



Management of the Graphic Design Entrepreneurship Skills Education Program at PKBM Fivty Group, Penyandingan Village, Ogan Komering Ulu Regency

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Abstract:

This study was motivated by the importance of non-formal education through the Entrepreneurship Skills Education Program (Program Pendidikan Kecakapan Wirausaha – PKW) in reducing unemployment and equipping community members with productive skills. PKBM Fivty Group in Penyandingan Village, Ogan Komering Ulu Regency, is one of the institutions implementing a PKW program in the field of graphic design. This study aimed to analyze and describe the management of the graphic design PKW program at PKBM Fivty Group, covering the stages of planning, organizing, implementation, evaluation, and the challenges encountered. A descriptive qualitative research design was employed. Data were collected through in-depth interviews, participant observation, and document analysis. The research informants consisted of PKBM administrators, training instructors, and participants in the PKW program. Data were analyzed through data reduction, data display, and conclusion drawing. Data validity was established through source and technique triangulation. The findings indicate that: (1) program planning was conducted through local market needs analysis, the development of an industry-based curriculum, and targeted participant recruitment; (2) the organization of the program was effectively implemented through a clear division of responsibilities among administrators, instructors, and business and industrial partners (Dunia Usaha dan Dunia Industri – DUDI); (3) the learning process combined design theory (20%) with intensive practical training (80%) and was complemented by guidance in initiating entrepreneurial ventures; and (4) evaluation was conducted periodically to assess the learning process and participants' work. However, several challenges remained, including limited computer hardware specifications and insufficient start-up capital for graduates seeking to establish independent businesses. Overall, the management of the PKW program at PKBM Fivty Group has successfully produced graduates who are independent and prepared to engage in entrepreneurship within the creative economy sector

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Introduction (مقدمة)

Non-formal education constitutes an educational pathway outside the formal education system that can be implemented in a structured and tiered manner. According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, non-formal education serves as a substitute for, supplement to, and/or complement to formal education in support of lifelong learning. Non-formal education is characterized by greater flexibility and can be adapted to the needs and circumstances of the community.

Non-formal education has become increasingly important in providing communities with opportunities to acquire knowledge, skills, and competencies relevant to everyday life and the world of work. One institution that plays a strategic role in the provision of non-formal education is the Community Learning Center (*Pusat Kegiatan Belajar Masyarakat*—PKBM). Based on Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 34 of 2020, a PKBM is a non-formal educational institution that organizes various community learning activities aimed at improving the quality of life of community members.

The existence of PKBMs in Indonesia demonstrates the significant role of non-formal education in improving the quality of human resources. According to 2024/2025 Dapodik data cited in this research proposal, there are 11,255 PKBMs in Indonesia. However, the increasing number of PKBMs has not necessarily been accompanied by consistent quality in program implementation. While some PKBMs have successfully provided various courses and training programs, others continue to face challenges related to facilities and infrastructure, funding, human resource capacity, and program management.

The advancement of digital technology has also increased the demand for workers with digital and creative skills. Graphic design is one of the skills that is increasingly required by companies, micro, small, and medium-sized enterprises (MSMEs), government agencies, educational institutions, and digital business operators. Graphic design skills can be utilized for promotional and marketing purposes, visual communication, business identity development, product packaging, and various other creative products.

The Entrepreneurship Skills Education Program (*Program Pendidikan Kecakapan Wirausaha*—PKW) can serve as an alternative form of non-formal education for equipping community members with skills aligned with developments in the world of work. Through a graphic design PKW program, participants acquire not only technical skills in using design software but also the ability to develop creativity, visual communication, marketing skills, and knowledge of entrepreneurial opportunities.

PKBM Fivty Group was selected as the research site because it organizes the Graphic Design Entrepreneurship Skills Education Program in Penyandingan Village, Ogan Komering Ulu Regency. The program has been implemented on an ongoing basis and provides graphic design training to prepare participants to enter the workforce or develop independent businesses. In addition, the program's management structure at PKBM Fivty Group enables the researcher to

obtain comprehensive information regarding program planning, implementation, and supervision.

In its implementation, the graphic design PKW program involves various components, including program planning, learning implementation, the utilization of facilities and infrastructure, tutor competence, and the evaluation of participants' learning outcomes. Program success is strongly influenced by how the program is planned, implemented, and monitored. Effective program management is expected to improve participants' skills while encouraging them to create independent business opportunities.

Based on the Technical Guidelines for the Entrepreneurship Skills Education Program, program implementation is expected to equip participants with occupational and entrepreneurial competencies through effective program management. However, previous studies have indicated that the implementation of PKW programs in several PKBMs continues to face various challenges, including limited facilities and infrastructure, uneven instructor competencies, low sustainability of participants' businesses after training, and suboptimal program management.

These conditions indicate a gap between the expected conditions (*das sollen*) and the conditions observed in practice (*das sein*). Therefore, research is needed to specifically examine the management of the Graphic Design Entrepreneurship Skills Education Program at PKBM Fivty Group, particularly in terms of planning, implementation, supervision, evaluation, and business mentoring.

This study is expected to provide an in-depth description of the management process of the graphic design PKW program at PKBM Fivty Group. The findings are also expected to serve as an evaluation basis for the PKBM in improving the quality of program implementation, thereby enabling the program to provide greater benefits to participants and the wider community.



Method (منهج)

This study employs a qualitative approach with a descriptive research design. A qualitative approach was selected because the study aims to gain an in-depth understanding of the management process of the Graphic Design Entrepreneurship Skills Education Program (PKW) at PKBM Fivty Group.

The descriptive research design is used to provide a comprehensive description of the actual conditions concerning the planning, implementation, supervision/evaluation, and business mentoring of the graphic design PKW program.



Result (نتائج)

The study on the management of the Graphic Design Cluster of the Entrepreneurship Skills Education Program (PKW) at PKBM Fivty Group, Penyandingan Village, Sosoh Buay Rayap District, Ogan Komering Ulu Regency, revealed structured findings across several stages of program management, encompassing program planning, implementation, and evaluation.

1. Planning of the Graphic Design Cluster PKW Program

The planning stage at PKBM Fivty Group began with an analysis of market needs and a mapping of local potential in the Ogan Komering Ulu Regency area.

Based on this analysis, graphic design was selected as the program focus due to the increasing demand among local MSMEs for logo design, product packaging, and digital promotional media services.

The planning components prepared by the program managers included:

- a. **Curriculum Development:** The curriculum adopted the standards established by the Directorate of Courses and Training under the Ministry of Education, Culture, Research, and Technology and was adapted to the current needs of the digital creative industry. The learning materials were structured into 30% entrepreneurship theory and design concepts and 70% hands-on practice.
- b. **Participant Recruitment:** The primary target groups of the program were out-of-school children and youth (*Anak Tidak Sekolah – ATS*) or school dropouts aged 15–25 years from Penyandingan Village and surrounding areas who did not have stable employment. The selection process involved interviews to assess participants' commitment to pursuing entrepreneurship.
- c. **Provision of Instructors and Facilities:** The program managers collaborated with professional graphic design practitioners and printing business owners in Baturaja, who served as the primary instructors. Supporting facilities, including a mini computer laboratory equipped with industry-standard design software, were prepared at PKBM Fivty Group.

2. Implementation of the Graphic Design Cluster PKW Program

The program was implemented over approximately 150 instructional hours. The learning process focused on developing participants' proficiency in design software, such as CorelDRAW and Adobe Photoshop, as well as providing foundational knowledge for starting a business. The program managers employed a **project-based learning** approach, in which participants were directly challenged to create real-world design projects, such as developing visual identities for coffee products and traditional snack products from Ogan Komering Ulu.

In addition to technical skills (*hard skills*), participants were equipped with business communication skills, product pricing strategies, and digital marketing strategies (*soft skills*). To foster an entrepreneurial mindset, PKBM Fivty Group facilitated the establishment of joint business groups (*Kelompok Usaha Bersama – KUB*) among participants during the training period.

3. Evaluation of the Graphic Design Cluster PKW Program

The evaluation was conducted in two forms: **process evaluation**, carried out throughout the training, and **outcome evaluation**, conducted at the end of the program. The process evaluation focused on participants' attendance, engagement, and development of their practical skills in operating design software. The outcome evaluation was conducted through a local competency assessment in collaboration with business and industrial sector partners (*Dunia Usaha dan Dunia Industri – DUDI*). The primary indicator of the program's success was the establishment of independent start-up businesses by program graduates. Based on post-program data, most graduates successfully established joint business groups (KUBs) engaged in small-scale digital

printing and design services, invitation card production, and the provision of visual design services to local MSMEs in and around Penyandingan Village



Discussion (مناقشة)

The management of the Graphic Design Cluster of the PKW program at PKBM Fivty Group has generally implemented modern management functions, including **planning, organizing, actuating, and controlling**.

The success of the planning stage lies in the program managers' ability to appropriately identify graphic design as the program focus. In the digital era, rural areas such as Penyandingan Village continue to offer substantial market opportunities due to internet connectivity. The managers' decision to align the curriculum with the actual needs of the local market has made the learning materials highly applicable to the needs of program participants.

At the organizing and implementation stages, the application of **project-based learning** has proven effective in enhancing participants' confidence. The characteristics of nonformal education participants, most of whom are school dropouts, require a more practical rather than theoretical approach. The involvement of instructors from the business and industrial sectors (DUDI) provides participants with practical insights into the dynamics of the workforce and creative industries, thereby accelerating the internalization of an entrepreneurial mindset.

Nevertheless, several external challenges were encountered during program implementation:

1. **Limited Digital Infrastructure:** The relatively remote location of the village occasionally resulted in unstable internet connectivity and electricity supply, which temporarily disrupted the completion of online-based assignments.
2. **Variations in Participants' Initial Abilities:** Differences in participants' educational backgrounds required instructors to provide additional individualized assistance to those who were less familiar with computer-based tools.

As a solution, the program managers implemented a **peer tutoring system**, in which participants who mastered the learning materials more quickly assisted their peers within the same group. In addition, the program managers optimized independent practice sessions outside regular class hours to enable participants to address technical learning gaps.

From the perspective of evaluation and sustainability, PKBM Fivty Group's initiative to facilitate the establishment of **Joint Business Groups (Kelompok Usaha Bersama – KUB)** represents a crucial strategy. These groups enable graduates to share limited capital resources, including the joint use of computers and printers to fulfill customer orders. This approach is consistent with the fundamental objectives of community education, which extend beyond the provision of skills to promoting sustainable economic independence and contributing to the reduction of unemployment at the local level.



Conclusion (خاتمة)

Based on the discussion of the management of the Graphic Design Cluster of the Entrepreneurship Skills Education Program (PKW) at PKBM Fivty Group, Penyandingan Village, Ogan Komering Ulu Regency, it can be concluded that the program represents a form of nonformal education aimed at improving participants' skills, knowledge, and entrepreneurial competencies, particularly in the field of graphic design. The program is managed through several stages, namely planning, implementation, and evaluation, involving program managers, tutors, and participants.

At the planning stage, the program is developed based on the needs and potential of participants as well as the surrounding environment. Program implementation combines theoretical instruction with practical graphic design activities, enabling participants not only to acquire relevant knowledge but also to develop practical skills that can serve as a foundation for entering the workforce or establishing independent businesses. Meanwhile, evaluation is conducted to assess participants' mastery of graphic design skills and determine the extent to which the program objectives have been achieved.

Overall, the management of the Graphic Design Cluster of the PKW program at PKBM Fivty Group contributes to the development of participants' competencies, particularly in the areas of vocational skills and entrepreneurship. The program also has the potential to promote participants' economic independence by enabling them to utilize their graphic design skills as a source of business opportunities. Nevertheless, the sustainability and effectiveness of the program require continued improvements in program management, facilities and infrastructure, tutor competencies, and entrepreneurial mentoring to ensure that the skills acquired by participants can be applied sustainably in their daily lives and entrepreneurial activities.



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