

Conference Paper

Learning Orientations of Adolescent Dropouts in Sewing Skill Training at BPRSR Yogyakarta

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Abstract

Vocational training is one part of non-formal education that can be used to improve the quality of human resources. Learning orientation contributes to determining the learning outcomes of an educational process. This research paper aims to discover the learning orientation of adolescent dropouts in attending sewing skill training at BPRSR Yogyakarta. This study was a qualitative research using the phenomenological approach conducted at BPRS Yogyakarta. The subject of this study were adolescent dropouts who became participants in sewing skill training. Observation, deep interview, and documentation study were used to collect the data in this research. The result showed that there were three types of participants learning orientations: 1) Skill assignment goal 2) Certificate goal 3) spending time detention goal. Learning orientation affected participants learning outcomes, therefore not ideal orientation needs mental and motivation mentoring.

Keywords: Learning Orientation; Adolescent Dropouts; Sewing Skill.

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1. Introduction

Human resources can be developed through an education process, both formal and non-formal. However, not all of society could and able to access formal education. In Daerah Istimewa Yogyakarta (DIY) itself, not all of its society has gotten an education. The average number of dropout in DIY per year is 0.002% or around 13-20 people. Specifically, the data from BPS mentioned the number of dropouts in the DIY year 2015/2016 was 98 children for elementary school grade, 297 for junior high school grade, and 397 for the senior high/vocational school grade. In accumulation, 792 school age in DIY drop out of school [1]. It shows a gap in Yogyakarta, a city which is known as a student city, where many students from other areas come to get education, there are also lots of educational institutions in this city. Nevertheless, there are some citizens in this student city who do not have a chance to get an education.

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The research that has been done mentions the factors that affect the drop out of school that is (1) economic factors, (2) parents' attention factor, (3) learning facilities, (4) children's interest for school, (5) culture and (6) school location [2]. Parents attention factor becomes the most dominant factor because it has the highest variance value that is equal to 39,952%, meaning that the attention of parents able to explain the cause of drop out of elementary school age children in District Gerokgak. Factors of school location are the factor that has the lowest variance explained that is equal to 17,014%.

Beside internal factor, school dropout can be caused by an external factor from the individual, such as environmental influences and bad youth association, so it possibly youngsters have a risk of drop out. Even though the rules have been set, in fact not all school of school-age children get an education. One of the factors which closely related to children's inability to continue their study is a financial condition. School dropout effects adolescent to join a bad association. Many of them who seek their sustenance on street. Generally, street-youngster gets lack control an supervision from their parents. It is feared will bring the youngster to [drug abuse or alcohol which risk engaged in crime. Even though, not all of the dropouts do that thing.

Through non-formal education adolescent who does not have a chance to continue their formal education, could get their right to get an education. Also, by non-formal education drops out can improve various skills through pieces of training to improve their skill. One of the institutions which gives skill services to adolescent dropouts is BPRSR, it is one of Unit Pelaksanaan Teknis Daerah (UPTD) which is owned by Dinas Sosial DIY. BPRSR is located in Beran, Tridadi, Sleman regency which has a responsibility to train adolescent dropouts, displaced, even dealing with the law. Besides training, BPRSR also gives sewing skill to dropout. BPRSR gives handling efforts of adolescent dropouts and children dealing with the law, with physic, mental, social and skill education mentoring. A complete mentoring start from physic, mental, social to skill education is intended after participants out from BPRSR, they have enough skill to continue their role as a good citizen. Skill educations which are held in BPRSR are varieties. Those are sewing, embroidery, cosmetic and salon, carpentry, and workshop.

The availability of various skills training expected can move adolescent dropouts become professionals worker in accordance with the skill they have. It will be difficult to get a job if someone does not have any specific skill. The reality shows that many adolescents who do not maximize the training they often do not serious in following the learning process, various background and low education level make youngsters have a low motivation of education. The one-off system which is implemented could give sundry effects to many aspects. It causes the training which has given not absorbed do

not reach the goals of the training. Skill education which is held by BPRSR is a kind of non-formal education where it is contained a learning process. In the learning process, there are factors which affect the process itself and learning outcomes.

Individual factors that affect the learning process from within themselves respectively. One that encourages individuals to learn is the learning orientation they have. The learning orientation determines how one learns and the effort it does to achieve the desired outcomes [3]. Research shows that the goals to be achieved influence how students learn and what they learn. Students who are learning-oriented tend to use deep processing strategies that reinforce conceptual understanding and that require cognitive effort. In contrast, ego-oriented goal patterns are related to short-term and surface-processing strategies as training and recall [4].

Learning orientation decides how someone learns and their efforts to achieve the result they want. Learning orientation as student learning motivation which effects on learning approach and strategy of the student [5]. On observation done in BPRSR, learning orientation seems various. Participants who attend training because they want to get a skill to help them to get a job. Hence, found participants who forced to join the training because they have been entrusted there by police. Positive learning orientation will encourage maximum achievement outcomes with that background. Therefore this study will focus on learning orientation of sewing skill participant in BPRSR Yogyakarta.

2. Literature Review

Theory of learning orientation was created by developmental psychologists and educational psychologists to explain the learning and performance of students on academic tasks [6]. This theory can be applied to understanding and improving the process as well as providing instruction in learning. The definition of learning orientation is an orientation where learning as a means to achieve another goal and learning itself. In other words, learning is a means used to achieve a certain goal. But on the other hand, learning can be perceived as the ultimate goal (ie learning and mastering the lesson).

Orientation theory has two dimensions, namely Mastery Goal and Performance Goal [7]. In contrast to Schunk distinguishes the goal orientation in Mastery Learning and Performance Goal, and both of these orientations are parallel with intrinsic and extrinsic motivation [8]. What distinguishes the goal orientation from motivation according to these two figures is the goal orientation, more cognitive-specific, situational and context-dependent, whereas extrinsic motivation is more characteristic of general personality, more organismic and non-contextual. From some of the definitions described earlier,

it can be concluded that learning orientation is a strategy used in conducting learning activities, such as how to learn and what kind of atmosphere that supports in learning.

2.1. Mastery goal orientation

An orientation of the purpose of mastery is an individual's motivational orientation, which emphasizes the acquisition of knowledge and self-improvement. This orientation as a personal intention to improve the ability and to understand what is learned, regardless of the poor performance of an individual with a goal-oriented goal of focusing on the learning activity itself, trying to master the task, developing new skills, improving competence, accomplish challenging tasks and seek to gain experience with what is learned. From various research results, provides a more complete picture of the characteristics of students with mastery orientation as follows:

1. Believe that competence can develop through practice and effort.
2. Selecting tasks that can maximize opportunities for learning.
3. Reacts to an easy task with a feeling of being bored and disappointed.
4. Seeing business as important to improving competence.
5. More intrinsically motivated to study the subject matter.
6. Showing behaviors and learning that are more Self-Regulated.
7. Using learning strategies that lead to real material understanding (e.g. meaningful learning, and understanding monitoring.
8. Evaluate its own performance within the framework of progress already made.
9. View errors as something normal and a useful part of the learning process, making use of mistakes to help improve performance.
10. Feel satisfied with performance if it's trying hard, even if the business fails.
11. Interpret failure as a sign that more effort is needed.
12. View teachers as resources and guides to help individuals learn.

2.2. Performance goal orientation

From the literature and research on learning orientation, it appears that this orientation will affect the cognition and behavior of individuals in the context of learning (academic). Individual characters with performance orientation are described as follows:

1. Believe that competence is a stable characteristic. Some people have it and some do not.
2. Select tasks that maximize the opportunity to demonstrate competence, avoid tasks and actions (eg ask) that make them seem incompetent.
3. Reacts to an easy task with a sense of pride.
4. Looking at the business as a sign of low competence, assuming that a competent person should not have to try hard.
5. More extrinsically motivated, such as strengthening and external punishment, tend to cheat to get high scores.
6. Fewer displays of self-regulated learning and behavior.
7. Using learning strategies that are only rote learning (eg repetition, copying, remembering words per word).
8. Evaluate its performance in terms of comparison with others.
9. Sees error as a sign of failure and incompetence.
10. Feel satisfied with performance only if successful.
11. Interpret failure as a sign of low ability and therefore predict future recurring failures.
12. View teacher (teacher) as an appraiser, gift giver or punishment.

3. Material & Methodology

This study used qualitative research with a phenomenological approach. Adolescent dropouts tended to have a low orientation of learning, even they did not have a passion for relearning. But here, they attended training in BPRSR. Then, what factors which encourage them to join the training? In a phenomenological study, this study will observe individualistic queness regarding their own learning orientation.

The subjects of this study were 20 adolescent dropouts who joined the sewing skill program in BPRSR Yogyakarta. Research conducted since December 2017-February 2018. Observation, deep interview, and documentation study were used to collect the data, the instrument that used in this study was the writing itself, helped with observation guide, interviewing and documentation which had been prepared before. Furthermore, researchers used qualitative descriptive analysis techniques to perform data analysis.

4. Results and Discussion

Balai Perlindungan dan Rehabilitasi Sosial Remaja (BPRSR) Yogyakarta is located in Dukuh Beran, Tridadi Sub-district, Sleman District, Sleman Regency, Yogyakarta. The main task of the Center for the Protection and Rehabilitation of Adolescent Social is as technical implementer in service, protection, rehabilitation, social advocacy, reunification and referrals for social and child problem adolescent in conflict with the law. The services provided include the fulfillment of basic needs/principal; physical, mental and social guidance; social rehabilitation; social worker assistance; guidance on job skills (mechanics, welding, sewing and embroidery, cosmetology / salon, carpentry, batik, screen printing, agriculture) and entrepreneurial guidance; Include the course package program; facilitation of examination and health care; psychology consultation; as well as guidance on filling free time (music / band, karawitan, and recreation / outing).

The targets of services within the Center for the Protection and Rehabilitation of Adolescents include:

1. Teenage social problem:
 - (a) Male or female age 14-21 years old
 - (b) Single
 - (c) Not having a job / idle
2. Youth victims of disaster and/or social unrest
3. Children are dealing with the law
 - (a) Child offenders 12-18 years
 - (b) Custody of Law Enforcement Officials (APH) and non-APH
 - (c) Determination of the results of the diversion and judgment

The process of implementing sewing skills training in BPRSR begins with the provision of motivation by social workers to students so that they are serious in following the

learning that will be provided by the instructor. The next stage after giving motivation is the learning process. The learning process takes place 5 times a week, everyday learning starts at 9:00 a.m. to 11:30 p.m. in the learning process, the instructor places more emphasis on practice than theory. the goal is for participants not to get bored and practice their skills directly. The emphasis is more on the practice method than the theory, not without reason, it is done with the consideration that the characters of the participants are diverse and among them, there are Children Who Are Against the Law (ABH) a sense of inappropriate when given through many theories. After the learning process, the last stage is in the process of implementing sewing skills training where participants will carry out work practices in institutions that have established cooperation with BPRSR.

Participants who have been able or have mastered the materials provided during the learning will follow the Work Learning Practice (PBK) at business places for 2 months. In the types of training, this CPB is included in the type of how he gets trained, meaning what method he trained [9]. From this angle, training can be carried out with apprenticeship methods, sensitivity training, work instructions and so on. In this case, PBK is included in the apprenticeship method. The follow-up phase of training is the stage of applying the results of training to a real-life context, in the work assignment or applied in an institution or organization [10]. Theory This shows that the CPB conducted by the Yogyakarta Youth Social Protection and Rehabilitation Center is a follow-up form of the sewing skills training program.

Through the research held using a phenomenological approach with a deep interview. In some interview, it gets the information regarding their learning orientating in attending skill training.

4.1. Skill assignment goal

Students who have learning orientation expected come from children who really want to attend skill training in an institution by their-selves. Students who take part in this program are mostly from underprivileged families who live around Yogyakarta. some of them came to BPRSR themselves to register for the program, some were recruited by BPRSR themselves. They are really serious about wanting to take part in skills training in the hope that someday they can change their destiny and their families for the better. They are aware of the importance of vocational skill as their provisions to compete seek a job. Moreover, sewing skill is timeless. Sewing skill needs patient, persistence and works hard in its learning process, if they do not have a high learning orientation, they

will despair. Also, the learning system is not conducive because of on-off, on-off means there are no time limits in implementation. Therefore, if there is any new student who attends in the middle of the program, the learning is adjusting. Hence, the instructor's attention will separate which decrease learning effectively.

In addition to the learning system, environment social condition, where children seen good will be mixed with children face the law which has a negative image. It is feared that they will bring a negative effect which can influence the personality [11]. In theory, it is also called mastery goal, it is a motivational orientation of individual which emphasize in getting knowledge and self-improvement. This orientation as personal intention to improve the skill and understand what has been learned without considering. The bad performance which showed by individual who has mastery goal will focus on learning activity itself try to master the task, improve new knowledge repair their competence, finish challenging task and try to get experience from what have they learn it.

4.2. Certificate goal

Sewing skill training is a popular skill. This skill is mostly done in private court to compete. In the work industry, skill requirements have been standardized in a certain standard. Indeed, to be recognized their skill in every level in sewing, the participant should attend competency examination. From this examination, they get a certificate as a recognition of sewing skill ownership in each certain level. To get a certificate of sewing skills, they must master several competencies that have been established. This mastery process requires perseverance, patience, and hard work. Those whom orientation attending training is only to get a certificate, of course, it is good in a learning process, but not good as those who really want to master the skill they who only want certificate tend to do everything to get. In the learning process, those who only want certificates tend to be different from those who really want to master the skills. The students who want to master skills will practice diligently, innovate, try new things to then get what they want. while those who only want a certificate, they learn to be limited to what is tested to pass the competency test.

4.3. Time detention goal

This last orientation is the most undesirable. Having a responsibility to accommodate children face the law, certainly, BPRSR cannot avoid to empowering them. Even though, sometimes they make troubles. The problems that often happen are escaping by

jumping the fence. The students who participated in sewing skills training in BPRSR were very diverse. Some of them are really good children who really want to participate in skills training, but there are also those who are children who are dealing with the law that is given by the police to be fostered. They are dealing with laws with diverse cases. Ranging from stealing, brawling, to sexual harassment. With this background, it is not surprising that they are indeed rather difficult to be coached, especially following the training seriously. The majority of them take part in training with the sole purpose of spending their time in prison. So that learning outcomes are certainly very limited. In the learning process, they often interfere with children who really want to learn so that the atmosphere becomes less conducive. However, not all of them have low learning orientation. Some of them find their interest after joining in the institution and attend the training. So, they do all of the activities happily and learn well. The problem was not all of them who do it. Children who lazy to join the activity, sometimes they bother their friends who want to study seriously. For this kind of children, it is better to be given understanding and mental mentoring formerly rather than give the skill directly.

5. Conclusion

From the discussion above, can be concluded that there are 3 types of learning orientation of adolescent dropouts in attending sewing skill training in BPRSR Yogyakarta, those are:

1. Skill assignment goal
2. Getting certificate goal
3. Spending time detention goal

Assignment goal skills are goal orientations that are appropriate for the learning objectives. Where the purpose of sewing skills training for school dropouts is to provide skills to them so that later can be useful to survive in life in society. Participants who only have getting certificate goals and spending time detention goals require the attention of the instructor. mental guidance and motivation are needed continuously so that they will eventually get learning outcomes that have been determined by BPRSR.

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