

# PROCEEDING

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ICETE 2016



## INTERNATIONAL CONFERENCE 2016

“To Excel in Teaching and Learning for Global Competence”

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**HAMZANWADI UNIVERSITY  
LOMBOK-INDONESIA**

# PROCEEDING ICETE 2016

International Conference on Elementary and Teacher Education  
"To Excel in Teaching and Learning for Global Competence"

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## **Entrepreneurship Development Training Needs for Indonesian Workers Post-Migration to Enhance the Independence business in the Eastern Lombok District**

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### **Abstract**

The aimed of this study is (1) to produce entrepreneurship training needs such as, syllabus, tutor guides and entrepreneur modul to enhance independence business of Indonesian workers post-migration in the Eastern Lombok district by using 4-P models (adapted from Thiagarajan et al (1974) cited in Ibrahim 2009). (2) to explain the effectiveness of the independence business of Indonesian workers post-migration in the Eastern Lombok district. The method used in this research was research development model 4-P (adapted from Thiagrajan et al (1974) cited in Ibrahim 2009). The results of this research showed that (1) implementing education and training has not been optimally implemented by the labor offices in the Eastern Lombok district, even in the training is attending to be conventional. (2) the result of test product showed that overall the sets or the aparatures of entrepreneurship training, syllabus, tutor guides and entrepreneur modul produced well or adequate. The result of the field test can be shown while measuring the effectiveness of entrepreneurship training sets trthrough pre test and post test that the entrepreneurship independence workers has significant difference between before and after the entrepreneurship training was given, so that the entrepreneurship business training is fit to use by the district lobar offices of West Nusa Tenggara.

**Keywords:** entrepreneurship development training needs, independence business

### **Inroduction**

The condition of education development in Indonesia influenced by the economic development which is not good after monetary crisis which hit almost all the countries, and enlarge amount of the unemployment.

In line with the growht of Indonesian population impact on the unemployment problems, deprivation, migration, and other sector population especially on the labor factor. With the high growth rate, will directly affect on the growth of workforce development and work opportunity. Based on the workfoce statistic, the crucial promblem which has been faced by Indonesia's economic problem is unployment. It is not only about amount of the big unemployment, but also the high range of the unemployment itself. Job opening suplied by Indonesia is less, which means that job opening cannot balance the increasing of workforce. This is happening because the sector industry could not accomodate all the workforce in Indonesia, so it affects on the amount of unemployed or jobless. This kind of condition trigger them to immigrate abroad by becoming Indonesian workers (TKI/Tenaga Kerja Indonesia) as the alternative or the solution of the height amount of jobless in order to save their family's life.

This time, Indonesian workers (TKI/Tenaga Kerja Indonesia) post -migration has not optimally be noticed by the government. It caused there is no prosperity transition on the Indonesian worker life after or before the migration happen. Whereas they chose to be an Indonesian worker to save their family's life. According to Bank Indonesia (2008) report that the result or the salary they got used to fulfill their consuming needs and did not used as a modal capital to continuance their life. The salary got from their work only resist two to three

years, after that their life will be back to normal, which means that their life will be back as before they work as Indonesian worker (TKI).

Based on the result of survey which was conducted in Social Service Workforce and Transmigration in Eastern Lombok district that 90 percent Indonesian worker post-migration have not be able to have the independence business, whereas 95 percent of Indonesian worker post-migration having venture capital. Independence business is not owned because the government has not optimally give the productively program trough the entrepreneurship training given by the government, LSM (public interest group), other private (swasta) regarding to Indonesian worker post-migration. Entrepreneurship independence was not born and owned alike with the human character, but independence gained from stimulation process did in a scheme which is designed. Therefore, independence efforts of Indonesian workers business is very important to do through the entrepreneurship training activities.

Training program is a program to educate, to teach and to train individual or group packet knowledge, attitude, and skills in a specific content (Burhan, 2012). Meanwhile, survey showed that empowering independence efforts for Indonesian workers post-migration is not optimally enough. This condition caused Indonesian workers did not have ability to create new livelihood as sustainability is the life of himself and his family.

Based on preliminary survey, found that entrepreneurship manager program have not had sets of training as a guiding and supporting program. Sets of training is a plan for learning activities which consisted of syllabus, tutor guides, training modul, and assesment. Entrepreneurship sets of training for Indonesian workers post-migration can be shown from syllabus, tutor guides, training modul, and assessment. Whereas the existence of training sets is have an important role that is to support the performanced and to achieve the aimed of the training because the sets of training as the basic for the training organizer, tutor, and participant in creating independence effort. And then, sets of training also became a strategy and content of training. Sets of training designed with vary nuances based on the objectives of entrepreneurship training.

## **Method**

This research consisted of two research steps, they are 1) analyzing pre or before survey and 2) developing research. Pre-survey was done to find out the illustration of empowerment condition of Indonesian workers post-migration in the East Lombok district. Research development is aimed to produce sets of training based on *tridaya* as an empowerment of independence effort for Indonesian workers post-migration.

### **Pre-survey**

The aimed of pre-survey is to find out general illustration of implementing empowerment of Indonesian workers post-migration in the district of West Lombok, trough this pre-survey will also illustrated the profile of them. Pre-survey activity was done to Indonesian workers which scattered throughout the East Lombok district which consists of 20 sub-district.

### **Research Subject**

Subjects of this research was entirely or whole Indonesian workers in the Eastern Lombok district. The respondents determined from five sub-districts (20%) from amount of sub-district at Eastern Lombok district. And then, every sub-district determined three (3) village (20%) from amount of the villages in each sub-district. And then, the respondent has been chosed from each village, so that the number of respondents which obtained were 33 of Indonesian workers post-migration.

## **Research Instrument**

Research instruments survey was in form of interview which was used to filter the data profile of Indonesian workers post-migration in Eastern Lombok district. Interview guides used was open-ended question or unstructured question which is not provides the desired answer. Interview guides developed by the researcher and validated by the promoter. The information filtered by interview guides were: 1) Indonesian workers post-migration profile in Eastern Lombok district, and 2) Independence efforts.

## **Data collection**

Stages of research conducted in this steps is: 1) questionnaire arrangements, 2) expert alidation, 3) interviewing the respondents of Indonesian workers post-migration in Eastern Lombok district, 4) the social services workforce and transmigration.

## **Data analysis**

Collected data will be processed using descriptive analysis techniques such as frequency distribution, average, and percentage.

## **Research Depelovement**

### **Exploration**

Research developmen is aimed to produce sets of enterpreneur independence effort for Indonesian workers post-migration training in Eastern Lombok district. The sets of training consisted of: 1) training syllabus, 2) tutor guides, and 3) training modul.

### **Procedure of sets development**

The development of training tools developed in this study refers to 4D model of procedure development by Thiagarajan, et all (1974). Models of tools or sets developed consisted of four steps, they are Define, Design, Develop, and Disseminate or adapted become 4-P, they are defining, planning or designing, and developing.

#### **Steps of defining**

This step follows Thiagarajan idea (1974) that there are five basic steps in defining steps, they are 1) analysis of downstream and upstream, 2) analysis of respondents training, 3) job analysis, 4) and the formulation of training objectives. The aimed of this steps is to determine and define training requirement.

### **Analysis of downstream and upstream**

Analysis of downstream and upstream was aimed to arouse the basic problem which is used to improve sets of training. The activity begun with the analysis of training curriculum, analyzed the relevance with learning theory, analyzed future challenges. And carried out the analysis regarding to the attitude knowledge and character in achieving final training objectives.

### **Analysis of training respondents**

In this steps, the focus of analysis was on the characteristic, ability, and respondents training experience whether individual or in a group. Training characteristic analysis of respondents covers; academic ability, age and maturity, motivation, experience, ability in colaborating. Data source came from training respondents, The Social Services Workforce and Trasmigration and the relevant documents.

### **Job analysis**

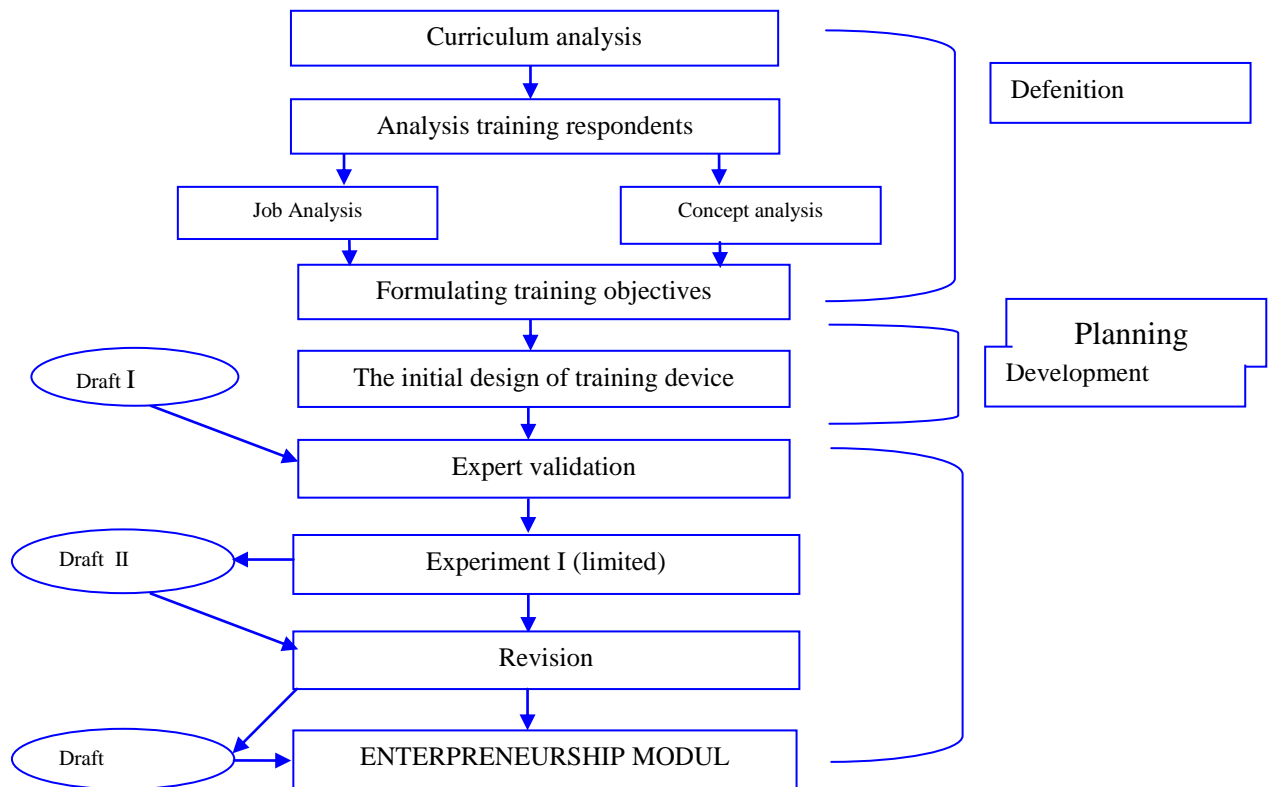
Job analysis was a procedure collection to determine the content of trainings' material done by planing or specifying them in general. Analyzed the process of information. Analyzed the content structure of independence efforts.

### **Concept analysis**

Analysis concept done by identifying main concept which is taught, arranged the relevance concepts systematically and specifically.

### Formulating of learning objectives

This steps was done to convert the result from job analysis and concept analysis be the main learning objective. This ojectives as the basis in arranging the syllabus, tutor guides, and training modul.



Picture 1. Development Sets Training 4-P Model (adapted from Thiagarajan, et al. (1974) cited in Ibrahim. 2009)

### Result and Discussion

Based on the analysis which had been done to the result of finding while identification, in preliminary study which was done by looking at the documentation and interview the district labor offices eastern Lombok is as follows.

Table 1. the result of exploratory study analyzes entrepreneurial training device

Components	Problems (Documen, Observation)
Sets of training	<ul style="list-style-type: none"> <li>• The syllabus adapted from a wide range of existing entrepreneurship and some entrepreneurship books. Lack of workforce effort eastern Lombok district in entrepreneurial training to develop their own capital, based on the needs or interests of citizens studying of Indonesian worker post-migration, so inappropriate or unsuitable with learner needs and the result of training was not appropriate with the target wanted.</li> <li>• There are no standard guidance tutor in directing learner/Indonesian worker post-migration, so the process of raining is not guided enough and less focus with the training objectives.</li> </ul>

<b>Components</b>	<b>Problems (Documen, Observation)</b>
	<ul style="list-style-type: none"> <li>• Entrepreneurship modul is sourced from the tutor. Conventional, the material in form of power point, and the common text books arranged by the tutor. Specially, the social workforce in eastern Lombok district did not use entrepreneurship modul as a guidance or basis in entrepreneurship training.</li> </ul>
Procedure of entrepreneurship training	<p><b>Planing Problems</b></p> <ul style="list-style-type: none"> <li>• Th eprocess of activity peparation did not involve the learners' or the learners' need.</li> <li>• Do not hold the test needs of the learners, so it is unknown skills of the learners.</li> <li>• The materials developed was systematically unplanned.</li> <li>• Do not formulate the objective of training activity.</li> <li>• The informant did not prepare a lesson plan in writing, wheter it is in form of modul or article.</li> <li>• There are no tutor guidance/instructures in the process or learning activity.</li> </ul> <p><b>Operating/Implementing Problem</b></p> <ul style="list-style-type: none"> <li>• The informant in every meeting did not explain the learning objectives in detail, it caused less response or the learners' curiosness is also less.</li> <li>• The materials was not in form of modul.</li> <li>• Learning activity is based on practice, but the knowledge of practice itself was not gained yet.</li> <li>• The learning process did not used creative and inovative learning method.</li> </ul> <p>Evaluation</p> <p>Evaluation activities were integrated comprehensively was not good planed, so the benchmark used as a criteria for assessment of learning is not clear.</p>
Unsur Manusia (Orang)	<ul style="list-style-type: none"> <li>• Tutor educational qualifications are adequate and relevant to what is required residents to learn, but not fully utilized by the district labor office of eastern Lombok to develop training modules that to the learners need.</li> <li>• Learners motivation and entrepreneurship wilingness or Indonesian post-migration is high enough, but the resource possed and the ability in managing the business is low enough. Besides, educating and training is exceedingly need in beeing business.</li> </ul>
Media	<p>Education building and training was sufficient, but the agency was not maximized in the use of empowerment of Indonesian worker post-migration in eastern Lombok district.</p>
Environmental elements (business world)	<p>Department of trade, department of education, department of business, University, and Stakeholders have a big role in empowering Indonesian workers post-migration. The problem is, support and external potency</p>

Components	Problems (Documen, Observation)
	was not used maximally related with the improving entrepreneurship sets of training.

Special findings related with the mechanism used by the social empowerment in improving sets of entrepreneurship training indicates a quite diverse situation. Research finding showed that the social empowering was adopting a wide range of training, as stated on the table 1 the thing showed in sets of training components.

Need analysis is required steps to determine the material or competency needed by the learners. This preliminary study seeks to reveal the need of entrepreneurship development training devices. It increases Indonesian workers entrepreneurship knowledge post-migration in eastern Lombok district. Based on the discussion and interview about training needs gained the result, that the learner or Indonesian worker post-migration needs educating and training. Training materials can be shown in table 2 as follows.

**Table 2. Training needs of Indonesian worker post-migration**

No	Training needs of Indonesian worker post-migration
1	Understanding the entrepreneurship characteristics
2	Capable in creating business idea
3	Market research and business entity form
4	Product marketing and marketing mix small business
5	Submission procedures modal UMKM
6	Practicing the budget registration UKM simply
7	Arranging business plan

Data independence stance residents learned after using the device entrepreneurial training is a very good result against the independence of the learners. Completely displayed in detail in table 3 as follows.

To clarify the result of analysis of business attitude independence people learn to use the frequency distribution in the form of percentage by seeing the highest score and divided by the number of classes  $80 - 20 = 60 \frac{60}{4} = 15$ .

**Table 3. The Frequency Distribution Of Independence Business Attitude**

No	Interval Class	Frequency	Percentage	Clarification
1	20 – 34	0	0	Less independence
2	35 – 49	0	0	Independence Enough
3	50 – 64	0	0	Independence
4	65 - 80	33	100	Very Independence
<b>Sum/Total</b>		<b>33</b>	<b>100%</b>	

Based on table 3 can be shown that the frequency data distribution of self-reliant attitude of business people learn from the 33 respondents showed that independence of people learn is very high. It shows from the result of frequency distribution of self-reliant attitude of business people learn.

By those results it can be said that people learn or the learner which follows entrepreneurship training already has their independence attitude which is arise because the impulse itself



through educating and training which finally to take the initiative in improving their e-business, full of confidence and effort, and got the satisfaction from their business and tries to operate their business without assistance of others as the characteristics of independence (Spencer & Kass, 1970).

## **Conclusion**

The result of experiment on components product development shows the percentage content of expert assessment result on (a) syllabus percentage of an assessment of entrepreneurship syllabus  $21/24 \times 100\% = 87,5\%$ , (b) percentage of assessment result on tutor guides  $37/44 \times 100\% = 84,9\%$ , (c) entrepreneurship modul  $80/88 \times 100\% = 90,9\%$  after converted with table conversion showed that entrepreneurship modul in sufficient qualification. Whereas for the expert design (a) percentage of an assessment on the entrepreneurship syllabus  $23/24 \times 100\% = 95,8\%$  after converted with the table conversion showed that entrepreneurship syllabus in sufficient qualifications, (b) percentage result of the assesment on entrepreneurship tutor guidance for tutor  $40/44 \times 100\% = 90,9\%$  after converted with the table conversion showed that entrepreneurship modul guidance is in sufficient qualification. (c) percentage result of assement on entrepreneurship modul  $43/44 \times 100\% = 97,7\%$  after converted with the table conversion showed that entrepreneurship modul is in sufficient qualification. Assessment of the head of training manpower eastern Lombok district, the percentage result of the assessment of the entrepreneurship modul  $80/88 \times 100\% = 90,9\%$  after converted with the table conversion showed that entrepreneurship modul and tutor guidance are in sufficient qualification. Individual test result of the assessment percentage is  $405/440 \times 100\% = 92\%$ , after converted showed that that entrepreneurship modul is in sufficient qualification. Small group test, the result of percentage assessment is  $642/704 \times 100\% = 91\%$ , after converted showed that entrepreneurship modul is in sufficient qualification. Field test, percentage result of assessment is  $2654/2904 \times 100\% = 91,39\%$ , after converted showed that entrepreneurship modul is in sufficient qualification and tutor assessment percentage result of assessment on entrepreneurship modul  $83/88 \times 100\% = 94,3\%$  after converted with table conversion showed that entrepreneurship modul is in sufficient qualification, the percentage result of entrepreneurship modul sets entirely subject attain or achieve  $91,47\% (4047/4424) \times 100 = 91,47$ . These result is in sufficient criteria.

## **Suggestion**

Based on the result of research and development of this product, then there are some beneficial suggestions to those side:

- a. Policy taker (The Social Workforce District / City and Province as well as The Ministry of Workforce). This sets of training gave an alternative to entrepreneurship skills in increasing Indonesian workers post-migration and be able to increase learning independence or Indonesia workers post-migration.
- b. Workforce district / City and Province as well as The Ministry Workforce. This sets of training can be used as guidances or references in education and training by Indonesian workers post-migration. Besides, this sets of planning can be used as reference in education and entrepreneurship training by formal and informal institute.
- c. For Workforce Eastern Lombok district guidance to residents to learn or Indonesian workforce post-migration as entrepreneur a novice. A guidance can involve some suadaya institute which is proceed in the field of the empowerment.
- d. The learning (Indonesian wokrforce) post-migration. The entrepreneurship modul can be used as learning source or as a guidance in entrepreneurship learning or develop their business to be better. Thus, this sets of training can be used as a guidance or inspire them in their busines ot develop their business to be better.

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