

THE QUALITY OF HUMAN RESOURCE IN ENREKANG DISTRICT

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ABSTRAK

ABSTRACT

The low level of Indonesian human resources is due to the lack of mastery of science and technology, because of the mental attitude and mastery of science and technology which can be the subjects or reliable development actors. In the framework of globalization, the preparation of education needs to be synergized with the demands of competition. Therefore the dimensions of competitiveness in HR are increasingly becoming an important factor so that efforts to boost the quality of human resources through education are demands that must be put forward. With mastery of science and technology, the community will be able to compete in the era of globalization. The ability to master science and technology in general must be owned by the community, especially residents of slum settlements on the banks of the east canal floods. Therefore, it takes care of academics to participate in helping improve the quality of human resources through a sewing course at the Enrekang district learning center. So that with the mastery of science and technology of mountain residents living in remote areas very far from science and technology facilities can change the standard of living to be better. Seeing such conditions, one of the steps that needs to be taken is to improve the quality of human resources. Improving the quality of human resources that starts early can affect the competitiveness of the individual. The step taken is to provide additional skills to those of productive age. One of the skills that will be given to the community is through a sewing course at the Enrekang district learning activity studio. With the skills through sewing courses in the Enrekang district learning activities studio, it is hoped that the community will be able to compete to get a better job.

Keywords: *a sewing course; society; quality*

INTRODUCTION

Education is a conscious and planned effort to realize the learning environment and learning process so that the learning community actively develops their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by

themselves, society, nation and country. Education is a cultural process to improve human dignity.

The concept of education recognizes the existence of three educational environments, namely informal education such as the family education environment, formal

education such as the school education environment, and non-formal education such as out of school. However, formal education that requires the community to pay school fees in accordance with the regulations set by the school concerned, it turns out that there are still many people who feel that these costs still feel particularly heavy for weak economic communities.

Education goals and objectives in the first long-term national development, the education sector is still at the level of stabilizing the system. Islamic education institutions are a strategic vehicle in fostering and preparing quality human resources for nation building. In order to help improve the quality of education, education managers are required to enrich knowledge, capabilities that are relevant to their work. Activities and roles of education in development have shown their identity in various aspects. In this case the foundation of national development has been laid for the next stage of development. The basis of development is certainly not by itself will give the results done. A solid foundation is very important for every development effort, because the nature of development is the accumulation of business and increased yields for life that are of higher quality.

The challenge of managing educational institutions, especially Islam, is getting bigger along with the development of science and technology. The community continues to pursue quality and excellence, this is in accordance with the competitive nature of society and wants to produce quality

products and services. According to Syarifuddin because the weakness of management institutions in educational institutions (especially Islam) today, needs to be addressed by improving management in order to further optimize its role as an educational institution, the quality of managers who are professional, credible, and accountable are needed to run educational programs. The more educated the community will be more diverse considerations in choosing educational institutions for their children, in contrast to the past that are affected by their emotional and social-religious ties. For this reason educational institutions must be more qualified and be an alternative for people to choose an educational institution for children children, at least must have three things, namely, value (religion), social status, and ideals In the field of education, there have been great successes in the history of education in the world.

Because many future generations of people who experience school dropouts, illiteracy, unemployment, poverty, delinquency, lack of expertise, are unable to compete in a sophisticated world. All these problems will worsen the nation's own economy. So far, various efforts to continue to encourage community involvement in building education continue to be carried out by the government. This is intended to increase awareness of the importance of education and encourage people to continue to actively participate in it. Indonesia has graduated millions of students, but not all of them are able to

continue higher education or work ready because of the limited skills needed by the workforce. The fact is that in Indonesia, non-formal education is absolutely necessary.

Non-formal education for citizens who need educational services that functions as substitutes, enhancers, and complementary formal education in order to support lifelong education. Non-formal education functions to develop potential students with emphasis on mastering functional knowledge and skills and developing professional attitudes and personalities (Sutarto, 2007: 9-10). Non-formal education has its own advantages and role which contributes to unemployment and poverty alleviation through life skills courses or education.

In RI Law No. 20 of 2003 concerning the National Education System Article 26 paragraph (3) reads: Out-of-School education or Non-Formal Education includes life skills, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, education equality, and other education aimed at developing students' abilities. Outside School Education is also aimed at increasing the knowledge, skills, and behavior of learning citizens, one of the Out-of-School Education is Education and Training

The demands of the workforce for skilled labor encourage job seekers to take part in non-formal work education and training to add their skills and expertise. Job education and

training is an important means of developing labor resources. This workforce is expected to later become a workforce that is ready to use, meaning that it can directly jump into employment. The importance of sewing courses for people who are unable to continue to higher education or work is expected to prepare their future with the skills they have acquired. Enrekang Regency is one of the second-tier areas in South Sulawesi Province, Indonesia. The capital city of Enrekang district is located in the city of Enrekang. The district has an area of 1,786.01 km² and has a population of approximately 190,579 people. The population of men is around 50.57% and women are around 49.43% with a number of family heads of 43,062. The population is mostly Muslim with the main livelihood in the Agriculture Sector (\pm 65%). So in an effort to foster disciplined and skilled Human Resources, especially in Enrekang district, the Enrekang District Learning Activity Center seeks to foster the community to be skilled in sewing by holding sewing training courses every year. This is what raises the interest of researchers to discuss about sewing courses organized by the Studio Learning Activities Enrekang District. More specifically, the title raised by the researchers was "The Effectiveness of the Implementation of Sewing Courses at the Enrekang Regency Learning Activity Center".

DISCUSSION

Effectiveness is the main element to achieve the goals or targets that have been determined in each organization.

Effectiveness is also called effective when achieving goals or targets that have been found before. According to SP.Siagian (2002: 151), Effectiveness is the achievement of a target that has been determined in time by using certain data sources allocated to run certain organizational activities. According to Bungkaes (2013), effectiveness is the relationship between output and purpose. In terms of effectiveness it is a measure of how far the level of output, policies and procedures of the organization reaches its stated objectives. In a theoretical or practical sense, there is no universal agreement on what is meant by "Effectiveness". However the definition of effectiveness is related to the general approach. When traced the effectiveness comes from effective basic words which means: a. There is an effect (effect, consequence, impression) such as: effective, efficacious, effective; b. Use of methods / methods, tools / tools in carrying out activities so that they are successful (achieving results optimal). So that the effectiveness of the program can be run with operational capabilities in carrying out work programs that are in accordance with the goals previously set. comprehensively, effectiveness can be interpreted as the level of ability of an institution or organization to be able to carry out all its main tasks or to achieve predetermined goals.

According to Serdamayanti (2009: 59): "Effectiveness is a measure that gives an idea of how far the target can be achieved. This definition of effectiveness is more output-oriented while the problem of using input is not a major concern. " Whereas Supriyono

(2000: 29) says that: "Effectiveness is the relationship between the output of a center of responsibility with the goals that must be achieved, the greater the contribution than the output produced against the value of achieving the target, then it can be said that the unit is effective.

From the opinion of the experts, it can be concluded that something can be said to be effective if the results of things are done in accordance with what is desired or expected. Effectiveness can also be defined as the extent to which an organization embodies its objectives. The achievement of the intended thing is the achievement of the objectives of the action. If the intended purpose is the purpose of an agency, the achievement process is a success in implementing programs and activities according to the authority, duties and functions of the agency. So organizational effectiveness is not a final state but a sustainable condition that can be achieved and can be maintained. So the task of the organization is to utilize the facilities and infrastructure under the supervision of a leader to improve the relative level of organizational achievement and effectiveness in carrying out their duties.

According to Harry Firman (Ninda Maria, 2014: 39) states the various effectiveness of learning programs are characterized by the following characteristics: successfully delivering participants to reach the instructional objectives that have been determined, providing an attractive learning experience, actively involving participants so as to support the achievement of instructional goals and

have facilities that support the teaching and learning process

Based on the description of the characteristics of the effective learning program described, the effectiveness of the learning program can be drawn up not only in terms of the level of learning achievement, but also in terms of processes and supporting facilities.

The results aspect includes a review of student learning outcomes after following a learning program that includes cognitive, affective and psychomotor abilities. Process aspects include observing student skills, motivation, response, collaboration, active participation, the level of difficulty in using media, time and student problem solving techniques in dealing with difficulties when teaching and learning activities take place.

Aspects of supporting facilities include reviews of physical facilities and materials and resources needed by students in teaching and learning processes such as classrooms, laboratories, learning media and textbooks.

The effectiveness criteria in this study refer to several things:

a. The learning model is said to be effective when it can improve student learning outcomes statistically the learning outcomes show significant differences between initial understanding and understanding after learning.

b. The learning model is said to be effective if it can increase the interest and motivation of students after learning and participants become more motivated to study harder and get better learning outcomes.

In determining effectiveness there are several factors that influence it including time, assignment, productivity, motivation, work evaluation, supervision, work environment and completeness of facilities and infrastructure. The effectiveness of a program will not be said to be effective if the effectiveness factors do not go as expected by the leadership so that each leader must provide oversight of each aggot so that the work is effective.

Implementation or implementation is an activity carried out by a body or container in a planned, organized and directed manner to achieve the expected goals. According to Usman (2002: 70) "Implementation is geared towards activities, actions, actions, or the mechanism of a system. Implementation is not just an activity, but a planned activity and to achieve the objectives of the activity ". Whereas according to Setiawan (2004: 39) "Implementation is an expansion of activities that mutually adjust the interaction process between goals and actions to achieve it and requires an implementing network, effective bureaucracy"

The factors that can support the implementation program are as follows:

a. Communication, is a program that can be implemented properly if it is clear to the implementers. This concerns the process of delivering information, information clarity and the consistency of the information conveyed, b. resources (Resouces), in this case include four components which fulfill the number of staff and quality, information needed for decision making

or sufficient authority to carry out tasks as responsibilities and facilities needed in implementation. c. Dispositions, attitudes and commitments rather than implementation of programs specifically from those who become program implementations especially from those who become program implementers. d. The bureaucratic structure is SOP (Standard Operating Procedures), which regulates the flow of procedures in the implementation of the program. If this is not difficult in achieving satisfactory results, because the resolution of problems will require special handling and settlement without standard methods.

These four factors are seen as influencing the success of the implementation process, but also the interrelationships and interplay between the factors that are one with the other factors. In addition, there are at least three important elements in the implementation process including: The existence of a program (wisdom) implemented and community groups are targeted and benefit from changes and improvements. Implementing elements both responsible organizations and individuals namely a. in managing the implementation and supervision of the implementation process. Whereas, according to Notoatmodjo (2011: 30), the implementation of the Course program can be said to be successful if in the trainee participants a transformation process occurs of the capacity building in carrying out tasks and behavior changes are reflected in attitudes, disciplines and work ethics. To find out whether or not such changes occur an evaluation or

evaluation of the implementation of the Training.

Course in essence is an activity effectively and efficiently according to needs, so that someone easily produces behavior in the form of certain skills in addition to understanding attitudes and positive values. According to W.J.S. Poerwadarminta (2002) says that "a course is a particular subject of knowledge or intelligence given in a short time". Whereas in article 26 paragraph 5 of Act Number 20 of 2003, it is explained that "courses and training are a form of continuing education to develop students' abilities with an emphasis on mastering skills, competency standards, developing entrepreneurial attitudes and developing personalities." From some of these opinions, the researcher can draw the conclusion that the course is an out-of-school education unit consisting of a group of citizens who provide knowledge, skills, mental attitudes for the learning community. The course is also an education unit outside of school.

Sewing is the work of connecting cloth, fur, animal skin, or other materials that can be passed by sewing needles and threads. Sewing can be done by hand using a hand needle or with a sewing machine. Sewing skills are the ability to bring out creativity in working on the process of connecting cloth, fur, animal skin, and other materials that can be passed by sewing needles and threads. Sewing skills are skills that are very much in demand, especially by women. Workmanship of these skills only requires precision and patience and tenacity in using threads and needles and other assistive devices.

The course is held in the Learning Activity Studio (SKB) Kab. Enrekang is a basic level sewing skill that has the following components: Basic level sewing courses have a goal that is at the end of the course students are expected to be able to know sewing tools, recognize sewing machines, recognize types of fabric, measure, make patterns, cut cloth, sew and using a sewing machine.

This course is conducted for 4 (four) months. Skills for 4 (four) days in 1 week with 5 hours of meeting time.1) Course Learning Facilities and Materials namely software in the form of module books, brandware in the form of instructors and hardware in the form of practical equipment consisting of sewing equipment (needles, fabrics and threads) and sewing machines. 2) Course Learning Methods Learning in this course is held in practice and theory with a percentage for 75% practice by using demonstration methods, practical work and question and answer, then for theory activities as much as 25% with lecture methods, discussion and question and answer.3) Media Course is the course the media used are whiteboard erasers, markers, sewing machines, obras machines, sewing needles, various threads and other media needed in the deepening of course material.4) Course Material included recognizing sewing equipment, including sewing machines, embroidery machines, fabric cutters, fabric wrappers, understanding of fabric types, methods and methods of measurement, how to make patterns, how to cut patterns and sewing cloth according to the pattern properly and correctly.

CONCLUSION

Implementation factors occupy the most important position in determining the success of a program to be realized. Then in the process of activities, it is necessary to pay attention to several things, including: Need to be clearly defined who or which agency / institution will be functionally entrusted with the authority to coordinate the program in a sector. In the implementation program, the basis of functional principles needs to be poured into a series of harmonious procedures, clear and adhered to by all parties involved in the relationship to the implementation of the program. Better work relationships need to be developed, among others in the form of a collaborative body clear responsibilities and coordination. It should be endeavored to coordinate through the budgeting process and implementation of financing. From this explanation, a conclusion can be drawn that on the basis of the implementation of a program that has been determined by the government must be in line with existing conditions, both in the field and outside the field. Which in its activities involves several elements accompanied

by efforts and supported by supporting tools.

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