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DEVELOPMENT OF AN EMPOWERMENT MODEL FOR PAKET C LEARNERS ORIENTED TOWARD INDEPENDENCE AND ENTREPRENEURIAL SKILLS

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ABSTRACT

This study aimed to develop an empowerment model for Paket C learners oriented toward independence and entrepreneurial skills. Problems in equivalency education indicated that learning processes remained instructional and had not fully supported learners' independence and potential development. This research employed a Research and Development (R&D) approach focusing on conceptual model development and expert validation. The research stages included needs analysis, theoretical review, model design, development of syntax and indicators, and validation by community education experts and PKBM practitioners. The results produced the ICRIP Empowerment Model (Innovative, Creative, Responsive, Independent, Potential Development), which consisted of philosophical, theoretical, and conceptual foundations, operational principles, empowerment syntax, working mechanisms, and measurable empowerment indicators. The model was conceptually feasible and demonstrated strong potential to be applied as a sustainable empowerment approach in Paket C equivalency education.

Informasi Artikel

Kata Kunci:

Pemberdayaan; Paket C; kemandirian; kewirausahaan; model ICRIP.

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan model pemberdayaan peserta didik Paket C yang berorientasi pada kemandirian dan keterampilan berwirausaha. Permasalahan dalam pendidikan kesetaraan menunjukkan bahwa proses pembelajaran masih bersifat instruksional dan belum sepenuhnya mendorong kemandirian serta pengembangan potensi peserta didik. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan fokus pada pengembangan model konseptual dan validasi ahli. Tahapan penelitian meliputi analisis kebutuhan, kajian teoritik, perancangan model, penyusunan sintaks dan indikator, serta validasi oleh ahli pendidikan masyarakat dan praktisi PKBM. Hasil penelitian menghasilkan Model ICRIP (Innovative, Creative, Responsive, Independent, Potential Development) yang memuat landasan filosofis, teoretis, dan konseptual, dilengkapi prinsip operasional, sintaks pemberdayaan, mekanisme kerja, serta indikator keberdayaan yang terukur. Model ini dinilai layak secara konseptual dan berpotensi digunakan sebagai pendekatan pemberdayaan berkelanjutan pada pendidikan kesetaraan Paket C.

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1. Introduction

Equivalency education has a strategic role in ensuring educational rights for communities that are not reached by formal education pathways. Paket C, as part of nonformal education, is directed not only to provide academic equivalency services equal to senior high school but also to equip learners with life skills, independence, and readiness to face the world of work and entrepreneurship. However, in practice, the implementation of equivalency education still faces various structural and pedagogical challenges that affect the low empowerment of learners after completing the learning program.

Various studies have shown that the learning process in nonformal education, including Paket C, is still dominated by instructional approaches and oriented solely toward the delivery of academic material. Learning tends to imitate formal school patterns by positioning tutors as the center of learning activities, while learners act as passive recipients (Noor et al., 2024). This condition causes the educational process to be unable to fully encourage active participation, decision-making, and optimal development of learners' potential.

The low empowerment of Paket C learners is reflected in weak learning independence, limited ability to manage productive activities, and a lack of courage to take the initiative in independent business ventures. Research in community education has shown that most equivalency education graduates still depend on directions from institutions or facilitators and are not yet prepared to engage in entrepreneurship independently (Hendriana et al., 2024). This indicates that the empowerment process has not yet addressed aspects of independence and holistic potential development.

In the context of empowerment, community education should not only focus on mastering technical skills but also on strengthening individual capacity to manage life independently. Empowerment theory emphasizes that individuals are considered empowered when they have control over the learning process, the ability to make decisions, and opportunities to continuously develop their potential (Perkins & Zimmerman, 1995). Therefore, the success of equivalency education is not sufficiently measured by academic achievement alone, but also by the extent to which learners are able to become active subjects in their own lives.

On the other hand, today's social and economic demands are becoming increasingly complex. The development of the creative economy, digital transformation, and the dynamics of Society 5.0 require individuals to possess innovative, creative, adaptive, and independent thinking skills (Narvaez Rojas et al., 2021). Equivalency education is required to respond to these needs by providing learning and empowerment models that are relevant to the learners' life contexts (Ansori, Mulyono, et al., 2024). However, various studies have indicated a gap between the real needs of learners and the learning approaches implemented in nonformal education institutions.

The empowerment models implemented so far generally have several limitations. First, many models are still top-down in nature, so learners are not fully involved in planning and decision-making. Second, the focus of the models tends to center on improving technical skills without strengthening character, creativity, and individual potential comprehensively. Third, most models have a short-term orientation, making the impact of empowerment difficult to sustain and replicate in other communities (Ansori, Nuraeni, et al., 2024). This condition indicates a conceptual gap in the development of empowerment models for equivalency education.

Several studies have examined the strengthening of entrepreneurship in nonformal education; however, most still position entrepreneurship as an additional program rather than as part of an integrated empowerment system. A study conducted by Himayaturrohmah (2020) showed that entrepreneurship training without a clear empowerment model framework tends to produce

short-term outputs but does not significantly affect participants' independence. This reinforces the urgency of developing an empowerment model designed systematically and grounded in strong theoretical foundations.

Based on this review, an empowerment model is needed that is capable of integrating learning innovation, learner creativity, responsiveness to real needs, strengthening independence, and sustainable development of individual potential. The developed model functions not only as a technical guide for implementing activities but also as a conceptual framework that connects empowerment theory, andragogy, and human potential development in the context of equivalency education.

An alternative solution that can be offered is the development of an empowerment model that is holistic, participatory, adaptive, and long-term oriented. Such a model is expected to position learners as the main subjects, encourage active involvement in the learning process, and direct learning toward strengthening contextual independence and entrepreneurial skills. Through this approach, Paket C education functions not only as academic equivalency but also as a medium for the social and economic transformation of learners.

Based on this urgency, this study selected the development of the ICRIP Model (Innovative, Creative, Responsive, Independent, Potential Development) as a solution. This model was designed as an empowerment framework integrating innovation, creativity, responsiveness, independence, and potential development within a unified system. The model development was conducted through a Research and Development approach focusing on conceptual formulation, syntax development, working mechanisms, and measurable empowerment indicators.

The novelty of the ICRIP Model lies in the integration of learning innovation and responsive empowerment processes, with independence as the main outcome and potential development as a sustainable impact. The model was designed as an adaptive, participatory, and measurable empowerment framework, so that it is oriented not only toward the learning process but also toward the long-term transformation of learners' capacities and empowerment.

Unlike previous models that generally separated learning approaches from community empowerment, the ICRIP Model integrates both into a unified system. In general, learning models emphasize learning outcomes or academic achievement, while empowerment models focus more on improving technical or economic skills. This condition causes learning and empowerment processes to run partially and less sustainably.

The ICRIP Model offers novelty by positioning learning as the primary instrument of empowerment. The learning process is not understood as the final goal but rather as a means to build learner responsiveness, strengthen independence, and develop individual potential holistically. Thus, this model bridges the conceptual gap between pedagogy and empowerment while presenting a new approach that combines educational, social, and entrepreneurial dimensions within an integrated conceptual framework.

The purpose of this study was to produce an empowerment model for Paket C learners oriented toward improving independence and entrepreneurial skills sustainably. Practically, this study is expected to contribute a model that can be used by PKBM and community education institutions as a systematic empowerment guideline. Theoretically, this study is expected to enrich the field of community education, particularly regarding the development of empowerment models based on learners' potential and independence.

2. Method

This study employed a Research and Development (R&D) approach aimed at developing an empowerment model for Paket C learners oriented toward independence and entrepreneurial skills. This approach was selected because the study not only aimed to describe phenomena but also to produce a scientific product in the form of a systematic conceptual model that could be used as a reference in community education. The research focused on the stages of model development and expert validation without field implementation trials.

The study was conducted from November 2024 to December 2025 and was not limited to a particular educational institution. The objective of the research was to formulate an empowerment model with philosophical, theoretical, and conceptual foundations, complemented by syntax, working mechanisms, and measurable empowerment indicators. The research subjects consisted of community education experts and nonformal education practitioners selected purposively based on their competence and academic experience.

The research procedures included needs analysis through literature review, theoretical review, model design, development of model components, and expert validation. The designed model was then revised based on experts' suggestions until the final model was considered conceptually feasible.

The research data consisted of qualitative data in the form of expert suggestions and comments, as well as quantitative data in the form of model feasibility assessment scores. The instrument used was an expert validation sheet covering aspects of conceptual clarity, component consistency, syntax logic, and the measurability of empowerment indicators. Data were collected through documentation studies and expert assessments.

Data analysis was conducted descriptively using qualitative and simple quantitative techniques. Quantitative data were analyzed using feasibility percentage levels, while qualitative data were analyzed through interpretation of expert feedback for model refinement. The analysis results were used as the basis for determining the conceptual feasibility of the ICRIP Model.

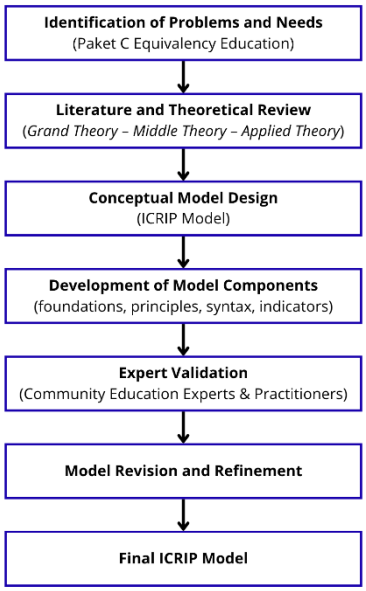

Figure 1. Research Method Flowchart

3. Results and Discussion

Presentation of the ICRIP Model

The main result of this study was the development of the ICRIP Model (Innovative, Creative, Responsive, Independent, Potential Development) as a conceptual and operational framework for empowering Paket C learners oriented toward independence and entrepreneurial skills. This model was developed based on the results of needs analysis, theoretical review, and the synthesis of community education empowerment concepts.

Conceptually, the ICRIP Model is positioned as an empowerment model rather than merely a learning model. The model places learners as the main subjects in the empowerment process, while facilitators act as companions who encourage the gradual growth of participation, independence, and potential development.

The ICRIP Model is defined as an empowerment framework that integrates learning innovation, learner creativity, responsiveness to real needs,

strengthening independence, and sustainable development of individual potential. These five elements form an interconnected and inseparable system.

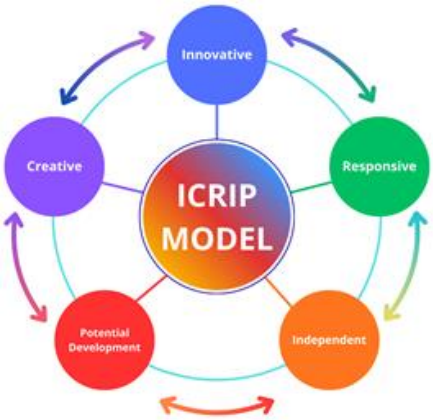

Figure 2. ICRIP Model Diagram

ICRIP Model Syntax

The syntax of the ICRIP Model consists of a sequence of operational stages systematically designed to achieve empowerment objectives. This syntax is flexible and adaptive, allowing it to be adjusted to the context of community education and the characteristics of Paket C learners.

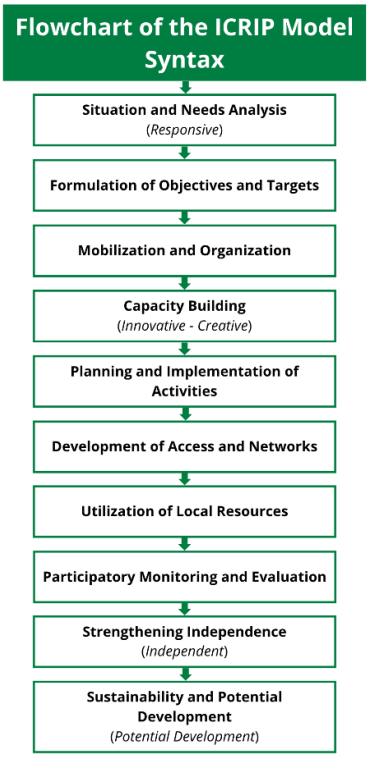

Figure 3. ICRIP Model Syntax

The stages of the ICRIP Model syntax include:

(1) Situation and needs analysis, conducted to identify the initial conditions, problems, needs, and potential of learners as the basis for empowerment planning;

(2) Formulation of objectives and targets, aimed at determining clear, realistic empowerment directions aligned with learners' needs and contexts;

(3) Participant mobilization and organization, carried out to build active participation, group collaboration, and role distribution in the empowerment process;

(4) Capacity building through innovative and creative learning, directed toward developing learners' knowledge, skills, and creative thinking abilities;

(5) Planning and implementation of productive activities, intended to apply learning outcomes into real activities relevant to learners' potential and interests;

(6) Development of access and networks, conducted to expand learners' relationships with partners, communities, and opportunities supporting the sustainability of activities;

(7) Utilization of local resources, aimed at optimizing environmental potential as the basis for learning and entrepreneurial activities;

(8) Participatory monitoring and evaluation, implemented to assess empowerment processes and outcomes reflectively together with learners;

(9) Strengthening independence, intended to develop learners' abilities to make decisions, manage activities, and solve problems autonomously; and

(10) Sustainability and potential development, directed toward ensuring that empowerment outcomes continue to grow and create long-term impacts for learners and communities.

The flow of this syntax illustrates that the empowerment process does not stop at the implementation of activities but continues until learners are able to manage activities independently

and develop their potential sustainably. Visually, the model syntax is represented in the form of a flowchart showing the sequential relationships among stages, with independence and potential development as the final goals of empowerment.

Working Mechanism of the ICRIP Model

The working mechanism of the ICRIP Model explains the causal relationship between input, process, and empowerment outcomes. This model operates systemically and cyclically rather than through a rigid linear approach, thereby allowing continuous improvement and development.

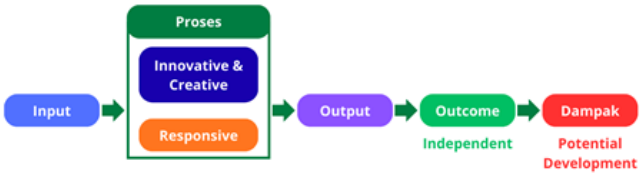

Figure 4. Working Mechanism of the ICRIP Model

At the input stage, the model involves learners' characteristics, individual potential, learning needs, local resources, and institutional support. These inputs are then processed through empowerment stages integrating the Innovative and Creative elements into learning activities, as well as the Responsive element in adapting to learners' contexts.

The results of this process produce outputs in the form of increased active participation, basic entrepreneurial skills, and learners' abilities to identify needs and opportunities. These outputs then develop into outcomes in the form of learners' independence in making decisions, managing productive activities, and solving problems independently.

The long-term impact of this model's working mechanism is the holistic development of individual potential, including aspects of skills, self-confidence, creativity, and social and economic empowerment. This working mechanism is visualized in the form of an Input – Process – Output – Outcome – Impact diagram, emphasizing that potential development is a sustainable result of the empowerment process.

Visually, the main structure of the ICRIP Model is illustrated in the form of a conceptual diagram that positions the "ICRIP Model" as the center, surrounded by five main elements: Innovative, Creative, Responsive, Independent, and Potential Development. This diagram shows that the model is holistic and systemic, in which each element mutually reinforces the learner empowerment process.

ICRIP-Based Empowerment Indicators

The empowerment indicators in the ICRIP Model were developed as measurement tools to assess the achievement of empowerment conceptually and operationally. These indicators were developed based on the model's main characteristics, namely Responsive, Independent, and Potential Development, which represent the stages of process, outcomes, and impacts of learner empowerment.

The responsiveness indicators describe learners' abilities to understand their own needs, adjust learning strategies, and respond to the dynamics of learning and social environments. These indicators demonstrate the extent to which learners are actively, contextually, and reflectively involved in the empowerment process.

The independence indicators reflect the model's primary outcome, namely learners' abilities to manage learning and productive activities autonomously. Independence is measured through initiative, decision-making, self-management, and responsibility for both processes and activity outcomes.

The potential development indicators represent the long-term impact of implementing the ICRIP Model. These indicators assess learners' abilities to recognize and develop talents, interests, and skills, as well as to contribute positively to groups and communities.

These indicators were designed to be measurable, operational, and applicable, so that they can be used

as the basis for developing observation instruments, questionnaires, portfolios, and learner reflections in the evaluation process of the empowerment model.

Table 1. ICRIP Model-Based Empowerment Indicators

Empowerment Aspect	Main Indicator	Indicator Description
Responsive	Self-needs identification	Learners are able to express learning needs and activities relevant to their conditions and contexts
	Learning strategy adaptation	Learners are able to adjust learning methods or strategies according to the situations encountered
	Environmental sensitivity	Learners are able to respond appropriately to changes, problems, or new challenges
	Active participation	Learners actively participate in discussions, group work, and decision-making
Independent	Initiative	Learners take action and initiate activities without full dependence on facilitators
	Decision-making	Learners are able to determine choices and solutions independently
	Self-management	Learners are able to manage time, resources, and activities effectively
	Responsibility	Learners are responsible for the processes and outcomes of activities carried out
Potential Development	Potential identification	Learners are able to recognize their talents, interests, and abilities
	Skill development	Learners are able to apply new skills in real activities
	Creativity and innovation	Learners produce original and relevant ideas, works, or solutions
	Social contribution	Learners utilize their potential to provide benefits for groups or communities

Expert Validation Results

The validation of the ICRIP Model was conducted by three experts with competencies in the fields of community education and nonformal education. The validation aimed to assess the conceptual feasibility of the developed model, including conceptual aspects, substance, syntax, working mechanisms, empowerment indicators, and model novelty.

Table 2. Expert Validation Results

No.	Assessed Aspect	Expert 1 (%)	Expert 2 (%)	Expert 3 (%)	Average (%)	Category
1	Clarity of model concepts and definitions	95	90	92	92.3	Very Feasible
2	Suitability of the model with Paket C education needs	93	88	90	90.3	Very Feasible
3	Completeness of model components (foundations, principles, characteristics)	90	87	88	88.3	Feasible
4	Clarity of syntax and empowerment flow	92	89	90	90.3	Very Feasible
5	Integration of the model working mechanism	90	88	89	89.0	Feasible
6	Clarity of ICRIP-based empowerment indicators	88	85	90	87.7	Feasible
7	Novelty and uniqueness of the model	95	92	93	93.3	Very Feasible
8	Conceptual applicability of the model	90	87	89	88.7	Feasible
9	Sustainability potential of the model	92	90	91	91.0	Very Feasible
10	Feasibility of the model as an empowerment guideline	94	90	92	92.0	Very Feasible
	Overall Average	**92.5**	**88.7**	**89.6**	**90.3**	**Very Feasible**

The expert assessment results indicated that the ICRIP Model achieved a very high level of feasibility. Based on the feasibility percentage calculation presented in Table 2, the model obtained an overall average score of 90.3%, which falls into the very feasible category. These results indicate that, in general, the model fulfilled the conceptual, structural, and substantive criteria as an empowerment model in the context of Paket C equivalency education.

In the aspect of conceptual clarity and model definition, the model obtained an average score of 92.3% with a very feasible category. This assessment indicates that the definition of the ICRIP Model was considered clear, consistent, and

academically understandable. The experts considered that the conceptual formulation of the model successfully described the position of ICRIP as an empowerment framework oriented toward learner independence and potential development.

The aspect of the model's suitability to the needs of Paket C education obtained an average percentage of 90.3% and was categorized as very feasible. This indicates that the model was considered relevant to the characteristics of equivalency education learners, particularly in addressing the problems of low independence and entrepreneurial skills. The experts considered that the model orientation aligned with the objectives of community education emphasizing the sustainable strengthening of individual capacities.

In the aspect of completeness of model components, including foundations, principles, and characteristics, the model obtained an average score of 88.3% with a feasible category. This assessment indicates that the model components had been systematically organized, although they still required editorial refinement to make the relationships among model sections more explicit. Meanwhile, the aspect of syntax clarity and empowerment flow obtained a score of 90.3% with a very feasible category, indicating that the empowerment stages were considered systematic, logical, and reflective of a gradual empowerment process.

The aspect of the integration of the model's working mechanism obtained an average score of 89.0% with a feasible category. The experts considered that the relationships among input, process, output, outcome, and impact had been logically structured. In particular, the positioning of independence as the main outcome and potential development as the long-term impact was considered the model's main conceptual strength. In the aspect of ICRIP-based empowerment indicators, the model obtained an average score of 87.7% with a feasible category, indicating that the indicators were considered sufficiently clear and consistent with the model's characteristics, although further refinement was still needed to make them more operational for future studies.

The aspect of novelty and uniqueness obtained the highest score with an average of 93.3% and was included in the very feasible category. The experts considered that the integration of the five ICRIP elements into a unified empowerment framework constituted a conceptual contribution distinguishing this model from previous empowerment models. In addition, the aspect of the model's sustainability potential obtained a percentage of 91.0%, while the feasibility of the model as an empowerment guideline obtained a score of 92.0%, both of which were categorized as very feasible. This indicates that the model was considered to have strong potential for further development and sustainable implementation in equivalency education.

Qualitatively, the experts provided several important suggestions. The first expert emphasized the need to refine the wording of the model definition to make it more applicable. The second expert suggested simplifying terminology in several syntax stages to make it easier for field practitioners to understand. Meanwhile, the third expert considered that the model possessed strong novelty, although the empowerment indicators needed to be clarified further to become more operational in future research. Based on these suggestions, the researchers revised the model by refining the model definition, improving the conceptual diagram, and sharpening the empowerment indicators.

Based on the quantitative and qualitative validation results, the ICRIP Model was declared conceptually very feasible and demonstrated strong potential to be used as an empowerment framework for Paket C learners oriented toward independence and entrepreneurial skills.

Construction of the ICRIP Model in the Context of Equivalency Education

The construction of the ICRIP Model is based on the view that equivalency education is a strategic

space for developing empowered individuals. Education is not merely interpreted as a process of knowledge transfer but also as a means of building awareness, self-control, and individual capacity in determining the direction of one's life. From the empowerment perspective, individuals are considered empowered when they possess the ability to influence decisions and actions that directly affect their lives (Perkins & Zimmerman, 1995; Rappaport, 1987). Therefore, equivalency education needs to be designed as a process that enables learners to grow as the main actors in their learning and social lives.

Paket C learners in the ICRIP Model are positioned as subjects of empowerment rather than objects of educational programs. Positioning learners as subjects aligns with the perspective of critical education, which emphasizes the importance of dialogue, reflection, and awareness in the learning process (Freire, 2020). Through active involvement, learners not only understand learning materials but also build awareness of the social, economic, and personal conditions they face. This approach strengthens the role of education as a liberating process that enables individuals to develop control over their lives.

The ICRIP Model is also built upon humanistic educational values that position humans as dignified beings with the potential to develop. Meaningful education should respect individual needs, life experiences, and learners' personal goals (Aloni, 2013). Learning that is responsive to learners' conditions enables the creation of a sense of appreciation and psychological safety, which are important prerequisites for the growth of internal motivation and self-confidence. This explains why top-down approaches are not relevant in empowerment-oriented equivalency education.

Within the framework of human development, the ICRIP Model positions independence as the primary outcome of the empowerment process. Independence is understood as an individual's ability to manage learning, make decisions, and take responsibility for life choices. The human needs perspective shows that when individuals are able to fulfill basic needs and obtain self-esteem, they are encouraged to move toward higher levels of self-development (Maslow & Lewis, 1987). Thus, independence in the ICRIP Model becomes a bridge between the fulfillment of psychological needs and the process of learners' potential actualization.

Potential development in the ICRIP Model is positioned as the long-term impact of the empowerment process. Potential is not understood merely as an innate talent but as a capacity that can be developed through meaningful learning experiences. Research shows that adults develop optimally when learning provides opportunities for exploration, creativity, and reflection on life experiences (Merriam & Bierema, 2013). Therefore, ICRIP encourages learners to recognize their interests, develop new skills, and actualize their abilities in contextual productive activities.

In its learning implementation, the ICRIP Model aligns with the characteristics of adult learning that emphasize learning independence and experience as the primary sources of learning. Learning is directed toward solving real problems and experience-based activities, allowing learners to establish direct connections between what is learned and daily life (Knowles, 1984). This approach strengthens learning relevance and encourages the growth of self-directed learning among Paket C learners.

In addition, the dynamics of social and economic changes require equivalency education to be adaptive and innovative. The empowerment process needs to create opportunities for methodological renewal, flexible approaches, and creativity in developing productive activities. Sustainable educational change can only occur when innovation is understood as a systemic process involving individuals, institutions, and social contexts (Fullan, 2018; E. M. Rogers et al., 2014). The innovative and creative elements in the ICRIP Model reflect these needs, enabling the model to adapt to societal developments.

Conceptually, the ICRIP Model integrates the

values of human empowerment, the development of individual needs and potential, and adult learning approaches into a unified framework. The integration of responsiveness to learners' needs, the strengthening of independence, and the development of potential enables the model to go beyond merely improving technical skills and move toward holistic individual transformation. Through this construction, ICRIP is positioned as a conceptual model of community education that is relevant to the characteristics of nonformal education and the needs of Paket C learners.

Comparison of the ICRIP Model with Previous Empowerment Approaches

Various empowerment approaches in nonformal and equivalency education have been developed, particularly those oriented toward improving life skills and entrepreneurship. However, most implemented models still demonstrate limitations in conceptual and sustainability aspects. Several studies have shown that empowerment programs in PKBM generally still focus on short-term technical skills training without being followed by the systematic strengthening of learner independence (Raharjo, 2018). As a result, the achieved outcomes often stop at improving technical abilities without generating sustainable behavioral change and independence.

Another weakness of previous empowerment models lies in their tendency to adopt top-down approaches. Program planning is generally determined by institutions or facilitators, while learners only act as recipients of activities. Research in community education has shown that such approaches limit learners' participation in decision-making, so that the empowerment process does not fully position learners as subjects (Hendriana et al., 2021, p.120). This condition affects the low sense of ownership toward programs and the weak sustainability of activities after programs end.

In addition, most empowerment approaches still separate the learning process from the empowerment process. Learning is positioned as classroom activity, while empowerment is considered an additional program or separate training. A study by Ansori, Alhadihaq, et al. (2024) showed that entrepreneurship training not integrated into an empowerment framework tends to produce temporary outputs and does not significantly affect learners' economic independence. This indicates a conceptual gap between the objectives of equivalency education and existing empowerment practices.

The ICRIP Model emerged as a response to these limitations by offering an integrative and systematic approach. Unlike previous models, ICRIP integrates learning processes, capacity building, and socio-economic empowerment into one unified framework. Learning is no longer positioned as the final goal but rather as a strategic instrument for building learner empowerment. This integration strengthens the relationship between learning activities and the contextual development of independence and entrepreneurial skills.

Another advantage of the ICRIP Model lies in its participatory and responsive approach. Learners are involved from the stages of needs analysis and goal formulation to activity evaluation. This approach aligns with research findings emphasizing that the level of learner participation significantly influences the success of nonformal education empowerment (A. Rogers, 2005). Through active involvement, learners not only participate in programs but also build awareness and responsibility toward the empowerment process they undergo.

From the perspective of outcome orientation, the ICRIP Model explicitly positions independence as the primary outcome. This becomes a fundamental distinction compared to previous approaches, which generally positioned technical skills as the final achievement. Independence in the ICRIP Model includes the ability to make decisions, manage productive activities, and direct learning independently. This emphasis on outcomes makes the empowerment process more meaningful and

oriented toward medium-term behavioral change among learners.

Furthermore, the ICRIP Model does not stop at achieving outcomes but is directed toward potential development as a long-term impact. Individual potential, including talents, interests, creativity, and entrepreneurial competencies, is continuously developed through networking, utilization of local resources, and productive activities. This approach addresses criticisms of previous empowerment models, which tended to be project-oriented and difficult to replicate (Ratnasari et al., 2021). Thus, ICRIP creates opportunities for the social and economic sustainability of Paket C learners.

Conceptually, the novelty of the ICRIP Model lies in the integration of empowerment processes, outcomes, and impacts. The model establishes a clear flow from responsiveness to learners' needs, strengthening independence as an outcome, to potential development as a sustainable impact. The integration of the five ICRIP elements (Innovative, Creative, Responsive, Independent, Potential Development) makes this model more comprehensive compared to previous empowerment approaches, which were generally partial in nature.

With these characteristics, the ICRIP Model possesses a distinct scientific position and contributes a new perspective to the field of community education. The model not only offers implementation methods but also provides a structured, measurable, and adaptive conceptual framework for empowerment. Therefore, ICRIP can be viewed as the development of an empowerment model that responds to the actual needs of Paket C equivalency education and enriches the repertoire of empowerment models in nonformal education.

Implications of the ICRIP Model for Nonformal Education Practices and PKBM

Tutors and facilitators must transform from instructional roles into companion-partners who facilitate participation, reflection, and problem-based practices. In the ICRIP Model, facilitators' tasks include: (a) facilitating participatory needs analysis, (b) guiding project-based learning experiences, and (c) gradually reducing the intensity of assistance as learners' capabilities develop, thereby encouraging self-directed learning. Such practices are consistent with field study findings showing the importance of facilitators who encourage learner participation and ownership to achieve sustainable empowerment.

Consequently, tutor capacity development programs need to focus on participatory facilitation techniques, experience-based learning design, and the ability to build local linkages. This requires improving non-technical competencies such as coaching, mentoring, and dialogue facilitation in addition to technical learning skills. Interventions emphasizing participatory facilitator competencies contribute to the sustainability of empowerment outcomes.

For learners, ICRIP shifts their role from passive recipients to main actors. They are trained to identify needs, design and implement simple entrepreneurial projects, and conduct continuous reflection. The practical impacts include improved decision-making capacity, micro-business management, and socio-collaborative skills relevant to local contexts. DIKLUS research on empowerment programs through entrepreneurship and productive activities indicates that learner involvement throughout the entire cycle (analysis – design – implementation – evaluation) increases the opportunities for replication and sustainability of business activities.

From the evaluation perspective, assessment instruments need to accommodate ICRIP indicators, including responsiveness (the ability to identify needs), independence (initiative and decision-making), and potential development (creativity and community contribution). The evaluation process may apply multimodal measurements such as portfolios, field observations, and reflective interviews.

PKBM managers need to redesign program structures by integrating learning modules with

economic empowerment activities (social entrepreneurship/productive projects), establishing participatory mechanisms for formulating program objectives, and building networks with local stakeholders such as markets, village governments, and NGOs. The synergy between learning-entrepreneurship programs and local networking strengthens the scalability and sustainability of empowerment interventions.

From a managerial perspective, PKBM should adopt monitoring systems based on ICRIP indicators by considering outcome indicators (independence) and impact indicators (potential development). In addition, hybrid financing models (learner contributions, community support, and partnerships) can help maintain the continuity of productive programs.

The ICRIP Model has the potential to be widely implemented in PKBM, learning centers, and equivalency programs seeking to integrate education with economic empowerment. Pilot implementations combined with case studies (action research), such as micro-entrepreneurship modules and market networking assistance, can test the adaptability of the model across various geographical and demographic contexts. Documentation systems and lessons learned from these pilot implementations are useful for scaling up programs. This also highlights the importance of evidence-based approaches in developing empowerment curricula for MSMEs and nonformal education.

Further development includes the digitalization of ICRIP e-modules for broader access, strengthening quantitative instruments for measuring independence, and developing sustainable financing models through social enterprises. Research-practice collaboration between academics and PKBM is recommended so that the model can continue to be refined based on field evidence.

4. Conclusion

This study produced the ICRIP Model as a conceptual framework integrating innovation, creativity, responsiveness, independence, and potential development into a unified empowerment system for Paket C equivalency education. The model is interpreted as an approach that positions learners as the main subjects of empowerment, with independence as the strategic outcome and potential development as the long-term impact, thereby addressing the problems of low learner empowerment and entrepreneurial readiness. Conceptually, ICRIP demonstrates compatibility between the objectives of equivalency education and the need to strengthen learners' socio-economic capacities.

However, this study was still limited to conceptual development and expert validation, and therefore did not empirically test the effectiveness of the model in field implementation. Therefore, future research is recommended to conduct limited trials and broader implementation tests in PKBM, accompanied by quantitative pre-post measurements of independence and entrepreneurial skill indicators, as well as the development of ICRIP-based evaluation instruments so that the model can be tested more comprehensively and sustainably in nonformal education practice.

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