

Entrepreneurship Training in Labour Training Centre at North Sumatera

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Abstract. The purpose of this study was to evaluate the implementation of Labour Training Centre (LTC) in North Sumatera to create entrepreneur, to identify the current and future skills needed by industry business, to describe the obstacle factors of apprentice program between Labour Training Centre and industry, to investigate the effort done by state own LTC and industry, to improve the apprentice program and to anticipate the future need. The location of the research is LTC Medan, Lubuk Pakam, Stabat, and Binjai. The population were all LTCs in North Sumatera and the sample 4 LTCs: Medan, Lubuk Pakam, Stabat, and Binjai. The sample were 108 trainees of LTC and 32 instructors. The data were collected by documentation and questionnaire. Descriptive qualitative-quantitative method was used to analyse the data. The results were (1) generally the implementation of apprentice between LTC and industries do not reach its goal yet, (2) the trainees need entrepreneurship skill and competencies, (3) LTC have business unit to create the trainees to be entrepreneur, (4) to create the entrepreneurship competence by arrange the training modular, (5) content of syllabus can create the entrepreneurship competence, and (6) competency based curriculum and competency based training were the strategy to create entrepreneurship competence.

Keywords: *Entrepreneurship, module, and training labour centre.*

1 Introduction

LTC needs to train the workforce of elementary and junior high school graduates because unemployment from education level reaches 7.24 million people. If the LTC determines the requirement of high school education then the labor force elementary and junior high school will be difficult to be absorbed in the world of work, whereas in the implementation of industrial MEA many require labor, for that candidate labor must be prepared especially graduate elementary and junior high school is usually still productive age. Ministry of Manpower (Kemenaker) noted there are 276 LTCs in Indonesia, of which there are 14 LTCs owned by the Ministry of Manpower and the rest are owned by provincial and district/city governments. The training patterns in local government-owned LTCs are emphasized on training according to the needs of the workers in their respective regions such as automotive,

welding, wood and stone buildings, electronics, computers, handicrafts, agriculture and plantations. Thus, the training sectors in LTC need attention in order to fill the job field.

Many efforts have been made by the government to improve the quality of the exercises, among others, to cooperate with the industry, improve the ability of instructors, provide training equipment, etc. but the skills obtained by the participants is not adequate and still found the gap between the workforce generated training hall with DU/DI. The quality of Indonesian labor is still low both in terms of education and skills, whereas the world of work and society demands better quality. The results of the Department of Labor's employment data processing found the comparative figures among applicants as job seekers, job vacancies, and who can be filled in accordance with the skills they possess, is 10: 2: 1. This means that out of ten job seekers, and two vacancies available, only one is acceptable because it has the skills to suit what you want. The results of the study found that in the implementation of PSG in North Sumatera was 25.19 percent of the industrial parties that became industry couples in implementing industry practice and assume that the ability of vocational students is still low and dubious [1]. Learning in school tends to be very theoretical and unrelated to the environment in which the child is located, as a result the child is unable to apply the lessons learned in school to solve life problems faced daily and as if education deprives learners of so that the environment feels strange in its own society [2]. For that need to be given training that synergizes various training materials into life skills that are needed individuals wherever located, working or not working. With the provision of life skills LTC graduates are expected to solve life problems encountered including finding or creating jobs for himself and even for others. For that reason it is necessary to develop life skills based learning model based on competence.

Then from the observations so far it turns out that the skills obtained by participants LTC training is not enough to be used in solving engineering problems that exist around the environment, so for it would require life skills that can accumulate ability to solve problems found around his life. Based on the above facts it can be argued that the students' skills need to be improved and require serious handling so that the LTC graduates can produce graduates who are fit to work and able to solve the problems faced in their environment. One alternative that is seen to improve the skills of LTC training participants is through the application of effective and efficient learning model, finding the appropriate subject matter with the job field, providing skills that can equip life skill, and using the appropriate learning module and have the appeal so that the competence which is owned by graduates is a competence in accordance with the demands of employment. Thus, the development of life skill learning model to improve entrepreneurship competency of LTC training participants is an alternative to generate training participants in order to enter the work field.

In regard to the use of competency-based module, it can be alternatively used to substitute the conventional learning for improving the students' learning achievement effectively at technological and vocational schools [3]. Also, the implementation of learning process using competency-based module affects higher on the students' achievement in practice of electrical engineering than using student work-sheet [4]. Similar research also proved that the strategy of competency-based module application contributed more effective learning for both theory and practice in Basic Electrical Installation subject [5].

2 Method

The research was conducted in 4 (four) LTCs located in North Sumatra, namely Medan, Binjai, Lubuk Pakam, and Stabat. Research subjects are participants and trainers or instructors. The sample of this research is 108 participants of LTC and 32 instructor. Research data was collected through documentation technique to obtain LTC mapping. Questionnaire instruments are given to instructors and trainees. However, for more information digging has used observation guidelines and interview guides for instructors, trainees, and industry leaders. Data analysis technique used is descriptive statistical analysis both qualitative and quantitative.

3 Result

To determine the competencies that need to be prepared so that the trainees can have the provision for entrepreneurship, it is necessary information from the trainees, it is based on the consideration that some trainees have been intern and work in various job sectors. When asked what the reason for the training in LTC can improve entrepreneurship competence hence obtained the opinion that: ability in a field can open and develop a business, training make student more independent, have ability of entrepreneurship, training can improve student skill, because in LTC every student has taught how to entrepreneurship and what should be considered for every business, Competence owned by participants can manage/run business, Training in LTC students get knowledge and skills in entrepreneurship, Training in LTC provides the skills of participants to be able to compete in the world of work, confident in entrepreneurship, know the spirit of entrepreneurship, open an independent business.

Based on the data obtained from the training participants it appears that the training obtained at LTC in various skills with various entrepreneurship competencies through various materials can form entrepreneurship competence. Therefore, based on the data analysis, it is known that some things related to entrepreneurship development in training participants are as follows:

In determining the competencies that need to be prepared so that participants can have the training to be entrepreneurship required information from the trainees. This is based on the consideration that some trainees have been interned and working in various job sectors. Based on the data obtained from trainees it is known that the training in LTC has various skills with various entrepreneurship competences. The giving of entrepreneurship materials is able to form entrepreneurship competence to the participants.

Efforts to be done by the LTC to improve the competence of trainees in entrepreneurship can be done by holding seminars on entrepreneurship, bringing people who have succeeded in entrepreneurship, internship in the field of entrepreneurship, and entrepreneurship mentoring. In addition, it is also necessary to present people who have successfully entrepreneurship so that trainees obtain information directly and motivated to entrepreneurship.

Enhancement of knowledge and understanding of participants on entrepreneurship needs to be established cooperation between LTC parties with the industry so that knowledge and skills are prepared in LTC with the needs of employment. This can also be done through cooperation in the form of coordination between mentors and industry and also in the form of apprenticeship. The following is presented data on the efforts that need to be done so that participants are encouraged to practice entrepreneurship.

Meanwhile, the information generated from the training instructors in general is as follows: From the data obtained from both the instructor and the trainee that to improve the competence of entrepreneur, it would be more appropriate to apply training oriented model to the trainees. Explicitly both LTC and trainees alike think that the right model to apply is a competency-based training model. Similarly, the opinions of instructors and trainees suggest that the use of training modules will be more appropriate and more efficient in entrepreneurial learning.

In the training conducted in several LTCs it is known that the approach model is based on the competency approach. This relates to the seven principles underlying competence-based training: (1) trainees can master most tasks at a high level (skills at 95 to 100 percent) when training is provided with high quality and sufficient time, (2) the ability of trainees to learn does not require an estimate of the extent to which the trainee can learn the lesson well, (3) the degree of difference in job mastery is mainly due to errors in the learning environment (training) rather than the characteristics of the small learner characteristics, (4) the training will achieve similarity in terms of learning ability, learning speed, and learning motivation if given a favorable learning condition, (5) training rather than directed to the different nature of the trainee, but rather directed to differences in learning, (6) training benefits learning benefits, and (7) discontinued elements in the process of teaching and learning is the type and quality of training obtained by trainees.

3 Conclusion

From this research, several conclusions can be stated as follows: (1) generally the application of apprenticeship between LTC and industry has not reached its target, (2) ability and competence of entrepreneurship of trainees are needed, (3) LTC has a business unit to create training to become an entrepreneur, (4) create entrepreneurship competence by organizing training modules, (5) the contents of syllabus can create entrepreneurial competence, and (6) competency-based and competency-based training is a strategy to create entrepreneurship competence.

Acknowledgments. Our thanks go to Kemenristekdikti (Ministry of Research and Technology), University Negeri Medan (Medan State University), Medan State University Research Institute, instructors and LTC participants who have participated in the implementation of this research

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