European Journal of Humanities and Educational Advancements (EJHEA)
Available Online at: https://www.scholarzest.com
Vol. 3 No. 12, December 2022
ISSN: 2660-5589

THE EFFECTIVENESS OF THE ENTREPRENEURIAL SKILLS EDUCATION PROGRAM IN THE FIELD OF DRESSMAKING AT EDUCATIONAL INSTITUTIONS NONFORMAL BY APPLYING THE "PANAKO" PATTERN (CASE STUDY AT LKP TRI NUR, GORONTALO, INDONESIA)

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Articles history:
Received :
accepted :
Published :

Abstract:

. Nonformal education provides services to students who want to acquire skills as provisions to improve their standard of living, which in essence touch human resources who have creativity, are independent, have a work ethic and are able to see opportunities so that non-formal education can produce strong and capable learning citizens. face future challenges. This study aims to maximize the abilities and students in applying the learning outcomes of the Panako Pattern obtained when participating in the Entrepreneurial Skills Program lessons. The method used in this research is descriptive qualitative. The results showed that the instructor's ability to manage learning was categorized as effective, and the response of the participants to learning was positive. Thus, the learning of the Panako Pattern at LKP Tri Nur Gorontalo can be said to be effective.

Keywords: Nonformal, Community-Based Education, Entrepreneur, Fashion Design, PANAKO

INTRODUCTION

Non-formal education has proven its ability to meet the learning needs of the community, this is because the learning system or program is very flexible and can serve all levels and the various needs of society (Grajcevci, 2016; Hoppers, 2006; Pienimäki, 2021). One of the areas of learning is fashion, on the other hand the education can be directly utilized in everyday life or practical areas. One of the educational pathways tasked with educating the nation's life is non-formal education which aims to provide the widest possible learning opportunities for the community (Fauziddi, 2022). Besides that, the purpose of non-formal education is to provide services to students who want to acquire skills as provisions to improve their standard of living, which in essence touch human resources who have creativity, are independent, have a work ethic and are able to see opportunities so that this non-formal education can

produce learning citizens who are resilient and able to face future challenges.

Learning skills in the field of fashion is one type of learning material in the PKW program. The PKW program is an educational service through courses and training to provide knowledge, skills and foster an entrepreneurial mental attitude in managing self-potential and the environment that can be used as provisions for entrepreneurship. To support this, innovation is needed in the course program in the fashion sector to become a professional entrepreneur. Have the maximum ability to apply the learning outcomes obtained when participating in the PKW program learning. Innovation in learning is urgently needed so that learning residents are not bored in carrying out learning activities also considering that learning participants come from various ages and levels of education so that the level of ability to understand instructions varies. The focus of skill learning innovation that can be raised in this study is practical/fast pattern making combined with control measures called "PANAKO". "PANAKO" Control Combination Pattern is a practical/quick basic pattern combined with the use of control measures in a certain size area. The function of these control measures is to anticipate deviations in body size that are less than ideal.

The term "PANAKO" apart from being an acronym for pattern-making learning methods is also a term in the dialect of the Gorontalo people which means coward. The Entrepreneurial Skills Education program has the main target so that graduates of the program can immediately apply the knowledge they have acquired and all participants are given assistance as basic capital to start a business. During the lesson, many learning residents experience difficulties in making accurate clothing sizes that are comfortable and according to the user's posture. From this difficulty, learning residents are always haunted by fear and even fear of receiving orders for work clothes.

The application of control measures to clothing patterns began with a case experienced by a learning citizen named Fertin who at that time experienced a case of inaccurate groin measurements on the clothing he was making, even though he had taken the size according to the standard size that had been used so far and had applied it to the manufacture of archetype. In this case, it turns out that Fertin has a body that is less than ideal because the size of his groin is larger than the size of his pelvis and thighs. There are other cases that occur in clothes that are uncomfortable on the chest caused by the size and position of the breasts and the abdomen that are not ideal. So from these cases we created and implemented the "PANAKO" (Control Combination Pattern).

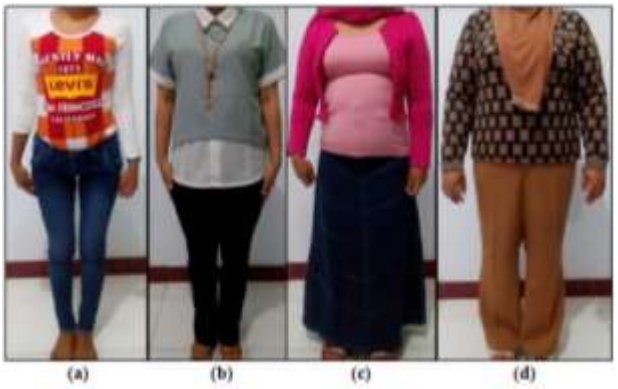

Figure 1. Example of Measured Body Posture
(a). Ideal Body Posture, (b). Posture that has deviations in the size of the groin,
(c) and (d). Posture that has deviations in size around the chest area.

At the stage of measuring the body and making basic patterns is the time that must be paid close attention to by the learning community, such as pictures of examples of body postures where several postures deviate from the ideal posture. Therefore, in addition to standard sizes, which total 14 types of sizes, control measures will also be taken. which will be used in the PANAKO or Control Combination Pattern.

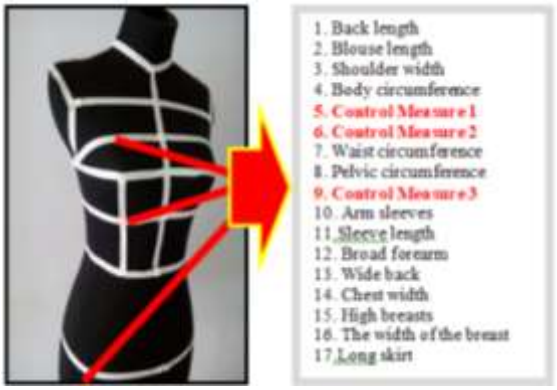

Figure 2. Control Size

After taking measurements, then make a pattern by applying PANAKO in accordance with the areas identified as having size deviations, namely:

a . Control size 1: located at the top of the body circumference.
b . Control size 2: located at the bottom of the body circumference.
c . Control size 3: located on the groin or the bottom of the pelvic circumference.

Courses and Training Institutions (LKP) have advantages in their flexible nature and speed of learning time compared to Vocational High Schools (SMK) and vocational colleges. This offers a significant opportunity to fix the nation's Human Resources (HR) problems.

METHODOLOGY

This research method is descriptive qualitative. Descriptive statistical analysis was used to analyze the effectiveness of applying control combination patterns in learning in the entrepreneurial skills education program at LKP Tri Nur Gorontalo. Slavin (1994) stated that the effectiveness of learning consists of four indicators, namely: (a) Quality of learning, (b) Appropriate learning level, (c) Incentives, and (d) Time. The quality of learning, namely how much information is conveyed so that students can learn it easily. The quality of learning is largely a product of the quality of the curriculum and the learning itself. Appropriateness of learning level, namely the extent to which the instructor ensures the level of readiness of learning participants to learn new information where learning participants must have the skills and knowledge related to that information. In other words, the learning material provided is not too difficult or not too easy. Incentives, namely how much the instructor's effort motivates learning participants to do learning assignments and study the material presented. The greater the motivation given, the greater the activeness of the learning participants. Time, i.e. the length of time given to study participants to study the material presented. Learning will be effective if the learning participants can complete the learning according to the allotted time.

Meanwhile, Kemp (Mudhafir, 1987) suggests that the way to measure the effectiveness of learning begins by asking the question: what has the learner achieved? To answer this can be seen from the number of learning participants who managed to achieve the learning objectives in a certain time. Furthermore, Diamond (in Mudhafir, 1987) argues that effectiveness can also be measured by looking at the participants' interest in learning activities. Suherman (in Alhadad, 2002) states that interest influences the process of learning outcomes of students. If the learner is not interested in learning something then it cannot be expected that he will succeed well in learning it, on the contrary if the learner learns according to his interests then the results can be expected to be better. In addition, Eggen and Kauchak (1988) said that the effectiveness of learning is characterized by the activeness of the participants in learning, especially in organizing and finding information. Therefore, the more active the participants learn in the learning process, the more effective the learning will be.

Taking into account some of the opinions above, it can be seen that the effectiveness of learning according to Slavin places more emphasis on the ability of the instructor, while Kemp emphasizes the learning outcomes of the students. Furthermore, Diamond emphasizes the interest (response) of the learner, while Eggen and Kauchak emphasize the activity of the learner. In this study, the authors combined several of the above opinions so that the effectiveness of learning was based on four indicators, namely: (1) the achievement of the effectiveness of the instructor's ability to manage learning, (2) the response of students to learning was positive, namely there was an average percentage of participants' answers learning for the happy, new and interested category is greater than or equal to 80%. The data analyzed is the instructor's ability to manage learning and the response data of the learning participants.

1. Analysis of Instructor Ability Data in Managing Learning

Observation data of the instructor's ability to manage learning is expressed in the form of Very Good, Good, Adequate, Poor, and Not Good scores. The score is then described with reference to the observation aspect table based on the scenario. The instructor's ability to manage learning is said to be effective if every score of all lesson plans for each aspect assessed is in the minimal category of 'good'.

2. Analysis of Student Response Data

Questionnaire data on the responses of study participants were analyzed in percentage form. The response of the study participants was categorized as positive if the percentage of positive responses for each aspect that was responded to obtained a minimum percentage of 80%.

RESULTS

Descriptive statistical analysis was used to analyze the effectiveness of learning the panako pattern. The data analyzed is the instructor's ability to manage learning, student activity data, student response data and student learning outcomes data.

Analysis of Instructor Ability Data in Managing Learning

Observation data on the instructor's ability to manage learning is expressed in the form of very good, good, sufficient, poor, and not good scores. The score is then described with reference to the table of criteria for the instructor's ability to manage learning.

Table 1. Instructor's Ability to Manage PANAKO Pattern Learning

OBSERVED ASPECT	Not good	Not good	Pretty good	Well	Very well
	1	2	3	4	5
Initial activity					
1. Ability to motivate course participants				√	
2. Ability to communicate learning objectives					√
3. reminder of prerequisite material			√		
4. Ability to cause problems					√
5. The ability to provide opportunities for course participants to ask questions that are not yet understood					√
Core activities					
1. Ability to group course participants					√
2. Ability to explain material about Analyzing Body Posture					√
3. Ability to explain material about measuring the body					√
4. Ability to explain material about making practical/fast PANAKO patterns					√
5. The ability to optimize the interaction of course participants					√
6. Ability to guide course participants to collect appropriate information to solve problems in making PANAKO patterns				√	
7. Ability to lead class discussion					√
8. The ability to encourage course participants to want to ask questions, express opinions or answer questions					√
9. The ability to appreciate the various opinions of course participants					√
End activities					
1. Ability to direct course participants to draw conclusions from the material that has been studied				√	
2. Ability to provide practice questions or quizzes					√
3. Ability to manage time				√	√
4. Class atmosphere: Activities of course participants					√
5. Class atmosphere: Instructor activities					√
	0	**0**	**1**	**4**	**15**

Analysis of Student Response Data

Questionnaire data on the responses of study participants were analyzed in percentage form. The response of the study participants was categorized as positive if the percentage of positive responses for each aspect that was responded to obtained a minimum percentage of 80%.

Table 2. Learning Participants' Responses to Questionnaires and PANAKO Pattern Learning Activities

OBSERVED ASPECT	Percentage	
Feelings of learning participants towards the learning component:	**Happy**	**Not happy**
1. "PANAKO" Pattern Study Material	11	1
2. Student Worksheets (LKPD)	12	0
3. Learning Outcome Test	10	2
4. Classroom learning atmosphere	9	3
5. How the instructor teaches	12	0
	10.8	**1.2**
	90%	10%
Opinions of study participants on learning components:	New	Not new
1. "PANAKO" Pattern Study Material	11	1
2. Student Worksheets (LKPD)	10	2
3. Learning Outcome Test	10	2
4. Classroom learning atmosphere	9	3
5. How the instructor teaches	10	2
	10	2
	83%	**17%**
	Interested	Not interested
The interest of the participants in learning to follow the "PANAKO" pattern learning	11	1
	92%	**8%**
The participants' understanding of the language used by the Learning Component:	Clear	Unclear
1. Student Worksheets (LKPD)	11	1
2. Learning Outcome Test	10	2
	10.5	1.5
	88%	**13%**
Appearance of Writing, Illustrations/Images, and the location of images in the Learning Component:	Interested	Not interested
1. Student Worksheets (LKPD)	11	1
2. Learning Outcome Test	9	3
	10	2
	83%	**17%**

DISCUSSION

The Effectiveness of Problem-Based Learning with Flipped Classroom

Based on the research results above, the effectiveness indicators show results above the minimum criteria set . This is shown by the data on the instructor's ability to manage learning to achieve good and very good criteria. The activity of the learning participants also shows that the percentage of the activity of the learning participants for each aspect observed in the implementation of learning is within the established ideal time tolerance limit criteria. The response of the learning participants reached positive criteria as indicated by the achievement of the responses of the learning participants for each aspect reaching more than 80%, which consisted of aspects of the feelings of the learning participants towards the learning component by 90%, aspects of the opinions of study participants towards the learning components by 83%, aspects of the participants' interests learn to follow the "PANAKO" learning pattern by 92%, the aspects of understanding of students with the language used in the Learning Component are 88%, and aspects of Writing Appearance, Illustrations/Images, and the location of images in the Learning Component are 83%.

CONCLUSION

Based on the descriptive analysis of the results of research on the effectiveness of the Panako Pattern learning at LKP Tri Nur Gorontalo, with indicators of the ability of the instructor to manage learning and the response of the learning participants, it can be concluded that:

2. The instructor's ability to manage learning is categorized as effective.

3. Student response to learning is positive.

Thus, the learning of the Panako Pattern at LKP Tri Nur Gorontalo can be said to be effective.

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