



**THE COURSE MANAGEMENT MODEL LIFE SKILLS EDUCATION
OF THE COURSE AND TRAINING INSTITUTION (LSE-CTI)
BASED ON WORLD OF BUSINESS AND INDUSTRY (WBI)
GARMENT SEWING PROGRAM IN EX-RESIDENCE OF SEMARANG**

Alex Sujanto [✉], DYP Sugiharto, Tri Marhaeni Puji Astuti, Achmad Rifai RC

Educational Management of Postgraduate Program of Semarang State University

Info Artikel

Sejarah Artikel:

Diterima April 2014

Disetujui Mei 2014

Dipublikasikan Juni 2014

Keywords:

course managements, life skill education based on world of business and industry, garment sewing program.

Abstract

Course management had a strategic role in achieving the program of garment sewing courses. The research aimed to develop a course management model LSE-CTI based on WBI that was an effective garment-sewing program. The research approach was Research and Development (*R & D*). The subject of the research was the managers and the students of the course and training institution (CTI). The collection of data used was observation technique, interview, questionnaire and documentation. Qualitative descriptive and paired *t*-test used in analyzing the data. The result of this Research showed that the development of course management model life skill education of the course and training institution (LSE-CTI) based on world of business and industry (WBI) was effective in increasing the competence of managers as well as the students.

© 2014 Universitas Negeri Semarang

[✉] Alamat korespondensi:

Kampus Unnes Bendan Ngisor, Semarang, 50233

E-mail: pps@unnes.ac.id

INTRODUCTION

Annually, garment industry requires approximately 15.000 workers and the number is continuously increased until 4 million in the next 15 years.

Indonesia is the biggest country in this industry; therefore, a qualified human resource must be supported. Textile and garment industry provide a big contribution toward Indonesia export value. In 2008, Indonesia's export achieved US\$ 10,8 Milliard and it could absorb workers until more than 1,5 million people. Garment industry in central java needs 24,250 workers during 2013 (Senjaya, 2013).

Based on the above explanation, the high demand of workers in garment field shows that garment industry is important, and a good development has been seen in this sector. So far, course and training institution (CTI) is less of optimal in decreasing the number of unemployment. This is because the conducted courses program is not appropriate with the world of business and industry (WBI), so the CTI graduation has not had capability and quality yet to work in world of business and industry directly. This fact underlined the researcher to develop a course management model which is tended to CTI in order to guaranty its graduation, can be absorbed by the world of business and industry, mainly in sewing field at garment industry.

This research aimed to develop a management model LSE-CTI at course and training institution which is running in garment sewing and it is suitable with WBI's need. This finding model is based on the qualitative and the quantitative data in order to solve the management problems LSE-CTI based on WBI garment sewing program that held by CTI so far.

THEORETICAL BASIS

1. Course management

Management is derived from word "manage" which means organize, administer, and run. Management can be translated as: (1) A

process; (2) Collectivities of people who do management activity; (3) an art and as a science. According to Terry (Lova, 2012): "management is a decided purpose accomplishment which has been decided before by using other people activity which consists of planning, organizing, actuating, and controlling. The purpose of management was: (1) to achieve regularity, smoothness, and continuity of business to achieve the goal decided before; (2) to achieve efficiency, that is a better comparison between input and output.

2. *Link and Match*

The concept link and match between education institution and world of work is considered ideal. Therefore, there is a linkage between labor supplier and its user. By having the interrelationship, it makes the university can arrange a suitable curricula with work need. The real example link and match is a apprentice program. The apprentice improvement is intended to get a benefit for industry. So far, there is an image that education institution of vocational high school and university are getting the benefit, while the industry is not. (Sindhunata dalam Sidi, 2002).

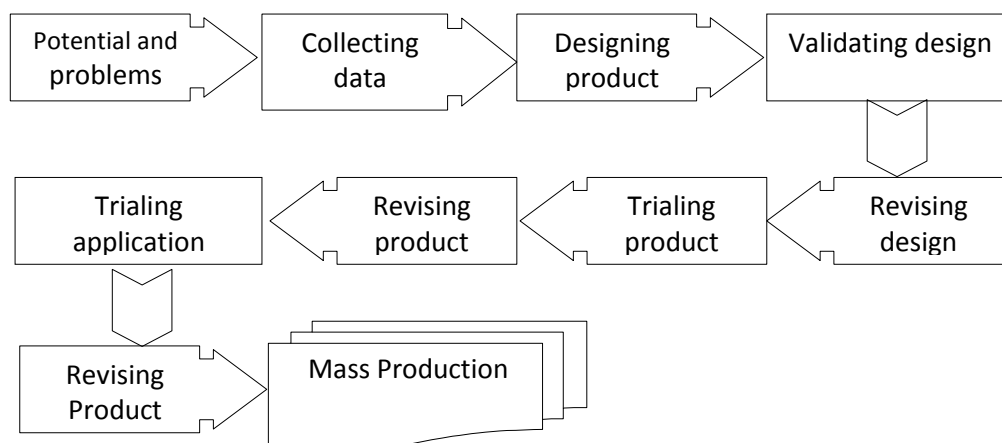
3. *Life Skills*

"*Life Skills*" is an interaction of various knowledges and skills which are important to be owned by people, so they can be alive indepently. Broling (Depdiknas, 2007: 65) categorizes *Life Skills* into three skills group, namely: daily living skill, personal/social skill, and occupational skill.

METHOD

This research used Research and Development by Sugiyono (2010:409). The Research development method is divided into ten steps: (1) collecting potential information and problems; (2) data collection; (3) Arranging product design / development model; (4) designing validity; (5) designing revise; (6) trialing product; (7) revising product (8) trialing application; (9) revising product; and (10) mass

production. However, the steps of this R&D research can be seen as follows:



Picture 1. Steps of using R&D research

1. Conceptual validation data by courses expert and practitioner toward the development model covers: (1) the accuracy of model content; (2) the relation between elements in model; (3) the use of language, (4) the layout.
 2. Empirical validation of data (field test) like the assessment of the courses managers toward the course management manual guidance book link and match LSE-CTI based on WBI sewing garment program in FGD (focus group discussion) which covers: (1) the clarity of guidance content understanding, (2) the easiness of guidance content application, (3) the benefit of guidance book, (4) the fascination of book writing, (5) the guidance of layout.
 3. The effectiveness data of hypothetical model application toward the competence of the courses manager in implementing the course management model LSE-CTI based on WBI garment sewing program (before and after model application) which covers: (1) the competence of arranging the planning of courses and training program, (2) the competence of organizing the courses and training, (3) the competence of carrying out the courses and training, and (4) the competence of supervising and evaluating the courses and training program.
 4. The effectiveness output data of hypothetical model toward the competence of students before and after the application of the course management model LSE-CTI based on WBI garment sewing program which covers: (1) the competence of imitation, (2) the competence of manipulation, (3) the competence of accuracy, (4) the competence of articulation and (5) the competence of naturalization.
- The instruments of collecting this data were: (1) questionnaire; (2) interview; (3) *Focus Group Discussion (FGD)*, and (4) documentation.
- The analysis of the data used qualitative descriptive and statistical analysis. These were intended to gain an illustration about the role of caretaker in course management such as the process of planning, organization, implementation, and supervision / evaluation of teaching and learning course at CTI. Besides that, qualitative descriptive analysis is also used to gaining an illustration about the weaknesses of validated and trialed model in the field, so the result can be used as the basic of revising the model.
- Descriptive analysis used to know the level of courses managers competence like the level of understanding, the competence in planning, the competence in organizing, the competence in implementing, and the competence in supervising / managing.

Statistical analysis used *t*-test to knowing the difference of mean between pre-test (before treatment) with post-test (after treatment).

RESULT AND DISCUSSION

The result of validation about product planning by experts before validation was 88,54% and after validation was increased became 93,67%.

The assessment of courses managers toward the course management guidance book of program life skill education based on WBI garment sewing field was 83,55% mean.

The competence of courses manager in course management of life skill education program at CTI garment sewing at the application of pre and post model was 76,77% mean increased became 92,87%.

The result of pair *t*-test statistical showed that there was a significant difference between course management competences before with after implementing of hypothetical course management model. The value of *t* calculation at all of the course management systems $> t$ table was (2,306) by significant level was $0,000 < 0,05$. The existence of a meaningful difference between an average before and after the application of this hypothetical course management model, could be translated that this kind of test was able to increase the competence of the courses manager of life skill education program of CTI garment sewing field was effectively suitable with the purpose of the model development.

1. The planning function

The planning function in hypothetical model test of the course management had achieved the reaching score toward the model was in 92,88%, including the best category, while before testing the hypopetical model the score was 76,61%, so an increasing model score was found in 16,27%. The result of paired sampel test showed that there was an equal difference in 16,26 point and value of *t* calculation was (9,110) $>$ from *t* table (1,697) in a significance level 0,05 for two tail test. It means that there was a meaningful significant

between the planning function before and after the implementation of hypotetical model.

2. The organizing function

The implementation of hypotetical model of the course management for organizing function found the reaching score was as big as 94,43% toward the model. This organizing is better than before implementing hypotetical model with score 78, 30%, so it was found an increasing model reaching score was in 16,13%. The result of paired sample test showed there was an average difference in 16,129, and value of *t* calculation was (7,857) $>$ from *t* table (1,697) at significant level 0,05 for two tail test. It means that there was a significant or useful difference between the reaching of organizing function model, before and after the application of hypotetical model.

3. The implementation of function

The result of course management hypotetical model test of LSE-CTI based on WBI garment sewing program showed the score of courses implementation function toward the model was 90,73%. If compared between before implementating the hypotetical model with the model reaching score was at 75,94%, so it found an increasing model reaching score was as big as 14,79%. The result of paired sample test showed the avarage difference of implementing function before and after implementing the hypotetical model was as big as 14,78 point, *t* calculation was (7,941) from *t* table (1,697) at the significance level 0,05 for two tail test. It means there was a significant or a meaningful difference of reaching the implementation function toward the model between before and after implementing the life skill education management model based on world of bussiness and industry garment sewing program.

4. The supervision function

The supervision function in hypothetical model test of the course management had achieved a reaching score toward the model as big as 93,44%, including very good category, while before hypothetical model test, the reaching score toward model was 76,24%, so there was an increasing model reaching score as big as 17,20%. The result of paired sample test

shows there was an equal difference as big as 17,20 point and the value of t calculation was (8,823) from t table (1,697) at a significant level 0,05 for two tail test. It means found a significant or useful difference between reaching model of supervision function before and after implementing the hypothetical model.

The result of the conceptual validity test from some experts of education management and practitioners on the second round, shows the model validation tended to be very high by average was 3,75 or 93,67%. Based on this validation, it can be said that the experts had been agree with the hypothetical model for testing empirically in the field, because it was possible to be implemented, had fulfill management substantive management, found a linkage between element or component in the model, so it was comprehensive or complete, the language used was communicative (understandable) and the physical layout of the model was good.

The result of validity from practitioner side of courses managers in CTI program after socializing the hypothetical model showed the model validity tended to be very high with average was 3,64 or 91,03%. Based on this very higher validity, it can be interpreted that the hypothetical model had been agreed by the practitioners for tested empirically in the field, because it was possible to be implemented, had fulfill management substantive principles, found a linkage between elements or components in the model, so that it was comprehensive and complete, the language used had been communicative (understandable) and the physical layout of the model was good.

The result of practitioners validity through FGD toward the previous product showed all the assessment aspect reached 3,61 score or 90,37%, which means the practitioner of CTI manager assess the hypothetical model with the guidance book of course management at this CTI, the content was clear and understandable, the content of the guidance book was easy to be implemented, the content was very useful for guiding for running of courses technically at CTI

and the guidance book layout had been very well.

The conclusion above refers to clarity data of the book content was 90,92%; the easiness implementation of model book content was 91,11%, fascination of book writing for managers was 89,58% and the fascinating respond of the model layout was 89,06%. In short, the managers of courses program at CTI agreed with the implementation of course management hypothetical model of LSE-CTI based on the WBI at garment sewing CTI.

T value (calculation) management score was 13,012 > t value was (table = 1,697) at significant 0,000 < 0,05. Thereby, hypothetical model with the guidance book of course management, as its product was very needed by courses manager as a supporting device to achieve the courses goal of garment sewing program in ex-residence of Semarang.

From the result of t - test statistic test shows there was a significant difference between the competences of course management before and after implementing the hypothetical course management model. The level of calculation t value at all of course management function > t table was (1,6991) with significant level was 0,000 < 0,05. The existence of a meaningful difference between average before and after implementing this hypothetical course management model could be interpreted that the implementation was able to increase the student's capability of CTI in the field of garment sewing effectively suitable with the development of the model.

The t value (calculation) of students competence score was 5,898 > value t was (table = 1,697) at 0,000 < 0,05 significance. Thereby, hypothetical model was able to increase the capability of student's life skill in order to be competent in working in garment sewing field.

One of the effectiveness indicators of hypothetical model was the increasing of student's capability in achieving the courses and training competence standard, especially from the psychomotor capability side of garment sewing. This fact was suitable with the explanation of Dave (1967) which formulated 5

basic characteristics of courses and training psychomotor capability which is effective, namely: imitation, manipulation, precision, articulation, and naturalization.

CONCLUSIONS

The result of the empirical validity of hypothetical model with course management guidance book as device in Course and Training institution garment sewing program was effective to increase the capability of the courses manager in managing the courses program at CTI. This was proven by having the average difference of courses manager which was significant between before and after implementing the hypothetical model with its devices of the course management guidance book significantly, either for capability of composing the planning, organization structure, doing teaching-learning, or supervising the courses program.

The result of *t* test of management score as a whole was significant. Thereby, the hypothetical model with course management guidance book as its product was very needed by the courses managers as the supporting device for achieving the goal of garment sewing program courses in ex-residence of Semarang.

The effectiveness of hypothetical model was seen from its increasing aspect of the capability of students life skill in order to be capable in working in the garment sewing field. This course management hypothetical model was effective for increasing the student's psychomotor capability, which covers: imitation, manipulation, precision, articulation, and naturalization. The capability of student before implementing the course management model was good enough. While the capability of students after implementing the course management model was very good. Thereby, the effectiveness of course management model implementation toward the student's capability of CTI program seems an existence of increasing capability.

The result of *t* test of students competence score as whole was significant. Thereby,

hypothetical model would improve the student's life skill, in order to be able to work in garment sewing field.

Advice for courses managers

- a. The course management model LSE-CTI based on WBI garment-sewing program had been tested significantly, effective to improve the capability of courses managers in arranging the planning, organizing, implementing, and supervising of the courses program, so the courses managers are expected to implement the development of this course management model at garment sewing program in CTI.
- b. The implementation of course management model LSE-CTI based on WBI garment sewing program needs a professional and competent worker towards the course management tasks.
- c. The implementation of the course management model LSE-CTI based on WBI garment sewing program at others CTI need to consider the available human resources at the CTI, in order to be able to provide the wanted result.

Advice for CTI instructors

- a. CTI instructors and courses managers need to build networks of stakeholders, identify the courses need from organization of CTI's organizer, supplier of courses equipments which suitable with either for theoritis or practice, help digging and coordinating the source of course fund.
- b. CTI instructors whose role as a courses trainer should improve the capability by fitting the various technology advance in order not to be left behind with other CTI.
- c. The advice for researchers in the field of education management is the non-formal education management advised to develop the course management model, which implemented different life skill program.

REFERENCES

- Ali. *Pertanyaan Seputar Penguatan Lembaga Kursus dan Pelatihan (LKP)*.
<http://khanahbusana.wordpress.com/2010/0>

- 7/23/pertanyaan-seputar-penguatan-lembaga-kursus-dan-pelatihan-lkp/ (6 Desember 2012).
- Dave, R.H. (1967). *Taxonomy of educational objectives and achievement testing*. London: University of London Press.
- Depdiknas, Tim Broad-Based Education. 2002. *Pendidikan Berorientasi Kecakapan Hidup (Life Skills) Melalui Pendekatan Broad-Based Education (BBE)*
- Depdiknas. 2002. *Broad Based Education*, tim BBE Depdiknas: Jakarta
- Depdiknas. 2002. *Data-data Pendidikan Indonesia*, Balitbang Diknas; Jakarta
- . *Undang-undang Republik Indonesia nomor 20 tahun 2003, tentang Sistem Pendidikan Nasional, beserta penjelasannya*, (2003), Depdiknas: Jakarta
- . 2007. *Kursus Para Profesi, Program Pendidikan Non Formal Bagi Para Pemuda Penganggur agar Memiliki Kompetensi Keterampilan/ Kecakapan Hidup untuk Dapat Bekerja*. Jakarta: Direktorat Pembinaan Kursus dan Kelembagaan.
- Direktorat Jenderal Pendidikan Menengah Kejuruan. 2002. *Sejarah Pendidikan Teknik dan Kejuruan di Indonesia : Membangun Manusia Produktif*. Jakarta : Departemen Pendidikan Nasional.
- Direktorat Pembinaan Kursus dan Pelatihan. 2012. *Petunjuk Pelaksanaan Revitalisasi Sarana Kursus dan Pelatihan Tahun 2012*. Jakarta: Kemendikbud.
- Ditjen PLSP.2003. *Data Sasaran Pendidikan Luar Sekolah dan Pemuda*, Bagren sesditjen PLSP: Jakarta
- .2003. *Pedoman Umum Pelaksanaan Program Pendidikan Berorientasi Keterampilan Hidup (life skill) Melalui pendekatan Broad Base Education (BBE) dalam Bidang Pendidikan Luar Sekolah dan Pemuda*, Ditjen PLS: Jakarta.
- .2002. *Petunjuk Teknis Penyelenggaraan Program Kecakapan Hidup (life skill) Pendidikan Luar Sekolah*, Ditjen PLS: Jakarta.
- Kemenperin. 2013. *Penyerapan Tenaga Kerja Masih Tinggi*. <http://www.kemenperin.go.id/artikel/5314/Penyerapan-Tenaga-Kerja-Masih-Tinggi> (diunduh, 17 oktober 2013)
- . 2013. *Industri tekstil serap 400.000 tenaga kerja*. <http://www.kemenperin.go.id/artikel/3004/Industri-tekstil-serap-400.000-tenaga-kerja> (diunduh, 18 nopember 2013)
- Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 0150a/U/1981 tentang *Peraturan Umum Penyelenggaraan Kursus PLSM*.
- Keputusan Direktur Jenderal Pendidikan Luar Sekolah, Pemuda dan Olahraga Nomor KEP-105/E/L/1990 tentang *Pola Dasar Pembinaan dan Pengembangan Kursus Diklusemas*
- Lova. *Menerapkan Fungsi Manajemen POAC (Planning, Organizing, Actuating, Controlling) Dalam Aspek Perusahaan*. <http://lova241smk.wordpress.com/2012/02/26/> (diunduh 26 Februari 2012)
- Mulyono. 2008. *Manajemen administrasi dan pendidikan*. Yogyakarta: ar-ruzz media.
- Sarbiran. 2002., *Keterampilan dan Kecakapan Hidup (life skills): Sebuah Persoalan Martabat Manusia*, Caklawala Pendidikan, Jurnal Ilmiah Pendidikan
- Senjaya, Immanuel Citra. *IndustriGarmenJatengButuhPuluhanRibuTenaga Kerja*. 21 Jan 2013. Semarang: Antara.
- Sidi, Indra Djati. 2002. *Pendidikan Berorientasi Kecakapan Hidup (Life Skill) melalui Pendekatan Pendidikan Berbasis Luas (Broad based Education)*. Jakarta: Tim Broad Based Education.
- Siswanto. 2005. *Pengantar Manajemen*. Jakarta: Bumi Aksara.
- Sugiyono. 2004. *Metode Penelitian Administrasi*, Alfabeta: Bandung
- . 2010. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.