
**ROLE OF COMMUNITY LEARNING CENTER (CLC) "HANDAYANI" BATIK TRAINING
PROGRAM IN ERADICATE EXTREME PROVERTY****(Case Study of the Batik Craftsmen Woman Kemirian Tamanan Bondowoso
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ABSTRACT

This study aims to determine the role of learning centers in tackling poverty. In this study, using a case study with a qualitative approach, while data analysis using a model of Miles and Huberman namely data collection, data reduction, data presentation, and conclusions. While data collection techniques using the technique of interview, observation and documentation. The results of this study indicate that the role of CLC has a role that is empowering communities and improving the quality of life, the role of a direct impact on poverty reduction as well as social protection, are creating business opportunities, and improve human resources. The conclusion of this study is the role of learning centers Handayani has the role of empowering the community, while improving the quality of life of citizens of learning that has followed the program batik was able to understand and apply the theory learned after the program batik implemented, and is not uncommon in the learners are able to produce batik itself. Besides the effort to reduce poverty CLC Handayani have a strategy in tackling social protection is one of them. This strategy is to improve their economy after the program learn batik, while creating business opportunities and women devoted to the participants who previously did not have a job then given the batik program. While on peningktan human resources granted in order to improve the competence of work and improve the skills they have. Suggestions for CLC Handayani more direct citizen should learn separately present at the time the program is in progress, and not just present only at the time of the competency test in order to develop learning outcomes.

Keywords: *Role of Community Learning Center, Proverty Reduction*

INTRODUCTION

Community education is a process in which government-initiated educational efforts are integrated in an effort to improve social, economic and cultural conditions that are

more beneficial and empowering the community. Indeed the development of community education is an effort to improve the personal abilities of adults as members of the community as an investment community learning in the process of lifelong education. In this regard, the Community Learning Center (CLC) has become one of the areas where every community member can obtain non-formal education.

The center of community learning activities (CLC) is an inseparable part of the civilization of non-formal education, especially in Indonesia. The Center for Community Learning Activities is a forum formed from, by, and for the community with the aim of increasing knowledge, independence, and an equal economic level. With the existence of CLC the community has been given comfort in accessing education that was previously delayed. Society can pour all forms of inspiration and hope in the future in getting the education they need. Like what was done by CLC of Handayani in Bondowoso City who had implemented a batik program for the people who needed it.

Bondowoso Regency is one of the cities where the level of economy and education is low and the rate of early marriage is quite high compared to other cities in East Java Province. This is the reason why most of the population in the city are still unable to access education optimally and the high level of unemployment is high because of the low work competency they have, especially for women, usually they can only be at home by relying on income from their husbands. which is still uncertain work or can be said to work odd jobs. If seen from several objectives of community independence, namely developing community capabilities, changing community behavior, changing community behavior, and organizing the community themselves. If this can already be applied to the community, there will be differences after the implementation of these objectives. This will be felt to be very helpful to the community in the independent process. This is very important for the community in developing their own competence. According to Ariefianto (2019: 17) The development process requires active community participation in realizing community welfare.

CLC of Handayani has been implemented since 2013. But in fact there are still many people who have not been able to maximize human resources and the lack of community knowledge in getting skills to make the village of Kemirian can still be categorized as the village termaginal, geographical location, and minimal transportation access as well. so the unemployment rate increases with the level of the economy too low. Community productivity with production rates will be hampered, one of the efforts that can be done by CLC. It is overcoming poverty using a batik training program. With the realization of the batik program community is expected to be able to answer all the needs of the community in getting specific skills training.

With the existence of PKBM Handayani, it is hoped that it will become a facilitator for people who need and can be able to provide skills as expected, so that after obtaining these skills, they can be utilized in the process of the family economy. In this case CLC of Handayani has a program, which is a batik program which is expected to be able to help

ease the burden on the citizens of learning after participating in the program. Programs like this will make it easier for residents to learn to get work that can be prioritized in increasing family income without having to spend a lot of money. Based on the above it would like to conduct research on "The Role of Community Learning Activity Centers in Reducing Poverty (Case Study on the role of women batik artisans in Kemirian village, Tamanan District, Bondowoso Regency).

METHOD

This research researchers used a qualitative approach, according to Bogdan and Taylor's qualitative approach (in Moleong, 2001: 110), which is a research procedure that produces descriptive data in the form of written or oral words from the people and actors observed. The consideration of using this method is that the problem of facts found will be more appropriate to use a qualitative method because the data studied are in the form of written or oral words instead of mathematical calculations, so the results of research on a matter in question are expected to be revealed clearly and in depth.

This type of research used is a case study is a research strategy in which researchers carefully investigate a program, event, activity, process, or group of individuals. Cases are limited by time and activity, and researchers collect information in full using various procedures data collection based on a predetermined time (Creswell, 2010: 17).

The technique of determining the informants of this research uses purposive sampling, namely the determination of informants with certain considerations. The data obtained in this study are primary data and secondary data, where primary data is obtained through interviews and observations to CLC managers Handayani and Tutors (key informants), citizens learning CLC (supporting informants), and secondary data obtained through documentation. The validity of the data using source triangulation and technical triangulation in accordance with Moleong (2001: 175), the qualitative data validity method is (1) extension of participation, (2) persistence of observation, (3) triangulation.

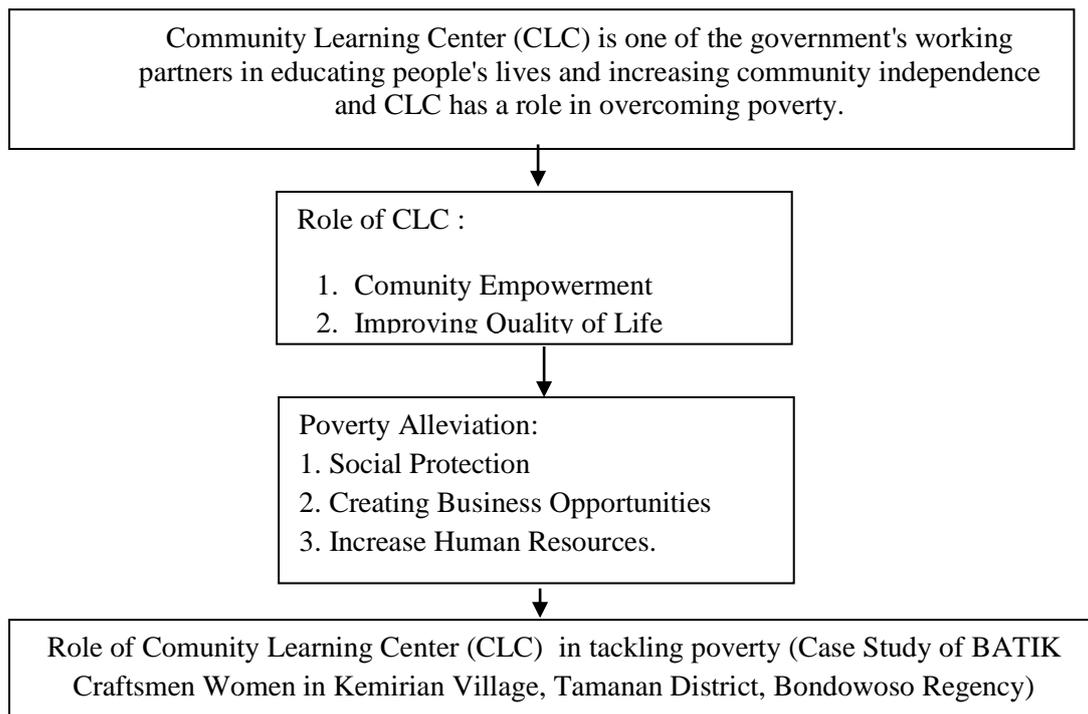


Figure 1. Thinking framework in research

Data analysis using data analysis Model Miles and Huberman (Sugiyono, 2010: 91-92)

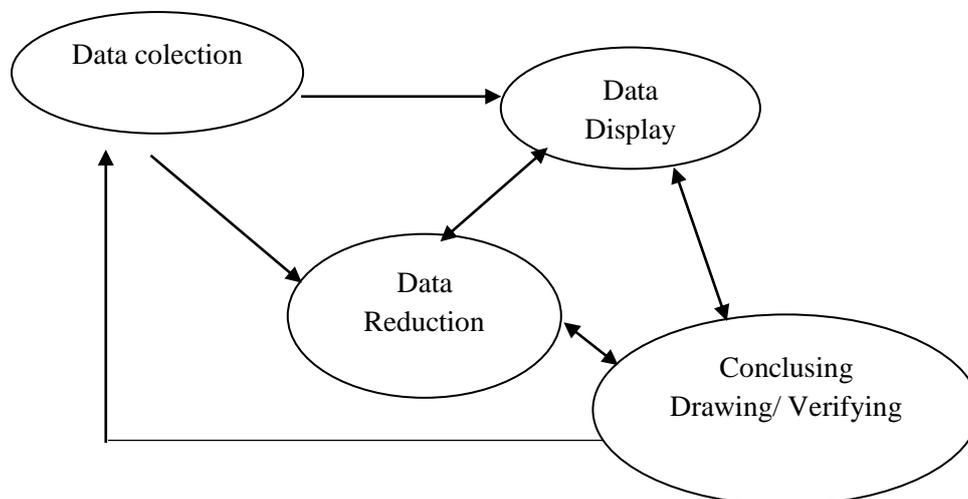


Figure 2. Miles and hubermen data analysis techniques

RESULTS AND DISCUSSION**Results**

Based on the outline of data collection and exposure in this study it can be found that the role of the center of community learning that are community empowerment an empowerment which is done to improve the economic level of learning citizens. The program that is in CLC of Handayani also has a goal of community independence and motivating citizens to learn in the implementation of programs in PKBM Handayani, Kemirian Village, Tamanan District, Bondowoso Regency.

Controlling quality of life based on data collection, it can be seen in general that the role of CLC which is to improve its economy after participating in the Batik training program in Handayani CLC, as well as many learning residents who improved their economy after participating in the batik program, especially women residents of Kemirian Village, Tamanan District, Bondowoso Regency.

Poverty alleviation that social protection for women residents in the Kemirian Village is a lack of employment and therefore the existence of a batik training program at PKBM Handayani that is specifically intended to improve the quality of life. On this moment key informan and supporters gave a statement that the batik training program was very helpful for additional income which so far had basically only expected money from her husbands who worked as heads of households, so with the batik training program the residents got their own extra income to help the economy their household.

Whereas in relation to local resources through batik training programs is a future business opportunity for citizens to learn to become independent women's communities. As stated by key informants and supporters in this study the batik training program as a business opportunity that is very supportive in improving the economy of the village of Kemirian, especially women before the batik training program that women in the village of Kemirian only become housewives, do not have jobs side due to lack of jobs in the village of Kemirian. The batik training program can also improve women's thinking in accordance with one informant's statement that the batik training program makes the community skilled so that indirectly the reasoning power of thinking makes them have to be creative so that the community skills in the Kemirian village increase.

Table 1. Finding the Role of CLC in Poverty Alleviation

No	Role of CLC	Descriptions
1	Literacy Programs	Learning is the main activity carried out by CLC of Handayani in alleviating illiteracy that most residents learn that CLC of Handayani has not graduated from Elementary School, learning is the beginning of achieving a batik training

No	Role of CLC	Descriptions
		program in order to alleviate poverty especially women. Feasible and to communicate with the outside community properly.
2	Skill	Skills are the second role in the batik making program, these skills are proposed in order to increase business opportunities for women in the Kemirian Village, which were originally women who did not have the skills with a batik training program provided women were provided with enough to improve the economic level of the family, most of them residents. There in the village of Kemirian does not have a permanent job.
3	Management	Management is a core role in the batik training program of CLC Handayani, which is to provide an understanding and application of management functions ranging from planning, organizing, actuating and controlling. Management is useful so that the sustainability of the program successfully.

Discussion

Community learning center is an integral part of non-formal education civilization, especially in Indonesia. CLC is a forum formed from, by, and for the community with the aim of increasing knowledge, independence, and an equal economic level. According to Kamil, (2003: 12) Community Learning Center (CLC) or non formal education in implementing its programs has a very varied institutional management unit model. With the existence of CLC, the community has access to education that has been delayed before. Society can pour all forms of inspiration and hope in the future in getting the education needed. According to Fadhil (2011) states that the role of CLC will focus on empowering the community to be able to be independent, improve the quality of life of society both socially and economically, Increase sensitivity to the problems that occur in their environment, so as to solve problems. There are 2 roles, namely community empowerment and improving the quality of life, it seems like that is done by CLC of Handayani in Bondowoso city who has implemented a batik program for people who need it. focus on community empowerment and improving quality of life in poverty alleviation. CLC through the batik program has become a facility to meet the needs of the community in the Kemirian Village, Tamanan District, Bondowoso Regency. The program that was implemented aimed at maximizing human resources was also implemented in this program, one example of increasing people's thinking power in making batik products to enter the market.

Community Learning Center is a tool provided by the government which in this case has given a positive role to all Indonesian citizens who provide many programs free of charge to all people in need. According to the regulation of Law No.20 Th. 2003 concerning the education system stated that every citizen must receive education and skills with the aim of overcoming poverty in remote areas in its implementation through programs in the CLC which have two roles namely Community Empowerment and Improvement of Quality of Life.

Community empowerment is an innovation of the program itself where community empowerment has been able to enter and can already be felt by every community that needs it, in the sense that with community empowerment, people who want to get the program only come to CLC to be able to feel what is implemented by CLC . This is in accordance with the theory expressed by Dwidjoto and Wrihatnolo (2007) community empowerment is more directed towards efforts to overcome different societies both socially, economically, gender and levels of intellectual and physical abilities. The empowerment carried out is the result of an evaluation of the existing poverty, in this case the government has an initiative on the batik training program that is in CLC of Handayani can give a positive influence on economic improvement for people in need.

In the implementation of the batik training program there are a number of considerations in the presence of community empowerment, namely maximizing the competency that is in other words the community that has not maximized its competence will try to use one of them by following the program organized by the Handayani CLC institution, the program which has the wrong one goal is to improve the economy of the community based on capability, in the sense of ability based on knowledge, skills and work attitude to complete certain programs or tasks. In this case the researchers examined related to the batik training program carried out by the CLC of Handayani institution in Kemirian Village, Tamanan District, Bondowoso Regency.

In the implementation of this batik program there are several considerations with the holding of a batik program, which is to overcome poverty for women in Kemirian Village, in other words women who still do not have skills and do not have a job will try to be able to obtain skills and jobs for to improve its economy. One way is to follow the government program in CLC of Handayani, this batik training program has one of the objectives to alleviate poverty which is based on the ability, skills and work attitude to complete the work. In this case the researcher is related to the batik program carried out by CLC of Handayani in Kemirian Village, Tamanan District, Bondowoso Regency.

Therefore the batik program in the context of community empowerment, especially in the field of batik is given material and work practices that have been adjusted to the type of work that will be faced in the field of course. It is estimated that in the implementation of the batik making program, participants will not be surprised at the conditions or conditions in the field after the program is finished. Giving guidance by the tutor can maximize work and can understand the ability and can minimize the

occurrence of mistakes when in the field, as well as by growing business opportunities in this batik training program to overcome economic problems which certainly often arises for every citizen learning the conditions expected by the manager of the CLC of Handayani.

The emergence of business opportunities from training participants in overcoming the problems of poverty that arise can provide added value to the citizens of learning, because the growth of separate business opportunities can reduce poverty. This is as stated by Keynes (1936) in Joseph, Amartya and Jean Paul (2011) that business opportunities are always used for economic problems citizens learn and can solve problems in creating business opportunities. This batik program is also intended to improve the quality of life of learning citizens. This batik program has a good effect on improving the people's economy, this is in accordance with the theory revealed by Stiglitz in Soeharto (2006: 6) that improving the quality of life of a set of factors to improve the economy and standard of living of learning citizens. Improving the quality of life itself is considered very important in improving the lives of citizens because by increasing the quality of life this can help life be more worthy than before. In the implementation of training, the Batik program has a very important purpose, which is to improve the income or income of citizens.

CONCLUSION

The Role of the Handayani Community Learning Center in the Batik Program in Reducing Poverty in Bondowoso Regency, namely CLC has the role of community empowerment, CLC of Handayani's empowerment through the batik program is in the Kemirian Village, Bondowoso District, while the Improvement of the Quality of Life of learning residents who have participated in the batik program can already understand and understand apply the theory that can be obtained when the batik program is implemented, there are also residents who are able to produce their own batik. In addition to the role of CLC, Overcoming poverty has a role that is social protection, the social protection of the batik program is carried out to improve the economic level of learning citizens after participating in the batik program, while creating business opportunities, this business opportunity is specifically for women who previously did not have jobs for now the community has the skills to make batik and improve human resources, the citizens learn to aim to improve the thinking power of the community aimed at improving the skills of the community itself. Of the two focuses on the role of CLC and overcoming poverty, it has the hope of making citizens learning empowered or independent, which in this case can foster initiatives within themselves and can solve the problems encountered when the batik program is carried out in the external environment, whereas for human resources the community has very prominent potential in making batik or other making.

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