
TRAINING MANAGEMENT OF MUKENA HOME INDUSTRY TO IMPROVE COMMUNITY'S ECONOMIC EMPOWERMENT

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Abstract

This research aims to describe Mukena home industry training management ranging from planning, implementation, and results. As well as what are the supporting and inhibiting factors of home industry training itself. This research uses a qualitative approach. Data is collected with participant observation techniques, in-depth interviews, and documentation. The data is analyzed using data collection techniques, data reduction, and data display. These techniques are used to search for data in community empowerment research through mukena Fahiya's home industry training activities in increasing family economic income. The study results include 1) Planning, which includes schedule determination, tutor determination, place and time determination, participant recruitment, training, and practice materials, as well as materials for practice, and sewing tools. 2) Implementation includes: Participant participation, community participation, and practice directly after they understand the theory. 3) Training results include knowledge, skills, and also increased income. 4) Supporting factors and inhibitors include More inhibition factors into time and cost, training methods, and techniques. The supporting factors include facilities, trainers/tutors, trainees, and practice materials.

Keywords: Mukena Home Industry, Training, Community Economic Empowerment

Abstrak

Penelitian ini mempunyai tujuan untuk menggambarkan manajemen pelatihan home industri mulai dari perencanaan, pelaksanaan dan hasil. Serta apa saja faktor pendukung dan penghambat dari pelatihan home industri itu sendiri. Penelitian ini menggunakan pendekatan kualitatif. Data dikumpulkan dengan teknik observasi partisipan, wawancara mendalam dan dokumentasi. Data tersebut dianalisis dengan menggunakan teknik koleksi data, reduksi data, dan display data. Teknik-teknik tersebut digunakan untuk mencari data dalam penelitian pemberdayaan masyarakat melalui kegiatan pelatihan home industri mukena Fahiya dalam meningkatkan pendapatan ekonomi keluarga. Hasil penelitian meliputi: 1) Perencanaan yang mencakup penentuan jadwal, penentuan tutor, penentuan tempat dan waktu, rekrutmen peserta, materi pelatihan dan praktek, serta bahan untuk praktek, dan alat-alat menjahit. 2) Pelaksanaan meliputi: Partisipasi peserta, partisipasi warga sekitar, dan praktek langsung setelah mereka memahami teorinya. 3) Hasil pelatihan meliputi pengetahuan, keterampilan dan juga peningkatan pendapatan. 4) Faktor pendukung dan penghambat meliputi: Faktor penghambat lebih ke waktu dan biaya, metode dan teknik pelatihan. Adapun faktor-faktor pendukung tersebut antara lain: fasilitas, pelatih / tutor, peserta pelatihan, dan bahan praktek.

Kata Kunci: Industri Mukena Rumah Tangga, Pelatihan, Pemberdayaan Ekonomi Masyarakat

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INTRODUCTION

The welfare of life is the dream of every human being. A prosperous society will not be realized if its people live in poverty. The weak economic condition of the community demands a way out. Poor economic conditions can harm people's survival, including rising unemployment, the number of dropouts, and people not meeting basic daily needs such as food, food, and boards. One of the family functions is as an economic function, where a family is a state as an independent social status. Therefore poverty should be abolished as a form of insecurity that describes a condition lacking in fulfilling economic needs.

Through training activities, community empowerment is one of the poverty reduction activities significant enough to accelerate community empowerment efforts through human resources capacity building and collective behavior change. To improve the community's economic resilience, creating an empowered society, which has superior quality and plays as the main actor of development, education, and training, is undoubtedly the primary key in it. This community empowerment training development plan is expected to contribute significantly to the improvement of community empowerment and well-being. Economic empowerment of the community through the training activities of Home Industri mukena, a family can improve the family's economic level. Moreover, advanced home industries will have an impact on improving people's economy in the future and also improving the welfare of families.

Given the difficulty of employment problems, the development of entrepreneurship (entrepreneurship) becomes one of the roads in improving society's economic level. Entrepreneurship is a creative and innovative ability that is the basis, tips, and resources to achieve success (Suryana, 2003:1). Entrepreneurship is now one of the best solutions in addressing the high number of unemployed. With the arrival of Home Industri can be used as a platform for most communities that can grow and develop independently by providing a large role and occupying a strategic role in economic development.

Besides, the home industry is also a business activity that can expand employment and provide general economic services to the community and play a role in improving the community economy, reducing unemployment, and improving the community's welfare. In addition, the Home industry is a small business unit /company engaged in specific industries. Usually, this business only uses one or two houses as a center of production, administration, and marketing at the same time. When viewed from venture capital and the amount of energy absorbed certainly less than large companies in general (Muliawan, 2008:3)

The problem that the authors get based on observation is that a family's economy has not been able to improve before the training activities of home industries whose location is located around the area they live in. At first, they had no skills and income at all, an applicable income, not even enough to meet their living needs within a month and the following month. This is because they have no skills, no permanent jobs, or no additional income from other jobs they have been in all along. From the above problems encourage the authors to do more research. In this paper, the author will discuss the management of mukena

home industry training in Padasuka Village of Central Cimahi Sub-District to improve its economic empowerment.

LITERATURE REVIEW

Training

Training is a learning process that involves acquiring skills, concepts, regulations, or attitudes to improve human performance (Simamora, 2001: 273). According to the article I, paragraph 9 of Law No.13 of 2003. Job training is an entire activity to give, acquire, improve, and develop work competencies, productivity, disciplines, attitudes, and work ethic at a certain level of skill and expertise following the level and qualifications of positions and occupations. Goldstein and Gressner (Kamil, 2010:6) define training as a systematic effort to master skills, rules, concepts, or ways of behaving that impact performance improvement. Furthermore, according to Dearden (Kamil, 2010: 7), training includes the learning process of teaching, and training aims to achieve a certain level of competency or work efficiency. As a result of the training, participants are expected to respond appropriately and according to certain situations. Often training is intended to improve performance that is directly related to the situation. Furthermore, Fiedman and Yarbrough (Sudjana, 2007: 4) show that training is a learning effort, organized by organizations (government agencies, non-governmental organizations, companies, and so on) to meet the needs or to achieve the organization's goals. Based on the experts' opinions mentioned above, it can be concluded that training is a form of assistance in an organized and systematic learning process with a relatively short period to improve the knowledge and skills of trainees who are practical to achieve specific goals.

Management

In general, management is a process in which one can organize everything done by an individual or group. Management needs to be done to achieve the objectives or targets of the individual or group cooperatively using the resources available. Good training management is one of the essential factors in producing human resources that are ready to compete. In contrast to the management of the training program revealed by Sudjana, in his book, it consists of three stages: planning, implementation, and assessment. The training planning process is designing and putting together a training program from start to finish. Management or management is the ability and unique skills to perform an activity either in someone else's high school or others to achieve the organization's goals (Sudjana, 2010: 17). Whereas according to Brantas (2009:4), management is a process or framework that involves the guidance or direction of a group of people towards organizational goals or real intentions. Management, according to George R Terry (Sudjana, 2010: 49), presented four management functions with POAC abbreviations: Planning, Organizing, Actuating, and Controlling.

Community's Economic Empowerment

According to Sulistiyani (2004) that etymological empowerment comes from the primary word "power," which means strength or ability. Contrary to that understanding, empowerment is defined as a process to gain power, strength, or ability, granting power, strength or capability of the person who has power to the less or unpowered party. Empowerment or empowerment can be briefly interpreted as an effort to give community groups the opportunity and ability to participate, negotiate, influence, and control the institutional community responsibly to improve their lives. In other words, empowerment is also interpreted as an effort to provide empowerment or strength (strength) to the community. According to Sulistiyani (2004, p. 80), the purpose of empowerment is the formation of individuals and independent societies. Such self-reliance includes self-reliance to think, act,

and control what they do. Community self-reliance is a condition experienced by a society characterized by the ability to think, decide, and do something that is seen as appropriate to solve the problems faced by using the power or ability of the possessed. Furthermore, Nurhayati & Falah (2020) explained that community empowerment's main objectives are those who are weak and do not have the power, strength, or ability to access productive resources or marginalized communities in the development.

Based on some understanding of empowerment, it can be concluded that in essence, empowerment is a process and effort to acquire or provide power, strength, or ability to weak individuals and communities in order to identify, analyze, establish the needs and potentials and problems faced and at the same time choose the solution alternative by optimizing the resources and potential that are owned independently.

Home Industry

The home industry is a small-scale company; usually, this company only uses one or two houses as a center of production, administration, and marketing at the same time. When viewed from venture capital and the amount of labor absorbed certainly less than large companies in general (Muliawan, 2008). Home industries are generally more traditional business units, in the sense of implementing sound organizational and management systems as is common in modern companies, but there is no clear division of labor and bookkeeping system (Tambuan, 2002). According to Law No.9 of 1995 on Small Business, the home industry or small industry is an industry that has a maximum net worth of Rp 200 million, excluding land and business buildings. The annual sales result is approximate Rp 4 billion in 1 year. It is a business itself, not a subsidiary of an individual business.

According to Suryana (2006), the home industry's function is as follows: 1) Strengthening the national economy through various business relationships, such as supplier functions, production, distributors, and marketing of large industrial products. Small businesses serve as transformers between sectors that have forward and back-to-back links. 2) Improve economic efficiency, especially in absorbing existing resources. Small businesses are very flexible because they can absorb local labor and resources and increase human resources to become resilient entrepreneurs. 3) As a means of distributing national income, equalization tools strive and income, because the numbers are spread in urban and rural areas.

METHOD

This research belongs to the category of qualitative research with field research type. The method is field research because researchers have to observe directly into the field. The research aims to describe a problem. In this case, the research is community empowerment through home industry training activities in increasing the family's economic income. This research focuses on training management of mukena home industry training in Padasuka Village, Central Cimahi Sub-District. The participants in this study were several individuals who participated in home industry training and also who had worked in the mukena Fathiya home industry in Padasuka Village Cimahi Tengah sub-district. The research instruments used in this study are interviews, observation, and case study/literature instruments.

Data analysis techniques using Miles and Huberman models (Sugiyono, 2014: 91) suggest that qualitative data analysis activities are conducted interactively and continuously until concluded so that the data is full. Activities in data analysis are Data Reduction, Data Display, and Conclusion Drawing Verification.

RESULTS AND DISCUSSION

Results

The Planning of Mukena Home Industry Training to Improve Community's Economic Empowerment

Based on the results of interviews and participatory observation the planning stage of mukena Fathiya home industry training includes the determination of schedules that have been prepared and prepared according to the needs, places, and times of training adjusted to the training of participants, participants recruitment by way of information through RT and RW or door to door. The training was given to participants in the form of sewing training, cutting fabric, making patterns, Overlock, embroidering, making mukena decorations in the form of mukena trinkets. Materials provided for training practice are parisian cotton fabric, mosscrepe and also wolcrepe. And the tools used in training are sewing machines, embroidery machines, overlock machines, scissors, fabric meters, and pattern paper.

Table 1. Mukena Home Industry Training Program

Learning Materials	duration	Learning Objectives
Theories about sewing, overlocking, embroidering and pattern-making. Introduction of sewing machines, overlock machines and embroidery machines.	1 week (6 hours)	Understand theories about sewing, sewing, embroidering and pattern making Understand about the ins and outs of sewing machines, embroidery machines and overlock machines.
The practice of sewing, embroidering and grinding, as well as the practice of making mukena patterns.	1 week (6 hours)	Can use sewing machine tools, overlock machine and embroidery machine and can make mukena pattern.
Evaluation of the results of sewing, embroidery and 1 week trainin	1 week (6 hours)	Operate home industry tools mukena without the help of tutors

Resources: Mukena Fathiya Home Industri Archives

The observation results were reinforced by an interview with Mr. W as the owner of Home industry mukena organizers revealed that the study schedule was arranged based on tutors' and trainees' agreement. Mrs. AR also expressed the same opinion as a developer (R&D) that training schedules were offered to trainees. The training is held three days a week, namely Mondays, Wednesdays, and Saturdays, for three weeks, and the fourth week is used to practice all theories without further assistance by tutors. As the home industry owner, Mr. W suggested that the training materials were composed entirely by the executive team and tutors. Trainees adjust and follow existing materials. This opinion is in line with Mrs. EE's statement, who serves as a tutor that the executive team and tutors arrange the home industry training materials. The composition of materials for training at the primary level is the theory and introduction of home industry tools mukena. The training curriculum is compiled by the implementing team and tutors whose contents include introducing tools /sewing machines,

border machines and Overlock machines, knowledge in theory, and using tools/machines used in the home industry mukena. The composition of the training material consists of direct theory and practice. The practice is carried out at the mukena home industry production site.

In organizing this mukena home industry training, the organizing team was formed in an organizational structure. The arrangement starts with the person in charge, the chief executive, and the tutor. As the owner of the home industry, Mr. W stated that the techniques used in this training are a combination of lecture methods, questioning, demonstration, and practice. Training is carried out gradually, ranging from theory, demonstration, and practice, with a theoretical percentage of 25% and practice of 75%. He also pointed out that the selection of home industry training methods and techniques is tailored to the training materials and arranged with tutors. In determining the place and time of mukena home industry training is the authority of the training organizer. This decision was recognized by three participants who were reinforced by the interview. That the training's implementing party determines the determination of the place and time of implementing the training. The source of funds for training activities comes from the industry's home cash fund. Organizers and tutors explain that all trainees are free of charge.

The Organizing of Mukena Home Industry Training to Improve Community's Economic Empowerment

The participants of the mukena home industry training are very enthusiastic and passionate. The participation of the local community towards the implementation of mukena home industry training is also very supportive. The interest of trainees towards the training program is also in high demand because it adds skills and knowledge in skills home industry mukena. Moreover, that is the basis for implementing the mukena home industry training program because of the need to increase the number of employees in the previous period and prepare according to the needs. Tutors deliver materials with a defined method of lectures, & A and practice. After completing the learning material, the trainees are asked to respond and ask questions about the material explained. The tutor explains what the trainees have not understood and re-explains the poorly understood material. Ms. EE, as a tutor, stated that the delivery of material twice a week with systematic: the theory first during two weeks of training, then in the third training did practice when there is a difficulty, the tutors provide assistance or guidance.

Following the system, tutors carry out training that begins with delivering materials about industrial home tools used in the home industry, such as sewing machines, embroidery machines, and Overlock machines. This material's delivery steps include: (1) how to insert threads on the machine, 2) how to operate sewing machines, embroidery, and Overlock. Researchers conducted observations and observations reinforced by interviews of three participants who were also the subject of this study to determine how tutors delivered materials in home industry training. The trainees suggested that the way the material was delivered started from the beginning even though the trainees already knew, intending to further strengthen the participant's learning material mastery. From the observations reinforced by the interview, it is known how the learning material submitted by the training tutor is beneficial, so that the trainees easily master the material submitted by the tutor.

From the observations reinforced by the interview above, it is also seen that the mastery of the learning materials and theory is determined by the motivation or purpose of the trainees following the training. Although the trainees' motivations and objectives differ, this does not

seem to discourage the trainees from receiving what the tutor conveys. AJ, as a trainee, stated that he did not run into obstacles because the tutor delivered quite understandably. This opinion is in line with TS as a trainee stating that he is not experiencing obstacles because the tutor's material is also acceptable. The same opinion is expressed by ND as well as the trainees. AJ suggested that during his training, the way tutors teach is quite understandable. TS and ND also suggested no difficulty because the way tutors deliver the home industry training materials is quite good. If he does not understand, then he will ask again to be more explicit..

The Mukena Home Industry Training Results

The home industry training program is suitable for the community's learning needs. Furthermore, interest in home industry training programs is in high demand because it can be used as a workplace provision. The home industry training method is in accordance with the training program because it is directly practiced, making it easy to remember. So the benefits obtained through home industry training are that getting additional knowledge can be applied to work and become a stream of income, improve performance and income. Furthermore, the knowledge gained through home industry training is easily applied in the workplace, so that the work becomes easier, faster in getting it done.

The results of observations and interviews with Mr. W as the home industry owner that the evaluation of the training results so far is entirely satisfactory, followed by eight trainees. Concerning the benefits of mukena home industry training, the participants provided information that AJ already has home industry skills as an operational competence. Furthermore, TS presents practical benefits for himself, especially when his workshop's work becomes more manageable. ND suggests it feels very beneficial for the home industry.

This home industry training evaluation activity includes training time, materials, facilities, and training infrastructure. In terms of training time, Mr. W, as the home industry owner, suggested that there are no obstacles because the time is adjusted to the trainees, namely after they do the work at home. Evaluation is the final stage, from planning to the implementation of activities. For evaluation activities, the implementation of home industry training has prepared carefully as presented by Mr. W as the home industry owner. That the evaluation of home industry training is carried out from the beginning to the end of the activity. Evaluation is carried out on all components of the program and towards the implementation of the training program. Evaluation is carried out at the time, before, moderate, or after the training is carried out. The preparation of this evaluation plan is an essential activity as a guide to measuring whether the specified objectives can be achieved, whether the training's implementation is in accordance with the plan, and/or the impact of what happens after the training is implemented.

Supporting factors and Inhibitions in the Activities of Mukena Home Industry Training These supporting factors can be identified into two aspects: internal and external factors that are sourced from outside the individual, such as the interests and motivations of the trainees and support from the family. As revealed by Mrs. EE training tutor: "participants come from different backgrounds and have their uniqueness, there are participants who are easy to communicate and quick to understand the materials provided, and trainees who are slow in receiving the training lessons provided." Factors inhibiting industry home training activities, lack of public awareness of the importance of skills training, be it sewing skills or others, while products from the home industry are required to get excellent and tidy results.

Discussion

The planning of home industry training in general has been well underway. However, based on observations and documentation, it was also found that the training schedule has not been appropriately conducted and has not been in accordance with the planning schedule, which is constrained in tutors when it is not present until senior employees of the home industry temporarily replace it. For the improvement, according to the theory, the training planning should be designed first in the training program, so that the purpose of determining the training needs to be achieved can be in line with expectations. So the training manager needs to add the steps that need to be taken in carrying out good planning. This is in line with Mc's opinion (Mangkunegara, 2008: 51) on the Principles of Training and Development Planning, formulating the following principles of training and development planning: a) Materials should be provided systematically and based on stages. b) The stages must be adjusted to the objectives to be achieved. c) Tutors should be able to motivate and respond concerning a series of the subject matter. d) Reinforcement to generate a positive response from the participants. e) Using concepts of shaping behavior.

According to the respondents, the implementation of mukena home industry training has been organized and tidy and well ordered. The implementation of the training should be more focused on improving human resources' capabilities and expertise, because the goal that wants to be achieved in the implementation of training is the improvement of individual performance. According to Akhyadi (2018: 127), high-leverage training practices also help create working conditions that encourage continuous learning. Continuous learning requires employees to understand a comprehensive work system that includes relationships between occupations, spelling unions, and companies. Employees are required to master new skills and knowledge and apply them to work and share information with other employees.

The results showed that mukena Fathiya's home industry training went quite well. According to Nurhayati & Falah (2020), the achievability of the purpose of the training activities can be seen from the change in participants' knowledge and skills. At first, the respondents did not have adequate skills, still low-income levels, and did not have a good income, could not operate supporting tools, such as sewing machines, embroidery machines, Overlock machines, and others. Along with the skills they have after training, it makes them able to apply their knowledge directly at work. Armed with training skills, they can currently have additional income and can also increase income in their family and even become the main job. With the development of the science they have from training, they can operate the tools and machines that exist in the home industry. Currently, the results of home industry training can increase the economic income of a family and produce mukena Fathiya by using the skills they have gained from home industry training. In addition, the number of mukena fathiya fans also increased and reached sales out of town because, in this home industry, the products are unique, have creative designers, affordable prices, and have a strong commitment to advance the business. Although competitors will continue to emerge, production capacity is limited, and people can easily imitate the mukena design.

According to Simamora (Mangkunegara, 2008: 14), the factors that affect performance are influenced by three factors:

- a. Individual factors consist of ability and expertise, background, and demographics..
- b. Psychological factors consist of perception, attitude, personality, learning, and motivation..

- c. Organizational factors are consisting of resources, leadership, awards, structure, and job design.

These supporting factors can be identified into two aspects: internal and external factors that are sourced from outside the individual, such as the interests and motivations of the trainees and support from the family. In contrast, the inhibitory factor of home training activities Industry, the lack of public awareness of the importance of skills training, be it sewing skills or others, while products from the home industry are required to get excellent and tidy results. While according to Dole Yoder (As'ad, 1998), eight factors should be considered in training and afar can work well, namely: (1) Individual differences, (2) relation to job analysis, (3) Motivation, (4) active participation, (5) selection of trainees, (6) selection of trainers, (7) Trainer, (8) training methods.

CONCLUSIONS

Based on the results of research, findings, and discussions on Mukena Home Industry Training Management to Improve Community Economic Empowerment, it can be concluded that the training planning has gone very well. However, there has been a shortage of in-form tutors and recruitment processes. Planning includes schedule determination, tutor determination, place and time determination, participant recruitment, training and practice materials, materials for practice, and sewing tools. Furthermore, the training has gone well. Implementation includes: Participant participation, citizen participation, and practice directly after they understand the theory. The participants of mukena home industry training are very enthusiastic and passionate. The participation of the local community towards the implementation of mukena home industry training is also very supportive. The interest of trainees towards the training program is also in high demand because it adds skills and knowledge in the skills mukena home industry. Furthermore, that is the basis for implementing the mukena home industrial training program because of the need to increase the number of employees in the previous period and prepare according to the needs.

Training results include knowledge, skills as well as increased income. The results obtained through home industry training are to get additional knowledge to be applied to work, become a new income, and improve working performance and increase income. Moreover, the knowledge gained through mukena home industry training is applied in the workplace, so that the work becomes more manageable, faster in the work completion. Inhibition factors for organizing the training are time and cost, training methods, and techniques. The supporting factors include: facilities, trainers/tutors, trainees, and practice materials.

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