Digital entrepreneurs should always strive to stay updated on the latest technological developments. By constantly learning and following industry trends, they can adapt to changes and stay relevant in an ever-changing environment. **Prioritise Data Security and Privacy:** Data protection and privacy should be a top priority in any digital business. Entrepreneurs should implement proper security measures to protect their customers and business information from cyber threats. **Act Responsibly:** Digital entrepreneurs should conduct their entrepreneurship responsibly, taking into account the social and environmental impacts of their business. A focus on sustainable solutions and ethics in business operations will help create a positive impact on society and the environment. **Collaboration and Innovation:** Collaboration with other stakeholders, such as universities, research institutions, and governments, can strengthen synergies and help create innovative solutions to future challenges. **Government Support:** Governments need to provide the right support for digital entrepreneurship, including fiscal incentives, access to capital, training programs, and facilitating access to global markets. This support can catalyze the growth of a sustainable and inclusive digital entrepreneurship ecosystem. LP has great potential because several universities, which were initially course institutions, have transformed into universities. Several training institutions have successfully transformed into universities. The initial step is to follow government facilitation, such as the establishment of community academies.

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