

A SOCIO-ECONOMIC LEARNING MODEL FOR FISHING COMMUNITIES: THE DESIRE TO IMPROVE THE ECONOMIC STATUS OF SUNGAIBUNTU VILLAGE IN KARAWANG, INDONESIA

Durotul Yatimah*

Abstract: Seas potentially influence the growth of national purchasing power. The problem about ineffective learning forum for the fishermen needs deeper study. This study aimed to developed a learning model for the fishermen. This model contains various learning forums for fishermen through the involvement of third parties who are business people and industrial fields.

Keywords: learning model, fishing communities, socio-economic, and development

1. INTRODUCTION

Indonesia is the biggest archipelago country in Southeast Asia. Indonesia's seas are very potential for industries like fishery, mining, oil and gas, transportation, tourism objects, sea buildings, fish shipyard and docking, and sailor resources development (Sumantari, (1994). Seas potentially influence the growth of national purchasing power. Based on Junaidi, in his writing about the ignorance of sea potentials, "those sea potentials are mining, tourism, fishery, pearls, and other materials contained in the deep sea. Indonesia's fortune given by God is being the country located in the equator where the hot and cold flows are met; this makes sea resources in Indonesia very lush." (Junaidi, <http://fpik.bunghatta.ac.id/tulisan.php?dw.13>). Sharif C. Sutarjo in association of Indonesian foreign banks meeting said, "the economic chance of sea potentials from the minerals in the bottom of the sea is now in the process of pre-exploration (Trisnamansyah, 1992). Therefore, the government attempts continuously to strengthen the economic potential of the sea through the involvement the banking sectors and investors to invest their assets (Susilo, 1998).

The high potential of Indonesia's fishery actually has not influenced much on the fishermen's life. The situation is deprived. Fishermen's social economy condition is

* Faculty of Education, Jurusan Pendidikan Luar Sekolah, Universitas Negeri Jakarta

closely related to the fishery industries. Basically, the concept is cooperation; but in reality, the fishermen tend to be the object, and the owners become the capitalists. The relation is not interdependent anymore, and far from the concept of symbioses mutualism.

Some efforts have been made by the government, such as: outreach, funding in the forms of credit and FISHERY tools availability, recovery of the fishery ports and fishery markets. However, those efforts often face some problems. From informal education point of view, there are some findings about the crucial needs of the fishermen towards their various types of learning forum; they are internship, discussion, and excursion. The condition shows the cue which is less effective in the fishermen learning process and their forum.

Problems about the learning process and learning forum which are less effective need some further studies in order to find another way to recover to improve the fishermen's capability. The improvements through learning forum are not implemented at school, but in informal education since the orientation of school does not focus on practical needs in real life.

Some reasons that become the basis of the importance of learning for fishermen through the various learning forum are: (1) giving opportunities to the fishermen to learn how to make an effective lifestyle and how to be an entrepreneur, (2) enhancing the function of school education since it cannot create further learning opportunity for those who already become workers as fishermen to improve the quality of their work and their life. (3) creating the process of learning through informal education which can make some direct benefits for the fishermen. (4) the multi crisis situation set up the needs of education more to overcome their problems. Triggered by the very critical needs of the fishermen to improve their ability and to apply what they have learned to make their lives better, the learning process must be able to give solutions through learning forum to develop their ability which should be practical. The needs of practicality for the improvement of fishermen life quality is the basic essential of continuing education and the implementation of life long learning concept. (5) Educating the fishermen to have the knowledge, mental attitude, and motivation to improve their quality of life that still need to be developed, especially for the more specific learning forum. This study offers a model to develop fishermen learning style through the effective learning forum.

1.1. Research Objectives

The general objective of this research is to find out fishermen learning model through learning forum. By using that model, the fishermen are expected to be able to improve their socio-economy status, thus their life qualities are improved. The problem that needs to be overcome through this study is: which fisherman learning model material that can be used appropriately in the learning forum?

1.2. Research Methods

To solve the problems and attain the research objectives that have been designed, the procedure of this research is developed using qualitative approach. There are three research designs: qualitative exploration through case study design, laboratory model development, and model validation through simulated experimental design. The field of this research is *TPI Sungaibuntu Karawang*.

Data collecting techniques in this case study are interviews, observation, and document analysis; and in the model development, they are seminars, group discussion, and note taking of the events. The criteria used to measure the success of the model apply some variables: fishermen's knowledge, attitude, and motivation.

1.3. The Results

The results of this case study show that the comprehension of the tutor, organizer, and fishermen about the learning values and objectives has been sufficient. However, the social economy live of the fishermen has not been effective. The learning forums were dominated by discussion and excursion. The internship was only applied to learn about maritime knowledge. Base on the findings, seminar and group discussion were constructed in one model which is through various learning forum.

Through the result of this study, the forum which becomes the important needs of the fishermen should be made and developed. This learning forum is relevant with the reformation issues: people's economy and education based on community needs approach. Learning forum which is able to develop the function and has social economy dimension can be an effective area to improve the quality of life and to overcome the social problems. This learning forum needs (1) empowering, (2) assistance, (3) consultation service, and (4) clinical supervision.

1.3.1. The objectives of the model

This model is used to offer an alternative of learning forum in fishermen learning based on their culture. The final aim is the improvement of fishermen life quality. Some indications of the attainment are:

1. All involved parties realize more about fisherman needs to improve their ability to make their lives better and to organize their fishery business more effectively.
2. All involved parties have desire to develop fishermen's ability to make make their lives better and to organize theri business more effectively.
3. The availability of funds and learning forum which are appropriate for their learning process.
4. The learning forum is set up properly and has practical orientation.

1.3.2. Fishermen Learning through Learning Forum

There are three forums used by the fishermen in learning, they are internship, discussion, and excursion. Internship is applied to learn about ocean. Discussion and excursion are applied to learn about asset, marketing, and business expansion. The fishermen have less opportunity to practice how to open the market and network business with other cooperations interdependently. Thus, the forumsexpectedly can make a symbiosis mutualism.

Fishermen learning forum from year to year has not changed because of many limitation. The ability and desire to make improvement for the fishermen social economy function are sufficient, but the facility and environment have not triggered a change to grow better. Fishermen and the tutors see how narrow the fishermen opportunity to improve their quality of life. Therefore, the fishermen need to have a learning model and learning forum that can enhance its functional values.

Fishermen community has culture, customs, and particular life ethos that need to be developed. Thsu, the program has to be clear, included the topic and discussion

Table 1
Elaboration design of learning forum to develop fishermen learning

<i>Types of Learning Program</i>	<i>Description</i>	<i>Forum</i>	<i>Forumdesign</i>
<i>Entrepreneur Skill</i>			
1. Entrepereneurship	Fishermen are able to be entrepreneurs	–	Discussion, internship, and excursion.
2. Cooperation	Fishermen are able to oranize a cooperation	–	Discussion, internship, and excursion.
3. Fishery (production)	Fishermen are able to fish skillfully	Internship	Discussion, internship, and excursion.
4. Fixing broken nets	Fishermen are able to fix the net	Internship	Discussion, internship, and excursion.
<i>Managerial Skill</i>			
1. Asset management and accounting	Fishermen are able to find the funding resources and organize the asset.	Discussion and excursion	Discussion, internship, and excursion.
2. Leadership	Fishermen are able to have leadership skill	–	Discussion, internship, and excursion.
3. Marketing	Fishermen are able to practice how to market properly.	Discussion and excursion	Discussion, internship, and excursion.
4. Business expansion	Fishermen are able to expand their business	Discussion and excursion	Discussion, internship, and excursion.
<i>Mental Attitude</i>			
1. Quality improvement of lifestyle	Fishermen are able to grow their children, to keep hygiene, and to plan for their future.	–	Discussion, internship, and excursion.

about values of life, such as: religion, health, etc. There are five competences that need to be developed. (1) mental attitude and motivation, (2) managerial, (3) technical production, (4) asset management and accounting, (5) marketing and business network. Those abilities are classified into three major categories, as it can be seen in table 1.

2. THE PROCEDURE OF MODEL IMPLEMENTATION

A model needs harmonic adjustment and modification which fits to the needs, situation, condition, and culture of the environment. Therefore, before the model was applied, the designer and organizer need to have preparation steps, they are measuring needs, identifying characteristics and community goals, formulating learning objectives, developing the concept of learning forum needed, selecting the appropriate method and materials, implementing the learning process and evaluating.

Particularly, fishermen learning model paradigm through learning forum which is developed in this study can be implemented using the procedure represented in picture 1 below.

These various forums are closely related to the daily problems that influence the fishermen life dimension much, including their future lives. Thus, after the forum scenario has been arranged, this model needs to be strengthening by the empowering, advocating and assisting. Empowering is the instrument used for building the

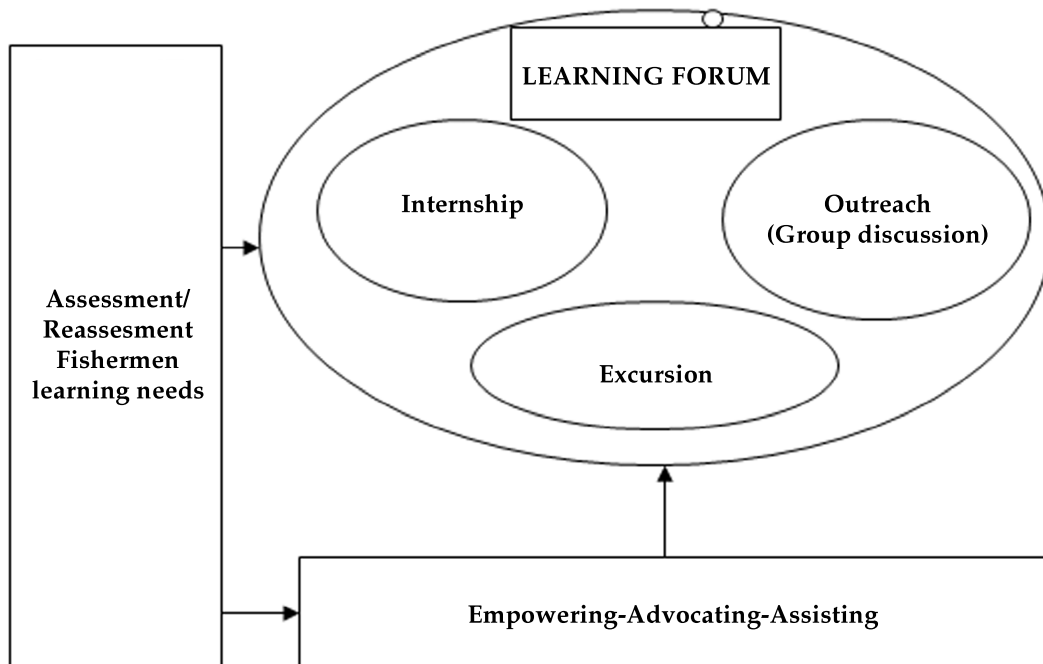


Figure 1: The model of learning forum paradigm for fishermen to improve their social economy lives

commitment and power in every marine interest. Fishermen as resource users of ocean and the expertise of technology such as researcher/designer, tutors, and education institution are the parties that should be empowered. The results of research and development in the form of marine resources technology packages might be used without guidance from the related parties. The success of marine education institution needs to be motivated continuously through the availability of better facilities. This education institution also needs to be consistent to develop its service to the citizen in order to preserve the values of their culture and customs, and to uphold the institution itself. Empowering can be the instrument to learn how to give service and to earn.

The wisdom to commit to the law enforcement and to the regulation, policy, and direction that control the benefit and organization of oceans and ports continually is an important thing to strengthen the implementation of the model in this learning forum (Suprijanto, 2008). The system, conducive law mechanism, fiscal regulation and monetary must be strengthened too. Based on UU No. 17/1985 about international ratification of International maritime convention, that regulate the inland waters, national-territorial waters, territorial oceans, additional zones, exclusive economic zones, high seas, continental shelf, and international ocean floor the implementation of the model must have continuous and proactive coordination with the related parties. Therefore, the program of benefit taking and organizing the sea and port territory can be implemented integrately, adjusted with the culture of each area. Laws and policies area, such as Perda Tingkat I Jawa Barat No.20/1979 can be socialized more through humanity approach, included KUD/TPI which need to be accommodated by the asset growing system and marketing adjusted with the agribusiness entrepreneur community around the ports. This program is applied to make the economic institutions (Becker, 1992) in the village to be seen as the institution that implements section no 33 UUD 1945.

Assisting is the government acceptance to the fishermen's rights to use the resource energy around (Johnson, 2002) traditional use right for fishery. This part gives more chance to transform the values in learning and the fulfillment to become human. If the fishermen are trapped in bad situation, the tutor presence is important to make a better life. Clinical supervision, consultation, motivation forum in the form of human relation, problem posing education, and self actualizing education are the things that need to be developed.

Learning forum is important to be improved and in line with the designed scenario (Hosfiar, 2008). The tutors have to be consistent in building the coordination in order to understand and to adapt with the model vision (Sudjana, 2009). The organizer should make preparation in a form of 'training to trainer' or at least the coordination (Knowless, 1980). has been built properly before the forum is implemented.

As 'a new idea', socialization to the citizens is needed (Ahmed, 1975). Reassessment and fit and proper study are important to know various potentials of the resources

and obstacles in implementing the program through involving communities and its strategic environment as much as possible (Sanusi, 1998). Other important things to be considered are making up the supporting resources, training with simulation, and reflection (Sudjana, 2009). When all components and parties are ready, then the model is adopted.

3. LIMITATION AND WEAKNESS OF THE MODEL

This model is relevant with the learning forum needed by fishermen or those who build education which is oriented to the improvement of fishermen lives. Practically, this model has limitation internally and externally. Internal limitations come up from the basic character of education pragmatism paradigm, learning designers and tutors resources, oceanic economy paradigm, people's economy paradigm, life values, and fishery accounting values which become the explanative basis of this model. External limitations come up from the strategic environment which tends to misunderstand the metodological, technical, and facility designers and organizers about the vision and mission.

The first internal limitation comes up from the tutors' inadequate understanding about how to apply the knowledge of continuous education pragmatism. Although the issues about fishermen poverty is universal and some efforts have been done to face that issue, the unification and adoption of the program have not been well applied. The concern of education to improve the fishermen quality of life through learning forums is still hindered by the perception that education program is only about academic thing. The operation of learning forums has not been oriented to the emergence of productive human resources socially and economically.

The second internal limitation comes up from the tutor ability in implementing the value of economic education.

The third internal limitation comes up from the fisherman inadequate ability to combine and adopt the universal issues, such as the development of economic maritim and the development of fishery. As a new paradigm, involved parties need to have more time to learn, to accept, and to implement; and to make the follow up plans. As a new paradigm, this global need has not been integrated and cooperated in offering the eagerness to change the fishermen quality of life.

Since the fishermen learning has contained new contents, the adjustment and actualization process of this forum need longer time. It is the same as its development that will run very slowly in the beginning of program launching. The concrete benefit is that the progress run fast after the model is accepted as appropriate model with their cultural context.

Facing some situations related to those internal limitations, critical awariness and functional awareness is needed by the organizer, tutor, fishermen, and other related parties. The emergence of critical awareness and functional awareness took longer

time than the response to the model that has been applied before. However, this slow improvement gradually will change to be highly accelerated if the critical awareness and functional awareness have reached the pattern that almost perfect. Sincere and constant work in reaching these awareness and benefit is needed. Then, the limitations of external model are the number of facilitator and tutor that must be increased to cooperate and to combine. The companion of the facilitator expectedly can improve the learning interaction to be more conducive to create cohesiveness and supporting environment.

The second external limitation, besides the limited facilities, competent tutors who enable the fishermen and play a role as development administrators that can accommodate fishermen learning needs and are able to calculate the follow up benefit are very limited. On the other side, those competences are really needed as supporter to increase the fishermen enthusiasm in learning.

Based on various cultures in Indonesia, patronage and authoritarian cultures have grown in fishermen community. This is the fourth external limitation. Environment climate, communities, and private/governmental institutions have not helped totally in making the learning process independently.

The last limitation comes up from the methodology aspects since this research is qualitative and the trial was only implemented in limited field. Through qualitative method, the findings of the study have weak generalization/transferability; and the trial with the limited model and limited time has a tendency to influence the validity of the findings included the model made. Thus, the implementation of this model in the wider population needs to design empirical trial with the wider sample and tighter research design in order to know its external validity. However, for the crucial cases, the wider trial can be done together. Those limitations are the negative situation that should be changed.

4. SOME THEORETICAL AND PRACTICAL IMPLICATION

The process, findings, and results that contains implication either theoretically or practically are elaborated below.

Theoretically, the implication is the relevance and compatibility with the education theories based on the needs (Community Based Education), learning theories, and fishery theories. On the other side, the findings of this study are relevant with the needs of informal learning community, especially fishermen to overcome their learning problems.

Another problem is about how to create the conducive climate and infrastructure for practicing the integrated concept of learning forum. In this case, some important problems that need to be considered and created are relevant with the findings of this research; they are (1) preparing various learning forum adjusted with the culture, (2)

interesting to be applied, (3) cheap, practical, and efficient, and (4) strengthened by conducive social climates, particularly are related to the empowering, advocating, and consulting.

Besides program compositions that have functional values to fulfil the learning needs for the fishermen and in line with the value that relevant with the expected competence, the tutors are expected to be skillful in implementing andragogy methodology and concept. Before organizing the learning program, the tutor should receive the orientation training about their duties (Training of trainer – TOT). This training can be applied through some institution such as *Lembaga Pendidikan Tenaga Kependidikan (LPTK)* or universities which open informal education study program or *Sanggar Kegiatan Belajar (SKB)*, or *Balai Pengembangan Kegiatan Belajar (BPKB)* of technical unit organizer in informal education, youth, and sport directorate of National Education Department.

5. CONCLUSION

The general conclusion based on the empirical findings shows that the implementation of the model can improve the fishermen knowledge, attitude and motivation to increase their life quality. Internal validity was supported by statistical test of the experimental data used although the test was implemented in the very limited scale. External validity is seen from the justification toward the model invented in this research by the experts, experienced people, and fishery practitioners through Delphi technique and discussion forum.

6. SUGGESTION

The facts show that the model invented in this study is effective to improve the knowledge, attitude, and motivation of the fishermen. Thus, this model is recommended to be applied in every TPI. The organisers and tutors are also suggested to learn and apply this model start from the assumptions, principals and practical steps based on the philosophical (epistemology) and practical (axiology) reasons. Among the assumptions, principles, and normative steps, the most important ones are: Learning is the human resource investment; through learning, someone or a community will have the value improvement of benefits, additions, and changes; (2) fishermen learning forum must be developed based on the fishermen learning needs; (3) Fishermen learning forum must be emergent and flexible; (4) fishermen learning forum must focus on the attitude and practical skill; (5) learning forum need to be designed specifically and systematically in order to ease the measurement of the success level; (6) fishermen learning forum as the result of this study is expected to be permanently continued; (7) Fishermen who improve their skill in managing their lives and skilful in organizing their fishery business gradually will be an independent fishermen and be able to improve their life capacity.

The field instructors who have the duty to facilitate fishermen learning and the informal education functionals should motivate other learning practitioners to design the program composition and to apply learning system which has functional values to fulfil the fishermen learning needs. Besides, with the fact that this model is effective to improve the fishermen knowlee, attitude, and motivation which increase their life quality, socialization and implementation of this model to the fishermen in every fishery market is essential.

NOTES

1. Departemen Pertanian dan Tanaman Pangan (1985). Undang-Undang Republik Indonesia Nomor 9 Tahun 1985 Tentang Perikanan. Jakarta: Balai Pustaka.
2. Junaidi (Year Not Provided) Ignorance of sea potentials: Indonesia's fortune given by God is being the country located in the equator where the hot and cold flows are met. Taken from [<http://fpik.bunghatta.ac.id/tulisan.php?dw.13>].
3. Perda Tingkat I Jawa Barat No.20/1979 socialized more through humanity approach, included KUD/TPI
4. Sharif C. Sutarjo in association of Indonesian foreign banks meeting

References

- Ahmed, M. (1975). *The Economics of Non Formal Education, Resources, Cost and Benefits*. London: PRAEGER Publishers.
- Becker, S.G. (1992). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education*. Chicago and London: The University of Chicago Press.
- Hosfiar, Hervy Hosfiar, (2008). *Naskah BP3LS Metodologi Belajar Orang Dewasa*, Jakarta: BP3LS,.
- Johnson, Elain B, (2002). *Contextual Teaching and Learning*, California: Corwin Press.
- Knowless, M. (1980). *The Modern Practice of Adult Education, Andragogy Versus Pedagogy*. New York; Association Press.
- Sanusi, A. (1998). *Pendidikan Alternatif: Menyentuh Aras Dasar Persoalan Pendidikan dan Kemasyarakatan*. Bandung: Program Pasca Sarjana UPI.
- Sudjana, D. (2009). *Metode dan Teknik Pembelajaran Partisipatif dalam Pendidikan Luar Sekolah*. Bandung: Falah Production.
- Sudjana, D. (2009). *Strategi Pembelajaran dalam Pendidikan Luar Sekolah*. Bandung: Falah Production.
- Susilo, E. (1998). *Pengembangan Model Kelembagaan Akomodatif, Sintesis Pendekatan Pembangunan perikanan Yang Berorientasi Pada Peningkatan Aksesibilitas perikanan Rakyat*. Ujung Pandang. Prosiding Simposium Perikanan Indonesia II, Pusat Penelitian dan Pengembangan Perikanan.
- Sumantari, E. (1994). *Harmoni Budaya Hidup Berpancasila dalam Masyarakat yang Religius: Satu Analisis Fenomenologis*. Pidato Pengukuhan Guru Besar. Bandung: IKIP. Tidak diterbitkan.

Suprijanto, (2008). Pendidikan Orang Dewasa Dari Teori Hingga Aplikasi, Jakarta: PT Bumi Aksara.

Trisnamansyah, S. (1992). Pendidikan Kemasyarakatan. Bandung: IKIP.

