

**FUNCTIONAL SKILLS MODEL FOR MUSLIM WOMEN IN
TRADITION WALIMA MAULIDAN FISHING VILLAGE TOUR
BONGO RELIGI PROVINCE GORONTALO**

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ABSTRACT

Bongo village is one of the villages that are very thick with the feel of the majority religious population livelihood as a fisherman. The village is located in the southern coastal province of Gorontalo, precisely in the District Batuda'a Beach Gorontalo, which routinely hold Walima Festival. Community Learning Development Center has a caring learning model to perform functional skills development for women in the fishing village of Bongo is a model in which the skills of a person is able to get back into the function itself that provides the stimuli so that people want to develop and learn to be entrepreneurs. Changes in mental attitude and entrepreneurial self-reliance is a mental attitude subpokok discussion, how they can be sustainable.

There needs to be an effort to develop a model of functional skills for women fishers on Community Learning Center in the village of Bongo Gorontalo Gorontalo Regency through processing kolombengi taste fish cake, fish flavor nuggets, and fish sticks corn flavor that increase entrepreneurial women fisherman who had a positive impact on improving family welfare.

Model of functional skills for women fishers on Community Learning Center Gorontalo regency in Gorontalo Bongo village, can be seen from several aspects, namely: (1) mastery / understanding learners (female fisherman in the village of Bongo) the learning materials functional skills of women fishermen in the form of entrepreneurship, practice makes sense kolombengi fish, fish nuggets and practice makes practice make corn sticks fish, (2) understanding the fishing village of Bongo towards women empowerment programs and Improved skills of students in the field of entrepreneurship, especially in the aspect of business development and business administration, and (3) ability learners work together in a group so that it can produce a product through the criteria and process well.

Keywords: functional skills, entrepreneurship, business group.

I. INTRODUCTION

Gorontalo has a village feel of religious condensed population. Many features of this Gorontalo religious village. Religious tourism in Gorontalo is located in the village of Bongo, located in District Batuda'a Gorontalo Regency Beach. Bongo village is a small village which is part of the southern district of Gorontalo, Gorontalo province. The word "Bongo" is the language of Coconut Gorontalo. Bongo village was once a small village named village Bubohu later by the local government was changed to the village of Bongo. Mileage village of

Bongo will take \pm 30 minutes drive from the City Centre Gorontalo. Based on the results of preliminary observations in the village of Bongo, there are interesting things of this village tradition that is related Walima. Walima is treated love tradition from generation to generation in the village of Bongo, Batudaa Beach, Gorontalo. More than 100,000 kolombengi made of eggs, flour and sugar into a form of love. The sum of millions of dollars were issued to finance the party's society. This is proof beat the count's love.

Walima is a tradition of the Prophet Muhammad's Birth warning that already hundreds of years lived society. Although in other areas also have a similar tradition, but in a more Bongo was distinctive because it is done with a unique tradition, love and fidelity contained in the strains Dikili (dhikr), kolombengi and beauty Tolangga.

Based on observations also functional skills for women in the fishing village of Bongo available nuggets taste of fish. Fish nuggets is a processed food ingredient is essentially finely ground fish meat and given spices and mixed with a binder, and then molded into a specific shape and then dipped in batter breading and then fried or stored in advance in the freezing compartment or freezer before frying. How to make fish nuggets are not much different from making nuggets of meat, therefore if you ever make nuggets with basic ingredients of meat means that you simply replace the base material. But for those of you who have never made a nugget, no need to worry because various recipes archipelago will share how to make tuna fish nuggets.

II. LITERATURE

A. Functional Skills

Many opinions and literature that suggests that the definition of life skills is not just a skill work (vocational) but have the broader meaning. Barrie Hopson and Scally (1981: 82) defines that life skills as skills or the ability to be able to adapt and positive behavior that enable a person is able to deal with the demands and challenges of living life more efektif.keterampilan include five types: (1) Skills to know yourself, (2) thinking skills, (3) social skills (4) Academic skills, and (5) vocational skills.

Isbandi Rukminto Adi (2008: 71) argues that life is self-development skills to survive, grow, and thrive, have the ability to communicate and relate well as individuals, groups and through the system in a situation tertentu.Sementara Brolin (1989: 88) interpret simpler namely that life skills are daru interaction of various knowledge and skills so that one is able to live independently. Definition of life skills is not merely to have a certain capability (vocational job), but also has the ability to support basic functional such as: reading, writing and arithmetic, formulate and solve problems, manage resources, working in groups, and the use of technology.

From the above, it can be interpreted that the education life skills are skills that are practical skills can equip learners in solving various problems of life and life. Skills that involve aspects of knowledge, attitude which includes physical and mental, as well as vocational skills related to moral development of students so as to cope with the demands and challenges of life in life.

Life skills education can be done through intra / extra to develop the potential of learners in accordance with the characteristics, emotional, and spiritual self-development prospects, the material is fused to a number of existing subjects. Determination of the content and materials associated with the life skills lessons and the state of the environment so that learners need to know and have a provision in the running of later life. The content and learning materials are fused in the eye pelajaran integrated so that the structure does not stand alone. Edi Suharto, (2009: 81), explains that life skills can be divided into two main types, namely: generic life skills (generic life skills / GLS), and specific life skills (specific life skills /SLS).Masing each type of skills it can be divided into sub keterampilan.Keterampilan generic life consists of personal skills (personal skills), and social skills (social skills) personal .Keterampilan include skills in understanding oneself (self-awareness skills) and thinking skills (thinking skills). Skill know ourselves basically an appreciation of ourselves as creatures of God the Almighty, as a member of society and citizens, as well as recognize and appreciate the advantages and disadvantages which is owned as well as capital to improve themselves as individuals that are beneficial to the environment. Thinking skills include, among others, to recognize the skills and find information, process, and make decisions, and solve problems creatively. While the social skills include communication skills (communication skills) and collaboration skills (collaboration skills).

Specific life skills are the skills to deal with a job or a particular situation. These skills consist of academic skills (academic skills) or intellectual skills, and vocational skills (vocational skills). Academic skills associated with occupations that require more thought or intellectual work. Vocational skills associated with occupations that require more motor skills. Vocational skills are divided into basic vocational skills (basic vocational skills) and specific vocational skills (occupational skills).

According to the above concepts, life skills is the ability and courage to face the problems of life, then proactively and creatively search for and find solutions to overcome them. Life skills-oriented education for students is a provision in the face and solve the problems of life and life, both as a standalone personal, community members, as well as citizens negara.Apabila this can be achieved, then the dependency on the availability of jobs, which results in increased numbers unemployment, can be lowered and overcome it, which means the national productivity will be increased gradually. (<http://uptppnfikupang.wordpress.com/2010/05/04/pendekatan-keterampilan-hidup-pada-keaksaraan-fungsional>).

B. Empowerment of Women Fishermen

Associated with one of the strategies in the development of empowerment by AMW Pranarka and Vidhyandika Moeljanto in his Onny S. Prijono and AMW Pranarka are: "Empowerment is an attempt to make the atmosphere of a just and civilized humanity is becoming increasingly effective in structurally good family life, community, state, regional, international as well as in the political, economic, etc." (Prijono and Pranarka, 1996: 56).

The other sense of empowerment by Hulme and Turner (1990) in his book Onny S. Prijono and AMW Pranarka are: "Empowerment is a process of social change which allows those edges are powerless to give greater influence local and national political arena. Therefore, once an individual characteristic collective empowerment "(Prijono and Pranarka, 1996: 62).

From the above understanding of empowerment process contains two first meaning of empowerment process that emphasizes the process of giving or transfer part to the ability of the community to become more empowered individuals. Both processes stimulate, encourage or motivate individuals to have the ability or presence to determine what is the choice of his life through the process of dialogue. Empowerment is also a process that involves power relations are changing between individuals, groups and social institutions Empowerment function, according Kartasasmita through three ways:

1. Creating an environment that allows the potential of women developing
2. Strengthening the potential or power possessed by women
3. Empowering also means protecting
(Kartasasmita, 1996: 207).

Based on the pocket book work part Empowerment Program (PBPP) women's empowerment objectives are:

1. Improving the position and role of women in various fields of family life, society, nation and bernegaram and increase the role of women as decision makers in achieving gender equality.
2. Improve the quality of women's role and independence of the organization while maintaining the value of unity and cohesion and increase the commitment and ability of all institutions that fight for gender equality.
3. Develop a program to empower women and improve the well-being of families and communities (PBPP, 2001: 15).

III. method Development

Activity model of development of this model is designed by applying the model approach and development (research and development). Borg and Gall (1989; 624) argues, that the Research and Developmet (R & D) is as a strategy that aims to improve the quality of education. Models with R & D approach aims to develop and validate the results of education and to discover new knowledge through basic research. This model is also intended to answer specific questions about the practical problems through 'applied research' which is used to improve educational practices.

The steps in the execution of R & D as stated Borg and Gall (1989: 624) are: (1) begins with researching and gathering information, through reading literature, observation, and prepare a report on the needs of development, (2) planning and making prototype components to be developed, including defining abilities / skills will be developed, formulate goals, menentuan sequence of events, as well as create special measurement scale, (3) developing early prototypes, such as preparing textbooks and raised evaluation, (4) conduct a

limited trial of the initial model, (5) revise the initial model, (6) conduct field trials, (7) to revise the test results, (8) operationalize the model that has been tested, (9) perform final revision to the model, and (10) dissemination or deployment models.

Procedure models using descriptive qualitative approach has the following steps.

1. Identify any significant problems to be solved through descriptive methods.
2. Limiting and formulate the problem clearly.
3. Determine the purpose and benefits of the model.
4. Perform literature related to the problem.
5. Determine frame of mind, and the question or hypothesis models and models.
6. Designing a model method to be used, including in this case determines the population, sample, sampling techniques, determine the instrument, collect data, and analyze the data.
7. Collect, organize, and analyze data using statistical techniques relevant.
8. Creating a model report

IV. DISCUSSION

1. Mastery / Understanding learners against materials in typical food processing Gorontalo

Learning materials typical food production skills Gorontalo as livelihood of fishermen in the village woman Bongo, include: entrepreneurship, Practice makes corn Kolombengi fish, Practice makes fish nuggets and fish Practice makes corn sticks. Mastery / understanding of learners to the materials presented in the tables below. Based on the results of questionnaires, looks readiness of learners in the starting material with good entrepreneurship as many as 15 people (75%). While learners sufficient readiness in accepting entrepreneurship matter as much as 5 people (25%). Furthermore, students who are less readiness to accept no matter entrepreneurship. 16 learners or as much as 80% showed attention / motivation both in receiving material entrepreneurship. While 4 (20%) showed attention / motivation enough. Seen 14 learners or as much as 70% indicates the activity / participation both in receiving material entrepreneurship. While 6 (30%) showed the activity / participation sufficient. Nampak all students (20 people) or as much as 100% showed good cooperation in receiving material entrepreneurship. This is certainly as one of the main capital in the process of empowerment of women in the fishing village of Bongo.

Based on the questionnaire, it seems all students (20 people) or as much as 100% indicates the seriousness in a job well done in receiving material entrepreneurship. 4.6, it appears all students (20 people) or as much as 100% indicates readiness well in practice make corn kolombengi fish. It appears all students (20 people) or as much as 100% indicates attention / motivation both in the practice of making corn kolombengi fish. It appears all students (20 people) or as much as 100% indicates the activity / participation both in the practice of making corn kolombengi fish. There also appear to all students (20 people) or as much as 100% showed good cooperation in the practice of making corn kolombengi fish. 100% indicates the seriousness in a job well done in practice

make corn kolombengi fish and have a good readiness in practice make fish nuggets. There were also all students (20 people) or as much as 100% good show sincerity in completing the task in practice make Corn Sticks fish.

2. Understanding Women Bongo Fishermen Village Community Empowerment program and Improved skills in the field of entrepreneurship

Learning materials and community development programs in the field of business skills enhancement for women fisherman in the village of Bongo, including community development, business development and business administration.

Students understanding of the things mentioned above, are presented all students (20 people) or 100% good show on the material readiness of community empowerment. All students (20 people) or 100% indicates attention / motivation both in material empowerment. Seen 14 learners or as much as 70% indicates the activity / participation both in receiving the materials community empowerment. The remaining 6 (30%) showed the activity / participation sufficient. Visible attention / motivation of learners in the following materials with good business penembangan of 15 people (75%). While learners attention / motivation is quite in receiving these materials by 5 people (25%). Furthermore learners attention / motivation lacking in receiving these materials do not exist. Seen 18 learners or as much as 90% showed good sincerity in completing tasks in business administration. The remaining 2 (10%) showed enough sincerity in completing the task.

3. The ability of learners work together in a group so that it can produce a product through both the criteria and process

Having previously learners are given a wide variety of materials to better provide students understanding of the learning materials in the form of functional skills fisher women entrepreneurship, practice makes kolombengi taste of fish, fish nuggets and practice makes the practice of making corn sticks fish, as well as understanding of the wives of the fishermen village of Bongo Increased community empowerment and skills of students in the field of entrepreneurship, especially in the aspects of business development and business administration, it would require a specific assessment of the process of a product that will be produced by learners.

Learners will be divided into 3 groups, each group will create and work on his own from the material to the final product.

a. Kolombengi Corn Fish

Results of the assessment of learners who are members of the group manufacture of corn kolembengi fish said to be very good from the stage of the process to their products. By getting a total value of 47 out of a maximum value of 48, or can be said to achieve a success rate of 98%. Just get a value of 3 on aspects of preparation, especially where only the precision criteria.

b. Fish nuggets

Results of the assessment of learners who are members of the group manufacture of fish said to be very good Nugget of stage process to their products. By getting a total value of 47 out of a maximum value of 48, or can be said to achieve a success rate of 98%. This group scored 3 on aspects of preparation especially timeliness criteria which took several minutes.

c. Corn sticks

Results of the assessment of learners who are members of the group manufacture Stick Corn said to be very good on the stage of the process to their products. By getting the maximum value of 48, or can be said to achieve a success rate of 100%.

V. CONCLUSION

Models of functional skills for women fishermen on Community Learning Center in the village of Bongo Gorontalo province of Gorontalo district, can be seen from several aspects, namely: (1) The control / understanding of learners (female fisherman in the village of Bongo) of the learning materials functional skills of women fishermen in the form of entrepreneurship, practice makes kolombengi taste of fish, fish nuggets and practice makes the practice of making corn sticks fish, (2) understanding the fishing village woman Bongo towards community empowerment and Improved skills of students in the field of entrepreneurship, especially in the aspects of business development and business administration, and (3) the ability of learners work together in a group so that it can produce a product with the criteria and process well.

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FOREWORD

From Dean of the Faculty of Teacher Training and Education
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The background of this seminar is inspired by the results of the 12-ASEAN Summit held in January 2007 has declared that ASEAN Community Agreement will be implemented in 2015. The ASEAN Community becomes an important culmination of ASEAN Economic rise. All ASEAN countries have to intensify their efforts to prepare themselves with all necessary needs and means in order to take advantage of the ASEAN Economic Community (AEC). Any nation unprepared to enter the AEC will undoubtedly be left behind and will not be able to catch up with more advanced nations. One of the AEC agreements is to liberalize the goods, services, investments, skilled workers and capital flow.

Liberalization of services will be implemented in the next few months. As education is one of the services that prepares the skill workers, the educational sector needs to be prepared seriously. Every ASEAN country needs to prepare a strong management and education system. Various practices of education in ASEAN countries need to be understood by all stake holders in education in order to contribute positively to the harmonization of the ASEAN Community.

The Faculty of Teacher Training and Education University of Bengkulu joint with Communication Forum State Faculty of Teacher Training and Education Indonesia and School of Education in ASEAN countries wishes to participate in succeeding the AEC agreement by organizing an international seminar on education (ISoE) with the theme: "The Uniqueness of education practices towards Harmonization of the ASEAN Community in 2015".

The objectives of the seminar are: (1) building an understanding on the educational practices among ASEAN Countries, (2) sharing ideas and experiences on educational practices and issues by participating institutions, and (3) building a tight cooperation in the development of education sector towards the harmonization of the ASEAN Community.

Issues seminar topics are educational practices in social and humanity sciences, mathematics and natural science education, language and arts education, vocational and educational technology, health and sport education, educational management, educational technology, guidance and counseling, non-formal education, and other educational fields.

This seminar we invite ASEAN Secretary General and the Director General of Higher Education Ministry of Education and Culture of Indonesia to discuss about "Educational Policy in Indonesia towards 2015 ASEAN Community". This seminar was a lot of participation as speakers and as participants, both from education policy makers, education managers, lecturers, teachers, students, researchers, practitioners and observers of education from various ASEAN countries.

On this occasion we thank you profusely to everyone who has helped organize an international seminar of education, either directly or indirectly. My thanks go to our partners: Prof. Allan L. White, Ph.D. (University Western Sidney Australia), Prof. Dr. Tg. Sifzizul Tengku Muhammad (University Malaysia Terengganu, Malaysia). Prof. Dr. Chaterine E. Mathew (The University of Nort Carolina at Greensboro, USA), Prof. Dr. Totok Sumaryanto F, M.Pd. (Universitas Negeri Semarang Indonesia), Prof. Dr. H. Sofyan Sauri, M.Pd. (Universitas Pendidikan Indonesia, Indonesia), leaders of Communication Forum State Faculty of Teacher Training and Education Indonesia and School of Education in ASEAN countries which has helped to inform the seminar. To the editorial board and the managing editor and the entire committee seminar appreciation and gratitude. May Allah always bless us all. Amen.

Similarly, it may welcome international education seminar held in Bengkulu can have a positive impact on improving and enhancing the quality of education in ASEAN countries. Thank you.

Bengkulu, 10 January 2015
Dean,

Prof. Dr. Rambat Nur Sasongko

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