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Training for Improving Youth Skill on Repairing Car and Motorcycle in Palembang Indonesia

Ahmad Rivai

University of Massachusetts Amherst

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TRAINING

FOR IMPROVING YOUTH SKILL ON REPAIRING CAR AND MOTORCYCLE
IN PALEMBANG INDONESIA

PLEASE RETURN TO
NONFORMAL EDUCATION
RESOURCE CENTER
268 HILLS HOUSE SOUTH
UNIVERSITY OF MASSACHUSETTS
AMHERST 01003

BY

AHMAD RIVAI

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A PAPER SUBMITTED TO
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THE SETTING

Indonesia, developing country populated by 148 millions people, has many problems to meet citizens' need; how to increase food product, how to build enough schools, how to increase citizens' income, how to take care of safety, how to give a job, how to improve their skills, etc. Too many to state one by one. Generally, the needs can be categorized into four categories: political, social, economic, and cultural needs.

Since 1969, the government of Indonesia set up an overall development plan, aimed at improving the condition of four categories of needs above. The plan called REPELITA (The Five Year Plan), and the current REPELITA is the third one. It is the framework of the national development decided by The MPR (Provisional People's Deliberative Council) as the highest authority Council in Indonesia. The contents are guidelines for the government on achieving an ultimate goal of establishing a just and prosperous Indonesian society base on national philosophy, Pancasila (The Five Principles).

Since the majority of Indonesian citizens are farmers who live in rural areas of which most of them are in low income level, lack of education, lack of technology, etc. the REPELITA focus on agricultural development. The second priority is industrial development. Particularly in REPELITA III, the goals are to increase food product in order to self-support, and to build industry in order to be able to support agriculture. It means, agriculture, industry, and mechanization will be imp-

roved simultaneously, while the other parts of development are kept on improving too little by little. It also means that skill workers should be needed in large amount. More specific, the national goals in REPELITA III are stated in the Decision of MPR No. IV/MPR/1978, chapter IV B, as follow : "Goals of the National Development are to improve standard of living, knowledge and welfare of all Indonesians justly and prosperously, to prepare a good and strong condition for continuing the future development." In education sector, the goals are to develop belief in one God, knowledges, and skills, to heighten natural ability, to strenghten personality, and to thicken national spirit in order to grow developing people who are able to develop themself and response to nationbuilding cooperatively. It also means that self-support and self-reliance are parts of national education goals.

Base on nationally defined problems and needs, the following are the real life situation in Palembang, capital of South Sumatra Province, Indonesia.

The town has a total inhabitant of 500,000, with half of them are youths (18 - 30 years old). The others are children and senior citizens. The youths can be categorize into four groups base on their daily activities. The groups are :

- Students	30 %
- workers/employees	30 %
- temporary workers	25 %
- joblesses	15 %

Some of the youths come from the villages around the town with

out their parents. They are separated in six district areas in the town which different condition. Four districts are mix of agricultural and industrial condition, and the other two are in official and bussiness condition.

Communication are running well by using cars and motor-cycles, and the number of ~~veh~~icles increases rapidly. Formerly the owners are bussinessmen and employees, but in the last three years included farmers too. In 1980 the ratio between a number of the vehicles and the amount of population is 1 : 10. Most of the owners do not know how to take care of their vehicles in term of repairing them when it is necessary. If the machine of the car or motorcycle does not work while the driver on his trip it willbe the cause of trafic jam.

The other facts are : sometime the crimes occured, the number of joblesses increase every year, and urbanism youths do not want came back to their home villages. On the other hand there are many jobs are not occupied since most of the applicants do not have skill on them.

To find out the needs and problems of the local area in detail, facilatator conducted non-directive approach with the Leaders of the six districts, some members of the parliament in town level, and community leaders. They stated that the f following are their problems :

1. How to estabilish new jobs in order to cope with unemployment.
2. How to improve youths skill to meet the requirements of the available jobs.

3. How to improve income of the towners.
4. How to get rid of the crimes in the town.
5. How to improve youths responsibility on supporting themself.

Using a Nominal Group Technique in prioritizing those problem areas, the group ranked that the first one as the priority. The reasons are:

- Having a job, one will gain salary, support himself, and improve his ability.
- Getting a job, one will improve his skill to promote himself in order to gain a better position and higher salary.
- It is one of the ways to cope with crimes.

According to the improvement on transportation of the town, it was agreed that the youths skill on machine repair should be good opportunity to be developed.

Therefore, it has been proposed that 4 weeks training on repairing cars or motorcycles was set up in Palembang. The participants will be jobless youths as priority and temporary workers if it is possible. The training will be conducted and sponsored by Districts Leaders, Youth Affairs Officials from Regional Office of Education and Culture, and some businessmen. Trainers should be someones who are expert on the subjects.

The goals of the training are :

1. To improve youth skill on repairing machine in order to give the youths the opportunity to be self support citizens.
2. To cope with unemployment.
3. To give basic knowledge of leadership.

YOUTH TRAINING ON REPAIRING CARS AND MOTORCYCLES

1. Prior-training.

Training Committee consist of District Leaders as responsible authority, Youth Affairs Officials from Regional Office of Education and Culture as responsible persons on keeping the program going on, bussinessmen as supporters, and staff of district office as accomodators. To determine the number of trainees, Committee uses the statistic in District Offices; how many car and motorcycle services needed and where the location should be. It is important to facilatate the trainees to get oppurtunity on applying their skill after training. It is also needed on selecting the applicants as long as budget of the training is limited, so that not all applicants can be admitted.

2. Time schedule.

Training will be conducted six days a week with the following time schedule :

a. Monday through Thursday :

08.00 - 10.00	session
10.00 - 10.30	break
10.30 - 12.30	session
12.30 - 14.00	lunch
14.00 - 16.00	session

b. Friday

08.00 - 10.00	session
10.00 - 10.30	break

10.30 - 11.30	session
11.30 - 14.00	pray and lunch
14.00 - 16.00	session

c. Saturday

08.00 - 10.00	session
10.00 - 10.30	break
10.30 - 12.30	session

3. Accomodation and service.

Training will be carried out in a placed decided by accomo-
dator. The place should be completed with materials needed
during the training, and comfortable for class activities.
Trainers will have lunch free, but trainees have to serve
for themself.

4. Training activities.

a. Orientation.

b. To identify general structure of machines.

c. To identify the equipments used on machines repair.

d. To identify structure and function of spare-parts of the
machine.

e. To set back spare-parts of a machine to make it works.

f. To repair spare-parts

g. Field work study

h. Lecture on basic leadership skill.

Discription about the objectives, learning activities, materi-
als, and evaluation, are programmed as follows :

TRAINING ACTIVITIES

A. Orientation. (one and half sessions)

1.Objectives: During the training trainees will be able :

- a. to become acquainted with the training situation.
- b. to share experiences, skills, and knowledges dealing with training program.
- c. to present their needs, strengths, and constraints as their entry assessment.
- d. to become acquainted with goals and requirements of the training, and to have opportunity to comment on program for possible revision.

2.Description of activity :

- a. Diad introductions. Trainees form diads, interview each other for basic information for taking training. Each trainee then introduces partner to the group, focus on his experiences, skills, and knowledges.
- b. Pre-test. Trainees answer the test as an information of their entry assessment dealing with the training program.
- c. Overview of goals, approaches, and requirements of the training by a staff of the Committee. There is possibility to revise them if it is consider necessary.

3.Materials :

- a. Pre-test items.
- b. Program of the training.

4.Evaluation :

- a. Observe the process of introductions.

b. pre - test.

B. To identify general structure of the car or motorcycle machine. (five sessions)

1. Objectives: By the end of the training trainees will be able :

- a. to label components of the car or motorcycle machine.
- b. to diagram relationship between components of the machine.
- c. to explain how the machine works.
- d. to summarize the main function of the machine components.

2. Description of activity:

- a. Presenting a diagram of a car or a motorcycle machine, trainer mentions the name and functions of the components of the machine.
- b. Trainer explains how the machine works. It is shown by a diagram.
- c. Groups 4-5 trainees do assignment about diagramming and labeling the names and functions of components of the machine, and showing how the machine works.
- d. Groups' presentations and comments in large group.
- e. Summary of the content handout by a trainer.

3. Materials :

- a. Diagram of a car or motorcycle machine.
- b. Summary of the content.

4. Evaluation :

Groups' assignment and presentations.

C. To identify the equipments used on machine repair (5 sessions)

1. Objectives : By the end of the training trainees will be able :

- a. to list the names and usefulnesses of the equipments needed on repairing a car or a motorcycle machine.
- b. to demonstrate how to function the equipments effectively.
- c. to begin acquainted with workshop situation.

2. Description of activities :

- a. Trainer shows equipments needed on repairing car or motorcycle, mentions their names and functions, and demonstrates how to function them. List of the names and pictures of equipments handout.
- b. Having on workshop custom, trainees try to function the equipments in groups 2-3 trainees, while trainer being facilitator and observer.
- c. Large group discuss about some common difficulties on functioning the equipments.

3. Materials :

- a. List of names and pictures of the equipments.
- b. Instructions to function the equipments.
- c. Equipments and components (spare-parts) of the machine needed for practicing/trying.

4. Evaluation : Trainer's observation and large group discussion.

D. To identify structure and function of the spare-parts of a car or motorcycle machine. (five sessions)

1. Objectives: By the end of the training trainees will be able :

- a. to describe the structure and to identify spare-parts of the machine practically.
- b. to relate a spare-part to each other.
- c. to categorize the spare-parts according to their functions.
- d. to predict the reasons which cause the machine does not work.
- e. to point out the interesting spare-parts which will be chosen for special skill.

2. Description of activity :

- a. Trainees observe a machine of which spare-parts can be separated easily.
- b. Trainer clarifies the names, structures, and functions of each spare-part and functional relation among each other.
- c. Groups 4-5 trainees pick the separated spare-parts up based on a given assignment, such as :
 - spare-parts for making power,
 - spare-parts for flowing gasoline
 - spare parts for setting heat, etc.

- d. Group discussion on possibilities that cause the machine does not work.
- e. Trainees are given opportunity to select 2-4 spare parts to be studied deeply as specific skills. It will be followed by an additional training later on.

3. Materials :

- a. A car or motorcycle machine which available to training purpose.
- b. Some equipments for setting and repairing spare-parts.
- c. Diagram of the machine.

4. Evaluation: It is conducted by monitoring activity.

E. To set spare-parts to make the machine works. (six sessions)

1. Objectives: By the end of these sessions trainees will:

- a. be able to rearrange the spare-parts of the machine to make it works.
- b. be able to find out which is the misplaced spare-part so that the machine does not work.
- c. be able to predict what will happen if one or more spare-parts of the machine do not work or misplaced or wrong position.

2. Description of activities:

- a. Trainees observe the separated spare-parts and a diagram of a car or motorcycle machine. Groups 2-3 trainees pick 2-4 spare-parts up which is close related to each other, according to given assignment by trainer.

- b. A group consists of one trainee from each small groups rearrange the spare-parts so that the machine works. The other trainees observe.
- c. If the machine does not work trainees try to find out what is the reason; a spare-part is misplaced, wrong position, or another reason. After that they rearrange it correctly so that the machine works.
- d. Group discussion to find out a conclusion of what will happened if one or more spare-parts do not work. The conclusion is tested by doing experiments.

3. Materials:

- a. A diagram of a car or motorcycle machine.
- b. Sparated spare-parts of the machine.
- c. Equipments for rearrange the spare-parts.

4. Evaluation:

- a. Group assignment.
- b. Group discussion.
- c. Observation.

F. To repair spare-parts. (six sessions)

1. Objectives: By the end of the sessions, trainees will:

- a. be able to find out which and why a spare-part does not work.
- b. be able to repair the spare-part so that it works.

2. Description of activities.

- a. Trainees observe an operated car or motorcycle machine which does not work well for 5-10 minutes. They

determine then, which spare-part does not work well and what is the reason.

- b. Trainees turn off the machine and try to repair the spare-part according to their diognose.
- c. Trainer operates the machine then, and trainees observe the result. They mention wether the machine becomes worse, or better, or the same as before.
- d. Trainees try to do more exercises by using some more spare-parts so that they can diagnose and repair them effectively. They are suggested to do more and more practices on the chosen spare-parts in activity D of the training. (page 11).
- e. Trainer debrief the exercises in a large group discussion.

3. Materials :

- a. A car or motorcycle which run well and another ones which do not.
- b. Equipments on repairing machine.

4. Evaluation : Group exercises, and observation.

G. Field work study. (33 sessions)

1. Objectives: By the end of the sessions, trainees will:

- a. get more opportunities to practice their skills on repairing car or motorcycle machines in real job.
- b. be able to demonsrate their skills individually.
- c. have more responsibilities and spirit on doing their tasks.
- d. be able to get use to workshop life.

- e. have more opportunities to identify their strengths and weaknesses on repairing machine.

2. Description of activities:

- a. Groups 3-4 trainees practice their skills sparatedly at some car or motorcycle workshops decided by trai--ners and committee. During the activities, mechanics at the workshops are their observer and trainer, and their trainers in the class are facilitators.
- b. Once a week, the mechanics give the skill, responsibi- lity, and spirit report to the facilitators.
- c. On every Saturday trainees have a discussion class together with trainers(facilitators) to debrief their experiences and the mechanics' reports. Brainstorming, trainees list their strengths and weaknesses.

3. Materials:

Workshop equipments.

4. Evaluation: Mechanics' reports.

H.Lecture on basic leadership skills. (three sessions)

1. Objectives: By the end of the sessions, trainees will:

- a. be able to describe 4 basic skills of a leader.
- b. be able to categorize job descriptions at a car or mo-
torcycle workshop.
- c. be able to demonsrate how to communicate with workers relevant to basic leadership skill.
- d. be aware of the importance of leadership skill on con-
ducting a workshop.

- e. generate the way to cooperate the workers in order to meet group's objectives.

2. Description of activities.

- a. Trainer overview basic leadership skills such as planning skill, directing skill, motivating skill, and controlling skill. It is completed with some examples.
- b. In small groups, trainees are given assignments to categorize workshop workers classifications and to describe their job descriptions.
- c. Each small group presents the assignment to the trainer and large group and the other groups comment.
- d. Groups 2-5 trainees plan and carry out a role-playing on human relation between a leader and workers relevant to planning, directing, motivating, and controlling skill.
- e. Large group discussion to debrief the performances, and to emphasize that cooperation and leadership skill are important on meeting group' objectives.

3. Materials:

- A diagram of organizational structure of a workshop.

4. Evaluation: Observation, assignments, and presentations.

EVALUATION
(one session)

Evaluation is conducted on several ways to measure how far the objectives are met, how far the training activities run well, and how far the contents are absorbed by the trainees. Some ways are mentioned in training activities above such as by observation, presentation, group discussion, and field work study. On the last day of the training evaluation is conducted by:

- a. Brainstorming on strengths and weaknesses of the trainees.
- b. Questionnaire on advantages and disadvantages of training program, administration service, accommodation, equipments, trainers, etc.
- c. List of suggestions from trainers, trainees, mechanics, and committee.

The purpose of all evaluations are to get feed-back of the training in order to cope with the weaknesses and somethings uncomfortable, so that the next training is more effective to reach the objectives.

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CURRICULUM DEVELOPMENT FOR ADULT
AND NONFORMAL EDUCATION

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CURRICULUM DESIGN FOR TRAINING FOR
INCREASING YOUTH PARTICIPATION IN
TRANSMIGRATION
IN
YOGYAKARTA SPECIAL TERRITORY

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x
b y
SOEKARMAN
8488854

A paper submitted to the Center for Inter-
national Education University of Massachu-
setts in partial fulfilment of the requi-
rements for the Degree of Master of Educa-
tion.

THE SETTING

The aim and direction for national development is determined in the Guidelines of State Policy. National development is aimed at the realization of a just and prosperous society evenly endowed, materially and spiritually, which is based on Pancasila (The Five Principles or The Philosophical Basis of the State) in a free and sovereign State, the Republic of Indonesia, united in an atmosphere that is secure, tranquil, orderly and dynamic as well as in the setting of a world community which is free, friendly, orderly and peaceful.

National development is within the scope, and understanding of the Indonesian character in its entirety. It follows that development is not solely geared towards the attainment of outer progress or inner fulfilment, but it is aimed at the attainment of harmony, compatibility and balance between the two objectives. In addition, national development must be equally distributed throughout the country. It should not be for the interest of only one group or of only one part of society, but all of society should feel its immediate impact that brings improvement in the standard of living.

The Indonesian nation desires a harmonious relationship between human beings and God, between human beings themselves and their immediate environment; a harmonious relationship with other nations, seeking harmony and balance between the ideals of life on earth and happiness in the hereafter. A harmonious life-style for man and society is the final goal of national development; in short, a progressive, just and prosperous society based on

Pancasila.

The aim and direction of development contains the task of developing Indonesians who are aware of the necessity of building a world that is better than the present one, men who are both self-reliant and self-assertive in order to improve their way of life and attain the strength of character needed to change their fate.

The main objective of long-term development is to create a solid basis for the Indonesian nation on which to develop its own strength towards a just and prosperous society based on Pancasila. This long-term development is to be carried out in stages. The aim and direction of national development form the basic foundation for determining the programs of Five Year Development Plans.

In the Third Five Year Plan, began on April 1, 1978, is used as the basis for the building and development of the young generation in order to prepare them to continue the national struggle for development. Of course, to the young generation should be given provisions as follows :

- a. leadership and skills
- b. physical fitness and creativity
- c. patriotism and idealism
- d. nation and civic consciousness
- e. personality and good manners
- f. up-lifting and broadening young generation participation in development

Derived from the items mentioned above we can conclude that the young generation has an important function in the national development. The young generation should take more part in the development.

lopment to make the achievement of goals quicker.

In the Third Five Year Plan Chapter 17 Article V on Youth Program states that the efforts on up-lifting and broadening the participation of young generation in development are :

1. up-grading for young entrepreneurs in the sense of helping groups that are weak economically.
2. give more opportunity to the youth to take part in workshops and industries such as an unsalaried worker to practice and get a job.
3. give assistance to the youth productive groups such as workshops, handicrafts, household industries, cattle breeding, etc.
4. up-lifting and broadening the opportunity for the young generation to participate in taking part in national development sectors.
5. encourage the young generation in getting records and championships in the contests of sport, science, art, etc.

The main problems in the rural areas of Indonesia are :

1. uneven population distribution
2. inadequate supporting infra structure
3. insufficient education, poor technological adaption and poor general knowledge
4. low rates of production and income
5. inadequate health facilities, poor environmental sanitation and poor housing
6. socio-cultural and administrative constraints

Derived from those main problems the outlined programs for the short-term have been concentrated on ways :

1. to motivate the participation of the people to carry out their development
2. to increase food production
3. to extend work opportunities
4. to promote cooperatives, family planning and community welfare.

In connection with one of the outlined programs "to motivate the participation of the people to carry out their development", the young generation, as part of the inhabitants of the province, should be involved in development projects.

Yogyakarta Special Territory like other provinces has a number of development projects on different fields such as :

- irrigation
- illiteracy
- public health
- forestry
- agriculture
- housing
- transmigration
- household/home industry
- family planning
- etc.

This training curriculum design will be focused on the transmigration project in the sense of transmigration from Yogyakarta Special Territory to other places out of Java. In addition, this

training curriculum design emphasizes on giving a motivation to the youths so that they support the transmigration project actively.

The transmigration project is selected for the reason of the fact that Yogyakarta Special Territory is among the most densely populated areas in Java island. The total population of Indonesia is around 148,000,000 people of which about 60 % (around 88,800,000 people) live in Java which is only 51,200 square miles. It means the population density in Java is 1,734 per square mile. As a result, it is difficult to get a job in the area. Furthermore, the great number of people in contrast to the confined territory makes the disguised unemployment becomes greater. The transmigration is one of the ways that eliminates the unprofitable disguised unemployment. Finally, derived from the state security transmigration is a very important thing to inhabit the unoccupied areas.

General Objective:

To improve the young generation participation in transmigration.

Specific Objectives:

By the end of the training participants will:

1. understand how transmigration will increase income and quality of life of the people.
2. improve their awareness so that they will take more part in the transmigration project in the sense of have desire to move from the area.
3. have skills to motivate others to transmigrate.

SCHEDULE

<u>T I M E</u>	<u>'SESSION'</u>	<u>A C T I V I T Y</u>	<u>T O P I C</u>
<u>FIRST DAY</u>			
8 - 10	1	Mad Introduction G a m e	Introducing Problem solving
		General Information	The purpose of the training
10 - 10:30	-	B r e a k	
10:30-12:30	2	Lecture & Discussion	Population Education
12:30-1:30	-	Break / Lunch	
1:30-3:30	3	Lecture&Discussion	National Development
3:30-4	-	B r e a k	
4 - 6	4	Lecture&Discussion	National Security & Home Front
<u>SECOND DAY</u>			
8 - 2	5	E x u r c i o n	Field Study
4 - 6	6	Discussion	Discussion upon the datas gained from exurcion
<u>THIRD DAY</u>			
8 - 10	7	Lecture&Discussion	Employment and Development
10 - 10:30	-	B r e a k	
10:30-12:30	8	Lecture&Discussion	Entrepreneurship & Self-Support
12:30-1:30	-	Break / Lunch	
1:30-3:30	9	Lecture&Discussion	Youth Function in National Development
3:30 - 4	-	B r e a k	

Activity&Time	Description of activity	Materials	Objectives
<p><u>SESSION 1</u></p> <p>Diads Introduc- tions 30 minutes</p> <p>G a m e s 30 minutes</p> <p>General Informa- tion 60 minutes</p>	<p>Trainees form diads, inter- view each other for basic information. Each trainee then introduces partner to the group.</p> <p>Trainer introduces game. Groups of 4 trainees read and discuss a series of writ- ten games in the form of pro- blem solving. Groups try to work together to solve the problem.</p> <p>Trainees have lecture and in- formation on training.</p>	<p>Participant di- rection and ga- mes.</p>	<ul style="list-style-type: none"> - Participants begin to beco- me familiar with backgrounds skills and interests in the class. - Participants practice basic introductory training tech- nique. - Participants gain experien- ce in small group work. - Participants begin to take active task-oriented role in training. - Participants begin to consi- der common training problems and various approaches and solutions. - Participants gain informati- on on the purpose of the training.

Activity&Time	Description of activity	Materials	Objectives
<p><u>SESSION 2</u> Lecture & Discussion 120 minutes</p>	<p>Trainees have lecture on Population Education, then followed by groups discussion.</p>	<p>Written material provided.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> - understand about population problems. - improve their awareness in curbing population growth. - be able to describe population growth, population distribution, birth rate, death rate, etc. - gain experience in small group work. - begin to consider common population problems and various approaches and solutions.
<p><u>SESSION 3.</u> Lecture & Discussion 120 minutes</p>	<p>Trainees have lecture on National Development, then followed by groups discussion.</p>	<p>Written material provided.</p>	<p>Participants will :</p> <ul style="list-style-type: none"> - understand National Development. - improve their awareness in taking part in the National

Activity&Time	Description of activity	Materials	Objectives
			<p>Development.</p> <ul style="list-style-type: none">- be able to describe the National Development activities.- gain more experience in small group work.- begin to consider common development problems and various approaches and solutions.
<p><u>SESSION 4.</u> Lecture & Discussion 120 minutes</p>	<p>Trainees have lecture on National Security and Home Front, then followed by groups discussion.</p>	<p>Written material provided.</p>	<p>Participants will :</p> <ul style="list-style-type: none">- understand the importance of the National Security and Home Front.- understand that inhabiting unoccupied areas is a very important thing.- improve their consciousness so that they will take more part in the National Secu-

Activity&Time	Description of activity	Materials	Objectives
			<p>rity and Home Front activities.</p> <ul style="list-style-type: none"> - be able to describe National security and Home Front activities. - gain more experience in small group work. - begin to consider common national security and home front problems and various approaches and solutions.
<p><u>SESSION 5</u> Excursion 360 minutes</p>	<p>Trainees have excursion. During the excursion they have assignments to record or to take notes all data of the area.</p>	<p>Guideline of data collecting. Outside exercise #1.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> - understand the real situation, and how to change it to a better one. - improve their awareness so that they will take more part in solving the real problem of the area.

Activity&Time	Description of activity	Materials	Objectives
			<ul style="list-style-type: none"> - be able to describe real problems faced by society as a whole.
<p><u>SESSION 6</u> Discussion 120 minutes</p>	<p>Groups discussion on problems and datas gained from the excursion session.</p>		<p>Participants will:</p> <ul style="list-style-type: none"> - be able to take a stand on social problems and give support in improving it. - gain experience in problem solving. - gain more experience in small group work. - begin to consider common social problems and various approaches and solutions.
<p><u>SESSION 7</u> Lecture & Discussion 120 minutes</p>	<p>Trainees have lecture on Employment and Development,</p>	<p>Written material provided.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> - understand employment pro-

Activity&Time	Description of activity	Materials	Objectives
			<p>blems.</p> <ul style="list-style-type: none"> - have a wide view on employment. - be able to describe spheres of activities. - gain more experience in small group work. - begin to consider common employment problems and various approaches and solutions.
<p><u>SESSION 8</u> Lectur & Discussion 120 minutes</p>	<p>Trainees have lecture on Entrepreneurship and Self-Support, then followed by groups discussion.</p>	<p>Written material provided.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> - understand entrepreneurship and self-support activities. - improve their feeling on entrepreneurship and self-support. - be able to describe the entrepreneurship and self-support activities.

Activity&Time	Description of activity	Materials	Objectives
			<ul style="list-style-type: none"> - gain more experience in small group work. - begin to consider common entrepreneurship problems and various approaches and solutions.
<p style="text-align: center;"><u>SESSION 9</u></p> <p>Lecture & Discussion 120 minutes</p>	<p>Trainees have lecture on Youth Function in National Development, then followed by groups discussion.</p>	<p>Written material provided.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> - understand the place and function of the youth in National Development. - improve their awareness so that they will take more part in the national development. - be able to describe the youth functions in the national development. - gain more experience in small group work.

Activity&Time	Description of activity	Materials	Objectives
			<ul style="list-style-type: none">- begin to consider common youth participation and youth function problems and various approaches and solutions.
<p><u>SESSION 10</u> Lecture & Discussion 120 minutes</p>	<p>Trainees have lecture on Transmigration, then followed by groups discussion.</p>	<p>Written material provided.</p>	<p>Participants will:</p> <ul style="list-style-type: none">- understand the Government policy on transmigration.- improve their awareness on transmigration project so that they will take a stand to support it.- be able to describe advantages and disadvantages of transmigration.- gain more experience in small group work.- begin to consider common transmigration problems and

Activity&Time	Description of activity	Materials	Objectives
<p><u>SESSION 12</u></p> <p>Evaluation 60 minutes</p> <p>Evaluation De- briefing 30 minutes</p>	<p>In small groups, trainees participate in evaluation session. Groups comment and critique.</p> <p>In general session, trainees review evaluation and give feedback to the trainers.</p>		<p>To grasp feedback so that the following training can be conducted better.</p>

EVALUATION

Evaluation of the training can be carried out in many ways. In this training, according to the emphasis of the curriculum design - giving a motivation -, the evaluation is performed to:

1. trainees, by:
 - a. observation,
 - b. post test (paper and pencil test), and
 - c. oral test.
2. training organization.

Observation.

In observation, we observe the activity and involvement of each trainee in all training activities. The trainee's involvement has an important value in evaluation. It is difficult to score the involvement of the trainee. To make it easier, the scoring may be marked by: "G" for good,
"F" for fair, and
"P" for poor.

Post - Test.

This kind of test is held by giving trainees a written test materials. This test is more concerned with the knowledge of trainees. It does not mean that the attitude can not be pick from the test up. The content of the test consists of both, the knowledge and the attitude.

Oral Test.

Oral test is given at the end of the training personally to each

trainee. This test is more concerned with the attitude of the trainees. By interviewing each trainee orally and personally we can consider the trainee's attitude.

Training activities evaluation.

This evaluation includes all the training activities such as: committee's work, schedule of the training activity, training cost, lectures presentation, group dynamics setting, etc and is meant to get a feedback so that the next training may be held better.

Supplement.

ROLE PLAYING

1. Purpose.

Role playing is a technique that encourages participants to practice new behaviors and responses to new situations. If participants are asked to play someone other than themselves, they can experience what it is like to be in someone else's place, viewing the situation from a new perspective.

Role play can:

- a. stimulate interest and participation of trainees.
- b. provide an opportunity for feedback to individual trainees on his/her behavior.
- c. increase trainees' awareness of complex communication patterns and other aspects of human relations within a given situation.

2. Description.

Role play is a dramatic enactment of a situation involving one or more persons. Roles can be assigned or can be chosen by participants. Role descriptions may be briefly outlined or highly specified. Players may be given a general position - "You are an employee angry with your boss" - or an explicit goal - "Your purpose in talking with your boss is to convince him to raise your salary".

3. Role playing can take several forms:

a. Individuals play themselves in a new situation. This type of role play allows the trainee to practice behaviors in new situations.

b. Role reversal.

In this type of role play the trainee takes the part of character other than him/herself and acts as he/she believes that character would act. This technique can be useful in analyzing problems between people who are in frequent contact with one another.

For example, an employer and an employee can gain a better appreciation for each other's perspective, responsibilities and behaviors by playing each other in a role reversal exercise.

4. Note to Trainers.

Role playing requires careful preparation and skill in getting participants to accept their roles, in creating a climate of trust and in maintaining an active problem solving focus.

The trainer should monitor the role play and stop it when it becomes threatening, silly or overdramatic.

Reflect and analyze the debriefing after it is completed.

Role playing should consider participants' interests, experiences, age and environment.

Do not use role playing persistently, it can be boring and tiresome. It should be supplemented by and combined with other training techniques.

5. Role Play Exercise.

There are 8 persons take role in the exercise.

Person 1 : is Transmigration officer, informing a transmigration project and emphasizing on getting more people to transmigrate out of the area for the next project.

Person 2 : is village leader, who is responsible for the matter and agree with the policy taken by the government.

Person 3 : is a youngman who has opened his mind and accepted the transmigration concept as one of the important development links.

Persons 4;5 : are the parents of the youngman who are trying to keep their son in the area.

Persons 6;7;8: observing the role play exercise.

6. Description.

- a. The Transmigration officer tries to convince the parents to let their son to transmigrate out of the area.
- b. The village leader adds informations to the Transmigration officer's suggestions.
- c. The young man in one hand tries to convince his parents on the transmigration concept employed by the government. On the other hand, he still tries to get a permission from his parents to transmigrate freely.
- d. The parents always try to keep their son in the area in

the sense of does not allow him to transmigrate.

(note: at the end of the role playing, they are aware so that they allow their son to transmigrate).

- e. The observers take notes of the role playing by using Role Play Observation Checklist. These notes will be discussed in general discussion session.

7. Role Play Observation Checklist.

- a. Did the actors assist the play in obtaining necessary information ?
- b. Did the actors share the time in role playing equally or unequally ?
- c. Did the play appear to a relaxed and flexible situation or to a serious one ?
- d. Did the dialogue appear to follow a logical sequence ?
- e. How were the actors seated ?
- f. Was good eye contact maintained ?
- g. Was each actor a good listener, showing interest in what the other person had to say ?