



The Implementation of Training Programs to Make *Tumpeng* for the Community

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Abstract: The background of this research is the Empowerment of Citizens Learning through a Training Program to make *Tumpeng* in Sanggar Kegiatan Belajar (SKB) Samarinda give an influence on Knowledge, Attitudes and Skills. The purpose of this study is how the process of implementing the training program makes *Tumpeng* rice, as well as reviewing factors that inhibit and support the factors and impacts of the Training Program to make *Tumpeng* in SKB Samarinda City. The type of research used is the Type of Qualitative Research Method. The data sources in this study are the Head of Sanggar Kegiatan Belajar (SKB) Samarinda, Tutors and Learners. Data Collection techniques using Observation, Interviews and Documentation. Data Analysis techniques include Data Collection, Data Reduction, Data Display and Conclusion Drawing. The results of this research are (1) program planning is carried out through the identification of needs to the community (2) the implementation of the program is related to the learning process using methods of delivering material and practice to improve knowledge and skills and (3) evaluation is implemented to see the success of the program. Supporting Factors for Training Programs make *Tumpeng* is an excellent Learners Response, The Presence of Competent and Experienced Speakers. Factor The existence of other jobs such as gardening.

Keywords: Training Program, *Tumpeng*, Learners, Nonformal Education

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Introduction

Poverty is one of the focuses that need to be studied and sought solutions for its handling. Poverty is still one of the fundamental problems that are the focus of government attention in any country, including Indonesia (Harya, 2019). Therefore, it is necessary to provide efforts to provide the ability of the community so that the community can get out of the conditions of poverty that befell it. There are four main factors that cause poverty, one of which is the low level of education which makes it difficult to adapt and compete from the crush of underdevelopment and poverty (Satyawati, Candiasa & Mertasari, 2021). The low quality of education will make people unable to compete, causing various problems, one of which is unemployment. (Fitri, 2020; Maulidah, 2020). The existence of a good quality of education from the community will make the community able to compete in various competitions (Safitri, 2020). Therefore, it is necessary to strive for quality improvement through the improvement of knowledge and skills (Riyadi, 2020). A knowledgeable and skilled society will be able to meet its

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needs (Monika, 2020). Education as an effort to increase knowledge and skills for society (Saptadi, 2020; Widiastri, 2020). Education is a pillar of national development which means that with education the achievement of human resources superior human beings so that they will become the main actors in better development (Mustangin, 2018). So that education can be a way to improve the quality of the target community (Baniah et al., 2021; Hartanti, 2020). Skills and knowledge as well as awareness to change will make society empowered because it has the capacity to change (Octavia, 2020). This makes people have confidence and involvement in various things and makes people continuously learn in facing challenges (Amaliah, 2020; Dewi, 2020). Education is important for community capacity building so that people can play a role in poverty alleviation.

Education is carried out continuously as long as the community lives because development occurs continuously (Triwinarti, 2020). The educational process does not only occur in formal education, but also in non-formal education. This is because there are some people who are unlikely to get formal education services, the only one of which is the community due to dropping out of school (*drop out*) needs to get non-formal education services (Arnady & Prasetyo, 2016; Pakaya, 2020). So that non-formal education can overcome the current educational gaps (Weni, 2020). Community capacity building can be implemented through non-formal education programs. Non-formal education is transformed into an alternative education that comes with the concept of community (Lukman, 2021b). Non-Formal Education as a sub-system of education that serves as an enhancer and complement to formal education, which is directed to support efforts to improve the quality of Indonesian human resources that are smart, healthy, skilled, independent and noble so that they can face various challenges. Supsiliani (2019) stated that the concept of non-formal education is an educational concept with the hope of changing the mindset of society so that it can take the form of awareness to try and fight to change his life. Chaudhary et al., (2020) state that many organizations organize non-formal needs-based education related to community development. The development of Nonformal Education is gradually being encouraged and expanded to meet the learning needs of communities that cannot be served through formal education. Non-formal education service targets are prioritized on people who have never been to school, unemployed or poor school dropouts and other community citizens who want to learn to improve their knowledge, abilities, and skills as provisions to be able to live more decently.

The implementation of nonformal education program is Sanggar Kegiatan Belajar (SKB) Samarinda which has the task to assist the local government in supervision, guidance, direction, advice, and technical assistance to education units, especially non-formal education, in which there are several, Main Programs and Supporting Programs, in empowering citizens to study in Sanggar Kegiatan Belajar (SKB) Samarinda. The main program in Sanggar Kegiatan Belajar (SKB) Samarinda, consists of Life Skills Education, Early Childhood Education, Youth Education, Women Empowerment Education, Literacy Education, Skills Education and Work Training, Equality Education. While the Supporting Program consists of Programs, Community Reading Parks, Gender Mainstreaming, Family Education, Arts Activities, Sports Activities, Pre-

operative Activities, Other Educational Activities in accordance with the needs of the community

As for the reason why Sanggar Kegiatan Belajar (SKB) Samarinda create a Training Program is to provide Knowledge and skills and improve the quality of independent Human Resources. With the activity that is Training to make *Tumpeng*. *Tumpeng* is a cone-shaped rice-based food that is usually served with side dishes such as vegetables, meat, chicken and eggs in Javanese traditional ceremonies (Jati, 2014). It is hoped that citizens learn to overcome problems such as poverty and other problems. The training program makes *Tumpeng* a program to improve the ability and skills of the community to have functional skills that can be used as competitiveness in the world of work and make the community independent and able to compete in meeting the needs of life. Therefore, this study examines how the implementation of *Tumpeng* training program for the community in Sanggar Kegiatan Belajar (SKB) Samarinda.

Method

This research was conducted at Sanggar Kegiatan Belajar (SKB) Based on the problems studied, namely about Empowering Citizens to Learn through a Training Program to make *Tumpeng* in Samarinda City, then this research uses qualitative approach methods. The reason researchers use qualitative research is in accordance with the purpose of the study, namely, to review in detail and detail how the implementation of *Tumpeng* training program for the community in Samarinda City.

Data and the data source used is data taken purposive sampling. The data collection techniques used by these researchers are Technique Observation, Interview Technique and Document Study Techniques. Observation techniques are carried out by researchers with observations to add to the research data. Interview techniques are carried out by carrying out interactions in the form of sending questions to research informants. Document Study techniques implemented by researchers are reviewing documents including photos that are important for research.

Data Analysis techniques used by researchers are data analysis revealed by Miles and Huberman (Sugiyono, 2010) namely Data Collection, Data Reduction, Data Presentation, Conclusion Withdrawal. Data collection is carried out using data collection techniques in the field. Data reduction is a sorting activity of field results data obtained by researchers after conducting research activities. The presentation of data is to create a narrative of the results of sorting data that has been sorted in data reduction activities. The withdrawal of conclusions is carried out after the data is confirmed with a reference review so that the researcher concludes the results of the study.

Result and Discussion

Non-formal education is one type of education in Indonesia. Non-formal education provides educational services for people who need education to improve their quality. Non-formal education provides opportunities for learners to improve better knowledge and skills (Mustangin, Akbar, et al., 2021). The implementation of non-formal education programs aims to

provide capabilities to the community in the form of knowledge and skills (Salman & Tohani, 2019). Non-formal education is a variety of special efforts that are organized in an organized manner so that especially the generation and adults can have the practical knowledge and basic skills needed (Farecha & Ilyas, 2015). Non-formal education has specialties in order to improve community skills so that the community has adequate capacity. So that in its implementation, non-formal education is carried out in various stages of program implementation, namely the stages of planning, implementing, and evaluating non-formal education programs.

1. Training Program Planning

Training program planning is a series of activities to design and conceptualize a training program so that the implementation of the program can run well. Mustangin (2020) The existence of non-formal education program planning will make it easier for the implementation of non-formal education programs to implement non-formal education programs, so that program planning on non-formal education becomes very important to get maximum results. The implementation of programs for learning, especially in non-formal education programs, will run with if planning activities are carried out (Weni, 2020). Education planning is the basis for implementing activities in education by looking to the future to develop education so that it can be more effective and efficient in accordance with the needs of the community to achieve educational development goals (Mustangin, Iqbal, et al., 2021). Success in the educational process that focuses on the learning element will be influenced by previous planning (Ernawati & Mulyono, 2017). With program planning is the first step in program implementation so this step is an important step for the non-formal education program implementation team.

Based on the results of research it can be known that in the planning of the training program Sanggar Kegiatan Belajar (SKB) Samarinda, determine and arrange a series and steps of action that will be carried out in training activities so that the use of resources is directed, efficient and effective to achieve optimal learning goals, to provide skills as well as to improve the economy of the community by identification the need for the implementation of program. Before planning the program, the program manager conducts a needs analysis first which will eventually become a guideline for planning the program (Hermawan & Suryono, 2017). Blaak et al., (2013) suggest that non-formal education is an education that is adaptively designed to meet the learning needs of learners. Non-formal education services are considered very adaptive to the needs of the community (Ariefianto & Hilmi, 2019). Mapping the activities and needs of non-formal education programs is carried out to find out the type of activities that suit the character of learners, the ideal time, and models that are in accordance with the material to be taught (Widodo & Nusantara, 2017). The identification before the program can make the program implemented will be effective because it is in accordance with the needs of learners. Needs analysis to explore and identify problems and find solutions to problems because they know exactly what they need and expect towards achieving a better life goal (Otaya et al., 2019). In addition, planning is also carried out by determining the program's recommendation, as well as determining the time and place of implementation.

2. Implementation of Training Program

The implementation of Sanggar Kegiatan Belajar (SKB) Samarinda program is carried out by relatively sedentary behaviour change efforts in the learning community because of experience, opening business fields for learning residents, better the welfare of the village community. In the implementation of the training program, Sanggar Kegiatan Belajar (SKB) Samarinda has held a training program to make *Tumpeng* for Learners. Sanggar Kegiatan Belajar (SKB) Samarinda conduct training to make *Tumpeng* held every Monday and Saturday, at 9:00-12:00 for one month. This training process is the same as the learning process. The learning process is carried out through interaction between training instructors and program participants (Lukman, 2021a; Wahyuni, 2021). An educator such as an instructor with the accuracy of methods in learning will result in the achievement of learning objectives (Saraka, 2020). Learning methods are ways of presenting subject matter carried out by educators so that the learning process occurs in students in an effort to achieve goals (Maulidah, 2020). Instructors in methods, media, facilities and infrastructure adapt to the existing material, broadly speaking the methods used by each instructor are practical, lectures are only done a little when directing the participants (Nurfaal, 2017). So it is important for the instructor in learning to choose what approach method to use.

The training process is carried out with the lecture method and the direct homework method in making *Tumpeng*. One of the appropriate methods in the implementation of community development is the practical method (Ningrum & Sujarwo, 2017). The training process emphasizes the existence of practices to make it easier for trainees to understand the material (Widiastri, 2020). The existence of practical methods is used to deepen the trainee's understanding of certain materials (Lukman, 2021b). The skill aspect certainly changes after attending the training because participants will carry out practical activities after the presentation of the material (Widiasih & Suminar, 2015). In the learning process, so that students can understand the material well, they can use practical methods in addition to the lecture method (Esi et al., 2016). Learning methods that prioritize direct experience such as practice will make learning more effective (Saripah & Shantini, 2016). The practical method emphasizes the direct experience of learning participants in understanding the material (Suhartini et al., 2022). Training participants will be able to get direct experience during the implementation of learning using practical methods (Ghufron & Saraka, 2021). Training is part of education concerning the learning process to acquire and improve skills outside the applicable educational system, in a relatively short time and with methods that prioritize practice over theory (Rohmah, 2018; Widiastri, 2020). Training can be carried out through the lecture method of delivering material and practical methods but the implementation uses more practical methods (Rappe & Wahyuni, 2021). Learning using practice in non-formal education, especially training is important in the process of implementing education, and improving the skills of learning citizens is important in the achievement of training activities

(Dewi, 2020). The training process with practical methods makes trainees better understand the material being trained.

3. Evaluation of Training Program

The results showed that the Evaluation is the final stage of Sanggar Kegiatan Belajar (SKB) Samarinda, to be a benchmark in the training process in seeing the ability of citizens to learn in the absorption of material taught, by conducting an evaluation at the end of the program activities. Lazwardi (2017) Evaluation is an activity of collecting information that is useful for making decisions and as a benchmark to the extent to which goals can be achieved. Evaluation of program implementation to determine the extent to which the program has been achieved (Erilantu, 2016). The training programs held certainly have goals and to determine the achievement of these goals needs to be evaluated (Aryanti et al., 2015). Program evaluation is intended to assess and determine the efficiency, effectiveness and relevance and productivity of non-formal education in achieving the goals that have been set (Irmawita, 2018). Evaluation is an ongoing process of collecting and interpreting information to assess decisions made in designing a learning system (Divayana & Sugiharni, 2016). This evaluation process is important to be implemented as input material for tutors.

Tutors evaluate the Citizens Learn in the absorption of the taught material, by evaluating at the end of the program activities whether they already understand and are able to model these skills to be developed independently. Educators on non-formal education are those who represent the group of professionals involved in evaluation in a context where evaluation is part of their job responsibilities and needs to be balanced with their primary job responsibilities, namely the development and delivery of educational programs (Diaz et al., 2020). In the implementation of educational programs including non-formal education, educators including tutors have a role as evaluators who carry out the task of evaluating the learning outcomes of learning citizens.

4. Factors that affect the process

Supporting factors are very important and can affect whether a program will run well. The supporting factors of the implementation of the training program make *Tumpang* is Active community participation and community response is very good, this can be seen from the participation of the community ranging from the socialization of the program to the implementation of training programs. The community is very enthusiastic and supports the implementation of training programs in, Sanggar Kegiatan Belajar (SKB) Samarinda. Sources and tutors who help the program implementation process are competent and experienced tutors in the field of making *Tumpang*. The availability of tutors as educators in non-formal education programs is important in the implementation of non-formal education programs, this is due to the role of tutors as teachers in non-formal education programs (Mustangin et al., 2022). The task of the educator is not only limited to teaching, which explains the teaching material, but also trains, guiding and facilitating his students (Naibaho, 2018). The teaching profession has a duty as a facilitator and communicator to educate, teach and train its

students (Arfandi & Samsudin, 2021). Educators are people who interact directly during learning, educators also make plans to evaluate activities (Rahmawati & Suryadi, 2019). Educators in the educational process as a learning resource for students so that students gain new knowledge and become individuals with character (Setiawan et al., 2021). The incompetence of an educator in delivering teaching materials in the learning process indirectly affects learning outcomes so that learning can only be achieved with competencies that exist in the educator's person (Mukhtar, 2015). Adequate and qualified educators are one of the supporting factors (Wahyuni, 2021).

The inhibiting factor in the implementation of training makes rice *Tumpang* is still difficult in participating in training program activities because, residents learn to have other jobs such as, gardening and so on. The busyness of students in the learning process in non-formal education programs becomes an obstacle to the learning process (Nengsih et al., 2018). In accordance with the characteristics of non-formal education including training programs for people who need education. This makes non-formal education learners diverse. One of them is a learner who has another job. This is one obstacle in the non-formal education process, namely the busy work carried out by the community as students of non-formal education programs.

Conclusion

Based on the results of research and discussion on Training Program to make *Tumpang* in Sanggar Kegiatan Belajar (SKB) Samarinda, it can be concluded that the implementation of the training program is carried out by first carrying out program planning, then carrying out training activities, and evaluating training. At this stage of evaluation the tutor directly evaluates whether the material can be absorbed properly or not. The Supporting Factor of Empowerment of Citizens Learning through Training Program makes *Tumpang* in Sanggar Kegiatan Belajar (SKB) Samarinda is the active participation of learners, and the community response is very good, this can be seen from the participation of the community starting from the implementation of training programs, the Community is very enthusiastic and supports the implementation of training programs in, Sanggar Kegiatan Belajar (SKB) Samarinda. Sources and tutors who help the program implementation process are competent and experienced tutors in the field of making *Tumpang*. The Training Inhibitor Factor makes *Tumpang* in Sanggar Kegiatan Belajar (SKB) Samarinda, namely the difficulty in participating in training program activities because, residents learn to have other jobs such as, gardening, and other activities.

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