

The Development Of Vocational And Life Skills Training For Orphans Competency

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Abstract : This development research aims to design a model of vocational and life skills training (VLST) with effective, valid, and practical tools. It can be an alternative for improving training quality especially for orphanages in Makassar. Various of training implemented were quite disappointing based on World Economic Forum 2014 which shows Indonesia's competitiveness in 2014-2015 positioned in rank 34 of 144 countries around the world with the most issues of education and training (Republika 2014:1). This vocational and life skills training model was developed by adapting Borg and Gall (2003) model with four stages, such as (a) research and information collecting; (b) planning and development of preliminary form of product; (c) operational field testing; and (d) dissemination and implementation. The samples of of the research are the participants from orphanages in Makassar. Procedure of collectiong data was conducted by (a) observation; (b) interviews; (c) documentation; and (d) test of competence. The products resulted by this research is manual book and module of VLST which validated and tried by experts for its practical and effectiveness. Descriptive analysis of qualitative research was used to analyze the data result of practical and effective training in increasing orphans' skill competence.

Key words: Vocational and Life Skills Training Model, Skill competence.

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I. Introduction

Globalization arising in world views creates competition between nations more tightly in the fields of economics, education, and employment. At this moment, Indonesia is left in many aspects and not able to compete with other developed countries.

If we look the index of competitiveness in 2014-2015 from *World Economic Forum* 2014, Indonesia positioned rank 24 of 144 countries with the most issues of education and training (Republika 2014, p.1). According to Indonesia's Central Bureau of Statistics (*Badan Pusat Statistik (BPS)*) in 2010, there were 31,02 millions people (13,33%) lived under poverty and in 2011 there were around 7,7 millions unemployed (Badan Pusat Statistik, 2012). Many graduates from junior and high schools in Indonesia unable to implement their skill and become unemployed because they have no capability and competence as a labour (Iskandar, 2014, p.1).

Based on the data above, it is clear that one of the determining factors is human resources. That is why we need to make great efforts in increasing the quality of human resources in the fields of education and training, whether formal or non formal education. It becomes as the main key to increase the quality of our nation.

Training is one of the non formal education carried by the citizens ruled in Laws Number 20 Year 2003, Chapter 26, Article 5: "Job training shall refer to the whole activities of providing workers to acquire and enhance aspects of knowledge, skills, life competence, and self-growth to develop self and profession, independency and to continue to a higher education."

The government provides program for vocational and life skills training which focuses in psychomotoric skill rather than scientific thinking. It has two parts, basic vocational skill and special vocational skill (Fahmi, 2012, p.6). Basic vocational skill covers how to use simple tools, learn basic movement, and read simple pictures, while special skill are intended for those who deepen their skill in certain workfield.

The participants from the orphanages are part of Indonesia's citizens who have potency. Self potency is a man power which needs to be developed by training (Habsari, 2005). The training must given properly as their needs and interest to turn the potency into competence based on behavior characteristics of motives, traits, values, knowledge or skill of employment (Sanghi, 2001, p.10).

The result of research and information collecting which conducted on March 25, 2014 in fifty orphanages in Makassar are described as follows: (1) the employment of orphans after joning the training reach 0.5% ; (2) The training only covers the *top-down* training and makes the orphans as the training object; (3)

Teaching method used is not adjusted with the ages of participants and make them feel like students who perform laboratory works at school, and (4) there are no module given as the instructions. Those results are the same with the research done by Sembada (2004).

On the other hand, it can be concluded that the implemented training process is not effective. According to Afiatin, et.al (2013: 13) and Goad (1982), a training must begin with need analysis of the participants in order to find and review the material in the training. So does Simamora H. (1995), the training cannot be done just in the way, it has to pass several stages and match to its training type, committees' readiness, available facilities and costs.. The stages of the training are: (1) identification of needs; (2) design of the curriculum used; (3) arrange the objectives; (4) develop the methods; (5) consider the evaluation; (6) conduct the programs; and (7) measure the result.

Kamil (2012) defines that the training program which targets on adult use andragogy and participative approach. That is why, on the implementation of the training, the participants are considered as the man with self-concept, experience, learning readiness, and learning-oriented which make them involved in each stage of the program: planning, implementation, and evaluation.

Based on the situation, it is approved to design an effective and practical vocational and life skill training model (VLST). It is an adapted model of Goad (1982) and participative model of Sudjana (1993). But this model still needs empirical analysis and field testing to be developed and used in future life. It takes three criteria to check the quality of this VLST and its training tools: 1) validity; 2) practicality; and 3) effectiveness (Nieveen, 1999, p.127).

II. Research Method

This research applied research and development (R&D) approach and tended to stages in creating products of training model with its supportive tools (Sugiyono, 2010, p.407). The procedures of the research are divided into four: (a) research and information collecting; (b) planning and development of preliminary form of product; (c) operational field testing; and (d) dissemination and implementation.

In the stage of research and information collecting, the researchers used interview and questionnaires method to obtain the problems and the description of training needs in the orphanages, which then analyzed through descriptive analysis. After checking the condition in the field, the model of VLST are designed and then validated by two experts using Gregory for its content.

The tested product of the research is the vocational and life skill training model (VLST) and its training tools: manual book and module of skill training. This model was tested in five meetings. The samples of this research was the participants of Bustanul Islamiyah Orpahange involving 21 participants.

Technique and procedures of collecting data in the testing are: (1) the process evaluation of the training using observation sheet; (2) the evaluation on the implementation of VLST model using questionnaires and observation sheet; and (3) culinary skill competence measured by test, questionnaires, and direct observation during the training. The data obtained was analyzed by simple statistics and qualitative descriptive analysis. The data result from the respondents will be used in measuring the training effectiveness.

To measure the reliability of the VLST model implementation from the observation sheet, we used percentage of agreements by Grinnel (Nurdin, 2007, p.145). To define the effectiveness of VLST model from the quantitative data, it will be measured by statistical descriptive analysis. To measure the skill of the participants, the result are classified into five categories based on standards of Department of National Education (2008).

III. Results and Discussion

Research and information collecting

The results of the research and information collecting are described as follows: (1) the implemented training done by the government are not enough which held 17 meetings with only 223 participants compared to those who in need; (2) the participants of the orphanages really need the training, but the organizers limit the participants into two for each orphanage in the city; (3) the training given is not appropriate with the participants needs. This is because the organizers and the committees do not analyze participants needs which lead to the ineffectiveness training; (4) The top down training makes the participants as the training object; (5) the teaching method do not adjust with the participants ages which make them feel as students working in school laboratory.

Based on the results, it can be seen that the former research is not complete without the earlier analysis, training tools, and not involve the participants in making decision. That is why the researchers design a training model called as Vocational and Life Skill Training or VLST. The training adopted the model by Goad (1982) and participative model by Sudjana (1992, p.266). The stages of VLST are: (1) need analysis; (2) design; (3) the development of training material; (4) implementation; and (5) evaluation, which involves every participant in every stages.

In this model, there are some advantages that can be reached: (1) the implementation of the training begins with need analysis which makes the participants from the orphanages can develop their potency; (2) the training program involves all participants from need analysis until evaluation; (3) the participants must be adult which make them have self-concept and learning readiness which adjusted to the training condition for adults.

Planning And Development Of Preliminary Form Of Product

VLST model as a development research which produces books of training module and instruments. In this stage, the researchers design book contains of: 1) rasonality; 2) supportive theory; 3) the objectives of developing model; 4) syntax or training stages involve of planning, implementation, and evaluation; 5) target of the training; 6) time allocation; 7) training material. The design of module as the training material for the participants contain: 1) the aims and objectives of the training; 2) the introduction of training material; 3) the introduction of training tools; 4) the procedures of training; and 5) occupational safety and health. The design instruments of the training involves: 1) validity; 2) practicality, and 3) effectiveness.

The quality of training model must be valid, practical, and effective. According to Nieveen (1999, p.127), an educative product is stated as effective if experts and practitioners based on their experience agree with it and the product gives the expected result. The activities done to measure the effectiveness of the training model are: (1)conducting test to evaluate the training; (2) conducting observation to measure the effectiveness of the trainers and trainees; (3) arranging questionnaires for the trainers and trainees; and (4)observing the trainers in managing the training.

Operational Field Testing

Operational field testing or model validation of VLST are done by three experts. Two experts who master the involving training (professors) and one practitioner. The validation by the experts use Gregory formula: a) model book of VLST obtains 0,96 validity which means it has high contents according to the formula, (> 75 % atau 0.75), only scoring scales which need revision and the illustration of the book covers must be clearer; b) The module training gets 0,92 validity which means it has high contents according to the formula, (> 75 % atau 0.75), only needs some revision of the figure sources and some mistype; c) The training instrument gets 0,81 validity which means it has high contents according to the formula, (> 75 % atau 0.75), only scoring scales and additional questions in evaluation scoring of knowledge need some revision.

Dissemination and Implementation

The dissemination and implementation or testing was held five times during the meetings from May 20-25, 2016. It was conducted by five trainers and observers with 21 participants. The testing was held in Bustanul Islamiyah Orphanage in Makassar. The result of VLST testing are the practicality and effectiveness of the model.

Analysis of VLST Practicality

The data of the model practicality was obtained by the implementation of skill training using VLST and training module. To make it easier in drawing the conclusion, the observation data of VLST implementation was analyzed in components. Here are the following analysis results of each component:

Syntax Component

The observation results of the implementation of syntax component during testing are:

Table 1. The observation result of the implementation of syntax component

No.	Aspects	Average Score	Category
1.	Opening stage	2	Completely implemented
2.	Training	2	Completely implemented
3.	Organizing stage	2	Completely implemented
4.	Delivering material	2	Completely implemented
5.	Practical implementation and evaluation	1.75	Completely implemented
Averages		1.95	Completely implemented

Source : Processed secondary data

The completion result of syntax component in Table 1 shows the average scores of 1.95 and get 18 agreements and 2 disagreements from two observers, it means that they deal with syntax component of VLST are completely implemented with the percentage of agreement (R) = 0.90 or 90%. If confirmed with the practicality criteria, the training implementation classified as very good because its position at interval $1,5 \leq \bar{X} \leq$

2.0. And the VLST model implementation classified as reliable if the reliability (R) ≥ 0.75 by Borich (Nurdin, 2007).

Social System Component

The observation results of the implementation of social system component during testing are:

Table 2. The observation result of the implementation of social system component

No.	Aspects	Average Scores	Category
1.	Two ways interaction between trainers and trainees, also trainees with other trainees.	1,88	Completely implemented
2.	Active participations of the participants in a group	1,88	Completely implemented
3.	Giving chances to the participants to be active in the training	2,00	Completely implemented
Averages		1,92	Completely implemented

Source: Processed secondary data

The completion result of social system component in Table 2 shows the average scores of 1.92 and get 10 agreements and 2 disagreements from two observers, it means that they deal with social system component of VLST are completely implemented with the percentage of agreement (R) = 0.83 or 83%. If confirmed with the practicality criteria, the social system component of training implementation classified as very good because its position at interval $1,5 \leq \bar{X} \leq 2,0$. And the VLST model implementation classified as reliable if the reliability (R) ≥ 0.75 by Borich (Nurdin, 2007).

Principal Component

The observation result of the implementation of principal component during testing are:

Table 3. The observation result of the implementation of principal component

No.	Aspects	Average Scores	Category
1.	The trainers are conducive to motivate the participants/trainees	1,88	Completely implemented
2.	The trainers organized the training process to run well	2,00	Completely implemented
3.	The trainers guide the participants/trainees in every group	2,00	Completely implemented
4.	The trainers give positive suggestion	2,00	Completely implemented
Averages		1,97	Completely implemented

Source: Processed secondary data

Table 3 shows the average scores of principal component are completely implemented because its position at interval $1,5 \leq \bar{X} \leq 2,0$. There are 15 agreements and 1 disagreement from two observers. It means the principal component of VLST model are completely implemented with percentage of agreement (R) = 93.75 atau 93.8 %.

Data Analysis of VLST Effectiveness

VLST model defined as effective which requires four effectiveness components as follows: (1) Evaluation result of the training participants; (2) The activity of trainers and trainees; (3) Positive responds between trainers and trainees; (4) The trainers' ability in organizing the training based on VLST model are in high category.

The analysis result of test scores after participating in VLST activity are:

Table 4. Statistical Scores of Competence Test of Orphans

Parameter	Statistical Scores
Total of students	21
Ideal score	100
Average	76.14
Score range	33
Maximum score	92
Minimun score	59

Source: Processed secondary data

Scores result of orphans in skill training are in 76,14 for the average score of 100 as the maximum score. The participants get 92 for the highest score, 59 as the minimum score, and 33 for the score range.

If the evaluation scores in the culinary training classified in five categories, then the result are described as following.

Table 5. The Distribution of Frequency and Score Percentage of Evaluation Result on Culinary Training Using VLST Model

Score	Category	Frequency	Percentage (%)
85 - 100	Very Good	6	28,57
65 - 84	Good	13	61,90
55 - 64	Fair	2	9.52
35 - 54	Poor	0	0
0 - 34	Very Poor	0	0
Total		21	100

Source: Processed secondary data

Based on the table above, it shows that 21 training participants who participated in evaluation test are in fair category with 2 participants and the percentage is 9.52 %, 13 participants with 61.90 % in good category, 6 participants with 28.57 % in very good category. There are no participants in poor and very poor category.

By and large, after conducting skill competence test, the results fulfill the effectiveness criteria.

Data Analysis of Training Participants/Trainees

The observation result of training participants during five meetings are described in the following table.

Table 6. Recapitulation of Participants Activity during training process

No.	Activities	Total	Average
1.	Listening to the trainer's explanation	38	95.00
2.	Paying attention of the trainer's explanation	33	82.50
3.	Reading modules and book	33	82.50
4.	Giving opinions to the trainer	37	92.50
5.	Raising questions to the trainer	30	75.00
6.	Completing practical work	34	85.00
7.	Showing the practical work to the trainer	31	77.5

Source: processed secondary data

The average activities of the training during five minutes are 95%, 82.50%, 82,50%, 92.5%, 75%, 85%, and 77.5%. By then, if we refer to completion criteria percentage during the training activities, it can be concluded that it fulfills the effectiveness criteria.

The data analysis of trainers' ability in managing the training

The observation result of trainers' ability in managing the training are described in table 7.

Table 7. The trainer's ability in managing the training

Stage	Training Stage	Percentage	Average	Category
1	Opening	90.75	3.63	Very good
2	Managing/Organizing	93.75	3.75	Very good
3	Delivering material	92.25	3.69	Very good
4	Guided practical	90	3.60	Very good
5	Evaluation	95.75	3.83	Very good

Source: processed secondary data

The ability of trainers in managing or organizing the training for every stage are: (1) Opening stage with 90,75% percentage; (2) Organizing/managing with 93.75% percentage; (3) Delivering material with 92,25% percentage; (4) Guided practical with 90% percentage; and (5) Evaluation with 95.75% percentage.

Thereupon, whole measuring aspects to discover the trainers' ability in managing the training using VLST model are in very good category. For the most part, the VLST model fulfills the effectiveness criteria.

The Result Description of Training Participants Respond

The participants responds to the components and training activities can be seen in the following table.

Table 8. The analysis result of participants respond during the training implementation

No	Responded Aspects	Participants Responds (%)	
		Contented	Not Contented
1.	Contented or not contented:		
	- Training Material	96,00	4,00
	- Training Condition	92,00	8,00
	- Trainers' appearance	84,00	16,00
	- Material delivering	88,00	12,00
	- Training kit and tools	95,00	5,00
	- Practical of <i>Abon</i> (fried shredded meat) product making	93,00	7,00
Average Percentage		91,33	8,67
2.	Interested or not interested in participating culinary training	Interested 100	Not Interested 0
3.	Comments on VLST training material/module used:	Yes	No
	- Does it easily read?		
	- Does it use communicative language?	93,00	7,00
	- Does the module appearance attractive?	90,00	10,00
		95,00	5,00
Averages		92,78	7,33
Total Average		94,70	5,30

Source: processed secondary data

The average percentage of the participants to training implementation using VLST model are greater than Persentase 70 %. From the whole aspects raised, the average percentage of participants respond to the training implementation are 95.21%.

The Result Description of Trainers' Respond

The data respond of the trainers to the components and training activities can be seen in the following table.

Table 9. Trainers' respond to the components and training activities

No	The Description of Training Tools	Percentage (%)			
		Very Helpful	Helpful	Less Helpful	Not Helpful
1.	Model Book	66,66	33,33		
2.	Syllabus	-	100		
3.	Training Material/Module	-	100		
4.	Training Method	33,33	66,66		
5.	Training Evaluation	33,33	66,66		
Average		26,66	73,33		
No	The Description of Training Tools	Percentage (%)			
		Very Good	Good	Less	Not Good
1.	Model Book	66,66	33,33		
2.	Syllabus	-	100		
3.	Training Material/Module	-	100		
4.	Training Method	66,66	33,33		
5.	Training Evaluation	33,33	66,66		
Average		33,33	66,66		

Source: processed secondary data

The trainers respond to the training components shows: (1) 26,66% which are very helpful and 73,33% are helpful; (2) 33,33% are very good and 66,89% are good. The data analysis of trainers' respond to the component and training activities using VLST model are positive. On the whole, it fulfills the effectiveness criteria.

IV. Conclusion and Suggestions

Based on the results of VLST model testing through four stages, it can be concluded that the training implementation for orphanages by governments and private companies in Makassar are still less and lack of effectiveness. The training model of this research was Vocational and Life Skills Training (VLST) with material module for the participants/trainees. The model classified as valid with total average of experts and practitioners

validation as 0.891 refers to Gregory's. The model was approved as effective because the training completion achieved 9,52% in fair category, 61.90% in good category, and 28,57% in very good category. No participants got poor and very poor category. The activities ran as expected, with excellent ability from the trainers with the percentage of 92.5%, the trainers respond to the VLST model was in 33,33% as very good and 66,89% as good category. To sum it up, the model of Vocational and Life Skills Training (VLST) can be implemented in culinary skill training for orphans.

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