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University College for Agrarian and Environmental Pedagogy

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Abstracts

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COMMUNITY PROJECTS FOR FAMILY WELL-BEING: ENUGU WOMEN AUGUST MEETING EXPERIENCES IN NIGERIA

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Abstract

Since the end of Nigerian - Biafra civil war in 1970, married women from the five south eastern states of Nigerian (the Ibo tribe) including Enugu State have been having three to seven days annual general meetings in their different communities in the month of August every year. The meeting is church based, voluntary and is called Women August Meeting (WAM). Offshoots of the meetings are numerous developmental projects that meet the needs of families within their communities. The women's projects in the context of August General Meetings have not been adequately systematically studied in Enugu state hence this study. The study ascertained; socio demographic characteristics of Enugu women that have participated in WAM, types of community projects embarked by them and their perceived benefits, challenges facing WAM and strategies for ameliorating them. Descriptive survey design was used for the study. Population for the study was 50 women from Enugu state that participated in 2018 Home Economics Education sandwich programme of University of Nigeria Nsukka, who have had a minimum of three experiences attending WAM in their respective communities. The same population served as the sample for the study. Fifty eye witness written reports from each of the sample and five Focus Group Discussions (FGDs) were used to provided data and in-depth explanations respectively. The obtained qualitative information from written reports was transcribed to quantitative data during plenary sessions in answering five research questions. Data were analyzed using frequencies, percentages and means. Findings identified fourteen project areas under WAM, with different degrees of engagement that ranged from 4% to 92%. Areas of projects covered include; provision of welfare packages for different categories of less privileged (92%), building and renovations of church buildings (88%), and provision of vocational skill training (56%) to women, among others. Perceived level of benefits accruing from the projects caught across; promotion of interaction between women from varied socio-economic backgrounds including those from urban and rural settings (100%), improved community welfare (54%) and child delivery and caring services (46%). Identified challenges facing WAM include; obtaining sufficient funds for projects (92%), poor social infrastructures i.e. mobility and electricity (58%) and misconception about the WAM (50%). Suggested strategies in improving WAM and its contribution in the development of communities include: sourcing for external supports including in funding women's identified projects (100%),



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conducting free and fair elections in enthroning right women leaders and providing financial management and leadership training to them among others.

Arguably, the use of WAM as case study in teaching and learning Adult Education Course in the context of Home Economics Education sandwich programme and the deployed methodology marry well with issues in development of professional mindsets. The over five decades of existence of WAM is a demonstration of resilience and sustainability in collaboration and team building that are vital components in sustainable development. The provided WAM platforms are used by women to integrate their indigenous knowledge and skills to bringing about family wellbeing through provision of welfare packages. This in a nut shell is exemplified activities in Home Economics field of ProfESus Assessment for a Sustainable Mindset.

Key Words; Women, August, General Meeting, Development, Projects, Welfare



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DEVELOPMENT OF FOOD SECURITY - TRAINING FOR FOOD HANDLER

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Abstract:

The training on healthy food is the attempt to increase practical safety food for food handler (Pilling et al, 2008). The purpose of this research was to develop the model training for the food handler at Food-court Baseball of Universitas Negeri Surabaya. Development of training tools using Plomp (1997) model design. This research was only carried out until the test, evaluation and revision stages. Pre experimental pretest – posttest design was used in elimenary study. Descriptive analysis was used to analyze validity and practical training model test. While, pair two-test was used to analyze the effectiveness of the model. This research found that: Implementation training model showed evaluation practicality training model obtained models which met the criteria the most valid (4.28%) and worthy used, the very good handout (86,19 %); The result of instructor evaluation were very good (88.42) and 96% of the participants joined the training activity properly; the training is significant effective (paired t test, $p < 0.05$) to the increasing of knowledge, attitude and practice on hygienic behavior.

Keywords: training, food safety, food handlers



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VOCATIONAL SCHOOL REVITALIZATION PROGRAM IN PREPARING COMPETITIVE GRADUATES

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Abstract:

At present Indonesia is a country with the fourth largest population of labor force in the world. The number of workforce in Indonesia has reached 127 millions this year and will continue to grow until 2030. In 2030, Indonesia will experience a period of demographic bonus where the population of productive age will reach 70%. Therefore, the government must prepare a qualified workforce to make the most of the period. In 2016, the total workforce from vocational education graduates was 15.6 million, divided into 12.2 million vocational school (SMK) graduates (78.2%) and 3.4 million academy/diploma graduates (21.8%). Of the entire workforce that possess high competence (high school graduates and above), SMK graduates are the most unemployed workers, which took up as much as 12.5% (1.5 million people) of the total workforce of vocational schools. This should be a concern, considering that SMK graduates are expected to be able to enter the workforce immediately after graduation. On September 9, 2016 President Joko Widodo issued Presidential Decree Number 9 of 2016 concerning Revitalization of Vocational Education in order to improve the Quality and Competitiveness of Indonesian Human Resources. The aim of vocational education is to prepare future generations who have high capability and competitiveness in facing the challenges of global labor competition in the 21st century and the 4.0 industrial revolution. To achieve this goal, the development of vocational schools through a revitalization program is actualized in the revitalization implementation strategies, including: 1) curriculum development and alignment; 2) standardization of key facilities and infrastructure; 3) fulfilment and improvement of the professionalism of teachers and education staff; 4) learning innovations; 5) expansion of cooperation with industry, and 6) institutional management and arrangement. One of the schools that received the revitalization program was SMK Negeri 1 Buduran, Sidoarjo, East Java. Through this program, SMK Negeri 1 Buduran gained a lot of benefits. The school demonstrated significant changes and innovation compared to its conditions prior to the revitalization. Some of these changes include: the formation of industrial class competencies in the expertise of hospitality and catering; an increasing number of teachers apprenticeship in industry, certified teachers, MoUs as a result of collaboration with industry; implementation of industry-aligned curricula; student competency certification/graduates through work competency tests (UKK) and professional certification institutions or LSP-P1; and the implementation of an IT-based evaluation system.

Keywords: Revitalization of Vocational Schools, 21st Century Skills



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A STUDY OF THE GREEN TVET IMPLEMENTATION'S ON STUDENTS' FINAL PROJECT

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Abstract:

Green TVET is the one of competencies which comprise an aspect that relate to someone with their environment and someone who can combine their knowledge and its skill to support the environmental sustainability. Generally, green TVET can be integrated and applied in learning such as student's final project course. Student's final project is a course that must be taken by student in 8th semester the product is scientific papers about vocational education and training or food product development. One of learning models can be use to develop the food product is project based learning. The purpose of that model was to give them the real experiences. There for the students learning being meaningful. The aim of this study was to get stakeholder's responses about the green tvet implementation on student's final project. The subject were students who have took the final project course in Vocational Education, specifcly for culinary program. The analyze was descriptive quantitative model. The result showed that the responses of stakeholder is quite good interms of 1) green TVET can be adopted in student's final project course for culinary program; 2) more than half of stakeholders agree that the environmental sustainability can be supported by implementation green TVET; and 3) project based learning model in green TVET implementation can give the contribution of students collaborative skill, managerial skill, and social skill. The recomendation of this research is that environmental sustainability need to consider in the desicion making of stakeholders policy in formulaing the Program Expected Outcome (PEO).

Key words: green TVET, final project, project based learning, environmental, PEO



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Teaching Applied : Synectics Application using Leadership Instructional on Creative Design Subject for Upgrading Creativity

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Abstract:

Inventive is a process to produce something in unique form. A student need a portfolio with creativity by combine their pleasure with the lecture subject such as Creative Design Subject. Synectics learning model leads to develop the creativity of students and leadership instructional is used as mentoring and learning assessment.

The methodology this research is Classroom Action Research manage through 6 Phase study, the first phase of real conditions at the time, the second phase of direct analogy, the third stage of direct analogy, the fourth stage of conflict compressed, five direct analogy to the stage, the sixth stage trials of the original task. Classroom Action Research deals with several stages are interrelate and continuous, namely: (1) planning, (2) the implementation of the (acting), (3) observation (observing), and (4) reflection (reflecting) carried out in 2 cycles. Data obtains from the observation of the 86 students of Educational Makeup bachelor degree in 2016.

Based on the analysis of research data obtained by the implementation of learning management. The data average yield of cycle 1 at 73%, which included had good progress 2 to 83.16% in cycle. Synectics learning can enrich creativity of student. It can be seen from the average percentage of a cycle, around of 73% on cycle 1 and raise to 83.16 % in cycle 2. It proves that students have creativity in modifying the basic techniques of photography and beauty of pre-wedding photography. In cycle 1, practice photography techniques is about 70.1% and the technique of photography with the concept of beauty pre-wedding increase 89,6% in cycle 2. Synectics learning can improve student learning outcomes both cognitive and psychomotor. The percentage of completeness cognitive learning outcomes increase from cycle 1 to cycle 2. In cycle 1 completeness study by 82.45% and 88.3% in cycle 2. Psychomotor learning outcomes also influent in cycle 1 to cycle 2. In cycle 1 amounted to 81.25% and on the second cycle increased to 85%. Classroom action research can be concluded that synectics learning can enhance student creativity and improve student learning outcomes both cognitive and psychomotor, and also all of them exactly influence by leadership instructional like Student discipline, Student attendance, Curriculum and Instruction, Personal Professional Development,

Keywords: synectics teaching model, creativity, leadership instructional



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