

Empowerment of Poor Communities Through Life Skills Program Automotive Training Cooperation Between BBPVP Makassar and BAZNAS Enrekang District

Haerusman¹, Fakhruddin², Sungkowo Edy Mulyono³, Bunyamin⁴

¹Magister of Non-Formal Education, ²Department of Non-Formal Education,

³Department of Non-Formal Education, Universitas Negeri Semarang, Semarang City, Central Java, Indonesia

Corresponding Author: Haerusman

DOI: <https://doi.org/10.52403/ijrr.20231231>

ABSTRACT

The high unemployment rate and poverty rate are a problematic mismatch of skills possessed by DUDI's current needs. BAZNAS, in collaboration with BBPVP Makassar, organizes automotive training as a form of solution to the above problems. This research aims to analyse the planning, implementation, and evaluation of automotive training as an effort to empower poor communities. The research method used is a qualitative case study. Research subjects included BBPVP managers, automotive training instructors, BAZNAS staff, BAZNAS commissioners, and automotive training participant alumni. Data collection techniques include in-depth interviews, observation, and documentation. Validity of data using the triangulation method. Data analysis techniques include data collection, data reduction, data presentation, and drawing conclusions. The results of the research explain that training program planning was carried out by identifying and analysing needs (TNA) carried out by BAZNAS, selecting training participants, compiling a curriculum, compiling materials, and determining learning strategies. Automotive training is carried out for 2.5 months. The methods used are lectures and practice. Evaluation of automotive training includes improving skills in participating in training, absorption in the world of work, reducing unemployment rates, and improving the economy of training participants. In conclusion, the preparation of the automotive training

program has been adapted to the needs of DU/DI, its implementation is in accordance with SKKNI, helps people get absorbed into the world of work, and reduces high rates of unemployment and poverty.

Keywords: Planning, Implementation, Evaluation

INTRODUCTION

Poor people really need activities that are oriented towards improving skills so they can look for work or start their own business. According to Naila Najiha (2021: 416-426) having special skills is very necessary for someone who wants to create their own job opportunities. Through training, it is hoped that students will be more independent, skilled, and creative in finding work such as in companies, cooperatives, small and medium enterprises, or by opening their own business.

Skills training programs must be right on target by targeting areas where there are still many unemployed people. Quoting from BPS South Sulawesi data for 2020, in South Sulawesi there are still 9 regions with the highest levels of poor people, with poverty rates above 10% and Enrekang is in 5th place. The percentage of poor people in Enrekang reaches 12.39% of the total population. poor 26.5 thousand people. Enrekang District is a level II area in South

Sulawesi Province, which has a topographic area in the form of hills, mountains, valleys, and rivers. South Sulawesi Investment Service The majority of residents in Enrekang Regency work in the agricultural sector, namely 66.48% of the total working population. Most residents work more than 35 hours a week. However, the results of the natural resources owned by Enrekang Regency have not been able to make the community prosperous and far from being labelled as poverty.

The Enrekang Regency Central Statistics Agency explained that the unemployment rate in Enrekang Regency in 2018 was 1.66%, in 2019 it was 2.40% and in 2020 it was 2.44%. Unemployment is increasing due to the low number of job opportunities in urban areas due to massive urbanization and not yet optimal use of abundant natural resources in rural areas (Paramita, 2018). Of course, looking at the data above, proves that the unemployment rate in the region is increasing every year, and the poor population in Enrekang is in a weak bargaining position and is not developing access to their skills, of course government stakeholders must think hard about suppressing and reducing the unemployment and poverty rate.

Unemployment occurs due to a lack of soft skills possessed by job seekers, especially now that in the modern era, more reliance is placed on technology so that expertise or skills are really needed by job seekers, (Sabiq & Apsari, 2021) this technology unemployment is caused by the replacement of people with machines or technology and other chemicals. Technological advances mean that the need for workers and human energy is decreasing, thus unemployment is increasing because human energy has been replaced by machines and technology.

The government is collaborating with several agencies that handle life skills program empowerment activities to reduce the number of unemployed in Enrekang Regency. Life skills programs aim to improve a person's knowledge and skills. To get out of the cycle of unemployment, one

alternative is through education, especially life skills-oriented education, including vocational skills. The vocational skills capital they have can be used to find work according to DU/DI and reduce unemployment rates.

One of the institutions that play a role in reducing the poverty rate in Enrekang Regency is the National Zakat Amil Agency (BAZNAS) with its partner, the Makassar Centre for Vocational Training and Productivity (BBPVP). BAZNAS also has a Life Skills Program which includes various skills training activities. It is hoped that this training program can reduce unemployment and poverty in Enrekang Regency.

The life skills improvement program that has been held by BBPVP Makassar and BAZNAS is a life skills program, the life skills program which consists of skills training in the form of sewing training, electrical training, cellphone service, air conditioning service, cosmetology, and automotive training. The reason researchers focus more on automotive training is because researchers want to know how the implementation, monitoring, and impact of automotive training that has been carried out by BBPVP Makassar and BAZNAS has on training participants in line with theory according to (Hidayat, 2017) the impact of automotive skills training shows that it opens up job opportunities for students learning in automotive companies or opening workshops independently.

Based on the theory above, researchers can conclude that automotive expertise is really needed because automotive companies and other companies really need experts in the automotive field, companies of course have two-wheeled and four-wheeled vehicles, and the function of these vehicles is as a means of transportation to facilitate all the work carried out by the company. So, the company needs people who are skilled in the automotive sector to control and carry out regular checks on the company's vehicles. With automotive training activities, it is hoped that training participants will be helped to find work or

open their own businesses so that poverty in Enrekang can be overcome. From some of the background descriptions above, researchers are interested in conducting research on "Empowering Poor Communities through the Automotive Training Life Skills Program in Collaboration between BBPVP Makassar and BAZNAS Enrekang Regency". The research focus in this research includes the implementation of automotive training and BAZNAS monitoring for participants after the training activities have been completed, accomplished.

LITERATURE REVIEW

Unemployment and poverty are phenomena that are related to each other, considering that unemployed people are people who have no income and therefore become poor (Mulyono, 2020). Furthermore, according to Thohir (2008), poverty is a condition that generally describes a person or a household or community that is in complete deprivation, especially in fulfilling their most basic needs. Empowerment is a program that can be used to overcome unemployment and poverty.

According to Kartasasmita (Tampubolon et al., 2006), empowerment has two directions, namely: (a) efforts to release the shackles of poverty and underdevelopment, (b) strengthening the position of layers of society in the power structure. Meanwhile, Mulyono (2017) empowerment is a community learning process to develop all potential so that they can participate in development. As a learning process, it is a process of increasing the abilities of a person or group of people so that they can understand and control social, economic, and political forces so that they can improve their position in society. According to Mulyono (2017), the strategy for empowering the poor is: (1) mapping the characteristics of the poor, (2) looking for targets tailored to potential groups, (3) empowering the community through education and training that is in line with market needs both in the industrial world

and the world. business, (4) bringing together potential target groups with market needs, (5) improving the community's economy or having a livelihood.

The aim of empowerment according to Miradj & Sumarno (2014) is social justice by providing peace to the larger community as well as political and social equality through efforts to help each other and learn through the development of small steps to achieve larger goals. Several principles that need to be considered in the empowerment process, as explained by Haris (2014), include Cooperation and participation, using appropriate methods, democracy, interests and needs, lower community groups, targeted and specialist cultural diversity, learning while working, changes in culture, leadership, and the entire family.

These principles are implemented in life skills programs. Because the life skills education program is education that provides skills that are practically usable, related to job market needs, business opportunities, and economic or industrial potential that exist in society. Life skills have a broad scope, interacting with knowledge which is believed to be an important element. To live more independently, life skills essentially emphasize the mastery of skills that enable a person to acquire adequate mental health and competence for groups of teenagers in facing everyday reality (Nur Shaumi, 2015). In essence, life skills education is the provision of non-formal education which can be used as a solution to keep up with changes and new paradigms of education administration as well as to overcome unemployment, eradicate poverty, and empower (Djibu, 2021).

Training is a systematic and planned effort to develop knowledge, skills, and attitudes, through learning experiences to increase the effectiveness of the performance of activities or various activities. Training must be carried out well so that goals can be achieved effectively and efficiently (Bariqi, 2018). Training management according to Sudjana (2004:4) explains that training

management refers to the action of organizing training, either individually or in groups, which is carried out to achieve the goals of an organization or training institution. Training management involves the implementation of training program management functions. Furthermore, according to Rohiat (2008:14), management is managing the resources owned by an organization or school, including people, money, methods, and materials which are carried out systematically including planning, organizing, directing, and controlling.

Other inputs are supporting sources that enable graduates to apply their learning outcomes in everyday life, including in the world of business, work, and community activities. Processes are learning stages that involve training instructors and training participants. The output is graduates of training programs or non-formal education. Output evaluation involves assessing the quantity (number of training participants who complete the learning process) and quality (behavioral changes in the affective, cognitive, and psychomotor domains) of graduates after participating in the training. Outcome is the impact felt by training participants after participating in a training program or non-formal education. Influence can be measured through three aspects, namely improving the standard of living of training participants, efforts of training participants in sharing knowledge with others, and contribution to community development.

MATERIALS & METHODS

This research uses a qualitative approach (Sugiyono, 2021), with a case study research design (Moelong, 2021) to analyse the Empowerment of Poor Communities through the Collaborative Automotive Training Life Skills Program between BBPVP Makassar and BAZNAS Enrekang Regency. The qualitative case study approach is a research method that produces descriptive data from a particular phenomenon in the form of written or oral

data. Case studies are suitable for use in studying problems in society because they aim to explain cases that are unique and need to be detailed. Case studies require accuracy in analysing empirical conditions (Creswell, 2014: 137).

The research subjects were BBPVP Makassar and BAZNAS Enrekang Regency. The sample of informants was determined using purposive sampling, namely BBPVP managers, automotive training instructors and BAZNAS staff in the field of distribution and utilization, BAZNAS commissioners, and automotive training participant alumni. Data collection techniques were carried out using observation, in-depth and structured interviews, and documents. The qualitative data validity technique uses data triangulation (Yusuf, 2017), namely source triangulation, source triangulation is carried out on training managers and training participant alumni. Researchers also used the triangulation method by comparing the findings from field observations to test their accuracy with the results of interviews conducted with several respondents. Triangulation The method used in this research is interview and documentation techniques. Qualitative data analysis techniques use data reduction, data presentation, and drawing conclusions or verification. Explanation of data analysis techniques as follows:

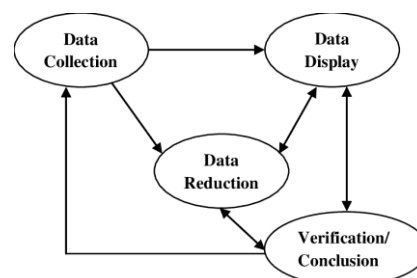


Figure 1. Miles and Huberman's Interactive Data Analysis Model

RESULT

Implementation of Automotive Training by BBPVP Makassar and BAZNAS Enrekang Regency

Automotive Training Implementation Planning

The first training planning begins with allocating a budget for automotive training programs sourced from APBN funds, community self-help or donations managed by BAZNAS, and third parties. This distribution of funds includes transportation costs and daily living costs for training participants, which are funded by BAZNAS, while training and dormitory costs while trainees attend training are funded by APBN funds. **Second**, identifying the need for TNA (Training Needs Assessment) in automotive training programs. BAZNAS and BBPVP Makassar carry out needs analysis and identification (TNA) at DU/DI, so that the training provided is in accordance with needs.

Third, determine the curriculum used in automotive training at BBPVP Makassar. Curriculum is an important reference in the world of training. What must be considered in preparing the curriculum is that it refers to the SKKNI standards. The process of preparing the curriculum by BBPVP Makassar through Training Need Analysts, so that the curriculum prepared adapts to SKKNI and the business world of industry (DUDI). This is in accordance with the appropriate time allocation, which is an average of 8-9 meeting hours (JP) per day multiplied by the number of working days.

Fourth, determine the automotive training instructor. The instructors needed for automotive training are of course competent in their fields. The standard criteria for instructors that have been determined by the implementer are that the instructor has 2 years of teaching experience, has a competency certificate issued by the National Professional Certification Agency (BNSP). and at least a D3 graduate in mechanical/automotive engineering. When these requirements are met, the instructor can teach in automotive training programs.

Fifth, allocate time for automotive training. This time division adjusts to the units that refer to the SKKNI. The more difficult the training, the longer the training will take.

Automotive training held by BBPVP Makassar for 240 JP each JP (Meeting Hour) for 45 minutes. This training is carried out for 2 months every Monday to Friday at 08.00-16.00. **Sixth**, determine automotive training methods and media at BBPVP Makassar. The training instructor uses lecture and demonstration methods. Meanwhile, the media used includes laptops, LCD, whiteboards, whiteboard markers, whiteboard erasers, cleaning tools (brooms, mops, dustpans), and motorbike repair equipment.

Seventh, prepare automotive training infrastructure. Automotive training facilities include training modules, work evaluation modules, and motorbike repair shop equipment. Automotive training infrastructure facilities include theory rooms and practice rooms, then other supporting facilities for automotive training provided by BBPVP Makassar include mosques, fields, canteens, libraries, halls, auditoriums, dormitories, and parking lots. The infrastructure facilities owned by BBPVP can support and influence the achievement of effective training.

Eighth, the process of recruiting automotive training participants. Recruitment of training participants was carried out by BAZNAS through the Working Group Team (POKJA). The BAZNAS POKJA team is promoting training programs to get training participants through social media and conducting face-to-face outreach to communities that cannot be reached by internet networks. Recruitment of training participants is carried out through two stages, namely administration and interviews. After prospective training participants pass both stages, they will take part in training which will be held at BBPVP Makassar. BBPVP Makassar only opened 2 groups with each group having a total of 16 training participants.

Ninth, determine materials and strategies. The material that will be delivered by the training instructor must be in accordance with the SOP and SKKNI, if there are some deficiencies in the material provided, the

training instructor will provide additional material to the training participants. So, training instructors who are competent in their field are needed. The training instructor uses a learning strategy by first providing material to the training participants in the first week of the training, then providing theory and practice in the following week until the last week of training before taking the competency test held by BBPVP Semarang and the BNSP institution.

Implementation of Automotive Training

The process of implementing automotive training at BBPVP Makassar has been adapted to the curriculum which refers to the SKKNI. Apart from that, the implementation of automotive training at BBPVP Makassar pays attention to the learning model used. In this automotive training, the training instructor uses an adult training model. The adult learning model includes learning strategies and methods that focus more on practice than theory.

Automotive training is carried out at BBPVP Makassar because the training facilities and infrastructure are adequate. Preparations for automotive training carried out by training instructors include preparing a training room (workshop) which includes checking the safety and security of trainees, paying attention to the cleanliness of the room to create a conducive learning environment. Secondly, prepare the teaching materials or materials to be taught, preparing materials and teaching materials well helps convey information in a clear and structured manner to the participants to enable them to understand automotive training concepts. Third, prepare equipment according to material requirements. The instructor ensures that automotive training equipment is available in good condition.

The implementation of automotive training has a time determined by BBPVP Makassar and the instructor divides the time according to the level of difficulty of the unit being taught. The total automotive training learning process is 240 JP in a week, so the

training time is carried out on Monday-Friday starting at 08.00 WITA-16.00 WIT. Automotive instructors rely on various material sources to provide comprehensive learning to training participants. The material sources used by instructors in the form of training modules include vehicle repair steps, maintenance procedures and automotive concepts, textbooks provide participants with information and a theoretical basis regarding vehicle repair guides, computer simulations provide virtual experiences for participants to check vehicles that require technology.

The learning media used to facilitate the teaching process are projectors, whiteboards, learning videos, learning modules and physical vehicle components in the form of motorbikes and cars. The training media adapts to the needs of the material being taught. During the learning process the instructor integrates lecture, discussion, and practice methods to provide a holistic and interactive learning experience to students. This approach is designed for in-depth understanding, facilitating dialogue, and ensuring the application of skills in a practical environment. The session begins with a lecture method, the instructor shares basic knowledge about automotive concepts, then the instructor's discussion session provides the opportunity for students to actively participate and share experiences regarding automotive knowledge, then the instructor provides automotive equipment and gives the trainees the opportunity to practice with the aim of applying knowledge that has been learned.

Automotive Training Evaluation

The evaluation was carried out by BBPVP Makassar, and the instructors had three stages. The first evaluation/pre-training was carried out to detect training needs, objectives and direction of the training, evaluation during the training was carried out to determine participants' understanding and the level of involvement of students in the material being taught, and

evaluation/post-training was carried out. to determine the level of understanding of training participants whether they are competent or incompetent.

The evaluation process carried out by the instructor for participants has two stages of test and practical examination, test examination activities which include technical knowledge and understanding procedures for using automotive equipment, both practical activities are carried out to observe and assess the participant's ability to apply the abilities and skills that have been learned. This activity is carried out to detect training participants who are competent or not yet competent. After the evaluation activity is completed, the instructor will follow up with participants who are declared to have passed and will be given a competent certificate and if there are participants who are detected as not having met the graduation requirements, remedial work will be carried out until they are deemed competent in the automotive field.

Supporting and Inhibiting Factors

Support factors from BBPVP Makassar and motivational support from the families of training participants. Supporting factors for BBPVP Makassar include the superiority of training institutions under the Indonesian Ministry of Manpower which always provide training in accordance with DU/DI needs, preparation of training curricula involving companies and third parties through holding FGDs. Apart from that, there is cooperation between BBPVP Makassar and several companies such as PT. Hadji Kalla, PT. Kalla Intikarsa, Surya Digital Media, PT. Charoen Pokphand, PT. Intikarsa Persada, as well as collaboration with HRD throughout Makassar.

Supporting factors from the families of the training participants include providing time for the training participants to take part in automotive training at BBPVP Makassar, and support from the family to continue to be enthusiastic and focused in participating in the training. The hope of the training participant's family is that the training

participant can have skills that suit the current needs of DU/DI, be absorbed in employment opportunities, and can help improve the family's economy, as well as alleviate the problem of poverty.

Alumni contributions to society create a widespread positive impact in various aspects of life. Graduates with automotive knowledge and skills will not only become agents of change in the automotive industry but also play a role in building and strengthening local communities. Several alumni who have worked in workshops as mechanics provide improved service to the community in accordance with workshop procedures, there are also training alumni who are entrepreneurs by opening their own businesses in the automotive sector such as repair shops, opening their own businesses the training alumni have created jobs for the local community.

The inhibiting factor faced by BAZNAS is that several alumni contact numbers are no longer active, this is an obstacle in efforts to monitor and collect the latest information regarding the progress of alumni, apart from that there are also several villages that are not reached by the network and the alumni's residences are far apart. So, the monitoring process is not optimal. This condition prevents BAZNAS from effectively monitoring training alumni, the inability to reach them directly results in a lack of actual data or information about the development of training alumni. Therefore, it is hoped that BAZNAS will look for alternative strategies to continue to communicate with training alumni so that BAZNAS remains aware of the career developments of training alumni.

DISCUSSION

The empowerment program carried out by BAZNAS and BBPVP Makassar is one of the programs held to reduce levels of poverty, and unemployment, and increase skills by DU/DI needs, especially in automotive training in the Enrekang area. Researchers conducted this research to describe the implementation of automotive

training held by BAZNAS Enrekang and BBPVP Makassar, inhibiting factors, and supporting factors for implementing automotive training.

Implementation of Automotive Training by BBPVP Makassar and BAZNAS Enrekang Regency

Implementation of automotive training organized by BBPVP Makassar and BAZNAS Enrekang includes identifying and analysing needs (TNA), selecting training participants, compiling an automotive training curriculum, compiling materials, determining training strategies, implementing training according to the curriculum and evaluating the implementation of automotive training.

Automotive Training Implementation Planning

Planning a training activity is the first activity with the aim of knowing training needs, the condition of the training participants, and the curriculum being implemented. Implementation is a determining factor in the success of training. This is in line with research conducted by (Fatmawati, 2014) which states that the failure of a training was due to the neglect of the organization's strategic planning, so BAZNAS created a training plan with full seriousness and caution by prioritizing the needs of the community and the needs of the organization. Training planning is prepared according to the needs and goals that must be achieved, in line with Mulyadi et al., (2018) planning is a process that takes a person's full consideration in understanding skills, knowledge, and motivation in establishing a plan to achieve a goal.

The above statement is in line with research conducted by (Masrukhi et al., 2015) explaining that planning is included in the input of a program. Rifa'i (2020) explains that at the planning stage, several steps need to be considered, including formulating curriculum objectives, considering human resources (trainees and training instructors), considering training infrastructure, making

implementation strategy steps, operational development steps, and implementation steps.

Sudjana (2014: 89) explains that the planning stage includes several components, namely raw input, facility input, environmental input, and other input. The components of the planning stage are in accordance with research conducted by researchers at the automotive training planning stage by BBPVP Makassar and BAZNAS Enrekang which begins with allocating the training budget, identifying TNA (Training Needs Assessment) needs, determining the curriculum used in automotive training, determining the training instructor, allocating training time, determining training methods and media, providing training program infrastructure, recruiting training participants, and external factors that support the implementation of automotive training programs by BBPVP Makassar and BAZNAS Enrekang.

The research results explain each stage of planning the implementation of automotive training by BBPVP Makassar and BAZNAS Enrekang.

The first training planning begins with allocating a budget for automotive training programs sourced from APBN funds, community self-help, or donations managed by BAZNAS, and third parties. This distribution of funds includes transportation costs and daily living costs for training participants, which are funded by BAZNAS, while training and dormitory costs while trainees attend training are funded by APBN funds.

Second, identifying the need for TNA (Training Needs Assessment) in automotive training programs. BAZNAS and BBPVP Makassar carry out needs analysis and identification (TNA) at DU/DI so that the training provided is in accordance with needs.

Third, determine the curriculum used in automotive training at BBPVP Makassar. The curriculum is an important reference in the world of training. What must be considered in preparing the curriculum is

that it refers to the SKKNI standards according to (Rosas, 2004:05) the curriculum that will be used in training must be in accordance with the needs of the world of work, one of the curriculum standards that is often used in training is based on the SKKNI and KKNK standards. The process of preparing the curriculum by BBPVP Makassar through Training Need Analysts, so that the curriculum prepared adapts to SKKNI and the business world of industry (DUDI). This is in accordance with the appropriate time allocation, which is an average of 8-9 meeting hours (JP) per day multiplied by the number of working days.

Fourth, determine the automotive training instructor. The instructors needed for automotive training are of course competent in their fields. Training instructors who are skilled and competent in their field greatly influences the quality of training participants (Rasmani et al., 2017). The standard criteria for instructors that have been determined by the implementer are that the instructor has 2 years of teaching experience, has a competency certificate issued by the National Professional Certification Agency (BNSP). and has at least a D3 graduate in mechanical/automotive engineering. When these requirements are met, the instructor can teach in automotive training programs.

Fifth, allocate time for automotive training. This time division adjusts to the units that refer to the SKKNI. The more difficult the training, the longer the training will take. Automotive training held by BBPVP Makassar for 240 JP each JP (Meeting Hour) for 45 minutes. This training is carried out for 2 months every Monday to Friday from 08.00-16.00.

Sixth, determine automotive training methods and media at BBPVP Makassar. The training instructor uses lecture and demonstration methods. Meanwhile, the media used includes laptops, LCDs, whiteboards, whiteboard markers, whiteboard erasers, cleaning tools (brooms, mops, dustpans), and motorbike repair equipment. Using appropriate learning

media and adjusting the abilities of training participants can make it easier for training instructors to deliver material during the training (Sutarto, 2013: 52-54).

Seventh, prepare automotive training infrastructure. Automotive training facilities include training modules, work evaluation modules, and motorbike repair shop equipment. Automotive training infrastructure facilities include theory rooms and practice rooms, then other supporting facilities for automotive training provided by BBPVP Makassar include mosques, fields, canteens, libraries, halls, auditoriums, dormitories, and parking lots. The infrastructure facilities owned by BBPVP can support and influence the achievement of effective training.

Eighth, the process of recruiting automotive training participants. Recruitment of training participants was carried out by BAZNAS through the Working Group Team (POKJA). It is hoped that recruitment of training participants will be prioritized for poor people, the unemployed, and people who want to improve their skills (Raharjo, 2016). The BAZNAS POKJA team is promoting training programs to get training participants through social media and conducting face-to-face outreach to communities that cannot be reached by internet networks. Recruitment of training participants is carried out through two stages, namely administration and interviews. After prospective training participants pass both stages, they will take part in training which will be held at BBPVP Makassar. BBPVP Makassar only opened 2 groups with each group having a total of 16 training participants.

Ninth, determine materials and strategies. The material that will be delivered by the training instructor must be in accordance with the SOP and SKKNI, if there are some deficiencies in the material provided, the training instructor will provide additional material to the training participants. So, training instructors who are competent in their field are needed. There is a need for HR selection including academic and

managerial selection so that training can run smoothly (Alshahrani et al., 2023). The training instructor uses a learning strategy by first providing material to the training participants in the first week of the training, then providing theory and practice in the following week until the last week of training before taking the competency test held by BBPVP Semarang and the BNSP institution.

Implementation of Automotive Training

The process of implementing automotive training at BBPVP Makassar has been adapted to the curriculum which refers to the SKKNI. Apart from that, the implementation of automotive training at BBPVP Makassar pays attention to the learning model used. In this automotive training, the training instructor uses an adult training model. The adult learning model includes learning strategies and methods that focus more on practice than theory (Knowles, 1970). The application of participatory and consolidation learning models is very effective in adult learning (Djibu et al., 2019).

The main thing that needs to be considered in implementing training is the learning strategy. Learning strategies need to be planned well starting from learning models learning methods, and learning media, so that the implementation of training can run in accordance with the implementation of the training (Shofwan et al., 2019). Automotive training is carried out at BBPVP Makassar because the training facilities and infrastructure are adequate. Preparations for automotive training carried out by training instructors include preparing a training room (workshop) which includes checking the safety and security of trainees and paying attention to the cleanliness of the room to create a conducive learning environment. Secondly, prepare the teaching materials or materials to be taught, preparing materials and teaching materials well helps convey information in a clear and structured manner to the participants to enable them to understand automotive

training concepts. Third, prepare equipment according to material requirements. The instructor ensures that automotive training equipment is available in good condition.

The implementation of automotive training has a time determined by BBPVP Makassar and the instructor divides the time according to the level of difficulty of the unit being taught. The total automotive training learning process is 240 JP in a week, so the training time is carried out on Monday-Friday starting at 08.00 WITA-16.00 WIT. Automotive instructors rely on various material sources to provide comprehensive learning to training participants. The material sources used by instructors in the form of training modules include vehicle repair steps, maintenance procedures, and automotive concepts, textbooks provide participants with information and a theoretical basis regarding vehicle repair guides, computer simulations provide virtual experiences for participants to check vehicles that require technology.

The learning media used to facilitate the teaching process are projectors, whiteboards, learning videos, learning modules, and physical vehicle components in the form of motorbikes and cars. The training media adapts to the needs of the material being taught. The development of learning media needs to be developed so that the training can be interactive, and the training participants can absorb the material provided by the training instructor well (Chomariyah et al., 2019).

During the learning process, the instructor integrates lecture, discussion, and practice methods to provide a holistic and interactive learning experience to students. This approach is designed for in-depth understanding, facilitating dialogue, and ensuring the application of skills in a practical environment. The session begins with a lecture method, the instructor shares basic knowledge about automotive concepts, then the instructor's discussion session provides the opportunity for students to actively participate and share experiences regarding automotive

knowledge, then the instructor provides automotive equipment and gives the trainees the opportunity to practice with the aim of applying knowledge that has been learned.

Automotive Training Evaluation

The evaluation was carried out by BBPVP Makassar, and the instructors had three stages. The first evaluation/pre-training was carried out to detect training needs, objectives, and direction of the training, evaluation during the training was carried out to determine participants' understanding and the level of involvement of students in the material being taught, and evaluation/post-training was carried out to determine the level of understanding of training participants whether they are competent or incompetent.

The evaluation process carried out by the instructor for participants has two stages test and practical examination, test examination activities include technical knowledge and understanding procedures for using automotive equipment, both practical activities are carried out to observe and assess the participant's ability to apply the abilities and skills that have been learned. This activity is carried out to detect training participants who are competent or not yet competent. After the evaluation activity is completed, the instructor will follow up with participants who are declared to have passed and will be given a competent certificate and if there are participants who are detected as not having met the graduation requirements, remedial work will be carried out until they are deemed competent in the automotive field.

Supporting and Inhibiting Factors

Support factors from BBPVP Makassar and motivational support from the families of training participants. Supporting factors for BBPVP Makassar include the superiority of training institutions under the Indonesian Ministry of Manpower which always provides training in accordance with DU/DI needs, and preparation of training curricula involving companies and third parties

through holding FGDs. Apart from that, there is a cooperation between BBPVP Makassar and several companies such as PT. Hadji Kalla, PT. Kalla Intikarsa, Surya Digital Media, PT. Charoen Pokphand, PT. Intikarsa Persada, as well as collaboration with HRD throughout Makassar.

Supporting factors from the families of the training participants include providing time for the training participants to take part in automotive training at BBPVP Makassar, and support from the family to continue to be enthusiastic and focused in participating in the training. The hope of the training participant's family is that the training participant can have skills that suit the current needs of DU/DI, be absorbed in employment opportunities, and help improve the family's economy, as well as alleviate the problem of poverty.

Alumni contributions to society create a widespread positive impact in various aspects of life. Graduates with automotive knowledge and skills will not only become agents of change in the automotive industry but also play a role in building and strengthening local communities. Several alumni who have worked in workshops as mechanics provide improved service to the community in accordance with workshop procedures, there are also training alumni who are entrepreneurs by opening their own businesses in the automotive sector such as repair shops, opening their own businesses the training alumni have created jobs for the local community. This is supported by (Nova & Jamaaluddin, 2018) who said that entrepreneurs can provide creativity, innovation, and brilliant ideas to advance the economy, and most importantly can provide and open employment opportunities for the community, which is one thing that really needed for the Indonesian people.

The inhibiting factor faced by BAZNAS is that several alumni contact numbers are no longer active, this is an obstacle in efforts to monitor and collect the latest information regarding the progress of alumni, apart from that there are also several villages that are not reached by the network and the alumni's

residences are far apart. So, the monitoring process is not optimal. Obstacles to monitoring according to research conducted by (Hayati et al., 2020) explain that optimal communication involves technology, but the limitations of a community condition become an obstacle to sharing information. This condition prevents BAZNAS from effectively monitoring training alumni, the inability to reach them directly results in a lack of actual data or information about the development of training alumni. Therefore, it is hoped that BAZNAS will look for alternative strategies to continue to communicate with training alumni so that BAZNAS remains aware of the career developments of training alumni.

CONCLUSION

Automotive training program planning starts from the automotive training program planning process, first BAZNAS Enrekang identifies needs with BBPVP Makassar, discusses programs needed by the community and the industrial world, determines the curriculum and instructors by BBPVP Makassar which refers to SKKNI Standards, BAZNAS creates a working group committee (POKJA), determining training targets for unemployed people, recruiting participants, selecting participants and announcing the graduation of automotive training participants.

Implementation of training at BBPVP Makassar, namely before carrying out the learning process, the instructor prepares training needs (training room/workshop, teaching materials/materials, automotive training equipment), training time refers to the level of difficulty of the unit being taught, the instructor uses teaching methods such as lectures, discussions, and exercises. practice, instructors also use various learning resources and media to ensure participants can absorb the material effectively.

Evaluation of automotive training involves tests and practical exams to determine the trainee's level of understanding and skill. Trainees who pass will receive a competent

certificate, while those who do not pass will undergo remedial training. This approach ensures a comprehensive assessment of the competency of participants in automotive training. Overall, this collaborative effort reflects a comprehensive and targeted approach to overcoming poverty and unemployment through skills development and training. Automotive training provides changes to participants in the form of knowledge, changes in attitudes, and skills in the automotive sector. The advantages of automotive training organized by BBPVP Makassar and BAZNAS Enrekang in 2021 can help improve the skills of people of productive age according to DU/DI needs, reduce high unemployment rates, and reduce poverty levels, especially in the Enrekang area.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

REFERENCES

1. Bariqi, M. D. (2018). Pelatihan dan Pengembangan Sumber Daya Manusia. *Jurnal Dinamika Pendidikan*, 5(2), 64–69.
2. Chomariyah, S., Fakhruddin, & Supriyadi. (2019). Development of Interactive Multimedia on Ablution and Prayer Learning to Introduce Religious and Moral Values for Kindergarten. *Journal of Primary Education*, 8(3), 270–280.
3. Djibu, R., Shofwan, I., & Umanailo, M. C. B. (2019). Development of andragogical learning model to improve life skill for teenagers who drop out of school in Gorontalo city. *International Journal of Scientific and Technology Research*, 8(11), 2534–2542.
4. Fatmawati, T. (2014). Perancangan Sistem Informasi Penunjang Perencanaan Pelatihan Karyawan Pada Perusahaan Industri Manufaktur. 111–124. http://p2m.stmi.ac.id/assets/uploads/detail_jurnal/7f872-Jurnal-Gabungan-triana.pdf

5. Hanugrah, B. B. (2015). *Pengaruh Kurikulum Perubahan, Kompetensi Widyaiswara, Sarana Prasarana Terhadap Kepuasan Dan Komitmen Peserta Pendidikan Dan Pelatihan Kepemimpinan Pola Baru Di Badan Pendidikan Dan Pelatihan Provinsi Jawa Timur*.
6. Hayati, S. R., Putri, S. A. M., & Suwarsi, A. A. (2020). Inovasi Produk Dan Kemasan Pada Industri Rumah Kaos Di Dusun Mejing Wetan Desa Ambarketawang Kecamatan Gamping Kabupaten Sleman. *Transformatif: Jurnal Pengabdian Masyarakat*, 1(2), 87–100. <https://doi.org/10.22515/tranformatif.v1i2.2985>
7. Ketaren, A., Rahman, F., Meliala, H. P., Tarigan, N., & Simanjuntak, R. (2022). Monitoring dan Evaluasi Pemanfaatan Platform Merdeka Mengajar pada Satuan Pendidikan Aswinta. *Jurnal Pendidikan Dan Konseling*, 4(6), 10340–10343.
8. Knowles, M. S. (1970). *The Modern Practicsof Adult Education, Andragogy versus Pedagogi*. Association Press.
9. Marta Putra, D., & Nurlizawati, N. (2019). Lesson Study dalam Meningkatkan Ketrampilan 4C (Critical Thingking, Collaborative, Communicative dan Creative) pada Pembelajaran Sosiologi yang Terintegrasi ABS-SBK di SMAN 1 Pasaman. *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran*, 1(2), 139–146. <https://doi.org/10.24036/sikola.v1i2.19>
10. Masrukhi, M., Widodo, J., & Raharjo, T. J. (2015). Developing Clasroom Action Research (CAR) Training Model Based On Mentoring To Improve Senior High School Mathematics Teachers' Professionalism In Brebes. *The Journal of Educational Development*, 3(1), 66–74.
11. Moelong, L. J. (2021). *Metodologi Penelitian Kualitatif (Edisi Revisi)* (40th ed.). Remaja Rosdakarya.
12. Mulyadi, R., Hidayati, T., & Maria, S. (2018). Pengaruh perencanaan karir pelatihan dan pengembangan karir terhadap kinerja karyawan. *Kinerja*, 15(1), 29. <https://doi.org/10.29264/jkin.v15i1.1999>
13. Nova, A., & Jamaaluddin. (2018). Peran Para Wirausahawan dalam Menciptakan Lapangan Kerja Bagi Putra Putri Bangsa. *3rd Annual Applied Science and Engineering Conference (AASEC 2018)*, Aasec, 1–5.
14. Purwanti, E. (2012). Pengaruh Karakteristik Wirausaha, Modal Usaha, Strategi Pemasaran Terhadap Perkembangan Umkm Di Desa Dayaan Dan Kalilondo Salatiga. *Among Makarti*, 5. <https://doi.org/10.1007/BF02532975>
15. Ramadhana, M. R., & Sudrajat, R. H. (2020). Pelatihan Komunikasi Efektif dalam meningkatkan Pelayanan Prima di Instansi Pemerintahan Provinsi Jawa Barat. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 4(4), 693–700. <https://doi.org/10.31849/dinamisia.v4i4.4099>
16. Rasmani, U. E. E., Widodo, J., & Wibowo, M. E. (2017). A model for developing soft skill training management oriented toward service quality for shs couselfors. *The Journal of Educational Development*, 5(1), 39–49.
17. Rifa'i, A. (2020). Pelaksanaan Manajemen Kurikulum Sistem Blok di Program Studi Agribisnis Fakultas Industri Halal UNU Yogyakarta. *An-NUR Jurnal Studi Islam*, 10(2), 209–230.
18. Sabiq, R. M., & Apsari, N. C. (2021). Dampak Pengangguran Terhadap Tindakan Kriminal Ditinjau Dari Perspektif Konflik. *Jurnal Kolaborasi Resolusi Konflik*, 3(1), 51. <https://doi.org/10.24198/jkrk.v3i1.31973>
19. Shofwan, I., Raharjo, T. J., Achmad Rifai, R. C., Fakhruddin, F., Sutarto, J., Utsman, U., Arbarini, M., Suminar, T., Mulyono, S. E., Kisworo, B., Malik, A., Yusuf, A., Ilyas, I., Desmawati, L., & Umanailo, M. C. B. (2019). Non-formal learning strategy based on tahfidz and character in the primary school. *International Journal of Scientific and Technology Research*, 8(10), 1987–1992.
20. Sugiyono. (2021). *Metode Penelitian Pendidikan (II)*. Alfabeta.
21. Sumiadji, Rachmat, B., Endah, S., Fita, S., Futuh, H., Edi, W., & Padma, S. A. (2022). Pelatihan Pengolahan Sampah

- Untuk Memproduksi Kompos Dan Maggot Bsf Di Perumahan Bumi Tunggulwulung Indah Kota Malang. *Jurnal Abdikaryasakti*, 2(1), 1–12.
22. Sutarto, J. (2013). *Manajemen Pelatihan*. Deepublish.
23. Swaramarinda, D. R. (2014). Analisis Dampak Pengangguran Terhadap Kemiskinan Di DKI Jakarta. *Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB)*, 2(2), 63. <https://doi.org/10.21009/JPEB.002.2.5>
24. Yusuf, M. (2017). *Metodologi Penelitian: Kuantitatif, Kualitatif, dan Penelitian Pengembangan (I)*. Kencana.

How to cite this article: Haerusman, Fakhruddin, Sungkowo Edy Mulyono, Bunyamin. Empowerment of poor communities through life skills program automotive training cooperation between BBPVP Makassar and BAZNAS Enrekang District. *International Journal of Research and Review*. 2023; 10(12): 280-293. DOI: [10.52403/ijrr.20231231](https://doi.org/10.52403/ijrr.20231231)
