



# Learning Implementation System of Sewing Course at Course and Training Institute (LKP) Ratu Mode Pekanbaru City

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**Abstract:** The study aims to obtain information about Learning Implementation System of Sewing Course at Course and Training Institute (LKP) Ratu Mode Pekanbaru City. The study used a descriptive qualitative approach. The results of the study are participants of all ages, the curriculum refers to the SKKNI curriculum standards, facilities and infrastructure supporting sewing course learning are available. Partnerships include the Pekanbaru City Education Office, the Provincial Education Office, supervisors, PT, PAUD PNF, SMK and others. Course and Training Center (LKP) Ratu Mode also partners with industry, garment factories and other private companies in the clothing sector. The learning process uses 20% theory and 80% practice. As a result, participants have professional and good knowledge, skills, attitudes and characters in work and entrepreneurship. The management actively directs and provides information on job opportunities in the industrial and garment sectors. The impact is that some students have opened independent sewing businesses, helped teach others, opened sewing business groups together and have new jobs sewing in garment factories, industry, clothing sectors and so on.

**Keywords:** Course; Course and Training Institute; Learning System

## Introduction

Education is one of the most fundamental aspects of human life because through education, a person can increase intelligence, develop self-potential, and have the ability to face various challenges in the future. Education aims to shape individuals with character, quality, and broad insight so they are able to achieve life goals and adapt quickly and appropriately in various conditions. Therefore, the quality of education is one of the main indicators in assessing the development of Human Resources (HR) in a country (Kurniawan, 2015; Amirudin, 2019; Astorini & Rifai, 2018; Amalia & Tarto, 2024).

Education plays a vital role in producing an intelligent generation and contributing to the improvement of a nation's quality. Idris (1981:10) explains that education is a series of directed

communication activities between adults and students, both through direct interaction and through the use of media, which aims to support the overall development of children. This development includes physical, emotional, social, attitudinal, moral, knowledge, and skills aspects so that students can optimize their potential and grow into responsible adults. In line with this, Law Number 20 of 2003 Article 1 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process that enables students to actively develop their potential, so that they have spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state. Thus, education aims to improve the overall quality of human beings through formal, non-formal, and informal education channels.

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Non-formal education is an organized effort carried out systematically and continuously outside the school system, through social interaction, with the aim of guiding individuals, groups, and communities to have effective social attitudes and aspirations. Through non-formal education, it is hoped that there will be an improvement in the quality of life in material, social, and mental aspects as part of the effort to realize social welfare (Hamojoyo, 1973; Aprilia & Riyanto, 2021). Nonformal education is a form of community-based education and learning that aims to provide learning opportunities for people who are not covered by formal education. Through non-formal education, it is hoped that there will be changes in mindsets and an improvement in the community's quality of life. This process encourages a growing awareness to strive and strive to improve living conditions, so that communities can be empowered through non-formal educational activities. Non-formal educational units include course institutions, training institutions, study groups, community learning activity centers (PKBM), religious study groups, and other similar educational units (Miradj and Sumarno, 2014; Sudjana, 2004).

Programs implemented in Non-Formal Education services include life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equivalent education, and various other forms of education aimed at developing students' abilities. Nonformal Education units include course institutions, training institutions, study groups, community learning activity centers (PKBM), religious study groups, and other similar educational units (Abdulahak and Ugi Suprayogi, 2012; Sholih et al., 2018).

The existence of non-formal education plays a very important role in improving the quality of human resources. This is in line with the goal of non-formal education, namely, to provide services to learners so they can grow and develop from an early age and throughout life in order to improve their dignity and quality of life. Furthermore, nonformal education aims to equip learners with the knowledge, skills, and mental attitudes necessary for self-development, work or earn a living, or continue their education to a higher level. Non-formal education also serves to meet the learning needs of the community that cannot be accommodated through formal education (Susanti, 2014; Adriyani, 2024).

The Directorate of Course and Institutional Development (2010) defines a course as a learning process that focuses on providing knowledge or skills, which is held in a relatively short period of time by a particular institution, and is oriented towards the needs of the community and the business or industrial world. The definition of courses and training used as a basis in

compiling these standards refers to Law Number 20 of 2003 concerning the National Education System, Article 26 paragraph (5), which states that courses and training are educational units aimed at people who need knowledge, skills, life skills, and attitudes for self-development, professional development, work, entrepreneurship, and/or continuing education to a higher level.

Course and Training Institutions (LKP) are a form of non-formal education aimed at the community to acquire knowledge, skills, and abilities as provisions for entering the workforce, establishing independent businesses, or continuing education to a higher level. Course institutions such as non-formal educational units are organized to meet the needs of the community in self-development, economic fulfillment, and increasing educational levels. Therefore, non-formal education is an important means of broadening horizons and developing individual potential and talents, considering the limitations of formal education, especially in terms of time. However, in its implementation, non-formal education is still faced with various problems and challenges (Law Number 20 of 2003; Prasetyaningsih et al., 2021; Gunawan, 2020).

The Course and Training Institute (LKP) Ratu Mode Pekanbaru is a course and training center that has a course program for sewing women's and children's clothing. This course and training institute was established on 07/09 November 2009 and is managed by Mrs. Rita Husni, A.Md. This institution is located on Kartama street Number 38, Maharatu, Marpoyan Damai District, Pekanbaru City, Riau Province. The course program held at Course and Training Institute (LKP) Ratu Mode is an expert program for sewing women's and children's clothing. In addition, the Institute also held a Work Skills Education Program (PKK) for Sewing Clothing for Women and Children in collaboration with the Directorate of Courses and Training, Directorate General of Vocational Education, and Ministry of Education and Culture of the Republic of Indonesia.

The sewing course program held at Course and Training Center (LKP) Ratu Mode has two types of programs, namely regular sewing courses and sewing courses in the Employment Skills Education Program (PKK) and the Entrepreneurship Program (PKW). Directorate General of Vocational Education Ministry of Education and Culture of the Republic of Indonesia. PKW is directed for students to be self-employed and form business groups. In addition, capital is also provided for business. Regular general sewing courses and the Employment Skills Education Program (PKK) are directed to internships and work in the industrial and convection fields. The results of the graduates in this course are some who make business independently and in groups, some have worked in industry and clothing

convection. Based on this, how is the system of organizing sewing course learning at Course and Training Institute (LKP) Ratu Mode, Pekanbaru City. In general, this study aims to get an actual and clear picture of how the system of implementing learning in sewing courses at Course and Training Institute (LKP) Ratu Mode Pekanbaru City.

## Method

The research design used in this study was a qualitative approach with descriptive methods. This method was chosen to more clearly and in-depth describe the learning strategies implemented in sewing courses at Course and Training Institute (LKP) Ratu Mode Pekanbaru City. A qualitative approach is used in this research by using data obtained from interviews, documentation, observations and other documents which are then processed into in-depth information regarding the discussion of this matter, namely sewing course learning implementation system at Course and Training Institute (LKP) Ratu Mode. The research location was at Course and Training Institute (LKP) Ratu Mode. Participants in this study were selected using a purposive sampling technique, a sampling technique with certain considerations by determining the sample considered to be most knowledgeable about the research. In this case, it was about the learning implementation strategy in sewing courses at Course and Training Institute (LKP) Ratu Mode Pekanbaru City. The selected participants were 1 program organizer, 1 instructor, and 3 students who took sewing courses at Course and Training Institute (LKP) Ratu Mode. The data collection tool used in this study was direct observation by observing implementation of learning at sewing courses at Course and Training Institute (LKP) Ratu Mode, Pekanbaru City, interview by asking questions about how the system works. The implementation of learning in sewing courses includes raw input, input of facilities, input of the environment, learning process, learning outcomes, other input and impact. The study documentation, namely collecting and analyzing existing documents regarding the implementation of learning consisting of lists of participants, attendance, learning plans, curriculum and others, as well as literature studies by reviewing, reading, recording and processing literature materials such as books, journals, research documents and other relevant documents to obtain theoretical basis, supporting information and a general overview of the strategy for implementing learning on sewing courses.

The data analysis used is namely data:

### 1. Data reduction

Data obtained through observation and interviews were reduced according to the focus of the research

problem, namely the sewing course delivery system at Course and Training Institute (LKP) Ratu Mode. The data analysis stages include data reduction, data presentation, and drawing conclusions or verification. Data reduction was carried out by reviewing and evaluating interview notes, observations, and other field findings to produce a structured report that focuses on the main issues. In this study, data reduction was used to abstract or summarize data related to the sewing course delivery system at Course and Training Institute (LKP) Ratu Mode.

### 2. Data display

Data presentation is carried out in the form of narratives, descriptive descriptions, charts, summaries, and other forms of presentation that describe the sewing course learning implementation system at Course and Training Institute (LKP) Ratu Mode.

### 3. Conclusion drawing/verification

Data verification is carried out as an effort to examine and interpret the meaning of the data more carefully, so as to minimize errors in compiling research reports, and ensure conformity between data obtained in the field and data from various sources. The collected data was then tested for validity through a comprehensive data review process. In this study, data validity was tested using data triangulation techniques, which involved checking and comparing data obtained from several different sources to ensure consistency and accuracy.

## Result and Discussion

### Results

*Raw input in the implementation of learning in the sewing course at Course and Training Institute (LKP) Ratu Mode, Pekanbaru City*

Students who take the general sewing course are open to all ages who want to learn to sew and are mostly female starting from the productive age of 18-25 years of college age, working to housewives over 25 years old. Students also usually come from vocational high school students who want to deepen their sewing skills. Meanwhile, students who take this sewing course, both Work Skills Education (PKK) and Entrepreneurship Education (PWK), are specifically for the productive age starting from 18-25 years and are mostly female. These students are targeted at the age of school dropouts, unemployed and underprivileged to have skills to support and improve their standard of living. In general, students in this sewing course come from around the city of Pekanbaru itself and some come from outside the city of Pekanbaru around Riau.

Raw input in the Implementation of Learning in Sewing Courses at Course and Training Institute (LKP) Ratu Mode Pekanbaru City is the students. Students who take general sewing courses are open to all ages who want to learn to sew and most of them are female starting from the productive age of 18-25 years of college age, working to housewives over 25 years. As according to Sihombing (200,pp 90-91) technically operational courses organized by the community that base their learning programs on the needs and desires of the community and the labor market, or often referred to as community demand, the characteristics of the course are one of them, namely the age of the students is not limited or does not need to be the same in a type or level of education and the gender of the students is not differentiated for a type and level of education, except when physical, mental, traditional or attitude abilities and the social environment do not allow.

*Input of facilities in the implementation of learning in the Sewing Course at Course and Training Institute (LKP) Ratu Mode, Pekanbaru City*

The input of facilities in the implementation of learning in the Sewing Course at Course and Training Institute (LKP) Ratu Mode Pekanbaru City consists of curriculum, tutors, media and facilities. In the implementation of this course learning, the curriculum applied refers to the SKKNI curriculum standard or the Indonesian National Work Qualification Standards. There are 4 instructors at Course and Training Institute (LKP) Ratu Mode who have expert qualifications in the field of sewing. The media used in learning is using modules or learning materials that are given to students and for practice using manual and electric sewing machines. Related to the existing facilities and infrastructure, tools and materials have been prepared and given to students for independent practice materials. The facilities and infrastructure available to support learning in this sewing course are available, namely classrooms, practice rooms, sewing tools and materials, manual and electric sewing machines and so on.

Input facilities in the implementation of learning in the Sewing Course at Course and Training Institute (LKP) Ratu Mode Pekanbaru City consist of curriculum, tutors, media and facilities. In the implementation of this course learning, the curriculum applied refers to the SKKNI curriculum standard or the Indonesian National Work Qualification Standards. The educational curriculum applied to the sewing course program refers to the Fashion Design Course and Training Curriculum Level II and III Based on KKNi (Indonesian National Qualifications Framework), while the applicable Graduate Competency Standards (SKL) refer to the Graduate Competency Standards based on KKNi Level

II and III. According to Sudjana (1991) that the curriculum includes learning objectives in Non-Formal Education, the arrangement of learning materials/materials, methods and techniques as well as learning media, and techniques for assessing learning outcomes. Nonformal Education personnel consist of trainers, instructors or widyaswara who have the task of helping Nonformal Education participants carry out learning activities through guidance, learning, and/or practice. Other personnel can consist of managers of Non-Formal Education units or programs, Nonformal Education researchers and developers, inspectors and supervisors, examiners or assessors, librarians, laboratory assistants, and learning resource technicians. Non-Formal Education facilities and infrastructure include Nonformal Education buildings/ organizations, transportation facilities, furniture, tools, and Non-Formal Education aids such as laboratories and practical workplaces. Nonformal Education costs include funding sources and details of Nonformal Education costs that are adequate for planning, implementing, and assessing Nonformal Education activities.

*Environmental input in the implementation of learning in sewing courses at Course and Training Center (LKP) Ratu Mode, Pekanbaru City*

Regarding environmental input in the Implementation of Learning in Sewing Courses at Course and Training Institute (LKP) Ratu Mode Pekanbaru City, several institutional environments include the Pekanbaru City Education Office, Provincial Education Office, supervisors, PT, PAUD PNF, SMK and others. Cooperation and support from existing partner networks develop sewing course programs. Social groups also support the implementation of this sewing course, and the family environment of students also supports participants in participating in this sewing course program. In the learning process, instructors use a family atmosphere in teaching. Students are trained gradually and with great patience until students are able. Instructors teach according to the modules that have been provided. Course and Training Institute (LKP) Ratu Mode also partners with industry, convection and other private companies in the clothing sector for students to intern for 1 month in the field. From this internship activity, students will gain more real experience when they are in the field and get internship results.

Regarding environmental input in the implementation of learning in the Sewing Course at Course and Training Institute (LKP) Ratu Mode Pekanbaru City, the existing institutional environment is very supportive in organizing this sewing course. Some institutional environments include the Pekanbaru City Education Office, the Provincial Education Office,

supervisors, PT, PAUD PNF, SMK, and others. Cooperation and support from existing partner networks develop the sewing course program.

Social groups also support the implementation of this sewing course, and the family environment of the students also supports the participants in participating in this sewing course program. Course and Training Institute (LKP) Ratu Mode also partners with industry, garment factories and other private companies in the clothing sector for students to intern for 1 month in the field. From this internship activity, students will gain more real experience when they are in the field and receive internship results. According to Sudjana (1991) that the social environment is humans and their lives. This environment includes humans as individuals, groups, communities, and society with various aspects of their lives. The cultural environment includes the results of activities or creations of human reason and power that are believed to be good and beneficial. This environment includes beliefs, customs, traditions, arts, and interaction patterns that become habits of human behavior in their environment. The regional environment is the area where the Non-Formal Education program or activity is held. This area can include local areas (such as certain locations, villages, hamlets), administrative government areas (such as villages/sub-districts, districts, regencies, provinces), national areas, regional areas (such as ASEAN, APEC, etc.), or international areas. The institutional environment includes the types and levels of institutions (such as agencies, organizations and institutions), institutional policies, institutional programs and activities.

#### *Learning Process at the Sewing Course at Course and Training Center (LKP) Ratu Mode, Pekanbaru City*

The learning process uses 20% theory and 80% practice. Through the provided modules, students learn theory in the classroom and directly practice in a practice room that has provided the necessary tools and materials. This sewing course is given 50 times in learning sessions for approximately 3.5 months. During these 3.5 months of learning, students are guided until they are able and capable of mastering sewing skills with the goal of participants being able to produce their own clothes. The clothes produced consist of women's and children's clothing, namely children's clothes, pants, skirts, tops, dresses, kebaya and so on.

The learning process of this sewing course has 3 levels: levels 1 to 3. The material provided consists of basic material, small patterns, large patterns, overlock, sewing, finishing, measuring the body, placing patterns to create your own model. Evaluation is carried out based on mastery of the basic material provided and from the results of daily practice. The final evaluation is

from a local exam and the results of a 1-month industrial internship. Students will receive two types of certificates: a certificate from the institution and a competency test certificate from the institution selected to conduct the relevant competency test, registered through their respective Course and Training Institute. For the regular sewing course, the fee for 50 meetings and the competency test is approximately 5 million rupiah. Lessons are held in 1 session, lasting 2-4 hours. Meanwhile, sewing courses in the Vocational Skills Education Program (PKK) and Entrepreneurship Program (PKW) are free of charge. They also have 50 meetings, each lasting 2 hours. The Vocational Skills Education Program (PKK) is geared toward employment in industry, garment factories, or independent businesses. In the Entrepreneurship Program (PKW), students are guided to become entrepreneurs after completing the sewing course. Students will be formed into several joint sewing business groups, whose development will be guided and monitored. In addition, they will be provided with business capital to start and develop sewing business groups.

As for the learning process carried out in the sewing course at Course and Training Institute (LKP) Ratu Mode Pekanbaru City, the learning process uses 20% and the remaining 80% is given practice. Through the provided modules, students learn theory in the classroom and directly practice in the practice room that has been provided with the necessary tools and materials. In line with the course defined in the Decree of the Director General of Nonformal Education, Youth, and Sports (Kepdirjen Diklusepora) Number: KEP-105/E/L/1990 as follows: Courses are non-formal educational units that provide various types of knowledge, skills, and mental attitudes for students who need provisions in developing themselves, working to earn a living and continuing their education to a higher level.

The evaluation is carried out based on the mastery of the basic material provided and from the results of daily practice. The final evaluation is from the local exam and from the results of the 1-month industrial internship. Students will receive two types of certificates, namely a certificate from the institution and a competency test certificate from the institution selected to carry out the related competency test registered through their respective at Course and Training Institute. This is as stated by Saemeo (in Sudjana, 2004, p. 47) as follows, namely the purpose of Non-Formal Education is to develop knowledge, attitudes, skills and values that enable a person or group to participate efficiently and effectively in their family environment, work, society, and even their country.

*Learning Outcomes in the Sewing Course at Course and Training Institute (LKP) Ratu Mode, Pekanbaru City*

Learning Outcomes in the Sewing Course at Course and Training Course Institute (LKP) Ratu Mode Pekanbaru City are in the cognitive, affective and psychomotor domains. Students have knowledge and mastery of basic concepts of material about the scope of sewing from basic to advanced levels, Students have skills in sewing in making various kinds of clothes. Students are skilled in sewing children's and adult clothes, and produce various kinds of children's and adult clothes, and students have a good professional attitude and character in work and in entrepreneurship.

Learning Outcomes in the Sewing Course at Course and Training Institute (LKP) Ratu Mode Pekanbaru City are where students have knowledge and master the basic concepts of material about the scope of sewing from basic to advanced levels, students have skills in sewing in making various kinds of clothes. Students are skilled in sewing children's and adult clothes, and produce various kinds of children's and adult clothes, and students have a good professional attitude and character in work and in entrepreneurship. As Arikunto (2006, p. 294-295) states that program components interact in the transformation process. In the transformation process there are raw materials that will be processed or transformed into finished materials through the teaching process. The raw materials or raw inputs in question are students who have their own characteristics and specialties. In addition, there are other inputs, namely instrumental input and environmental input. Instrumental inputs are materials, curriculum, educators, methods, and educational facilities. Students who have gone through the transformation process are known as outputs. The creation of communication in learning can be done by instructors through the following indicators: a) communicating with students. b) showing enthusiasm in learning. c) managing behavioral interactions in learning. In line with the theory, during the learning process of sewing courses carried out by instructors, efforts are made to always establish interaction and communication with students. This is intended so that every material taught by the instructor can be understood by students as a whole Sutarto (2013: 54; Adriyani, 2024)

*Other input on the implementation of learning in the sewing course at Course and Training Institute (LKP) Ratu Mode, Pekanbaru City*

In organizing sewing courses, the management actively directs and provides information about job opportunities in the industrial and garment manufacturing sectors to facilitate students in getting direct jobs and directly applying the skills they have

acquired. Furthermore, after completing the sewing course, students are directed to do a one-month internship in an industry or garment manufacturing facility and are often recruited directly as employees there. In the entrepreneurship program (PKW), students are provided with business capital, including sewing tools and materials, to establish a sewing business within a business group. In this program, participants are directed and guided to become entrepreneurs in sewing groups and develop them. These business groups will be guided and monitored periodically for their progress. The clothes that have been made by students are also often assisted in marketing for sale and to introduce the results of the students' sewing products.

In organizing sewing courses, the management actively directs and provides information about job opportunities in the industrial and garment industries to facilitate students in getting direct jobs and being able to directly apply the skills they have acquired. Furthermore, after taking the sewing course, students are directed to do a one-month internship in the industry or garment industry and are often directly recruited as employees there. This is stated in Law No. 20 of 2003 Article 26 paragraphs 3-5 which emphasizes that non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equivalency education, and other education aimed at developing students' abilities. Nonformal education units consist of course institutions, training institutions, study groups, community learning activity centers, and religious study groups, as well as similar educational units. Courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop their profession, work, become independent entrepreneurs, and/or continue their education to a higher level.

*The Impact of Learning on Sewing Courses at Course and Training Institute (LKP) Ratu Mode, Pekanbaru City*

The learning impact of the Sewing Course at Course and Training Institute (LKP) Ratu Mode in Pekanbaru City is that some students have opened their own sewing businesses and developed them, while also helping teach others how to sew in their area. Others have also established sewing groups. Furthermore, several other students who have taken the sewing course have found new jobs in sewing, clothing manufacturing, industry, and other industries.

The Impact of Learning in Sewing Courses at Course and Training Institute (LKP) Ratu Mode Pekanbaru City is that some students have opened their own sewing businesses and developed their businesses and helped teach others to sew in their area. There are also those who opened sewing business groups together.

In addition, several other students who have taken sewing courses have new jobs in sewing in convections, industry and in the clothing sector and so on. In line with the objectives of nonformal education, the objectives of organizing courses are (1) expanding community participation in equalizing learning opportunities, (2) improving the quality of society through education, (3) improving the teaching and learning process to achieve optimal efficiency and effectiveness, (4) preparing students to develop themselves or to obtain greater employment opportunities (Sihombing, 2001. p 89).

## Conclusion

Conclusions in this study are seen from 1) Raw input, students who take general sewing courses are open to all ages who want to learn to sew and most of them are female starting from productive age, namely 18-25 years of college age, working to mother's household over 25 years. 2) Input facilities, the curriculum applied refers to the SKKNI curriculum standard or the Indonesian National Work Qualification Standard. The media used are modules or teaching materials. The facilities and infrastructure available to support the learning of this sewing course are available. 3) Environmental input. Several institutional environments include the Pekanbaru City Education Office, Provincial Education Office, supervisors, PT, PNF PAUD, SMK and others. Course and Training Institute (LKP) Ratu Mode also partners with industry, convection and other private companies in the clothing sector. 4) Process, the learning process uses theory and practice where the theory is given as much as 20% and the remaining 80% is given practice. Through the modules provided, students learn theoretically in the classroom and directly practice in a practice room where the necessary tools and materials have been provided. 5) Results, Students know about mastering the basic concepts of material about the scope of sewing from basic to deep levels, Students have skills in sewing in making various kinds of clothes. Students are skilled in sewing to make children's and adult's clothes, as well as producing various kinds of children's and adult clothes, and students have a professional attitude and character and are good at work and entrepreneurship. 6) Other inputs, the manager actively directs and provides information about employment in the industrial and convection fields to make it easier for students to get direct jobs later and can directly apply the skills gained and facilitate internships in the industry for 1 month. 7) Impact, some students open sewing businesses independently and develop their businesses and help teach others to sew in their area. Some have opened a sewing business together. In addition, several other students who have taken sewing courses have new jobs

in sewing in convection, industry and in the clothing sector and so on

## Author Contributions

Conceptualization, Y.M.A.; validation, I.H, and Y.S.; formal analysis, Y.M.A, I.H, and Y.S; investigation, Y.M.A.;resources,Y.M.A, and Y.S; data curation, I.H ,and Y.S: writing –original draft preparation, Y.M.A, writing – review and editing, Y.M.A, I.H, and Y.S.: visualization Y.M.A, I.H, and Y.S, All authors have read and agreed to the published version of the manuscript.

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## Conflicts of Interest

There is no conflict of interest in this research article.

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