

THE WOMEN SKILLS OF BANDARHARJO DISTRICT IN CREATING HANDICRAFT TO PREPARE A NEW ENTREPREUNER

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ABSTRACT

Some one who want to become a new entrepreneur, can start from increasing her/his skill in producing a new products in may variety. The purpose of the research was to know, the achievement of women in Bandarharjo one of the district in Semarang Central Java, in creating handicraft. The method used in this research was experimental design. This research was conducted in Bandarharjo District, Semarang Central Java Indonesia. Observation list was used as the instrument of this research. The instructional method used in this research was lecturer, demonstration and practice. Job sheet was the medium used in this research.

The finding in this research was the skill of women in Bandarharjo district in creating handicraft about 75.5, it was good catagory. It means they have good opportunity to start a new business in produce some handicrafts. They can become a new entrepreneur as good as they produce some handicrafts in many variety.
Keywords: Women skill, Bandarharjo distric, Handicraft, New entrepreneur

1. INTRODUCTION

Bandarharjo is one of district in North Semarang locates near the beach, between two big rivers Semarang and Kalibaru. The Bandarharjo urban village has a border area those are: a) Boudary area : Java Sea, b) North and south: Kali Semarang, and 3) east: Empu Tantular Road. The citizen of Bandarharjo are fishermen, entepreneur, handicrafter, small industry and laborers. The total area of Bandarharjo urban village is 342,675 Ha (Nofiyanto, 2011). The climate of Bandarharjo is tropical has two season, there are rainy season and dry season, same as the regions in Indonesia in general.

Bandarharjo urban village is one of the urban villages in North Semarang, where the population has livelihoods of fishermen, medium/big entrepreneurs, small industry craftsmen, construction worker, traders, government employees, army, pensions and breeders.

Bandarharjo has some programs, one of them is family welfare education (PKK) wich is handled by the women. The 10 main programs have some activiies, such as: Pancasila appreciation and applied, mutual cooperation, food, clothing, housing and household management, education and skills training, healt, development of cooperative life, environmental sustainability, and family healt planiing (Tim Penggerak PKK Semarang, 2017)

The program of education and skills training, has some activities, they are: training of member skill in production handicraft from fabric waste, empowering the member to become entrepreneurs, to give the member of PKK the marketing ability.

The purpose of the research was to know, the achievement of women in Bandarharjo one of the district in Semarang Central Java, in creating handicraft.

2. LITERATURE REVIEW

a. Entrepreneurship

Entrepreneurship is a process to create somethings new, different from another, by using the old elements. According Kashmir (2006: 17) cited on Drucker, entrepreneurship is the abilities to create something new and different, need the unique one, even the element were old. Entrepreneurship includes entrepreneur and entrepreneurship. Entrepreneurship means adventurer, risk taker, contractor, a person who pursue a particular job, and the creator who sells his or her creation (Hendro, 2011: 29). Entrepreneurship according to Hisrich, Peter and Shepherd (2008: 8), is process of creating something new, it mean a new thing even the elements were old, by value of devoting the necessary time and effort, assuming the accompanying financial, psychics, and social risk, and receiving the resulting rewards it can be monetary and personal satisfaction in independence or for another.

Frederick, Kuratko and Hodgetss (2008: 29) had opinion, that entrepreneurship is a dynamic process it mean that the entrepreneur have some variety to do something of creating something new, and additional wealth, this wealth made by individual who consider the main risk, it mean every the entrepreneur must be strong against any risk of loss and luck, in terms of equality, time and/or career commitment assign value to some product and service. The produce or service it self may or may not be new or unique, the value must be some way implanted by the entrepreneur by securing and allocating the necessary skill and resources. Entrepreneurs are courageous people who take risks to open a business on various occasions (Kasmir, 2006: 16).

The skill of entrepreneur can be learn and the resources divide to two kind, there are the out side resources and inside resources. Out side recources are everithing which found surrounding the entrepreneur, such as: environment, row material, technology. The inside recources such as skill, motivation, creativity, high willingness, spirit. Those insede recources can be increased by giving some trainings.

The emergence of entrepreneurship is driven by several factors, such as: personal atributes adn envoromental fantors (Alma, 2009: 12). Environmental factors that are around self-entreprneurship will affect the formation of entrepreneurial character, such as family environment, the environment where a person lives. In most areas there are entrepreneurs in the field of clothing, will affect the surrounding community. Another opinion suggested, there are several factor that affect a person's desire to choose the path of entrepreneurship as a way of life. These factors are: (1) individual factors, (2) work atmosphere, (3) education level, (4) personality, (5) educational achievement, (6) family encouragement, (7) association, (8) wishing to be more appreciated or self-esteem and (9) the state of affairs (Hendro, 2011: 61-63)

b. Women Skill in Bandarharjo District.

Women skill is a capability of some one which receive by learning and training. The capability is consist of fashion drawing, sewing, embroydery, creating handicrafts, gardening, pattern making,culinary, house management, house decorating, arranging flower, etc.

The program for women to increase the skill, by giving skill trainings, one of the training is how to teach the housewife to creating bag/accessories from fabric

waste and yarn.. The waste can be from fabric, plastics, paper, bottle and others. In this research the women were given some trainings to produce bag, sandal and necklace. These programs need some training models or methods.

The training model which used to encourage the women in creating some handicrafts by using waste, was instructional strategy created by Dick and Carey (2005) Instructional strategy is one of the processes in instructional design system. A system is defined as a set of concepts or parts that must work together to perform a particular function. An organization is a system or a collection of systems. Every job in an organization is used by a system to produce a product or service. The product or service is the means by which an organization supports itself (Clark, 2007). In the instructional design system, there are four inputs necessary in every system to produce a product or service: (1) People: The workers making up a group and linked by a common activity, (2) Material: The raw products which go into the system, (3) Technology: The technique for achieving a practical purpose or goal, and (4) Time: The measured period during which an action or process begins and ends (Clark, 2007). By using instructional model of Dick and Carey, this program was conducted.

The first step is instructional Goals. On this stage the goals must be stated, which has advantageous state of affairs by instruction. On this stage the Instructional Developer must do a need analysis of a discrepancy between and instructional goal and the present state of affairs or a personal perception of needs. The analysis found, that the women in Bandarharjo District needed some skill, especially women skill, such as, how to crochet, how to make some handicrafts by using waste (fabrics, plastics, threads, papers etc), so the goal was how to increase women skill in creating handicraft by using all of waste (fabrics, plastics, threads, papers etc).

The second step, is conduct instructional analysis. The purpose of instructional analysis is to determine the skills involved in reaching a goal. Task Analysis (procedural analysis): about the product of which would be a list of steps and the skills used at each step in the procedure. Information-Processing Analysis: about the mental operations used by a person who has learned a complex skills. Learning-Task Analysis; about the objectives of instruction that involve intellectual skills. On this research the analysis was about the step of how to make handicraft, began the easy one until the difficultness.

The third step is entry behaviors and learner characteristics. The purpose of doing searching about students' entry behaviour is determining which of the required enabling skills the learners bring to the learning task, intellectual skills, abilities such as verbal comprehension and spatial orientation and traits of personality . The learners or the participants had several educations, such as: junior high school, senior high school and university.

The fourth step is writing the performance objectives. The purpose of writing the performance objectives is translating the needs and goals into specific and detailed objectives. The functions are: determining whether the instruction related to its goals, focusing the lesson planning upon appropriate conditions of learning, guiding the development of measures of learner performance, and assisting learners in their study efforts. The objective in this research was: The participants can create some handicrafts made of fabric waste and yarns.

The fifth determining criterion-referenced test items. The advantages of determining Criterion-Reference Test Item (CRT) are: to diagnose an individual possessions of the necessary prerequisites for learning new skills, to check the

results of student learning during the process of a lesson, to provide document of students progress for parents or administrators, useful in evaluating the instructional system itself (Formative/ Summative evaluation), and early determination of performance measures before development of lesson plan and instructional materials.

The sixth step instructional strategy. The purposes of designing instructional strategy are: to outline how instructional activities will relate to the accomplishment of the objectives, to determine the best lesson design: Demonstrating knowledge about the learners, tasks reflected in the objectives and effectiveness of teaching strategies e.g.: choice of delivering system, methods and model of teaching. Teacher can select the appropriate models to deliver the material, such as: Contextual Teaching and Learning (CTL), cooperative learning, quantum teaching and learning, project based learning etc. All of the selections are oriented in learner not teacher-led any more.

The seventh step was selecting instructional materials. The purposes of selecting instructional material are: to select printed or other media intended to convey events of instruction, use of existing materials when it is possible, need for development of new materials, otherwise, and role of teacher: It depends on the choice of delivery system. On this research the instructional materials were: making the sandal from yarn using macrame and crocheting technique, sling bags and necklase using fabrics was.

The eighth step was formative Evaluation. The purposes of formative evaluation are to provide data for revising and improving instructional materials, to revise the instruction so as to make it as effective as possible for larger number of students. The one on one technique is used, for example: one evaluator sitting with one learner to interview, another technique is small group field trial.

The ninth step is summative evaluation. The purpose of summative evaluation is to study the effectiveness of system as a whole. It conducts after the system has passed through its formative stage. By using Small scale/ Large Scale and Short period/ Long period.

The tenth step is revise the instructional. The purpose of revise instruction is to find some difficulties in instructional process, then make some remedial in next process.

Instructional strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based n many types of learning styles (Ekwensi, Moranski, &Townsend-Sweet, 2006 in Clar ck, 2004)

The variations in Instructional Strategies are important, it can increase the motivation of the participant during the training.

3. RESEARCH METHOD

The method used in this research was one-shot case study experimental design. This research was conducted in Bandarharjo District, Semarang, Central Java Indonesia. The population in these research was the women in Bandarharjo district, and the samples were the women who interest in entrepreneurship by creating handicrafts.

By using experiment design and used one shot case study, this research was conducted. to know the achievement of participants on creating new new handicrafts

by using fabric and yarn waste. The instructional method used in this research was lecturer, demonstration and practice. Job sheet was the medium used in this research. The instrument in this research was

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Figure 1. The One-shot Case Study (Gall, Gall, Borg, 2007: 402)

The observation list was used as the instrument of this research with some indicator, such as: design, creativity, technique, tidyness, overall view, selling power, and price. The descriptive percentage was used to analyze the data.

4. RESULT AND DISCUSSION

a. The result

The location of research was Bandarharjo District in Semarang, and conducted On April 9 – 13, 2018. The activities carried out in this study, are: (1) initial survey to know the condition of the location and needs analysis, (2) create an instructional model, (3) develop instruments, (4) conducting research with the experimental method, which provides training by using lecturer, demonstration and practices. The data was analyzed by using descriptive percentage, and got the result was 75.5 %, it was good category.

b. Discussion

Data analyze use descriptive. The result is the score of participants' achievements in creating some handicraft (sandals, sling bag, and necklace) was 75.5 %. It was good category.

Based on the result of descriptive analysis, it can be seen that the participants' achievements in creating handicraft were quite satisfactory. The percentage of participants' achievement in creating handicraft belongs to good category. That may cause, before the participants join the project which can increase their ability in entrepreneurship. The participant can develop their creativity in producing the handicraft.

It can be interpreted that they already have the creativity and the ability to create new handicraft products. It can be seen, that the results last products during the program very exciting. The participants can encourage their ability and creativity in produce the handicraft. Participants could explore their ability to create many new handicrafts.

By applying some instructional methods during the training, the participants were enjoy the programs.

5. CONCLUSION AND SUGGESTION

a. Conclusion

The participants achievement in creating handicrafts from fabrics and yarns waste was 75.5 % It was good category. It can be increased more than today, if the instructors always 'give support to the participants to create new products.

b. Suggestions

The suggestions relate to the implementation and result of the research, were:

- 1) Need more time to give some material about handicraft.
- 2) Need training in marketing management.
- 3) Need support from all Bandarharjo district staff and activator PKK in North Semarang to market the product, especially the place to sell the products.
- 4) Another material can be applied as raw material to produce handicraft, such as plastic and paper waste.

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