

Training on Aglaonema Ornamental Plant Cultivation to Improve Self-Employment Ability of Learners of Community Learning Community (CLC) in Malang Regency

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Abstract

Community Learning Center (CLC/PKBM) is one of the non-formal education units that provides a place for learning for the community with learning that formal education does not have. Establishing CLC is to organize learning that can improve the community's welfare through independent business competencies. Communities as learners have expectations of the learning obtained by providing them with previous experiences. However, not all CLCs can provide this experience. This results in problems for learners who are not motivated, cannot capture the information provided, and cannot take advantage of scientific opportunities to solve problems in their lives. Therefore, adaptive, innovative, and creative learning is needed to meet the needs of learners in order to be empowered. The cultivation of this type of aglaonema ornamental plant was chosen because this plant experienced an increase in fame during Covid-19. This is also because it is easy to care for, can be cultivated at home, and can clean dirty air. Based on these reasons, this aglaonema plant has the opportunity to become one of the entrepreneurs by learning from residents. The method used is andragogy in the form of training. In addition to training methods, resource persons' mentoring is also applied to learners. The results of this activity are increasing knowledge of aglaonema ornamental plant cultivation for CLC learners, increasing independent entrepreneurship skills for learners, fostering an attitude of responsibility, and having a high work ethic in facing challenges.

Keywords: ornamental plant cultivation, aglaonema, independent business, CLC

INTRODUCTION

Community Learning Center (CLC/PKBM) is an institution that organizes various types of non-formal education (Hanizar et al., 2014). PKBM provides opportunities for lifelong learning to empower the community to be independent and improve the quality of life (Listyaningrum et al., 2022). PKBM has various learning activities carried out for the community, including life skills, education, and training (Raharjo et al., 2016). PKBM activities for residents have diverse needs due to differences in educational background, age, and learning objectives (Agustin et al., 2019). Learners expect to find engaging PKBM activities so that motivation grows in participating in learning activities and creative ideas emerge in them to develop self-competence and improve their standard of living with the efforts they can make (Pamungkas et al., 2018).

PKBM during the Covid-19 pandemic was considered less attractive for learners due to the ability of residents to use either smartphones or laptops, not to mention applications such as *Google Meet*, *Zoom*, and *Classroom* (Abidah et al., 2020). There are several main problems faced by learners when participating in PKBM lessons, including: (1) the ability of residents to be developed and improve in cultivating aglaonema ornamental plants; on the other hand, aglaonema ornamental plants have high selling power even with easy maintenance; (2) support for learning programs from PBKM needs to be improved so that citizens in learning have the provision of competence in improving their standard of living with the skills they have during their education through PBKM; (3) optimizing support from universities or the Malang Regency Education and Culture Office to cover the learning needed by the learning community.

PKBM activities aim to increase the competence of residents in cultivating aglaonema ornamental plants, explicitly aiming to: (1) provide an understanding of the cultivation of aglaonema ornamental plants; (2) provide motivation in carrying out learning; (3) improve the

competence of learners in cultivating aglaonema ornamental plants; (4) improve the competence of learners in independent entrepreneurship during the Covid-19 pandemic.

Ornamental plants are all plants from vines in the form of herbs, shrubs, shrubs, or trees, which are planted as home gardens, gardens, room decorations, makeup/clothing, facilities for religious and state ceremonies, and components of floral arrangements (Bernardinus & Wiryanta, 2007). Generative and vegetative propagation is a way to cultivate ornamental plants. The choice of cultivation technique depends on the type of ornamental plant.

Ornamental plants are grouped based on plants that enjoy their beauty, the purpose of cultivation, and based on the nature of growth. The function of ornamental plants is to improve the climate, engineering, architecture, aesthetics, and others (Febriarta et al., 2012). Meanwhile, Regita, Simangunsong, & Chalim (2021) explain that the function of plants is as a barrier, guide, pollution control, wind control, shade, conservation, sound control, visual control, and identity giver.

The nature of the ornamental plant business is fundamental to know so that it is handled properly so that the decline in product quality can be prevented or at least reduced (Gunartin et al., 2018). Fast capital turnover when starting an ornamental plant cultivation business. This is because ornamental plants are short-lived. However, the risks are also quite worrying; they are easily damaged and at high risk, primarily if plant pests attack them. Based on this explanation, the community service team organized training activities to cultivate aglaonema ornamental plants to improve the ability of independent business people to learn PKBM in the Malang Regency.

METHOD

The implementation of this service activity uses the andragogy method as training. Training provides learning experiences to learners directly, namely by practicing. The approach used for this activity is training. The training in question is to hold aglaonema ornamental plant cultivation activities to improve the competence of independent businesses of PKBM learners. Aspects of the training include: (a) the presence of facilitators, namely competent people who provide knowledge and skills; (b) there are training participants, namely several PKBM learners who need knowledge and skills; (c) there is a learning process, namely the delivery of learning in the form of knowledge and skills; (d) there are training materials, namely the knowledge and skills that the trainer conveys to the participants in the learning process.

The order of implementation used in the training of residents to learn the cultivation of ornamental plants aglaonema is as follows: (1) coordination with the team; (2) coordination with local offices related to the location; (3) training and workshops for learners; (4) a guidebook for the cultivation of aglaonema ornamental plants to increase the independent business of learners; (5) communicating the results of the activities; and (6) compiling a final report.

RESULTS

Community service activities began with training in ornamental plant cultivation, attended by 25 residents studying Package B and Package C at PKBM Mentari. At the first meeting, residents learned to get material ornamental plants' generative and vegetative cultivation. Furthermore, the second material is about material about entrepreneurship with the core material about the cashflow quadrat, where the mindset of learners needs to be emphasized that entrepreneurship requires a mentality that cannot necessarily be formed quickly.

The steps taken after the training are practice. They started with the practice of generative ornamental plant cultivation. Residents learn how to fill in suitable ornamental plant media with a composition of soil and manure. Ornamental plants practiced for generative cultivation include white vinca, sunflower, and red vinca.

Ornamental plants are cultivated with stem cuttings, namely aglaonema and Alamanda plants. In addition, residents were also taught how to care for aglaonema ornamental plants during a pandemic. The practice is in the form of transferring ornamental plants that have grown large to new larger polybags, then adding media with a new media composition, and assembling watering with sprinkles.

After the practice is completed, the next step is to evaluate by discussing the activity's end. The discussion was conducted to determine the understanding of the learning community towards the material that had been given. Then pre-test and post-test were carried out to determine the understanding of the learning community towards the material that had been delivered,

There are differences between the pre-test and post-test results that have been carried out during the training. Where the post-test results show an increase, this aglaonema cultivation training can be said to have achieved the target of providing knowledge to learners. In addition, this training and mentoring can be said to be effective for students in packages C and B in Mentari PKBM.

DISCUSSION

The training for residents studying packages B and C at PKBM Mentari aims to understand how to cultivate generatively and vegetatively cultivate ornamental plants. In addition, learners are also expected to understand and know the criteria for ornamental plants that these two methods can propagate. Vegetative propagation is the plant propagation process using the parent's vegetative part (Zahara & Win, 2020). Plant parts that can be used include stems, roots, branches, leaves, and shoots. Meanwhile, generative propagation uses seeds as planting material. The provision of this material is also expected to measure the extent to which residents understand the material so that it will be easier for them to practice later.

The practice carried out after the delivery of the material is completed is the selection of planting media. Planting media is one of the essential elements in supporting plant growth (Febriarta et al., 2012). Plants take water and nutrients from the growth medium through the roots. The planting medium distributes some of the nutrients plants need, then is absorbed by the roots for physiological processes (Bernardinus & Wiryanta, 2007). A suitable planting medium can absorb water well enough to have a porous space, so enough oxygen is still obtained through the roots.

Aglaonema propagation uses stem cuttings or growing plant parts/pieces to become new plants (Zahara & Win, 2020). One factor that influences the cutting success is the condition of the cutting material used, namely cuttings from old plant parts. The success of cuttings in forming adventitious roots will decrease as the age of the parent plant increases (Putri & Ramli, 2020). Sources of cuttings from different parts of the stem undergo different developmental periods. The success of cuttings in forming roots is influenced by plant age, growth phase, and differences in plant parts used as cutting material.

Sprinkle, one way of treating aglaonema understands how to give water to plants from above the plant using a driving force in the form of a water pump. The principle of this system is to put pressure on the water in the pipe and emit it into the air so that it resembles rain falling on the ground (Setiawan et al., 2021).

The evaluation was carried out by discussing the hopes that the learning community will have a disciplined attitude in caring for plants, be innovative, and be creative in starting entrepreneurship. This attitude needs to be nurtured and developed, considering that the number of entrepreneurs in Indonesia is still less than expected.

The pre-test and post-test results of the ornamental plant cultivation training participants were different. The results are shown in the following graph.

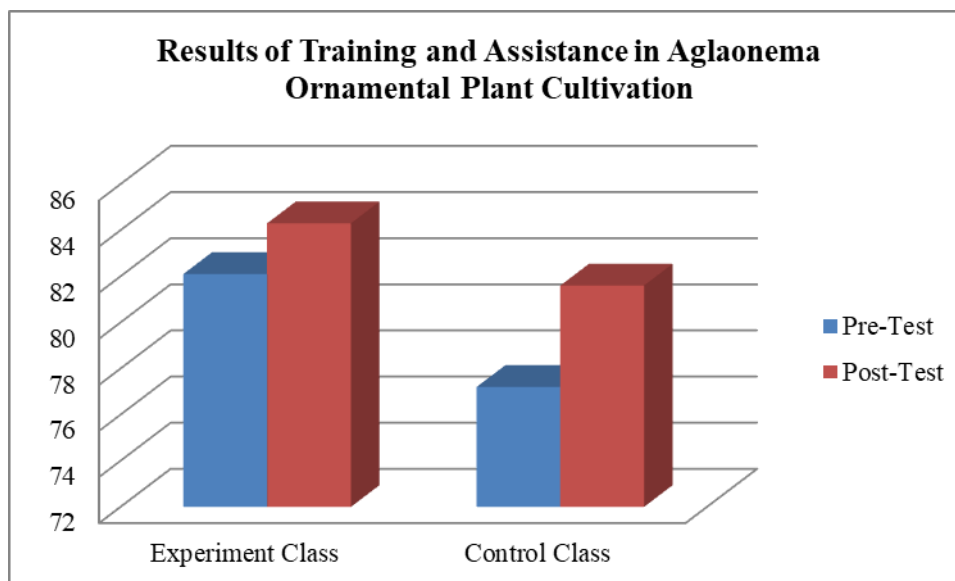


Figure 1. Result of training and assistance in Aglonema ornamental plant cultivation

The pre-test and post-test results of the ornamental plant cultivation training participants were different. The result is that the value of the pre-test in the experimental class is 82.1, while the post-test score is 84.3. The value obtained in the control class, the pre-test was 77.2, and the post-test was 81.6. Based on these results, it can be concluded that this training activity significantly influenced the participants' understanding of learning about ornamental plants' cultivation, care, and business opportunities.

CONCLUSIONS AND RECOMMENDATIONS

PKBM is an institution by and for the community providing education outside the school system. The existence of this institution is significant, considering the community's learning needs cannot be accommodated in school education in the form of training, equality, and entrepreneurship. The empowerment of PKBM institutions in providing non-formal education services that lead to community empowerment includes complementing vocational skills, facilities, and motivation.

In connection with the implementation of this service, it is suggested that the implementation of the entrepreneurship program development strategy can be integrated with other non-formal education programs. In addition, PKBM needs to develop partnerships with learners who have returned to study to become partners in institutional development.

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APPENDIX



Figure 1. The Enthusiasm of the Learners During the Presentation of Materials by the Facilitator



Figure 2. The practice of Filling Planting Media by Learners Accompanied by Speakers



Figure 3. Group Photo After Implementation of Community Service Activities