



A Study on Vocational Education in the Field of Culinary Arts to Improve Entrepreneurship Skills Based on Sustainable Development: A Non-Formal Education Perspective

Siti Lutfiah^{1,*}, Norhidayat¹, Mustangin¹, Wahdatan Nisa¹

¹ Department of Community Education, Mulawarman University, Kalimantan Timur, Indonesia

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ABSTRACT

Purpose of the study: The purpose of this study is to examine the culinary training model implemented at LKP Ghanesa in improving culinary-based entrepreneurial skills by analyzing its implementation stages, learning process, instructor competence, entrepreneurial knowledge, business assistance, and their contribution to learners' economic independence.

Methodology: This study employed a qualitative descriptive method. Data were collected using observation, interviews, and document study. The research instruments included interview guides, observation guides, and document checklists. Data were analyzed using the Miles and Huberman Interactive Model. Data validity was ensured through source triangulation and technique triangulation. No software, survey, or branded research tools were used.

Main Findings: The culinary training model at LKP Ghanesa was implemented through six systematic stages: program socialization, learning preparation, material delivery, application of learning principles, instructor competence, and program monitoring. The program improved culinary competencies, entrepreneurial knowledge, business readiness, entrepreneurial attitudes, and learners' economic independence through practical training and business assistance.

Novelty/Originality of this study: The novelty of this study lies in its analysis of culinary vocational education as a non-formal education strategy for developing entrepreneurial skills among learners. This study was conducted in only one non-formal education institution, therefore the findings may not represent all vocational education institutions.

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Corresponding Author:

Siti Lutfiah,

Department of Community Education, Mulawarman University, Jl. Kuaro, Gn. Kelua, Kec. Samarinda Ulu, Kota Samarinda, Kalimantan Timur, 75117, Indonesia

Email: ilutlut49@gmail.com

1. INTRODUCTION

A country's success in managing its resources can be seen from the size of its income, reflected in the rate of economic growth, which continues to increase annually. A country's income level also reflects the condition and level of economic growth [1]. Therefore, the economic conditions and income levels of a community are crucial for assessing the success and well-being of the community as a whole. However, employment issues remain a serious challenge in meeting the economic needs of the community. The increasing

labor force presents an economic issue that remains difficult for the government to address. Consequently, the lack of job opportunities, coupled with a growing population, will lead to increased unemployment due to the lack of employment opportunities [2]. Limited job opportunities are also a cause of unemployment problems, while population growth continues to increase [3]. This situation demonstrates the need for efforts to improve the quality and preparedness of the community to face job competition.

Limited job opportunities, low workforce skills, and a mismatch between the community's competencies and the needs of the workforce make it difficult for many individuals to find jobs that match their potential. Limited job opportunities and increasing population growth will make it difficult to absorb the entire population if the job market remains unchanged without improvements or enhancements [4]. Limited employment opportunities pose a significant challenge, as the lack of employment opportunities creates new problems such as social inequality and so on. Therefore, people need to find alternative ways to address these problems, such as through entrepreneurship. Entrepreneurship is one way to reduce unemployment. An entrepreneur is someone who works and creates and develops innovations based on their abilities [5]. Beyond benefiting individuals, entrepreneurship can also contribute to providing opportunities for others to earn an income. When someone is successful in entrepreneurship, they not only create jobs for themselves, but also provide opportunities for others, such as through employee recruitment [6]. Therefore, the public must be aware of the need to continuously develop their potential. With this awareness, it is hoped that more jobs will be created, improving community well-being.

However, in reality, many people still lack an entrepreneurial spirit due to a lack of ability to develop entrepreneurship. Everyone has the opportunity to become an entrepreneur, but not everyone has the strong courage to start a business because the entrepreneurial spirit has not yet been instilled in someone, so there is a fear of failure when starting entrepreneurship [7]. Entrepreneurship will not be successful if someone does not have the knowledge, ability, and desire to be an entrepreneur [8]. Meanwhile, knowledge about entrepreneurship is an important key for someone to become an entrepreneur [9]. This shows that, although the entrepreneurial spirit has not yet developed in many individuals, entrepreneurship can still be developed through training that specifically develops entrepreneurial skills.

Education is a planned learning process. Through education, a person can gain extensive knowledge, hone skills, and develop potential for future life. Education takes place not only in formal education but also through non-formal education. Non-formal education is education conducted outside of formal channels and developed according to the learning needs of the community [10]. Non-formal education is very important because it is open and can be followed by all groups, especially those who have not had access to formal education [11]. One of the non-formal educational institutions that provides education and training is the Course and Training Institute (LKP).

The Course and Training Institute (LKP) is a non-formal educational institution to fulfill the provision of knowledge, skills, potential development or continuing education to a higher level [12]. LKP is often a forum for implementing training, this institution can be a place to increase knowledge and skills according to needs [13]. Therefore, LKP plays a crucial role in providing knowledge and skills to the community to improve their quality and potential in facing the world of work. With the LKP, entrepreneurial skills and abilities will be further honed through the training provided. Not only in theory, but the practical implementation provides a direct means of experiencing and facing the entrepreneurial process, thereby further developing entrepreneurial abilities. The existence of LKP is an important factor in honing entrepreneurial skills, implemented both theoretically and practically, thereby creating independent and competitive human resources in the business world.

One of today's business opportunities is entrepreneurial skills. Currently, the culinary sector remains a significant opportunity for economic growth. The culinary sector continues to experience significant growth in Indonesia, influenced by people's preference for practical and readily available foods [14]. High enthusiasm for innovation and the courage to take risks will create business opportunities that continue to grow and are sustainable [15]. Given these conditions, the culinary business sector has the right potential to grow the economy, especially for people who have a desire to innovate in the culinary field.

Culinary arts training is a program that offers potential for the community, as it can encourage interest in developing skills in creatively presenting dishes and provide the opportunity to start a business in the culinary field [16]. The culinary arts program by LKP not only improves skills in preparing and serving food but also fosters an entrepreneurial spirit, thereby creating business opportunities. The study by [17] shows that LKP plays a role in preparing entrepreneurs through training and mentoring, as well as improving the knowledge, skills, income of training participants. However, the study does not elaborate in detail on the implementation stages of the training model, namely program socialization, learning preparation, delivery of training program material, learning principles, instructor skills, and program monitoring.

A detailed understanding of these implementation stages is essential to ensure that the culinary entrepreneurship training model can be effectively replicated by other non-formal educational institutions, particularly amid the rapid growth of the culinary sector as one of the key opportunities for reducing

unemployment and promoting economic self-reliance within communities. The purpose of this study is to analyze in depth the culinary entrepreneurship training model implemented at LKP Ghanesa through the stages of program socialization, learning preparation, training material delivery, application of learning principles, instructor competence, and program monitoring, as well as to identify its contribution to improving learners' entrepreneurial skills and economic independence.

2. RESEARCH METHOD

study uses a qualitative approach to further examine the culinary arts training model for improving culinary-based entrepreneurial skills at LKP Ghanesa. The study was conducted on Jl. Ir. H. Juanda, Air Putih, Samarinda Ulu District, Samarinda City, East Kalimantan Province. This study aims to provide an overview of the culinary arts training model for improving culinary-based entrepreneurial skills at LKP Ghanesa.

This study used data collection techniques in the form of interviews, observation, and document studies. The interview technique in this study was that the researcher carried out data collection through questions and answers to obtain information from research sources. The informants in this study were the head of LKP Ghanesa, LKP Ghanesa culinary tutors, and culinary training students. The observation technique was carried out by observing the implementation of the program. The document study technique was carried out by reviewing documents available at LKP Ghanesa. The documents reviewed included the institution's profile, training materials, and documentation of training activities.

The results of data collection are in the form of raw data that must be reviewed or analyzed. Therefore, this study includes data analysis using data analysis techniques from Miles and Huberman, namely data reduction, data presentation, and conclusion drawing. Data reduction is used by researchers to sort the data obtained from the results of the question and answer session and then adjust it to be more focused on the research. Data presentation involves the researcher narrating the data from the results of the data reduction. Conclusions from this study are carried out by drawing conclusions from the research results.

To verify the validity of the data, researchers used source triangulation and source triangulation methods. Technique triangulation was conducted by comparing research findings from interviews, observations, and document studies. Source triangulation was conducted by comparing findings or research findings with research information.

3. RESULTS AND DISCUSSION

Skills are a person's ability to perform an activity or job well, which can be acquired through learning, training, or experience. Everyone has abilities in various things they do, because these abilities are formed from consistent habits [16]. Therefore, skills do not develop instantly, but rather develop over time through a continuous learning process and habits in daily life. Entrepreneurial skills are a person's ability to run a business, such as identifying opportunities, organizing business activities, and facing challenges to ensure its continued success. Entrepreneurial skills will shape a person's ability to develop a positive entrepreneurial attitude, thus enabling them to create their own jobs. Furthermore, entrepreneurial skills can help someone become more proactive and creative in facing challenges in the workplace [17]. Therefore, entrepreneurial skills are important to possess because they can help someone develop and be better prepared to face the opportunities and challenges of the working world.

"Creating an offer letter based on the needs or requests of the trainees, preparing the offer, catalog book, and institutional profile." (Interview, Head of LKP Ghanesa). Program outreach is an important way to engage the community in a participatory manner through various social programs. This activity aims to convey information, increase understanding, and encourage community involvement in social programs [18]. Socialization is one of the main foundations in supporting the sustainability of the programs being implemented [19]. Through program socialization, it is hoped that the community will better understand the program being implemented and be willing to play an active role in each activity.

Preparation is a crucial initial step in the learning process, ensuring that learning activities are structured and effective. Learning preparation involves a series of activities to determine learning objectives, organize the material to be studied, design learning activities, select resources or media to be used, and prepare methods for assessing learning outcomes [20]. The success of learning cannot be separated from the learning plan that is prepared, this planning includes determining objectives, selecting strategies and methods, using relevant media, and preparing assessments that are tailored to the characteristics of students [21]. With good planning, the learning process can be more focused and the desired goals can be achieved optimally. The material in a training program plays a crucial role as a basis for implementing targeted learning activities that align with the desired objectives. Training program material is the material taught during the training [22], includes a series of learning contents that have been systematically designed and tailored to the program's objectives. Training materials are

designed based on the needs of the learners and the established activity objectives to support the achievement of the expected training outcomes [23]. So that participants not only gain new knowledge, but are also able to understand, practice, and develop the skills provided during the training process. Learning principles are crucial for teachers to understand. By understanding them, teachers can use them as a guideline for implementing the learning process [24]. The application of learning principles also helps educators in identifying opportunities and limitations that arise during the learning process, so that it can become a basis for determining learning steps, strategies, and decisions that are in accordance with learning objectives [25]. Thus, the application of learning principles will help create more optimal learning.

In the training process, instructors play a crucial role in determining the success of learning activities. Instructor competencies encompass the knowledge, skills, and attitudes an instructor needs to possess [26]. The success of the learning and training process is greatly influenced by the instructor's ability. Instructors who have adequate abilities will be able to create an effective, efficient learning process that is oriented towards achieving learning objectives [27]. Therefore, the instructor's ability or competence is crucial to the success of the training process. By mastering knowledge, skills, and attitudes, instructors can optimally fulfill their role in delivering material, guiding students, and creating an effective learning environment. This will undoubtedly impact the optimal achievement of learning objectives. In a program, a continuous process is required to ensure that activities are implemented according to established objectives. Through monitoring activities, program implementers can obtain information on the progress of activity implementation, so that various obstacles that arise can be followed up [28]. Therefore, program monitoring is a crucial part of ensuring the program runs according to plan and delivers the desired results.

3.1 Program Socialization

LKP Ghanesa socializes its programs through various media, particularly those promoting the various courses available, including hospitality, computer science, accounting, foreign languages, and heavy equipment engineering. LKP Ghanesa promotes its programs through social media and through in-person outreach. Social media outreach involves uploading digital posters containing information such as registration schedules, requirements, and flexible explanations of available programs. Program outreach activities provide new knowledge and information to the entire community that can be used to support digital media-based learning processes [29]. Program socialization activities can provide information and understanding to the community regarding the program that will be implemented [30]. Socialization is carried out through outreach to schools and communities, explaining in more depth the benefits of the training, the learning process, and job opportunities after completing the training.

The program's socialization activities not only involve providing information, but also include explanations of the program's objectives, benefits to participants, training materials, and implementation mechanisms. The institution also utilizes digital marketing strategies and hands-on training to attract public interest and build its image as a provider of quality and professional education. In its implementation, LKP Ghanesa first adapts to the needs and requests of prospective students. The institution will prepare a program catalog and institution profile as information media so that the public is aware of the types of training, facilities, and objectives of the programs offered. This step was taken to attract public interest and provide an overview of the training program. Public interest in the training program was high, as evidenced by the large number of people interested in registering as students to participate in the program. This interest indicates that the training is considered capable of providing real benefits for improving participants' skills and job opportunities. The planned implementation of program socialization and the utilization of various media, both digital and in-person, has proven to be effective in increasing public interest in participating in training. By delivering clear, engaging information tailored to the needs of prospective students, LKP Ghanesa has not only successfully introduced its programs but also built public trust in the quality of the educational services provided. Thus, this program socialization activity is a crucial step in supporting the success of the training program while contributing to improving students' skills and future job readiness.

Socialization provides initial motivation for students to participate in training, such as the desire to acquire skills, obtain employment opportunities, and foster an interest in entrepreneurship, which can serve as a foundation for improving personal quality and economic independence. Initial motivation is an internal drive that plays a crucial role in developing personal potential, fostering creativity and innovation, maintaining consistency in business, and fostering the courage to take risks to achieve desired goals [31]. Cultivating an interest in entrepreneurship is also very important because an interest in entrepreneurship is seen as an important factor in encouraging the formation of an entrepreneurial spirit, not only influencing a person's decision to start a business, but also becoming a foundation in developing abilities, creativity, and courage in facing risks so that it can create sustainable entrepreneurial growth [32]. Program outreach activities play a strategic role in fostering students' initial motivation and fostering entrepreneurial interest. This intrinsic motivation provides a crucial foundation for individuals to develop their potential, think creatively, and boldly face challenges. A well-developed entrepreneurial interest will open up opportunities for economic independence and self-improvement.

The synergy of motivation and entrepreneurial interest is a key factor in shaping productive, independent individuals capable of contributing to sustainable economic growth.

In addition to program outreach to promote training, students can also obtain information about culinary arts training through various sources, such as social media, outreach teams, and alumni who have graduated. Social media is a powerful tool for influencing changes in daily life, both in terms of lifestyle and interaction patterns, particularly in education, as well as a person's ability to socialize [33]. This shows that social media not only influences interaction patterns and lifestyles but also serves as a means of obtaining various information, including learning and training information. The use of various media helps disseminate information more widely, so that the public is aware of culinary arts training programs. Students are motivated to participate in training, hoping that culinary arts training can be a means of developing their skills and providing them with the necessary tools to improve their economic standing through their own businesses. The socialization activities for the entrepreneurship program have also achieved their goal of increasing interest and motivation to participate in training [34]. Utilizing various information sources, whether through social media, outreach teams, or alumni, has proven effective in expanding the reach of information dissemination and increasing public interest in training programs. Easy and diverse access to information not only helps students understand the programs offered but also encourages motivation to develop skills and pursue better economic opportunities. Effective media-driven program outreach is a crucial factor in fostering interest, strengthening motivation, and supporting the successful implementation of entrepreneurship training programs.

3.2 Learning Preparation

Before implementing training, a needs analysis is necessary to identify needs and tailor the training program to the conditions and needs of participants. Effective planning should begin with the process of identifying needs first to determine the steps that have been prepared so that they are more appropriate and in accordance with the goals that are to be achieved [35]. Learning preparation plays an important role because it is a mandatory part for all education, both educators and students, in realizing a good learning process in the educational environment. Carefully prepared learning planning will ensure the learning process has clear objectives, predictable results, and resource requirements can be well prepared. With systematic learning preparation, training can be more focused and support the achievement of program objectives optimally, according to student needs and learning demands.

Based on the research results at LKP Ghanesa, needs analysis was conducted by identifying students' interests and talents and adapting them to regional potential so that the learning process can run more effectively and according to needs through observation, interviews, and distributing registration forms. After analyzing the needs, a training curriculum and study schedule will be prepared based on SKKNI and DUDIKA (Business, Industry, and Work World). The Indonesian National Work Competency Standards (SKKNI) is a formulation of work capabilities that include knowledge, skills, expertise, and work attitudes that are developed in collaboration with the business and industry world as a guideline for developing job training to produce a competent workforce [39]. The needs analysis stage, followed by the development of a clear, standards-based curriculum, is a crucial step in ensuring the quality of the training provided. The SKKNI serves as a reference for designing and implementing work, assessing training outcomes, and measuring an individual's level of skill and expertise [40]. The World of Business, Industry and Work (DUDIKA) is also capable of creating human resources who are competent in managing natural resources according to the needs and challenges faced, and have the ability to compete in the world of work [41]. This process allows training programs to be designed in a targeted manner, aligned with regional potential, and able to meet the ever-evolving demands of the workforce. Training not only provides needed skills but also prepares students to possess relevant, adaptive competencies, and be ready to face the competitive job market.

In determining training materials, instructors first need to coordinate with the implementation team to manage the determination of learning materials, the arrangement of study hours, the determination of objectives to be achieved, and the preparation of supporting facilities and infrastructure. Management in determining training materials is important because it plays a role in a structured process in managing all components of training, from planning, implementation, to evaluation, so that the utilization of resources, time, and energy can run more optimally and support the achievement of training objectives to the maximum [42]. Facilities and infrastructure are also crucial in supporting the training process. Institutions need to pay attention to the readiness of these facilities and infrastructure. The availability of facilities and infrastructure, both practical tools and physical training facilities, must be aligned with developments and demands of the industrial world to optimally support the learning process and help participants improve their practical skills and prepare them for the world of work [43]. Therefore, systematic management of training materials and the support of adequate facilities are essential foundations for creating an effective learning process. Thorough planning and the support of relevant resources will help improve the quality of training, ensuring that participants not only gain knowledge but also develop skills relevant to the needs of the workplace and are able to compete independently.

Before the training begins, participants will be given an explanation regarding the implementation of the culinary training, which the instructor and the implementation team have designed and determined to ensure students have a basic understanding. The activity begins with an introduction to the program, including an explanation of the program's definition, the goals to be achieved, the benefits to be gained, and the expectations participants have during the training program [44]. Participants need to be given this explanation to build their initial understanding so that they are better prepared to participate in the entire series of training activities [45]. This stage is an important foundation in creating student readiness, so that the training process can proceed optimally and support the achievement of expected competencies.

Delivery of Training Program Material

The training program material is determined based on business opportunities currently in demand or currently selling well in the market, so students not only learn skills but also understand entrepreneurship as a business opportunity. Skills not only play a role in increasing innovation but are also a crucial factor in determining competitive advantage [46]. Entrepreneurship material is integrated by linking skills learning to current needs. LKP Ghanesa takes this approach by providing culinary training in line with business trends, providing supporting facilities and infrastructure, and offering business consulting and mentoring services. Through this approach, students can gain the skills to manage a business.

The culinary arts training at LKP Ghanesa begins with an opening activity as an introduction before entering the core material. Then, students are introduced to the tools and materials that will be used. The introduction in culinary arts training is carried out by providing an explanation of the training objectives, the material to be learned, the benefits of culinary arts skills, and the rules of procedure during the training process. At this stage, the instructor also provides motivation to students to be more prepared and active in participating in the learning. Then, participants are introduced to the various tools and materials that will be used to understand their functions, how to use them, and the correct steps before practicing. The instructor will explain the work stages in detail, starting from the preparation of tools and materials, processing techniques, to serving the food. After the explanation is given, students carry out the practice directly with the instructor's guidance to ensure each step is carried out correctly. During the practice process, the instructor will provide direction, guidance, and corrections if there are any errors in the practice process. In the final stage, the activity concludes with a final evaluation to determine the students' learning outcomes. Evaluation is carried out to assess the extent to which the learning material that has been provided can be understood and mastered by students, and to determine whether the implementation of the training has been carried out in accordance with the objectives and expectations that have been set [47]. Through evaluation, instructors can assess students' level of understanding and mastery of the material provided. In the research results, the evaluation used by LKP Ghanesa was a questionnaire. The systematic series of training implementations, from introduction to evaluation, provides a directed and meaningful learning experience for students. Support for innovation in training materials also strengthens participants' ability to not only understand basic skills but also develop creative ideas with economic value. This training not only focuses on the learning process but also equips students with the readiness to adapt, innovate, and face business competition sustainably.

The culinary arts training also covers the product creation process, entrepreneurship education, and knowledge regarding permits for starting a business. Culinary arts entrepreneurship training, which implements activities similar to real businesses, is considered relevant because it provides students with the opportunity to gain hands-on experience through practices that mimic real-life business conditions [48]. Through the materials provided, students not only gain skills in product processing but also understand the fundamentals of running a business in a more focused manner. Learning accompanied by hands-on practice helps students develop readiness, independence, and a better understanding of how to develop a business in accordance with applicable regulations.

Learning Principles

The learning principle is implemented through a hands-on, practical approach, enabling students to master the skills taught. Through practical activities, students can gain valuable learning experiences that can help them develop and enhance their skills [49]. Practice also aims to develop students' thinking skills, encourage them to apply the skills they have acquired, and build an independent understanding of the learning material they are studying [50]. Students also receive ongoing consultations, business mentoring, and monitoring. Through mentoring activities, students can improve practical skills applicable to the workplace and gain firsthand experience in dealing with various problems and situations likely to be encountered in the workplace [51]. This approach aims to ensure participants learn optimally and are ready to apply the training findings. Efforts to foster an entrepreneurial spirit are carried out by providing motivation to students, providing real-life examples of the instructor's business experiences. High motivation also shapes students' mentality to continuously develop and excel, encouraging them to complete each task with results that exceed established standards [52]. The application of practice-based learning principles, supported by ongoing mentoring,

consultation, and monitoring, creates an effective learning process. Through this approach, students not only acquire technical skills but also build self-confidence, independent thinking, and readiness to develop businesses. Motivational support and real-world experiences from instructors further strengthen the development of entrepreneurial character. This allows participants to gain an understanding of the business world, equip themselves to develop and optimally face challenges in the workplace and business.

The learning methods used in the training include materials and hands-on practice, discussions, and questions and answers. Materials are a crucial component in supporting the achievement of learning objectives [53]. The culinary arts training at LKP Ghanesa covers an introduction to tools and materials, product manufacturing processes, entrepreneurship, and permits for starting a business. In hands-on culinary training, students are divided into groups to facilitate better understanding. Discussions involve exchanging experiences and opinions to reach a collective decision [54]. Discussions are part of the hands-on practice so that students, who have formed groups, can solve problems together, with the goal of fostering openness among themselves. The question-and-answer method is a form of interaction between instructor and students, allowing both to ask and answer questions [55]. The question-and-answer method is used to provide students with a deeper understanding, and instructors can identify any weaknesses they face. One effort that can be made in the educational field is to provide students with knowledge and practical entrepreneurial skills, which can be instilled through the entrepreneurship learning process [56]. Thus, the application of various methods in training is expected to support the improvement of knowledge, skills, and readiness of students in developing practical abilities and independent entrepreneurship.

Instructor Skills

Instructors' competence is assessed as good because they are able to deliver material clearly, coherently, and easily understood by students. Clear delivery of material by instructors is a form of guidance for students, serving to assist and direct them through the learning process, enabling them to better understand the material presented [57]. Instructors can also adjust the learning method to the abilities of each student. Differences in background, abilities, and learning styles of students require instructors to understand the individual conditions of students so that the learning approach used can be adjusted to their needs so that the learning process can run more effectively [58]. Thus, the instructor's ability to manage material delivery while adapting learning strategies is a crucial factor in creating a conducive learning environment. An adaptive, student-centered approach will support optimal learning outcomes and help students develop their potential.

One of the main obstacles instructors face in implementing training is the presence of students who are no longer productive but still have a strong interest in participating. Learning ability in adulthood tends to decline due to reduced hearing and vision acuity, which can affect an individual's ability to receive, process, and respond to information during the learning process [59]. In middle age, changes in cognitive abilities begin to occur, especially in the process of recalling information that has been learned, where this ability is no longer as fast as before, although this change is still considered normal and does not hinder daily activities [60]. This situation causes some participants to take longer to absorb the material than others, making it crucial for instructors to implement a more flexible and responsive learning approach to their needs. Adjustments in methods, delivery tempo, and the use of more contextual strategies can help maximize students' learning potential, ensuring the training process remains effective despite differences in age and ability.

The instructor's competence was also highly evaluated by students, as he or she was able to effectively deliver the material and guide practical activities. Mentoring was provided both individually and in groups to participants who needed special assistance to ensure optimal learning and a thorough understanding of the material. Mentoring for students requiring special assistance must be carried out appropriately and continuously to ensure a smooth learning process, optimal understanding of the material, increased learning engagement, and enhanced abilities and skills [61]. With the mentoring provided during the training, students have the opportunity to learn according to their individual abilities and needs. This approach helps create a more conducive learning environment so that students feel more comfortable asking questions, trying, and completing each practical assignment given. The mentoring process can also motivate learning and build student engagement in each training activity. Therefore, the instructor's role is not only as a deliverer of material, but also as a guide who helps participants achieve their learning objectives more optimally.

Program Monitoring

Program monitoring is carried out through monitoring and evaluation after each training session. Training program evaluation needs to be comprehensive and planned through regular monitoring to determine the achievement of training objectives, participant progress, the appropriateness of the methods and materials used, and the level of student satisfaction and ability to apply the skills learned [62]. Supervision is carried out by observing the activeness and development of students and is continued with an assessment of the results of the practice, then participants are given feedback as material for improvement so that their abilities are increasingly enhanced. The impact of the training program is seen in the increase in the abilities and work

readiness of students, the program provides benefits in improving the quality of human resources and independence, such as having skills, having competency tests to be able to work and open an independent business. The training program aims to produce human resources who have the ability and skills to carry out every work responsibility, and are able to face various increasing demands of tasks at every level in the work environment [63]. With ongoing monitoring and evaluation, training programs can be continuously developed to better meet the needs of students and the ever-changing demands of the workplace. This process is crucial for maintaining training quality, as any obstacles, deficiencies, or potential in students can be identified early on, enabling organizers to determine appropriate corrective measures. Therefore, training programs not only improve students' technical skills but also support the development of human resources who are more prepared, productive, and able to adapt to the evolving needs of society and the workplace.

After each training session, participants were given a questionnaire as a form of program evaluation. A questionnaire is a data collection method that involves providing respondents with a series of written questions or statements. The use of questionnaires is considered effective in determining respondents' attitudes, opinions, preferences, and behaviors [64]. The questionnaire was used to track student progress, assess the effectiveness of the learning process, monitor progress, and identify areas for improvement in subsequent implementations. Participants experienced positive outcomes after participating in the training, including improved skills, increased self-confidence, and entrepreneurial skills. A well-designed entrepreneurship training program can significantly influence positive attitudes toward entrepreneurial activities [65]. Through regular evaluations, training providers can gain insight into the program's success and gain a deeper understanding of student needs. These evaluation results can serve as the basis for developing more appropriate learning strategies, including methods, materials, and implementation. Training not only provides benefits in skills acquisition, but also plays a role in fostering independence, responsibility, and readiness in students to face business or employment opportunities.

After completing the training, students developed a plan to start their own business. They began to develop a clearer picture of the steps they could take to start a business. They not only understood the fundamentals of the skills they had learned, but also began to develop a simple plan for the type of business they wanted to run, how to get started, and what opportunities they could exploit. The training experience also helped them gain more confidence in entrepreneurship and fostered a desire for economic independence. Armed with this knowledge and skills, students were better prepared to develop realistic business ideas that aligned with their abilities.

4. CONCLUSION

Based on the research results on the culinary arts training model to improve culinary-based entrepreneurial skills at LKP Ghanesa, it can be concluded that the training implementation has been well-structured and has been carried out through six main stages: program socialization, learning preparation, delivery of training program materials, application of learning principles, instructor capabilities, and program monitoring. All stages are mutually supportive in creating a focused training process that is in line with the needs of students and the development of the culinary business world. The implementation of program socialization through social media, direct counseling, and information from alumni has been proven to be able to increase public interest in participating in culinary arts training at LKP Ghanesa. During the learning preparation stage, the institution conducts an analysis of student needs and develops a curriculum and training schedule based on applicable standards and business needs. The delivery of training materials not only focuses on culinary arts skills through direct practice, but also includes entrepreneurship learning, introduction to business opportunities, and understanding business licensing so that students receive more comprehensive provisions. The application of learning principles through direct practice, discussion, question and answer sessions, and ongoing mentoring helps students understand the material more easily and improve their skills. The instructor's ability to effectively deliver material, guide practice, and adapt learning to the participants' needs contributes to achieving training objectives. Furthermore, program monitoring through regular monitoring and evaluation provides insight into student progress and serves as a basis for program improvements in subsequent implementations. Overall, the culinary arts training model at LKP Ghanesa demonstrates that courses and training institutions, as non-formal educational institutions, play a crucial role in enhancing culinary-based entrepreneurial skills. The training provided not only enhances students' technical skills in the culinary arts field but also fosters an entrepreneurial spirit, boosts self-confidence, and prepares students to start independent businesses or enter the workforce. Therefore, the culinary arts training model at LKP Ghanesa can be a form of non-formal education that contributes to skills development, community empowerment, and sustainable economic independence.

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AUTHOR CONTRIBUTIONS

S.L. conceived the study, collected and analyzed the data, and drafted the manuscript as the primary author. N., M., and W.N. supervised the research, provided conceptual and methodological guidance, critically reviewed the manuscript, and contributed to its revision and improvement. All authors read and approved the final version of the manuscript.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest.

INFORMED CONSENT STATEMENT

Informed consent was obtained from all subjects involved in the study. Prior to participation, each subject was provided with a detailed explanation of the study's objectives, procedures, potential risks, and benefits. All participants voluntarily agreed to participate and provided consent to be included in the research. All images in this article have been authorized and are the property of the authors.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that no artificial intelligence (AI) tools were used in the generation, analysis, or writing of this manuscript. All aspects of the research, including data collection, interpretation, and manuscript preparation, were carried out entirely by the authors without the assistance of AI-based technologies.

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