International Journal for Educational and Vocational Studies

The influence of life skills education through UMKM crafts making beautiful Besek on increasing work motivation and fulfilling family needs in Pucanganak village, Tugu district, Trenggalek regency

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A B S T R A C T

The purposes of this research are (1) to find out the effect of life skill education through SMEs in the craft of making beautiful besek on work motivation. (2) Knowing the effect of life skills education through MSME crafts making beautiful besek on meeting family needs. This research uses a type of quantitative research with correlational methods. The number of research samples is 123 students. There are two variables in this study, namely the independent variable and the dependent variable. The independent variable is the treatment of this study, namely Life Skills Education (life skills). The dependent variable is work motivation and meeting family needs. The data collection technique used is a questionnaire. Questionnaires are used to find out the results of life skills education, work motivation and meeting family needs. The hypothesis testing data analysis technique is simple linear regression analysis. The results and analysis of research data were obtained as follows: (1) The results of the linear regression analyze test showed a significance value of 0.000 or $\alpha < 0.05$ (0.000 < 0.05), so it could be concluded that there was an effect of Life Skills Education on work motivation in the village of Pucanganak, Tugu sub-district, Trenggalek Regency. (2) The results of the linear regression analyze test have a significance value of 0.000 or $\alpha < 0.05$ (0.000 < 0.05), so it can be concluded that there is an influence of Life Skills Education on fulfilling family needs in Pucanganak Village, Tugu District, Trenggalek Regency.

INTRODUCTION

Since Indonesia's independence, women have become the foundation of the nation's development because women are also born national heroes. The advantages of women can be seen in the various roles they carry out daily, such as raising children, taking care of the house, and other tasks. Men and women must complement each other to create a prosperous household. The strengths of women which are the dominant factors include painstaking, honest so that they are more trusted, tenacious, patient, thorough, careful, diligent, tough, not giving up easily, having a business or entrepreneurial spirit, strong will, passion, high dedication and loyalty, openness, work sincerely, always maintain a good name, not selfish, disciplined in administration and financial management (Lutfiyah, 2013:217). But unfortunately, the development of women's potential in Indonesia is still not optimal.

Seeing the current conditions where jobs are increasingly difficult to obtain, life skills are needed by all levels of society to increase creativity so as to be able to create jobs for themselves and others. Based on some of the statements above, it can be seen the importance of life skills education for women. Women do not need to work in offices or companies that spend all day long. They only need to have additional activities that can help the family economy and increase their ability to build society. Women also have the same portion in the process of receiving knowledge. So they should have equal access in terms of getting a job, education, making decisions, politics, and so on.

As an effort to empower women to improve their life skills, the Pucanganak Village government through Bumdes Sam Jaya formed an association of besek craftswomen

known as the "BEPP" Craftsmen Group, a group of rural women who are a vessel and hope for their families, most of whom are rain-fed farmers. Uniquely, this empowerment was initiated by an educational institution, namely SPS Tunas Harapan, to provide activities for their parents while waiting for their children to go to school so that this empowerment can have a positive impact on three organizations at once, namely SPS Tunas Harapan, the besek women's group "BEPP" and Bumdes Sam Jaya. The role of BUMDES can be seen in the source of funds for increasing income, community needs that must be felt by the community as a whole. Independent village development that does not only depend on budgets and assistance (Putu, 2019). For this reason, BUMDES should be able to manage and know the potential of natural and human resources properly so that they can be productive and bring prosperity to their citizens.

The term Life Skills (life skills) is defined as the skills possessed by a person to be willing and courageous to face life and livelihood problems naturally without feeling pressured, then proactively and creatively seek and find solutions so that they are finally able to overcome them (Director General of PLSP, Directorate of Technical Personnel, 2003). Brolin (1989) explains that life skills constitute a continuum of knowledge and aptitude that is necessary for a person to function effectively and to avoid interruptions of employment experience. Brolin explained that what is meant by life skills is something that is a continuum of knowledge and attitudes that are important for someone to get an effective function and influence the life experience of employees. Thus, life skills can be expressed as skills for life (experience). The term of life, is not merely having certain abilities (vocational job), but he must have functional basic supporting abilities such as reading, writing, calculating, formulating and solving problems, managing resources, working in teams, continuing to study on the spot work, using technology (Ditjen PLS, Directorate of Technical Personnel, 2003).

Anoraga (2014) work motivation is something that generates enthusiasm or encouragement to work. According to Hasibuan (2015), motivation comes from the Latin word movere which means encouragement or giving a driving force that creates enthusiasm for one's work so that someone wants to work together, work effectively, and integrate with all their efforts to achieve satisfaction. Furthermore, Hasibuan (2015) states that work motivation is a condition or energy that drives employees who are directed or directed to achieve the company's organizational goals. The pro and positive mental attitude of employees towards work situations strengthens their work motivation to achieve maximum performance.

According to Sihabudin (2010: 98) needs are various things that must be fulfilled by humans to be able to carry out their needs and to be able to live better. Soewardi (1985:12) argues that needs are the driving force for individuals to live, to defend themselves from threats of danger, and to develop continuously. Eko (2009:3) needs are things that are fulfilled so that people can survive. Furthermore, Bambang (2009: 2) argues that needs are everything that appears instinctively and is needed by humans to survive. Nurcahyaningtyas (2009:3) Needs are everything that is needed by humans in order to prosper their lives. Needs reflect feelings of dissatisfaction or deficiency in the person being satisfied. People need something because without something, they feel something is lacking in them. According to Abraham H. Maslow (Alwisol, 2004) in Sihabudin (2010:95), all humans have general basic needs which consist of several levels, namely the level of physical basic needs must be fulfilled first or at least partially fulfilled so that life continues. Maslow further argues, that people will try hard to meet their needs, because they have the drive or motivation to achieve the highest potential.

Based on the background above, research can be carried out with the title The Influence of Life Skills Education Through the Crafting Umkm of Making Beautiful Teacher Training on Increasing Work Motivation and Fulfilling Family Needs in Pucanganak Village, Tugu District, Trenggalek Regency.

METHODS AND MATERIALS

Research design

This research uses a type of quantitative research with correlational methods. The quantitative research method is a type of research whose specifications are systematic, planned and clearly structured from the start to the creation of the research design. According to Sugiyono (2013: 13), quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative or statistics with the aim of testing the hypotheses that have been set.

Azwar (2010) revealed that correlational research aims to investigate the extent to which variations in a variable are related to variations in one or more other variables, based on the correlation coefficient. From this research, information can be obtained about the level of the relationship that occurs, not about whether there is an effect of one variable on another variable. Quantitative correlational research is research that is intended to determine whether there is a relationship between two or several variables (Arikunto, 2005).

The research design uses a correlational design which can be described as follows:
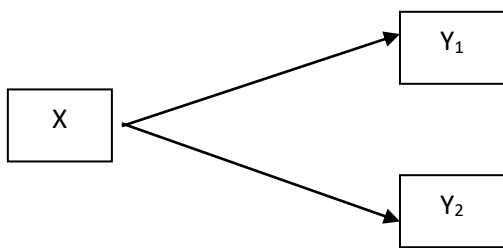
Schematic of the relationship between variable x and variable Y Information:

- X : Life skills education
- Y$_1$: Work motivation
- Y$_2$: Fulfillment of family needs

In this study the community was given a questionnaire related to Life Skills Education. Furthermore, the community was given a questionnaire on work motivation and meeting family needs.

Data analysis technique
Prerequisite Test
a. Normality test

Normality testing is carried out to determine whether or not a data distribution is normal. This is important to know related to the accuracy of the selection of statistical tests to be used. The parametric statistical test requires that the data must be normally distributed. If the data distribution is not normal, it is advisable to use nonparametric statistical tests, (Awaluddin, 2014:66).

The normality test in this study was taken from the test scores before giving motivation to learn to students. The researcher uses the Kolmogrov-Smirnov (KS) test with the condition that if the asymp.Sig (2 tailed) value is obtained > 0.05, then the sample comes from a normally distributed population, but if the asymp.Sig (2 tailed) value is < 0 .05, then the sample does not come from a normally distributed population (Sugiyono, 2006). The Kolmogorov-Smirnov formula is as follows:

$$KD : 1,36 \frac{\sqrt{n_1 + n_2}}{n_1 \ n_2}$$

Information:
KD = number of Kolmogorov-Smirnov sought
n_1 = number of samples obtained
n_2 = expected number of samples

The calculation will use the SPSS Version 23 program.
b. Linearity test

The linearity test aims to test whether the relationship between the two variables is linear. Linearity calculations are used to find out the predictors of independent variable data related linearly or not to the dependent variable. The linearity test is carried out using analysis of variance on the regression line which will later obtain the value of F$_{count}$.

According to Priyatno (2010: 73) the linearity test aims to determine whether two variables have a linear relationship or not significantly. Linearity test is usually used as a prerequisite in correlation or linear regression analysis. Testing can be done with the Statistical Product and Service Solution (SPSS) software, using a test for linearity at a significance level of 0.05.

R.A. Fisher in Furqon (2009: 198) states that ANOVA can also be understood as an extension of the t-test so that its use is not limited to testing differences in two population means, but can also be used to test differences in three or more populations at once. Subana, Moersetyo and Ruhadi (2000: 181) added that the Analysis of Variance is used if there are three or more treatments that are tested for the presence of one and the other (eg the best to the less good). So that in this study researchers in the calculations will use the SPSS Version 23 program. Testing on SPSS using the Test for Lineatatbrity is the basis for decision making using ANOVA output at a significance level of α = 0.05. If α < 0.05 then the relationship between the two variables is linear and if α > 0.05 then the relationship is not linear.

Hypothesis testing

In this analysis, the researcher uses simple linear regression analysis to determine the effect (relationship) between the independent variables and the dependent variable. The selection of this regression is to determine the effect of life skills education (X) on work motivation (Y1) and meeting family needs (Y2).

Simple linear regression analysis is used to determine the basis of predictions from a data distribution consisting of one criterion variable (Y) and a predictor variable (X) which has a linear relationship. In this case, simple linear regression analysis was used to determine the effect of life skills education (X) on work motivation (Y1) and the effect of life skills education (X) on meeting family needs (Y2).

$$Y = a + Bx$$

Information:
Y : Dependent variable
X : Independent variable
a and b : Constants

To find the prices of a and b, the following rumors are used:

$$a = \frac{\sum y \ \sum x^2 - \sum x \ \sum xy}{N \ \sum x^2 - (\sum x)^2}$$

$$b = \frac{N \ \sum xy - \sum x \ \sum y}{N \ \sum x^2 - (\sum x)^2}$$

However, in this study the calculation of a simple linear regression test was analyzed using SPSS. Criteria for acceptance and rejection of the hypothesis if:

t$_{count}$ > t$_{table}$, or α ≤ 0.05 then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

$t_{count} \leq t_{table}$, or α > 0.05 then the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected.

RESULTS AND DISCUSSIONS

Normality test

Table 1. One-Sample Kolmogorov-Smirnov Test

		Normality
N		123
Normal Parameters[a,b]	Mean	62.6917
	Std. Deviation	9.77804
Most Extreme Differences	Absolute	.269
	Positive	.143
	Negative	-.269
Test Statistic		.269
Asymp. Sig. (2-tailed)		.168[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Statistical tests for data normality were carried out using the Kolmogorov-Smirnov (KS) test with the condition that the asymp. Sig (2 tailed) obtained > 0.05, then the sample comes from a normally distributed population, but if the value is asymp. Sig (2 tailed) obtained <0.05, then the sample does not come from a normally distributed population (Sugiyono: 2006). Using the Kolmogorov-Smirnov test (KS) because the advantages of this test are simple and do not cause differences in perception between one observer and another, which often occurs in normality tests using graphs. The results of this normality test can be seen in **Table 2**.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Normalitas
N		123
Normal Parameters[a,b]	Mean	62.6917
	Std. Deviation	9.77804
Most Extreme Differences	Absolute	.269
	Positive	.143
	Negative	-.269
Test Statistic		.269
Asymp. Sig. (2-tailed)		.168[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the results of the normality test in table 4.4 it is known that the significance value is 0.168 or 0.168 > 0.05. So that researchers can conclude that the sample is normally distributed.

Llinearity test

According to Priyatno (2010: 73) the linearity test aims to determine whether two variables have a linear relationship or not significantly. Linearity test is usually used as a prerequisite in correlation or linear regression analysis. Testing can be done with the Statistical Product and Service Solution (SPSS) software, using a test for linearity at a significance level of 0.05. The results of this linearity test can be seen in the **Table 3**.

Table 3. Results of Life Skills Education ANOVA on Work Motivation

ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5032.849	1	5032.849	1555.696	.000[b]
Residual	381.743	118	3.235		
Total	5414.592	119			

a. Dependent Variable: Pendidikan Kecakapan Hidup
b. Predictors: (Constant), Motivasi Kerja

Table 4. ANOVA Results of Life Skills Education on Fulfilling Family Needs

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5041.567	1	5041.567	1594.814	.000[b]
Residual	373.025	118	3.161		
Total	5414.592	119			

a. Dependent Variable: Pendidikan Kecakapan Hidup
b. Predictors: (Constant), Pemenuhan Kebutuhan Keluarga

Based on the results of the linearity test in table 4.5 it is known that the calculated F value is 1555,696 with a significance level or α of 0.000 <0.05, so life skills education can be used to predict work motivation variables. Likewise with the results of the linearity test in table 4.6 it is known that the calculated F value is 1594,814 with a significance level of α 0.000 <0.05, so life skills education can be used to predict variables meeting family needs.

The Influence of Life Skills Education through UMKM Handicrafts for Making Beautiful Besek on Work Motivation

To find out the effect of life skills education through MSME crafts making beautiful besek on work motivation, a simple linear regression statistical test will be used. This is in accordance with the opinion of Riyanto, (2007: 104) that linear regression is used to test the hypothesis about the relationship between the predictor variable (independent) (X) and the criterion variable (dependent) (Y). each variable on an interval scale. Regression is one way to make a prediction of an unknown variable from a known variable. Statistical calculations of linear regression analyze tests were carried out with the help of the SPSS program with decision making based on the results of the analysis if α <0.05 then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted which means that there is an influence of life skills education through MSME crafts making besek beautiful on work motivation. On the other hand, if the value of α > 0.05, the null hypothesis (H0)

is accepted and the alternative hypothesis (Ha) is rejected, which means that there is no effect of life skills education through SMEs making beautiful besek crafts on work motivation. From the results of the analysis performed, the following results were obtained in **Table 5**.

Table 5. Results Coefficiens Life Skills Education on Work Motivation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	r_{xy}	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.782	.956		9.183	.000
	Motivasi Kerja	1.052	.027	.964	39.442	.000

a. Dependent Variable: Pendidikan Kecakapan Hidup

Based on the calculation of the data in table 4.7, a significance value is obtained based on the Sig column of 0.000 or α <0.05 (0.000 < 0.05) which means that the Alternative Hypothesis is accepted. Thus, it can be concluded that there is a real (significant) influence of life skills education through MSMEs in the craft of making beautiful besek on work motivation.

The Influence of Life Skills Education through UMKM Handicrafts of Making Beautiful Besek on Fulfilling Family Needs

To find out the effect of life skills education through MSME making beautiful besek on fulfilling family needs, a simple linear regression statistical test will be used. This is in accordance with the opinion of Riyanto, (2007: 104) that linear regression is used to test the hypothesis about the relationship between the predictor variable (independent) (X) and the criterion variable (dependent) (Y). each variable on an interval scale. Regression is one way to make a prediction of an unknown variable from a known variable. Statistical calculations of linear regression analyze tests were carried out with the help of the SPSS program with decision making based on the results of the analysis if α < 0.05 then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted which means that there is an influence of life skills education through MSME crafts making besek beautiful towards meeting the needs of the family. On the other hand, if the value of α > 0.05, the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected, which means that there is no effect of life skills education through SMEs making beautiful besek crafts on meeting family needs. From the results of the analysis performed, the following results were obtained in **Table 6**.

Table 6. Coefficiens Results of Life Skills Education on Fulfilling Family Needs

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	r_{xy}	Sig.
		B	Std. Error	Beta		
1	(Constant)	-5.116	1.289		-3.969	.000
	Pemenuhan Kebutuhan Keluarga	.619	.016	.965	39.935	.000

a. Dependent Variable: Pendidikan Kecakapan Hidup

Based on the calculation of the data in table 4.8, a significance value is obtained based on the Sig column of 0.000 or α < 0.05 (0.000 < 0.05) which means that the Alternative Hypothesis is accepted. Thus, it can be concluded that there is a real (significant) influence of life skills education through MSMEs in the craft of making beautiful besek on meeting family needs.

DISCUSSIONS

Discussion of the Effect of Life Skills Education on Work Motivation

Based on the results of calculating the linear regression analyze test, the significance value is 0.000 or α < 0.05 (0.000 < 0.05). From these calculations, it can be concluded that there is influence, which means that the higher the life skills education, the higher the work motivation in Pucanganak Village, Kec. Regency Monument Trenggalek

This is in line with research conducted by Subagio (2015), the results of the study showed that there was an influence that the corn husk handicraf life skills education program had an important role in the work motivation of learning residents. Research conducted by Anggrita Kumidaninghar (2017), the results of the research show that the implementation of sewing life skills education programs includes increasing knowledge, product results, personal skills, social skills, academic skills, and vocational skills. According to Emilia and Anna (2018), life skills are skills or abilities to be able to adapt and behave positively, which enable a person to be able to deal with various demands and challenges in life more effectively. Research conducted by Iip Saripah shows that learning residents have attitudes and behaviors to develop and improve their business after being given life skills training. (Iip Saripah, 2016) In addition, residents are also more confident and willing to take risks in opening a business. This shows that the management skills obtained in the training he attended can be applied to his business. The results of this study are in line with research conducted by Tristanti and Suryono which explains that the success of life skills education can be seen from changes in the behavior of the learning -

community as shown in changes in hand skills, heart skills, brain skills and healthy skills. (Tristanti and Yoyon Suryono, 2014).

The community is not only used as the target of non-formal education but the community is seen as the actor (learning source) of non-formal education itself. Kindervatter (1979) in Anwar (2004), the role of non-formal education in the framework of the Empowering Process the role of non-formal education not only changes individuals, but also groups, organizations and society. This is ordered because there are many issues that develop in society where this empowerment is inseparable from the realm of women's empowerment which is a separate issue in women's studies and development. Efforts to empower women in its development have resulted in a process of improvement in various ways. Such as improvements in conditions, as well as the quality of life of women in various matters such as education, employment, economy, health. because empowering women can increase women's productivity, which in turn will have an impact on increasing family and community income. This increase in women's productivity can be seen from indicators of changes in attitudes that are more positive and advanced, increasing abilities through life skills programs and works of art in the form of goods and services for self and community needs. So that efforts to increase the ability of the community itself to hold control over themselves and the environment.

Life skills are not only interpreted as abilities in the form of skills, but life skills are also interpreted as the ability to be able to adapt and behave positively, which enables a person to be able to face various demands and challenges in life more effectively. Life skills (life skills) is a concept that is often put forward by experts and organizations that have authority, especially in the fields of health and education. The concept of life skills in the health sector, as defined by WHO is a human skill or ability to be able to adapt and have positive behavior, which enables a human being to be able to face various demands and challenges in his daily life effectively, especially in terms of his health and welfare. . The importance of life skills education for every individual because they face various problems that must always be resolved in their daily lives. Life skills are what are needed for individuals to enter independent lives, members of society and citizens. So that by mastering life skills, individuals are expected to become individuals who are able to solve their problems by finding appropriate alternatives/solutions that have positive implications for themselves and for the people around their lives. It is this behavior and character that will cause them to be able to adapt to the development and progress of the times, survive, be empowered and be able to make a meaningful contribution to their nation.

It is important to study the implementation of life skills programs for the community, as the findings of Wiratno's research (Journal of Education and Culture, 2008) suggest that the implementation of life skills programs is generally not based on the interests and talents and needs of students, but programs that have been determined by Ministry of National Education, so that its implementation has not been able to achieve optimal targets. It was further explained that life skills education must reflect the values of everyday life, both conservative and progressive in nature. If a training program implemented can provide provisions in meeting the needs of the community so that the community can work and do business both individually and in groups, then in addition to generating enthusiasm and motivation to work for the community itself, it will in turn have an impact on increasing income and quality of life for the community.

Discussion of the Influence of Life Skills Education on Fulfilling Family Needs

Based on the results of calculating the linear regression analyze test, the significance value is 0.000 or $\alpha < 0.05$ (0.000 < 0.05). From these calculations it can be concluded that there is influence, meaning that the higher the life skills education, the higher the fulfillment of family needs in Pucanganak Village, Kec. Regency Monument Trenggalek.

This is in line with research conducted by Puri Bhakti Renatama (2012), the results of the study show that the impact of the implementation of the bridal make-up life skills program shows a positive impact, namely that learning residents can work independently and in groups, utilizing their knowledge to gain employment and income opportunities. Research conducted by Radika Wahyu Setyoaji (2012), the results of the study concluded that the impact of the PKK group program on increasing economic activity showed the impact that the community could increase family economic activities by participating in skills training such as making crackers, molen bananas, opening stalls and making wet noodles which were implemented in everyday life to increase income and increase the income level of the respondents who have been interviewed by 4.77%. Research conducted by Aulia Syahrani in (2013), shows that the implementation of the independent business literacy program is carried out through the planning, learning process, and evaluation stages where after the independent business literacy program (KUM) at PKBM Handayani has a positive impact in the form of increasing the income of learning residents, but the impact obtained has not been significant in increasing the daily income of all 10 (ten) study residents in the Al-Ahsan group, only 6 (six) study residents or 60% of the total study residents stated that their economic situation is different, before and after participating in KUM activities.

Needs are a basic requirement that must be met to achieve a balance organism. The need arises when a person feels lacking, an imperfection that can damage his well-being. In other words, needs arise because of an imbalance within the individual, thus making the individual take an action that leads to a goal, and that need can be fulfilled. (Koswara, 2009). The family is the smallest institution in society that functions as a vehicle for creating a peaceful, secure, peaceful and prosperous life in an atmosphere of love and affection among its members. The family is positioned as the most basic social institution to print human qualities. (Mufidah; 2008). The family is a group formed from the relationship between men and women, which relationship more or less lasts a long time to create and raise children. While the family in its pure form is a social unit consisting of husband, wife and immature children (Abu Ahmadi; 1991).

Unemployment, low productivity, lack of skills possessed by the community are problems that are often encountered in people's lives. One of the factors that cause these problems is the educational factor. Education which is an effort to improve the quality of human resources has not run optimally. Education is not only accessible through formal channels but can be accessed through non-formal and informal channels. One form of non-formal education is a life skills education program. The target of this life skills education program are residents in Pucanganak village, sub-district. district monument Trenggalek. Through umkm, the craft of making beautiful besek is trying to increase the role of women so that they are able to contribute to life in their environment and are able to understand, access, and take advantage of every form of opportunity to meet the needs of their families. The life skills education program seeks to bring these housewives together and provide them with knowledge, attitudes and skills tailored to their needs. Implementation of this life skills education program includes the provision of skills, knowledge, attitudes, and personal abilities.

The life skills education program is one of the out-of-school education programs that provides four skills for program participants. According to the Director General of PAUDNI (2013: 5), women's life skills education is an act of learning that favors women in improving life skills including academic skills, social skills, personal skills, and vocational skills. Women's life skills education is carried out in the form of learning that is adapted to the needs of the community and regular assistance. Women's life skills education is a form of women's empowerment. Empowering women is giving "power" to women through increasing their abilities according to their needs. Empowering women according to Onny S. Pujono (1996:9) is giving strength and ability to the potential that women have so that they can be optimally actualized in the process and place women as whole human beings. This women's

life skills education program is expected to be able to increase women's abilities in the form of knowledge and skills.

Through life skills education programs to increase income illustrates increased knowledge and skills regarding learning materials in managerial technical capabilities, especially taking advantage of business opportunities in job creation. So that by having the knowledge and skills they can develop the business they have started from the beginning. In addition to changes in attitudes and behavior, there was also an increase in the income or income of learning residents before and after participating in this program.

CONCLUSIONS

Based on the results of the research and discussion, the following conclusions can be drawn: 1). There is an influence of life skills education (life skills) through SMEs making beautiful besek crafts on increasing work motivation, as evidenced by the results of the analysis linear regression test with a significance value of 0.000 or $\alpha < 0.05$ (0.000 < 0.05). From these calculations it can be concluded that there is an influence, which means that the higher the life skills education, the higher the motivation to work in Pucanganak Village, Tugu District, Trenggalek Regency. 2). There is an influence of life skills education (life skills) through MSME making beautiful besek to increase the fulfillment of family needs, as evidenced by the calculation of the linear regression analysis test with a significance value of 0.000 or $\alpha < 0.05$ (0.000 < 0.05). From these calculations it can be concluded that there is influence, meaning that the higher the life skills education, the higher the fulfillment of family needs in Pucanganak Village, Tugu District, Trenggalek Regency.

Author's Contribution

All authors reviewed the results and contributed in full from the beginning to the final manuscript.

Conflict of Interest

All Authors have no conflict of interest and are able to work professionally.

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