Journal of Engineering and Applied Sciences 13 (20): 8400-8408, 2018
ISSN: 1816-949X

Learning Participants Based Self Reliant Entrepreuneurship: The Life Skill Fashion Model Development

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Abstract: The research on life skill learning model in the field of dress making in empowering the learning participants to achieve the independent entrepreneurship is carried out by employing the method of Research and Development (R&D) through the two steps of research activities: The introductory study and development. This study was conducted at the PKBM (Community Learning Centres CLCs) of Bandung Regency with the research subjects of the learning participants who had followed the learning program of life skill on the fields of dress making at the CLCs Jaya Giri as the control group, the CLCs Geger Sunten as the experimental group. The findings of the research show that the development of life skill learning model in the field of dress making in empowering the learning participants to reach the independent entrepreneurship which was conducted collaboratively have given a very meaningful contribution to realizing the appropriateness of the model being developed. Some positive contributions made in the perfection of the conceptual model are among others: the resulted terms of reference which are composed in the form of learning need analysis being enriched and completed with the mission and learning objectives. The research found that life skill learning model in the field of the developed dress making can be implemented effectively, efficiently with high efficacy, so that, it can improve the knowledge, attitude and skill of the learning participants to achieve the entrepreneurship independency.

Key words: Model, life skill learning, dress making, empowering, learning participants, independency entrepreneurship

INTRODUCTION

Nowadays, the condition of community is faced with a number of complex problems. The high number of dropout has caused the low of human resources quality and the high of poverty rate. Dally (2008) said that at least 1,139 million of the elementary school and high schools students (junior and senior high school) in West Java are threaten with drop out. This condition, of course will influence the other life aspects of community, so it must as soon as be overcome and empowered to make community autonomous.

In response to this challenge, Department of National Education has determined several policies and efforts in empowering community among others are by broadening access to education, increasing education quality and relevancy and developing community-based educational management. In compliance with education decentralization era, especially in quality and relevancy, Department of National Education has not only developed competency-based curriculum but it has also directed educational system at various stripes, kinds and levels of life skills. The implementation of life skills program is based on the fact that not all elementary school and high school students could finish their studies or drop out. Therefore, it is necessary to consolidate, so, education can give the learners life skills. Life skills education is an educational concept intends to prepare the learners in other to have bravely and will to face their life problems naturally without being feel oppressed, autonomous, creative and able to solve their problems. It means that the learners followed life skills education have had certain skill which can be used as a competency to increase their income based on their interests, talents, abilities and environment resources. Life skills education is an educational program that can link all subject matter to be life skills needed by everyone wherever he/she is are works and whatever his/her professional is. The skilled graduates are expected to be able to solve their problems and to find or create the employment for those cannot continue their studies or those want to get better income.

Life skills educational program as a program facilitating the learners, especially the drop-out learners is expected to be able to improve their knowledge, attitude and skills, so, they can be autonomous/independent. Thus, research in developing life skill educational program to empower the drop out learners must be conducted.

Seeing condition above, one program conducted by the government to increase society welfare by empowering the drop out learners is: developing out of schools program today. The one program will be presented in this research is life skills program in the field of dress-making held at PKBM (Community Learning Centres/ CLCs) as a centre for learning in community.

Through, life skill learning in the field of dress-making, the students or the learners are hoped to have knowledge, skills, creative attitude, discipline and entrepreneurship attitude to enter the work world or to work autonomously, at least, they can make his/her own and family dress and open the employment in the field of dressmaking such as dress designer, atelier and moreover he/she can open boutique and confection, so, they can get the better work.

From the first study of research at CLCs of Bandung Regency, it could be revealed that the implementation of life skills learning in the field of dressmaking given by the instructor or the learning resources to the learners is still some weakness such as in learning program, learning management, learning strategy and method and evaluation, so that, the result is not optimum yet. This condition is caused by the low of manager's competency in composing curricula or learning program, learning management and in applying learning methods, strategies and evaluation. Thus, it is necessary to uncover the model of life skill learning organization and process at CLCs today.

The researcher pays a close attention to the problem of life skills learning model in the field of dressmaking at CLCs in empowering the learners to achieve the entrepreneurship autonomy/independency. The effectiveness, the supporting and obstacles factors of life skills learning model in the field of dressmaking at CLCs which can increase the learner's entrepreneurship autonomy must be examined. The three main problems must be in depth uncovered by a research and development. From research through learning model development and try out is expected to be available a high-quality learning model that contribute to life skills organization in the field of dressmaking success at CLCs.

Teoritical foundation

Concept of life skill education in the field of dressmaking: Life skill education is an education concept in general having an objective to increase the learner's skills, knowledge and attitude in a certain field of work or business, in accordance with their talent, interest, physic and psychological development and their environment potency, so, they have abilities to work or open a business autonomously which can be provision to increase their life qualities. Jalal (2004) meant that the learners followed life skills education are expected to have a certain skill as a competency to get better earning in accordance with his/ her interest, talent, competency and local potency. By having these life skills, the graduates are expected to be able to solve their life problems such as to find or to create the employment for these cannot continue their studies or drop out. The primary objective of life skill education, according to Jalal (2004) is to give life skills education service to the learners in order to have skill, knowledge and attitude needed in entering the work world both work in autonomously and work in a production corporation with the good income to meet their life needs.

Life skills have a wide scope, interacting between knowledge and skills convinced as a significant element for more independent life (Brolin, 1989). Life skills scope, according to Anonymous (2000) is a life skill program, consists of: occupational skills, personal social skills and daily living skills. Life skills program is planned to assist, train and teach the learners to have foothold in facing their future by making use of available chances and challenges. Life skills education holds on learning to learn principle with UNESCO education pillar, namely learning to know, learning to do, learning to be and leaning to live together. The learners, through the education pillar, learn to get knowledge, learn to be able to do or work, learn to be useful people and learn to be able to live together with the others.

Life skills, according to Anonymous (2002) covered the lifelong learning principle. The learners are expected to be able to think rationally of exploring and finding the information and to solve the problems creatively. The learners through life skills learning in the field of dressmaking can communicate effectively, so that, they can work together with other. They responsible and take part in community's activities and have occupational opportunity in accordance with their interests, talents and competencies, so, they can increase their life welfare.

In life skills learning education is an interaction between the learners and the learning resources to achieve learning objective, namely the learners can make dress in accordance with sewing model and technique. The sewing technique is the small-quantity production technique such as boutique, atelier, dress-maker and the large-quantity production, namely sewing confection technique. The dress product will develop if a businessman is clever, serious, tough having a wide-perspective to develop his/her business. In other word, do he/she have an entrepreneurship mental or not the wider dress review is not only how to make his/her-own dress but also, how to run a business in the

field of dressmaking. In running a dress business should understand the management, from planning, actuating and monitoring or evaluating.

Life skill learning in the field of dressmaking: Learning activity is a main activity in an educational process. Someone's opinion of learning will be different. Surya said "Learning is a process carried out by individual to change his/her attitude on the whole as the result of his/her experience in interacting with his/her environment". Learning as one of human activity forms continues to be learned and developed by the experts because learning is a vital need in self-developing and in sustaining his/her existence. Sudjana said (2000) that ", ... , without learning, human will meet difficulties not only in adapting to the environment but also in meeting their life needs and in facing their changeable lives". Thus, some efforts to explain learning principles have produced a learning theory. By Rogers (1994), learning has two meanings, these are: the one's permanently change, consists of the way of having behavior, thinking or feeling and the answer to an experienced new thing. According to Rogers (1994) learning, no matter what level has three components at least, namely the learners, the facilitators and the learning materials. The three components strengthen that learning activity conducted by facilitator is a crucial component in teaching the learners by using meaningful learning materials in such learning process. Thinking and understanding of learning truth have continuously developed, in accordance with studying run by the experts. Sudjana (2000) conceives of learning as value, skill, attitude and behavior forms which are intentionally happened or stimulated, while the learner's changes is in the form of reaction or response to these stimulation.

In others concepts, the own individual change are interpreted as learning result. Winkel (1982) is of the opinion that every activity brings about the typical change that is the learning outcame. Sujana (1995) classifies the change of behaviour into three aspects: cognition, affection and psychomotor. Those three aspects cannot be explicitly separated. Whatever the subject matters must contain these three aspects but each of them gives different emphasis. Then, Gagne (1969) said learning result is one's own capability which consists of knowledge, skills and attitude and enable her/him to do something.

The learning materials given in life skills learning model in the field of dressmaking are theoretical and practical material. Theoretical material consists of: dress education/knowledge and the way of sewing machine operation and practical material is sewing dress. Learning interaction becomes a characteristic of this learning persistence it-self, moreover it can be a tool to predict the learning result. The strong and meaningful interaction between teachers or facilitators and students or learners effects to the quality and effectively learning activities.

Concepts of empowerment, autonomy and entrepreneurship

Empowerment: Empowerment is a process of building the capacity (capacity building) and giving the full strength to the powerless. Brown (1999) said that the empowerment is a process of giving the opportunity in creating various special contributions in the form of certain conception, skills, energy or in the form of attention paying to the others.

From empowerment meanings above, we can conclude that empowerment is an effort to make someone or a group aware of understanding and controlling his/her/their own strength dimensions (religion, physics, social, economic, politics and culture) to achieve the optimum life position. Freire (1972) said that the awareness here is teaching to make the learners aware of the community's issues and unbalances, so, the stressed learners are self-conscious and being able to use their own potencies and free him/her self from the poverty.

Empowerment as the individual and social process to increase someone's ability and creativity must be fully carried out. Such empowerment in life skills in the field of dressmaking implementation is to improve the learner's knowledge, skill and attitude in dressmaking so that these can be used to increase their autonomy and welfare.

Autonomy: Autonomy is the use of self-power to act and make decision or consider without depending on other people. Brookfield (1984) said that autonomy can be defined as someone's power in understanding and realizing their choices. Another definition of autonomy, Suhamijaya (2003) said that autonomy is a character formed by education. The autonomy character education is to form human's morals, good-characters and mental in order to his life does not depend or lean on the others. This autonomy character education intends to form the self-confidence peoples in doing something. This autonomy character motivates and encourages someone to solve his/her life problems by himself/herself, so, he/she is motivated to be innovative, proactive and work hardly.

Relating to life skills learning in the field of dressmaking for drop out learners, autonomy are defined as the learner's ability to solve their problems to initiate in earning their living, so, they can be live autonomously,

it means they are independent of the others. The characteristics of autonomy are: responsible, autonomous, high work ethos and discipline and brave to get risk. Based on characteristics of autonomy above in related to learner's autonomy, it means that learners have had maturity and their life not depending on the others. Hard in work, high work spirit, balance in meeting physical and spiritual needs, having high social responsibility to their environments. It means that someone with autonomy characteristics always gives good contribution to his/her environment. Besides that he/she is consistence to his/her work commitment, so, it can be useful for him/her for community and for his/her environment.

Entrepreneurship: The term of entrepreneurship comes from the word of entrepreneur (France) translated to english which means between taker or go between Sumahamijaya (1979) said "entrepreneurship is bravely, primarily, model in taking a risk based on self-ability". From opinions above, it is said that the definition of entrepreneur is someone seeing an opportunity then creating an organization to utilize that opportunity to be a new business which more emphasize to characteristic of self-confidence. Soemanto (1989) mentions the main characteristics of an entrepreneur are: strong willingness, strong belief on self-power, honesty and responsibility, tenacity and diligence to work hard and constructive and creative thinking. Based characteristics of entrepreneur above an entrepreneur should have following characteristics:

- Has high-partnership to the task
- Be responsible; Whatever his/her acts is he she always discusses it at full of responsibility and ready to at a loss
- This responsibility has a close relationship with sustaining internal locus of control that is own entrepreneurship interest
- The chances to achieve the obsession. An entrepreneur has an obsession to get high achievement and it can be created
- Be tolerant of the doubt and uncertainty risks
- Be self-confidence
- Be creative and flexible
- Wishes to get result quickly. He/she has a strong desire to use his/her knowledge and experience to improve his/her performance
- Has high-energy. An entrepreneur is more energetic than the others
- Has motivation to be a superior. An entrepreneur has a motivation to work better and more excellent than before
- Be future-oriented
- Learns from fail. An entrepreneur is not afraid to fail; he/she focus his/her attention to the future success and use his/her failure as a valuable experience
- Has a partnership. An entrepreneur must be able to be a good leader who can lead various characteristics of human resources (Alma, 2000)

MATERIALS AND METHODS

This research is designed with "research and development" approach (Borg and Gall, 1979) using qualitative analysis and empirical test. Empirical test with experimental research is conducted with pseudo-experimental research using "Nonrandomized Control- Groups Pre-test-Post-test design" (Issac, 1977). This field test design is described as following (Fig. 1):

From the explanation above, differential analysis is used to the data before (pretest) and after (posttest) learning process (treatment). If a significant difference occurs between the result of pre-test and post-test, therefore, the difference is an impact or effect of implementing the experimented learning model.

Sample taking for this experimental test using purposive sampling by determining two Community Learning Centres (PKBM) with similar characteristics, especially in the condition of their learning participants. These two Community Learning Centres (PKBM) were chosen based on some consideration. First, control group was chosen after choosing experimental group. Second, the Community Learning Center (PKBM) which is made as experimental group is chosen with consideration of its complexity, it means that the components involved in the Community Learning Center (PKBM) especially its facilities and infrastructures have met requirements of ideal standard. Third, the Community Learning Centre (PKBM) which is made as control group is chosen by considering: recruiting time of learning participants and learning process implementation almost accordingly with experimental group. Number of learning participants and its characteristics relatively similar to experimental group.

EG	T_1	X	T_2
CG	T_1		T_2

Fig. 1: Field test design

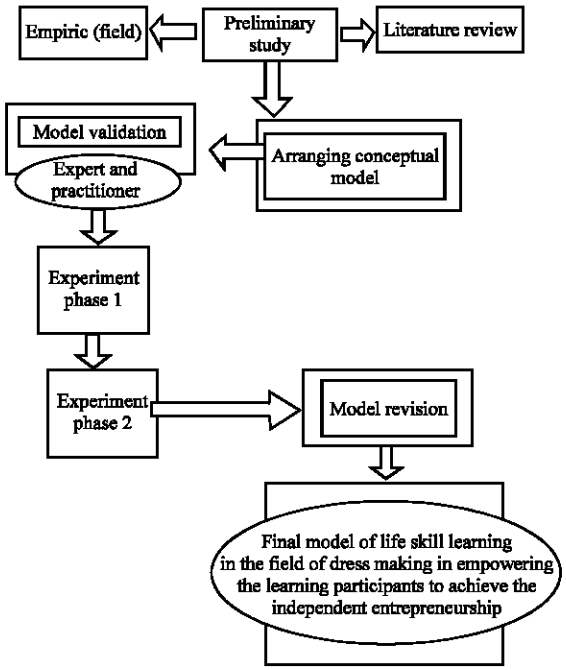

Fig. 2: Plot of research activities and model development

Components of learning system in Community Learning Centre (PKBM) acted as control group similar to experimental groups. Number of learning participants in control group and experimental group are 20 people each.

Research procedure refers to the steps above, thus, operationally this developmental research procedure is conducted in seven steps:

Empiric (field), namely the invention of activities in the field empirically, about learning system on learning participants started from planning, organizing, implementing and evaluating. Literature review, namely the review of general theories, fundamental concepts and supporting concepts and theories, related to learning concept, life skill, empowerment and entrepreneurship.

Arranging conceptual model by analysing theoretical framework and empirical data, elaborating theories in conceptual model, determining instrument of model effectiveness test and determining model framework. Model verification, namely the activity of validating theories and model to guides, experts and practitioners.

Model experiment (implementation), namely organizing research sample, socializing model, determining measurement of sample's precondition, measuring treatment's precondition, implementing model (treatment) and measuring the condition after treatment. Analysis and model revision, namely giving value consideration and model's advantage regarding follow-up planning and model revision. Final model as the result of implementation, namely the model which is recommended as innovative learning model in the empowerment of learning participants.

From the stages and operational steps of developmental research explained above, therefore, framework of research approach in order to arrange the model which is going to be used is described as follows: (Fig. 2)

RESULTS AND DISCUSSION

Description of the result of model experiment: Model implementation refers to the result of model experiment analysis. Model experiment analysis is an attempt to explain model appropriateness whose quality has been analyzed and assessed by experts in the real field situation. Model analysis is done to the steps or life skill learning procedure that is: planning, organizing, implementation and evaluation by using andragogy approach and participative approach. Model implementation is done with researcher doing identification beforehand about learning participant's initial ability before getting intervention in the first and second level of experiments. Identification activity as the first stage initial ability is pre-test to measure the effectiveness of life skill learning model. The questions developed consist of three parts, namely: cognitive, affective and skill. Then, the second stage is evaluation to learning result through post-test activity that is giving questions (which is used in pre-test) to learning participants to be filled according to directions. This activity is done to know the change of ability difference regarding cognitive, affective and skill which is possessed by learning participants before and after following learning process. This pre-test and post-test is tested to experimental class and control class.

Test of learning process effectiveness in experimental class: From the score of cognitive aspect, affective aspect and skill aspect as result of pre and post-test in experimental class, the data obtained is as follows in Table 1.

From the Table 1, it can be seen that the score of cognitive aspect as result of pre-test and post-test from all 20 people has an average increase of 5.54. Affective aspect as result of pre-test and post-test has an average increase of 9.75. Skill aspect as result of pre-test and post-test has an average increase of 12.7.

Table 2 shows information about data description of pre-test result for cognitive aspect that with number of participants 20 can obtain mean = 9.25,

Table 1: Score of experiment result

	Cognitive			Affective			Skill		
Variables	Pretest	Posttest	Increase	Pretest	Posttest	Increase	Pretest	Posttest	Increase
Total	185	294	109	1916	2111	195	654	908	254
Average	9.25	14.70	5.54	95.80	105.55	9.75	32.70	45.40	12.7

Table 2: Pre-test score result comparison

Aspect	N	Mean	SD	Min	Max	Ideal
Cognitive	20	9.25	1.21	7	11	20
Affective	20	95.80	2.57	90	101	120
Skill	20	32.70	3.18	24	37	60

Table 3: Post-test score result comparison

Aspect	N	Mean	SD	Min	Max	Ideal
Cognitive	20	14.70	0.92	13	16	20
Affective	20	105.55	3.02	102	113	120
Skill	20	45.40	1.85	43	48	60

Table 4: Differential test result

Variables	Test instrument	$Z_{obtained}$ $t_{obtained}$	Z table t table	α (%)	Conclusion
Cognitive	t test	16.2578	2.093	5	$t_{obtained}$>t table (significant)
Affective	Wilcoxon (z)	3.4719	1.96	5	$z_{obtained}$>z table (significant)
Skill	t test	19.5848	2.093	5	$t_{obtained}$>t table (significant)

Standard Deviation (SD) = 1.21, minimum score = 7 and maximum score = 11 with ideal score = 20. In affective aspect, the scores obtained are mean = 95.80, (SD) = 2.57, minimum score = 90 and maximum score = 101 with ideal score = 120. In skill aspect, the scores obtained are mean = 32.70, Standard Deviation (SD) = 3.18, minimum score = 24 and maximum score = 37 with ideal score = 60.

After going through experiment process pre-test life skill learning in the field of dress making, then post-test is carried out. Data description of post-test result in each aspect experimented is described as follows:

Table 3 shows information about data description of post-test result for cognitive aspect that with number of participants 20 can obtain mean = 14.70, Standard Deviation (SD) = 0.92, minimum score = 13 and maximum score = 16 with ideal score = 20. In affective aspect, the scores obtained are mean = 105.55, Standard Deviation (SD) = 3.02, minimum score = 102 and maximum score = 111 with ideal score = 120. In skill aspect, the scores obtained are mean = 45.40, Standard Deviation (SD) = 1.85, minimum score = 43 and maximum score = 48 with ideal score = 60 (Table 4).

Pre and post-test result analysis in cognitive aspect of life skill learning in the field of dress making in empowering learning participants to achieve entrepreneurship independence using t test with tobtained = 16.2578>t table = 2.093, so, H_0 is rejected. It means that with level of significance α = 5%, there is significant difference between pre-test score and post-test score of cognitive in life skill learning in the field of dress making in empowering learning participants. Therefore, it can be concluded that learning through life skill learning model in the field of dress making in empowering learning participants to achieve entrepreneurship independence gives influence to learning participant's knowledge.

For data result of pre-test and post-test in affective aspect of life skill learning in the field of dress making in empowering learning participants to achieve entrepreneurship independence, significance test using Wilcoxon Mach << Test is carried out with Z obtained = 3.4719>Z table = 1.96, so that, Ho is rejected. It means that with level of significance α = 5%, there is significant difference between pre-test score and post-test score of affective in life skill learning in the field of dress making in empowering learning participants. Therefore, it can be concluded that learning through life skill learning model in the field of dress making in empowering learning participants to achieve entrepreneurship independence gives influence to learning participant's attitude.

Then based on pre-test and post-test skill observation in life skill learning in the field of dress making in empowering learning participants to achieve entrepreneurship independence using t test with tobtained = 19,5848>t table = 2.093, so, H_0 is rejected. It means that with level of significance α = 5%, there is significant difference between pre-test score and post-test score of skill in life skill learning in the field of dress making in empowering learning participants. Therefore, it can be concluded that learning through life skill learning model in the field of dress making in empowering learning participants to achieve entrepreneurship independence gives influence to learning participant's skill.

Test of learning process effectiveness in control class: From the score of cognitive aspect, affective aspect and skill aspect as result of pre-test and post-test in control class, the data obtained is as follows:

From the Table 5, it can be seen that all learning participants undergo average increase 0.75% in cognitive, 1.15% in affective, 1.1% in skill. Average, SD and pre-test and post-test score result.

Table 6 shows information about data descriptionof pre-test result for cognitive aspect that with

Table 5: Score of experiment result

	Cognitive			Affective			Skill		
Veriables	Pretest	Posttest	Increase	Pretest	Posttest	Increase	Pretest	Posttest	Increase
Total	181	196	15	1729	1752	23	644	666	22
Average	9.05	9.80	0.75	8645	87.60	1.15	32.20	33.30	1.1

Table 6: Pre-test score result comparison

Aspect	N	Mean	SD	Min	Max	Ideal
Cognitive	20	9.05	1.1	7	11	20
Affective	20	86.45	5.63	76	95	120
Skill	20	32.20	2.69	29	38	60

Table 7: Post-test score result comparison

Aspect	N	Mean	SD	Min	Max	Ideal
Cognitive	20	9.80	1.06	8	12	20
Affective	20	87.60	4.58	80	94	120
Skill	20	33.30	2.45	28	39	60

number of participants 20 can obtain mean = 9.05, Standard Deviation (SD) = 1.1, minimum score = 7 and maximum score = 11 with ideal score = 20. In affective aspect, the scores obtained are mean = 86.45, Standard Deviation (SD) = 5.63, minimum score = 76 and maximum score = 95 with ideal score = 120. In skill aspect, the scores obtained are mean = 32.20, Standard Deviation (SD) = 2.69, minimum score = 29 and maximum score = 38 with ideal score = 60.

After going through learning process with conventional model in the field of dress making, then post-test is carried out. Data description of post-test result in each aspect experimented is described as follows: the Table 7 shows information about data description of post-test result for cognitive aspect that with number of participants 20 can obtain mean = 9.80, Standard Deviation (SD) = 1.06, minimum score = 8 and maximum score = 12 with ideal score = 20. In affective aspect, the scores obtained are mean = 87.60, Standard Deviation (SD) = 4.58, minimum score = 80 and maximum score = 94 with ideal score = 120. In skill aspect, the scores obtained are mean = 33.30, Standard Deviation (SD) = 2.45, minimum score = 28 and maximum score = 39 with ideal score = 60.

According to pre and post-test result in cognitive aspect of conventional model in the field of dress making using t test with tobtained = 2.185<t table = 2.093 so, H_0 is accepted. It means that with level of significance α = 5%, there is no significant difference between and post-test score of cognitive in conventional model in the field of dress making. Therefore, it can be concluded that learning through conventional model in the field of dress making doesn't give influence to learning participant's knowledge (Table 8).

Table 8: Differential test result

Variables	Test instrument	$Z_{obtained}$ $t_{obtained}$	Z table t table	α (%)	Conclusion
Cognitive	t-test	2.085	2093	5	$t_{obtained}$<t table (not significant)
Affective	Wilcoxon (z)	3.0239	196	5	$z_{obtained}$>z table (significant)
Skill	t test	3.117	2093	5	$t_{obtained}$>t table (significant)

For data result of pre and post-test in affective aspect of conventional model in the field of dress making, significance test using Wilcoxon Mach << Test is carried out with Zobtained = 3.0239>Z table = 1.96, so that, H_0 is rejected. It means that with level of significance α = 5%, there is significant difference between pre-test score and post-test score of affective in conventional model in the field of dress making. Therefore, it can be concluded that learning through conventional model gives influence to learning participant's attitude.

Then based on pre and post-test skill observation in conventional model in the field of dress making using t test with tobtained = 3.117>t table = 2.93, so, H_0 is rejected. It means that with level of significance α = 5%, there is significant difference between pre-test score and post-test score of skill in conventional model in the field of dress making. Therefore, it can be concluded that learning through conventional model in the field of dress making gives influence to learning participant's skill.

Product of learning model and the process plot: Life skill learning model in the field of dress making in empowering learning participants to achieve entrepreneurship independence at PKBM in Bandung Regency, namely as a learning which emphasize adult's learning according to andragogic principle because the learning participants are woman who belongs to adult group. In this learning pedagogic principle gives opportunity to learning participants for participating and giving input in the process of planning up to evaluation. Product of this model development covers planning, organizing, implementation and evaluation. The recommended model product can be seen on this chart (Fig. 3).

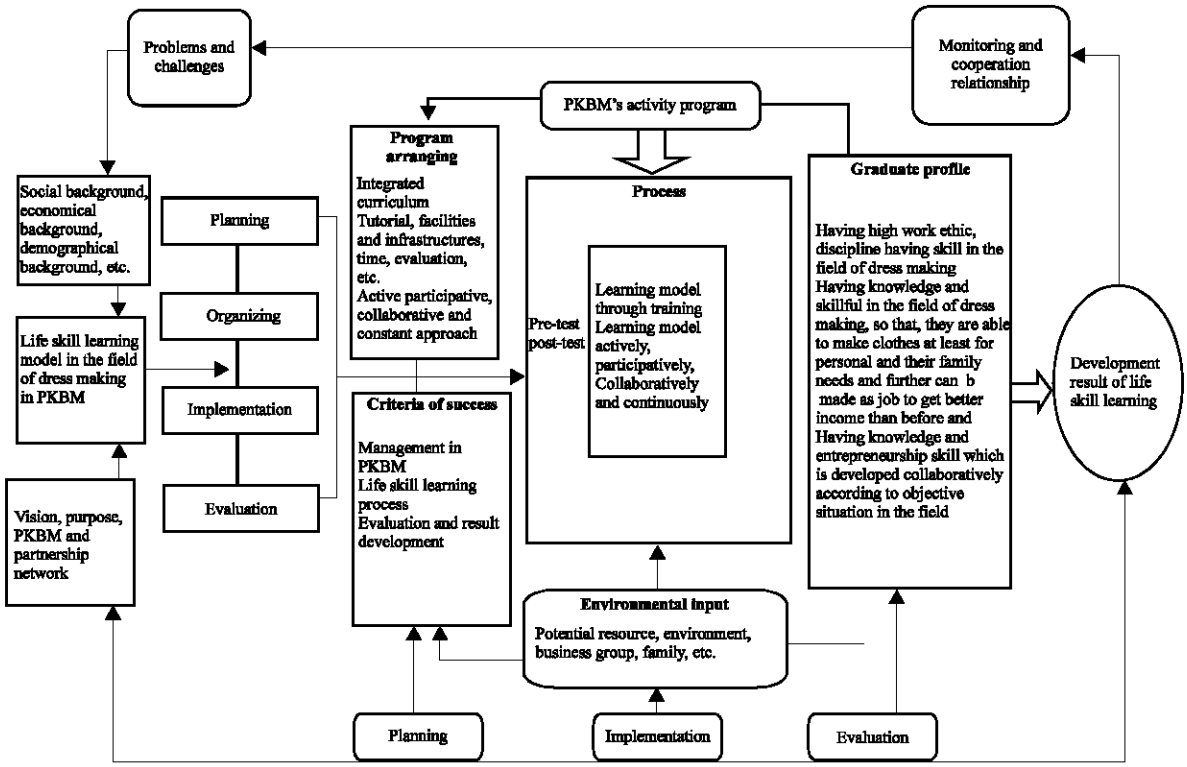

Fig. 3: Recommended model

CONCLUSION

Life skill learning model in the field of dress making which is already implemented in Community Learning Centre (PKBM) nowadays in its implementation is in compliance with learning participant's necessity which cover planning, implementation and assessment.

Developing life skill learning model in the field of dress making in Community Learning Centre (PKBM) which is effective in order to improve learning participant's ability to achieve entrepreneurship independence is done in participative way collaboratively and continuously. It means that this model can give significant contribution in stabilizing the appropriateness of life skill learning model in the field of dress making which is developed.

Experiment result of life skill learning model in the field of dress making in PKBM Geger Sunten shows that generally the appropriateness of life skill learning model development in the field of dress making in empowering learning participants to achieve entrepreneurship independence has been tested using technique: model quality analysis, expert's assessment and field test.

From experiment result of model validation, through statistical experiment, life skill learning model in the field of dress making significantly effective in increasing learning participants' skill in dress making. From two rounds of model experiment result, post-test results of Experimental Group (EG) are better than post-test results of Control Group (CG). From Experimental Group (EG) with n = 20, SD is attained with average score of post-test from cognitive 0.92, affective 3.02, skill 1.85. In control group with n = 20 SD is attained with average score of post-test from cognitive 1.06, affective 4.58, skill 2.45. It means that the level of cognitive, affective and skill in Experimental Group (EG) is higher than in control group.

Model's effectiveness level can also be analyzed and the result obtained or changes happened to learning participants and administrators of PKBM. In this case the PKBM administrators have obtained better understanding about developing life skill learning model in the field of dress making in empowering learning participants to achieve entrepreneurship independence and have felt its impact for knowledge and skill. As for learning participants, they can develop the model with the designed procedure and not only focus on solving

learning problem but also particularly in improving and developing independence. Besides, for learning participants, this model is considered effective seen from involvement and some changes which can be observed during learning process through life skill learning model in the field of dress making in empowering learning participants to achieve entrepreneurship independence as can be seen from: level of learning participant's attendance, participation in working practice, discussion and other activities related to entrepreneurship.

IMPLEMENTATION

Implementation of life skill learning conceptual model in the field of dress making in empowering learning participants to achieve entrepreneurship independence succeed effectively and efficiently. Reception level of learning source and learning participants to the developed matter in the model which is implemented is high enough that it gives positive impact for administrator and learning participants. The recommended life skill learning model in the field of dress making in empowering learning participants to achieve entrepreneurship independence is done through four steps namely planning, organizing, implementation and evaluation.

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