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Participant's Perception of Sewing Course toward Course and Training Institute in Mattirowalie Village, Tanete Riaja District, Barru Regency

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ABSTRACT

This study aims at describing the Participant's Perception of sewing course toward Course and Training Institute in Mattirowalie Village, Tanete Riaja District, Barru Regency. This type of research used in this study applied a descriptive qualitative research method that aims to see the perceptions of the participants in the sewing course. The information in this study consisted of six people, women, and one man. Data collection uses two techniques, namely, interviews and documentation. The results of the study based on interview data obtained from Participant's Perception of sewing course toward Course and Training Institute (LKP), it can be said that sewing course learning has been going well, starting from the implementation of activities and infrastructure. Although there is still much that needs to be improved regarding the learning itself so that participants are never satisfied and continue to learn how to make clothes that have high selling value and the importance of sewing courses for women who want to have the skills to be self-employed.

INTRODUCTION

Course and training institute is a non-formal education unit organized for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop professions, work, work independently, or continue their education to a higher level as stated. In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter I Article 12 Non-formal education is an educational pathway outside of formal education that can be implemented in a structured and tiered manner. Non-formal education has educational goals that are determined by the form of formal education itself according to its type (Asfiyatun, 2018).

A course and training institute in Parendring hamlet was established to reduce unemployment in Barru Regency. Based on information obtained from one of the sewing course participants, the existence of this course institution is very helpful for the community to develop creativity, especially in sewing course training. The Mattirowalie Village Training Institute, Dusun Parendring is an

institution that offers non-formal education, a sewing program whose main objective is a program for the poor and mothers who are not busy. Ongoing sewing training aims to acquire sewing skills that will help local residents learn to earn money and can increase their knowledge of creativity in managing fabrics. They can take advantage of the technology from this education so that human resources can be productive and maximize their abilities (Setiawan, 2016; Chit, 2021).

According to (Ritonga, 2019), non-formal education can function as a substitute, complement, support, and development of formal and informal education. Non-formal education such as this sewing skills course develops a practical system, namely theory, and direct practice so that it is easier for the course participants to understand. So that it can produce skilled and proficient personnel. This is interesting to study because it is related to non-formal education and we need to know that non-formal education is education outside of school as a substitute or complement to formal education. Courses are part of non-formal education, with the

existence of an automatic sewing course institute that will bring changes to the local community, especially mothers or young people who do not have activities or jobs even though they start from small things if they are active in taking automatic sewing courses it will bring changes later. If the course skills continue to be developed, it will be a source of income for him and even open an independent business. This sewing course institute is attractive because it does not charge fees as we all know that learning courses out there cost money to take courses. So that people who take their sewing courses only need to prepare their time so that it is used as well as possible so that the knowledge gained in the course can be utilized properly. This study intends to examine participants' Perception of sewing courses toward Course and Training Institute in Mattirowalie Village, Tanete Riaja District, Barru Regency.

METHODS

This type of research used in this research was a qualitative research method with a descriptive approach. The location and time of the research that had been carried out in approximately 2 months in Mattirowalie Village, Tanete Riaja District, Barru Regency. The focus of this research was to find out and understand how Participant's Perception of sewing courses toward Course and Training Institute in Mattirowalie Village. Perceptions of course participants towards the course and training institute in Mattirowalie Village, Tanete Riaja District, Barru Regency. The informants in this study were determined using the purposive sampling technique. According to Arikunto, (2019) purposive sampling was used if the researcher had certain criteria in taking the sample. The first criterion was as a sewing course participant for a course and training institution. The second criterion was the Course and Training Institute manager. This study, using two types of data and research data sources, namely primary and secondary. Then the instruments used were interview guidelines, document study guidelines, recording devices, and writing instruments. Data collection techniques using interviews and documentation. Data analysis techniques in this study were data collection, data reduction, data presentation, and conclusion drawing. The validity of this research data using source triangulation.

RESULTS AND DISCUSSION

Skills development aims to improve skills, also by increasing education and skills, of course, making people more profitable and able to use these skills for their survival in the future. Based on the results of interviews that discuss the process of sewing training activities through sewing courses at LKP Dusun Parendring, the aim is to invite people living in Mattirowalie Village, especially mothers and women who do not have jobs after completing their homework to take advantage of their free time. with useful things.

By participating in the course activities held by Course and Training Institute Dusun Parendring the community gets knowledge has skills and can be independent. It can be seen that the existence of this LKP helps teach the community sewing skills and increase their abilities and increase their income later if the knowledge gained during the sewing course training is utilized.

Based on the results of interviews with several course participants, it can be seen that the implementation stage of learning aims to direct the learning activities of course participants to achieve basic competencies, which are arranged for each basic competency carried out in learning. The tutor prepares the teaching materials/modules/media needed for learning. The tutor prepares practical materials and tools. For the poor in Mattirowalie Village. With sewing material about cutting the material and sewing it properly. As one of the requirements to be declared as having completed the sewing training, namely the holding of a competency test which aims to find out, the expertise of the learning community and the success of the tutor in providing direction, motivation, and material in the application of the skills learned during the training.

Sewing courses accompanied by professional course instructors, recruiting instructors taking into account that they are considered to have mastered the learning material, at least have a bachelor's degree, and can interact with learning citizens in a respectful and respectful family atmosphere. The implementation or implementation stage is the operational learning activity itself. At this stage, the instructor carries out teaching-learning interactions through the application of various strategic learning methods and techniques, as well as the use of a set of media. The steps or stages needed in the

implementation of sewing course learning (Sutarto, 2013).

This course always strives to provide course learning to improve the skills of participants in sewing courses. It can be said that this training has been successful. Because starting from the implementation to the program evaluation carried out by the organizer, at the end of each lesson, the course participants always evaluate the course participants to find out their level of understanding and ability, the development of participants.

Based on the results of interviews with several course participants, it can be said that the special learning has been going well, starting from the planning, implementation, and evaluation stages. From some of the participants' opinions or perceptions, it can be said that the sewing course learning has gone well, although there is still much to be improved about the learning itself so that participants are never satisfied and they continue to learn how to make clothes that have high selling value later. The sewing course is easy to understand because it is explained and then practiced how to make clothing patterns for beginners. In addition to providing the material that has gone well, the course equipment is also equipped with facilities and infrastructure starting from sewing machines, rulers, modules. The results showed that the course institute brought changes after attending the course, which initially did not understand the procedures for using sewing machines, but after attending the course participants could operate sewing machines and some even managed to make clothes or uniforms.

This is in line with the Theory of Social Change (Robert H. Lauer). Social change is a phenomenon that can penetrate to various levels of social life. This happens because all aspects of life are constantly changing. According to Robert H. Lauer in the book *Perspectives on social change* (Lauer, 1993), social change is a change in terms of social phenomena at various levels of human life starting from the individual level to the world level.

The relationship between the theory of social change by Robert H. Lauer and the research carried out is that there are changes that occur in course participants who take sewing courses. We can see the changes here along with the development of modern times where sewing machines previously did not use electricity, aka manual. But with

technological sophistication, now sewing machines are automatic. We don't need to bother sewing it, just by operating the system, the machine will automatically put the fabric together according to the pattern that has been made. And people who take the course will automatically experience changes and developments after taking the course.

The next theory used in this study is the structural functionalism theory. This theory says that individuals and groups must carry out their roles according to their portion, such as providing facilities and infrastructure and providing sewing training. The relationship between theory and the problem under study explains that the sewing course training process needs to prepare several things, namely the facilities and infrastructure to facilitate sewing course activities, as well as those carried out by managers and instructors who are so enthusiastic about preparing facilities and infrastructure as a place to conduct sewing course training, providing facilities and This infrastructure, is based on the functions contained in the facilities and infrastructure itself, among others, to make it easier for course participants when the course learning takes place because it is equipped with adequate sewing facilities.

In addition to preparing facilities and infrastructure, they also motivate sewing course participants so that they can achieve the goals they want to achieve to create creative course participants according to the wishes or expectations of the local government. The goal is to improve the economy of the people who take part in the course activities. Sewing skills are a solution for people who do not have activities

CONCLUSION

Course learning has been going well, starting from implementation activities as well as facilities and infrastructure. From some of the participants' opinions, it can be said that the sewing course learning has gone well, although there is still much to be improved regarding this learning. So that participant is never satisfied and they continue to learn how to make clothes that have high selling value. The sewing course is easy to understand because it is explained and then practiced how to make clothing patterns for beginners. Giving material that has gone well. Then the need for course equipment is also well equipped.

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