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Impact of Handicraft Skills Training for Household Assistants

Wiwin Yulianingsih¹, Sjafiatul Mardiyah², Heryanto Susilo³

^{1,2,3} Universitas Negeri Surabaya, Surabaya, Indonesia

(*)✉ (e-mail) wiwinyulianingsih@unesa.ac.id

Abstract

The purpose of this study is to describe how the impact of handicraft skills training for Household Assistants. With using a qualitative research approach which is type of case study. The data collection with 3 methods, namely in-depth interviews, documentation and observation. While data analysis by applying: data compiling, interpreting data, data reassembling, data interpretation, concluding. Continuing checking the data is done by triangulation, transferability, dependability and conformability. Implementation of training for Household Assistants through three stages, namely planning which includes: identification of learning needs of Household Assistants in the Gresik Regional Office, coordination with the village parties, preparing training material. Prepare practice materials and practice tools for making skill demonstrations. The implementation of learning process for the training was carried out for four months. The evaluation is carried out with three aspects, namely knowledge, skills and attitudes. While the impact of training has enormous benefits for Household Assistants: 1) Strengthening potential and skills for Household assistants 2) through the skills they have, they can improve the understanding of using leisure time. 3) obtaining skills and opening opportunities to take advantage of Household Assistants economic opportunities 3) self-development with the skills and knowledge gained during the training process 4) maximum work ability and performance of Household Assistants.

Keywords: the impact of training, craft skills

Introduction

Improvement means progress, change, improvement (Binarto, 1977: 88). While the economy based on the Big Indonesian Dictionary (2005: 951) has the basic economic meaning of the principles of production, distribution and use of goods and wealth (such as finance, industry and trade). Economic improvement can be interpreted as a level change or an improvement in the condition of a weak economy towards a better economy or progress than before. Improvement can be interpreted as a change, improvement, or progress. Economics itself is one of the factors that support the formation of a prosperous family.

Changes and developments in technology affect the lives of urban communities can develop more rapidly. Urban communities have high mobility and most of the time is used for work. The dense lifestyle of the urban community triggers the increasing need for household assistants. One of the cities that developed rapidly in this proposal is the housing of Kota Baru Driyorejo Kabupaten (KBD) Gresik. The life mobility of the KBD Housing District in Gresik, which is so high outside the home, fosters the need for household assistants.

Household Assistants generally have the task of cooking, washing clothes, cleaning the house, looking after children, and shopping. But with a lot of work that is not accompanied by better expectations, Even work as a housemaid is increasingly covered by problems that make household assistants who are not comfortable working, generate various social impacts, are considered low, pay for household assistants who are under UMR, lack of protection of household assistants,

discrimination against domestic assistants, and others.

According to data from the Central Statistics Agency, as of February 2017, the number of Indonesia's workforce reached 131.55 million. This number increased by 6.11 million people compared to August 2016, and rose by 3.03% or 3.88 million people compared to February 2016. Employment indicators are often used to measure the amount of the workforce (working and looking for work) compared to the population employment (15 years and above) or called the Labor Force Participation Rate (TPAK). That means the number of people who become ART is increasing the number of issues that are vulnerable to problems involving ART so that social policies are needed that favor them, so that their welfare increases. With these policies it is expected that problems such as violence, discrimination, low salaries can be minimized and no longer valid for ART.

Referring to the Howard Jones definition of Welfare, the first and foremost goal of social welfare development is poverty reduction in its various manifestations. "The achievement of social welfare means, first and foremost, the alleviation of poverty in its many manifestations" (Jones, 1990: 281). The meaning of poverty in its manifestations emphasizes that the problem of poverty here does not only refer to physical poverty such as low income (income poverty) or uninhabitable homes, but also includes various other forms of social problems associated with it (Suharto, 2006: 8). Household Assistants (ART) generally do not have equal social welfare in life in the community. Social welfare is also related to social justice or equal opportunities for life. All people must have equality of protection for life risks, such as illness, accidents, homelessness, unemployment, etc. So that it is necessary to develop full capacity and improve the welfare of ART in accordance with the needs of families and communities.

As stated by Dale (2008) that the skills are at home in a learning-by-doing and increasing process. Both in household production and occupation with similar tasks to household production. Skills provided to domestic workers in an effort to increase productivity. With the program that can improve the economy, it will automatically increase productivity and income. The training itself is an out-of-school education program organized in an organized manner outside the school system.

According to Notoatmodjo, (2003: 28), training is part of the education process, which aims to improve the abilities or special skills of a person or group of people. Training is a series of activities designed to improve one's skills, knowledge, skills and experiences so as to improve welfare and quality of life.

Skills come from the word skilled "skill" an interaction of various knowledge and skills that are very important for someone to have so that they can live independently (BPPLSP Directorate, 2003: 5). According to Broling (1989) Life skills are a wide range of knowledge and skills that are essential for people who can live independently. Life Skill is an interaction of various knowledge and skills that are very important for someone to have so that they can live independently. Life skill programs or life skills education can be interpreted as educational programs that aim to provide practical knowledge, skills, attitudes and functional abilities to work and independent businesses open employment and business fields and take advantage of opportunities that are owned so that they can improve the quality of their welfare (Baskoro, 2002: 6 in BPPLSP, 2007: 6)

The life skill program is basically an effort to improve skills, knowledge, attitudes and abilities that enable students to live independently. In its implementation, life skill programs are principled on the four pillars of education as explained by UNESCO (1993):

- a. Learning to know, which is learning to gain knowledge.
- b. Learning to do, which is learning to be able to do work.
- c. Learning to be, which is learning to be able to make himself a useful person.
- d. Learning to live together with others, namely learning to be able to live together with other people.

Heinich in Pribadi (2014: 9) presents four criteria or indicators that can be used to assess the effectiveness of a training program, namely: a) Able to facilitate participants in achieving the training program objectives or competencies. b) Able to motivate participants to carry out continuous learning processes. c) Able to improve participants' memory or retention of knowledge and skills that have been trained. d) Able to encourage participants to apply knowledge and skills that have been mastered in the world of work.

Handicraft is a unique expression of a particular culture or community through local expertise and materials. However, with increasing globalization, products are becoming more and more commodity-made and artisans find their products competing with goods from around the world. It is no longer possible to see a community of traditional craftsmen and their products separately from global market trends and competition (Mahgoub: 2015)

Craft, basically, not mass-produced. But if people work with their hands, even with the help of tools and machines, produce goods needed in a wide market space, sell to make a profit and thus contribute to national wealth, crafts can be called decentralized creative industries where the mind and human hands are more important than the machines and small equipment they use. This machine is a maker instrument, owned by the maker or by the community. So far, craft is free from domination and exploitation. Therefore, there is an industrial world without industrialization in the traditional sense and there is a lot of scope and need for it to leave the profile of being unorganized, reduced, and bankruptcy that has been going on for a long time (Jaitly in Mahgoub: 2015). It is hoped that the increase in craft creativity will be able to provide benefits in the form of increasing skills for craftsmen. With increasing skills, it will be easier for him to explore his abilities with a high selling price value. It is expected that handicrafts with high selling value will be able to increase the economy of craftsmen, even the status they carry.

In a study conducted by Makhdoom, 2013 that home-based craft industry owned by Jammu and Kashmir had contributed millions of rupees as foreign exchange and globally recognized for their beautiful designs, utilities and expertise, because it did not require large capital investments or infrastructure such as machinery, buildings and electricity (Dar & Parrey in Makhdoom 2013). This means that even if only home crafts and only done by women with no machinery and large capital can increase the economy of Pakistan as a contributor to millions of rupees as a foreign exchange and global country.

Skill training held by PKK RT 31 in KBD Housing Kota Baru Driyorejo Gresik is a training in handicraft skills in the form of curly ropes made of wallets, bags, and belts as well as sequin beading skills mounted on dresses and veils where there are a series of activities given to ART groups. Training is a learning experience that is intentionally designed so that it can help people master the competencies that were not previously possessed. Training can improve the knowledge, skills, and positive attitudes of community resources that are household assistants in the KBD District of Gresik Regency. With the provision of the training, it is expected that the people who become household assistants in the KBD District of Gresik will increase the value of skills and improve the family economy, even the State.

Method

The research approach used is qualitative research. Qualitative research is descriptive (Bogdan and Biklen, 1992: 29) which describe in full and holistic phenomena that occur. Yin, Robert K (2011: 7-8), Moleong (2004: 6), Fatchan (2013: 3) defines qualitative research as research that studies the meaning of community life, real world conditions, perspectives and perspectives of society, contextual, able to contribute insight into existing concepts or to help explain human social behavior, and use various sources and evidence.

In this study using a type of case study (case study). The use of this type of case study research is

based on the consideration that the focus of this research is classified as 'rare' and 'unique' phenomena, where there is skills training for ART economic improvement. As the main informant, researchers took the subject of research in the form of Part-Time Household Assistants (ART) who worked at the KBD-Gresik, a total of 20 people. The method used in collecting data includes interviews, observation, and documentation. In-depth interviews are intensive interviews with research needs related to the clarity of the problem being explored. In-depth interviews are used to collect data about: motivation to participate in training, what skills are obtained, any implementation of this training. Whereas Documentation is used to collect data about the implementation of training activities.

Data analysis is a systematic process of searching for and arranging interview transcripts, field notes, and other materials collected to improve the understanding of researchers and those examined to present what has been found (Bogdan and Biklen, 1992). The Yin (2011) analysis phase is as follows.

1. Compiling Data (data collection).

Data collection is the first step before data analysis is carried out (Miles and Huberman, 2009). After the data is collected, then it is analyzed, so the next step is data reduction. Bogdan and Biklen (1992); Yin, (2011) suggested that all data classified then given 'code' (coding data) or index, as well as an overview that would make it easier to search data if needed.

2. Interpreting data (data interpretation)

Every data collected is systematized in a good manner and is done by the code's until data bases are arranged, then data interpretation is carried out. An interpretation is given to each data collected in the form of a description. This is intended to provide an explanation of the purpose of the data in the context in which the data is obtained.

3. Reassembling data (rearranging data)

Compile the data back in accordance with the grouping done by coding according to the theme. Arrange data based on a collection of information and data that has been neatly arranged and selected which gives the possibility of conclusions and action taking (Miles and Huberman, 2009).

4. Data Interpretation (Interpreting Data)

Interpretation is intended to find out the meaning of phenomena that appear from collected data and systematically arranged. The purpose of interpreting data (Moleong, 2004) is to describe data in general, describe analytically, and form substantive theories.

5. Concluding (conclusion)

Drawing conclusions is based on the results of the analysis on each research focus which in the context of this study is divided into 2 problem formulations, namely: 1). Implementation of skills training in increasing income, 2) Knowing what factors provide potential and problems in the implementation of training.

After going through this stage, the next step is to check the validity of the data. There are 4 standard types or main criteria to guarantee the trust or truth of the results of qualitative research, namely: 1. Credibility (Degree of Trust): With these criteria data and information collected must contain truth values, be reliable, and acceptable. In the degree of trust the researcher uses two examination techniques, namely: a) Triangulation: This method is to check and compare the level of trust or the truth of an information or data obtained using various methods of data collection, namely by interview, observation, and documentation. 2. Transferability: In this criterion the researchers describe the geographical, population and catastrophic conditions of the participants of Household Assistants mothers. 3. Dependability: That is the quality research process or not, that the research used can be accounted for in the correct research process is with audit dependability, in this study the audit dependability is the head of the department of this study. 4. Conformability: In this criterion the

confirmation process carried out by the researcher is by examining the results of the study associated with the process carried out to obtain appropriate and accurate data. After the data is appropriate and accurate, it can be concluded whether the data in the study is accurate or not.

Results and Discussion

Based on data obtained from interviews, observations, and documentation, the results of the research are described as follows:

1. Implementation of Skills Training

The implementation of skills training is started from the process of preparation, implementation and evaluation. In the planning phase the activities carried out are identification of learning needs, coordination, and preparing for training. In the implementation phase of the activities carried out is the process of training and motivation. Whereas in the evaluation phase the evaluation of the training and discussing the impact of the training were carried out.

2. Impact of Training From the training carried out by the Household Assistants Driyorejo sub-district, some of the impacts of the training were: a. Benefits of training 1) Able to facilitate participants in achieving the training program objectives or competencies. 2) Able to motivate participants to carry out continuous learning processes. 3) Able to improve participants' memory or retention of knowledge and skills that have been trained. 4) Able to encourage participants to apply knowledge and skills that have been mastered in the world of work.

3. Economic improvement

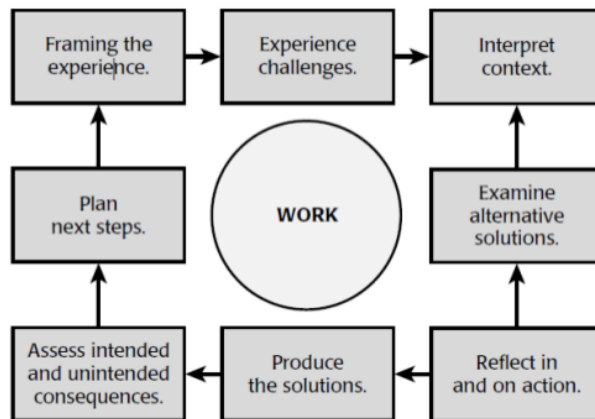
- 1) The creation of an atmosphere or climate that allows the potential of the community to develop
- 2) Strengthening the economic potential of the community by taking advantage of opportunities
- 3) Economic development also means protecting the community and preventing unbalanced competition, and preventing the exploitation of strong economic groups over the weak. c) Work ability

Training and developing the right Human Resources can have a good effect on someone, including ART can develop themselves and be able to understand job opportunities.

4. Performance of Household Assistants

The results of the study are in line with the opinion of Onstenk & Duvekot (2017) explaining the need to increase competitiveness, and manage work eligibility on their own. Increased competitiveness is carried out by ART. Vocational education is expected to provide three qualifications, namely work and career, citizenship and social participation, and further learning for personal development (Bruijn, Billett, & Onstenk, 2017). Household Assistants shows its competitiveness in improving better skills including developing personal competencies.

The objectives of the training that must be achieved are three, namely the students display knowledge related to their work, students learn new skills to add to the skills they already have, and changes in attitude occur (Kirkpatrick & Kirkpatrick, 2007). The training model that has been implemented for household assistants who try to associate with the work environment. Marsick and Watkins (1997) present the "informal model and incidental learning" (figure 1) which is based on the core premise of individual behavior as a function of interaction with the environment (Swanson & III, 2001).



Picture 1. Marsick and Watkins's Informal and Incidental Learning Model (Swanson & III, 2001)

Conclusion

The implementation of the learning process carried out the training for six months. The evaluation is carried out with three aspects, namely knowledge, skills and attitudes. While the impact of training is the enormous benefits for ART, improvement or economic development after training, work ability and performance. After the holding of the training, actions that affect performance are individuals (work ability), work effort (desire to work), and organizational support (opportunities for work) that are completed in a certain period of time so that the performance of the individual can be measured.

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7