
DEVELOPMENT OF A LEARNING MODEL OF PACKAGE C FUNCTIONAL SKILLS (FASHION DESIGN AT THE KJNI LEVEL II – BEGINNER FASHION DESIGN)

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Abstract: The purpose of the study is to find a learning model in the package C functional skills (fashion design at the KJNI level II – beginner fashion design). This research was conducted in one of the Non-Formal Education Units in Gorontalo. This development research refers to the ADDIE model, which consists of Analysis, Design, Development, Implementation and Evaluation. The findings of the study indicate that the functional skills learning model has proven to be effective in improving student learning outcomes in the Package C program (fashion design at the KJNI level II – beginner fashion design). This is evidenced by the difference in the increase in learning outcomes achieved by students both before and after applying the learning model. The application of the functional skills model from the aspects of practicability, readability, and attractiveness shows the relevant and adaptive quality of feasibility in the implementation of the Package C program which is supported by the final product of model development in the form of a learning guide which includes the substance of planning, implementation and assessment of learning.

Keywords: Model, Functional skills, Package C

Introduction

One of the public education services that can build a learning society is through the Equality Education Program. Equality Education is a non-formal education program that provides general education which includes three levels, those are Package A Program equivalent to SD/MI (Primary Education), Package B equivalent to SMP/MTs (Junior High School) and Package C Equivalent to SMA/MA Program (Senior High School). This program is primarily intended for students who come from communities who do not have the opportunity to study in formal education, drop out of study/dropout, and are of productive age who want to improve their knowledge and life skills, as well as people who require special services to meet their daily needs as a result of the will to increase their standard of living, and development of science and technology.

Equality education serves to strengthen (reinforce) creativity and productivity that have been integrated and developed in students through learning skills / life skills. Equality education plays a continuous and directed role in providing educational services in the form of adaptive and innovative educational services to the community to complete education. Equality education continues to be directed at increasing the competence of local knowledge and skills, and professional personality according to the peculiarities of non-formal education, that has local competence and professional personality with academic content and vocational skills, or integrating both based on the characteristics of students to meet the improvement and the quality of participants' competencies (knowledge base) and based on economic standard (economic base) subsequent, students are ready to face the world of work and entrepreneurship to be more independent, and continue to pursuit education.

Based on an exploratory study that has been conducted in several non-formal education units in one of the education service areas in Gorontalo, it was found that for the last 3 (three) years, the Package C of Equality Education Program has been developed, with a total of 768 students, with every year 20 to 40 students who were taught, in 1-2 study groups, the attendance rate in 1 study group at the beginning of the learning meeting was up to 20 people and at the end of the semester the attendance rate of students was only 8 -10 people. It shows the change of number of students attended but it is continually decreasing over time.

The fact shows that students are not interested in taking part in conventional learning routines, on the contrary, students of the Package C Education Program tend to need learning that is integrated with vocational/life skills, with the hope that after gaining academic competence through the Package C Equality Education Program, they will obtain a high school education diploma, as well as being guided to take part in the Employment Skills Education (PKK) program to obtain a competency test certificate for the vocational skills that they has participated in to help them have independent living after completing high school education. Furthermore, the managers and tutors

said that the difficulties they experienced were designing face-to-face, tutorial and independent learning menus that have both academic skills, and functional and vocational learning skills with the scope and focus of material that must be completed during learning schedule for each semester in the academic year. Tutors face difficulty guiding students because they do not have manual books, and teaching materials integrated with vocational skills.

Functional skills subjects in the Package C Program have even been taught in non-formal education unit institutions, both Learning Activity Centers and Community Learning Activity Centers (PKBM), in Training Course institutions. Another fact shows that fashion design skills cannot be implemented optimally, on the other hand, in this PNF unit there are supporting facilities and infrastructure such as a skill room and sewing machine, unfortunately, these facilities have been used maximally to improve students' skills, knowledge and attitude in the Package C Program.

This problem is caused mainly by the absence of a learning curriculum menu that is formulated to meet the learning demands of the Package C Program which is integrated between academic content and vocational skills which is supported by the form of learning devices such as a syllabus, learning implementation plans, and practical teaching materials that refer to the curriculum which is based on the Indonesian National Qualifications Framework (KKNI).

The current research was conducted to find a model that is expected to be an adaptive solution and is feasible to use in improving the quality of learning for the Package C program. This learning model can highlight preferable skills which is fashion design (KKNI Level II Fashion Design - Beginner Fashion Design). The development of this learning model has a strategic function not only to obtain a model formula but also this finding will serve as a scientific reference that can be used to improve the quality of education and learning of students, which in turn will increase internal motivation and increase more independence of students in the Package C program.

This is in line with the statement (Isa et al., 2021) that the urgency of improving the quality of education for learning citizens as the target of non-formal education efforts is expected to provide opportunities in implementing the learning process and contribute to assisting learning citizens in solving any problems they face in learning activities

Method

According to Borg and Gall in (Hanafi, 2017) stated that the method used in this study was Research and Development (R&D). The Research and Development method is a process used to develop and ratify the product in the field of educators which includes an assessment of the results in previous research relating to the validity of the components in the product to be developed, developing it into a product, testing the product designed, and conducting a review of the product based on the test results. In order to be able to produce these products, it is started by conducting a needs analysis and testing the effectiveness of the product so that it can function for the wider community.

The research activity about the Package C functional skills learning model (KKNI Level II Fashion Design – Beginner Fashion Design) was conducted in one of the Gorontalo PNF Units used the ADDIE development model approach developed by Dick and Carey in (Mulyatiningsih, 2013). Development model ADDIE consists of Analysis, Design, Development, Implementation and Evaluations.

This ADDIE development model is fully appropriate to use in describing a systematic approach to the development of learning model of the Package C skills. Besides providing convenience to users, the ADDIE model also focuses more on learning objectives (learning citizens) in understanding learning materials based on the basic stages of simple learning designs and easy to learn. The model is as described below:

Figure 1
The Development Flow of ADDIE Model



Result And Discussion

Equality Education is a non-formal education with the same graduate competency standards as formal schools, but the content, context, methodology and approach to achieve these competency standards provide more applied, thematic, and inductive concepts related to environmental problems and practice work or learning to be more independent. This program is intended for students who come from the community who due to various factors, such as unable to attend school education, drop out of school at various levels of education, as well as productive age people who want to improve their knowledge and life skills, and other communities who need services, specifically in meeting their needs as a result of increasing living standards and the development of science and technology (Dini, 2015). The general purpose of the Package C Program equivalent to SMA (Senior High School) is to provide the widest possible learning opportunities for dropouts to improve their knowledge and skills so that they have the same abilities as SMA graduates and can improve their education to a higher level.

Then the specific objectives are (a) increasing the knowledge of learning citizens to develop themselves in line with the development of science, technology and the world of work, (b) improving the attitudes and behavior of learning citizens as individuals and as members of society in holding reciprocal relationships with the social environment, the economy and the natural surroundings, (c) increasing knowledge, skills and abilities of learning citizens to work, independent businesses, and provide opportunities for those who meet the requirements and conditions to continue their education at a higher level.

The purpose of the Package C program according to Recruitment of Students and Equality Education Tutors states that the objectives of holding equality education are as follows: (1) ensuring the completion of quality basic education for disadvantaged children (dropping out of school, never going to school), especially women, ethnic minorities, and children who live in underdeveloped, poor, remote, or difficult to reach villages due to geographic location, and/or limited transportation, (2) ensuring the fulfillment of learning needs for all young people and adults through equitable access to programs - learning and life skills programs, (3) eliminating gender inequality in primary and high school education, and (4) serving students who need academic education and life skills flexibly to improve their quality of life.

Furthermore, in terms of function, the equality education program has the functions of (1) providing different stages education services through non-formal education for citizens who do not or have not received educational services at the high school level, (2) providing opportunities for people who have completed the Package B program is equivalent to junior high school and has completed education at the junior high school level who did not continue to high school or dropped out of high school. The third function provides skills for work or independent business.

Functional skills subjects in the Package C program have even been taught in non-formal education unit institutions, both Learning Activity Centers and Community Learning Activity Centers (PKBM), in Training Course institutions. Another fact shows that fashion skills cannot be implemented optimally, on the other hand, in this PNF unit there are supporting facilities and infrastructure, such as a skills room and sewing machine facilities, but these facilities have not been fully utilized properly, to improve the knowledge, skills and attitudes of the Package C program.

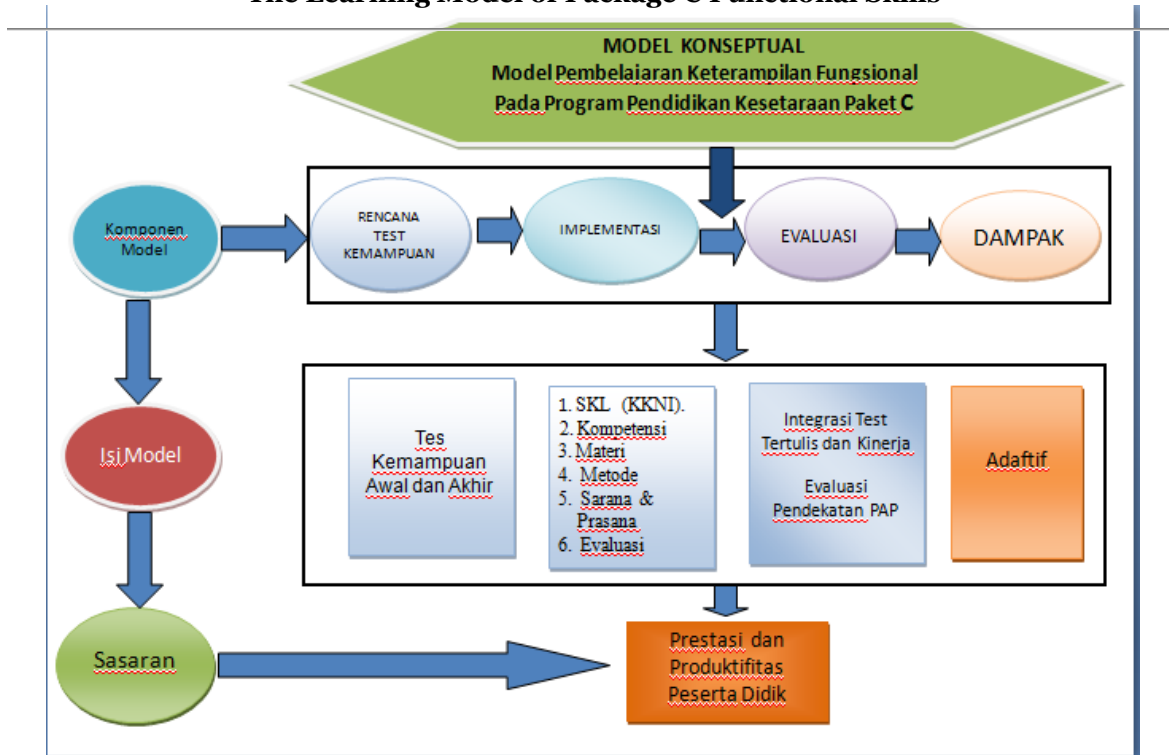
The demands of the learning needs of students and educators from equality education program, especially the Package C program obtained from the results of the exploratory study stated above, therefore, the focus of the Community Education Program model developed focuses on the aspects of implementing learning of the Package C, equality education program in the form of skills education learning services functional with the skills of Stage II Beginner Fashion Design referring to the Indonesian National Qualifications Framework (KKNI).

This research was conducted to find an effective learning model that can be implemented in the functional skills Package C (Fashion Design Level II for Beginner Designer). For this purpose, a conceptual model design was made which was tested through the validation of selected experts according to the needs of the developed model. Conceptual model design includes some aspects such as model component, model content, model targets and other components such as materials, facilities and infrastructure and evaluation. The components of the model include: (1) skills test plan, (2) implementation, (3) evaluation, and (4) impact. The components of the model content include: (1) Graduate Competency Standards (SKL) and (2) Functional Skill Competencies (KKNI Level II Fashion Design - Beginner Fashion Design) both in design and fashion patterns. The target component is the students' achievement and productivity.

Another aspect of this model concerns the facilities and infrastructure for learning functional skills Package C (Fashion Design at the Level II KKNI - Beginner Fashion Design). Furthermore, the evaluation or assessment of functional skills education learning (KKNI Level II Fashion Design – Beginner Fashion Design) is conducted in written and performance tests to determine the level of progress of learning success both in and after the process achieved is obtained by students.

The conceptual model of learning package C functional skills in this study is shown in the following figure:

Figure 2
The Learning Model of Package C Functional Skills



By paying attention to the conceptual model as described above, it has obtained a review and validation from a team of experts and practitioners regarding the model, supporting tools and learning guides. In conceptual validation, things in the form of ideas and suggestions for basic input from experts and material experts and practitioners, among others, regarding materials, methods and infrastructure at the time of conceptual testing need to be adjusted because during the implementation of operational trials the targets will change in terms of quantity, at the same time, regarding the methods and facilities used, it is necessary to follow up for the effectiveness and efficiency of the implementation of functional skills learning at the KKNI Level II Fashion Design - Beginner Fashion Design in the Package C program.

Furthermore, with the revision of the conceptual model so that the model recommended in the field model trial in turn improves the material, changes the learning methods and strategies as well as the addition of learning infrastructure because the learning objectives are in different locations. Also the targets have also been different according to the conditions and locations of implementation, therefore, with the model guidance of students in participating in functional skills learning activities of Level II KKNI - Beginner Fashion Design will increase their motivation and the students will love to work and be able to live independently, so it is hoped that this model will be disseminated to the PNF unit of the Learning Activity Center (SKB) and Center for Community Learning Activities (PKBM).

To test the effectiveness of the model in the field trial using initial and final learning tests to obtain whether there are differences before and after the implementation of the model by involving 26 respondents, consisting of students, the results of the model effectiveness test data can be seen in the following table 1 and 2:

Table 1
The Results of t-test Analysis of Model Effectiveness Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	48.9423	26	8.80832	1.72745
	Post test	59.1154	26	13.15470	2.57985

Table 2
The Results of Field Test of Model Effectiveness Test

Paired Differences		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		df	Sig. (2-tailed)
					Lower	Upper		
Pair 1	Pre Test Post Test	-10.17	15.61	3.07	-16.48	-3.87	26	0,003

The data in the table 2 shows that $t = -3.324$ is significant (mean) with $p < 0.005$ or $p = 0.003$ so that there is a significant difference between conditions before and after the application of the model. The average ability before the model was implemented was 48.9423 after the model was implemented, it increased to 59.1154.

The effectiveness test of the model in field trials using initial and final learning tests to obtain whether there are differences before and after the implementation of the model by involving 26 respondents, consisting of students, with the results of the model effectiveness test data.

The test results show that $t = -3.324$ is significant (mean) with $p < 0.005$ or $p = 0.003$ so that there is a significant difference between conditions before and after the application of the model. The average ability before the model was implemented was 48.9423 after the model was implemented, it increased to 59.1154.

Furthermore, to determine the effectiveness of the application of the model, it is conducted by testing the implementation, readability and attractiveness of the model. This test is conducted as part of an effort to complete the data from the analysis so that comprehensive results are obtained to be used in making further conclusions. The test results for the three aspects in question are listed in table 3.

Table 3
The Application of the Functional Skills Model

Aspect	Percentage	Category
Implementation	85.70	Good
Readability	96.87	Very Good
Appealing	78.65	Good

Data in the table 3 shows that the implementation of the functional skills model from the implementation aspect reaches 85.70% which is categorised as good, the readability aspect in 96.87% as very good and from the attractiveness aspect in 78.65 in the good category, so from this test, it can be stated that the application of this model has an average level of achievement of 87.07% which is good category, it shows the quality of the application of the skills learning model in the implementation of the Package C program.

The research findings reveal that the skill learning model that has been validated by experts and practitioners as a validator in this study is further improved according to the suggestions and inputs given and then tested on the subject according to the stages in development research. Furthermore, based on the product trials regarding the conceptual model and hypothetical model, a recommended model was obtained. The model is the completeness of the previous conceptual model, namely the impact component is obtained by applying the functional skills learning model, which in turn will increase motivation and the formation of independence of students in the Package C program: learning planning, learning implementation and learning assessment.

The findings of this study provide important information in an effort to improve the quality of learning that is conducted, especially in the area of learning development in the field of study of non-formal education. The learning of the Package C program is conducted by meeting the objectives of, among others, facilitating students through a learning pattern of functional skills of the level II KKNI for Beginner Fashion Design in order to improve the mastery of skills and attitudes of students towards graduate competencies that are standardized based on the Graduation Competency Standards of the Indonesian National Qualifications Framework (KKNI).

This means that with the skills training for students to master a number of knowledge and skills that are ready and used in the field of work unless it becomes an alternative to face the next activity. These are skills that can provide the ability to do something well and carefully. The skills program aims to facilitate students to be able to channel their interests and talents, so that eventually they can produce quality graduates who are ready to face various life challenges as early as possible (Masrurroh, 2016).

This statement is in line with the sentences that in everyday life, humans will always be faced with life problems that must be solved by using facilities and situations that can be utilized. In addition, skills learning also refers to competency-based learning, namely a learning model in which the planning, implementation, and assessment refer to competency mastery (Arisandi, 2014).

The Package C functional skills learning model developed in this study turned out to be an alternative in an effort to improve the quality of the learning process in the Package C program (Fashion Design Level II KKNi for Beginner Fashion Design). The conceptual model with the dimensions of components, content and objectives tested in this study can be recommended as a model that can be used in Package C learning, at the same time, by applying the functional skills learning model, it will increase motivation and the formation of independence of students in the Package C program. Learning at the package C functional skills is conducted using a learning guide that includes aspects of planning, implementation and learning assessment.

Conclusion

The Package C functional skills model developed in this study succeeded in finding a conceptual model of adaptive and appropriate skills learning in the implementation of the Package C learning (Fashion Design Level II KKNi for Beginner Fashion Design). The conceptual model concerns of these components: (1) skills test plan, (2) implementation, (3) evaluation, and (4) impact. The components of the model content include: (1) Graduate Competency Standards (SKL) and (2) Functional Skill Competencies (Fashion Design Level II KKNi - Beginner Fashion Design) both design and fashion patterns. The target component is the achievement and productivity of student.

Furthermore, the dimensions of implementing the functional skills model from the aspects of application, readability, and attractiveness indicate the relevant and adaptive quality of feasibility in the implementation of the Package C program which is supported by the final product of model development in the form of a learning guide which includes the substance of planning, implementation and assessment of learning. The findings of this model still have various limitations in some dimensions related to the development of an effective model, therefore, it is recommended that further research be conducted for other parties who want to develop further learning models.

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