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Developing Entrepreneurial Readiness through Batik Skills Training: A Qualitative Case Study of a Non-Formal Education Programme in Indonesia

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Abstract

This study aims to examine the contribution of the Batik Entrepreneurship Skills Education Programme (PKW) to the entrepreneurial readiness of equivalency learners at PKBM Pilar Sakti, Banjarnegara, Indonesia, and to identify the supporting and inhibiting factors. While previous studies on vocational training have often emphasised technical skills acquisition, this study adopts a broader perspective by examining the interconnected roles of technical competence, entrepreneurial attitudes, business management knowledge, and institutional support in developing entrepreneurial readiness. A qualitative case study design was employed. Data were collected through in-depth interviews, observations, and documentation involving the head of the community learning centre, tutors, and programme participants. The data were analysed thematically. The findings indicate that the programme contributes to learners' technical batik skills, self-confidence, creativity, entrepreneurial motivation, and basic understanding of business planning and marketing. Adequate facilities, supportive tutors, and peer interaction facilitate this development, whereas limited post-training mentoring, varying levels of learner commitment, and insufficient digital marketing skills remain significant challenges. This study contributes to non-formal education research by conceptualising entrepreneurial readiness as a multidimensional process that integrates vocational competence, entrepreneurial attitudes, managerial knowledge, and institutional support. The findings highlight the need for sustained mentoring to translate initial readiness into sustainable entrepreneurial activities.

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Keywords: Entrepreneurship education; entrepreneurial readiness; batik training; non-formal education; equivalency learners.

INTRODUCTION

Non-formal education plays a strategic role in expanding access to learning whilst enhancing people's capacity to respond to social and economic changes. Its role extends beyond providing educational opportunities for individuals who have limited access to formal education; it also encompasses the development of functional skills, independence, and the ability to create economic opportunities. In this context, the Entrepreneurship Skills Education Programme (*Pendidikan Kecakapan Wirausaha*, PKW) represents an important form of non-formal education intervention designed to equip learners with productive skills and the capacity to establish independent businesses (Syaadah et al., 2022; Kariadi et al., 2023). The PKW programme is particularly relevant to community empowerment because it integrates learning processes, vocational skills development, and entrepreneurial orientation. One vocational area with considerable potential for development through this programme is batik-making. In addition to its economic value, batik represents an important element of Indonesia's cultural heritage that can be developed into creative products and commercially viable commodities based on local potential (Yuningsih, 2019; Febriani et al., 2023).

The development of batik-making skills through non-formal education needs to be situated within a broader framework of economic empowerment. Technical proficiency constitutes an initial form of capital; however, it does not automatically guarantee an individual's ability to establish and sustain a business. Entrepreneurial readiness is also influenced by motivation, self-confidence, the ability to identify opportunities, resource management, and the capacity to establish business networks. Nuraeni (2022) found that mentoring and access to capital are important factors in supporting trainees' efforts to establish businesses. Meanwhile, Anggreni and Listyowati (2022) emphasised the importance of direct practical experience in training, enabling participants to apply the skills they acquire to real-life situations. Farid (2022) further highlighted that technical skills need to be accompanied by managerial competencies, particularly in financial management and marketing. These findings indicate that the success of entrepreneurship skills education cannot be assessed solely through the achievement of technical competencies. Rather, it needs to be examined in terms of participants' readiness to integrate their skills, knowledge, and entrepreneurial attitudes into productive economic activities.

Beyond individual competencies, the success of entrepreneurship development through

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non-formal education is also associated with the social environment and the availability of a supportive business ecosystem. Purwaningsih and Muin (2021) highlighted the importance of social networks in supporting business development, whilst Tintingon et al. (2023) demonstrated the relevance of government support, particularly in providing access to capital and further training opportunities. From a psychological perspective, Pratiwi and Laksmiwati (2016) identified the development of entrepreneurial resilience and self-confidence as important components of entrepreneurial readiness. Sa'arani (2023) also emphasised the importance of integrating training with marketing strategies and market access. Furthermore, Khairina et al. (2023) argued that continuous mentoring is necessary to enable participants to develop and sustain their businesses after the training has ended. Family and social support also play a role in strengthening individuals' confidence and sustaining entrepreneurial activities (Susilawati & Sulhan, 2018). Therefore, entrepreneurial readiness should be understood as a multidimensional condition shaped by the interaction of technical competencies, personal attributes, managerial knowledge, social support, and access to economic resources.

Although previous studies have examined various factors associated with the success of entrepreneurship training, the impact of the Entrepreneurship Skills Education Programme within the context of non-formal education requires further investigation. Nuraeni (2022) primarily examined the roles of mentoring and access to capital, whilst Anggreni and Listyowati (2022) focused on practical learning experiences. Farid (2022), in turn, highlighted the development of managerial competencies. Research by Purwaningsih and Muin (2021) and Susilawati and Sulhan (2018) demonstrated the importance of social networks and social support, whilst Khairina et al. (2023) emphasised post-training mentoring as a factor in business sustainability. Although these studies provide important foundations for understanding entrepreneurship development, there remains scope to examine how these different dimensions interact within a single evaluation framework for vocational skills-based non-formal education programmes. In particular, further investigation is needed into batik-based entrepreneurship education programmes that place the entrepreneurial readiness of equivalency education learners at the centre of programme evaluation. This is particularly important for understanding how production skills, entrepreneurial attitudes, managerial competencies, and marketing experiences interact in preparing participants to engage in entrepreneurial activities (Nurwiatin, 2022; Oktaviani & Desstya, 2024).

This research gap is particularly relevant to the implementation of the PKW batik-making programme at PKBM Pilar Sakti, located in Banjarnegara Regency, Central Java, Indonesia. As a non-formal education institution, a Community Learning Centre (*Pusat Kegiatan Belajar*

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Masyarakat, PKBM) has a strategic function in providing educational services whilst developing learners' productive capacities through learning activities that respond to community needs. The PKW batik-making programme at PKBM Pilar Sakti is not limited to developing production skills; it also incorporates creative design development, the cultivation of entrepreneurial attitudes, introductory business management, and product marketing. Nevertheless, learners' readiness to engage in entrepreneurship continues to face several challenges, including insufficient post-training mentoring, differences in participants' motivation and commitment, and varying levels of digital marketing competence. These conditions indicate a gap between the competencies acquired during training and participants' capacity to develop independent businesses. Consequently, programme evaluation needs to extend beyond learning outcomes in the form of batik-making skills to examine changes in participants' readiness to plan, establish, and develop entrepreneurial activities.

In response to this research gap, the present study offers a novel perspective on evaluating the impact of the PKW batik-making programme by conceptualising entrepreneurial readiness as a multidimensional construct encompassing three main domains: technical production competencies, entrepreneurial attitudes and mindset, and managerial knowledge and business management capabilities. These three domains are examined in relation to contextual factors that support or hinder their development, including the availability of learning facilities, tutor competence, social support, post-training mentoring, participants' motivation, and digital marketing capabilities. This perspective enables a more comprehensive evaluation of non-formal education programmes by connecting participants' learning experiences during training with their readiness to apply acquired competencies to productive economic activities. The contribution of this study lies in developing an empirical understanding of how vocational training based on local cultural potential can serve as an instrument for strengthening the entrepreneurial readiness of equivalency education learners, whilst identifying the conditions required to transform training outcomes into sustainable business activities.

Accordingly, this study aims to analyse the impact of the Entrepreneurship Skills Education Programme (PKW) in batik-making on the entrepreneurial readiness of equivalency education learners at PKBM Pilar Sakti and to identify the factors that support and hinder such readiness following programme participation. The findings are expected to contribute to the development of non-formal education scholarship, particularly in relation to the evaluation of entrepreneurship skills programmes based on vocational competencies and community economic empowerment. In practical terms, the findings are expected to provide a foundation for PKBMs, tutors, and

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relevant stakeholders to design entrepreneurship programmes that extend beyond skills provision by strengthening mentoring, managerial capabilities, business networks, and market access as integral components of efforts to promote learners' economic independence.

LITERATURE REVIEW

Non-formal Education and Entrepreneurship Skills Training

Non-formal education plays an important role in developing practical competencies and expanding access to learning opportunities for individuals who may not be fully served by formal education. Within this context, entrepreneurship skills training is expected to go beyond the transfer of technical knowledge by equipping learners with the competencies required to identify business opportunities, organise resources, and develop independent economic activities. Recent literature highlights the potential of non-formal education to integrate practical learning, mentoring, and community empowerment. Wardani (2026), for example, identifies project-based learning, coaching, and the use of digital platforms as important strategies for developing entrepreneurial competencies in non-formal education. These approaches suggest that entrepreneurship training is more effective when learners are actively involved in practical activities rather than receiving information through classroom instruction alone.

However, the implementation of skills training raises an important issue concerning the relationship between training participation and actual economic outcomes. Completing a training programme or acquiring a technical skill does not automatically mean that participants are ready to establish and manage a business. Wahyudi et al. (2026), in their evaluation of non-formal sewing training, demonstrate that practical learning, competent instructors, and adequate facilities can support skill acquisition and self-confidence. Nevertheless, limitations in promotion, equipment, scheduling, and post-training support may constrain programme sustainability. This indicates that the quality of non-formal training should be assessed not only through the learning process and immediate learning outcomes but also through the extent to which participants can apply their competencies after training.

Local Skills, Batik, and Entrepreneurship Development

Skills training based on local resources and cultural products provides opportunities to connect education with the economic potential of a community. Batik, as a culturally rooted craft, offers opportunities for developing technical skills, creativity, product innovation, and small-scale entrepreneurship. Nevertheless, the economic value of batik products depends not only on the

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ability to produce them but also on the capacity to maintain product quality, develop designs, understand consumer preferences, and access markets. Recent research on Indonesian batik-based small and medium-sized enterprises shows that innovation and business sustainability are shaped by the interaction of digitalisation, institutional environments, and community support. Harsanto et al. (2026) found that batik enterprises use digital tools particularly for market-facing activities, while their adoption of advanced production technologies may be limited by concerns about preserving craft authenticity. Their findings also indicate that community-based associations and normative support can play a stronger role in encouraging sustainable innovation than limited government incentives. This finding is relevant to batik entrepreneurship training because it demonstrates that technical production skills need to be connected with social networks, market development, and the cultural characteristics of the craft.

A related perspective is offered by Nurbudiyani et al. (2026), who emphasise the importance of connecting vocational learning with local economic resources. Their study identifies entrepreneurial interest and understanding of local resources as important predictors of learners' readiness for vocational micro-credentials. Although the study focuses on vocational schools rather than community learning centres, it reinforces the argument that skills development should be contextualised within the economic opportunities available in the learners' surroundings. In the context of the PKW batik programme, this means that batik training should be understood not merely as the teaching of production techniques but as an educational process that connects local cultural resources with potential livelihood opportunities.

Entrepreneurial Readiness: Beyond Technical Competence

Entrepreneurial readiness is a multidimensional concept. It involves more than an individual's ability to produce goods or services; it also includes the attitudes, knowledge, confidence, and practical capacity required to initiate and manage a business. Recent research on entrepreneurial readiness in vocational education identifies several interconnected themes, including entrepreneurial education, work-integrated learning, entrepreneurial self-efficacy, entrepreneurial intention, and digital competence (Arifah et al., 2026). This development reflects a broader understanding that readiness is shaped by the interaction between technical competencies and personal as well as contextual factors.

An important debate in entrepreneurship education concerns the distinction between entrepreneurial intention and actual business readiness. An individual may express an interest in becoming an entrepreneur but still lack the managerial knowledge, financial resources, market

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access, or confidence required to start a business. Therefore, entrepreneurial readiness should be examined through observable competencies and practical preparation, rather than being assessed solely through participants' intentions or motivation. In this study, entrepreneurial readiness is understood through three interrelated dimensions: (1) technical competence in batik production, including the ability to create motifs, apply colouring techniques, and produce marketable products; (2) entrepreneurial attitudes and motivation, reflected in confidence, creativity, initiative, and willingness to take business-related action; and (3) basic business management competence, including business planning, capital management, pricing, and marketing.

This multidimensional perspective is particularly relevant to learners in equivalency education programmes. Their participation in entrepreneurship training may be influenced by different educational, social, and economic backgrounds. Consequently, the development of entrepreneurial readiness cannot be separated from the learning environment, the relevance of training materials, the competence of tutors, and the opportunities available to apply newly acquired skills. The study therefore considers readiness as a process of preparation that develops through the interaction of individual competencies and the support provided by the training environment.

Programme Impact, Mentoring, and Business Sustainability

The impact of entrepreneurship training is also debated in relation to the extent to which immediate learning outcomes translate into sustainable economic activities. Training programmes may successfully improve participants' technical skills and motivation, but these achievements do not necessarily lead to the establishment or continuation of a business. Hidayat et al. (2026), in their study of mentoring-based entrepreneurship training, report improvements in managerial, conceptual, interpersonal, decision-making, and time-management competencies. Their findings underline the importance of combining structured training with continuous mentoring to strengthen participants' autonomy and support the sustainability of entrepreneurial activities. Similarly, the evaluation of non-formal vocational training by Wahyudi et al. (2026) highlights the importance of post-training support. Although participants may acquire practical skills and greater self-confidence during training, limited follow-up assistance can restrict the application and development of those skills. In the case of batik entrepreneurship, this challenge may involve limited access to capital, marketing networks, production facilities, business consultation, and potential customers. Therefore, programme impact needs to be considered in relation to both the competencies developed during training and the conditions that enable participants to use those

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competencies after the programme has ended.

These discussions indicate that programme evaluation should not be limited to assessing whether training activities have been implemented according to plan. It should also examine changes in participants' competencies, attitudes, and capacity to undertake entrepreneurial activities, while identifying the factors that support or constrain these changes. In this respect, the PKW batik programme can be examined as an educational intervention whose impact is reflected in the development of technical, personal, and managerial readiness, as well as in the availability of an enabling environment for post-training business activities.

Research Position and Research Gap

The reviewed literature provides several important foundations for understanding the relationship between non-formal education, skills training, and entrepreneurship development. First, studies on non-formal vocational training emphasise the importance of practical learning, competent instructors, adequate facilities, and post-training support (Wahyudi et al., 2026). Second, research on batik-based enterprises demonstrates that business sustainability is influenced by digitalisation, community networks, institutional support, and the need to maintain cultural authenticity (Harsanto et al., 2026). Third, studies on entrepreneurship education and vocational readiness highlight the interconnected roles of technical competence, entrepreneurial self-efficacy, motivation, and understanding of local economic opportunities (Arifah et al., 2026; Nurbudiyani et al., 2026). Meanwhile, research on mentoring-based entrepreneurship training shows that continuous guidance can strengthen participants' managerial competencies and business autonomy (Hidayat et al., 2026). Despite these contributions, the reviewed studies leave room for further investigation into how entrepreneurship skills training operates within community learning centres, particularly among learners enrolled in equivalency education programmes. Studies of vocational training commonly focus on skill acquisition and programme implementation, while research on batik enterprises tends to examine established businesses and their innovation strategies. Less attention has been given to the process through which learners in non-formal equivalency education develop entrepreneurial readiness after participating in a specific skills training programme, and to the factors that support or hinder this process.

The present study addresses this gap by examining the impact of the Batik Entrepreneurship Skills Education Programme (PKW) at PKBM Pilar Sakti on the entrepreneurial readiness of equivalency programme learners. Unlike studies that focus primarily on technical training outcomes or the sustainability of established batik enterprises, this study analyses

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entrepreneurial readiness through the interconnected dimensions of technical production skills, entrepreneurial attitudes and motivation, and basic business management competencies. It also examines the supporting and inhibiting factors that shape the development of readiness, including training implementation, tutor and institutional support, learning facilities, mentoring, access to capital, and market opportunities. By focusing on learners' experiences within a community learning centre, this study contributes a contextual understanding of how non-formal entrepreneurship education can prepare learners to move from acquiring practical skills towards initiating independent business activities.

RESEARCH METHOD

Research Approach and Design

This study employed a qualitative descriptive approach with a case study design to examine the impact of the Batik Entrepreneurship Skills Education Programme (PKW) on the entrepreneurial readiness of equivalency programme learners at PKBM Pilar Sakti, Banjarnegara, Central Java, Indonesia. A qualitative approach was selected to obtain an in-depth understanding of participants' experiences, perceptions, motivations, and responses to the programme. The case study design enabled the researcher to explore the programme within its actual institutional and social context, particularly in relation to the development of technical skills, entrepreneurial attitudes, and basic business management competencies.

Types of Research Data and Data Sources

The study used qualitative data in the form of descriptions, statements, observed activities, and documentary evidence related to the implementation and outcomes of the PKW batik training programme. The data covered programme implementation, participants' involvement in learning activities, the development of batik production skills, entrepreneurial motivation, business management knowledge, and factors supporting or hindering entrepreneurial readiness. The data consisted of primary and secondary sources. Primary data were obtained from the head of PKBM, tutors involved in the batik training, and equivalency programme learners participating in the PKW programme. Secondary data were collected from institutional profiles, the institution's vision and mission, curriculum documents, activity plans and budgets, programme records, and other relevant documentation.

Informant Selection Technique

Informants were selected using purposive sampling based on their involvement,

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experience, and relevance to the research objectives. The selection focused on three groups. First, the head of PKBM was selected because of their responsibility for programme planning, management, implementation, and institutional decision-making. Second, tutors were selected based on their direct involvement in delivering batik training, a minimum of one year's experience, and participation in programme mentoring and evaluation. Third, equivalency programme learners were selected based on their active participation in both theoretical and practical training activities and their willingness to share their experiences regarding the development of entrepreneurial readiness.

Research Instruments

The researcher served as the primary instrument, supported by observation guidelines, semi-structured interview guidelines, and documentation checklists. These instruments were organised around the main research dimensions: programme implementation, technical batik competencies, entrepreneurial readiness, and supporting and inhibiting factors. The observation guidelines focused on participants' attendance and engagement, interactions with tutors, the use of tools and materials, the accuracy of batik production techniques, the availability of training facilities, and observable indicators of entrepreneurial readiness, including confidence, initiative, and enthusiasm for marketing batik products. The interview guidelines explored participants' experiences of the programme, changes in technical and managerial competencies, entrepreneurial motivation, business planning, market access, and post-training support.

Data Collection Techniques

Data were collected through observation, in-depth interviews, and documentation. Observation was conducted directly during the programme to examine the learning process, participants' involvement, practical batik activities, the use of equipment, and the availability of supporting facilities. In-depth interviews were conducted with the head of PKBM, tutors, and participating learners to obtain information about programme implementation, perceived outcomes, and factors influencing entrepreneurial readiness. Interviews were recorded and supported by field notes and photographic documentation. Documentation was used to complement and verify information obtained through observation and interviews. Relevant documents included institutional profiles, curriculum materials, programme records, activity reports, photographs of training activities, and examples of participants' batik products. The combination of these techniques enabled the researcher to develop a comprehensive

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understanding of the programme from different sources of evidence.

Theoretical Framework

The analytical framework was developed by connecting experiential learning theory, social learning theory, and the concept of entrepreneurial readiness. Kolb's (1984) experiential learning theory provided a perspective for understanding how participants developed practical competencies through direct experience, reflection, conceptual understanding, and the application of acquired knowledge. This perspective was relevant to the batik training process, in which learners engaged directly in designing motifs, applying wax, colouring fabrics, and completing batik products. Bandura's (1977) social learning theory was used to understand the contribution of tutor guidance, observation, modelling, and social interaction to the development of participants' confidence and entrepreneurial attitudes. These perspectives were integrated with three dimensions of entrepreneurial readiness: (1) technical competence in batik production; (2) entrepreneurial attitudes and motivation, including confidence, creativity, and initiative; and (3) basic managerial competence, including business planning, capital management, pricing, and marketing.

The framework also considered the institutional and environmental conditions that could support or constrain the development of entrepreneurial readiness, including tutor assistance, learning facilities, family and peer support, access to capital, and market opportunities. These dimensions were used as analytical categories rather than as variables for statistical measurement.

Data Analysis Techniques

Data were analysed using the interactive model developed by Miles, Huberman, and Saldaña (2014), which involved three interconnected analytical activities: data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, organising, and focusing the information obtained from interviews, observations, and documents according to the research questions. Data display involved arranging the condensed information into descriptive narratives and thematic categories to identify patterns and relationships among the findings. Conclusion drawing and verification were conducted by interpreting the emerging patterns and examining their consistency with the collected evidence. The analysis focused on identifying the contribution of the PKW batik programme to participants' technical competencies, entrepreneurial attitudes, and managerial knowledge, as well as the supporting and inhibiting

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factors affecting their readiness to initiate business activities. These analytical activities were conducted iteratively throughout the research process.

Data Credibility

Data credibility was strengthened through triangulation of sources and techniques. Source triangulation involved comparing information obtained from the head of PKBM, tutors, and participating learners. Technique triangulation involved comparing findings from interviews, observations, and documentation. Information from interviews was examined against observed training activities and available institutional records to identify consistencies and discrepancies. This process was intended to strengthen the credibility of the findings by ensuring that interpretations were supported by evidence from different informants and data collection techniques. Through these procedures, the study sought to provide a credible account of the implementation of the PKW batik programme and its contribution to the entrepreneurial readiness of equivalency programme learners.

RESULT

The findings of this study indicate that the Batik Entrepreneurship Skills Education Programme (PKW) at PKBM Pilar Sakti contributed to the development of entrepreneurial readiness among equivalency programme learners. The findings are organised into four main themes: the development of technical batik skills, the formation of entrepreneurial attitudes and motivation, the strengthening of managerial and marketing competencies, and the supporting and inhibiting factors influencing entrepreneurial readiness.

Development of Technical Batik Skills

The implementation of the PKW batik programme provided learners with opportunities to acquire practical knowledge and skills through direct participation in production activities. The learning process covered the introduction of batik materials, motif design, the use of canting, wax application, colouring techniques, and product finishing. Rather than relying exclusively on theoretical explanations, tutors integrated instructional materials with hands-on practice, allowing learners to apply each stage of the batik-making process. Observations indicated that learners became increasingly involved in practical activities and demonstrated improvements in their ability to use batik equipment and materials. The availability of canting tools, stoves, fabrics, and colouring materials enabled participants to practise independently under tutor guidance.

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Learners also demonstrated greater confidence in producing their own batik designs and completing products.

Interview findings supported these observations. One learner, identified as UN, explained that participation in the programme enabled them to learn how to apply wax, colour fabrics, and create batik motifs, skills they had not previously possessed. Another learner, AM, described how repeated practice helped overcome initial concerns about producing unsatisfactory work and gradually increased confidence in their own products. These experiences suggest that practical training provided a foundation for transforming previously limited knowledge into productive technical competencies.

Development of Entrepreneurial Attitudes and Motivation

Beyond technical skill acquisition, the programme contributed to the development of entrepreneurial attitudes among learners. The findings showed changes in participants' confidence, creativity, initiative, perseverance, and willingness to explore business opportunities. Through repeated practice and the creation of individual batik designs, learners began to recognise their own productive capacities and the potential economic value of their work. Several learners expressed an interest in selling the products they had created. One participant, MFS, explained that learning to produce batik encouraged an interest in selling personal work and sharing the skills with others. Other participants described becoming more confident in experimenting with different motifs and developing original designs. These experiences indicate that the programme provided more than technical instruction; it also encouraged learners to recognise their abilities and consider entrepreneurship as a possible future activity.

The programme also generated positive social experiences. Collaborative learning activities encouraged participants to help one another, exchange ideas, and provide mutual support during the production process. Interview findings indicated that this interaction strengthened solidarity and created a supportive learning environment. Participants reported feeling more confident, valued, and motivated to continue developing their skills.

Strengthening Managerial and Marketing Competencies

The programme also introduced learners to basic business management and marketing activities. The training covered simple business planning, financial management, product pricing, promotional strategies, and the use of digital media to market batik products. These activities were intended to connect production skills with the practical requirements of developing a small-

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scale business. The findings showed that learners began to understand that batik production could generate economic value rather than serving solely as a learning activity or creative practice. Participants were encouraged to promote and sell their products through direct interaction with potential buyers and social media. The programme also provided opportunities to introduce their products through exhibition activities.

One learner reported having started selling batik products through friends and social media after participating in the training. Another expressed an aspiration to establish an independent batik brand. Tutor interviews similarly indicated that some learners had begun to demonstrate interest in selling their products and exploring opportunities for independent business activities. Nevertheless, the findings primarily reflect the development of basic managerial understanding and initial marketing experiences. They do not establish that all participants had successfully established sustainable businesses. The transition from training participation to independent business operation remained dependent on further assistance, access to resources, and market opportunities.

Supporting and Inhibiting Factors

The development of entrepreneurial readiness was influenced by institutional, instructional, social, and economic conditions. The findings identified several supporting factors, including the availability of learning facilities, the role of competent and supportive tutors, peer interaction, and guidance in basic business management and marketing. The availability of facilities at PKBM Pilar Sakti, including canting tools, stoves, fabrics, and colouring materials, enabled learners to undertake practical activities throughout the training process. Tutors also played an important role by providing direct guidance, demonstrating production techniques, and encouraging learners to improve their work. In addition, cooperation among participants created a supportive environment that strengthened motivation and confidence.

However, several inhibiting factors remained. These included limited post-training mentoring, differences in participants' motivation and commitment, and insufficient digital marketing competencies. The findings also identified challenges related to access to business capital, production resources, and wider market opportunities. These conditions indicate that the development of entrepreneurial readiness cannot be separated from the support available after the training programme has been completed.

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Table 1. Summary of the Findings on Entrepreneurial Readiness

No.	Research dimension	Main findings
11	Technical batik skills	Improved ability to design motifs, use canting, apply colouring techniques, and produce batik products.
22	Entrepreneurial attitudes	Increased confidence, creativity, initiative, perseverance, and interest in developing independent business activities.
33	Managerial competencies	Improved understanding of basic business planning, financial management, pricing, and product promotion.
44	Marketing experience	Initial experience in selling products directly, through social networks, and using social media.
55	Social development	Stronger peer interaction, cooperation, solidarity, and mutual encouragement among learners.
66	Supportingfactors	Adequate training facilities, tutor assistance, institutional support, and peer support.
77	Inhibiting factors	Limited post-training mentoring, varying participant motivation, inadequate digital marketing skills, and constraints in capital and market access.

Overall Findings

Overall, the findings demonstrate that the PKW batik programme contributed to entrepreneurial readiness through the integration of practical production skills, entrepreneurial attitude development, and basic managerial learning. The programme also created a supportive social learning environment that encouraged participants to recognise their potential and explore opportunities for independent economic activities. However, the findings also reveal a gap between acquiring entrepreneurial competencies during training and maintaining business activities after the programme. Limited post-training mentoring, access to capital, and marketing capacity remained important challenges. Therefore, the programme's contribution should be understood as the development of initial entrepreneurial readiness rather than definitive evidence of sustained business establishment or long-term economic independence.

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DISCUSSION

The Contribution of Practical Learning to Entrepreneurial Readiness

The findings indicate that the Batik Entrepreneurship Skills Education Programme (PKW) at PKBM Pilar Sakti contributes to the development of learners' entrepreneurial readiness through the integration of practical batik skills, entrepreneurial attitudes, and basic business management knowledge. The improvement in technical competence, particularly in designing motifs, applying wax, colouring, and finishing batik products, provides learners with an initial productive capability that can be developed into an economic activity. This finding suggests that vocational training in non-formal education should not be understood merely as the transfer of technical skills, but also as a process of preparing learners to use those skills in real-life economic contexts. This finding can be interpreted through Kolb's (1984) experiential learning theory, which emphasises the role of experience in the development of knowledge and skills. In the PKW programme, learners engage directly in the batik-making process rather than relying exclusively on theoretical explanations. Through repeated practice, they gain opportunities to experience production activities, identify difficulties, receive feedback, and improve the quality of their work. Such learning experiences help learners connect theoretical knowledge with practical application. Therefore, the practical orientation of the programme represents an important mechanism through which technical learning can contribute to entrepreneurial readiness.

However, the findings also indicate that technical competence alone is insufficient to establish entrepreneurial readiness. Although learners become more capable of producing batik products, their ability to transform these products into business opportunities depends on additional competencies, including business planning, financial management, pricing, and marketing. This distinction is important because vocational competence and entrepreneurial competence are related but not identical. A learner may be able to produce a marketable product but still require further knowledge and support to manage its production, promotion, and sale. Consequently, the effectiveness of entrepreneurship education should be considered in terms of how well technical training is connected to business-related learning.

The Development of Entrepreneurial Attitudes and Self-Confidence

Another important finding concerns the development of learners' confidence, creativity, initiative, and motivation to explore business opportunities. The learners' willingness to create their own batik designs and express an interest in selling their products indicates that the programme contributes beyond the acquisition of technical skills. These changes suggest an

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emerging entrepreneurial orientation, in which learners begin to recognise the economic potential of their abilities and consider the possibility of becoming independent producers. This finding is consistent with Bandura's (1977) social learning theory, particularly the role of modelling and social interaction in shaping individual behaviour. In the PKW programme, tutors provide guidance and demonstrate practical techniques, while learners observe, practise, and receive feedback during the learning process. The presence of supportive tutors can strengthen learners' belief in their ability to complete tasks and overcome production difficulties. In this context, the development of confidence is not simply an individual psychological outcome; it is also shaped by the learning environment and the interactions established during training.

The findings can also be understood through the perspective of self-determination theory proposed by Deci and Ryan (2000). The theory highlights the importance of competence, autonomy, and relatedness in supporting motivation. The opportunity to produce batik independently can strengthen learners' sense of competence, while the freedom to develop designs can encourage autonomy. Meanwhile, interaction and cooperation among learners can support a sense of relatedness. These experiences may explain why practical activities and social support contribute to learners' enthusiasm and willingness to explore entrepreneurial opportunities. Nevertheless, the development of entrepreneurial attitudes should be interpreted as an indication of readiness rather than evidence of established entrepreneurial success. Interest in selling products, confidence in producing batik, and initial marketing experiences represent important early developments. However, these outcomes do not necessarily demonstrate that learners have established businesses or achieved sustainable income. This distinction is particularly relevant when evaluating entrepreneurship programmes in non-formal education, where the transition from training participation to independent business activity may require additional resources and continued support.

The Importance of Managerial and Marketing Competencies

The findings further demonstrate that the programme introduces learners to basic business management and marketing activities. Learners gain initial understanding of business planning, capital management, product pricing, and promotional strategies. Their participation in product exhibitions and the use of social media also provide opportunities to experience how batik products can be introduced to potential customers. These activities indicate that the programme attempts to connect skills development with the practical requirements of entrepreneurship. The findings suggest that managerial and marketing competencies function as a bridge between

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production skills and entrepreneurial action. Technical competence enables learners to create products, whereas managerial competence helps them consider how production activities can be organised and converted into business opportunities. Similarly, marketing experience allows learners to understand that product value is not determined solely by production quality but also by their ability to communicate product characteristics and reach potential customers.

An important implication is that marketing activities should not be treated as supplementary components of vocational training. They need to be integrated into the learning process from the beginning. Learners should have opportunities to identify potential customers, determine product characteristics, calculate production costs, establish selling prices, and select appropriate promotional channels. Such integration can help learners understand the relationship between production decisions and market requirements. Nevertheless, the findings reveal that learners' digital marketing capabilities remain uneven. This indicates a gap between the introduction of marketing concepts and the ability to apply digital marketing strategies independently. Exposure to social media promotion does not necessarily mean that learners can consistently manage online product promotion, develop a customer network, or maintain sales activities. Therefore, digital marketing training needs to be accompanied by practical exercises and post-training assistance that enable learners to apply their knowledge in actual business situations.

Supporting Factors, Barriers, and the Sustainability of Entrepreneurial Readiness

The development of entrepreneurial readiness in the PKW programme is also influenced by institutional, instructional, and social conditions. Adequate facilities, the role of competent tutors, peer support, and assistance in business management and marketing provide an environment that enables learners to develop their skills and motivation. These findings indicate that entrepreneurial readiness is not produced solely through individual effort; it is also shaped by the availability of learning resources and supportive relationships. The role of tutors is particularly important because they function not only as instructors but also as facilitators who provide examples, feedback, and encouragement. This finding reinforces the relevance of Bandura's (1977) social learning theory, which explains how individuals acquire behaviours through observation and interaction with others. Similarly, peer interaction provides opportunities for learners to exchange ideas, assist one another, and develop a sense of collective achievement. Such relationships can strengthen the learning environment and encourage learners to continue developing their capabilities.

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However, the study also identifies limitations, particularly the lack of structured post-training mentoring, differences in learners' motivation and commitment, and limited digital marketing capabilities. These barriers demonstrate that the completion of a training programme does not automatically ensure that learners can apply their competencies independently. The absence of continuous assistance may create difficulties when learners begin to deal with practical business issues, such as determining prices, accessing markets, managing production, and promoting their products. From the perspective of Deci and Ryan's (2000) self-determination theory, differences in motivation may be associated with the extent to which learners experience competence, autonomy, and social support. Learners who receive encouragement and opportunities to make decisions may be more willing to sustain their involvement in entrepreneurial activities. Conversely, limited support and a lack of opportunities to practise independently may constrain the development of motivation. This suggests that entrepreneurship programmes should consider differences in learners' circumstances and aspirations when designing learning activities and follow-up assistance.

The findings therefore highlight the importance of post-training mentoring as a continuation of the learning process. Mentoring should not be limited to occasional consultations but should provide structured assistance in business planning, production management, financial recording, digital promotion, and market access. Partnerships with local batik producers, micro-enterprises, and other relevant stakeholders may also provide learners with opportunities to gain practical experience and develop business networks. In this respect, the sustainability of entrepreneurial readiness depends not only on the quality of initial training but also on the support available when learners attempt to apply their competencies beyond the learning environment.

Theoretical and Practical Contributions of the Study

This study contributes to the discussion of entrepreneurship education in non-formal education by explaining entrepreneurial readiness as a multidimensional developmental process. The findings show that readiness is not adequately represented by technical competence alone. Instead, it emerges through the interaction of at least four interconnected dimensions: (1) technical competence, (2) entrepreneurial attitudes and self-confidence, (3) managerial and marketing competencies, and (4) institutional and social support. The contribution of this study lies in highlighting the relationship between these dimensions within a community learning centre context. The findings suggest that practical skills training can become a foundation for

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entrepreneurial readiness when it is connected to opportunities for creative expression, business learning, social interaction, and market exposure. Furthermore, the study identifies post-training mentoring as an important condition for translating initial readiness into more sustained entrepreneurial activity.

This contribution can be understood as a contextual explanation of how entrepreneurship-oriented non-formal education may support learners' transition from acquiring vocational skills to recognising and preparing for business opportunities. It does not propose that the PKW programme has already ensured the establishment of sustainable enterprises. Rather, it demonstrates that the programme provides an initial foundation for entrepreneurial readiness, while the development of actual and sustainable businesses remains dependent on further mentoring, access to resources, and market opportunities. Practically, the findings suggest that PKBM institutions should design entrepreneurship training as a continuous learning process rather than a short-term skills intervention. The programme should combine technical practice, business management, digital marketing, product development, and structured post-training mentoring. Such an approach may strengthen the relevance of non-formal education in preparing equivalency learners to participate in productive economic activities and explore independent entrepreneurial opportunities.

CONCLUSION

This study concludes that the Batik Entrepreneurship Skills Education Programme (PKW) at PKBM Pilar Sakti contributes to the development of entrepreneurial readiness among equivalency learners. The programme supports the improvement of technical batik skills, including motif design, wax application, colouring, and product finishing. Beyond technical competence, learners demonstrate emerging entrepreneurial attitudes, reflected in increased self-confidence, creativity, initiative, and interest in marketing their products. The programme also provides initial knowledge of business planning, capital management, pricing, and marketing. These findings indicate that entrepreneurial readiness involves the integration of vocational skills, entrepreneurial attitudes, and basic business management competencies. However, the findings represent the development of initial readiness and do not establish that all learners have successfully developed sustainable independent businesses.

The development of entrepreneurial readiness is supported by adequate training facilities, competent tutors, peer support, and guidance in business management and marketing. Nevertheless, several challenges remain, particularly the limited availability of structured post-

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training mentoring, differences in learners' motivation and commitment, and insufficient digital marketing capabilities. These findings highlight the importance of connecting vocational training with continuous support and opportunities to apply acquired competencies in real business contexts. The study contributes to non-formal education research by highlighting entrepreneurial readiness as a multidimensional process that extends beyond technical skills acquisition. It emphasises the importance of integrating practical vocational learning, entrepreneurial attitude development, managerial knowledge, and institutional support within entrepreneurship-oriented training programmes. In practical terms, PKBM institutions should strengthen post-training mentoring, provide more intensive digital marketing support, and establish partnerships with local enterprises to facilitate market access and business development.

This study has limitations that should be considered when interpreting its findings. As a qualitative case study conducted at a single community learning centre, the findings provide contextual insights and cannot be generalised to all PKW programmes. Furthermore, the study primarily examines learners' experiences and perceived readiness rather than measuring the long-term performance or sustainability of businesses established after training. Future research could involve multiple PKBM institutions, adopt longitudinal approaches, and examine the relationship between entrepreneurial readiness, business initiation, and enterprise sustainability. Such research would provide a broader understanding of how non-formal entrepreneurship education can support learners in developing sustainable economic activities.

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