



Diterima	: 16 Maret 2023
Direvisi	: 19 Juni 2023
Disetujui	: 29 Juni 2023
Diterbitkan	: 30 Juni 2023

ANALYSIS OF TRAINING MODEL AT LKP COURSE & IIN SEWING HOUSE, JATI MAKMUR, BINJAI CITY

Annisa Khalika Aulia¹, Diva Ayu Adilla², Putri Amelia Saragih³, Wilma Winanda Putri Sirait⁴, Yulia Rahma⁵, Jubaidah Hasibuan⁶

divaayuadilla@gmail.com

^{1,2,3,4,5,6}Department of Community Education, Faculty of Education, Universitas Negeri Medan, Willem Iskandar Street, Medan, Sumatera Utara 20221, Indonesia

Abstract: *The purpose of this research is to find out and analyze how the training model used in LKP Courses & Sewing Houses IIN is implemented. The type of research used in this research is qualitative research. The place of this research was conducted on Jl. Nibung 1 No. 9, Jati Makmur, Kec. North Binjai, Binjai City, North Sumatra. As for the data collection method with interview techniques and documentation techniques. Data analysis techniques were carried out using descriptive techniques. The research results show that 1). LKP Course & Sewing House IIN is a training institution that implements sewing training programs, 2). LKP Course & IIN sewing house in its application uses a deductive training model, 3). LKP Course & Sewing House IIN in its application conveys 30% theory and 70% practice, 4). LKP Course & Sewing House IIN based on the process and training material using a work skills training model..*

Keywords: LKP, Training model.

Abstrak: Tujuan dilakukannya penelitian ini adalah untuk mengetahui dan menganalisis bagaimana pelaksanaan model pelatihan yang digunakan pada LKP Kursus & Rumah jahit IIN. Jenis Penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif. Tempat penelitian ini dilakukan di Jl. Nibung 1 No. 9, Jati Makmur, Kec. Binjai Utara, Kota Binjai, Sumatera Utara. Adapun metode pengumpulan data dengan teknik wawancara dan teknik dokumentasi. Teknik analisis data dilakukan dengan menggunakan teknik deskriptif. Dengan hasil penelitian menunjukkan bahwa 1). LKP Kursus & Rumah jahit IIN merupakan lembaga pelatihan yang melaksanakan program pelatihan menjahit, 2). LKP Kursus & Rumah jahit IIN dalam penerapannya menggunakan model pelatihan deduktif, 3). LKP Kursus & Rumah Jahit IIN dalam penerapannya menyampaikan teori 30% dan praktek 70%, 4). LKP Kursus & Rumah jahit IIN berdasar pada proses dan materi latihan menggunakan model latihan ketrampilan kerja

Kata-kata Kunci: LKP, Model pelatihan.

INTRODUCTION

Non-formal education is one part of education in Indonesia that functions to emphasize the ability of students to be able to master a complete competence that is ready to work or entrepreneurship and compete in the business and industrial world. Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education and other education aimed at developing the abilities of students.

The type of non-formal education program that is widely implemented to improve skills is the training program. Non-formal Education Units that usually organize training are Course and Training Institutions (LKP). LKP is a non-formal part that is very active and plays a role in providing knowledge and attitude services for the community. Provision of knowledge, skills, life skills, held in courses and training in addition to developing themselves, continuing higher education and developing professions, Also to help the community be able to work in every business unit and entrepreneurship. Skills training at LKP is held for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop their professions, work, independent businesses, and/or continue their higher education.

Training organizers are directed to improve the knowledge, attitudes, and skills of trainees in carrying out their duties and functions and work innovatively, creatively, and professionally. All of this can be realized if the training organizers can be managed properly starting from planning, implementation and further guidance.

One of the trainings that is quite in demand by the public after being observed is sewing training, this sewing training is one of the creative skills training. Good training is training whose management process starting from planning, learning process (implementation) to evaluation is carried out properly in accordance with predetermined standards, so as to achieve learning objectives and produce graduates who have competencies according to standards. Achievement of learning objectives requires appropriate strategies and methods in the learning process. The target of this training is housewives and teenagers who have dropped out of school who do not have skills but want to

earn additional income from the results of the training they attend.

One of the places where sewing training is carried out is at LKP Course & IIN Sewing House. This LKP carries out a training program to produce graduates who have sewing skills competencies, especially to provide opportunities for the community to be able to develop their talents and potentials in order to train their sewing potential more widely and with selling value. In the implementation process, this training also uses a training model as a learning technique.

In understanding the existence of a training, of course, it is inseparable from various kinds of training models that refer to the use and differences that exist in various kinds of training models. In these training models are based on training needs (training need assessment). The training models are the Inductive Model, the Deductive Model and the Classical Model.

Inductive Model is a model that does not come from theory but from observation, Deductive Model is a model whose identification of training needs is carried out in general, with broad goals. While the Classic Model is a model that adapts learning materials that have been set in the curriculum or learning program to the learning needs felt by trainees (targets).

This study aims to find out and analyze how the implementation of the training model used at LKP Sewing IIN Boutique Fashion located on Jl. Nibung 1 No. 9, Jati Makmur, North Binjai District, Binjai City, North Sumatra. Based on the background of the observations and interviews conducted, the problem formulated in this study, namely what training model is used by LKP Course & Sewing House IIN.

THEORETICAL STUDIES

Understanding Training Models

Hamalik (2001: 20) states that "the training model is a form of training implementation in which there is a training program and procedures for its implementation. Meanwhile, according to Atmodiwitro, defining the training model as design (Build design), which is where the planning process describes the sequence of activities (systematics) regarding a program. Based on this explanation, the training model is a comprehensive description of what steps must be carried out in the cycle divided into

three stages: the planning stage, the implementation stage and the evaluation stage.

Purpose and Benefits of Training Model

The purpose of the training model is to make it easier for trainers or tutors to identify the needs of the participants and compile the program descriptions that will be carried out later starting from the planning stage, implementation stage to the evaluation stage so that the training carried out can be carried out optimally.

Training Models

1. Inductive Model

This model is used to identify the types of learning needs that are felt needs or learning needs in training that are felt directly by trainees. The implementation of the identification must also be carried out directly to the training participants themselves. The advantage is that it can get direct information about the needs of trainees, making it easier for trainers to choose training materials that suit their needs.

While the disadvantage is that it sets training materials thoroughly and generally, it also requires a lot of time, funds and energy. The approach used in the Inductive model emphasizes the efforts made from the closest, direct, and parts towards a broad party, and comprehensive. Therefore, through this approach, efforts are made directly on the abilities that each student target (training) has, then compare it with the abilities that are expected or must be possessed in accordance with the demands that come to him. This model is used to identify the types of learning needs that are felt needs or learning needs in training that are felt directly by trainees. The implementation of the identification must also be carried out directly to the training participants themselves. For this reason, this approach model is used for existing trainees (present as trainees).

The advantage of this inductive model is that it can obtain direct, precise information about the type of needs of trainees, making it easier for tutors (trainers) to choose training materials (learning) that suit these needs. But the disadvantage is, in establishing educational materials that are thorough, and general to many and broad trainees will require a lot of time, funds, and energy. Because every trainee who has a tendency to want or must learn is

asked for information about the desired training (learning) needs.

The implementation of the measurement (assessment) of the abilities that have been possessed by prospective trainees is adjusted to the conditions of the candidates themselves. If the candidate can read and write, then identification can be done through questionnaire activities, or it can also be through interviews, with the points of questions. It can also be done through submitting a list of contents or learning needs cards. Prospective participants answer and fill out the questionnaire in the section provided. Similarly, if the trainee is given a Learning Needs card, then the trainee (target) only needs to write the type of ability he wants to learn on the card, which has been provided.

After obtaining a number of learning needs from either one or several participants, then the trainer, tutor needs to set the priority of learning needs. This prioritization can be done by the tutor together with the trainees, or done alone which is then further informed to the participants based on the results of the type of learning needs obtained. The techniques used for this determination can be done through discussion, or bulk. opinion, or market data. The priority submission of each trainee is accompanied by the reasons. However, in the end, this priority setting needs to be adjusted to various possibilities in terms of learning materials, learning resources, time, and other supporting facilities.

2. Deductive Model

The approach to this model is carried out deductively, in the sense that the identification of training needs is carried out in general, with broad goals. If it will determine the training needs (learning) for trainees who have the same characteristics, then the implementation of the identification is carried out by submitting consideration to all training participants (targets). The identification results are thought to be needed for all trainees (targets) who have the same characteristics. The results of this kind of identification are used in compiling mass and comprehensive training (learning) materials. This has been done in setting minimum training needs for trainees with specific targets such as looking at educational background, age, or position etc. Then it is developed into a learning process in more specialized training.

The advantage of this type is that the identification results can be obtained from broad targets, so there is a tendency to solve it using low prices, and is relatively more efficient than the inductive type because the learning needs information obtained can be used for the implementation of the learning process in training in general. However, this model has weaknesses in terms of effectiveness, because not necessarily all trainees (targets) are thought to have the same characteristics will use, and require the results of the identification. This is based on the fact that the diversity of trainees (targets) tends to have different interests and learning needs. Learning needs as a result of deductive model identification include the type of expected needs, in the sense that trainees (targets) are generally expected to need these types of learning needs. It is interesting that, the statement of the type of need can not be expressed by the trainee (target) directly, but by another party who allegedly understands the condition of the trainee (target). Therefore, why there is a lot of "Drop out in training", or learning boredom, lack of motivation, laziness, because there is a tendency for the learning material he learns in training is not in accordance with his perceived learning needs. Identification in this model is carried out en masse to three target parties, namely: (1). Families of trainees or other community members with an interest in training (education). (2). Training Executors and Managers: Heads, organizers, trainers (tutors) etc. This target has experience in the form of training that has been held and various matters related to aspects of training activities. (3). Trainees, for each type of learning material to be developed in the classroom, this goal is set to match the wishes and abilities of the trainer (tutor) in developing the process and training material (learning).

3. Model Classic

This classic model is intended to adapt learning materials that have been set in the curriculum or learning program to the learning needs felt by trainees (targets). Unlike the first model, in this model the trainer (tutor) already has guidelines in the form of curriculum, for example pre-service training curriculum, leadership training curriculum, lesson units in training, modules, hand-outs etc. Identification of training learning needs is carried out openly and directly to trainees (targets) who are already in the classroom. The trainer (tutor) identifies the gap between the abilities that the trainee already has (target) and the learning material to be learned. The purpose of this classical model is to bring the abilities that have

been possessed with the abilities to be learned, so that trainees (targets) will not get gaps and difficulties in learning new learning materials. The advantage of this model is to make it easier for trainees (targets) to learn learning materials, in addition to the abilities they already have will be capital to understand new learning materials. The weakness is that for trainees (targets) who are too far away their basic abilities with the learning material to be learned require learning the ability gap first, so that learning the expected learning needs takes a long time. The activity steps on this classic model are as follows:

1. Identify capabilities at training objectives
2. Identify the ability of trainees (targets)
3. Establish training needs gaps
4. Develop training programs
5. Carry out training activities
6. Valuation

This classic model training needs identification activity is carried out by trainers to trainees, by giving tests, interviews, or learning needs cards, to determine participants' initial abilities (entry behavior level). Furthermore, the initial ability is compared with the composition of knowledge contained in the existing material (modules, satpel etc.). If the trainer (tutor) obtains the result that the trainee's ability (target) is below the initial limit of learning material, then the trainee (target) needs to provide supplements first, until it is close to the limit of the training material to be learned.

RESEARCH METHODS

Data Collection Techniques

The type of research used in this study is qualitative research, which is research that intends to understand the phenomenon of what is experienced by the research subject by way of description in the form of words and language. The subject in this study is the owner and trainer at LKP, namely Mrs. lin. The place of this research was carried out on Jl. Nibung 1 No. 9, Jati Makmur, North Binjai District, Binjai City, North Sumatra. The data collection method is carried out by interview techniques (with unstructured interview guidelines, namely interview guidelines that only contain an outline to be tadik), observation techniques, and documentation techniques.

Data Analysis

Data analysis techniques are carried out using descriptive data analysis techniques, which are techniques in research to examine the condition of a group of humans, research objects, current conditions and also current events or in other words clearly describe the answers of respondents / targets related to the results of interviews that have been conducted

RESULTS AND DISCUSSION

Result

LKP IIN is one of the non-formal educational institutions that supports the implementation of lifelong education, because it does not limit the age of learning residents to participate in the learning process. In accordance with the principles of education implementation stated in the National Education System Law No. 20 of 2003 states that education is held as a process of cultivating and empowering students that lasts throughout life. So that every citizen has the right to the opportunity to improve lifelong education. One of the non-formal education managed by LKP IIN is sewing training. LKP IIN is an official course and training institution that has been accredited C by the Indonesian National Accreditation Board. LKP IIN itself accepts students training in free work skills education programs and opens regular and paid scheduled sewing courses. Located on Jl. Nibung 1 with a location that is easy to find, making this LKP crowded with participants every year. LKP IIN has 2 trainers in the implementation of sewing courses and training programs.

In the implementation of training in an LKP, of course, there are several objectives in order to achieve the abilities for the participants. The sewing skills course and training itself aims to make participants have the following abilities::

1. Become a professional clothing maker.
2. Become a reliable entrepreneur.
3. Following, developing, and mastering the field of sewing expertise through various seminars, workshops, and workshops.
4. Mastering 4 (four) levels tested in graduate competency standards.



Gambar 1. Papan penanda LKP

Discussion

Based on the results of observations and interviews that have been conducted at LKP IIN, several findings were found regarding the implementation of training, namely sewing course learning covering three processes including the planning stage, implementation stage, and evaluation stage. The three of these will be discussed as follows :

1. Planning Phase

The beginning of citizen recruitment learned through one of the media, namely brochures distributed at certain points. In addition, brochures are also distributed through social media such as Facebook, Instagram, and through friends to friends and alumni. To attract interest, LKP usually gives discounts or waivers. Based on the results of interviews with sewing course managers, researchers obtained information that sewing courses are held every month and the learning process is held three times a week, namely Monday, Thursday and Friday, with a duration of 2 hours at 09.00-11.00 WIB each meeting. Then based on observation, researchers see and pay attention to the learning process activities of sewing courses.

In this planning stage, what researchers can report is the preparation for learning carried

out by instructors who have started arriving at 07.00 at the sewing course. The instructor also prepares the facilities and infrastructure that will be used in the learning process of the sewing course. Researchers also observed several study residents who were the subjects of this study. From the observations, researchers saw that residents learned to come not on time because there was other work that had to be completed first.

The instructor has prepared everything needed in learning the sewing course. According to researchers, instructors are already well in the planning stages. Planning in the learning process largely determines the implementation in the sewing course. A lesson plan is a series of activities that the instructor needs to perform for each meeting. In it there must be a plan of what actions need to be done by the instructor to achieve complete competence and further actions after the sewing course learning meeting is over.

1. *Implementation Phase*

Based on the results of observations made by researchers in the process of implementing sewing course learning at LKP IIN. In the implementation stage is the implementation stage or the implementation stage of the planning design that has been made by the organizer and instructor. The learning process of the sewing course that the researchers observed began at 13.00 WIB, most of the learning residents came to the sewing course on time as scheduled. Only a small percentage arrive late for the course.

In the learning process of sewing courses, the media available in the learning room is used appropriately by learning residents including

sewing machines. According to the observations of researchers, the media in the classroom of sewing courses has been effectively used in the learning process. Learning residents can use the media according to the instructions of the tutor. Learning residents can also understand the stages of the sewing course learning material during the learning process and the results shown at the end of the learning are very satisfactory both according to the instructor and the researcher himself.

In the observations made by researchers, the attitude shown by the instructor during learning took place, looked calm and wise. Instructors are not only able to provide material well but also able to create a family atmosphere, fun and interspersed with motivations in the learning process. The instructor patiently and painstakingly teaches and answers all questions raised by the learning citizen. The method used by the instructor is the skill training method, which is a method that teaches residents to learn by giving repeated exercises and inviting directly to the skill training place to see and know how to make, how to use it, what are the benefits, what is its function and so on.



Gambar 2. Kegiatan pelaksanaan

- Evaluation Phase

The evaluation stage in the results of observations that researchers make has not been carried out when researchers conduct this study. So to find out the evaluation stage in the learning process of sewing courses, researchers only rely on interviews. The results of the interview explained how the evaluation plan will be carried out at the end of learning, where the learning residents have met the minimum criteria of 90% completing the learning process of the sewing course completely. To determine the achievement of program goals, tutors (along with organizers) assess the abilities that have been achieved by learning residents. Evaluation is carried out by conducting theoretical and practical tests, where learning residents are given questions and assigned to make a Apparel according to the ability of each citizen to learn.

The evaluation results show that most of the learning residents are able to master the skills learned and can practice them correctly. Based on the evaluation results, the organizer provides a certificate (local certificate) of program completion in this sewing course and provides direction to graduates to be able to utilize the skills they have acquired both now and in the future. After experiencing the stages in sewing course learning, graduates from LKP IIN mostly prefer to do entrepreneurship on their own. As for the LKP IIN, it can strive for several places that have been provided for residents to study for internships, one of which is fashion convection.

Based on the results obtained in the interview session, LKP IIN uses or applies a deductive training model. This can be seen from how in its implementation the instructor / trainer delivers material in theory first and then continued with

the practical implementation. The owner of LKP (Ibu lin) said that the instructor delivered 30% of the theory while the practice was 70%. In addition, this training is said to use a deductive training model because the target is broad but with certain characteristics. The characteristics in question are in the form of requirements for trainees such as being 17-25 years old, and not currently carrying out education or work so that they can focus on sewing training only. Meanwhile, based on the training process and material, LKP IIN uses a work skills training model because it is based on the intended training objectives to develop the knowledge and skills of the trainees in order to improve pre-employment skills

CONCLUSION

Based on the results of interviews that have been conducted and explained, a conclusion can be drawn that:

- 1) LKP Course & Sewing House IIN is a training institution that carries out sewing training programs.
- 2) LKP Course & Sewing House IIN in its implementation uses a deductive training model.
- 3) LKP Course & Sewing House IIN in its application conveys 30% theory and 70% practice.
- 4) LKP Course & Sewing House IIN is based on the process and training material using the work skills training model

REFERENCES

- Aisyyah, N, U, S & Mulyono, D. (2021). Program Pelatihan Keterampilan Menjahit dalam Meningkatkan Pendapatan Masyarakat di Masa Pandemi Covid-19. *Jurnal Comm Edu*. 4 (3). 113-119
- Amrulloh, N (2021). Pelatihan Keterampilan Menjahit dalam Meningkatkan Kesiapan Berwirausaha Para Santri di Pondok Pesantren Memba'ul Hikam Desa Jatirejo Barat Kecamatan Diwek Kabupaten Jombang. *Jurnal Pendidikan Luar Sekolah*. 1-8
- Baniah, E. N. S., Riyadi, R., & Singal, A. R. (2021). Analisis Penyelenggaraan

- Pelatihan Keterampilan Menjahit Busana Wanita Bagi Peserta Pelatihan Di Lkp Rachma Kota Samarinda. *Learning Society: Jurnal CSR, Pendidikan Dan Pemberdayaan Masyarakat*, 2(2), 75-80.
- Fauzi, S., ddk. (2022). Metodologi penelitian. Pena persada: Purwokerto.
- Fitri. 2020. PELATIHAN MENJAHIT DALAM MENINGKATKAN JIWA KEWIRAUSAHAAN PEREMPUAN DI PUSAT KEGIATAN BELAJAR MASYARAKAT (PKBM) TIARA DEZZY SAMARINDA. *Jurnal Bosaparis: Pendidikan Kesejahteraan Keluarga*. 11(2)
- Hariana. 2018. Penuntut menjahit praktik. Wahana media pustaka: Bandung.
- Haryanto B. 2019. Manajemen pelatihan. Badan penyuluhan dan pengembangan SDM pertanian: Jakarta.
- Hermiana, W. (2021). Analisis Model-Model Pelatihan. Madiun: CV. Bayfa Cendekia Indonesia
- Kamil, M. (2010). Model Pendidikan dan Pelatihan: Konsep dan Aplikasi. Bandung: CV Alfabeta.
- Nurochmah A., Mappincara A. 2022. PENGEMBANGAN MODEL PELATIHAN BERKELANJUTAN BERBASIS LESSON STUDY UNTUK MENINGKATKAN KOMPETENSI PENGAWAS SEKOLAH/ MADRASAH. *ALIGNMENT:Journal of Administration and Educational Management*. 5 (2)
- Prasetyo.B, joeliaty. 2018.ANALISIS MODEL PELATIHAN SUMBER DAYA MANUSIA BERBASIS KOMPETENSI PADA PERUSAHAAN PT. PINDAD. *Jurnal Muara Ilmu Ekonomi dan Bisnis*. 2
- Ardianto, D., & Rubini, B. (2016). Comparison of students' scientific literacy in integrated science learning through model of guided discovery and problem based learning. *Jurnal Pendidikan IPA Indonesia*, 5(1), 31–37. <https://doi.org/10.15294/jpii.v5i1.5786>.
- Sintiawati, R., Wibawa, B., & Siregar, J. S. (2018). Evaluasi Program Kursus Keterampilan Di Lembaga Kursus Pelatihan (Lkp) Karya Jelita Kota Bandung, Jawa Barat (Penerapan Model Evaluasi CIPPO). *Jurnal Eksistensi Pendidikan Luar Sekolah (E-Plus)*, 3(2).
- Siyoto, S., & Sodik, M. A. (2015). Dasar metodologi penelitian. Literasi media publishing.
- Sukmawati, T. (2018). Upaya LKP Lucky Dalam Meningkatkan Keterampilan Melalui Program Kursus Menjahit (Studi Kualitatif bagi kalangan perempuan di LKP Lucky desa Tanimulya kecamatan Ngamprah Kab. Bandung barat). *Comm-Edu*, 1(20), 30-37.
- Yuni. A, luayyi.S . 2019. Pelatihan Kewirausahaan Keterampilan Menjahit Bagi Masyarakat Desa Damarwulan Kecamatan Kepung Kabupaten Kediri. *CENDEKIA JURNAL PENGABDIAN MASYARAKAT*. 1 (1)