
LITERATURE STUDY: PRODUCTION BASED TRAINING TOWARD PSYCHOMOTOR DOMAIN

Mafisa Restami¹, Bambang Supriyanto², I Gusti Putu Asto Buditjahjanto³
^{1,2,3} Postgraduate, Surabaya State University, Suwabaya, East Java, Indonesia
E-mail. mafisa8@gmail.com

Abstract

Tourism villages need human resources who are able to develop to participate in the development of educational tourism villages. The human resource development program in the tourist village of Ngabab village is carried out by providing training. This article discusses the training learning model with the production based training learning model in its influence on skilled communities in developing local products. This research is a literature study research. The conclusion of this discussion is that on the basis of state laws and the strategic plan of the Ministry of Parkraf, there are village efforts to develop tourist villages by conducting training for rural communities in order to create jobs and increase community income. In the training learning process, it is recommended to use a production based training learning model so that the trainees are able to develop psychomotor/skills.

Keywords : *Tourism Villages, Training, Production Based Training, Psychomotor*

I. INTRODUCTION

Indonesia has a wealth of natural resources that can be used as tourism potential and can be highlighted in every region. Tourism with a concentration in rural areas is a plan of the Ministry of Parkraf in the 2020-2024 strategic plan that the development of rural-based tourism (tourism villages) will drive tourism economic activity in rural areas which will prevent the urbanization of rural communities to cities [3]. The basis of this strategic plan is used as a village or city to develop a tourist village with many variants of tourism advantages in their respective areas. Highlighting the uniqueness of an area with natural and cultural resources increasingly makes the local government creative. Creativity can be realized by the local government through the use of local food ingredients which are transformed into iconic tourist village foods. Development can be done by implementing training made from local food. The implementation of training is a deliberate, purposeful, and controlled effort so that others learn and there is a relatively permanent change in behavior as a result of experience [18]. The training provides knowledge and understanding for the community (26).

In the learning process, training needs a learning model that aims to prepare skilled trainees. The learning model is a learning style so that teachers can help students obtain information, ideas, skills, ways of thinking, and express their own

ideas [13]. The learning model is a learning that is illustrated from beginning to end which is presented specifically by the teacher/tutor. Something needed by tourist villages in developing skilled human resources is a learning model. The learning model that is considered suitable for training tourist villages is a production based training learning model because it teaches skills in an orderly manner.

The production based training learning model is considered suitable to complete the production based training tourism village training on the grounds of facilitating students to actively learn, participate and interact with competency orientation to produce a product, both goods and services needed [5]. Production based training is effective on student learning outcomes in crafts and entrepreneurship [15]. It is hoped that this production-based training learning model can improve the skills of the Ngabab Pujon village community, Batu city. Village communities can also be better prepared for entrepreneurship by adding new local processed variants. Production based training is one of the learning models that can improve students' skills [23].

II. LITERATURE

REVIEW A. Tourism Villages

Through the implementation of Law No. 12 of 2008 concerning Regional Government, it has provided opportunities for local governments to

manage and optimize their regional potential independently, including managing the tourism sector. 2015 was the first year that Law No. 6 of 2014 concerning Villages was implemented. The village provides satisfaction and revitalization as well as a place to learn many things, especially the environment and culture [20]. The high desire of tourists to visit the village as an attractive tourist spot, provokes tourists to spend more in traveling to the village. Tourism villages are able to become business solutions by utilizing the ecosystem and empowering local communities [21]. Another positive impact that tourist villages have for the local community is creating jobs in a village (Huttasin, 2008). Tourist villages also give rise to competitive advantages through a location through regional advantages [27]. Based on the description above, it can be concluded that the role of tourist villages is very good for the development of a village in the context of community empowerment by utilizing existing resources in a village to lure tourists to come to tourist village locations. Another purpose of the existence of a tourist village is to increase the income of the village community.

In fact, several studies have found that tourist villages are underdeveloped due to a lack of knowledge and support from the local government. Training must be carried out to open the community to the importance of developing tourism activities in the region, the local government to coordinate intensive assistance in order to create a conducive atmosphere for the growth and development of tourist villages [17]. A well-managed tourist village is carried out with the involvement of the local village community [12]. Village community empowerment has the authority to include, 1) assisting regional heads in community and village empowerment; 2) carry out the formulation of technical policies and development of village and sub-district governments; 3) implementing village empowerment programs in increasing the capacity of village officials including consultation meetings/works for community and village empowerment throughout Sumatra, providing village government empowerment training for village secretaries, mobile training to increase village head capacity, participatory planning for village community development, drafting legal products village for village heads and BPD and orientation to PMD and PMD apparatus; 4) developing curriculum and training modules for village community empowerment, 5). Post-training evaluation and monitoring [11]. preparation of village legal products for village heads and BPD and orientation to PMD and PMD apparatus; 4) developing curriculum and training modules for village community empowerment, 5). Post-training evaluation and monitoring [11]. preparation of village legal products for village heads and BPD and orientation to PMD and PMD apparatus; 4)

developing curriculum and training modules for village community empowerment, 5). Post-training evaluation and monitoring [11].

B. Training With Production Based Training Learning Model

Training is a learning effort organized by organizations (government agencies, non-governmental organizations, companies and so on) to meet needs or to achieve organizational goals [24]. The training has a good impact on the community around the tourist village as stated by [26] that through formulating a community empowerment training model with the concept of life skills based on local excellence, it has the impact of instilling the entrepreneurial spirit of the community and creating an independent village. Training activities are able to increase the knowledge, skills and creativity of training students [2]. The development of training gives birth to simple training models to complex training models that are very dependent on human culture (society itself). Especially those related to the world of education (learning), business, management, technology, society, etc.). Several training models based on training needs include the inductive model, the deductive model, and the classical model [14]. The inductive model emphasizes the efforts made from the closest, direct, and part parties to the broad and comprehensive party. The advantage of this inductive model is that direct and precise information can be obtained regarding the types of needs of the trainees, making it easier for tutors (coaches) to choose training (learning) materials that suit these needs. The approach to this model is carried out deductively, in the sense that the identification of training needs is carried out in general, with broad targets. The advantage of this type is that the identification results can be obtained from a broad target, so there is a tendency to solve it using a low price, and relatively more efficient than the inductive type because the information on learning needs obtained can be used for the implementation of the learning process in training in general. This classic model is intended to adjust the learning materials that have been set in the curriculum or learning program with the learning needs of the trainees (targets). The advantage of this model is to make it easier for training participants (targets) to learn learning materials, in addition to the abilities they already have that will be the capital to understand new learning materials [14].

Supporting factors for training are training funds, facilitators/ resource persons, motivation of students to participate in training to increase knowledge and skills in business management. Inhibiting factors, too old age, low level of education, problems in the family, the time of the training implementation is often late from the set schedule, inadequate infrastructure, limited ability

of students to interact, living far from the training place. The impact of the training can increase the knowledge and skills of members in managing the business so as to improve the economy of pre-cooperative members. The negative impact is that there is no transparency between the board and members in managing finances, causing a lack of member trust in the management so that pre-cooperatives cannot develop [30].

The training model which includes curriculum, teaching materials/training materials, strategies and training media for the empowerment of the poor in rural areas as developed based on the results of theoretical studies and expert opinions and empirically tested in this research, can be adapted and applied in other places with ecological adjustments and local culture, so that the resulting training model is intact, it is necessary to arrange the model structure and refine its elements, starting from the rationale to the program evaluation model [29]. The advantages of developing a tourism village development and community empowerment training model product based on local potential are as follows: 1) a tourism village development and community empowerment training model product based on local potential is prepared based on the needs of the Hope Family Program participants, so it is very effective in increasing the knowledge of the training participants, 2) the product of the training model for the development of tourism villages and community empowerment based on local potential invites participants to practice the material that has been learned in the training. In addition to increasing insight/knowledge in developing and empowering existing potential, it is useful to increase the ability to apply it in the daily life of tourism village development. increase the added value of the local community. The four products of the training model for tourism village development and community empowerment based on local potential have a level of validation that meets the requirements for use in actual training because they have been validated by a team of experts and test subjects. Fifth, product implementation can help build villages and is very in line with current government policies in developing villages. [28].

The production based training learning model is considered suitable to complement tourism village training learning on the grounds that production based training facilitates students to actively learn, participate and interact with competency orientation to produce a product, both goods and services needed [5]. The syntax of the research results of production based training learning models that can be applied in learning the VET process, namely, 1) curriculum analysis and student characteristics; 2) product identification and analysis; 3) make important inquiries about the product; 4) question mapping; 5) analysis equipment and materials needed from the product to be made;

6) make an implementation schedule product manufacture; 7) product manufacturing process; (8) evaluated periodically; and 9) make a business plan. Production-based learning model is an alternative learning model in accordance with VET, by using this model, learning will be more meaningful. Moreover, the production-based learning model that has been applied in VET can help students prepare to enter the world of work, be able to develop critical thinking, and have good morals. Therefore, it can provide support to students to be more active in the learning process which has an impact on the results of the learning process and its results [4]. Learning with *production based training* make students able to master the material by learning by doing [31]. Through a production-based learning model, it can improve the quality of education through innovative forms of education to improve students' work qualifications and practical skills in meeting the demands of social life [32]. Through product-based learning can help students in developing creative ideas easily during the learning process [6]. Production based training provides space for students to be more creative and think critically about what they are doing [16]. In the learning process students must understand the concepts taught through direct experience in planning and producing the expected products [16]. Learning activities support students with smooth adaptation and integration into work practices, innovating in product development that is in harmony with the industrial world [10]. Educational activities will use teaching and training schemes to communicate new knowledge, business-like work methods, real-life industry practices and entrepreneurial spirit to students. Production based training is one of the learning models that can improve students' skills [23]. Through learning with production based training, it can produce quality graduates for industry [9]. innovate in product development that is in line with the industrial world [10]. Educational activities will use teaching and training schemes to communicate new knowledge, business-like work methods, real-life industry practices and entrepreneurial spirit to students. The results of this study are also supported by [8] research that production based training improves the cognitive, psychomotor and affective abilities of students. Production based training is one of the learning models that can improve students' skills and can produce quality graduates for industry [23].

C. Dairy Processed Variety

Milk processing is needed because milk is easily damaged, has a high risk of storage due to easy bacterial contamination, to overcome these problems, in addition to increasing the durability of the milk, milk processing will also increase the selling value because new prices will be formed in

the processing process [22]. There are a lot of varieties of dairy products, but what we will be trained on are those that can be produced simply at home, so that make housewives open new job opportunities and increase family income. The kinds of dairy products that were trained were ice cream and gelato. According to [25], ice cream is generally made from fresh cow's milk so that it has the aroma and taste of milk. The ingredients used in making ice cream are milk fat, skimmed milk solids, granulated sugar, stabilizers, emulsifiers, and flavors [15].

III. RESEARCH METHODOLOGY

This research was conducted with a literature study in order to collect the information relevant to the problem used as the object of research. Data collection techniques are carried out by studying through scientific journal articles and other literature. Scientific literature journals are obtained from the internet with discussions about tourist villages, production based training, training and dairy processing. Other literature in the form of

IV. RESULT AND DISCUSSION

The training is planned to be carried out in a tourist village, namely Ngabab village, Pujon sub-district, Batu City with the theme of a milk education tourism village. There needs to be training and related parties that determine the success of the training and can help the progress of the Ngabab village tourism village. Training is a learning effort organized by organizations (government agencies, non-governmental organizations, companies and so on) to meet needs or to achieve organizational goals [24]. The training has a good impact on the community around the tourist village as stated by [26] that through formulating a community empowerment training model with the concept of life skills based on local excellence, it has the impact of instilling the entrepreneurial spirit of the community and creating an independent village. The variety of dairy products that were trained were ice cream and gelato so that people could easily make it at home using standard household kitchen utensils. The training aims to prepare entrepreneurial communities as supporters of tourist villages, so that tourists can enjoy dairy products in the form of processed milk. The training will run well when the learning activities are well structured through the learning model that has been made by the trainer channeling institution. The learning model that is suitable for tourism village training is production based training because it has a syntax according to needs, namely developing skills and entrepreneurship. In the learning process students must understand the concepts taught through direct experience in planning and producing the expected products [16]. The syntax of the research results of

Gelato is an ice cream originating from Italy where gelato itself in Italian means ice cream [22]. Gelato is made from milk, fat, sugar, eggs and food flavors whose dough is thicker than ice cream. Gelato is different from ice cream in general because it has a lower fat content than ice cream in general. Gelato contains 6-11% fat while ice cream contains 10-16% fat [17]. In addition, what distinguishes gelato from ice cream is that the gelato overrun value is lower or does not even have an overrun and does not use a stabilizer [1].

books and laws was obtained from the internet on tourism village laws, books on training and dairy processing. The problems that occur are analyzed by linking the literature that has been collected. The data analysis technique is descriptive qualitative by using sentences that can answer the problems faced and the resulting model flow drawings.

production based training learning models that can be applied in learning the VET process, namely, 1) curriculum analysis and student characteristics; 2) product identification and analysis; 3) make important inquiries about the product; 4) question mapping; 5) analysis equipment and materials needed from the product to be made; 6) make an implementation schedule product manufacture; 7) product manufacturing process; (8) evaluated periodically; and 9) make a business plan. The following is flow models needed for the development of tourist villages depicted in Figure 1.

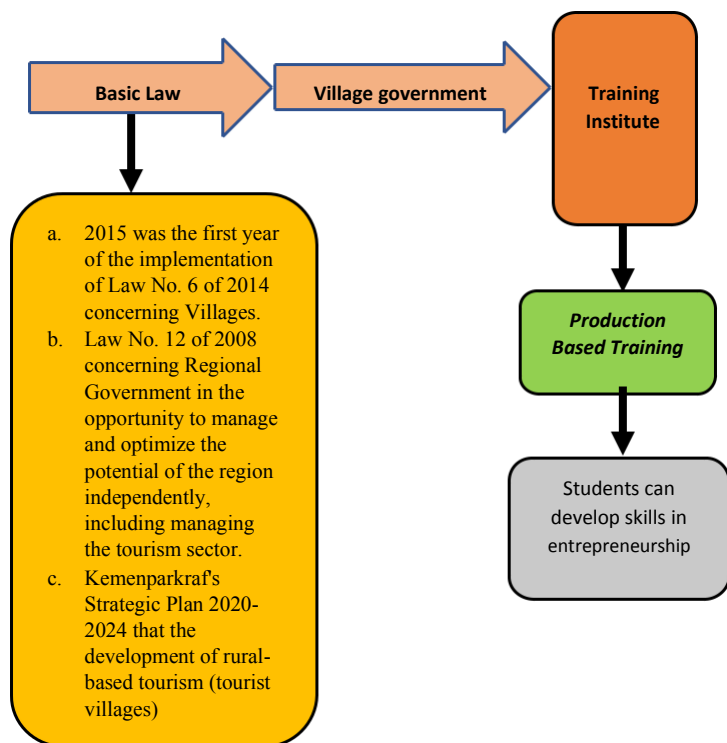


Figure 1. The flow of the model needed for the development of a tourist village.

The basis of the development of tourism villages is the implementation of Law No. 12 of 2008 concerning Regional Government which has provided opportunities for local governments to manage and optimize their regional potential independently, including managing the tourism sector. Second, 2015 was the first year that Law No.

6 of 2014 concerning Villages was implemented. The village provides satisfaction and revitalization as well as a place to learn many things, especially the environment and culture [20]. Third, tourism with a concentration in rural areas is a plan of the Ministry of Parkraf in the 2020-2024 strategic plan that the development of rural-based tourism (tourism village). The village government cooperates with training institutions that have training learning plans with a production-based training model so that students are skilled and can become entrepreneurs. Through product-based learning can help students in developing creative ideas easily during the learning process [6]. Production based training is one of the learning models that can improve the skills of students and can produce quality graduates for industry [23]. Production based training is effective on student learning outcomes in crafts and entrepreneurship [19]. The production based training learning model is considered suitable for Ngabab tourism village training learning on the grounds that it can facilitate students to actively learn, participate and interact with competency orientation to produce a product, both goods and services needed [15]. Production based training provides space for students to be more creative and think critically about what they are

doing [16]. The results of this study are also supported by Hikmah's [8] research that production based training improves the cognitive, psychomotor and affective abilities of students.

V. CONCLUSION

The conclusion from this discussion is that on the basis of state laws and the restra Kemenparkraf, there are village efforts to develop tourist villages by conducting training for village communities. In the training learning process, it is recommended to use a production based training learning model so that the trainees are able to develop psychomotor skills. Several studies have proven that the production based training learning model is effective in improving students' psychomotor skills. Several studies also mention good impacts such as critical, creative and innovative thinking. It is recommended for further research to implement and evaluate the production based training learning model for training programs.

ACKNOWLEDGMENT

We thank those who have supported the realization of this paper. The lecturer and the head of study program who supported us to attend this conference.

REFERENCES




- [1] Alfaifi, MS and CE Stathopoulos. 2010. Effect of egg yolk substitution by sweet wheyprotein concentrate (WPC) on physical properties of gelato ice cream. 17: 787 –793 *echmol. Games, iTAG 2014*, pp. 9–12, 2014.
- [2] Astuti, Ni Made Erpia Ordani, et.al. (2018). Pastry and bakery training (making breakfast rolls, japanese type softrolls and raisin rolls) for Harapan Vocational High School Students, Denpasar. *Proceedings of SINAPTEK*, ISBN: 978-602-555420-1-1
- [3] Kemenparkraf. (2019). *Kemenparkraf's strategic plan 2019-2024*. Jakarta: Kemenparkraf.
- [4] Ganefri & Hidayat, Hendra. (2014). Production based learning: an instructional design model in the *context of Vocational Education and Training (VET)*. *Procedia - Social and Behavioral Sciences* 204.
- [5] Ganefri & Hidayat, Hendra. (2015). Production based training: an instruction design model in the context of Vocational Education and Training (VET) . *Social and Behavioral Sciences* 206-211..
- [6] Hidayat, Hendra (2017). How is the

- application and design of a product-based entrepreneurship learning tools in vocational higher education?. *Advance in Social Science, Education and Humanities Research*, Vol. 102.
- [7] Hidayatullah, etc. (2017). The effectivity of “pokdarwis” role on successfully marketing of tourism village towards” mega tourism: batu city for the world. International Conference “Sustainable Development Goals 2030 Challenges and Its Solutions”, ISBN: 978-979-3220-41-3..
- [8] Hikmah, et.al. (2020). Influence of production based training learning model on student learning outcomes reviewed from entrepreneurial interests. *INTERNATIONAL Journal for Education and Vocational Studies*, Vol.02, No.3.
- [9] Ilyas IP and Semiawan T. (2012). Production-based education (pbe): the future perspective of education on manufacturing excellent *Procedia - Soc Behav Sci* 52 5–14.
- [10] Isa, et.al. (2014). Review of learning models for production based education training in technical education. *International Conference on Teaching and Learning in Computing and Engineering*. DOI 10.1109/LaTiCE.2014.47.
- [11] Indrian, Eka.(2014). The authority of the lampung village and community empowerment center in increasing the capacity of village apparatuses in lampung province. Thesis, Faculty of Law, University of Lampung.
- [12] Junaedi, I Wayan. R. & Utama, I Gusti. BR (2016). Agrotourism as the economics transformation of the tourism village in bali (case study : Blimbingsari village, Jembrana, Bali). *JBHOST*, Vol 2, Issue 1.
- [13] Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of teaching: teaching models*. Translation by Fawaid, A. & Mirza A., 2011. Yogyakarta: Student Library.
- [14] Kamil, Mostopha. (2003). *Training models*. Bandung: Indonesian University of Education.
- [15] Kalsum, Umi. 2012. Organoleptic quality and melting speed with addition of porang flour (*amorphopallusonchopillus*) as stabilizer. Makassar: Hasanuddin University.
- [16] Kusumaningrum, Indriati, et.al. (2016). Learning outcomes in vocational education: a business plan development by production-based learning model approach. *International Journal of Environmental & Science Education*, Vol. 11, No. 18.
- [17] Kopfer, T. 2009. *Making artisan gelato: 45 recipes and techniques for crafting flavor-infused gelato and sorbet at home*. Rockport Publisher, United States.
- [18] Miarso, Yi. (2004). *Sowing the seeds of educational technology*. Jakarta: Prenada Media.
- [19] Mitasari, Lilis & Rusdarti. (2018). Production based training (pbt) learning model in craft and entrepreneurship learning. *Economic Education Analysis Journal* 7(3).
- [20] Nugroho, I., & Negara, PD (2015). Village development through: equipped with laws and regulations regarding guidelines for developing tourist villages. Solo: Era Adicitra Intermedia. Retrieved from <https://books.google.co.id/books?id=r2LMxQEA CAAJ>.
- [21] Nugroho, Iwan, Negara, Retired. D., Yuniar, Hefifa. R. The planning and the development of the ecotourism and village in indonesia: a policy review. *Journal of Socioeconomics and Development*, Vol 1 No 1, 43-51.
- [22] Papera, Miss Tiama, et.al. (2018). Physical and organoleptic properties of goat's milk gelato with cinnamon mix (*cinnamomum burmanii*). *Journal of Food Technology* 2 (1) 40-45.
- [23] Saputro, H., et.al. (2018). Production-based education model for improving technical and vocational teachers ability. *iop Conf. Series: Materials Science and Engineering* 306 (2018) 012052 doi:10.1088/1757-899X/306/1/012052.
- [24] Sudjana, D. (2007). *Training systems and management: theory and applications*. Bandung: Falah Production.
- [25] Suprihana. 2012. The use of several types of stabilizers in green bean ice cream. Faculty of Agriculture, Widayagama University: Malang.
- [26] Sutarto, Joko, et.al. (2018). Community empowerment model through life skills training based on local excellence wanurejo borobudur independent tourism village, Magelang. *Journal of Educational Research*,

Vol 35, No 1.

- [27] Telfer, David. J. (2015). From a wine tourism village to a regional wine route: an investigation of the competitive advantage of embedded cluster In Niagara, Canada. *Tourism Recreation Research*, Volume 26 Issue 2, 23-33.
- [28] Trinawati, Aditya Eka, et.al. (2018). Village development and community empowerment based on local potential. *Journal of Education: Research and Development Theory*, Vol 3, No.1.
- [29] Wahyudi, Uyu. (2012). Entrepreneurship training with an ecological cultural background for empowering the rural poor. *Pulpit*, Vol XXVII, No.1.
- [30] Wesa, Ateng & Suryono, Yoyon. (2014). The economic welfare of the community members joining the pre-cooperative group training in Namlea District, Buru Regency. - *Journal of Education and Community Empowerment*, Volume 1 – Number 2
- [31] Wisyastuti, Rini & Utami, Iga Setia. (2018). Development of product-based job sheet instructional media in vocational education. *Journal of Education Science and Technology*, Vol. 04, No.02, pages 119-125. DOI: <http://dx.doi.org/10.26858/est.v4i2.6064>
- [32] Zhang, Yanchai, Li, Wenfeng & Fu, Yingbin. (2016). On the production-education production-based construction teaching materials on animation in Higher Vocational Colleges. *Advance in Computer Science Research*. Vol. 59.

AUTHOR'S INFORMATION

<p>First Author: Mafisa Restamil</p> 	<p>Postgraduate, Surabaya state university, Surabaya, Indonesia E-mail: mafisa8@gmail.com</p>
<p>Second Author: Bambang Suprianto</p> 	<p>Lecture in Postgraduate vocational education, State University of Surabaya, Surabaya, Indonesia and professor in electronic field E-mail: bambangsuprianto@unesa.ac.id</p>
<p>Third Author: I Gusti Putu Asto Buditjahjanto</p> 	<p>Lecture in Postgraduate vocational education, State University of Surabaya, Surabaya, Indonesia and professor in computing field E-mail: igpabc@elect-eng.its.ac.id</p>