



Sasirangan Training Management System in Package C Program (Case Study at SKB Banjarbaru South Kalimantan)

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ABSTRACT

The management of Sasirangan skills training is motivated by the problem that many people still drop out of school, so there is a need to continue schooling with non-formal education that prioritizes skills. SKB Banjarbaru is a non-formal educational institution in South Kalimantan accredited A in managing training programs. One of the training carried out by SKB Banjarbaru is Sasirangan training so that it can be used as an example for similar institutions. The purpose of this study was to describe the planning, implementation, and evaluation of the management of Sasirangan training in package C. The focus of this study included: (1) management of Sasirangan skills training, (2) inhibiting and supporting factors for the success of Sasirangan training. The research method uses descriptive qualitative with technique and source triangulation. Data collection methods used are observation, interviews, and documentation. The conclusions of this research are: (a) training planning is carried out by identifying tutors for Sasirangan skills and package C students. Compiling syllabus and lesson plans according to the K13 Equality Education guidelines, and preparing facilities and infrastructure, (b) implementation of training and activities is carried out in a structured manner according to RPP which includes: learning material, time allocation, learning process, and Sasirangan tools and materials, (c) evaluation is carried out to find out learning outcomes, evaluation implementation has 2 stages, namely pre-test, and post-test, the result is an increase in Sasirangan knowledge and Sasirangan skills with the results of an average score of students 80-85 predicate B and there is a development of the characteristics of students independently, creatively and working together at the end of the training. The inhibiting factor is the students themselves, who need more motivation to continue their Sasirangan skills outside the scope of the institution. The supporting factor is the tutor, they have academic competence as a teacher and non-academic competence in skill Sasirangan. In the future, SKB Banjarbaru should provide entrepreneurship lessons, hold a Sasirangan exhibition, and add room facilities for making Sasirangan.

Keywords: *Management, Equality Education, Package C, Sasirangan Skills.*

1. INTRODUCTION

Education has an important role in raising the nation's development capacity and human resources. In addition, education can equip learners with agency and a sense of purpose, and develop the competencies they need to shape their own lives and fulfill their potential and necessities of life, both material and non-material. In the long term education supports science and

technology, therefore, it becomes the key to improving the future quality of human life and the sustainability of the world in the future. If students are able to solve their life's problems, are creative, independent, have ethics, and have the enthusiasm to develop self-knowledge so that they feel a prosperous life and contribute to the lives of others, they are considered "qualified" in their life.

However, in reality Indonesia still has problems in implementing education programs. One common obstacle in the history of education is that almost one million children dropping out of school. According to Mc Millen Kaufman and Whitener in Assa & Lumintang [1] there were two factors that affect children dropping out of school including internal factors that related to students' motivation and emotion. This originates in children's laziness. They lose interest in education so they prefer playing to going to school. While relating to external factors, it is assumed that external forces or the environment become the main causes of dropping out of school. This includes parents' lack of attention, the economic situation of the family, the house is less harmonious, the educational background of parents or the environment is less supportive, such as the distance between school and home. Data for the summary of school statistics for 2019/2020 noted that there were 26.9 thousand high school (SMA) and 32.4 thousand vocational high school (SMK) students who dropped out of school [2]

The government provides three educational pathways to meet the educational needs of its citizens in accordance with Law No. 2 of 2003 Chapter VI Article 12 Paragraph 1. One of the three educational pathways is non-formal education [3]

The non-formal education available includes package A equivalent to elementary school, package B equivalent to junior secondary school, and package C equivalent to senior secondary school. The package C program has a uniqueness in terms of its objective. The characteristics of equivalency education program is to attain graduate competency standard with the orientation of developing workmanship to achieve functional and entrepreneurship skills. Therefore, the equivalency education program package C does not only focus solely on academic content but also functional skills with the aim of fulfilling the needs of their present and future life.

One example of an equivalency education unit that organizes functional skills is the Learning Activity Center (SKB). The SKB describes the essence of the technical implementation of the District/City Education Office in the field of non-formal education which in general has the task of being a pilot of non-formal education programs, expanding and improving teaching materials for local content in accordance with district education office policies or cities and local potential in each region. Local content substance can be in the form of product and service skills training programs [4]

In Banjarbaru, there is a government equivalency education institution that organizes skills training programs developed based on regional potential. This aims to overcome education problems especially on students dropping out of school, mainly high school or vocational students in which graduates are expected to

become quality human resources so that they are able to be independent and prosper the economy family. The institution is known as the SKB Banjarbaru City.

Based on the results of observations in the field and data obtained from institutional data administrators, the SKB Banjarbaru City is located at Jalan UNLAM I Rt 03 Rw 03, Guntung Paikat, South Banjarbaru District, Banjarbaru City, South Kalimantan Province. The number of Package C students is 224 in the 2021/2022 academic year, in which there are 199 school-age students (under 21 years) and 25 students above school-age (over 21 years). From the number of students above, 30% chose to study at the SKB Banjarbaru City because they were expelled from formal school and 70% chose to study at the SKB Banjarbaru City so they could complete high school education while they were working to help their family economy. They had to balance the demands of education and their work.

The researcher selected the SKB Banjarbaru City as the subject in this study because it is a non-formal education institution under the Office of Education that has been accredited A (excellent) with package B and Package C flagship programs issued by BAN PAUD and PNF in 2018. The results obtained from the accreditation in accordance with the National Education Standards, covering: (1) Education and Education Personnel score is 15.80, (2) Facilities and Infrastructure score is 18.75, (3) Management score is 36.54, (4) Financing score is 27.65, the overall result is 98.75 with the predicate A (85 < Final Value 100).

The management system for the skills training program at the SKB Banjarbaru City in the package C program is carried out in accordance with the 2013 curriculum for specific skills content, in which the SKB Banjarbaru City first analyzes the context of identification (consisting of student capacity, potential needs, and suitability of the number of tutors' expertise and infrastructure facilities at the institution), planning, implementation and evaluation. The skills identified according to the 2013 curriculum consist of: computer skills, make-up skills, fashion and cooking skills. Meanwhile, the skills training program based on the potential needs of students and regional resources consists of: knitting bag making skills and sasirangan skills.

The ministry of tourism and creative economy has a flagship program in 2019, namely culinary, craft and fashion which is used as a reference for the creative economy development for governments/cities in determining creative economy development policies. Sasirangan fabric is a superior product typical of the Banjarbaru City which is included in the category considered by the PMK3I team, namely the craft and fashion sub-sector [5].

Sasirangan also has a wide market share [6]. The Minister of Home Affairs Number 6 of 2016 relates to the clothing of Civil Servants within the Department of Home Affairs and Regional Government considered sasirangan as a mandatory dress for civil servants on Thursdays and Fridays. Several schools in The South Kalimantan also requires school students, both formal and non-formal, to use the sasirangan on certain days, resulting in repeated requests from schools and agencies to sasirangan business actors every year [7] [8]

However, behind the rapid development of the sasirangan as a superior product typical of Banjarbaru and the increasing demand for sasirangan, this condition is not matched by the provision of existing human resources. There is still a lack of quality human resources in producing sasirangan, a lack of creative innovation in developing sasirangan motifs. As a result, consumers are less interested in buying sasirangan cloth and there is still a lack of cooperation between work partners and training programs that can hone the skills of the community [9]

Knowing the potential of the sasirangan cloth and the existing problems from the explanation above, it is needed to make the sasirangan skills training as a primary skills program held by the SKB Banjarbaru City. This is also in accordance with the 2013 curriculum for equivalency education, in which the structure of the curriculum content of skills in selected skills subjects provides a choice of potential regional resources or local wisdom according to the characteristics of students.

Based on previous research conducted by Ajhari [10] on the implementation of Non-formal Education in Sewing Skills and Handayanti [11] on the implementation of Batik Skills Education in the Package B Program, it revealed that to achieve success from the sewing and batik skills program in equivalency education, it is necessary to have an implementation system that runs well, starting from the careful planning from the institution, structured implementation and evaluation to see the success and level of students' understanding of material and skills practice. The conclusions shown from these two studies were both 80% in theory and material.

The researcher also considered previous research as a reference in which the success of the skills training program was observed from the well-run management system of equality education institutions according to planning, implementation, and evaluation. The success of the program is not only based on the suitability of the management system but also on how teachers understand and apply skills to students during the training.

Based on this description, the researcher is interested in studying the "Sasirangan Skills Training Management System in Package C at SKB Banjarbaru City".

2. RESEARCH METHOD

The researchers were using a qualitative descriptive approach in this current research. Data collection was carried out using observation, interviews, and documentation. The data sources consisted of the school principal, a tutor, two tutors for sasirangan skills, 28 package C students. Furthermore, to check the validity of the findings, source and technique triangulation was used.

3. RESULTS AND DISCUSSION

3.1. Implementation of Sasirangan skills training for students

3.1.1. Stage 1: Planning

Before arranging the planning, the researchers first identify the tutors and students [12] [13]. At the SKB Banjarbaru City, they have identified tutors for sasirangan skills. For package C students' identification is performed using the Google form. This is necessary to find out the students needs and characteristics. Then the SKB of Banjarbaru City together with the Tutor compiled a syllabus that was passed down to the lesson plans (implementation schedule, themes, sub-themes, materials, time allocation, core activity methods, closing activities) in accordance with the 2013 Equality Education guidelines. Complete facilities and infrastructure are available before implementation begins.

3.1.2. Stage 2: Implementation

The implementation of sasirangan skills was carried out in theory and practice for 8 meetings. In its implementation, the learning components include: students, tutors, materials, time allocation, while in the learning process there are preliminary, core, and closing activities [14]. The process of implementing learning in preliminary activities, the tutor instructed students to read the material presented, pray, and fill out the attendance list. In the core activities, the tutor delivered the knowledge and skills about sasirangan material, introduced material and tools for practicing sasirangan, and broke down the steps for the practice of making sasirangan (making sasirangan pattern motifs on cloth, slitting, basting, dyeing, removing threads/*mendedel*, finishing). In the closing activities, students and tutor made conclusions and tutor gave assignments. In the teaching and learning process, some students were actively asking questions. This means that the tutor had been able to create a conducive classroom atmosphere.

3.1.3. Evaluation

Indicators for determining students' mastery are based on the results of the assessment of competency skills and the characteristics of students from each type of expertise program [12]. The assessment instrument was arranged by the tutor on the stage one (planning). There were pre-test and post-test assessments of students' knowledge, skills and development. The results of the students' pre-test at the beginning of the training was under the standard score 70.00 with a value of 60-75 and got predicate C-D. It means that students still have low academic achievement or comprehension. As educators, tutors provided motivation according to the students' characteristics to see suitability with the conditions, needs and capacity of the education unit, characteristics of program content and skill competencies, as well as paying attention to the principles of assessment [12]. Students' post-test results have increased with a value of 80-95 predicate B-A declared students have already developed their comprehension.

To determine the extent to which the results or success of student learning, the assessment process is carried out in an integrated and inseparable manner from the learning process [12]. To see that the students have improved their knowledge, the tutor recaps the document archives on the evaluation results. As a result, the students' knowledge and skills have improved. The students' development has also increased, including:

3.1.3.1. Independent Dimension

Students have already understood their interests and talents and are able to motivate themselves by taking initiative to develop sasirangan. Students have worked alone without the guidance of a tutor when practicing making sasirangan

3.1.3.2. Creative Dimension

Students actively ask questions and participate confidently during the learning process. Students are able to evaluate the results of practicum 1 and 2 so that they can minimize the mistakes. Students are able to consider the impact of the risk of sasirangan waste. Students are already able to experiment creatively and innovatively on the sasirangan motif and the color of the sasirangan

3.1.3.3. The Mutual Cooperation dimension

Students have concern to one another and take the initiative to help each other with their group. Students are able to work together and not be selfish to achieve common goals on the results of sasirangan. Students are willing to share knowledge without strings attached.

3.2. Supporting and inhibiting factors of the success rate of Sasirangan skills training

3.2.1. Supporting factors

The role of educators consists of informers, organizers, motivators, and directors [15]. The success rate of sasirangan training can be seen in some aspects. First, institutions have competent tutors to teach students, by understanding the students' characteristics and sharing motivation to be serious, diligent and thorough students when they are making sasirangan cloth. Family motivation and the environment are also needed for the success of the training as one of the factors that influence student motivation. Facilities and materials for making sasirangan are also important internal supporting components. Funding for implementation can be obtained from the State budget or Local government budget, community workers, and other legal and unrestricted funding sources [16]

3.2.2. Inhibiting factors

The inhibiting factor lies in the students themselves, because if there is no high enough motivational drive, then they would not take this equivalency education especially this training. Then, the differences in the students' characteristics and school age of non-formal education are different from formal education. Functions and educational goals are still relevant for children who drop out of school, and are unemployed at the age of learning [12]. Other obstacles are that the independent costs for making sasirangan are still not available, while unpredictable weather can hinder the completion of the sasirangan.

4. CONCLUSION

4.1. Conclusions

Based on the research results, it can be concluded as follows

1. On the implementation of sasirangan skills training, the SKB of Banjarbaru City first plans to identify tutors and students, arrange the curriculum in accordance with the guidelines for equality education. After that the SKB of Banjarbaru City and tutors compiles a skills syllabus that is passed down to the Lesson Plan for Sasirangan skills training according to the characteristics and needs of students, materials, media, facilities and infrastructure before it is ready to be executed. At this learning process stage, the tutor delivers material by building a conducive classroom atmosphere and interacting with students. There are 2 learning processes, namely theory and practice. In the core activities, the tutor is conveying the history

of the sasirangan, the motifs of the sasirangan and the procedure for making sasirangan cloth. The evaluation process is carried out in 2 stages, namely pre-test and post-test. Judging from the results of the pre-test of the students at the beginning, the average score of the students was still below the standard score or below 70.00 with the predicate C and D. After the training, the post-test was carried out, there was an increase in the score according to the completeness indicator with the average value of the students above standard score, namely 80-85 predicate B. Thus the development of student characteristics can be said to have increased.

2. Supporting factors for the success rate of sasirangan skills training are that the SKB Banjarbaru City is having competent tutors in the academic and non-academic fields in accordance with the training material being taught, tutors understand the students' characteristics and always provide students with motivation from the environment and family. The facilities and infrastructure at the SKB are also complete before the training, including: Activity Locations, classrooms and practicum, Community Bacaan Park (TBM), completeness of tools and materials for sasirangan. The inhibiting factor for the success rate of the sasirangan skills training is from the students themselves, due to the age difference between package C students and high school students who are on average not schoolchildren so they have other activities such as working or being housewives. The existence of cost constraints usually occurs when students want to open a business outside the institution. The weather affects the finished dyeing of the sasirangan, if the weather is cloudy during the drying process, the color may not appear on the cloth

4.2. Suggestions

1. It is better if the SKB Banjarbaru City in planning training can first establish wider cooperation with Sasirangan partners or selected villages to provide a platform for employment after students graduate
2. It is better if the SKB of Banjarbaru City is more careful in planning the teaching and learning process to provide the tools and materials for sasirangan skills training, so that students can get the most out of participating in the implementation of the training, because some of the supporting tools for making sasirangan cloth are lacking

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