COURSE MANAGEMENT MODEL DEVELOPMENT BASED ON WORLD OF BUSINESS AND INDUSTRIES (WBI) ON LIFE SKILLS EDUCATION COURSES AND TRAINING INSTITUTIONS (LSE-CTI) (FOG-C MANAGEMENT MODEL)

Alex Sujanto
AMIK JTC SEMARANG
Email: alex_sujanto@yahoo.com

ABSTRACT

Life Skills Education (LSE) courses management on Courses and Training Institutions (CTI) garment sewing program in Semarang Residency has been managed in accordance with management functions with the 4-in-1concept. This concept was developed into 5-in-1. The purpose of this study were: (1) to describe and analyze the factual course management models garment sewing program on LSE-CTI has been implemented, (2) develop a course management model garment sewing program based on business and world industries on LSE-CTI, (3) describe and analyze the feasibility of the model, (4) describe and analyze the effectiveness of the model.

This research approach was Research and Development (R & D) with the following steps: (1) preliminary study conducted at Kartika Courses and Training Institutions in the Semarang District, Widya Busana Courses and Training Institutions in Salatiga, Muliya Courses and Training Institutions in Kendal, and Belva Courses and Training Institutions in Demak; (2) design model development validated by education management experts and practitioners through focus group discussion (FGD). (3) test the effectiveness of a hypothetical models. Data collected by observation, interviews, questionnaires and documentation. Data were analyzed using descriptive qualitative and analysis paired t-test.

Results of a hypothetical model validation through field trials on a limited scale showing: (1) have a high effectiveness against upgrading course management; (2) have a high effectiveness against increase in motor competence of learners. Based on the response the manager of the Courses and Training Institutions, learners, and garment industries, the model proved to effectively improve course management.

Based on this research can be concluded that the development management model of garment sewing program course based on business and world industries on Courses and Training Institutions able to increase the effectiveness of management courses for managers and learners.

Keywords: Course Management, Garment Sewing Program-Based business and world industries, Life Skills Education, Courses and Training Institutions.

I. INTRODUCTION

1.1. Background

Until now, the garment industry became one of the highest contributor of foreign exchange earner in the last five years with an export value always reach US $ 6 billion per year. In 2012 the export value of garment industry reached US $ 7.18 billion, or 57.65% of the total exports of national's textiles and textile products. Workers in large and medium scale industries in 2012 as many as 1.53 million people in the textile sector and about 520,000 people in apparel / garment sectors (whatindonews, May 14, 2013).

The garment industries estimated to require about 15,000 workers each year and that number continues to grow until it reaches four million in the next 15 years., Indonesia's exports In 2008 reached US $ 10.8 billion, and able to provide employment to more than 1.5 million people. The garment industry in Central Java need at least 24,250 workers during 2013 (Senjaya, 2013).

The garment industry is very important for trade of third world. Clothing exports from these countries increased exponentially in the post-war period. The reason are the comparison cost of the global market, with each producers country can be done cheaper, wich has supported such trade patterns based of cheap labor. For more than fifty years the technology has been based on the dexterity of workers and sewing machine are strong and flexible. Garment production allows for easy entry of small firms and the result is high level of competition.

Based on the explanation, the high demand for labor in the field of sewing the garment shows the importance of the garment industry and this sector is developing very nice. It can be seen from the increased production that makes the garment industry can absorb a lot of extra labor.

During this, graduate from garment sewing program courses do not meet the needs of the garment industry. Although the amount of labor needed to increase, but the number of students in course an training institution tends to fall. That is because the public interest to pursue the field of sewing getting down. The number of youths in each village also decreased.

Conditions related to the organize of courses and training life skills education work-oriented based on partnership with world of bussines and industries are as follows: (1) organizer of courses and training should be able to coordinate and communicate with world of bussines and industries, trainer and partners associated with the program and trained; (2) organizerof courses and training distributing graduates in world of bussines and industries who made partner in accordance with the number of personnel needed; (3) organizers supervising and coaching for graduates who are absorbed in world of bussines and industries during apprentice; (4) The organizer provides an opportunity for graduates who are absorbed in world of bussines and industries to follow the competency test in accordance with the rules and regulations (Kemendikbud, 2012: 14)

This fact underlies the author to develop the Course Management Model garment sewing Program based on world of bussines and industries at life skills education courses and training institution, in order to graduates of training programs that organized by courses and training institution can be absorbed in the world of business and industry, primarily in the garment industry.

1.2. Developed Product Specifications

Courses and Training product specifications developed by the researchers is course management model garment sewing program based on world of business and industrial on life skills education courses and training institution to prepare graduates ready to work specifically in the garment industry. Course management model that has been implemented using the approach of the 5 in 1. Courses management model with 5 in 1 approach is a series of training processes in Courses and

training institution that begins with: (1) analysis of opportunities based on the information needs of the garment workers in world of business and industries, (2) based on information world of business and industries embodied in the form of courses and job training to create learners who are ready to work in world of business and industries, (3) after undergoing a training course and within a certain time, the learners then follow the competency test to evaluate the results of their study in the Courses and training institution, (4) then learners doing apprentices with the assistance of the Courses and training institution and industries, (5) after doing apprentices, mentoring and based on the results of the competency test, learners will be passed and placed in the world of business and garment industry.

II. LITERATURE REVIEW

2.1. Management

Management is derived from the word "manage" which means regulate, administer or manage. Management can be defined as: (1) Management as a process; (2) Management as a collectivity of people who perform management activities; (3) Management as an art and as a science. According to Terry (Lova, 2012): "Management is the attainment of the goals set in advance by using other people's activities consisting of planning, organizing, actuating, and controllin). Management objectives are: (1) to achieve regularity, smoothness, and continuity of effort to achieve predetermined objectives; (2) to achieve efficiency, which is a best ratio between input and output.

1. Planning

Basic Concepts of Planning

Planning is the basic process used to select a destination and determine the achievement scope. Plan means seeking the use of human resources, natural resources, and other resources to achieve the goal (Siswanto, 2005: 42).

Another limitation of the planning is to select and connect the facts , make and use the allegation regarding the future, describe and formulate the proposed activity and considered necessary to achieve the desired result (Terry in Siswanto, 2005: 42). In the plan, a manager using facts or information, and the correct limits. based on these, a manager described and formulate about things that will be operated and what a relief to achieve the desired results.

2. Organizing

understanding organizing

Longenecher (in Sudjana, 2004) generally defines the organization as establish the relationship between human activity and the activities undertaken to achieve the goal. This understanding explains that organizing activities related to efforts to involve the people into groups, and efforts to make the division of labor among the members of the group to carry out the activities that have been planned in order to achieve the objectives that have been set previously.

From the description above can be stated that the organizing is activities to forming an organization. These organizations include the human resources that will leverage other resources to carry out the activities as planned in achieving its intended purpose. Product of organizing is the organization.

3. Actuating

Basic Concepts.

Actuating is the most important management function of the whole set of management processes. Planning and organizing functions more related to abstract aspects of the management process, while the actuating function emphasis on activities directly related to the people in the

organization even more. In this case, Terry (1986) argued that the actuating a moving effort group members such that they are willing and trying to achieve agency objectives and targets members of the institution because the members also want to achieve these goals.

4. Controlling

Basic Concepts.

Management control is a systematic effort to set performance standards with planning objectives, design information feedback systems, to compare actual performance with established standards, determine whether there are irregularities and measure the significance of the deviation, and take necessary corrective actions to ensure that all sources Governmental power is being used wherever possible more efficiently and effectively in order to achieve the objectives institution (Siswanto, 2012: 139).

2.2. Life Skills Education

Basic Concepts of Life Skills

Life skills are skills that one has to dare to face the problems of life and natural life with no feeling depressed, then proactively and creatively search for and find a solution so that ultimately able to overcome (Sidi, 2002: 11).

"Life Skills" is the interaction of various knowledge and skills that are very important are owned by someone so that they can live independently. Broling classifying Life Skills into three groups, namely skills, daily living skills, personal / social skill and occupational skill (Kemendikbud, 2012: 2).

2.3. World Business and Industry

The industrial world is a world of business or activity to process of raw materials or semi-finished goods into finished goods that have value added to profit. Efforts to assemble and repair are part of the industry. Industry results not only in the form of goods, but also in the form of services (Hammer, 2006).

Industry is the field of livelihood that uses skill and diligence work (industrious) and use tools in the field of processing of agricultural products and their distribution as a baseline. Then the industry is generally known as a further chain of efforts to meet the need associated with the earth, among other crops, plantations and mining are closely linked to the land. Industrial notch further away from land, which is the basis of economic, cultural, and political (Wikipedia, 2013a).

businesses are matters relatied to companies including garment enterprises. The Company is the production and gathering of all factors of production. Some company registered in the government and some are not. For companies listed in the government, they have a business entity for the company. This business entity is the status of the company is officially registered with the government (Wikipedia, 2013b).

Based on Law No. 3 of 1982 on company registration, Article 1: The Company is any form of business that is running any kind of business a permanent and continuous and established, work and domiciled in the territory of the Republic of Indonesia, for the purpose of gain or profit , Effort is any act, deed or any activity in the field of economy, which is performed by each employer for the purpose of gain or profit.

2.4. Courses and Training Institution.

In the explanation of Article 26, paragraph 5 of Law No. 20 On National Education System of 2003, explained that the courses and training is a form of continuing education to develop the ability of learners with an emphasis on the mastery of skills, competency standards, the development of entrepreneurial attitudes and professional personality development

Courses and training institutes are one form of Non-formal Education unit organized for the people who require the knowledge, skills, life skills, and attitudes to develop themselves, to develop the profession, work, independent business, and / or continuing education to a higher level. While the courses and training programs are the kinds of skills that held in non-formal education units, in Courses and training institutions or other educational units. In each Courses and training institutes can consist of one or more programs and training courses (Ali, 2010: 2).

2.5. Apprentice

The apprentice program is a learning activity in the field which aims to introduce and cultivate the ability of learners in the real working world. Learning is mainly carried out through intensive relationship between the apprentice program participants and supervisors staff in the agency / company (Fekon, 2014).

Apprentice has been regulated in Law No. 13 of 2003 on Labour in particular article 21 - 30. And more specifically stipulated in the Regulation of the Minister of Manpower and Transmigration No.Per.22 / Men / IX / 2009 on the Implementation of Apprenticeship in the Domestic. In the Ministerial Regulation, Apprenticeship interpreted as part of a job training system that integrates training conducted at a training institutions working with directly under the guidance and supervision of an instructor or more experienced workers in the production process of goods and / or services in the company, in order to mastering certain skills or expertise.

III. RESEARCH METHODS

3.1. Development Model

This research uses model of development that is stated by Borg and Gall. The method used is the Research and Development (R & D). The approach used during the researh are qualitative and quantitative approaches.

3.2. Development Procedure

This research used the stages procedure as described Borg and Gall (1989: 784-785) with modifications to the eight steps in accordance with the interests of the research as follows:

Theoretical studies/ literature

Field studieson the management ofsewing courses

Needs analysisanddescription of thecourse ofthe currentmanagement model(factual model)

designof Course Managementmodel GSP basedon World of business and industries

Limited trial

HypotheticalModelCourse Managementmodel GSP basedon World of business and industries

Revisi design of Course Managementmodel GSP basedon World of business and industries

Modelvalidation (FGD)

Evaluation and revition of Model

The trialextended

RevisionandrefinementModel

Final Model of Course Managementmodel GSP basedon World of business and industries
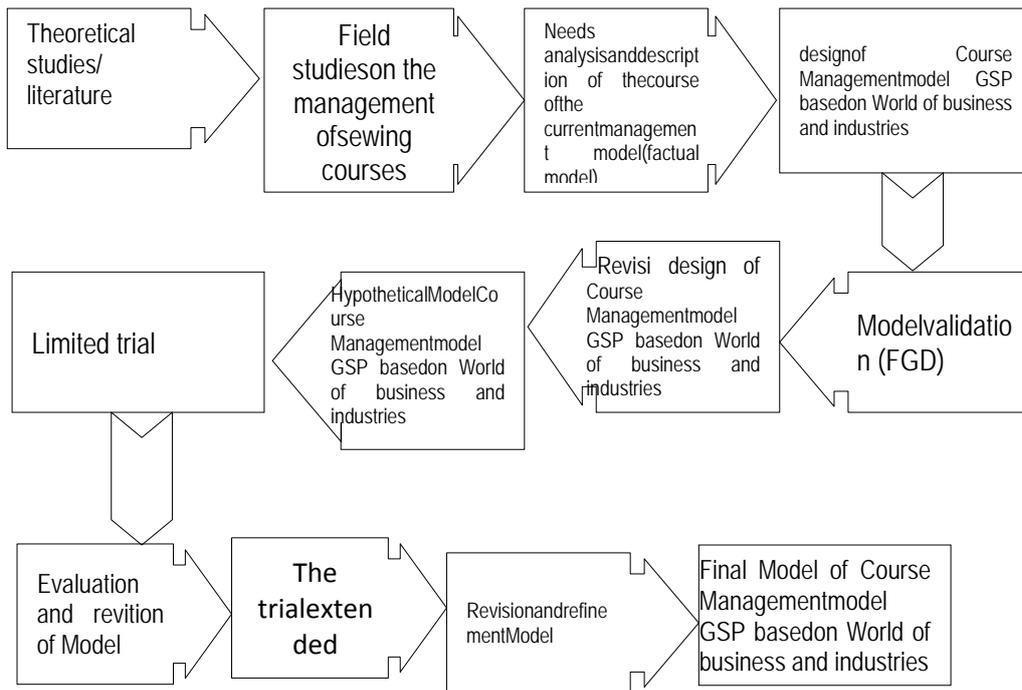
Figure 3.1 Development Procedure Course Management Model

Garment sewing Program based on world of business and industries on life skill education course and training institution

The eighth step in this research include:

1. Review the literature to obtain references on course management of garment sewing program.
2. Conduct a preliminary research to collect data on the implementation of courses management in sewing program life skill education course and training institutionover the years
3. Conduct a needs analysis to collect data on the implementation of courses management in sewing program life skill education course and training institution like what is expected by the respondents.
4. Develop design models course management garment sewing program based business and industrial world on life skill education course and training institution
5. Perform validation of models through the Forum Group Discussion (FGD).
6. Develop a hypothetical model course management of a sewing program based on business and industrial world on life skill education course and training institution
7. Perform limited trial and the expanded trial to obtain feedback on the feasibility course management model garment sewing program based on business and industrial world on life skill education course and training institution
8. Generate the final course management model garment sewing program based on business and industrial world on life skill education course and training institution

3.3. Products Trial

1. Design Model

Preparation of design course management model garment sewing program based on business and industrial world on life skill education course and training institutionbased on the study of

literature on the management of the course, the results of preliminary research and analysis of the needs of the organization of course management model based on business and industrial world on life skill education course and training institutionthat expected by respondents.

2. Final Model

Hypothetical model that has been revised internally by experts and external validation on expanded trials then revised and refined based on input while testing. The implementation of the expanded trial was conducted in four CTI. In determining CTI models, need to consider equality CTI are chosen so that the data obtained can be compared, analyzed and then drawn the conclusion.

the results of expandedtrial course management Model garment sewing program based on world of business and industrial on life skill education course and training institution are examined their advantages and disadvantages. Results of the evaluation are used to improvement of the model until the final model generated. The final model obtained from the external validation through expanded trial as the final model.

3.4. Trial Subject

Research explorative study conducted in CTI engaged in courses and training garment sewing programs in the former Semarang residency, specifically Kartika in the Semarang District, Widya Busana in Salatiga, Muliya in Kendal, and Belva in Demak. Then the subject of research for the development and testing of models is Kartika in Semarang District.

3.5. Types of Data

The data obtained in this study include:
1. Courses management Implementation data in CTI garment sewing program before the research, the data obtained from the implementation of the garment sewing course management on the field in order to obtain the weaknesses and strengths of course management implementation.
2. Conceptual Data Validation by experts dan courses practitioners to development model include data on: (1) compliance / accuracy of the model; (2) the relationship between elements in the model; (3) the use of the language, (4) physical appearance / layout.
3. Empirical Data Validation (Field Trial) form of the courses managers assessment to guidebook of Course Management Garment sewing Program based on world of business and industries on life skill education on FGD (Focus Group Discussion), which includes: (1) Clarity of understanding of the manual, (2) Ease the implementation of the manual, (3) Benefits guidebooks, (4) The appeal of writing, (5) physical appearance / layout.
4. Effectiveness Data of Hypothetical Model Application Against Capabilities of courses manager in implementation of Course Management Model Garment sewing Program based on world of business and industries on life skill education course and training institution (before and after implementation of the model) which includes: (1) The ability of planning courses and training programs, (2) The ability of organizing courses and training, (3) The ability to actuating courses and training, and (4) The ability to supervise and evaluate courses and training program.

Output Data of Hypothetical Model Effectiveness Against Capabilities of learners before and after the implementation Course Management Model Garment sewing Program based on world of

business and industries on life skill education course and training institution, includes: (1) The ability of imitation, (2) ability of manipulation, (3) Ability precision / accuracy, (4) The ability of articulation, and (5) ability of naturalization.

3.6. Data Collection Instruments

Data collection instruments in this rsearch are (1) questionnaires; (2) interview; (3) Observation, (4) Focus Group Discussion (FGD) and (5) documentation.

3.7. Data Analysis Techniques

The collected data was analyzed using three ways, namely deskripstif qualitative analysis, quantitative descriptive, and statistical.

1. Descriptive qualitative

This analysis is used to analyze the data and information obtained from preliminary studies. The use of descriptive qualitative analysis aimed to gain an overview of the role of organizer in courses management include planning, organizing, actuating, and monitoring or evaluation of learning courses in the CTI.

2. Quantitative Descriptive

Quantitative descriptive analysis is used to determine the level of ability of the managers of the course, which includes the level of understanding, the ability to plan, ability to organize, ability to execute, and ability in the supervision or control.

The quantitative data in the form response of the courses manager, learners, and garment WBI about the effectiveness of the model to improve the course management of garment.

3. T-Test

Statistical analysis is used to determine the level of effectiveness of the model tested in the field. The effectiveness of the model is shown by comparing the average acquisition results and training courses learners. The analysis technique used is the t test.

T - test is used to determine differences in the average value (the mean) between the pre-test (before treatment) with post-test (after treatment). The use of paired samples t test because the data obtained from the process of measurements on a sample group performed twice, the pre-test and post-test to determine the effectiveness of Course Management Model Garment sewing Program based on world of business and industries on life skill education course and training institution in improving the ability of managers CTI in ex-Semarang residency.

IV. RESEARCH RESULT

4.1. Hypothetical Model

FOG-C Management (Five-in-One Garment-Course Management) hypothetical model is a model produced by Delphi analysis techniques to design a model. Analyses were performed by academic experts and practitioners expert garment sewing courses. It also carried out through focus group discussions (FGD), which consists of the managers of the garment sewing program courses.

Hypothetical model derived from the design model that has been validated by experts. From the results of preliminary research and study literature then arranged design model then validated the model. Validation of conceptual models in this research is through Focus Group Discussion (FGD) which consists of various elements that experts in their respective fields related to the issues that have been discussed. These elements include expertise in the fields of management, life skill education course and training institution field , practitioners of non-formal education (CTI's Managers, instructor).

4.2. Final Model "FOG-C Management" (Five-in-One Garment-Course Management)
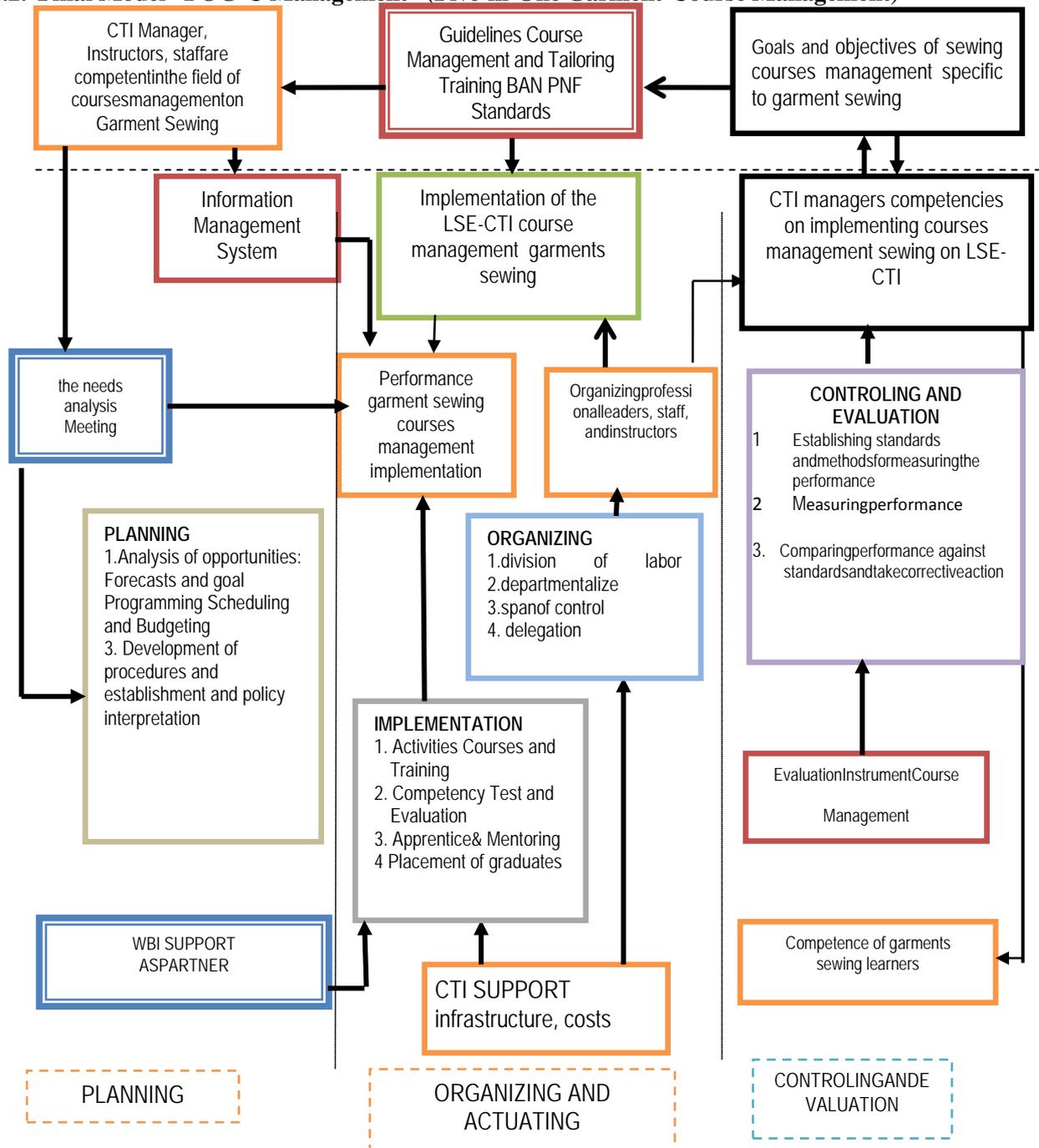
Figure 4.1 Final Model "FOG-C Management" (Five-in-One Garment-Course Management)

4.3. Final Model arguments (FOG-C Management)

The purpose of this study was to develop FOG-C Management Model (Five-in-One Garment-Course Management), as a Course Management Model Garment sewing Program based on world of business and industries on life skill education course and training institution. The development of this model in an attempt to solve management problems faced by the CTI in organizing skill courses based on WBI wich are not in accordance with labor market needs (market oriented) and according to the standard of WBIin garment field.

Results of a hypothetical development course management model has high value implementatiom and has a value of convenience or practicality for course managers to manage the garment sewing course program based on WBI on LSE-CTI.

Product specifications of courses and training to be developed by the researchers is the course management model garment sewing program based on world of business and industries (WBI) on life skills education Courses and Training Institutions (LSE-CTI) with the name of FOG-C Model Management to prepare graduates ready to work specifically in the garment industry. This course Management Model is adevelopment of the management standard of non-formal education courses and training program in sewing. Course Management models that have been implemented use 4 in 1 approach. 4 in 1 approach has been run and scored the learners who are ready to work in the world of business and the industries. However, as is the weakness of learners do not get the experience to actually be in the business and industrial world with more complex problems, not only capable and skilled to perform certain occupations. The result, that many learnerscan not standworking in industry and within two days or one week they run away from their work or there is a problem with the company. Consequently, the world of business and industrial reluctant to hire graduates of CTI.

Based on the strengths and weaknesses of the 4 in 1 approach, product specifications of courses and training to be developed by the researchers is a Course Management Model Garment sewing Program based on world of business and industries on life skill education course and training institution to 5 in 1 approach. With a name FOG-C Management models. 5 in 1 approach is the development of approaches 4 in 1 by adding the pattern of apprenticeship and mentoring before learners are placed to work in the company or a particular garment industry.

In the model of apprenticeship, there are senior company employees who are specifically assigned as an instructor for new employees (learners) who are learning. The instructor is responsible for guiding and teaching knowledge and skills appropriate to the task of a new employee who becomes her/his care. Thus the pattern of relative intern programmed and guarantees that new employees will be able to acquire certain knowledge and skills is greater than the exercise pattern in the work. Besides, with the apprentice, the students will be more experienced to work in the situation and working conditions as well as the complex issues faced by, so that they can simultaneously learn to interact with other colleagues and how to solve problems.

With apprenticeship, the researchers hope to minimize the number of learners who resigned from his/her job or a problem with companies.They have been conditioned and expected to be ready with all the problems to be faced in the world of business and industry especially on garments field.

Research and development activities have resulted a product in the form of models and management tools. The model is a FOG-C Management Model (Five-in-One Garment-Course Management), Garment sewing Program based on world of business and industries on life skill education course and training institution. While the device in question is the guide book management as guidelines for the CTI management garment sewing program, instructor, and enclosing by monitoring and evaluation instruments of garment sewing programs.

Product developed has the following specifications:

1. FOG-C Management Model (Five-in-One Garment-Course Management) based on world of business and industries on life skill education course and training institution is a conceptual framework that is used as a guideline for the planning, organizing, actuating, and monitoring or evaluating courses management process on garment sewing programmed that has been implemented and well planned by the manager of the course with the instructor to improve the competence of learners garment sewing program. The products developed have new components and modifying the old components and is included in the component model developed.

2. FOG-C Management (Five-in-One Garment-Course Management) guide book is a book that contains the technical instructions garment sewing course management. This book contains detailed descriptions and details of each step in the garment sewing course management models, thus simplifying the implementation of the course management. The user manual/guide book shall include: (a) introduction contains background garment sewing course management model, (b) the purpose of the model, (c) the model coverage, (d) the structure of the model, (d) management system, (e) needs analysis that contains a description of things that needed by courses manager and instructors that will be used as the basis for sewing garments programming, (f) preparation of planning garment sewing program courses start from formulate and define the vision, mission, and objectives, as well as socialization; (G) the technical implementation of the course management garment sewing program shows how to the implementing management based on program that has been made together, (h) the evaluation and follow-up is a description of how the management of courses and instructors to evaluate the management activities performed and determine the follow-up of management activities, and (i) closing

3. The elements contained in the model of FOG-C Management (Five-in-One Garment-Course Management) based on world of business and industries on life skill education course and training institution is as follows:

   a. **Planning**, include: (1) forecasting and establishing objective, (2) Programming Scheduling and budgeting, (3) developing procedure and establishing and interpreting policies.

   b. **Organizing**, include: (1) devision of labor, (2) departementalization, (3) span of control and delegation.

   c. **Actuating/Implementation**, including: (1). Courses and training activities, (2) Competency Test and Evaluation, (3) apprentice, (4). Placement of graduates

   d. **Monitoring and evaluation**, including: (1) establish standards and methods for measuring performance; (2) measure the performance; (3) compare the performance match with the standard and coreective take action

FOG-C system models Management (Five-in-One Garment-Course Management) based on world of business and industries on life skill education course and training institution can be realized through management at CTI sewing garment program consisting of 13 components are arranged systematically, namely: (1) Analysis of opportunities in the form of forecasts and goal setting, (2) Programming, Scheduling and Budgeting, (3) developing procedure and establishing and interpreting policies., (4) division of labor, (5) departmentalization, (6) the span of control and delegation, (7). Activities and training courses, (8) Competency Test and Evaluation, (9) apprentice, (10) Placement of graduates, (11) Establish standards and methods for measuring performance; (12) Measure performance; (13) Comparing the performance in accordance with the standards and taking remedial action.

Discussion Final models (field trial results) are as follows:

4.3.1 Planning.

Planning function in trials hypothetical model FOG-C Management (Five-in-One Garment-Course Management) has achieved a score of achievement against the model of 92.88%, including the excellent category, whereas before the test score achievement hypothetical model to the model 76, 61%, then there is an increase in achievement scores amounted to 16.27% models. Paired samples test results showed no differences between the mean of 16.26 points and the value of t (9.110)> t table (1.697) at the 0.05 significance level to test the two sides (two-tail test). This means that there is a significant difference or meaningful between the achievement of a planning function model before and after the implementation of the hypothetical model.

Planning function after implementing the model of FOG-C Management (Five-in-One Garment-Course Management) better than before because the objectivity of planning based on accurate information, the scope of planning takes the principles of comprehensiveness, coherence, flexibility and accountability, which includes responsibility on the implementation of the planning and responsibilities of planning implementation. The application of the above procedure seems appropriate planning with the effectiveness of the planning criteria as described Handoko (2008: 103) includes: (a) uses, planning should be flexible, stable, sustainable, and simple; (B) the accuracy and objectivity of planning, the plan must be evaluated to determine whether clear, concise, real, and accurate; planning should also be based on the premise that a realistic and objective; (C) the scope, the planning needs to pay attention to the principles of comprehensiveness, coherence, and consistency; (D) the cost effectiveness that involves time, effort and improve the knowledge, attitudes and skills; (E) accountability, which includes the responsibility for the implementation of the planning and implementation planning responsibilities; (F) the timeliness, the planner must make various plans for a variety of changes that occur very quickly.

Course Program planning activities in the hypothetical design model begins by determining the course need for CTI conducted by studying the vision and mission of CTI. This activity indicates a course management model centered on the interests of the institution. Action ofcourse manager in accordance with the model design and evaluation exercise proposed by Simamora (1998), the first step is to carry out the identification and analysis of the needs of the course, done to answer "problems" facing or will be faced by an organization. In this regard Handoko (2008: 101) describes one of the constraints of a manager in developing effective planning is the lack of knowledge about oganisation, lack of knowledge about the environment, the inability to forecast effectively, difficulty planning non-recurring, limited cost, fear of failure , lack of confidence, and an unwillingness to rule out alternative purposes.

On the other hand hypothetical model of courses management are applied also pointed course learners centered by look carefully at the existence of the resource and results of the analysis of job opportunities. Planning is based on objective and accurate information. Implementation of this course management model can be understood as intended CTI program is to empower the workforce.

The accuracy of the course curriculum is based on the learning needs of the community and the purpose of the course. In the hypothetical model were tested carried the formulation of standards of competence, indicators of learning outcomes by involving partners from education experts, the world of business and industry (WBI) from academia (instructor), learners through the identification of learning needs. Pay attention to the experience of curriculum development course participants to practice new skills. This curriculum development process applying adult learning design or andragogi. Andragogi literally can be defined as the art and science of teaching adults. However, because the adults as individuals who can steer themselves, then in andragogi more important is the learning

activities of students not teacher's teaching activities. Therefore, in the definition andragogi more likely to be defined as the art and science to teach adults (Muta'allimin, 2009).

Evaluation of learning designed to engage learners during the learning process and the end of the lesson, as described by Purwanto (2000: 3) evaluation is a systematic process. This means that the evaluation (in teaching) is an activity that is planned and carried out on an ongoing basis. Evaluation is not just an activity or the end of a particular program, but rather an activity that is carried out at the beginning, during the program and at the end of the program after the program was considered finished.

Learners and instructors were selected based on criteria of administrative and substance criteria. The preparation of these two requirements or criteria in accordance with the policy of the Direktorat Pembinaan Kursus dan Kelembagaan Departemen Pendidikan Nasional contained in the CTI guidebook (2009), which set CTI program goals is to help citizens, especially the labor force in productive age have the knowledge and skills that can be productive used to manage local resources, have the attitude and behavior world of business and industrial (WBI) are aligned with the values prevailing in the area of culture, and that the labor force can participate actively and positively to the development of the labor force. Based on the formulation of the CTI program objectives shows clearly needed learners who meet the administrative requirements include: age (15-45 years), minimum education graduating from elementary school, work has not been fixed or are still unemployed. Terms substances for learners is to have the basic skills (skills learning, reading, communicating, thinking, managing health, formulate learning needs).

Courses Fund management in CTI program is one aspect of control and surveillance CTI program as a form of accountability and public image, therefore in arranging course planning activities to budget the course should be done by proportionate and realistic. Budget items that need to be designed, includes: planning the budget for operational costs (maximum 50%), include: learners recruitment, managers and instructor salaries, materials and equipment practice, the cost of evaluation of learning outcomes, is used for the benefit of learners (maximum 40%) , for example the cost of consumption, the cost of consumables, equipment maintenance costs; management costs (maximum 10%), is used for the purposes of the implementation of courses management program, for example: the cost of coordination managers meetings, the cost of networking partnerships, cost identification of learning needs, the cost of the survey analysis of the situation of market opportunities.

monitoring activities Planning (monitoring and evaluation of courses) is a form of accountability and public image. Planning supervision is supervision procedure or sequence of implementation for realizing the objectives CTI on garment sewing field. supervision Planning can be interpreted as a planning process to establish what work has been carried out, assess and correct it if necessary, with the intention that the implementation of the tasks in accordance with the original plan.

Courses surveillance Planning that conducted by team management aims to make the work implementation in accordance with the instructions that have been issued, and to know the weaknesses and difficulties encountered in the implementation of the plan based on these discoveries can take action to fix it either at that time or the time -time coming (Encyclopedia, 2014). Oversight in planning include: formulating aspects of supervision, determine and develop instruments implementing surveillance monitoring (monitoring and evaluation) on any course management function to provide feedback, in order to control the quality on an ongoing basis.

Based on the results of monitoring and evaluation will be found to the causes of the irregularities and found corrective actions when necessary. These activities are in accordance with the explanation Wikipedia.org that monitoring is monitoring that can be described as awareness about what he wanted to know, monitoring levels of a high level is done in order to make measurements

over time that show movement toward the goal or away from it. Monitoring will provide information on the status and trends that measurement and evaluation were completed repeated from time to time, monitoring is generally done for a specific purpose, to examine the object of the following processes or to evaluate the condition or progress toward the goal of management results on the effect of some kind action including action to maintain ongoing management.

Monitoring is the routine process of collecting data and measuring progress towards of the program objective, changes monitoring, which focus on the processes and outputs. Monitoring provides baseline data to answer the problem, while the evaluation is to position these data to be used and expected to provide added value. Evaluation is studying the incident, provide a solution to a problem, the recommendations should be made, suggesting improvements. Yet without monitoring, evaluation can not be done because it does not have the basic data for analysis, and it is feared will lead to speculation, therefore, monitoring and evaluation should go hand in hand. Monitoring is a continuous activity (Wikipedia, 2014). Assistance planning is carried out systematically include mentoring students as interns. Assistance in the management carried out by the practitioner.

4.3.2. Organizing

Implementation of the hypothetical model FOG-C Management (Five-in-One Garment-Course Management) on the functioning of the organization obtained a score of achievement against the model of 94.43%. Organizing the course better than before implementing of hypothetical model with a score of 78.30%, then there is an increase in achievement scores models of 16.13%. Paired samples test results showed no differences between the mean of 16.129, and the value of t (7.857)> t table (1.697) at the 0.05 significance level to test the two sides (two-tail test). This means that there is a meaningful or significant differences between the achievement of models organizing function before and after the application of the hypothetical model.

Organizing function after applying the hypothetical model is considered better, because organizing procedures performed in accordance with the principle of meaningfulness, flexibility and dynamism of the courses program organization as efforts CTI's community empowerment. Organizing applied that rated effective adapted from Handoko'sorganizing strategy (2008: 169), three-steps procedure, namely: (a) breakdown entire work to be done to achieve organizational goals; (b) the division of the total workload into activities that logically can be carried by one person; (c) the procurement and development of a mechanism to coordinate the work of the members of an organization into a unified and harmonious whole. This coordination mechanism will make the members of the organization keep the attention on the goals of the organization and reduce inefficiencies and destructive conflicts.

Manager has initiated organizing action by identify all the work to manage the course as the basis for analysis tasks. Results of a detailed task analysis can be used to arrange the work group.

The others purpose of organizing are: (1) Assist in coordination, which assigns jobs to work unit in coordination in order to implement the goals of the organization easily and effectively. This coordination is needed when it came to dividing a separate unit and not similar, but are within the organization; (2) Streamlining Supervision, which can help control by placing a member of competent managers in each organizational unit. Thus a unit can be placed within the overall organization in order to achieve the it objectives works in different location. identical Operational units can be incorporated with identical surveillance system; (3) Maximizing the benefits of specialization. Organizing can help one become more expert in certain jobs. Specialization of work on the basis of expertise can produce a high quality product, so the usefulness of the product can give satisfaction and will gain public satisfaction; (4) Cost savings. By organizing someone will increasingly consider all things that will makes loss, someone will analyze what will be done in order to efficiently and can

save costs and provide benefits both salary or wages; (5) Improving the harmony of human relationships (Encyclopedia, 2014).

After performing the division of labor at each job, the manager manages organizational structure that shows the position, authority and relevance of each unit of work is quite clear, there is unity of flexible command. The next step, the manager put the course manager at certain positions according to specific requirements that are dynamic and flexible. Work coordination activities programmed in the form of guidance mechanism of implementation of tasks, giving motivation and effort to achieve cooperation between courses management personnel that involved efficiently and effectively under the command of the chief manager of the course.

4.3.3. Implementation

The trial results hypothetical model of FOG-C Management (Five-in-One Garment-Course Management) based on world of bussines and industries life skills education courses and training institution shows the achievement scores of the courses function on the model of 90.73%. When compared to the prior application of the hypothetical model with a achievement score of 75.94%, there is an increase in achievement scores models to 14.79%. Paired samples counting results showed mean difference function test before and after applying the implementation of a hypothetical model of 14.78 points, t (7.941)> t table (1.697) at the 0.05 significance level to test the two sides (two-tail test). This means that there is a significant difference or significant achievement for the implementation of the model of function between before and after the application of life skills education management models based on world of business and industry garment sewing program.

Hypothetical model development course management functions more effective implementation because it has several advantages: (1) created a participatory learning conditions, braided interactive communication between coaches with students, there is an emotional attachment between learners, trainers and the manager responsible for carrying out the course for courses with either because there is a commitment between coaches with students related to the implementation of learning.

implementation function in this hypothetical model is more effective because it has several advantages: (1) created a participatory learning conditions, braided interactive communication between coaches with learners, there is an emotional attachment between learners, trainers and the manager responsible for carrying out the course well because there is a commitment between coaches and students related to the implementation of learning.

Learning designed using andragogy approach. Learners are treated as adults. Learning inandragogy given to adults is more effective (faster and attached to his memory), because the mentor (coach, trainers, instructors) are not too dominating class, reduce talk, but seek to make students able to find alternatives-alternatives in developing their personality. A good coach must strive to listen and accept the idea of a person, then assess and answer their questions. Adults on substantially are creative beings when someone is able to explore the potential that exists within them. In this effort, required special skills and tricks that can be used in learning. In addition, adults can be taught more active when they feel are involved in learning activities, especially if they are involved to contribute thoughts and ideas that make them feel valued and have dignity in front of his friend. That is, adults will learn better if his personal opinions respected, and more happy if he could do a brainstorming ideas and put forward the idea of mind, rather than merely cramming tutors and the theory of his own ideas to them (Muta'allimin, 2009).

The nature of learning for adults is subjective and unique nature, then detached and right or wrong, the opinions of feelings, thoughts, ideas, theories, value systems need to be respected. Ignoring (understatement and exclude) their self-esteem, will only turn off the passion of adult

learning. But, adult learning should also gain the trust of his mentor, they must have confidence in himself. conducive learning atmosphere would never happen without confidence. (Muta'allimin, 2009).

Adults have a different value system, have a different opinion and stance. With the creation of a good atmosphere, adults will be able to express the hearts and minds contents without fear and anxiety, even if they disagree. Adults should have the feeling that the learning environment may differ and may make mistakes without being threatened by penalties (humiliation, dismissal, scorn).

Disclosure of a mentor is very helpful for the progress of adults in developing personal potential in the classroom. The open nature to express themselves and be open to listening to ideas, would be good for psychological health. The best way to create an atmosphere of openness in every respect, so that the freedom of expressing ideas can be created.

In other cases, there is no denying that adults learn the typical and unique. Level of intelligence, confidence, and sense of control must be recognized as a typical personal rights so that decisions are not necessarily the same with other people's personal. Togetherness in the group do not always have to be the same in the person, because it would be very boring if as only admit one truth without any criticism that show these differences. Therefore, educational background, cultural background and past experience of each individual can give a different color at every decision taken.

For adults, the creation of a conducive learning atmosphere is a facility that would encourage them to try new behaviors, dare to be different, can apply with a new attitude and willing to try new knowledge they gained. Although something new happens to contain the risk of mistakes, but mistakes and errors is itself a natural part of learning. In the end, adults want to know what she means in the group study. For adults there is a tendency to know the strengths and weaknesses of himself. Thus, it is necessary to evaluate shared by all learners on the perceived value of material for thought, in which the reflections that can evaluate themself and others who may have a difference of perception.

The learning process has been implemented in accordance with the principles of participatory learning as described by Sudjana (2007: 205): learning based on the needs of learning (learning needs based), oriented towards the achievement of objectives (goals and objectives oriented), learners centered (participants centered) and learn by experience (experiential learning). (4) The results of study refers to the level of learning that includes: learning to know, learning to work, learning to be an expert and learn to live with the community. Evaluation during the learning process conducted structured observation sheet. The final evaluation of learning shaped test and non-test (observation procedures of performance and performance results).

4.3.4 Supervision

Supervision function in trials hypothetical model FOG-C Management (Five-in-One Garment-Course Management) has achieved a score of achievement against the model of 93.44%, including the excellent category, whereas before testing hypothetical model, achievement scores to the model 76.24%, then there is an increase in achievement scores amounted to 17.20% models. Paired samples test results showed no differences between the mean of 17.20 points and the value of t (8.823)> t table (1.697) at the 0.05 significance level to test the two sides (two-tail test). This means that there is a significant difference between the achievement of the supervisory function models before and after the application of the hypothetical model.

Surveillance activities described by Sudjana (2007: 273) including part of the coaching function, which is performed by specialized target agencies of course program providers. Institutions

that organizing of life skills- education courses programs based on business and industry in this research is an institution of courses and training in garments sewing.

The procedure was first supervisory activities carried out is to formulate supervisory aspects of each course management function that includes: planning, organizing, learning implementation, monitoring and evaluation of the course program. Monitoring results are analyzed and interpreted to be useful to provide continuous feedback on the activities of planning, organizing, learning implementation, monitoring and evaluation of the achievement of the objectives of courses program, in order to increase courses service quality in courses and training institutes continuously.

Supervision in the course management model has supervision principles, namely: (1) to reflect the qualities and needs of the activities to be monitored, (2) can be immediately reported deviations, (3) flexibility, (4) may reflect the pattern of organization, (5) economic, (6) understandable, (7) to ensure the holding of corrective action.

Some ways to gather facts in conducting supervision, namely: (1) the personal inspection or personal observation. Supervise and reviewing personally so as to see the implementation of the work itself, (2) monitoring through oral reports, is supervision by people, (3) written report, a written report is an accountability to superiors about the work carried out, in accordance with the instructions and task- tasks assigned by superiors, (4) supervision through reports to the things that are special, control by exceptions is a monitoring system which was addressed to matters exceptions (Encyclopedia, 2014).

Results of a hypothetical model development FOG-C Management (Five-in-One Garment-Course Management) based on the world of business and industry on life skills education courses and training institutions can contribute to achieve national education goals, especially that lead to the formation of skilled labor.

Relevance of the research Tri Suminar (2012); This research has an element in common purpose to develop a model of management education in the non-formal education, course or training program of life skills unit in order to improve the management of course and equally provide life skills education, but different research objectives. Goals of this research are that the course learners on courses and training institutions with the aim to have competence in garment sewing program is ready to enter the working world and the world of industry in garment field.

V. Conclusion

Based on the results of research, analysis and discussion of testing results of the model, can be summed up as follows:

Life skills education course management courses and training institutions based on world of business and industry garment sewing programs organized by courses and training institutions in the ex-residency of Semarang has been carried out according to the management elements such as planning, organizing, actuating, and supervision or evaluation.

Course management model was developed by a design that consists of 13 procedures were arranged systematically, namely: (1) Analysis of opportunities in the form of forecasts and goal setting, (2) Programming, Scheduling and Budgeting, (3) development of procedures, Determination and interpretation of policies, (4) The division of labor, (5) departmentalization, (6) the span of control and delegation, (7) The activities and training courses, (8) Competency Test and Evaluation, (9) Apprentices and mentoring, (10) Placement of graduates, (11) Set standards and methods for measuring performance; (12) Measure performance; (13) Comparing the performance in accordance with the standards and taking corrective action.

Conceptual validation test results of the education management experts and practitioners in the second round shows model validation, including very high which include: (1) the content of the substance of the model is very precise; (2) the relationship between the elements of the model is very relevant; (3) the use of language in the model has been very good, and (4) physical appearance guidebooks management model has been very good.

Results of the validation of the managers, courses practitioner in courses and training institutes after socialization hypothetical model shows model validation, including very high, which include: (1) the content of the substance of the model is very precise; (2) the relationship between the elements of the model is very relevant; (3) the use of language in the model has been very good, and (4) physical appearance guidebooks management model has been very good. Results of validation practitioners through FGDs against the initial product, showed the average overall assessment aspect has been very good.

Results of empirical validation hypothetical model through field trials showed that hypothetical model with the course management guide book in garment sewing program effective to improve the ability of managers to manage courses program in garments sewing program in their institution. This is evidenced by the data, there were differences mean capabilities courses managers between before and after applying the hypothetical model with the course management handbook significantly, both for capability planning, organizational structuring, implementing learning and ability to supervise course program.

Results of the t test, scores for overall management significantly. Thus the hypothetical model with the courses management guidebook as the product is needed by the manager of the course as a supporting device to achieve the course objectives garment sewing program in ex Residency of Semarang.

The effectiveness hypothetical model from the aspects of increasing the ability of life skills students to be able to work in the field of garment sewing is very high, because the this hypothetical model course management effective to improve psychomotor abilities of learners that includes: imitation, manipulation, precision, articulation, and naturalization.

Results of the t test scores overall competence of learners is significant. Thus the hypothetical model will improve the life skills of learners, to be able to work in the field of garment sewing.

BIBLIOGRAPHY

Anwar. 2004.*Pendidikan Kecakapan Hidup (Life Skill Education) Konsep dan **Aplikasi.**Bandung:* **Alfabeta.**

Borg, W. R dan Gall, M.D. 1989. *Educational Research: An Introduction*, New york: Longman.

BPS. 2013. *Berita Resmi Statistik. Pada Februari 2013, Tingkat Pengangguran Terbuka (TPT) Sebesar 5,92 Persen*http://www.bps.go.id/?news=1010.

Depdiknas. 2003. *Undang-undang Republik Indonesia nomor 20 tahun 2003, tentang Sistem Pendidikan Nasional, beserta penjelasannya.* Jakarta: Depdiknas.

Depdiknas, Tim Broad-Based Education. 2002. *Pendidikan Berorientasi Kecakapan Hidup (Life Skills) Melalui Pendekatan Broad-Based Education (BBE)*

----------------. *Undang-undang Republik Indonesia nomor 20 tahun 2003, tentang Sistem Pendidikan Nasional, beserta penjelasannya*, (2003), Depdiknas: Jakarta

----------------.1998. *Keppres no 68 tahun 1998 tentang Pengelolaan Kursus Keterampilan*, Depdiknas RI

----------------. 2007. *Kursus Para Profesi, Program Pendidikan Non Formal Bagi Para Pemuda Penganggur agar Memiliki Kompetensi Keterampilan/ Kecakpan Hidup untuk Dapat Bekerja.* Jakarta: Direktorat Pembinaan Kursus dan Kelembagaan.

Direktorat Pembinaan Kursus dan Pelatihan. 2012. *Petunjuk Pelaksanaan Revitalisasi Sarana Kursus dan Pelatihan Tahun 2012*. Jakarta: Kemendikbud.

---------------.2003. *Pedoman Umum Pelaksanaan Program Pendidikan Berorientasi Keterampilan Hidup(life skill)Melalui pendekatan Broad Base Education (BBE) dalam Bidang Pendidikan Luar Sekolah dan Pemuda*, Ditjen PLS: Jakarta.

Hamka, Anwaru. *Peran Dunia Usaha dan Dunia Industri (DUDI) Dalam Dunia Pendidikan.*http://anwaruhamka20.wordpress.com/2010/06/10/peran-dunia-usaha-dan-dunia-industri-dalam-dunia-pendidikan/(diunduh 4 Desember 2014).

Kemenperin. 2013. Penyerapan Tenaga Kerja Masih Tinggi. http://www. kemenperin. go.id/ artikel/5314/ Penyerapan-Tenaga-Kerja-Masih-Tinggi.

_____. 2013. Industri tekstil serap 400.000 tenaga kerja. http://www. kemenperin.go.id/ artikel/3004/Industri-tekstil-serap-400.000-tenaga-kerja

Mulyono. 2008. Manajemen administrasi dan pendidikan. Yogyakarta: ar-ruzz media.

Sarbiran. 2002., *Keterampilan dan Kecakapan Hidup (life skills): Sebuah Persoalan Martabat Manusia*, Caklawala Pendidikan, Jurnal Ilmiah Pendidikan.

Sidi, Indra Djati. 2002. *Pendidikan Berorientasi Kecakapan Hidup (Life Skill) melalui Pendekatan Pendidikan Berbasis Luas (Broad based Education).* Jakarta: Tim Broad Based Education.

Siswanto. 2005. *Pengantar Manajemen.* Jakarta: Bumi Aksara.

Sugiyono. 2010. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.