

Job Shadowing as Learning Method of Men Clothes' Pattern in the Fashion Department, Universitas Negeri Malang, Indonesia

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Abstract— To comprehend how to make men clothes' pattern, students not only learn from school but also they can learn somethings new from expert directly. Through job shadowing program that provided by fashion department in Universitas Negeri Malang, a student jumped into fashion industries to learn how to make men clothes' pattern from fashion expert. Thus, the aim of this study is to know the process of job shadowing program that implemented in the fashion department to improve student's knowledge and ability. To get data, researchers used the qualitative approach trough open-ended interview. Then, the researcher observed one student that involved a trainer at the training center of labor office at Malang City. The results showed that job shadowing program, namely: preparation of job shadowing programs, coaching students in the training center of the labor office, and conducting implementation and evaluation. The goal is learning that is done will be optimal and in accordance with needs. Finally, it can be commended to other teaching and learning in a different department.

Keywords— Job shadowing; learning method; men clothes' pattern

I. INTRODUCTION

To become fashion professional, a student in the fashion department, Universitas Negeri Malang needs to learn basic pattern not only from their teacher but also they can learn from expert directly. It can help the student to comprehend deeply about the basic pattern and it can enhance their knowledge and abilities related to it. Learning from expert directly make the student more confident related to their ability [1-2].

Based on that explanation, to comprehend pattern for men clothes in fashion department Universitas Negeri Malang made a learning method through a job shadowing program. The aim of job shadowing program is to enhance student knowledge and ability related to how to make a men clothes' pattern with the different system from an expert of men clothes directly. So that, the student has many kinds of a pattern of men clothes and they can analysis which one the men clothes' pattern match with them. Hence, the purpose of this study is to know the process of job shadowing program

that implemented in the fashion department to improve student's knowledge and ability.

II. LITERATURE REVIEW

Job shadowing constitutes a name given to get the opportunity to observe someone doing their job in the workplace [3-4]. The job shadowing can be conducted with an hour-long or several hours visit in the workplace to know someone person work in her/his job [5-6] Other definition

stated that job shadowing is where an individual getting an experience of the role of another individual and gain an insight into that particular work area [7-8]. Even maybe they get the opportunity to work alongside [9]. With work alongside more experienced colleagues, students can learn and develop within their current role. Finally, the purpose of job shadowing is to give the opportunity for fashion educational students with a visit in the workplace related to men clothes' pattern to see, know, understand, and maybe to do this job in the future in a career. So they can prepare them more early.

III. METHODS

Qualitative approach trough open-ended interview used in this study to get deep information related to the purpose of this study. In this program, the researcher observed one student that involved in this study. A trainer from the training center of labor office at Malang City involved in this study as an expert to teach how to make men clothes' pattern. The researcher determined criteria for a student that participated in this study, included: 1) she must pass from basic sewing course, 2) she must take 80% from total courses in the fashion department, and 3) the score of practical courses must higher than 80. From that criteria, a researcher involved a student in becoming respondents in this research.

IV. RESULTS AND DISCUSSIONS

The location of this study conducted in the training center of the labor office at Malang City. The implementation of job shadowing through interview and observation was gained data from preparation, coaching before a student jumped into the training center of labor office, conducting of implementation, and evaluation (see Figure 1).

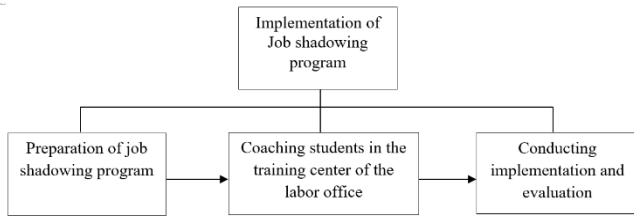


Figure 1 Implementation of elements for job shadowing

On the other hand, the researcher conducted an interview with the expert to gain deeply information related with the job shadowing program. The paragraph below presented in detail about it.

A. Preparation of job shadowing program

Before choosing and assigning students, the first step is to orientation to a practice that is appropriate and relevant to the goal. After the place is obtained, this is approved and agreed as a training place, set to be implemented in the Work Unit, Manpower Office. Next, preparations are made on campus in determining the students who will be the subject of research, and fulfill the conditions set. Some of these conditions include the achievement of students in the field of fashion for construction patterns and clothing making techniques for men who get an A (85 and above), have interest and motivation to develop themselves, have high discipline, work fast and are responsible for the assignments given, and spiritual physical health. Based on the conditions set, only one student was selected, although from the acquisition of scores there were some who had high courses they were not ready to do job shadowing.

B. Coaching students in the training center of the labor office

Before carrying out activities in the training place, students are provided and directed to prepare themselves well so that the activities carried out are truly useful and can be a provision in developing themselves. As selected students it is advisable to be calm so as not to interfere during the activity process.

Furthermore, students also viewed the readiness of the equipment to be used, including notebooks and practicum tools and materials needed, both in making patterns and in later sewing practices, considering the equipment in making patterns requires various rulers.

C. Conducting implementation and evaluation

The first time students arrive at the place is received directly by the instructor who will teach him kindly and be taken directly into the practice room, welcome to sit down, and be invited to communicate related to the implementation of the training. The attitude is shown by students still looks stiff, awkward, hesitant and anxious. The questions asked by the instructor were answered with short and slow words, but the instructor immediately brought a more comfortable situation for the student jokingly.

This situation can make the subject appear to be able to adjust to the situation. The first ten minutes, students initially did not seem to be concentrated because they looked a lot of moving their heads like they wanted to know the situation around them. However, with the passage of time and the instructor began giving explanations, the students were able to overcome their situation, because they seemed to have concentrated on following the instructions and direction of the instructor. When the instructor explained the various tools needed, students did not seem to have difficulties, because the tools needed were relatively the same as those in the Fashion Study program, State University of Malang.

Stepping into the pattern making, students are more serious in following the instructor's direction. At the time of submission of the method of taking a measure, it appears occasionally a question and answer occurs. Likewise when starting working on pattern making, the subjects asked a lot about the manufacturing system that he did not know. When taught the step of making this pattern, students show more seriousness and concentration, because the work that must be completed requires calculations in shaping the pattern. When the activity takes place, the instructor occasionally corrects how to use a pattern ruler, especially when making parts of the pattern in the form of curves. It does not take a long time, it turns out students have been able to complete the pattern well even though the system provided is different. This can be caused because students are used to making patterns.

When working on the next process, students seem to be more agile in preparing the fabric that will be used for practice by following the direction of the instructor, so that the pattern arrangement above the material can be made quickly. However, the results of the pattern arrangement have to be improved because the direction of the fabric fibers is somewhat different from the way the pattern is taught in the campus. Through these directives and explanations, students seemed to nod their heads indicating that he understood the instructions given by the instructor. Furthermore, in the process of cutting material, it is seen that the students are very skilled and quickly complete this stage until they give a sign. During sewing, students look to their work, and are not disturbed by the conditions around them and the presence of researchers who observe as long as they do their work.

The activity continued with the instructor's direction about the sewing steps, but students seemed to understand what they had to do. With confidence, students are busy sewing following the instructor's direction and refocusing on sewing again when the sewing instructor gives explanations

on the sidelines. After the student completes the stitches, he comes to the instructor and asks for the next step to do. It turned out that students were shown how to set buttonholes, occasionally students made small notes and proceeded to work on the instructor's direction to where the buttonhole machine was. Previously the instructor gave an example using buttonhole machines, students explained how to determine the location of buttons to be proportional. During the activity, students seriously pay attention, and record what is conveyed by the instructor. Next, students carefully pay attention to how the instructor works when giving examples, and practice it according to instructions.

In the final stage when the instructor gave instructions on how to install buttons, it was seen that students were less skilled in making knots as instructors taught, but it did not last long, by practicing 3 times, students had managed to make and complete the buttons on the newly sewn shirts. After mounting the buttons, students are seen checking the parts of the shirt that have been sewn, then immediately ironing, folding it and giving it to the instructor for evaluation. Waiting for an assessment from the student instructor to clean up the remaining tools and materials and return them to the provided place as is the custom on campus after completing lecture practice.

After Job shadowing is carried out, the next step is to evaluate it through interviews and see the delivery of the results of the practice obtained to his classmates. The interview related to the question of whether after doing the activity felt the ability to develop shirts, get new techniques, have a faster sewing technique, and can compare more practical patterns and how to sew them. From the answers given that students feel an increase in their ability to make shirts because the steps in sewing have been mastered. In the notes made new knowledge acquired during Job shadowing, including:

- How to measure the body, especially for people with large stomachs
- How to put the pocket position to look the same when it used
- How to press the pocket before stitching
- How to determine the position of the buttons
- How to cut the fiber direction for the collar so that it is not interested when it used
- An easy way to put the material to cut collars
- The initial position in connecting the collar with the body part so that the results are right
- How to attach an arm

Furthermore, observations were made when the research subjects shared new knowledge in making shirts for their friends. With confidence, the student begins how to take measurements, that for the body circumference is sought the largest body position, especially for people who have distended stomachs, then the abdomen is measured. The research subjects also said how to put the position of a pocket that was not made horizontally when sewn, it was also explained that the position was made so that when used it appeared flat. Similarly, when the subject explained how to

press the pocket by making a pocket print first and the fabric was formed and ironed following the mold. Furthermore, in the delivery to determine the position of the button, 17 cm is taken from the bottom, and the rest is divided evenly from top to the limit. In cutting the fabric so that the direction of the collar fiber is not interested when used, the lower part is conveyed by the subject to be made in a vertical direction, and the outer part is made horizontally. In cutting the collar so that it is fast but precise, it is done by placing a collar pattern on the rectangular material as wide and along the collar. After attaching the new M32 cut, so it doesn't shift. The subject was fluent in explaining how to connect the collar to the body so that the results were right, where after the collar was formed, the method of sewing began from the middle so that it was precisely positioned because it was not interested when sewn.

From the explanation presented, it indicates that the subject has succeeded in increasing his ability through Job shadowing. The activities carried out are good programs in improving and developing students' abilities, so that models like this can be continued every year and can be developed in other subjects.

V. CONCLUSIONS

A Job Shadowing program needs to be applied correctly. His explanation is that this program will be carried out well. To prepare for these three things that need to be explained are the preparation of job shadowing programs, coaching students in the training center of the labor office, and conducting implementation and evaluation. The goal is learning that is done will be optimal and in accordance with needs.

VI. REFERENCES

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