

## Tie-Dye Batik Skills Training In Improving Entrepreneurial Creativity of SMK Uswatun Hasanah's Students

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### ABSTRACT

*This community activity program aims to provide counseling and practice tie dye batik-making skills to foster students' entrepreneurial spirit. This activity was carried out on July 8, 2021, at the Uswatun Hasanah Vocational School, Jakarta. Participants are teachers and students of class XII. The method of activities through counseling and practice uses an Active Learning approach of Small Group Work type with strict health protocols. The counseling and practice provided by the PKM Team to participants were to provide insight into tie-dye batik models and the tie-dye batik making process starting from making patterns, color selection, coloring process, and drying tie-dye batik cloth. This community activity program for SMK students positively impacts growing motivation to create ideas, creativity, and tie-dye batik entrepreneurship.*

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#### Keywords:

Training, Entrepreneurship, Teknik Tie Dye, Creativity.

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## **INTRODUCTION**

During the COVID-19 pandemic, tie-dye batik became a fashion trend in Indonesia because making tie-dye batik was easy, simple, unique, and had little production costs. Tie-dye batik is a batik technique by picking up some fabric to create the desired pattern, then tying using a rope, and then coloring. The tie-dye batik patterns are formed from bonds that are not exposed to dyes, so a distinctive dyed tie batik motif is formed. Batik tie-dye is a technique for making motifs manually, namely by binding techniques, and the function of this bond is to block the color from entering the bond during the dyeing process, which is dipped in the desired color. The tie-dye batik coloring technique can be done using a brush as a tool with the term *colet* technique and sprayed (Witjoro et al., 2019). To make dyed batik that has suitable patterns and patterns requires innovative creativity. Creative thinking can be realized through the ability to create a creative working atmosphere with other people and implement several innovative abilities to support creativity. Creativity is synonymous with something new and part of innovation (Pirto, 2011). Creativity in entrepreneurship is one of the central roles through the ability and strong desire to create something new (Hidayati, 2013).

Entrepreneurship is one of the critical dimensions in shaping the entrepreneurial spirit of vocational students in Indonesia, especially students of SMK Uswatun Hasanah, DKI Jakarta Province. Entrepreneurship is applying creativity and innovation in solving problems and finding opportunities to improve life (business and work) (Abdul Hakim, 2010). Entrepreneurship is creating something different in value by using the necessary time and effort, assuming the accompanying financial, psychological, and social risks, and receiving monetary rewards and personal satisfaction. So entrepreneurship can be temporary or conditional (Wahjusaputri, 2017). The entrepreneurial creativity of students in vocational secondary education (SMK) is weak because most students think that entrepreneurship is only limited to selling goods. This is because not all students know the purpose of learning entrepreneurship and self-development in creativity according to their competencies. This has an impact that the desire for entrepreneurship is not needed after graduating from school. Another problem that arises is that entrepreneurship lessons in SMK are only limited to theory. There is no collaborative learning between theory and practice. One way to strengthen the entrepreneurial potential and creative power of students is through student training. The training program method consists of two methods, namely counseling and practice. The counseling carried out is providing insight, models, and the process of making tie-dye batik. While the practices were carried out to provide examples of how to make batik patterns, choose colors, the coloring process, and dry batik cloth. This training activity was held at SMK Uswatun Hasanah, Jakarta because the SMK is one of the best private schools located on Jl. Ministry of Manpower 2, Pinang Ranti, Makassar, East Jakarta, DKI Jakarta Province. Uswatun Hasanah School Uswatun Hasanah Vocational School has 100 students, 11 classes, 4 majors, and 20 teachers. SMK Uswatun Hasanah Jakarta has several expertise competencies, including expertise in the field of entrepreneurship. This PKM activity is expected to result from the designs/products of stu-

dents at Uswatun Hasanah Vocational School, Jakarta, after participating in tie-dye skills training, which can inspire students to become entrepreneurs after they graduate.

## **LITERATURE REVIEW**

### **Batik Tie Dye Technique**

The tie-dye technique, commonly called 'ikat celup', has the meaning of decorating the fabric by tying it with rope or rubber until it is waterproof, then dyeing it with batik dye (Wardhani & Panggabean, 2005). This technique is widely developed because of the ease and variety of various motifs. The tie-dye batik dyeing technique is part of the techniques that exist in the batik-making process. There are various techniques for making batik, starting from written batik, stamped batik, batik printing, batik with freehand printing, and tie-dye techniques (Sumiati, 2012). The tie-dye technique is the easiest technique to do and develop. Although this technique is easy and can be developed, not many people or batik artisans have done it and know it. Because this technique can be made on a household or industrial scale, it is necessary to disseminate techniques, patterns, and methods of making dyed batik as an alternative to batik-making techniques. According to Puspita Setiawati (2004), the tie-dye process includes the manufacture of ornaments with a dip cap system, commonly referred to as resist dyeing. It is called ikat dye because it is made by tying it so and then dipping it into a dye solution to form a motif. Embodiments in textiles include ikat (rainbow), imbued (novelty), batik and print (Nanang Rizaly, 2006).

Furthermore, Hasyim (2010) explained that "the dyeing process, that is, part of the fabric is tightly tied according to a certain pattern before being dyed with a dye. More said by Al-Muhdhar (2018), the tie-dye batik technique is a batik-making technique that does not use canting as a tool and liquid wax as a material for the process of giving the motif, but the fabric to be given the pattern is tied or sewn using a rope, then dipped in dye. Sugiarti (2011) also said that batik making is not preserved from generation to generation, something very ironic will likely happen where one day the Indonesian people will have to learn to make batik in other countries.

### **Entrepreneurship**

Entrepreneurship comes from the translation of the word entrepreneurship which from French, *entreprendre*, which means to do. Barnawi & Arifin (2012) revealed that there is a difference between the words entrepreneur, entrepreneurship, and entrepreneurial. Entrepreneur refers to the process of an individual's ability to turn ideas into action through creativity and innovation, while entrepreneurial refers to attitudes, skills, and behavior in carrying out variables (Eroglu & Picak, 2011). People who run entrepreneurship are also called entrepreneurs or entrepreneurs. According to Schumpeter (Buchari Alma, 2005), the definition of entrepreneur or entrepreneur is an entrepreneur as a person who breaks down the economy by introducing new products and services through new organizations and processing re-

sources or raw materials. The role of the entrepreneur are introducing production factors to the organization leads, investing in business capital, managing production facilities, daring to take risks, being good at reading opportunities, having high creativity and innovation in building his business, and creating new products. In line with this opinion, Hisrich et al., (2007) also argues that entrepreneurs take the initiative to do business, think creatively, manage resources, take risks to find opportunities, and improve life. Another opinion was also expressed by Nasution et al., (2007) Entrepreneurship is a condition of creating a new business which includes taking risks and expecting profits. Entrepreneurship is closely related to one's creativity and innovation so that the business carried out can continue to survive and advance. Entrepreneurship emphasizes the ability to create something new and different through creative and innovative thinking.

### **Creativity**

Skills in the 21st century cannot be separated from creative thinking in a person. Creative thinking can be realized through being able to create an atmosphere of creative work with other people and implementing several innovative abilities to support the creation of one's creativity. Creativity is synonymous with something new and part of innovation (Pirto, 2011). Creativity in entrepreneurship is one of the central roles through the ability and strong desire to create something new (Hidayati, 2013). Lau (2011) argues that creative thinking is the ability to think about things in new ways and unusual and produce a unique solution. It can be said that creativity will arise due to self-motivation to solve existing problems, besides that, it is the result of new ideas.

### **Training**

Based on the problems above, the solution offered by the UHAMKA Service Team is to provide coaching on tie-dye craft technology skills from the theories and competencies that students have learned at school. Conceptually, training involves the learning process to acquire and improve skills outside the education system that applies quickly with methods that prioritize practice over theory (Sastrohadiwiryono, 2005). Meanwhile, according to (Hamalik, 2007), training teaches or gives someone the experience to develop behavior (knowledge, skills, attitudes) to achieve something desired.

## **MATERIAL AND METHOD**

### **Research Framework**

The work design of PKM activities during the COVID-19 pandemic follows a very strict health protocol agreed by the school (Uswatun Hasanah Vocational School, Jakarta) together with the UHAMKA Service Team. The stages of training and counseling on visualization skills of making batik motifs with tie-dye techniques are as follows:

**1. Needs analysis.**

This stage aims to collect the relevant information needed to make videos about various tie-dye techniques and tie-dye batik coloring techniques.

**2. Tutorial Design**

This stage aims to design a tutorial starting from the initial stages of the process to combining techniques that can produce a single product that can be visualized.

**3. Multimedia production/development**

This stage aims to produce an initial product, which is then tested or run on a computer to ensure whether the results are as desired.

**4. Expert validation**

This stage aims to determine the feasibility of the product developed by the expertise's tutorial that requires referrals from experts in tie-dye techniques and natural dye techniques.

**5. Revision**

This stage aims to improve product quality based on material and media expert revision suggestions.

**6. Product trial.**

This stage is carried out to determine the attractiveness of multimedia developed for students. The research validator consists of one material expert and one media expert. Material experts assess content and learning aspects; media experts assess aspects of display and programming.

**Participants**

Participants in the PKM activity consisted of 12 class XI students and 7 productive teachers in entrepreneurship at Uswatun Hasanah Vocational School, Jakarta. There are 12 participants in total. This PKM activity was supported by the Uswatun Hasanah Vocational School principal, Mrs. Sri Endang, S.Pd, M.Pd. This training activity was held at SMK Uswatun Hasanah, Jakarta because the SMK is one of the best private schools located on Jl. Ministry of Manpower 2, Pinang Ranti, Makassar, East Jakarta, DKI Jakarta Province.

**Activity Method**

The activity method consists of two activities, namely counseling and practice with an active learning model approach. The counseling carried out by the PKM Team was to provide insight into tie-dye batik, models, and the process of making tie-dye batik. While the practices carried out to provide examples of how to make batik patterns, choose colors, the coloring process, and dry batik cloth. These activities use the Small Group Work Type Active Learning method. According to Ahmadi (2005), Active Learning is one type of active learning where students are divided into several small groups and work together to do tasks that the teacher has previously designed. Each member of the group still has an independent position and responsibility towards himself. In this PKM activity, data collection instru-

ments consist of performance assessment tests through tests and observations. Furthermore, to describe the skills of making tie-dye batik, descriptive analysis using percentagwasere used. The percentage formula, as stated (Sugiyono, 2015), is as follows:

$$P = \frac{f}{N} \times 100\%$$

Definition: P = Percentage; f = Frequency; N = Number of respondents; 100% = Fixed number. The results of these calculations, then the results are analyzed according to the measurement criteria below:

**Table 1.**  
Criteria for Assessment of Training Participants' Responses

Percentage	Criteria
0-20%	Very bad
21-40	Not good
41-60	Pretty good
61-80	Good
81-100	Very good

Sources: (Sudjana, 2005)

## **RESULT AND DISCUSSION**

A descriptive analysis using the percentage method shows that students' skills at SMK Uswatun Hasanah, Jakarta, to make tie-dye batik using the Active Learning method of Small Group Work from psychomotor, affective, and cognitive aspects are outstanding. Students know the types of tie-dye batik skills that can be made by themselves in the psychomotor aspect (Samadhi, 2009). Students continue to understand how to make and apply it to objects other than cloth in each meeting, such as bags, tablecloths, and handkerchiefs. Students also began to explain everything about tie dye batik in the cognitive aspect even though it was not very good abstractly. It takes several repetitions of the material about tie-dye batik so that students can explain briefly but communicate to others.

The assessment of the active attitude of participants (students, teachers, and principals) in participating in PKM activities was obtained from data collection through the distribution of questionnaires about the aspects observed by the Service Team. The results of the PKM activity assessment can be seen in Table 2.

The data processing results show that the individual internal aspects at the participants' level of understanding obtained 85% with an outstanding category. Changes in attitude obtained a percentage of 75% with a good category. The percentage of training material obtained is 100% with an outstanding category on the individual's external aspect. The percentage of training facilities obtained is 65% with good category. Furthermore, the trainer obtained a percentage of 100% with an outstanding category. Of the 25 training participants' answers, a percentage of 85% was obtained in the outstanding category. According to Fathurrohman (2015), the response is one of the psychological functions that individuals can obtain after the observation is completed. So it can be concluded that after the training, participants attended the tie-dye batik training on t-shirts for students of SMK Uswatun Hasanah, Jakarta, they strongly agreed that the trainees were happy during the training. Also, they wanted to develop the basic techniques of batik tie-dye to get more exciting and innovative results.

Regarding the desire to open a business or work in the textile industry after having the skills, the material provided can facilitate the trainees' understanding, and the trainer's explanation can be understood. The statement about the tie-dye batik training on t-shirts can develop imaginative and creative abilities and adequate training facilities. Based on the response data from the training participants, it also showed that the tie-dye batik training activities on the cloth were to the needs of students at Uswatun Hasanah Vocational School, Jakarta in achieving goals and objectives.

In table 3, regarding the understanding of the procedure for making tie-dye batik techniques on t-shirts, the percentage is 65% in the good category. Aspects of making motifs obtained the lowest percentage of 62% but still in the good category. Moreover, color suitability obtained an average value of 67% with a good category. Student skills must be further developed to be able to compete with other normal students to compete in the future. To produce better creativity is necessary to have an exercise to im-

prove skills. So it can be concluded that to produce a better tie-dye technique, it is necessary to practice the dyeing technique so that the bonding results are good and neat. This is in line with the explanation of Sastrohadiwiryono (2005) that the vehicle for improving the skills or skills of the workforce is not only limited to education and training. The habit of carrying out tasks and similar work is a positive means to improve the skills or skills of the workforce. Skills are very important for SMK Uswatun Hasanah, Jakarta, considering that most autistic children are weak in academics. Skills learning carried out in practice makes it easier for children to understand the aims and objectives of learning. Furthermore, children will have at least one skill that can be applied in life. In skill learning, students not only hone their psychomotor abilities but also their affective and cognitive. Making process and tie-dye batik product can be seen in Figure 1.

**Table 2.**  
The results of the Assessment of Participants' Attitudes Assessment Results

No	Aspect observed	Criteria	Observation results				Average (%)	
			1	2	3	4	Yes	No
1	Paying attention to the Explanation of the UHAMKA servant team	Yes	25	25	25	25	25 (100%)	-
		No	-	-	-	-	-	-
2	Take notes on the explanation From the UHAMKA servant team	Yes	20	17	23	15	18,75 (75%)	-
		No	2	3	3	2	-	2,5 (10%)
3	Actively ask/answer	Yes	23	20	17	25	21,25 (85%)	-
		No	5	3	5	4	-	4,25 (17%)
Average of All Aspect						87%	9%	

Source: Respondent Data Processing (2021)



**Table 3.**  
Average Result of Tie Dye Batik Technique on T-Shirt

No	Aspect observed	Criteria	Observation results				Avarage (%)	
			1	2	3	4	Yes	No
1	The precision of making tie dye batik technique	Yes	13	17	20	15	16,25 (65%)	-
		No	7	3	5	9	-	6 (24%)
2	The accuracy of the placement of the motif	Yes	20	17	10	15	15,5 (62%)	-
		No	5	7	2	3	-	4,25 (17%)
3	Batik color difficulty	Yes	15	20	17	15	16,75 (67%)	-
		No	7	5	3	3	-	4,5 (18%)
		Avarage of All Aspect					64,7%	19,7%

Source: Respondent Data Processing (2021)



**Figure 1.**  
Making Process and Tie Dye Batik Product

## CONCLUSION AND RECOMMENDATION

### Conclusion

Based on the results of this community activity program, 25 students of Uswatun Hasanah Vocational School, Jakarta, were able to make tie-dye batik with the Small Group Work Type Active Learning method well. At each meeting, there was an increase in scores and percentages in all aspects of the assessment, namely psychomotor aspects, affective aspects, and cognitive aspects. In the first meeting, the average value of 25 students was 65% of the tie-dye batik activities carried out well. The value continues to increase until the average value reaches 67% tie-dye batik activities are carried out well. Tie-dye batik is a batik that has a characteristic in the manufacturing process and the resulting motif. The variety of tie-dye batik patterns depends on the origin of the region that produces it. Tie-dye batik can not only be applied to a piece of cloth but can also be applied to clothes. Due to its uniqueness, ease of manufacturing process, and the affordable cost required to make tie-dye batik, it can be used as a choice for batik vocational students to become entrepreneurs after graduating from school.

### Recommendation

Following the conclusion above, the service team submitted suggestions to the school, namely the educators (teachers). The results of this service can be used as an alternative and reference material for teachers to develop learning skills to make tie-dye batik through Active Learning Type Small Group Work learning at school. If the PKM program is sustainable, it can be used as a reference for the implementation of expertise in entrepreneurship so that they are skilled at making tie-dye batik.

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