

Developing Women Skill in Creating New Handicraft by using Plastic Waste in Patemon District

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Abstract—Garbage always make some problem in the world. Every day human always have a new garbage from plastic, fabric and paper. It may cause some problem. If someone burns the plastic waste, it will make air pollution. The plastics can not be burnt. In this case, it need to create the waste into something new. The problem which will be solve was how to develop the handicraft design in Patemon District by using plastic waste. The purpose of this study is to develop women skill in creating new handicraft by using plastic waste as the row material. The method which applied in the training were demonstration and practice. The finding there were increasing sill of women in Patemon District significantly. The women have opportunity to receive the order from the clients and could earn more money. The skill include creativity, technique, tidiness, and time.

Keywords—create, hew handicraft, plastic waste, Patemon distric.

I. INTRODUCTION

Patemon is one of the district in Gunungpati, Semarang. In the past time, Gunungpati is one of the rural areas of South Semarang, Central Java, which had develop in many things. The area always develops because one of the big universities moved to this area. The moving of Semarang State University brought some effect to the village surround the university, such as Sekaran, Ngijo, Kali Segoro, Patemon etc. There were so many housings were built, and the people from other city came to Sekaran and lived there to make the distance of their house are close to the work place. Some of them are the lecturers and students who work and study at Semarang State University, now they are living in Sekaran, Ngijo, Kali Segoro, Patemon, Muntal etc.. The effect this condition are: there are too many boarding houses, small restaurants, laundries, computer rentals, copy shops, mini super markets, stationary shops, dress maker, and others and may cause some garbage.

Garbage always make some problem in the world. Every day human always a new garbage from plastic, fabric and paper. The office boy throws away the rest of paper from the office almost every day. It may cause some problem. If someone burns the plastic waste, it will make air pollution. The plastics can not be burnt. In this case, it need to create the waste into something new. The problem which will be solve was how to develop the handicraft design in Patemon District by using plastic waste.

The study of women in small medium enterprise (SME) like in a rural area of Central Java had done by the lecturer from Semarang State University. This program had some aims, there were: (1) How to teach the dress maker by giving a training how to make the decoration on the fabric surface by applying beads and sequins? (2) Are there any the increasing of women vocational skill in decorating the fabric or dress surface by applying beads and sequins?

II. MANAGING PLASTIC WASTE

The first step to manage plastic waste is to collect the waste and to divide the plastic waste it self, such as, coffee cover, noodle cover, soap cover, etc. The second is to wash the waste and make them dry. The third step is to make the pattern, it is depend on the design of the handicraft. The forth step is sewing the part of the patter until finish.

Now a days the handicraft made from plastic waste become fashion it can be called TRASHION (fashion from trash) (**Galeriukm**).

Some technique can be applied in creating handicraft from plastic waste are: patchwork, weaving, hand sewing.

1. Patchwork

Patchwork is the joining of pieces of fabric to form a larger unit of fabric (Reader Digest, 1979: 208). In this case fabric was change with plastic waste



Figure 1. Bag from Plastic Waste, using patchwork technique
(<http://galeriukm.web.id/unit-usaha/handicraft/kerajinan-sampah-plastik>, 2010)

2. Weaving

Weaving technique is the interlacing of two sets of yarn which interlace at right angles to each other, the length wise threads are called warp, the crosswise thread are called filling (American Fabrics and Fashion Magazine, 1980: 319). In this case, the thread use plastic waste.

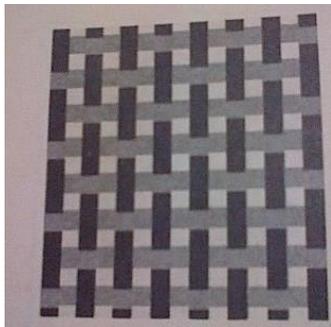


Figure 2. Plain weave
 (American Fabrics and Fashion Magazine, 1980: 324)

3. Hand sewing

Hand sewing is a technique to join the fabric using some stitches. To join the plastic waste into a handicraft, use blanket stitches.

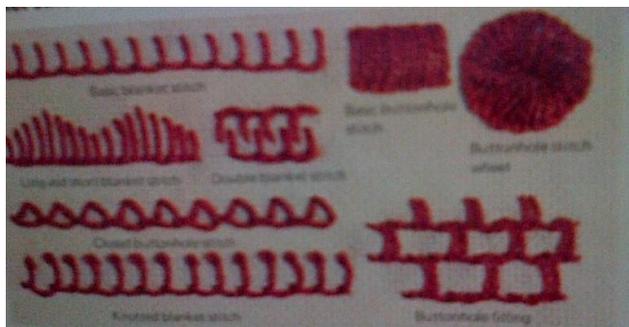


Figure 3. The blanket stitches (Reader's Digest, 1979: 25).

III. TRAINING STRATEGIES

The training strategies were used, were based on Dick and Carey model. Dick and Carey model (2005) contents of ten stage, such as: identify training goals, conduct training analysis, identify entry behavior, write performance objectives, develop criterion reference test, develop training strategy, develop and select training material, develop and conduct formative evaluation, develop and conduct summative evaluation and revise the instruction.

1. Stage 1 Training Goals

On this stage the goals must be stated, which has advantageous state of affairs by instruction. Also the Training Developer must do a need analysis to find an discrepancies between the training goal and the present state of affairs or a personal perception of needs.

2. Stage 2 Conduct Training Analysis

The purpose of the training analysis is to determine the skills involved in reaching a goal. Task Analysis (procedural analysis): the product of which would be a list of steps and the skills used at each step in the

procedure. Information-Processing Analysis: the mental operations used by a person who has learned complex skills Learning-Task Analysis; the objectives of instruction that involve intellectual skills.

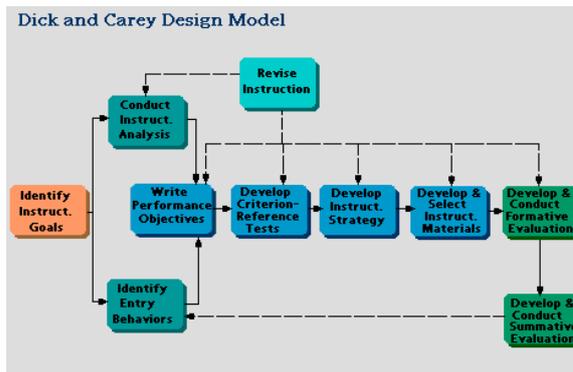


Figure 4. Dick and Carey Model of Instructional (Lee and Lee, 2009)

3. Stage 3 Entry Behaviors and Learner Characteristics

The purpose of researching learners' entry behavior is to determine which of the required enabling skills, do the learners bring to the learning task; including intellectual skills, abilities such as verbal comprehension and spatial orientation and traits of personality.

4. Stage 4 Write The Performance Objectives

The purpose of writing the performance objectives is to translate the needs and goals into specific and detailed objectives. The functions are: determining whether the instruction is related to its goals, to focusing the lesson planning upon appropriate conditions of learning, to guide the development of measures of learner performance, and to assist learners in their study efforts.

5. Stage 5 Determining Criterion-Referenced Test Items

The advantages of determining the Criterion-Reference Test Item (CRT) are: to diagnose an individuals possession of the necessary prerequisites for learning new skills, to check the results of student learning during the process of a lesson, to provide documentation of students progress for parents or administrators, useful in evaluating the training system itself (Formative/ Summative evaluation), and early determination of performance measures before development of lesson plan and training materials.

6. Stage 6 Training Strategy

The purposes of designing training strategy are: to outline how training activities will relate to the accomplishment of the objectives, to determine the best lesson design: Which well demonstrate knowledge about the learners, to design tasks reflect the objectives and effectiveness of teaching strategies e.g.: which choice of delivery, methods and model of teaching. Teachers can select the appropriate models to deliver the material, such as: Contextual Teaching and Learning (CTL), cooperative learning, quantum teaching and learning, project based learning etc. All of the selections are learner oriented rather than teacher-led.

7. Stage 7 Selecting Training Materials

The purposes of selecting training material are: to select printed or other media intended to convey events of instruction, to use of existing materials when it is possible, to need for development of new materials otherwise, and role of teacher: It depends on the choice of delivery.

8. Stage 8 Formative Evaluation

The purposes of formative evaluation are to provide data for revising and improving training materials, to revise the instruction so as to make it as effective as possible for larger number of students. The one on one technique is used, for example: one evaluator sitting with one learner to interview, another technique is small group field trial.

9. Stage 9 Summative Evaluation

The purpose of summative evaluation is to study the effectiveness of the system as a whole. It conducts after the system has passed through its formative stage. By using Small scale/ Large Scale and Short period/ Long period.

10. Stage 10 Revise Instruction

The purpose of revising an instruction is to find some difficulties in training process, then to take some remedial steps in next process.

Training strategies determine the approach for achieving the learning objectives and are included in the pre-training activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles (Ekwensi, Moranski, & Townsend-Sweet, in Clarck, 2007).

The variations in Training Strategies are important to skill for a future teacher to master. The participants will become bored quickly if only one training strategies is used. For this reason, it is important for future teachers and for current ones to read and observe new teaching methods. They must self evaluate each training strategy and try to comprehend which would be good for their class. They must also see which strategy would be good for their lesson. When evaluating strategies, teachers must look at what their students will be getting out of the lesson. Will this training strategy teach them? Will the students be involved in their education? Will this keep the students attention for the entire period? All of these are important questions to ask before a teacher begins their lesson each day (Bochert, 2008). Some models of teaching can be applied in the training strategy, such as: Contextual Teaching-Learning, Quantum Teaching and Learning, Project Based learning and Cooperative Learning.

The training strategies is a way how to reach the goal. The goal on this program are: (1) the participants can make the decoration on the surface of fabric, (2) the participants can create some others of decoration.

The training strategies which applied in this program, are: lecturing, demonstrating, drilling. By giving the job sheet which for the participant, the skill in creating new handicrafts by applying patch work and sewing technique, the participant can create another handicrafts made from plastic waste.

IV. METHOD OF RESEARCH

The population in this research was the women who live in Patemon village. There were 22 women who interested in creating some handicraft by using plastic waste as row material.

The research conducted by using experiment research and using descriptive data analysis. During the training the teaching method were used: lecturing, demonstrating and practicing. By using an achievement test, the data were collected. The criteria of skill achievement of participant were: 1) Design, 2) Technique, 3) Tidiness, and 4) time.

V. FINDING

The results of this activity were: there were increasing in the women's skill in Patemon villagale, especially on creating handicraft by using some Plastic waste. the surface fabric, by applying beads and sequins technique and enhance the productivity of the dress makers. By using description analysis the data were analyzed. The result was 76%.

VI. IMPLICATIONS AND RECOMMENDATIONS

The implications of this research were: 1) For the participant can use this skills to increase their productivity, and 2) Semarang State University especially Fashion Technology Study Program can help the women Patemon to increase their skills.

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DOCUMENTS



Figure 5. Pencil case from plastic waste using blanket stitches



Figure 6. Pencil case from plastic waste



Figure 9. Bag from plastic waste using patchwork technique



Figure 7. Plastic waste as raw material



Figure 10. Using patchwork technique, cosmetics bag from plastic waste



Figure 8. Waste basket from plastic waste using blanket stitches