PARADIGM AND APPLICATION OF EDUCATIONAL EDUPRENEURSHIP IN NON-FORMAL EDUCATION

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ABSTRACT

This study analyses the paradigm and application of the edupreneurship concept in the non-formal tutoring institution AHE Jajarwayang. It aims to examine creative learning strategies, teacher management, opportunities for development, and obstacles faced. The method applied is a case study through interviews with the owner and direct observation. The study revealed six new learning methods such as brain gymnastics and games, which have been proven to improve learners' motivation and learning outcomes. Teacher management involves adequate training and clear labour contracts, while service development involves planning computer courses to support digital literacy. Key constraints include managing children's behaviour and late payments, which are addressed with flexible policies. This research confirms that edupreneurship can improve the quality of non-formal education while creating economic opportunities for managers and teachers.

Keywords: *Paradigm, Application, Edupreneurship, AHE Jajarwayang*

A. Introduction

Education is a process of shaping and developing the whole personality of a human being, mainly through learning experiences. Education is divided into three types, namely formal education, non-formal education, and informal education. Formal education is a form of education organized and regulated by an official educational institution or system, such as the government and educational authorities. Formal education has an organized structure with the aim of providing knowledge, skills, and values to students. Unlike informal education, formal education has a clear curriculum, trained teachers or lecturers, and is generally provided through schools and other educational institutions.

Unlike formal education, informal education is the first knowledge acquired naturally within the family environment, without time limits and can last until the end of life. Meanwhile, non-formal education is a systematically planned education pathway as an alternative learning pathway for the community, especially for children. Considering the differences in the kindergarten curriculum, which emphasizes fine motor skills, the learning process is made comfortable and enjoyable. Meanwhile, at the next level, elementary school uses an independent curriculum that focuses on learning. Some examples of non-formal education are tutoring, majlis taklim, courses and training, and study groups (Mildawati & Tangngareng, 2023).

Tutoring has become the answer to public concerns about the curriculum gap between kindergarten and elementary school. Contextual and transformative learning emphasizes the holistic integration of cognitive, affective, and psychomotor dimensions, so that education does not merely focus on knowledge transfer but also on the formation of learners' character, motivation, and moral awareness in real-life contexts (Festi Anamisari, Lisa Nuraini, Naila Inayatillah & Irene Eqi Parahita, Rihda Nisrina, 2023).This tutoring focuses on helping kindergarten-aged children and their peers to read and write fluently. It uses six learning methods that ensure children do not feel burdened during the learning process.

This study uses a descriptive qualitative method with the aim of gaining a deep understanding of the learning process and strategies applied in tutoring institutions. This approach was chosen because it is able to describe phenomena factually and systematically based on field data obtained through direct interaction with the research subjects. Data collection was conducted through face-to-face interviews with the source, Mrs. Nita Yulianti, S.Pd.I, the owner of the Ahe Jajarwayang Tutoring Center, which has been operating for three years. The interview was intended to explore information about the background of the institution's establishment, the learning strategies applied, and the dynamics faced in the process of managing and developing the institution. In addition to interviews, the researcher also conducted direct observations in the tutoring

environment to strengthen the validity of the data. These observations focused on learning activities, patterns of interaction between teachers and students, and the learning atmosphere created. Thus, the data obtained was not only sourced from informants' narratives but also from empirical observations that provided a real picture of the implementation of learning in the field.

The study aims to explain paradigm and application of educational edupreneurship in nonformal education: a case study of tutoring at ahe jajarwayang. Several previous studies relevant to the topics of edupreneurship and non-formal education served as important references in the preparation of this article. The study by Bahri, Aslam, and Hermawan (2024) highlights innovation in non-formal education in general, emphasizing the use of innovative learning methods and media in various institutions. Although relevant, this research is macro in nature and does not describe the empirical implementation of innovation in a particular institution. In contrast, this study provides a concrete picture of the learning innovations applied at Bimbel AHE Jajarwayang through the identification of six creative learning methods found directly in field practice.

Furthermore, the research by Ahmad et al. (2023) discusses trends and developments in non-formal education from a historical and regulatory perspective. The focus of this research is on an overview of the non-formal education system in Indonesia. This research is different because it not only describes the conditions of non-formal education but also analyzes the application of edupreneurship at the micro-institutional level, particularly in the context of tutoring. Thus, this study offers a more operational and applicable perspective than previous studies.

Bartin's (2020) study emphasizes the importance of technological literacy as part of strengthening non-formal education institutions. Although this topic is in line with the planned development of computer courses at Bimbel AHE, the study does not examine managerial aspects, creative learning strategies, or the social dynamics of the institution. This study expands on this scope by showing how digital literacy can be integrated into the concept of edupreneurship as part of educational service innovation. Meanwhile, the study by Andriani and Nuriadin (2024) examines the implementation of edupreneurship in the academic tutoring program at SDIT Al Husna. Although similar in theme, the study was conducted in a semi-formal institution, so it did not highlight issues specific to small non-formal institutions, such as tutor management, training systems, flexible payment policies, or institutional sustainability strategies. This study presents a novelty in the form of a holistic analysis that includes learning innovation, human resource management, socio-economic strategies, and the development of services based on local community needs.

Based on this comparison, the novelty of this research lies in its presentation of a comprehensive model of edupreneurship implementation in a

community-based tutoring institution. This research provides empirical contributions in the form of six creative learning methods, structured tutor management patterns, institutional social policies, and service innovation integration, resulting in a new understanding of edupreneurship practices in micro-level non-formal educational institutions. The results of this study confirm that edupreneurship can improve the quality of non-formal education while also creating economic opportunities for managers and instructors.

B. Paradigm of Edupreneurship at AHE Jajarwayang

The edupreneurship paradigm refers to the integration of educational and entrepreneurial values that transform educational institutions from mere providers of learning services into productive, innovative, adaptive entities that are oriented towards sustainability and social values (Ayun, et al. 2025). In the realm of non-formal education, such as course centers, training, or tutoring, it allows for a flexible response to community needs and the dynamics of the times. In line with this, the implementation of edupreneurship provides an alternative for non-formal institutions to develop professionally and sustainably.

In the context of tutoring services at AHE Jajarwayang, the principle of edupreneurship is reflected through adaptive learning program design. For example, through child-friendly methods, the division of student development levels, and flexible fee policies for participants from underprivileged families, the institution demonstrates its commitment to inclusivity and social responsibility. This strategy is in line with the characteristics of edupreneurship-based tutoring services that focus on improving the quality of education through service innovation (Ayun et al., 2025).

The aspect of human resource management, particularly for tutors, is a key element in the edupreneurship model. Tutors are selected based on their competence and commitment, then provided with training to enable them to act as designers of interactive learning experiences, using thematic modules, educational games, creative thinking activities, language games, and practical simulations. The transformation of the tutor's role from a conventional teacher to a "multimodal learning architect" increases student engagement and motivation and supports the development of literacy and digital readiness from an early age, which is in line with findings that the empowerment of tutors in non-formal education strengthens the relevance and sustainability of services in the digital age (Shofwan, et al., 2025).

Furthermore, edupreneurship opens opportunities for institutions to respond to community needs and developments. For example, through plans for computer courses for early childhood, combining digital literacy and non-formal education. This approach brings the non-formal model closer to the demands of

the digital era, as well as expanding the social impact and operational sustainability of the institution (Zulfa, et al., 2025).

Thus, the application of the edupreneurship paradigm at AHE Jajarwayang shows that non-formal institutions can act as agents of socio-educational innovation, not merely as learning facilitators, but also as community empowerers through adaptive, creative, and sustainable services. The key to the success of this model lies in creativity, sensitivity to the local context, commitment to quality, and the ability to integrate educational, social, and entrepreneurial values.

C. Aplication of Edupreneurship at AHE Jajarwayang

Edupreneurship is part of entrepreneurship, which has developed in the world of education. Therefore, the meaning of entrepreneurship develops in accordance with the field being developed. In the social sector, it is called sociopreneurship; in education, it is called edupreneurship; within companies, it is called interpreneurship; and in technology, it is called technopreneurship (Sutrisno, 2017). Therefore, to understand what edupreneurship is, one must first understand what entrepreneurship is. The terms wirausaha and wiraswasta were popularized by institutions such as the Chamber of Commerce and Industry (Kadin), the Ministry of Manpower (Depnaker), and Presidential Instruction (Inpres) of the Republic of Indonesia Number 4 of 1995 concerning the Movement to Socialize and Cultivate Entrepreneurship. So, they only differ in terms of terminology; in substance, they are the same, both in meaning and content. Then, if we refer to foreign literature, the meaning of the concept of wirausaha is equivalent to the word entrepreneurship in English, which means businessman or entrepreneur (Muhammad Ilham Thayyibi & Subiyantoro, 2022).

The term entrepreneur itself is French, namely entreprendre, which means to undertake, to work on, or to do something. Ronstadt himself explains that an entrepreneur is someone who strives to organize, manage, and is ready to face the risks of a business. Then, Business Town 2000 explains entrepreneurship in its article on the Profile of Entrepreneurs, stating that an entrepreneur is an innovator who is able to recognize and seize every opportunity and then turn those opportunities into something workable and marketable with their abilities and skills (Darojat and Sumiyati, 2015).

According to Robert Hisrich, an entrepreneur is someone who devotes themselves to creating something different, accompanied by financial, psychological, and social risks, and rewards in the form of money and personal happiness. According to Frank Knight, an entrepreneur is someone who has the ability to predict and respond to all possible changes that occur. Jean Baptista Say defines an entrepreneur as an agent who is able to bring together the means of production and create value from their production. Then, according to Joseph Schumpeter, an entrepreneur is someone who makes new innovations in the

existing economic system by introducing new goods and services, creating new forms of organization, or managing new raw materials (Harti, 2020).

Edupreneurship is an effort to integrate education and entrepreneurship, better known as entrepreneurial education. In Indonesia, there are several principles that underlie edupreneurship, namely Pancasila and the 1945 Constitution, the meaning of which is contained in Law Number 20 of 2003 concerning the National Education System. Article 3 of the law states that national education aims to develop the potential of students, which consists of eight characteristics, one of which is independence. Then, the Joint Decree (SKB) of the Minister of Cooperatives and SMEs and the Minister of National Education Number 02/SKB/MENEG/VI/2000 and 4/ U/ SBK/ 2000 concerning Cooperative and Entrepreneurship Education regulates how joint agreements in the form of Memoranda of Understanding aim to be concrete efforts in creating the entrepreneurial character of the nation's children through the acceleration of the empowerment of cooperatives, micro, small and medium enterprises. (KUMKM) based in universities. Meanwhile, Permendiknas Number 63 of 2009 concerning Education Quality Assurance emphasizes that education must be of high quality so that it can bring about sustainable progress and development (Assingkily and Rohman, 2019).

From these foundations, it can be understood that edupreneurship is a spirit of development that has been enshrined in various government policies. Even the 1945 Constitution states that education strives to create a nation with an independent character, the values of which are derived from the National Education System Law, Presidential Instructions, Memoranda of Understanding, and Minister of Education Regulations. Therefore, edupreneurship should be used as teaching material in every educational institution, especially universities, so that independent character and high competitiveness can be realized for the Indonesian nation. (Assingkily and Rohman, 2019.) Thus, edupreneurship aims to introduce entrepreneurial concepts and attitudes through education, not with the goal of turning students into entrepreneurs, but rather to shape the character of edupreneurs in the field of education. Edupreneurship is a training program designed to introduce entrepreneurship concepts alongside various implementation examples through the educational process (Muhammad Ilham Thayyibi & Subiyantoro, 2022).

1. Formal Education

Formal education, according to Law No. 20 of 2003, is education that is generally provided in schools. Formal education can be defined as a structured and tiered education pathway consisting of primary education, secondary education, and higher education. Formal education, according to the law, refers to education in a school environment. Abu Ahmadi and Nur Uhbiyai, as quoted by Haitami Salim

and Syamsul Kurniawan (2012: 268), say that it is called a school when the education is held in a certain place, is organized, systematic, has extensions, and takes place within a certain period of time, starting from primary education to higher education, and is carried out in accordance with established official rules. Schools, or madrasahs in Islam, are formal educational institutions. As formal educational institutions, schools have duties, functions, and roles as official institutions that assist in education within the family environment to teach, educate, improve, shape personalities, and develop the full potential of students so that they can develop in accordance with their interests and talents (Siregar & Eldarifai, 2023).

Some of the main characteristics of formal education include: a. Organized Structure: Formal education has an organized structure and rules, which include different levels or stages of education such as primary, secondary, and higher education. b. Official Curriculum: There is an official curriculum that is compiled and regulated by the education authorities. This curriculum includes subjects that must be studied by students at each level of education. c. Formal Teaching Methods: Teaching in formal education is usually carried out by trained teachers or lecturers. This teaching method involves structured and planned learning. d. Evaluation and Assessment: There is a formal evaluation and assessment system, such as exams and tests, to measure student learning progress and assess learning outcomes. e. Awarding of Degrees or Certificates: Formal education often ends with the awarding of a degree or official certificate as a sign that the student has completed a certain level of education (Mildawati & Tangngareng, 2023).

2. Non-Formal and Informal Education

Non-formal education is a form of education that takes place outside of formal education. This education can be structured and tiered. Common forms of non-formal education include those found in mosques, Islamic boarding schools, Sunday schools, churches, and so on. In addition, there are also forms of non-formal education that are used as supplementary education, such as music courses, tutoring, and others. Non-formal education is generally pursued by those who feel they need education as a supplement, substitute, or complement to their formal education. The function of non-formal education itself is to develop the potential of students by emphasizing the mastery of knowledge and the development of each student (Syaadah et al., 2022). Livingstone (1998) defines informal education as any activity involving the pursuit of understanding, knowledge, or skills that occurs outside the curriculum of an institution provided by educational programs, courses, or workshops. Informal learning can occur in any context outside the institutional curriculum. This is distinguished from daily perceptions and general socialization by the individual's self-awareness of the activity as meaningful learning. The fundamentals of informal education (objectives, content, methods

and processes of acquisition, duration, evaluation of results, and application) are determined by the individuals and groups who choose to participate in it, without the presence of an instructor who has institutional authority.

Informal education is also commonly referred to as family education, where education begins in the family. According to Tarakiawan (2001), education that may occur within the family includes: 1) religious education, 2) moral education, 3) physical education, 4) intellectual education, 5) psychological education, 6) social education, and 7) sexual education. In line with this, Abdul Halim argues that educating children is essentially a series of concrete efforts by parents to: 1) preserve the Islamic nature of children, 2) develop children's intellectual potential, 3) develop children's emotional potential, 4) develop children's creative potential, 5) develop children's work potential, and 6) develop children's health potential. As for the methods of family education that greatly influence children, according to Abdullah Nashih Ulwan (2001), they consist of: 1) education by example, 2) education through customs, 3) education through advice, 4) education through supervision, and 5) education through punishment (sanctions) (Elih Sudiapermana, 2003).

3. Learning Concepts and Methods

Through an interview, Mrs. Nita Yuliati, S. Pd. I, owner of Bimbel AHE Jajarwayang, explained that Bimbel AHE has developed six creative learning methods, namely brain exercises, cayakhir, module reading, enrichment, writing, and games. These methods align with the findings of Bahri et al. (2024), which emphasize innovation in non-formal learning through various media and enjoyable activities.

Creative learning can help early childhood children develop skills, creativity, imagination, and critical thinking abilities (Simaremar et al., 2024). According to research conducted by Hidayat et al., teachers' creativity has a significant influence on early childhood learning in the digital age (Hidayat et al., 2021). This is because teacher creativity can not only help prepare children to develop their abilities and skills, but also minimize the negative impacts of current digital technology developments (Safitri & Lestariningrum, 2021). Teachers' creativity in creating fun learning activities can provide new experiences and have a positive effect on the development of early childhood (Sakinadiah et al., 2024).

At each level, from level 1 to 7, children receive appreciation in the form of a twibbon display that is later disseminated through social media, and if the child successfully completes level 7, they will graduate. This not only increases children's motivation but also reflects the practice of edupreneurship by packaging learning in the form of services that provide high value.

4. Tutor Management, Learning Opportunities and Plans

Tutors are recruited with a minimum of a high school diploma, provided with 3 months of training, and given a 2-year employment contract. If their work is satisfactory, they can apply for a contract extension. The salary system is IDR 3,500 per meeting with an average income of IDR 850,000 to IDR 1 million per month, as well as additional salary if they teach continuously, meaning they never take leave. This policy is in line with the findings (Andriani & Nuriadin, 2024) which discuss the importance of course and training management for the development of edupreneurship to flourish. Ms. Nita Yuliati, S. Pd. I has currently developed Arabic, English, and math courses for children who can already read, with a minimum age requirement. She also plans to develop computer courses, considering that almost all learning in schools uses digital media. This aligns with Bartin's (2020) view that technological literacy is key to strengthening non-formal institutions in the digital age.

5. Challenges faced by AHE Tutoring

The main challenge faced by AHE Tutoring administrators relates to the condition of the children who attend the learning process. Some children arrive in an emotionally or physically unstable state, such as tired after school, lacking focus, or carrying burdens from home. These conditions require tutors to be more patient, adaptive, and able to create a calming classroom atmosphere. This is important because learning success is not only determined by the material taught, but also by the psychological condition of the students when receiving the learning. In addition to psychological aspects, tutoring centers also face challenges in terms of student health. Sometimes children come in unwell, such as with the flu, fatigue, or other physical disorders that affect their concentration. This condition often hinders the learning process because tutors must adjust the learning pace to the child's abilities on that particular day. This challenge is a moral responsibility for the institution to continue to prioritize the health and comfort of students during the learning process.

The next challenge arises from the aspect of discipline, especially regarding late tuition payments by some parents. These delays are not due to indifference, but are often caused by unstable family economic conditions. Tutoring centers must take a wise approach so as not to add to the burden on families, while maintaining the sustainability of the institution's operations. This situation requires managers to have social sensitivity and the ability to manage finances carefully. In response to these conditions, the tutoring center implemented a flexible policy of deferring tuition payments for families in genuine need. This policy proves that AHE Tutoring Center is not only pursuing business aspects, but also paying attention to human values and social solidarity. This deferral is a form of tangible support for families experiencing financial difficulties without

hindering their children's access to education. However, this policy has its own consequences for the institution's sustainability.

Payment delays lasting more than three months cause a backlog that has the potential to disrupt the tutoring center's financial stability. As a non-formal institution, AHE Tutoring Center must still pay attention to operational sustainability, from tutor payments and the procurement of learning resources to facility maintenance. This challenge requires the institution to continuously balance social values and financial needs.

Amidst these challenges, Bimbel AHE remains committed to providing social value to the community. One form of contribution is the provision of tuition fee exemptions for children from underprivileged families. This policy is a form of the institution's concern for the gap in access to education, especially for those with financial limitations. With this tuition fee exemption, the tutoring center has succeeded in creating a more inclusive educational space and providing equal learning opportunities. These challenges are also experienced by other non-formal institutions that must balance educational aspects with business sustainability. (Fahrezi et al., 2025)

Overall, the efforts made by AHE Tutoring Center show that non-formal educational institutions not only serve as providers of academic services but also as institutions that uphold humanitarian values and social awareness. By providing adaptive solutions to students' psychological, health, and financial challenges, AHE Tutoring Center proves that education can go hand in hand with empathy. This approach is what enables tutoring centers not only to survive but also to be trusted by the community as institutions that prioritize benefits for all.

6. Impact and Expectations

The implementation of the AHE Tutoring Program in Jajarawang shows that non-formal educational institutions have a strategic role in strengthening the quality of community learning. This program is not only an academic support space, but also creates a safe, friendly learning environment that encourages students to develop self-confidence.

With the support of competent tutors and a focused learning approach, this tutoring program provides a solution to various learning problems that are not resolved in formal schools. Its existence proves that non-formal education can serve as a strategic partner for schools, families, and communities.

From the students' perspective, various academic benefits are clearly evident. Students who participate in the tutoring program show improvement in basic skills such as reading, writing, and arithmetic. Their literacy skills develop because the material is delivered in a systematic, simple, and easy-to-understand manner. In addition, some students experience an increase in their understanding of foreign languages, especially Arabic, because the learning is structured in stages

and tailored to individual abilities. This proves that a personalized approach can provide more optimal results than mass learning in schools.The positive changes experienced by students do not stop at the academic aspect. From the tutors' observations, the students' attitudes and motivation to learn also improved significantly. Students became more active in asking questions, more courageous in expressing difficulties, and began to show responsibility for the tasks assigned. Their interest in learning increased because the learning was designed to be fun, relevant, and not stressful. This transformation in attitude is an important indicator that tutoring not only serves to improve grades but also shapes a more positive learning character.

For tutors, the AHE Tutoring program provides valuable professional experience. Interacting with students from various backgrounds helps tutors understand the characteristics and needs of each child. This experience enriches pedagogical insights, trains patience, improves communication skills, and strengthens creative teaching skills. In addition, tutors can develop sensitivity in reading classroom dynamics so that they are better able to manage learning effectively. Ultimately, this tutoring program becomes a practice space that allows tutors to grow professionally.

Another benefit felt by tutors is improved welfare. Teaching provides additional income that helps meet daily needs while also giving them personal satisfaction because they can directly contribute to the advancement of community education. Their sense of belonging to this program is also strengthened because tutors feel valued, empowered, and involved in the institution's development process. Thus, this tutoring center not only benefits students but also has a socio-economic impact on its teachers. However, there is still much room for development. One of the big hopes for the future is the addition of computer classes for students.

In the digital age, technological competence is no longer an extra, but a key requirement for the younger generation. By providing computer classes, AHE Tutoring can create students who are not only excellent in school subjects but also skilled in digital literacy. This initiative will make the tutoring center more adaptive to the times and able to prepare students to face the challenges of an increasingly technology-based world.

Overall, the implementation of AHE Tutoring in Jajarawang proves that non-formal educational institutions have great potential in improving the quality of community education. This program is an innovation that fills the gap in formal learning while providing academic, social, and character development for students. With a sustainable approach and planned development, AHE Tutoring is expected to become an inspiring, progressive, and sustainable model of edupreneurship. Ultimately, this tutoring center can play an important role in producing a generation that is smart, adaptive, and ready to compete in the era of digitalization

D. Conclusion

The edupreneurship paradigm in non-formal education emphasizes a balance between educational, social, and entrepreneurial values, enabling institutions such as AHE Jajarwayang to become adaptive, sustainable, and responsive agents of innovation that meet the needs of the community. This approach proves that the application of edupreneurship principles can improve service quality, empower tutors, and open up opportunities for program diversification relevant to digital and social developments, making this model a reference for best practices for community-based non-formal institutions.

The implementation of edupreneurship at AHE Jajarwayang Tutoring Center proves that non-formal educational institutions not only function as places to impart knowledge, but can also be spaces for innovation that have economic value. Through the use of creative learning methods, a well-organized tutor management system, and the development of course programs that are in line with the needs of the times, AHE is able to provide educational services that are attractive, useful, and competitive. This institution has been able to survive by implementing flexible and socially oriented policies, such as providing fee reductions for underprivileged students. The tangible benefits of this institution's existence are evident in the increased motivation of students to learn, the development of basic skills, and the valuable experience gained by the tutors. In the future, it is hoped that the plan to add computer courses can be realized so that students are better prepared to face the challenges of the digital age.

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