

THE EFFECT OF FAMILY-BASED EDUCATION PROGRAMS ON INCREASING FINANCIAL RESOURCES WITH HANDMADE PRODUCTION FROM WASTE BATIK FABRIC

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ABSTRACT

Handmade is the process of making product objects that are processed by hand. The handmade business is identified with the label of high creativity, so it has a sale value and is in great demand by consumers. The results of this craft are limited and original, so lovers of anti-mainstream products will prefer the work of the handmade business. This study aims to analyze the effect of family-based educational programs on family behavior and increase in financial resources with handmade production from batik cloth waste. The design used in this study was a pre-experimental design, namely the one group pre-post test design. The sample in this study was taken on a probability/random basis using the cluster random sampling technique. The analysis was carried out using univariate and bivariate methods.

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1. INTRODUCTION

In the era of globalization, people are increasingly aware of and have opportunities in trying in the economic field and have seen an increase. At the moment economic activity continues to show improvement in countries around the world, both in developed and developing countries as well as in poor countries (Mandroschenko et al., 2018). Policy on economic instruments is a means of priority as well as a method in regulating environmental activities at the local and regional levels as well as the national level (Pozdnyakov, 2018)

In 2020, when facing the Covid-19 pandemic, it had an impact on decreasing income in various sectors in people's lives. The decline in family income is due to a reduction in labor and the existence of Large-Scale Social Restrictions (PSBB). According to the Head of the Jember Statistic Central Agency Arif Joko Sutejo (2020) that the Coronavirus Disease (COVID-19) pandemic had a significant impact on the inflation rate of Jember Regency in April 2020, causing deflation of 0.13 percent. Society needs a new initiation to change the pattern in itself that is consumptive to be more productive in order to reduce shortages in its economic field.

The definition of education etymologically according to the Big Indonesian Dictionary (KBBI) means the same as education. In this case, education is an effort to change the attitudes and behaviors of a person or group in the form of maturation through the learning process. Education is a process to have the ability to control and as an effort to improve economic conditions, especially health, both for individuals and communities. Meanwhile, the opinion of experts about education is an activity or effort to convey a message to the community, individuals or groups in terms of providing better information. (Notoatmojo, 2012)

Education is generally divided into three, namely formal education, non-formal education, and informal education. The understanding of formal education is education that has been structured in the community, for example education at the elementary, middle and high school levels and universities, in formal education highlighting cognitive and academic fields.

Non-formal education, can be obtained through channels outside of education, can also take the form of extracurriculars, or participating in organizations, attending training and so on which later if pursued can provide basic skill results. Meanwhile, informal education can be interpreted as education obtained from education in the family, or from the environment where they live.

The definition of family in the opinion of some experts is that it consists of two or more people who have been united by a bond in the willingness to live together and the existence of a bond emotionally and are willing to identify themselves to be part of a family (Zakaria, 2017). Family can be defined as the smallest unit in society consisting of father, mother, child, and sometimes there are also other family members who join it. Family members are part of the most important human resources in a household that

can establish the character and norms of the nation as the main capital towards a small happy prosperous family.

In dealing with family problems related to well-being in the family, it is necessary to have an action that provides direction or motivation that can provide behavior change and a change in mindset in facing the life being lived. Broadly speaking, according to Abraham Maslow (2010) that need becomes a reason to form motivation in a person so that they are able to carry out all activities that can increase their needs.

In the family environment, housewives also have a dual role in providing attention to their families as well as playing a role in making a living in order to help their husband or head of the family to create family welfare. The role in making a living for housewives can be done with their abilities or through a special education informally.

Through mentoring in fostering the creativity of a housewife, it will have an impact on improving welfare for her family if it can be lived with perseverance and high willpower. Through handicrafts or handmade or also known as craft art, it can be interpreted as the art of human handicrafts that were created in an effort to meet the needs of daily life by not forgetting artistic considerations and art and beauty. The products that have been produced are usually limited edition and very limited, therefore to increase their production it is necessary to be assisted by several machine tools as a means of support.

Selected products with creativity owned by craftsmen have a certain character and sometimes become a unique design style that will be sought after by consumers. With a very unique product, it is an option for the wearer because the handmade radiates at every appearance, and will not be used by others. That's the specialty of handmade so they will look for that special product.

According to Kadjim (2011: 10) that the meaning of craft is a business that is carried out continuously with diligence, dexterity, persistence, and high dedication and broad advancement in carrying out a work. Local raw materials owned by our country provide the widest opportunity for the community to be able to manage them as an effort to improve the economy.

Moersid (2013: 122) states that batik cloth made from textiles has a surface variation technique using a wax-resist technique, namely color-barrier with wax. The explanation of the word batik which consists of two words in the mention of the Javanese language: namely *amba*, has the meaning of a point, meaning that in the manufacture of batik cloth the process is carried out by writing and also in the form of a point. Lisbijanto (2013: 6)

The accumulation of textile waste or fabric waste at this time can be a serious threat to the environment, so public awareness is needed to change the consumptive nature of clothing. In utilizing existing waste by changing used goods it is considered less useful, but if you get a touch of creativity it will become production goods that can add income to the family.

In the industrial world, textile material waste can be used as a product that has economic competitiveness and has aesthetic power. Batik cloth waste can be used for various kinds of handmade products through creativity and attractive designs that can increase financial resources for the community. For example, in the form of pillowcases, tablecloths, bags, sandals, clothes baskets and so on

As described above, assistance is needed for people who are willing to become respondents/industrial players to grow their creativity in waste management activities for handmade batik cloth.

2. METHODS

This study used a pre-experimental design, namely the one group pre-post test design. The sample in this study was taken on a probability/random basis using the cluster random sampling technique. This study involved a group of subjects who were observed before the intervention, then observed again after the intervention.

The population in this study consisted of housewives who were members of Dasa Wisma at 5 (five) Dasa Wisma by taking samples using Probability/random sampling using the Cluster Sampling technique, namely mothers from 3 (three) Dasa Wisma who met the inclusion criteria.

a. Inclusion criteria

- 1) Mother who has sewing skills
- 2) Can read and write
- 3) Willing to be a respondent

b. Exclusion criteria

- 1) Housewife

Methods of data collection are carried out by 1) Identifying family behavior in an effort to increase financial resources through handmade skills from batik cloth waste. 2) This family-based educational intervention program consists of four weeks with 2 home visits in 2 weeks, consultation and follow-up for 2 weeks. 3) Evaluate knowledge, attitudes and behavior in carrying out skills after the implementation of the educational program.

The family-based education program research variable (X) is a skill intervention that is carried out to have a change in behavior in an effort to obtain an increase in financial resources. Performed 1 time per week with a duration of 120 minutes each time, this program is carried out for four weeks.

Meanwhile, increasing financial resources (Y) is the behavior produced by women who have sewing skills in several ways, starting with simple methods to produce products that are acceptable to the community.

The data analysis method obtained from the value of each table is then analyzed using a computerized program.

Univariate analysis, aims to explain or describe the characteristics of each variable studied. This analysis was carried out on the confounding variables and the dependent variable in this study, which are about the characteristics of the respondents and the factors that influence the increase in financial resources.

Numerical data analysis was performed using a central tendency to obtain the mean, standard deviation, minimum and maximum values and Confident Interval (95% CI), while categorical data was analyzed using a frequency distribution to calculate the frequency and percentage of variables.

Bivariate analysis was carried out on two variables (independent and dependent) to prove the research hypothesis, namely the effect of family-based education programs on increasing financial resources and to analyze differences in family behavior after intervention.

3. RESULTS AND DISCUSSION

3.1. Frequency Distribution

Table 1. Frequency Distribution by Age

Age (Th)	Total (N)	Percentage (%)
20-30	3	20
31-40	4	27
41-50	6	40
51-60	2	13
Total	15	100

Based on table 1 data above, it is found that the most age frequency of respondents is at the age of 41-50 years as many as 7 respondents or 47% while those aged 20-40 years are 6 respondents or 40% aged 51-60 years as many as 2 respondents or 13% .

Table 2. Frequency Distribution Based on Education Level

Education	Total (N)	Percentage (%)
Junior High School	1	7
Senior High School	9	60
College	5	33
Total	15	100

Based on the data in table 2 above, it is found that the highest frequency of respondents' education level is at the Senior High School level with 9 respondents or 60% College level is 5 respondents or 33% and the junior high school level is 1 respondent or 7%.

Table 3. Frequency Distribution by Gender

Gender	Total (N)	Percentage (%)
Woman	15	100
Man	-	-
Total	15	100

Based on table 3 data above, it is found that the frequency of the overall respondent's gender is female as many as 15 respondents or 100%

Table 4. Frequency Distribution of Increasing Financial Resources Prior to conducting family-based education

(Pretest)	Total (N)	Percentage (%)
Increase	7	47
Not Increasing	8	53
Total	15	100

Based on table 4 above, it is found that the frequency of increasing financial resources before family-based education was carried out, there were 7 respondents or 47% in the increasing category while as many as 8 respondents did not increase or by 53%.

Table 5. Frequency Distribution of Increasing Financial Resources After family based education

(Pretest)	Total (N)	Percentage (%)
Increase	13	87
Not Increasing	2	13
Total	15	100

Based on the data in table 5 above, it is found that the frequency of increasing financial resources after family-based education has increased by 87%.

Table 6. The Effect of Family-Based Education Programs on Increasing Financial Resources

Variabel	Mean	Std. Deviation	P Value
Before	68.267	1.2799	.00001315
After	69.4667	1.30201	.00215

Based on table 6 above, the analysis test obtained a P value of 0.002 (<0.05), a P value <0.05 (95% confidence), then Ho was rejected, Ha was accepted, meaning that there is an effect of family-based education on increasing financial resources with the production of handmade waste batik fabric.

4. CONCLUSION

The results of the research that has been done show that there were 8 respondents or 28% in the increasing category of financial resources prior to conducting family-based education, while 20 respondents did not increase or by 72%. Then after conducting family-based education there was an increase in financial resources for respondents by 68%. This shows that there is an influence of family-based education on increasing financial resources from batik cloth waste.

Creative housewives will be able to manage family life and be able to obtain financial resources that have an impact on the welfare of their family. Assistance and innovation are still needed as sustainable products in shaping creativity so as to produce products that provide environmental, social and economic benefits while protecting public health and the environment throughout their life cycle starting from the extraction of raw materials to their final disposal.

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