
IMPLEMENTATION OF LEARNING AND TRAINING OF DRIVING COURSES IN IMPROVING LIFE SKILLS

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INTRODUCTION

Unemployment is a problem that can damage a country's economy (Angraeni et al., 2020: 40). Unemployment is a macroeconomic problem that affects humans directly and is the biggest problem (Rahmalia et al., 2019: 27). Unemployment is a society that may be looking for a job, who is preparing for a business or who feels that it is impossible to get a job because they feel they do not have skills (Dani Pramusinto & Nairobi, 2019: 223). Unemployment is due to the low level of quality of human resources and demands in the field of work, unemployment is encouraged to be able to get out of it (Ahn et al., 2020: 556).

Unemployment in Indonesia in August 2021 was 9.10 million people. This number decreased compared to the number of unemployed a year earlier which reached 9.77 million people, thus Indonesia's open unemployment rate (TPK) in August 2021 was 6.49 percent. The composition of the TPK in August 2021 decreased by 0.58 percent from the TPK in August 2021 which reached 1.07 percent. BPS identifies TPK as a percentage of the number of unemployed to the number of the labor force, the number of the labor force consists of the accumulated number of working-age people 15 years and over who are employed. The total labor force of Indonesia in August 2021 reached 140.15 million people, an increase of 1.93 million people compared to August 2020. Meanwhile, the number of working-age people who worked in August 2021 was 131.05 million, an increase of 2.60 million compared to the previous year. Based on the gender review, the Open Unemployment Rate (TPT) of men decreased higher than women, in August 2021 the male TPT of 6.7 percent decreased by 0.99 percent from the previous year's TPT, while the female TPT in August 2021 decreased by 0.35 percent to 6.11 percent from 6.46 percent in the previous year. Meanwhile, based on the area of residence, the decline in the unemployment rate in urban areas is high compared to rural areas. The TPT level in urban areas in August 2021 was 8.32 percent, a decrease of 0.66 percent compared to the previous year, while the unemployment rate in rural areas in August 2021 was 4.17 percent, a decrease of 0.54 percent from the previous year's record (Central Statistics Agency, 2021).

Reducing the unemployment rate in Indonesia there are alternatives that can be applied, namely through education that is able to develop skills for the community. Education, both formal, informal and non-formal, is basically education that prioritizes noble values, the purpose of education itself is to be able to produce skilled human beings and have good character in realizing a prosperous nation (Mulyadi et al., 2020: 102). Education is an effort to improve knowledge, skills, abilities and attitudes for students that lasts continuously throughout life in preparing themselves for the future and can develop themselves to be responsible for the development of society, nation and country (Sucipto & Sutarto, 2015: 136). Education is the most important topic that makes madusia resources superior and of high quality (Sitorus & Hutasoit, 2021: 476). Education must be able to develop the capacity of individuals to become citizens who have awareness and rights and responsibilities for social life (Suryana, 2020). Education is no longer seen as an effort to prepare individuals to

enter the future but as a process so that a person can live anytime, anywhere and in any situation. Therefore, the most important goal of Education is to develop mental abilities that allow one to learn. So learning itself is the goal of education, not just on the learning outcomes (Uno & Lamatenggo, 2016: 180). Non-formal education as an enhancer is an education that provides services to educated communities who are facing difficult situations so that they need non-formal education that is practical in order to develop professional abilities in dealing with new situations that continue to develop. This education focuses on supplementary education activities, namely courses and training for alumni whose activities are combining general education and skills training (Sutarto et al., 2017: 11). Non-formal education is an educational program that must be flexible, diverse and in accordance with the needs and interests of students (Mustangin et al., 2021: 238). In non-formal education being able to create creativity through society will be able to give birth to ideas about a better quality of life (Elihami, 2020: 33). The purpose of non-formal education itself is the development of learning participants as individuals and social groups where learning participants live, the Education Development curriculum is expected to be a reference in providing quality non-formal education services relevant to the needs of the community (Andriyaningsih, 2016: 3). A course is a training institution that belongs to the type of non-formal education. Courses are a teaching and learning activity just like in schools. The difference is that the courses are organized in a fairly short time and only focus on learning certain skills. For example, english language learning courses, sewing courses, car steering wheel courses, housekeeping and beauty. Trainees who take the course well will get a certificate as a sign if they have taken the course studied. The course also has its own learning if the learner is still not good in the course process is allowed to repeat or extend the course until the student learns to be truly proficient in the field being studied.

Training is part of education in which there is a learning process through the components of needs identification, planning, implementation and evaluation (Andzarini & Sutarto, 2020: 160). Training is a form of effort in improving the quality of human resources in the world of work and in individual needs (Feti Fatimah Maulyan, 2019: 42). Training in non-formal education is a form of effort by students or trainees to develop knowledge, skills, attitudes, abilities and expertise to face the growing demands of work (Sutarto & Siswanto, 2018: 141). Training in courses based on applying and practicing relevant skills (Bernius et al., 2022: 2). Training is designed to train within the scope of society in order to improve the quality of the best human resources (Elgohary et al., 2022: 3).

Training Driving course is a motor vehicle driving training program that has the aim of educating and training prospective motorized drivers to become drivers who have knowledge in the field of traffic and road transport, are skilled, disciplined and responsible, as well as behave and mentally well in traffic (Raenaldi, 2016: 10). Training The driving course is traffic savvy, able to drive well and minimize traffic accidents while the specific goal is so that students can drive the car properly and correctly (Rahayu & Fitriani, 2019: 33). Courses are basic in non-formal education, as the function of the course itself is as an increase in knowledge in the field he is interested in, so that the community in taking the course is emphasized on expertise or skills that have the aim that students can master both in the world of work and into higher strata (Ariyandi et al., 2017: 3). In training there is a course instruction that is responsible for communicating skills well and correctly through demonstration or practice (Stærk et al., 2021: 1). The objectives of the course according to (Elfrianto, 2016: 50) are and can be stated, namely as follows: 1) as a tool to improve skills for employees in accordance with things or technological changes, 2) as a tool to increase

productivity for organizational workers, 3) as a tool to reduce learning time for new employees in order to become competent, 4) as a tool to help things in operational matters, 5) can provide insight to all employees to be more familiar with the state of their organization, 6) it is expected to improve the ability for exercise participants to do their tasks, 7) the ability to cultivate empathy and look from the perspective of others, 8) be able to improve the ability or expertise to interpret data and reasoning power of employees, 9) increase the ability and skill for employees in analyzing a problem and final decision-making.

Car driving courses have a very important role for the community because they are specifically to improve personal skills and can be used as a provision in finding a job, especially in mastering car driving, so that later people in addition to having expertise in soft skills in the academic field, also have hard skills, namely expertise in the field of car steering wheels. This is a plus for a person. Other benefits besides being confident can also create additional skills in a person if they follow a job selection. Humans are required to have all skills in order to be able or have added value to themselves, currently there are many courses or skills training or expertise that offer according to the needs of students to support personal needs and in the world of work.

Life skills are abilities that must be possessed by citizens who have responsibilities because this ability can develop cooperation between individuals, who have the ability to communicate effectively and have the readiness to develop more in work and have the character or ethics to enter the world of work (Anwar, 2015: 20). Life skills are abilities that are needed throughout life, ownership of the ability to think complexly, communicatively, build cooperation, carry out roles as responsible citizens, have readiness skills to work and have character, ethics in the world of work (Desmawati et al., 2020). Life skills or skills are skills that a person has to be willing and courageous to develop personally to develop or increase knowledge and be able to face problems that occur (Sucilestari & Arizona, 2018: 436). Life skills are a form of skills and skills that can support the life of a human being or individual in order to survive in any condition and can even always improve the quality of his life (Indriasih et al., 2020: 156). Life skills are capital in society in facing all challenges (Nudiati, 2020: 35). Life skills are an individual's ability and is currently considered one of the vital criteria that a graduate must have to be able to work and be accepted in the market (Katawazai, 2021: 2). Life skills have important benefits for society, namely being able to increase self-confidence and adaptability to what has been pursued (Raja et al., 2021: 2).

The center of community learning activities or often referred to in the term PKBM, is an educational institution born from the thought of awareness for the importance of the community's position in the development process. Therefore, PKBM stands in the midst of society, which is expected to be a learning process to build empowering the community through the potential that exists in the community. The implementation of non-formal education is shown to the community that requires knowledge, attitudes, and skills (life skills). The Center for Community Learning Activities (PKBM) has various activities that support the needs of the community.

The objectives of the research conducted are: (1) Describing the identification of learning needs and training for driving courses at PKBM Citra Ilmu Ungaran. (2) Describe the learning planning and training of driving courses at PKBM Citra Ilmu Ungaran. (3) Describe the implementation of learning and training driving courses at PKBM Citra Ilmu Ungaran. (4) Describe the evaluation of learning and training of driving courses at PKBM Citra Ilmu Ungaran. Describe the supporting and inhibiting factors of driving courses at PKBM Citra Ilmu Ungaran.

METHOD

This research presents an overview of existing problems through analysis using qualitative methods. Qualitative research methods are research methods based on the philosophy of post positivism, which is used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, data collection techniques by triangulation (combined), data analysis is inductive / qualitative, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2016: 9).

Resource persons in the research are individuals who have information related to the research and understand the object of research. The subjects in this study were the head of the Institute, Three Instructors and Six participants of the car steering wheel course at PKBM Citra Ilmu Ungaran, Semarang Regency. Determination of the subject of research because the subject is directly involved during the learning process in the field to get information according to existing facts and accurately.

Data collection techniques are carried out by 1) this observation is carried out by researchers, namely by observing field learning directly, 2) Interviews are a method carried out by interacting with resource persons who aim to find out the information needed. 3) This documentation method is used to collect data on an overview of the learning activities of the car steering course. Data analysis techniques were performed using Miles and Huberman.

The meaning of these steps is (1) collecting data through observation of the learning process, interviews with participants about learning activities, and documentation in the form of photos of pictures and learning activities. (2) data reduction is carried out by selecting or summarizing the necessary data from the research results, (3) the presentation of data carried out by the researcher is in the form of words, sentences, and images with the aim of providing a more real understanding. (4) drawing conclusions is carried out based on the results of research that has been obtained in the field.

DISCUSSION

Identify the needs of Driving Course Learning

Identification of training needs is a reactive way of responding to requests for certain training programs, it can be seen that the identification of needs is very important to be carried out by institutions or companies because through the identification of needs to play a role in the progress of the institution or company, the institution can find out what is needed by the community to improve skills (Darmawan et al., 2021: 72). Identification is persistence in searching, collecting, finding, researching, registering data and information from field needs. The function and purpose of identifying program needs to find out as problems or needs in the program according to the wishes of the community (Widodo & Soedjarwo, 2018: 22). Learning needs are a fundamental process for designing new systems in education as well as formulating learning needs for frameworks that are in harmony with the circumstances in society (Abdulhussein et al., 2021: 18). I identify the learning needs in driving courses carried out by searching for a problem that exists in the community then with it is noted the expectations and needs they want to get then from the data that has been collected afterwards, namely making learning and training programs according to the expected needs, this must also look at the quality or human resources that have followed Learning during training can improve competent skills. So that through the process of identifying learning needs or analyzing needs in the community can be a reference in solving problems that occur in the community.

Driving Course Learning Planning

Learning planning is the first step in implementing driving course learning so that it has goals and learning plans well and as expected. Planning is a stage that must be carried out in carrying out activities in order to have a direction and goals in accordance with the needs of the community (Andzarini & Sutarto, 2020: 161). Planning is a systematic and goal-oriented and structured process (Klar et al., 2021: 1). In learning followed by programs that have the aim of individuals to feel better about themselves or have a positive impact on someone (Díaz-López et al., 2017). Planning is a process in determining and utilizing resources in a structured manner in order to support activities as expected so that they run effectively and efficiently in achieving learning goals (Shofwan et al., 2019: 2). Learning planning in books (Sutarto et al., 2017). that in preparing a non-formal education learning plan there are four issues that must be considered, including: target groups / learning citizens, learning materials, learning resources, and learning methods. This can be explained as follows:

Target group

PKBM Citra Ilmu takes the first step before recruiting course participants, namely by disseminating information about driving courses that are spread through social media such as whatsapp, facebook, internet and Instagram. That way prospective course participants can get information and can register themselves to take a driving course by directly coming to PKBM Citra Ilmu. In recruiting course participants, namely in accordance with the registration procedure, namely with the condition that your complete documents such as photocopies of ID cards only for the required criteria, the most important thing is physical and spiritual health and for administration can be paid upfront during registration or can be paid in installments twice.

Learning Materials

PKBM Citra Ilmu are materials or teaching materials that have been used in the learning process of driving courses, namely by using modules of driving techniques. So that the existence of this module can support learning because the basis for the preparation of teaching materials or materials is through a process of identification and careful planning which will later be used as a facility or support in the learning process.

Learning resources

PKBM Citra Ilmu has learning resources, namely three instruments, learning media modules of driving techniques and cars as well as facilities and infrastructure to support the learning process of driving courses, namely cars, free wifi, driving learning modules. Meanwhile, the infrastructure available to support learning is a comfortable building, a large parking yard, bathrooms, prayer rooms, and comfortable waiting areas. With complete facilities and infrastructure, of course, it can support the learning process in driving courses.

Learning methods

The process in determining learning methods at PKBM Citra Ilmu is by holding a meeting with the team and instructors to determine the learning method that is in accordance with learning needs so that the instructor has a reference method in carrying out the learning process in the future. The methods that have been applied in the learning process of driving courses are lectures and hands-on practice.

Implementation of driving course learning

Implementation is the process of operating what has been planned in advance (Habibi & Nugroho, 2021: 20). The implementation of learning is the implementation of learning planning that has been made before. As stated by (Andzarini & Sutarto, 2020). PKBM Citra Ilmu Ungaran that the implementation of learning is a process of applying pre-designed planning so that in the implementation of learning there are learning activities such as introductions, core activities and closing activities. This is stated in the book (Rusman, 2018). that the implementation of learning is the application of the learning implementation plan in which there are preliminary activities, these activities, and closing activities.

PKBM Citra Ilmu in carrying out the opening activities of driving course learning, namely by introducing the instructor and praying afterwards if in the implementation of learning at the first meeting, the course participants must know the car panels first and how they function. The core activity is that the instructor delivers material to the course participants in accordance with the module so that the course participants gain knowledge by directly practicing starting the car and stirring the car learning the clutch half-clutch, forward and backward to the road on the road that is not too crowded or in the field. After that, continue in the closing activity at PKBM Citra Ilmu, namely by conducting an evaluation and also by ascertaining whether the stage that has been studied is capable and continues to the next stage or must be repeated until the course participants are able to do it themselves and if there is information or announcements later it will be notified directly.

The implementation of the course learning is notified through the learning schedule and can be notified via whatsapp, where the learning is carried out around the Ungaran square. In learning, there are learning packages for driving courses of 5 hours and 10 hours with each duration of each meeting a maximum of 1 hour of learning

Evaluation of Driving Course Learning

Evaluation is something that is done in learning to find out the benefits and help make policies and understand the performance of ongoing programs (Heryahya et al., 2020: 10). Evaluation activities are a systematic process where the evaluation of learning is a planned activity and is carried out continuously. Evaluation is not only at the end of the activity or closing in the learning process but can be carried out at the beginning of learning, during learning and at the end of the learning process (Priowuntato, 2020).

Evaluation of learning at PKBM Citra Ilmu there is an evaluation of learning outcomes, process and end of learning. In evaluating learning outcomes to measure the ability of the course participant through how he mastered each technique and was able to operate the panels contained in the car correctly, properly and correctly. Evaluation of learning outcomes emphasizes information about the extent to which the results that have been achieved by course participants are in accordance with the goals that have been set (Suardipa & Primayana, 2020: 90).

Process evaluation at PKBM Citra Ilmu in carrying out process evaluation, namely during the activity where in the implementation of the evaluation if there is a mistake that has been made by the course participants, it is evaluated directly and there is an evaluation of the material that has been delivered during the learning so that it will also know every stage that has been done by the course participants. With this evaluation, PKBM Citra Ilmu or instructors can see the development of each thin participant.

The final evaluation at PKBM Citra Ilmu is to know with expectations on the implementation during learning whether the needs of the course participants have been met or not. This final evaluation, everything that has been carried out has the hope of meeting the needs and can improve the skills of the course participants and course participants if they are seen as being able to operate onto the road, park well, and be able to operate the panels on the car properly and correctly so that the course participants have been said to be worthy to operate the car properly.

CONCLUSION

Based on the research that has been carried out, there are several suggestions from researchers, namely on the allocation of time that must be really considered because it must adjust to the needs of trainees and on facilities such as cars, it must also be considered related to the condition of the engine which must be in good condition and car deodorizers because it is often late to replace car deodorizers so that course participants also feel safe and comfortable when carrying out the driving course learning process.

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