

Enhancing Student's Ability Through A Job Shadowing Program in A Fashion Department in Indonesia

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The job shadowing program was used in this study because the students can do the same work that is conducted by owners of fashion industries. Hence, the purpose of this study is to enhance a student's ability through the job shadowing program, especially in the Fashion Department of Universitas Negeri Malang. The qualitative approach was used in this study through observations and interviews. One student and two owners of fashion industries were involved in this study. To make sure the data is valid, researchers used triangulation. The results of this study presented that the job shadowing program can help students to directly gain new knowledge from industry. Besides, students who participated in this study can compare which sewing technique is effective enough to implement in the class. Therefore, the job shadowing program can be implemented to enhance the student's ability, especially in sewing techniques.

Keyword: *Job shadowing, fashion department,*

1. Introduction

The course in beautiful-fashion sewing techniques is one of the training courses offered to students in the fourth semester of a 3-year associate degree program (DIII) in Fashion. It is expected that after gaining the course, students have such competencies as making beautiful clothes by applying fashion sewing techniques to quality products such as bustier, kebaya with special techniques for putting some decorations, and party dresses made of soft, unraveled fabrics. The application of the techniques requires accuracy and patience, and it demands both students and lecturers to possess wide knowledge.

More often than not, students have great difficulty making a bustier because every single step of bustier-making process is laborious and painstaking. Bustier is by definition women's clothing in which they seem slimmer; thus, making a beautiful, comfortable bustier requires the accurate measurement of the body size, soft textures, and the insertion of bone casings (Domjanić, et al., 2018). The bustier-making process requires painstaking efforts, including taking exact body measurement (by recording accurate measures), drawing patterns (by manipulating dart intake not to create too large space for breasts), pressing (by determining the desired adhesion level of viselin, sewing techniques (by joining all parts of the layers), attaching bone casings, inserting the cups (by tying them on carefully), assembling fusible linings and inserting zippers (Lieder, 2013).

Given the aforementioned problems, as educators, lecturers are supposed to develop learning models expected to help their students broaden their horizon and knowledge and overcome problems and difficulties arising in the bustier-sewing process. According to Leal Filho, et al. (2018), completely understanding learning concepts enables lecturers to develop their own learning model, that is, they can create innovative designs in such a way that they can accomplish their desired objectives. It is in this spirit that lecturers develop a learning model called job shadowing program, to teach students how to sew bustier. The learning model obliges students to visit a fashion industry and allows them to learn directly from experts. They will spend their learning hours shadowing whatever the experts do. After learning and practicing sewing a bustier with six pairs of bone casings and fusible linings under expert supervision, they have to share their experience with their fellow students.

Taking into consideration the planning of the development program, we need to conduct further research on “sewing a bustier with six pairs of bone casings through the job shadowing model of learning”. Thus far, this model of learning has been applied in some industries to enhance employees’ performance (Sakoda & Takahashi, 2014) and in schools, to introduce types of jobs and prepare students for coming into the industrial world (Buzzeo & Cifci, 2017; Kash, 2009; Torii, 2018). However, it is barely applied in the world of fashion. For this reason, the application of the job shadowing model in sewing a bustier with six pairs of bone casings and fusible linings is worth the research to know how the application affects skills and knowledge of students of the fashion department.

2. Literature Review

2.1. Job Shadowing Program

Learning activities are by definition aimed at broadening knowledge (Aarto-Pesonen & Piirainen, 2019) and self-development (Jain & Apple, 2015). Successful learning is an effort to make an individual (Kahu, Nelson, & Picton, 2017; Wang & Degol, 2014) or a group of people well-educated (Chang & Brickman, 2018) through some strategy (Van Breukelen, Van Meel, & De Vries, 2017), method (Hodson, 2014), and approach (Greaves, Bradley, & Holley, 2012), to the desired learning objectives. Therefore, lecturers should have a creative approach, practical enough to explain any of their subjects, helping provide students with a wealth of knowledge and experience (Saibon, Har, & Raza, 2017). The urgency of learning approaches has been a recurrent theme in academic discussions (Schmidt-Crawford, Lindstrom, & Thompson, 2018), and recently the student-centred approach has been the most widely-used one in Indonesia (Faisal & Martin, 2019). Using this approach, lecturers have merely to stimulate the class activities and encourage students to take up the central portion of those activities (Avila, 2015; Leon, Medina-Garrido, & Núñez, 2017).

One of the learning models considered appropriate for the chosen subject of sewing a bustier involving attaching six pairs of bone casings, is the job shadowing model. It enables the selected students to learn directly in the industrial world (Padron, Fortune, Spielman, & Tjoei, 2017). It is thoughtfully said that job shadowing (or work shadowing) is an on-the-job learning, career development, and a leadership development program (Choonara, Goudge, Nxumalo, & Eyles,

2017; Mabey, 2013; Oswald, Alderman, & Willmering, 2017). Job shadowing can thus be assumed to be a practical training in workplaces which may provide participants with career advancement, leadership development, and new knowledge and skills to learn and develop further (Batalla-Busquets & Pacheco-Bernal, 2013).

Minnesota Department of Children, Families and Learning (2003) explains that job shadowing is typically a part of career exploration activities that occurs late in middle school or early high school. A student observes an employee at their workplace for a day or two to experience real day-to-day work in a particular occupation or industry. This shows that students participating in this job shadowing program can closely observe the way experts work during the one-to-two-day training program. This is absolutely excellent for work-based learning processes like those in fashion departments, most of whose learning activities are practical.

Further explanation mentions that job shadowing is a short-term, non-paid experience that is intended to help students explore a range of career objectives and select a career major (Virginia Department of Education, 2018). The results of the observation and knowledge gained from the short course are expected to help extend participants' technical knowledge of bone casing attachment into a bustier and are in turn shared among other fellow students. This will give them new knowledge and skills in bone casing attachment in addition to those gained from the college. However, needless to say, both lecturers and their students need to do a lot of preparation for the application of the *job shadowing* approach.

2.2 BUSTIER WITH SIX PAIRS OF BONE CASINGS

2.2.1 The Definition of Bustier

A bustier often pronounced “bastie”, is a strapless top wrapping around the busts to the waistline (Gunawan, 2010). Actually, the bustier has been popular since 1950, but not until 1980 did the bustier made of exotic materials become renowned as outer clothes. Today camisoles or bustiers are often worn either as a *bra push-up* or as outwears (Ballestero, 2009). Meanwhile, Indonesian women wear a bustier as undergarments when they have a kebaya on, making them look slimmer. A bustier has no strap supports over the shoulders, which makes it easy to wear either as undergarments or as outwears in combination with skirts or trousers.

A bustier is usually made of rayon, Thai silk or raw silk, to be combined with a kebaya made of brocade or tile fabrics (Supavitarn & Lilavanichakul, 2018). It is sometimes combined with nightgowns ornamented with sequins or embroideries (Loschek, 2019). A bustier is characterised by the insertion of bone casings with varying numbers, in accordance with its model (Sparks, 2014). Berry (2011) described that the bustier-making process needs standard measurements, including

1. body circumference, 2) waist circumference, 3) hip circumference, 4) the bust apex (the bust point), 5) the bust distance, and 6) the length of bustier. Then, steps in sewing the bustier taught at college, explained by Lindsay (2019), include: (1) Cutting fabrics according to the pattern, then ensuring a good fit for possible revision; (2) Cutting the interlining for the bustier according to the revised pattern and marking it; (3) Fusing interlining fabrics to the main material with a basting stitch, and then marking its seam allowance and its pattern; (4) Cutting lining fabrics according to pattern; (5) Cutting the main material; (6) Pressing; (7) Sewing; (8) Inserting zippers; (9) Attaching bone casings (baleine); and (10) Finishing.

2.2.2 BONE CASINGS

Bone casings, or also called boning, constitute a fashion complement giving such a support that the fashion fabrics have the desired appearance and shape (Sinclair, 2015). It is usually made of steel, plastic, or fish bones (Cook, 1984). Bremble (2012) said that materials used for bustier supports tend to be strong enough to make the breasts look bigger, for they are made of wires or bone structures (Filipe, Carvalho, Montagna, & Freire, 2015).

The attachment method of bone casings relies on whether flat, rigid baleen or spiral, gentle baleen is used (Basse, 2019). It can be slid into a channel or sewn directly to the fashion fabric (Fresia, 2010). These two varieties also affect sewing techniques as well as final products. Wire-made baleens are usually ready-made ones with fixed sizes and shapes. In contrast, plastic-made baleens are often still in a roll, causing sewers to cut them and shape their edges according to the pattern before they are attached.

3. RESEARCH METHOD

3.1 Research Plan

To achieve the research purpose, that is, to gain new knowledge through learning directly from experts in the job shadowing program, about how to sew a bustier with six pieces of bone casings and fusible lining, the researcher conducted a qualitative research using a descriptive approach. An open-ended interview was used to dig up in-depth information concerning the addressed questions from the interviewees' viewpoint.

3.2 Data Sources

This research used both primary and secondary data sources. Interviewees constituted the primary source, while results of observations and documentation formed the secondary ones. The later was used to help support the former.

The primary data source involved three interviewees, two of whom are professional experts in the fashion world. The other is a student of a 3-year associate degree program (D3) in Fashion. The researcher set admission criteria for students to participate in this job shadowing program, including a) having 3.00 Grade Point Average, b) having taken the course of Beautiful Fashion, and c) mastering basic sewing techniques shown by the grade in the previously mentioned course; similarly, there were some criteria for hiring the fashion experts. According to the criteria, those experts must a) be 25-to-50 years old, b) have more-than-5-year-experience in fashion industry, and c) be disposed to obey the rules of the job shadowing program.

3.3 Research Location

The research was located in Malang city, in some industries chosen to establish the job shadowing program to be precise.

3.4 Research Instrument

The formulated research plan called for a rough draft which the researcher can use as a general guide to the conducting of interviews, the making of observation, and the producing of documentation.

Table 1. The Draft of the Research Instrument

No	Research Focuses	Indicators	Sub-Indicators
1	The implementation of the job shadowing program of sewing a bustier with six pairs of bone casings	The planning for job shadowing program	<input type="checkbox"/> The purpose of the job shadowing program <input type="checkbox"/> Benefits of the job shadowing program <input type="checkbox"/> Materials of the job shadowing program <input type="checkbox"/> Strategies of the job shadowing program <input type="checkbox"/> Equipment of the job shadowing program
		The implementation of the job shadowing program	<input type="checkbox"/> Learning processes in the job shadowing program
		The evaluation of the job shadowing program (adapted from Kirkpatrick Model with two steps/levels)	<input type="checkbox"/> <i>Reaction</i> <input type="checkbox"/> <i>Learning</i>

3.5 Data Collection and Analysis

In accordance with the mention of data sources above, the researcher applied three data collection methods: interviews, observations, and documentation. Further exploration of each is given as follows:

3.5.1 Interviews

Interviews were used to obtain primary data. The researcher used open-ended interviews to seek interviewees' personal opinions from their viewpoint about questions the researcher addressed. This data collection method was applied to a student and two experts in fashion industry. This

method was aimed at gaining data about the implementation and evaluation of the job shadowing program directly from main, reliable sources.

3.5.2 Observation

Observations are considered the effective data collection method for capturing objective realities. This research used observations in every single step of the processes, including planning, implementation, and evaluation processes. The collected data were recorded in a particular book specifically storing the results of the observations. This method was focused on directly observing all the processes of the job shadowing program.

3.5.3 Documentation

This method is applied by documenting all processes of the research. Besides, written reports by students participating in the program helped provide an immense wealth of information about the program. In addition, some documents concerning experts' profiles and background of the fashion industry support the result of the research.

3.6 Data Analysis

So numerous were data collected from interviews, observations and documentation that the researcher had to set in order and then classify them into different categories, so that the result of the research could be easily understood. Afterwards, the data were reduced in accordance with the purpose of the research. Subsequently, the data was presented for more detailed analysis. Here are some steps of the data analysis process.

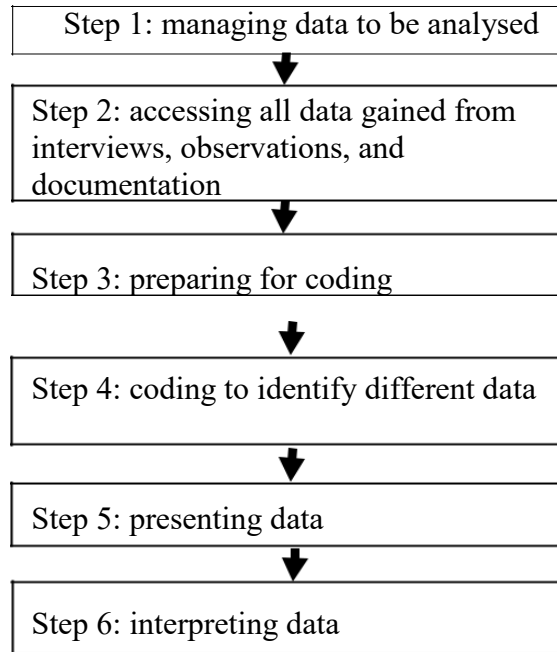


Figure 1 Steps of Data Analysis

To streamline the data analysis process, the researcher generated some codes. Saldana (2009: 3) in what is a so-called code in quantitative research, is short words or phrases symbolically summarising, reinforcing a message, and revealing the essence of a series of words put in verbal or visual data. Coding is to generate codes and use them to classify different data obtained from observations, interviews, dan documentations as well as answers to interview questions. The codes may be letters, numbers, or symbols previously determined by the researcher (Cresweel, 2017). The Table 2 lists codes used for the data analysis.

Table 2 Codes for the Data Analysis

No	ITEMS	CODES
1	Interview	WA
2	Observation	OB
3	Documentation	DOK
4	Fashion industry owner 1	OWN1
5	Fashion industry owner 2	OWN2
6	Students	MHS

Let us see how the coding was applied in this research. We take OWN1_01052019_WA as an illustrative example.

OWN1: the code for the fashion industry owner 1

01052019: the code for the date, month, and year when the interview was carried out

WA: the code for the interview method

OWN1 is the code for the fashion industry owner 1, and 01052019 is the code for the date, month, and year when the interview was carried out. The number 1 is the code for the first research focus to be observed, A is the code for the addressed questions, and WA is the code for the interview method.

3.7 Verification of Research Data

There were two classifications under which data of this research were verified: triangulation and prolonged time. These verification procedures were established to assess accuracy of the findings, as well as data validity and reliability in the viewpoint of the researcher, participants, and readers (Creswell, 2017). The following is the further explanation of each procedure.

3.7.1 Triangulation

This research applied technical triangulation in which all data collected from interviews, observations and documentation were divided into triangles and evidence of each data was examined.

3.7.2 Prolonged Time

Prolonged time is researchers spending longer time at the research location in order to thoroughly understand the phenomena under study, and share information about them in detail. The purpose of prolonged time is to build the credibility of the researcher's narrative results. The more the researcher and participants get field experience, the more accurate the research results (Creswell, 2017).

4. RESULTS AND DISCUSSION

The job shadowing program aimed at enhancing students' ability to sew a bustier with six pairs of bone casings found that there were three aspects covered by fashion industry owners, and on a separate occasion, the participating student discussed the same aspects. Therefore, the results of this research focused on the three aspects of both fashion industry owners and participants. Those aspects can be seen in figure 2.

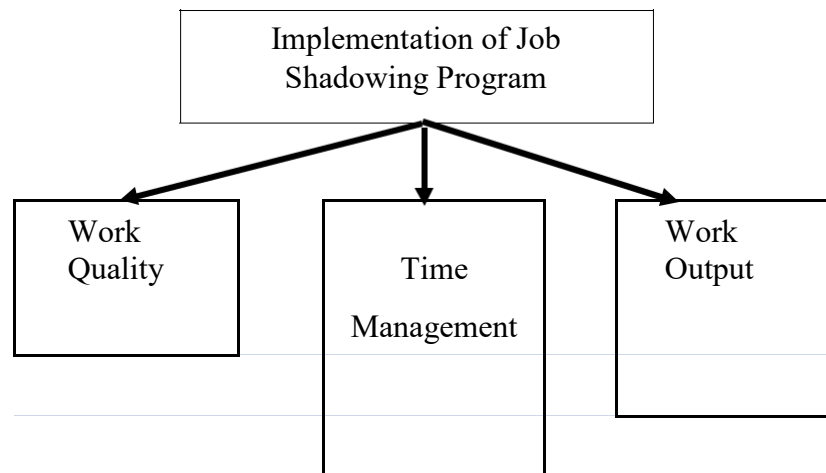


Figure 4

4.1 Work Quality

It is in the fifth semester that students of Fashion department learn to make bustier. The intricacy of the bustier-making process often causes them to have difficulties from the pattern-making processes

to the finishing touches. In this regard, two fashion industry owners agreed that work quality determines the quality of bustier. The researcher noted that:

The students' performance level can be measured when they undergo practical training. Their quality can be judged by the way they run a sewing machine and use measuring tape or curve rulers, and by their attitude while carrying out assignments (OWN1_01082019_WA). Besides, the other fashion industry owner said that skills do not constitute the only factor determining the quality of fashion products. Work quality should be also taken into account. Knowledge can upgrade students' skills. It is when they come into contact with industry that the quality of their job performance in their future professional life can be rated (OWN2_04082019_WA).

This is corroborated by the result of observations that when coming to the first industry to participate in the job shadowing program, students are actually prepared to perform like industry owners, despite their feeling understandably nervous. This is hardly surprising because students participating in the program are vocational school graduates and have got good grades in practical training while in Malang State University (OB_01082019). Meanwhile, in the second industry, it seemed that the owner gave students clear directions in detailed explanation. The owner looked serious while teaching them how to sew a bustier with six pairs of bone casings. Students' faces also showed a concerned expression while trying to understand the owner's explanation. This shows that the owner hopes those students to have good work quality and positive attitudes during the program (OB_04082019).

These results of both interviews with industry owners and observations are in line with those of the interview with one of the participating students, explored as follows:

In the first industry, the student felt nervous while communicating with the owner because she had to adapt to the workplace environment. However, once she took on assignments, she looked concerned and adroit at following step-by-step directions of the owner (MHS_01082019_WA).

Based on these data, it can be concluded that work quality of students can be rated when they are directly involved in industry. They mentioned that the environment of schools considerably differs from that of workplaces in that at schools they are still in a learning process; meanwhile, they have to demonstrate their skill and competencies at workplaces. Not only does the industrial world test their skills and knowledge, but it demands them to respond to challenges and even withstand some pressure. Therefore, the intimate familiarity of students with industry should be maintained in such a way that they get used to working conditions in the industrial world.

4.2 Time Management

The fashion industry has recently been a rapidly growing industry. It is known from the result of some interviews that good employees are those who can finish his duty on target. Therefore, every employee has to have good time management to do so. The researcher's note about time management is as follows:

My workplace has been chosen many times as the location where students undergo practical training in industry. Most of the students are not that good at sewing. I see that the implementation of the job shadowing program manages to build up the trust of universities in industry and they express their optimism about the quality of future workers in the fashion industry. Although only in a limited time, the program offers students excellent opportunities for direct interaction with industry. During the program, I saw the participants follow what I did very well. They looked adroit at following instructions. I thought them to be accustomed to working practice or be carefully chosen. But what is important is that they finished sewing a bustier within the time agreed. For this reason, students' skill of time management should be polished, for good things grow up through customs (OWN1_01082019_WA).

The owner of the second industry stated the same opinion as noted below:

If students are often involved in working practice in industry, they will gain first-hand knowledge of the real condition of industry. It is not surprising that sometime in the future they will have their own fashion industry or work for some fashion industry. The job shadowing program is a good program, because the sooner students come in contact with industry, the sooner they will be prepared to get jobs. Today, students learn fashion not only from schools and colleges but also directly from the fashion industry or experts in it. This will broaden students' knowledge and sharpen their skill in sewing a six-baleened bustier. It is important for students to know that industry demands all jobs to be done on target. Otherwise, industry will experience a drastic decline and lose customers' trusts in it. This makes all employees in fashion industry have good time management skills. It is through the job shadowing program that students can learn how to finish their work on target because usually they have only one day to complete an order (OWN2_04082019_WA).

These results of interviews find firm support from the results of observations conducted by the researcher. In the first industry, the owner explained the method for sewing a six-baleened bustier and the amount of time needed to finish it. His detailed explanation also included the reason and purpose of the procedure, so that students understand that a clear target and good time management are essentially instrumental in manufacturing a good fashion bustier. Furthermore, he outlined the the procedures for sewing a bustier well and described how many minutes are needed for pressing, sewing, and finishing, so as to achieve the set target (OB_01082019). On the other hand, the owner of the second industry did not describe the amount of time in detail. He only focused on not passing the deadline. In addition to his coherent explanation about sewing steps and techniques, he supervised students to prevent mistakes in sewing, pressing, and finishing. In the end of the program, he explored the reason why clear target and time management constitute the key factor in target achievement (OB_04082019).

The result of the interview with one of the participating students produces another corroborative evidence for the aforementioned data. This was the first time the student came to an industry during her time at college. She felt nervous in the beginning. Particularly when receiving the explanation about the target and time to achieve it, she felt stressed, confused, and even terrified because she was not yet used to working toward a target within a limited time. Fortunately, the industry owner continued supervising and teaching her how to make a six-baleened bustier, and managed time so effectively that the product managed to be finished within the designated time. In the second industry, meanwhile, she began to feel relaxed thanks to the invaluable experience got in the previous industry. In contrast to the prior training, in the second industry she received no detailed description as to when to finish the product. More detailed explanation focused merely on the target, and not until the end of the program was she advised to achieve the target and have good time management skills (MHS_05082019_WA).

Facts reported above led to a logical conclusion that fashion industry also has higher job targets due to customers' trust. According to Osawe (2017), the achievement of the job targets depends on some factors, including time management, quality management, and control management. Therefore, students have to learn to achieve targets by completing assignments as well as possible on their due dates. Only through this exercise will they be trained to manage time efficiently from the early stage.

4.3 Work Output

The level of output deals with customer satisfaction. This is what the two fashion industry owners emphasised in the interview session. Here are the researcher's notes on the interview.

In sewing the bustier with six pairs of bone casings, the final result is determined by the quality of the product. The quality of the bustier depends on some aspects, including measurement, pattern making, sewing techniques, pressing techniques, and finishing touches. However, of all the aspects, the bustier sewers have to pay special attention to the sewing process, which must use proper techniques and procedures. The neat result of sewing and pressing processes will produce a beautiful, comfortable bustier. In the first industry, students were trained to take measurements, make patterns, cut materials, do pressing, sew fabrics, insert the cups, attach bone casings, and put finishing touches. All activities in the first industry were conducted from 08.00 am to 04.00 pm, and only 80% of all the bustier-making processes were completed. Although this failed to satisfy the expectation of the industry, it seemed that students had high quality of sewing techniques, and the bustier they made reached the quality standard the industry required. The owner hoped that students would continue learning and practicing because great skills cannot be mastered in an instant (OWN1_01082019_WA).

In the second industry, students managed to complete sewing a bustier whose quality satisfied the expectation of the industry. They learned well to make bustier patterns, cut materials, sew fabrics, do pressing, and put on the finishing touches. The industry owner gave them his handy tips and tricks on making a bustier. He did so, considering the intricacy of the bustier-making process which requires patience, neatness, and creative thinking. In this training program, students completed the work on target within the designated time, from 08.30 am to 04.30 pm. They followed the all the procedures very well (OWN2_04082019_WA). This was corroborated by the results of observations and the interview with the students which the researcher noted as follows.

While in the first industry, students felt nervous and hesitant to start making a bustier with six pairs of bone casings. They spent some of their time doing nothing, and they completed only 80% of all bustier-making process. Nevertheless, the result fortunately met the required standard of the industry (OB_01082019). Meanwhile, in the second industry, they looked more confident of

making bustier with six pairs of bone casings. This was shown by the fact that when given some instructions, they were prompt in going through the process, causing no waste of time. What is more, they managed to complete 100% of all the process with the result reaching the standard required by the industry (OB_04082019).

Students felt that the bustier-making process in the first industry was more difficult than that in the second industry. In the first industry, when they underwent pattern-making and sewing processes, they had more cuts they have to iron than in the second industry. However, although they had more difficulties in the first industry, they felt they got much new knowledge there. It was reasonable that they had difficulties sewing a bustier because it was their first time. Actually, they owed their success in the second industry, to the previous experience in the first industry, in which they failed to successfully complete the process because they feared to make mistakes. Meanwhile, they did not experience all these awful feelings in the second industry, enabling them to succeed in making the bustiers. After the program, they wanted to keep practicing more and more to deal with the intricate process of sewing a bustier (MHS_05082018_WA).

It can be concluded from the data mentioned before that accuracy and neatness contribute to the quality of employees' work output. According to Khadka and Maharjan (2017), the final outcomes in turn help derive customers' satisfaction, so they are everything to the overall process. The final outcomes can be produced only through using the proper sewing technique in combination with a delicate finishing touch. In conclusion, the final outcome of clothes-making process is affected by work quality and time management.

5. CONCLUSION

The results of this research point to a conclusion that the implementation of the job shadowing program helps students have familiarity with industry as early as possible. Besides, the involvement of industry in learning processes is highly instrumental in providing students with knowledge and skills required in the industrial world. In this program, students are encouraged to work according to a professional standard. They have to give great work performance, work on target, manage time efficiently, and manufacture quality products by an industry standard. This program also provides for some knowledge of techniques making patterns, cutting, sewing,



pressing, and finishing and how to apply them, to the making process of a bustier with six pairs of bone casings, in which an industry may differ from another. It is clear that this program brings an enormous advantage to students, for they can learn various patterns and apply them in the practicum sessions. New knowledge and skills can in turn be shared among fellow students. In other words, this program trains them to transfer knowledge to their fellow students.

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