

The Development of Fashion Technology Studi Program Curriculum

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Abstract- *The demands of the working world today is very high, according to the development of science, technology, and art. It is a challenge for the institutions management to produce graduates who are ready to get a job in work world. Home Economics (PKK) Study Program is one of the study programs in Engineering Faculty, has two major, there are Fashion and Food Technology. The effort to improve student's competencies had often done such as curriculum development. The curriculum development should based on the needs of the market (stake holder) such as SMK (Vocational High School) and fashion industry (boutique, garment, haute couture, ready-to-wear). Therefore in developing curriculum, the department must be pay attention to some problem, such as: philosophy factor, sociology factors, psychology theory and the principles of curriculum development (relevance, flexibility, continuity, practical and effectiveness). After the curriculum had been created, it must be validated by some experts, such as: curriculum specialists, educational technology experts, vocational technology education experts, and stakeholder.*

Key words- *Development Curriculum, Fashion Technology study Program*

I. INTRODUCTION

Technology Services and Production Department (TJP) is one of the department in Engineering Faculty, Semarang State University, has two courses, namely: PKK (Home Economics) and Beautician Education. Home economic Study program has two concentration, there are Fashion and Food Technology. The vision of Fashion Technology concentration as leading center of academic and professional education organization, produces educators who have technology and services capabilities in fashion, who are be able to adapt and compete with environment. The missions of Fashion Technology study program are: (1) Prepare best human resources relevance to the need of labor market, (2) conduct research for the development of science and technology in fashion that focuses on the development of local potency, (3) share the knowledge and skill in fashion to the public, (4) develop entrepreneurship in fashion who has high self confidence, (5) establish and improve continuously make cooperation to stake holders (Jurusan Teknologi Jasa & Produksi, 2008). The graduates of Fashion Technology Study Program can work in vocational school, and it is possible for the graduates to become entrepreneurs in the field of fashion.

Some fashion businesses or working place in Indonesia, are: (1) The owner (entrepreneur) of fashion house, boutique, garment, tailor, haute couture, dressmaker, (2) Research and Development Staff in a garment, (3) The design, pattern, cutting division, (4) The supervisor of garment division, (5) The fashion consultant, (6) The supervisor of purchasing division, (8) Free lance fashion designer, (9) Fashion Advertising division, (10) Fashion reporter, and (11) Researcher in fashion field (Sri Wening and Sicilia Sawitri, 1994: 38, Sri Ardiati Kamil, 1986).

To be a good teacher or a good entrepreneur in fashion field, need some knowledge and skill, such as: textiles, history of fashion, entrepreneurship, designing fashion, pattern maker, sewing technique, fashion decoration, skill in making accessories, fashion show management. All of these knowledge and skills can be obtained, when student do their study at Fashion Technology. Those materials include in the curriculum of Fashion Technology Study Program, which needs to be innovated every year to follow the vocation high school and Fashion Industry. When we need the students will be ready to work in the work place, the curriculum must be created based on the work place.

II. CURRICULUM

II.1. Meaning of The Term Curriculum

Curriculum is quite often defined as a product- a document that includes details about goals, objectives, content, teaching techniques, evaluation and assessment, and resources (Marsh, 2008; 65). Defining a curriculum as a set of performance objectives for student learning at a variety of learning sites's is a very practical orientation to curriculum. Finch and Crunkilton (1984: 7), curriculum is a set of subject mastered

student, but other argue that the curriculum is the number of activities and learning experience by students under the direction and responsibility of the school. According Beane et al (in Sukamto, 1988:5) curriculum can be classified into four categories, namely: (1) curriculum as a product, (2) curriculum as a program, (3) curriculum as a planned learning, and (4) curriculum as the experience of the students.

The curriculum developed by curriculum planner should be relevant to the needs of students to enter and succeed in the working world. So before the curriculum planner create the new curriculum, they have to do need assessment of competencies which needed by working place.

II.2. Factors Consider in The Development of Curriculum

Several factors need to be considered in curriculum development are: philosophical factor, sociological factor and psychological theories (child development, learning theory, teaching theory, motivation, creativity).

II.2.1. Philosophical Factor,

Philosophical factor is closely associate with the development of vocational education curriculum, as Miller was quoted by Strom (2005), identified the philosophy of vocational education are: essentialism, existentialism and pragmatism.

Essentialism, assumes that the teacher/coach is entrusted the subject of the learning process, but importantly it is the mastery of the material, the development of skill through practice, repetition, conditioning and developing habits, will affect the willingness of learners. The implication of this argument are: (1) the number of training/practice will enhance the skill of learners, thus the necessity of increasing the number of hours of practice, (2) a favorable learning conditions, including the provision of facilities and infrastructure, and (3) interest/willingness of students will help improve the student's behavior.

Existentialism, found that students/learner is the focus of the learning process, trust is preferred, changes and development of the individual is the key principal in the learning process. Implication: the instructional process oriented to the learner (learner oriented), learners are given to confidence to determine their learning (individual learning), it is necessary for the individual handling characteristics of different individuals.

Pragmatism, assumes that teachers and students are both an important part in the learning process, the atmosphere is emphasized, and the context and experience of educators who have always wanted to go ahead and always have new ideas really mater. Implication of this argument is: the using of modules and job sheet and the teacher/lecturers just serve facility.

II.2.2. Sociology Factor

Social development, technology and ideology need to be considered in curriculum development. Curriculum prepare the students to live and work in a thriving community. The curriculum must be relevant to the needs and development of society. For example:: (1) the public like the embroidery of ribbon material decorative, then one of the subjects in the curriculum can be inserted in embroidery techniques, (2) now we entering computerization era, making fashion design and pattern using computer, then the computer subject matter needs to be added in fashion design and pattern-making.

II.2.3. Psychological Theories.

Psychological theories concerning the development of the curriculum include: the development of children/students, learning theory, teaching theory, motivation, creativity, need to be considered. An understanding of the talents, interest, creativity, motivation must be understood by the curriculum development team. In the process of the interaction between human education, with educator among students and between students with others. Psychological condition is the human condition as an individual psychophysical characteristics expressed in various form of behavior in interaction with the environment (Nana Syaodih Sukmadinata (1988). Behavior is a manifestation of self-life characteristics of both the visible and invisible, cognitive, behavioral, affective and psychomotor.

II.2.4. Principles of curriculum development.

Some of the principles that should de done by the developers of the curriculum, according to Nana Saodih Sukmadinata (1988), there are: (1) relevance, (2) flexibility, (3) continuity, (4) practical, and (5) effective.

Curriculum development should be relevant to the work place, so teh curriculum is based on the demands, needs and development in the comunity. Vocational education-oriented work place, demands competence students after graduating from education is unacceptable in the business industry. When the curriculum team will start to develop the new one, they should conduct the survey to analyze the needs in the work place.

Curriculum should be flexible. The curriculum must prepare students for the present and future, wherever they are, for the student with different background. Necessary adjustment based on local conditions. For example: in Central Java, especially Pekalongan, there are many batik industries. The graduated can work in the batik industry.

Continuity, the learners development and the process takes place continuity. Therefore, learning experience are provide curriculum should continuity from one grade level to the other classes. In these subject relate to one another. For example: Fashion Design courses in related subjects Clothing Technique for woman, men and children.

Practical is called the principle of efficiency, i.e low cost, simple and easy to implement. No matter how good the curriculum but that is expensive and difficult to conduct, it will only be a delusion.

Effective, it means, although the curriculum inexpensive, simple, but its success remains to be seen. Successful implementation of this curriculum, both in quality can be captured through a search of graduates (traces Study) in the work place and the quality can be seen from the number of graduates each year. In addition it can be seen also from the long waiting period prior to study and get a job.

III. FASHION INDUSTRY

There are several fashion industries, which can be applied by students work place after they graduated from Fashion Technology Study Program, such as: Sewing Course, Modiste (dress making), Tailor, Haute Couture, Boutique, Mass Production, Fashion Chain Store.

Sewing Course, the enterprise do not produce clothes, but producing trained personnel and indirectly is a business fashion. The type and range of sewing course, those are three levels, i.e. (1) Primary Level, (2) Skilled Level, (3) Advanced Level, and (4) Teacher level.

Modiste (Dress maker), makes clothes for the costumer individually, in middle quality. The costumer came and measured and made clothing. The system used in the business is semi couture.

Tailor service business with semi and full tailoring, usually working on menswear.

Haute Couture service high quality of fashion for the costumer. A couture garment is made to order for an individual costumer, and is usually made from high-quality and expensive fabric, sewn in extreme attention to detail and finish.

IV. CURRICULUM DEVELOPMENT IN FASHION TECHNOLOGY STUDY PROGRAM

The steps in the development curriculum, according to Tyler cited by Ella Yulaelawati (2004:27), include: (1) Formulate the education purposes, (2) formulate a learning experience, (3) manage the learning experience, and (4) assess learning. As curriculum Development in PKK Study Program done several state, namely: (1) Analyze the workforce and the fashion industry, (2) formulate the competence, (3) determine the curriculum, (4) implementation of the curriculum, and (5) evaluate the curriculum.

IV.1. Workforce Needs Analysis in the Industry

Analysis of the global workforce needs of fashion industry conducted in order to determine whether the curriculum is developed in accordance with the corporate world and the fashion industry. Steps that should be done by the PKK Study Program concentration in Fashion Technology is carrying out research in Central Java. Subjects of study include small industries (household) and large industries (garment). The fashion industries in Central Java are: Ungaran Sari Garment, Honey Lady, Appact Inti Corpora, Daniris, etc. By using questinary, the data about the needs of workforce will be collected.

IV.2. Formulate Competence

Based on the results of research on point 1, the curriculum development team Fashion Technology Study Program formulated the competency, students are able to carry out work in the field of fashion (from the start to design to the marketing/sales of clothing). The student Fashion competencies are: become a teacher in Vocational High School, fashion designer, and fashion entrepreneur

IV.3. Determining the Curriculum Materials

The advances in science and technology allow a positive impact on vocational education. This is the evidenced by the variety of material that van easily be obtained. Nevertheless, curriculum developers always have felt the need to develop new materials. Material needs required for a particular learning situation and is not available. Further, the requirement can be expressed as the material does not fit with learners or can only be used on a limited scope. Or because of other factors that hinder teacher in achieving the learning objective (Crunkilton and Finch1984)

Several factors related to the development and dissemination of curriculum materials, such as: time, cost available, students and the development of alternative.

IV.4. **Implementation of the Curriculum**

Implementation of the curriculum through learning arranged in packets every semester and be completed within eight semesters. Learning is done on campus and in the work place (fashion industries). At the end of six semesters, students must conduct a fashion show, to promote their abilities in fashion designing, by applying all of the material that has been acquired during the lecture. The instructional process conduct in campus 90 %, and 10 % in industry (the students are doing job training/PKL).

IV.5. **Internal and External Evaluation**

Evaluation of the curriculum are internally implemented during the learning process by the head of Study Program, faculty management and students, while the external evaluation carried out by the user (head master of Vocational High School /SMK), periodically sent questionnaires to the fashion industries, to respond the graduates who work in the company.

V. CLOSING

By developing Fashion Technology Study Program the quality of vocational education will always maintained. A review of the curriculum should be done every 2 years. The curriculum must be relevant to working place, it will make the quality of graduated can always be improved.

The steps in the development of the curriculum are: workforce need analysis in fashion industry, formulate competencies, determine curriculum materials, implementation of curriculum, and internal and external evaluation of curriculum.

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