

LEARNING STRATEGIES IN SEWING TRAINING IN IMPROVING ENTREPRENEURIAL MOTIVES AT LPK ANITA IN SERANG CITY

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ABSTRACT

Anita Training and Course Institute of Serang City is part of a non-formal education institution engaged in skills training to empower the community with their skills. Technically, LPK Anita organizes various types of training but sewing or fashion training is the flagship program and is widely popular. Therefore, LPK Anita is known as a sewing training institution around Serang City. Data collection techniques in this study were carried out by interview, observation, and documentation and then analyzed using data reduction, data presentation and drawing conclusions. This study aims to determine how the learning strategy in sewing training in improving entrepreneurial motives at LPK Anita. This research focuses on LPK Anita which has been conducting sewing training for decades so that many of its graduates work in the garment sector or open businesses independently. The implementation of training includes the preparation stage, the implementation stage and the assessment stage, at each stage the instructor's contribution is very instrumental in ensuring the training runs well. trainees at LPK Anita come from a variety of educational backgrounds, therefore trainees have different objectives in attending training. Fashion graduates at LPK Anita are prepared to become workers in the garment sector and entrepreneurs, in this context the learning that exists in sewing training can directly or indirectly increase the trainees' motives to graduate to build a business independently to become entrepreneurs.

Keywords: Training, Couture, Sewing, Entrepreneurship

INTRODUCTION

Alternative education in Indonesia as a form of service for people who need educational services with functions as an addition to existing education, complementary education, and substitute for formal schools in achieving the goal of long life education or lifelong education is the definition of non-formal education. The main function of non-formal education is to empower themselves and develop the various potentials, interests and talents of learning citizens who emphasize affective aspects (increased mastery), cognitive aspects, namely the occurrence of increased knowledge and psychomotor aspects of increased functional skills and professional personalities in learning citizens (Sutarto, 2007, pp. 9-10). As part of the education system, non-formal education plays an important role in producing and shaping human resources that have the same quality as formal education and have an influence so that progress can occur in various sectors through life skills education. The form of life skills education that equips learning citizens with various competencies or expertise is a course and training institution under the auspices of non-formal education. The Course and Training Institution stands for LKP which is included in the training institution of one of the forms of non-formal education units organized to empower the community by providing learning, skills, and an attitude of independence to be able to empower themselves through their skills. Non-formal education is oriented to an objective level and has the ideal that it can teach the community so that it can always coexist with the times in order to master various skills in various sectors, form an independent attitude

in society, improve abilities, and build these abilities to advance themselves in order to create a decent and better life on an ongoing basis (Supsilani, 2019, pp. 20-30).

The policy basis for the establishment of the Institute of Courses and Training (LKP) is contained in Law No. 20 of 2003 concerning the National Education System Article 62 concerning the establishment of educational units. In paragraph (1), "every formal and non-formal education unit established must obtain a license from the government or local government". According to Law. No.20 of 2003 on the National Education System Article 26 paragraph (5) "Courses and training are established by the Government or local government". "Courses and Training are units of non-formal education institutions organized for people who need provisions of knowledge, skills, life skills, and attitudes to develop themselves, develop a profession, work independently and/or continue their education to a higher level." Meanwhile, the programs contained in LKP are included in the types of skills organized by Non-Formal Education institutions, generally each course and training institution does not only have one skill but more than one variety of programs held. Thus, Non-formal Education has more roles than formal education such as the excellence of its role in contributing to overcoming social problems such as the large number of unemployment and poverty problems that can be empowered through training or equipped with life skills education.

Non-Formal Education has a target or target in the implementation of its education, according to the Department of National Education (Depdiknas, 2006) the target is to cover all levels of society, not limited by age, economy, gender, social status, or the level of education that has been taken before. Contained in paragraph five (5), it has been explained about courses and training which reveals that courses and training are organized for people who need provisions to gain knowledge, skills, skills, life skills. As well as attitudes to be able to develop and empower themselves, develop independent businesses, work, professions or continue to higher education. This Training and Course Institute or LKP Anita conducts various training programs and courses to improve the competence and expertise of the community, because it sees the population growth which is increasing day by day, this results in fewer jobs. Based on this phenomenon, the owner of LKP Anita is increasingly motivated to make this institution continue to empower the community, one of which is through sewing skills.

Based on the harsh demands in the world of work that require skilled workers, job seekers are encouraged to take courses and training in Non-Formal Education to improve and hone their skills and expertise in various fields. LKP is an institution that functions as an important means for prospective workers or entrepreneurs in developing resources that master current skills. This workforce development is expected to produce a workforce that masters the skills needed in each field, meaning that the workforce can contribute directly to the workforce. Having skills, especially sewing, will certainly benefit not only being able to sew everyday clothes, but the benefits of mastering sewing skills can also be a provision of skills to work or open a business as stated by Sheldon Shaeffer in the Ministry of National Education (Muliawan, 2007, p. 7) "skills are provisions for workers to be economically and socially independent, and can provide a better future for entering the mainstream of society". based on these reasons, skills are an important factor that people need to have to support their lives. Sewing skills are learned through a Non Formal Education unit program that can be accessed by anyone regardless of social strata so that various community groups and the general public can easily learn it.

The efforts that have been made by LKP Anita Kota Serang are a form of effort to foster the willingness to work and entrepreneurship, but this article will discuss the implementation of training at LKP Anita which can increase the desire of trainees to do business. This is in line with the background of the establishment of LKP Anita, which is expected that sewing skills can provide opportunities to be used as a source of income and can be relied upon either in filling jobs or opening jobs independently. Through training conducted with levels ranging from basic to skilled, it is hoped

that trainees can make good use of it as a tool to empower themselves. That way, trainees can take part in sewing training in order to create a better life than before. The correlation between training and fostering the desire for entrepreneurship is in the process of training or courses can increase motivation for entrepreneurship in trainees. Based on the opinion of Soenanto about training that can increase motivation to open a sewing business or entrepreneurship (in Moekijat, 1993: 4) quoted directly (Maghfiroh, 2019, p. 3) revealed that "courses or training are learning activities to change people's plans to do work. The implementation of good and optimal training will increase the ability of trainees to overcome problems encountered in carrying out their duties and can increase productivity and work quality".

Thus, as a component of an educational institution, LPK Anita training institution is an institution that seeks to provide knowledge, provide knowledge of learning citizens through various teaching, guidance, training and course activities, so that one day the graduating learning citizens can stand on their own in the community environment. producing graduates who are in accordance with LPK Anita's expectations, namely having high competitiveness to be able to enter the national and international job markets and to become professional sewing service entrepreneurs is the goal of LPK Anita. Therefore, the creation of LPK Anita graduates who are professional in the field of fashion / sewing is one indicator that the institution deserves to be labeled as a good institution and can be proven by the quality of LPK Anita graduates who have successfully empowered both in the world of work and as entrepreneurs. The implementation of the Sewing Course at LPK Anita has been much favored by the community, especially the Serang City area. LPK Anita is also often chosen to be the venue for the Sewing Competency Test organized by the Education Office and is the first sewing training institution in Serang City which was founded in 1986, based on this explanation, it is necessary to analyze further research on Learning Strategies in Sewing Training in Improving Entrepreneurial Motives at LPK Anita Kota Serang.

RESEARCH METHODS

The approach in this study uses descriptive qualitative. According to (Milles & Huberman, 1992, p. 16) Descriptive analysis is divided into three parts of the analysis, in the first stage the researcher conducts data reduction to collect the necessary information or data according to research needs, the second stage presents the data by grouping the data to be presented and the last stage is drawing conclusions at this stage the researcher continuously draws conclusions on each data that has been presented. This research was conducted at the Anita Training and Course Institute (LPK) in Serang City, Banten Province. Technically, field studies were conducted in the sewing room by conducting direct interviews and meeting with LPK Anita managers and training instructors. According to (Sugiyono, 2005) the main purpose of research using qualitative types is to provide an understanding of the phenomena that are happening in this study, namely the implementation of teaching and learning at LPK Anita Serang City.

In addition to using qualitative data, this research uses a library research approach or literature study, which means that this research collects library data by looking for other sources or related previous research, the data can be sourced from journals, books, or research that has been done before. In addition, the source of information or data in this study uses primary and secondary data. The subjects of the research were the owner of LPK Anita and the Instructor. Thus, this research uses a descriptive qualitative approach that aims to describe and analyze learning strategies in sewing training at LPK Anita in detail and systematically.

Data collection methods or techniques according to (Djam'an & Aan, 2010, p. 28) is one of the main steps needed in research to obtain information or data. Data collection is a stage that cannot be missed in research, therefore it is very important to do, the use of the right technique will produce

data that has high credibility. Thus, the data collection stage needs to be carried out carefully according to research procedures because the information to be obtained determines the type of data collection technique used (materials determine a means). The data collection referred to in qualitative collection is all information provided by informants either oral, written, or documentation in the form of pictures/photos that contribute to answering research problems as stated in the formulation of problems in the research focus. Researchers conducted interviews with managers and training instructors by adjusting free time on the sidelines of sewing activities

RESULTS AND DISCUSSION

Training Preparation Stage

In the preparation stage, the first stage of LPK Anita is planning as an effort to prepare for the learning that will be carried out. The function of planning in the preparation stage is to prepare learning activities systematically regarding the needs to be achieved in learning and all activities to be carried out such as preparing training models, syllabus / RPP, learning methods and learning steps that have been adjusted and formulated in a systematic manner mature in accordance with learning objectives. Planning also has a big role and contribution in managing an institution so that it can see the results of planning according to plan or not.

Learning preparation carried out at LPK Anita in the second stage is to carry out the stages of training levels, there are three levels of learning in LPK Anita sewing training, namely the basic level, advanced level and the highest level, namely skilled. The implementation of learning in sewing training at LPK Anita uses a curriculum and learning program that has been prepared previously as a learning guide. Based on this, the sewing training institution LPK Anita uses a classic model. The classical training model is a model aimed at adjusting the teaching materials set out in the curriculum that have been adapted to the learning needs of trainees. In the classic model, the identification of learning needs of sewing trainees is done openly and directly to trainees who take part in learning. An instructor will identify the trainee and guide the learning, matching the trainee's ability gap with the material or learning module to be studied.

The steps in this classic model of training learning include (1) identifying abilities with training objectives, (2) identifying the abilities of trainees, (3) determining training needs gaps, (4) developing training programs, (5) implementing training activities, and (5) conducting assessments. This needs identification process is carried out by the instructor to sewing trainees at LPK Anita to determine the initial ability or entry behavior level by asking questions about sewing training whether the trainees have reached the previous sewing level to determine the sewing level to be achieved. Then, the trainees' initial abilities will be assessed whether they are in accordance with the knowledge structure contained in the module used by LPK Anita. The purpose of learning this classic model of training is to find out the abilities that trainees already have with the abilities to be learned, so that trainees in the learning process will not get gaps and difficulties in learning new material.

After determining the training model, the next step is to determine the training method used at LPK Anita. Based on the results of interviews with Mrs. Anny as the owner of LPK Anita, the method used is demonstration, namely the delivery of material through lectures, question and answer sessions and also direct practice or demonstration. This is in line with research conducted previously with the title "Learning Model for the Sewing Life Skills Program at Lpk Anita Kota Serang" quoted directly in (Riansyah, Iqbal, & Sudrajat, 2023, p. 6) the methods used in sewing training at LPK Anita are lectures, question and answer sessions and direct practice by combining theory and practice methods, namely delivering the material first then followed by direct practice. The reason LPK Anita applies the demonstration method is to facilitate the learning process in introducing and teaching how sewing machines and sewing techniques work at the beginning of learning.

training implementation stage

In (Dictionary of Indonesian Language Third Edition, 2002, p. 324) Sewing is defined as the activity of working or putting something with a needle, thread and using a sewing machine. In the training and sewing course, LPK Anita uses the curriculum for fashion courses issued by the Ministry of Education and Culture and the Manpower Office, then the learning methods used are lectures, questions and answers, practice or direct demonstration. Instructors in the training process will first explain the material with a module that has been prepared beforehand, the delivery of the material is done by lecturing and question and answer methods. After that the instructor gives examples of correct sewing techniques so that it is easy to understand, not only conveying material (Text Book) this is done so that trainees can practice it directly.

The implementation of learning in sewing training at LPK Serang City is carried out flexibly according to the free time of the trainees for approximately five 5 months to reach the advanced level. In one month there are six meetings conducted by LPK Anita starting from Monday and finishing on Saturday. The training process with a theoretical approach is carried out at the beginning of learning and is estimated to require around three to four meetings. Gradually, after the introduction of the material with a theoretical approach, the next activity carried out by the trainees is the introduction to the sewing machine that will be used by the trainees. Then the trainees can go to the next stage, namely learning about how to operate a sewing machine, making patterns, sewing, tearing and making clothes such as making clothes, pants or skirts.

In the implementation of sewing training, it is important to pay attention to the learning climate in order to create a pleasant learning atmosphere so that it can easily achieve training goals. This can be influenced by infrastructure, location, and reputation of the institution (Riansyah, Iqbal, & Sudrajat, 2023, p. 5). In addition to external factors that can affect the learning atmosphere, internal factors, namely motivation in trainees, also have an influence in determining learning success. Based on the opinion of Robert Kreitner in (Maghfiroh, 2019, p. 4) provides a statement that motivation is a psychological process that can arouse and direct behavior to always try to achieve goals. In sewing course training at LPK Anita, instructors or managers continuously provide motivation so that trainees are able to achieve the goals they want to achieve. So it is expected that after attending the training, trainees will be motivated to utilize the sewing skills they have learned. This is also in line with research that has been done before, the evaluation results show that the organizers, both the owner and the sewing training instructor, fully support the trainees to be able to achieve by providing support and motivating them to take part in various competitions (Yusriyah & Ravena, 2022, p. 65). Therefore, the sewing training process itself is a motivation-building process.

Assessment Stage

In the final stage of sewing training, to determine the extent to which the trainees have mastered the materials and practices that have been given is by taking the Competency Test. The manager of LPJ Anita and the instructors explained that the assessment process was also carried out on the trainees by assessing the suitability of the products / works made with the standards or objectives of the material being studied. Based on previous research conducted by (Yusriyah & Ravena, 2022) in the study, an evaluation process was carried out on the trainees, then the outcome obtained was more than just increasing the ability of the trainees. The outcome obtained is more than just improving their sewing skills but they can also develop ideas and creativity in the field of fashion In addition, it was also explained that the trainees managed to get the jobs they wanted and could open businesses independently which could become jobs for the wider community. Based on the results of this research, it can be concluded that LPK Anita has succeeded in improving the standard of living of the community, one of which is through entrepreneurship.

CONCLUSIONS

Learning strategies in sewing training to improve entrepreneurial motives at LPK Anita in Serang City include preparation, implementation, and assessment. Preparations made by LPK Anita are not only administratively, preparations are made to determine the level stages or training objectives to be achieved according to the needs of the trainees. There are three levels of sewing training available at LPK Anita, namely basic, skilled and advanced levels. Then at this stage also pay attention to the teaching materials used in the training process such as modules and also determine the learning methods used. In the training preparation stage at LPK Anita, the modules used have been adjusted by the fashion curriculum regulated by the Ministry of Education and Culture and the employment office. The learning model used is a classic model by paying attention to the ability gap of the trainees so that it can be adjusted to their learning needs. The teaching methods used by instructors are lectures, questions and answers and demonstrations, namely direct practice.

In the next stage, the implementation of sewing training is carried out in a structured manner, starting from the provision of theoretical material by instructors in the first three to four meetings. The explanation of the material is delivered by the training instructor who refers to the fashion module in accordance with the curriculum used. After the delivery of the material, the training begins to lead to practice, the introduction of sewing tools, and procedures for operating the sewing machine. The implementation of sewing training at LPK Anita is carried out in accordance with standard operating procedures (SOPs) to ensure training runs properly. In the process of implementation, LPK Anita always pays attention to the learning climate or atmosphere both externally or internally of the trainees, the organizers, both managers and instructors, fully contribute to the success of the trainees. For the sewing training institution, learning is not just about getting skills but also how trainees can improve their lives.

The last stage is assessment, assessment is carried out by assessing the suitability of the product / work made with the standards or objectives of the material being studied through the Competency Test which is carried out officially under the auspices of the education office. The most important thing at the assessment stage is not just an increase in sewing skills, but how the trainees can develop their ideas and creativity in the field of fashion. Based on the results of the above research along with data analysis in the discussion that has been carried out by researchers, the results can be obtained that (1) the trainees before attending the training did not have sewing skills. However, after attending the training, the participants experienced development in terms of sewing skills (2) before attending the training, the training participants lacked confidence to use their ideas and creativity. After completing the training, the participants are more confident to be independent entrepreneurs and look for jobs they want.

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