

Digital Based Non-Formal Business Education in Improving the Creative Economy: Systematic Literature Review (SLR)

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Abstract.

Technological developments at this time have an impact on all groups to be more competent in their use. Unfortunately, the use of this technology is still used as an object of communication and consumption, does not provide economic productivity for business development. The community should be aware of and make a big contribution to poverty alleviation activities through digitalization. One of them is that the community needs to increase business knowledge through non-formal business training/education. Along with digital developments and business knowledge, it is hoped that the community will be able to improve the welfare of their families by carrying out creative economic activities. The creative economy in this study is the management of a business in making decisions and implementing them related to the allocation of limited resources among its various members by taking into account the abilities, efforts and desires of each. Even though at first the creative economy was carried out more by the community as a side job and to increase household income, in its development it has become the main source of income if done seriously. The purpose of this study was to find out the portrait of digital-based non-formal business education in improving the creative economy. The method used in this research is Systematic Literature Review (SLR) by collecting and analyzing journals related to keywords. Based on the literature study conducted, it was found that digital business knowledge can improve welfare by carrying out creative economic activities. Another fact is that it has a big role in the development of Micro, Small and Medium Enterprises in Indonesia, especially in the context of poverty alleviation. Technological developments also have a positive impact on practical digital business opportunities. The results of this research have implications for the government and non-formal educational institutions to continue to make programs related to the digital-based creative economy, be it seminars, webinars, training or mentoring.

Keywords: *Non-formal Business Education, Digital Literacy, Creative Economy.*

INTRODUCTION

Phenomenon now the world is struggling to rise from a problem. Starting from the emergence of an outbreak of a disease caused by a virus, namely the corona virus which is familiarly called Covid 19, almost all aspects of life are experiencing changes that are increasingly worrying, thrilling the entire world (Jena, 2020; Kaushik, 2020). Syawfi, (2020) also stated that the world economy is getting weaker, social relations are decreasing which causes a lack of interaction and concern for others. Everyone has felt the impact of this covid 19 virus, especially on the economy. The community can improve their welfare by carrying out creative economic activities. As for what is meant by creative in this study as managing a business in making decisions and implementing them related to the allocation of limited household resources among its various members, taking into account the abilities, efforts and desires of each (Cerisola & Panzera, 2021; de Vries et al., 2021). Although initially the household creative economy was carried out more as a side job to help husbands and to supplement household income, in its development it has become the main source of household income if done seriously.

To be able to continue to improve the creative economy, entrepreneurial knowledge is needed. Through one's understanding of entrepreneurship with various positive, creative and innovative characters in developing business opportunities into business opportunities that benefit themselves and society or consumers. In line with this, research (Mutanda & Moyo, 2021) states that entrepreneurship is one of the sciences, art and behavior, traits, characteristics and character of a person who creatively translates innovative ideas into the real world. Thus, the creative economy is an effort in making decisions and implementing them related to the allocation of resources, in this case, limited households among its various members, taking into account the abilities, efforts and desires of each. According to the definition above, every person who is going to be an entrepreneur has productivity and positive character, does not give up easily, is creative and innovative in developing and seeking business opportunities (Cunningham et al., 2021; Hsu et al., 2011; Markusen et al., 2008; Zadiatashbar et al., 2019).

Apart from the economy, the world of education also has an impact. To find a solution to the problem, there are many learning policies that have changed, starting from the expansion of learning from conventional to digitalization. Apart from online learning, the government is also improving the quality of non-formal learning. According to

research from Bol, (2020); Kartini, (2017); Petts, R. J., Carlson, D. L., & Pepin, J. R. (2021).; and Thorell et al., 2021) Non-formal education is a flexible home-based education model, where parents have important duties and responsibilities as supervisors and providers of materials for children, which of course suit their needs, interests and talents. Non-formal education offers freedom to students and the environment to create learning conditions that are truly comfortable and enjoyable (Pannone, 2017; Titik Dwiwati et al., 2019). Non-formal education has officially become legal non-formal education in accordance with the Law on the National Education System No. 20 of 2003. In Indonesia itself.

In addition, non-formal education not only helps in improving the academic quality of children, but can also improve the development of students in their cognitive and psychomotor aspects. In non-formal learning, tutors are provided to hone the creativity of the right and left brains. Through entrepreneurship learning, students are able to innovate and be mentally prepared as entrepreneurs (Denanyoh et al., 2015; Titik Dwiwati et al., 2019). This is done none other than to reduce the economic problems of unemployment in the country, so that non-formal business education is expected to be effective and a solution. To make a person able to survive in an increasingly developing world. it is mandatory for him to adapt according to the times, namely developing digital literacy insights. (Aulia, 2021; da Silveira et al., 2021; Fan et al., 2021; Lynch et al., 2021; Ritz et al., 2019). This is also supported in the research of Dong et al., (2020); Faling & Biesbroek, (2019); Tajvidi et al., (2021); and Zhao et al., (2021) which state that the use of digital in entrepreneurship will provide many positive benefits for business success and can provide many conveniences in carrying out entrepreneurial activities, such as ease of accessing information, expanding networks and also for communicating. Digital Literacy "does not only revolve around the ability to use new technology, learn to use new devices, or even apply these devices and technologies to the learning process (Aulia, 2021; Chaffey & Bosomworth, 2013; da Silveira et al., 2021; Smith et al. ., 2017). On the other hand, Chaffey & Bosomworth, (2013) explained that digital literacy is a highly adaptable ability that allows people to utilize technical skills and navigate a variety of information available on the internet. The emergence of many digital user businesses can be an effective business strategy in running digital-based businesses. Strategy will affect

organizational life in the long term, for at least five years (Al-Kwifi et al., 2020; Lynch et al., 2021; Smith et al., 2017).

Based on the description above, a novelty or an update of this research can emerge on the development of digital-based, non-formal Business Education thinking in improving the creative economy. From the background and previous research as described above, the research aims to complete the gaps in previous studies by conducting a comprehensive study of digital-based non-formal business education and the creative economy to reduce existing economic problems. This research contributes to the government and non-formal educational institutions so that they continue to make programs related to the digital-based creative economy, be it seminars, webinars, training, or mentoring.

THEORETICAL

The review of the theories described in this research comes from several relevant previous studies, as the basis for the theoretical framework, determination, and research analysis. Furthermore, in this section, successive discussions of:

Non-Formal Business Education

Bol, (2020); Petts, R. J., Carlson, D. L., & Pepin, J. R. (2021).; and Thorell et al., (2021) Non-formal education is a flexible home-based education model, where parents have important duties and responsibilities as supervisors and providers of materials for children, which of course suit their needs, interests and talents. Non-formal education offers freedom to students and the environment to create learning conditions that are truly comfortable and enjoyable (Pannone, 2017; Titik Dwiwati et al., 2019). Non-formal education has officially become legal non-formal education in accordance with the Law on the National Education System No. 20 of 2003. In Indonesia itself.

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unemployment in the country, so that non-formal business education is expected to be effective and a solution.

Digital Literacy

The use of digital in entrepreneurship will provide many positive benefits for business success and can provide many conveniences in carrying out entrepreneurial activities, such as ease of accessing information, expanding networks and also for communicating. Digital Literacy "does not only revolve around the ability to use new technology, learn to use new devices, or even apply these devices and technologies to the learning process. On the other hand, according to (Ritz et al., 2019) digital literacy is a highly adaptable ability that allows people to utilize technical skills and navigate a variety of information available on the internet network. The emergence of many digital user businesses can be an effective business strategy in running digital-based businesses. Strategy will affect organizational life in the long term, for at least five years (Patrutiu-Baltes, 2016; Ryan & Jones, 2009; Verma, 2018). Research [21] and [22] confirms that digital literacy is the ability to understand and use various information from digital devices effectively and efficiently in various contexts such as academics, careers, and everyday life. It can be concluded that digital marketing literacy is a form of interest, attitude and individual ability to use digital technology and communication tools to access, manage, integrate, analyze and evaluate information, build new knowledge, create and communicate with others in order to participate effectively in society.

Creative Economy

The development of the creative economy is currently a field of business that includes art, knowledge, and technology, where a person's creativity is a vital part of the business (Vickery, 2015). Value added or creation is produced from ideas and creativity from creative business people and the application of information technology, especially cultural heritage (Lestariningsih et al., 2019). The creative industry is a company of a commercial nature that constantly manages the creativity and intellectuals of business people, property, and its primary resources to profit from doing business (Aisha et al., 2019). The creative industry creates, manufactures, or distributes products and services that have a cultural and creative reflection. The

products and services of the creative sector are highly dependent on the development of existing information technologies, as they are innovative drivers for new specialized products (Mietzner & Kamprath, 2013).

The creative economy is a business activity that produces, promotes, distributes, or commercializes products, services, and activities related to regional culture (Aisha et al., 2019). The cultural industry has production and consumption activities that reflect or have a connection with its own culture. Under these conditions, this creative sector consists of a broader range of productive businesses, including the goods and services industry produced by the cultural industry or the technological innovation process (Santoso, 2020). From some previous definitions of the creative economy, the creative sector refers to business activities based on creativity and innovation that produce goods and services (Gouvea et al., 2021). In Indonesia, the concept of the creative economy is used because the creative economy has a broader study than the creative industry. The creative economy sector is a source of the creation of economic, social, cultural, and environmental value (Aisha et al., 2019).

RESEARCH METHODS

This study uses systematic literature review (SLR) which discusses problems in digital-based non-formal business education. Literature study research is a process or activity of collecting data from various literature such as books and journals to compare the results of one study with another (Nowell et al, 2014). The purpose of this literature study research is to obtain a theoretical basis that can support solving the problem being researched and reveal various theories that are relevant to the case, more specifically in this study researchers examine problems in digital-based non-formal business education in improving the creative economy. This literature study is a comprehensive summary of several research studies that are determined based on a particular theme. The data used in this research is secondary data obtained not from direct observation, but obtained from the results of research that has been conducted by previous researchers.

The secondary data source obtained is in the form of articles from reputable journals with predetermined themes. The literature search in this literature study uses the Emerald Insight and Scindirect databases. The search for published articles on the search engines (Search Engines) above uses the keywords: "non-formal business education, digital literacy, creative economy". The search process or search process is used to obtain relevant sources to answer the research question (RQ) and other related references using Search Engine Dimensions (<https://www.emerald.com/insight/>). From the identification results, it was obtained that there were more than 1,800 articles originating from Emerald Insight. Furthermore, articles were filtered according to access criteria, year, type of content and abstract analysis. As a result, 130 articles were obtained. From the title of the article, then filtered based on the feasibility of the topic of digital transformation through abstract analysis, the results obtained were 9 articles. In detail, it looks like in the following image:

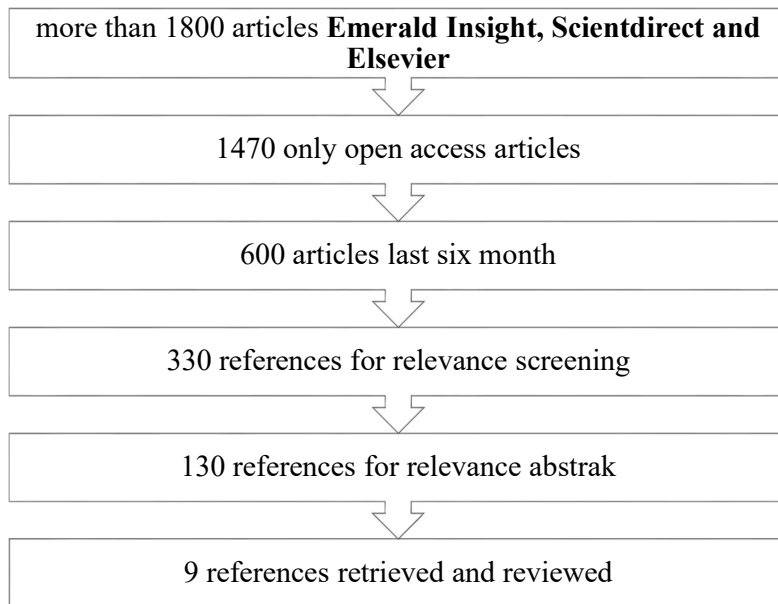


Figure 1. Article Screening Flowchart

RESULTS AND DISCUSSION

RESULTS

The results of the review of selected articles answer the formulation of the problem regarding the distribution of journals that discuss non-formal business education and the creative economy, as follows:

Table 1. Distribution of journals on non-formal business education and the creative economy

No	Journal Name	Journal Link	Indexation	Total
1	International Journal of Educational Management	International Journal of Educational Management Emerald Insight	Emerald Insight	3
2	Education+ Training	Education+ Training Emerald Insight	Emerald Insight	1
3	Journal of Assian Business and Economics Studies	Journal of Assian Business and Economic Studies Emerald Insight	Emerald Insight	1
4	The International Journal of Management Education Elsevier	The International Journal of Management Education Elsevier	Elsevier	4
5	Journal of Enterprising Communities: People and Places in the Global Economy	Journal of Enterprising Communities: People and Places in the Global Economy Emerald Insight	Emerald Insight	2
6	Journal of Open Innovation: Technology, Market, and Complexity	Journal of Open Innovation: Technology, Market, and Complexity ScienceDirect.com by Elsevier	Scientdirect	2
7	Procedia Economics and Finance	Procedia Economics and Finance Journal ScienceDirect.com by Elsevier	Scienrdirect	3
8	International Journal of Educational Development	International Journal of Educational Development Elsevier	Elsevier	2
9	Managerial Finance	Managerial Finance Emerald Insight	Emerald Insight	1

Sumber : diolah peneliti, 2023

Discussion

Non-formal Business Education can be an option for parents who want to directly monitor their child's academic development continuously. In contrast to public schools, non-formal education can provide learning time that is more flexible and conducive for children (Petts, R. J., Carlson, D. L., & Pepin, J. R. (2021) and Thorell et al., 2021). In addition, non-formal education not only helps in improving children's academic quality, but can also improve children's development in their cognitive and psychomotor aspects. In non-formal education learning, tutors are provided to hone the creativity of the right and left brains. Through entrepreneurship learning, students are able to innovate and be mentally prepared as entrepreneurs. This is done none other than to reduce the economic problems of unemployment in the country, so that entrepreneurship learning in non-formal education is expected to be effective and a solution. According to Ellis et al., (2019) and Oo et al., (2018) Non-formal business education is a learning process to change people's attitudes and mindset towards choosing an entrepreneurial career. Students who have received entrepreneurship will have knowledge and characteristic values related to entrepreneurship so that it will increase student interest in entrepreneurship.

Then to make someone interested in the world of entrepreneurship it is mandatory for him to adapt according to the times, namely developing digital literacy insights. (Aulia, 2021; da Silveira et al., 2021; Fan et al., 2021; Lynch et al., 2021; Ritz et al., 2019). This is also supported in the research of Buhaug & Urdal, (2013); Dong et al., (2020) ; Faling & Biesbroek, (2019); Tajvidi et al., (2021); and Zhao et al., (2021) which state that the use of digital in entrepreneurship will provide many positive benefits for business success and can provide many conveniences in carrying out entrepreneurial activities, such as ease of accessing information, expanding networks and also for communicating. Digital Literacy "does not only revolve around the ability to use new technology, learn to use new devices, or even apply these devices and technologies to the learning process (Aulia, 2021; Chaffey & Bosomworth, 2013; da Silveira et al., 2021; Smith et al. , 2017). On the other hand, Chaffey & Bosomworth, (2013) explained that digital literacy is a highly adaptable ability that allows people to utilize technical skills and navigate a variety of information available on the internet. The emergence of many digital user businesses can be an effective business strategy in running digital-based

businesses. Strategy will affect organizational life in the long term, for at least five years (Al-Kwifi et al., 2020; Lynch et al., 2021; Smith et al., 2017).

So far, most people have marketed their business using more than two social media marketing applications and more than two e-commerce applications (Ikumoro & Jawad, 2019). Some housewives can analyze competitors using social media marketing/e-commerce for housewives and already have business ideas without capital, which supports previous findings by Abima et al. (2021), Bejaković & Mrnjavac (2020) and Nedungadi et al. (2018)(Abima et al., 2021; Bejaković & Mrnjavac, 2020; Nedungadi et al., 2018). The general public is mostly aware of market research for best-selling products/market research through digital marketing and research on target SEO (Search Engineering Optimization). For now, you can do content writing and create content on social media.

This condition indicates a professional and competitive non-formal education environment and creative human resources. This supports the results of research by Aisha et al. (2019) and Hassan et al. (2020) argued that the development of a competitive, developing and diverse industry in the non-formal education environment. Many support expanding the market for creative work. society gets infrastructure and technology that makes sense and is competitive. Several institutions and business climates are conducive to developing the creative economy, intellectual capital, and empowering the creative economy in their environment. (Zhou & Verburg, 2020).

CONCLUSIONS AND RECOMMENDATIONS

Based on the description above, it can be concluded that digital-based non-formal business education is related to building an independent economy, and a creative economy and an entrepreneurial mindset, which is always innovative, creates added value or good values (values), takes advantage of opportunities and dares to take risks. Digital business knowledge can improve welfare by carrying out creative economic activities. Another fact is that it has a big role in the development of Micro, Small and Medium Enterprises in Indonesia, especially in the context of poverty alleviation. Technological developments also have a positive impact on practical digital business opportunities. The results of this research have implications for the government and non-formal educational

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