

INNOVATION IN BANYUWANGI PAPRING BATIK IN EFFORTS TO BOOST THE COMMUNITY'S ECONOMY

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**INNOVATION IN BANYUWANGI PAPRING BATIK IN EFFORTS
TO BOOST THE COMMUNITY'S ECONOMY**

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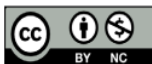
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Abstract:

Batik is one of the characteristics of Indonesia as a form of cultural heritage. Batik has developed and given birth to various types and patterns of batik unique to each region. Batik has become the main focus of several researchers in recent years. One area that continues to strive to preserve its regional culture is Kampoeng Batara, Papring, Banyuwangi. This research aims to improve the economy of the Papring Banyuwangi environmental community through training and mentoring of typical Batik Papring Banyuwangi. The method used is a **1** qualitative approach. Data were obtained from interviews with 15 trainees. Knowledge, understanding, stamping skills, coloring skills, and creativity are the indicators used. The results show an increase in the economy of the Banyuwangi Papring community through training and mentoring of typical Batik Papring Banyuwangi. The high public interest in batik production is indicated by an increase in sales within one month of more than 100 pieces. In addition, the form of improving the ability of the community to participate in bat **2** training has been achieved from the assessment results before and after the training. Efforts to preserve Banyuwangi culture through batik have been achieved and can improve the community's mindset to continue to preserve their culture.

Keywords: Training, Mentoring, Economic Improvement, Batik Papring, Cultural Preservation.

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INTRODUCTION

One of the wealth of cultural heritage **1**ts that characterizes the Indonesian state abroad is Batik (Shaharuddin et al., 2021; Wang, 2019). Batik has developed and given birth to various types and patterns of batik unique to each region (Setiyo et al., 2021). One way can be done to preserve batik by developing creative industries that can support the preservation of the culture (Sulistyan & Paramita, 2021). The study of batik has become an essential focus for researchers in recent years, including Solo Batik (Jordy et al., 2018; Lidiawaty et al., 2020), Jepara Batik (Salma, 2021) Lumajang Batik (Setiyo et al., 2021), Banyuwangi batik (Primanata et al., 2021; Qiram et al., 2018), and another typical batik.

One of the developments of batik is currently being developed by the non-formal educational institution of the Kampong Batara Traditional School (Kampong Baca Taman Rimba) through creative industry training in the form of innovations in the combination of bamboo crafts and batik typical of the Papring environment, Banyuwangi (Paramita et al., 2021b). This activity started from planning the creative industry of the Papring Banyuwangi community together with groups and universities (Sulistyan & Paramita, 2021). The creative industry that has developed at this time is the bamboo craft industry. Many innovations in bamboo crafts have been developed in this area, including bamboo bags, kopyah, rice containers, delivery boxes, and other products. These products have a high selling value after innovating with typical Banyuwangi batik (Paramita et al., 2021a).

Currently, the Papring Banyuwangi community uses batik patchwork from batik production around the Banyuwangi area to innovate the bamboo craft. It is necessary to train the creative industry of batik so that people can produce their batik. In addition, with the training of the creative batik industry typical of the Papring environment, Banyuwangi can improve the economy of the Papring community and support the operational costs of the non-formal educational institution of the Kampong Batara Traditional School (Kampong Baca Taman Rimba). The Papring environment itself already has an original batik design, but no one has been able to make the batik. For this reason, this training activity is essential. It is hoped that this training for Papring and Banyuwangi typical batik can formulate steps for industrial development.

The training and mentoring model in previous research was able to improve the ability of participants optimally. It strongly supports the social exchange theory, which suggests that the organization's training and assistance can optimally increase workers (Sulistyan, 2020). This theory was first put forward by Blau (1964), which states that all forms of human relations are based on the benefits and consideration of several alternatives. This theory has been widely applied to organizations in various activities, including encouragement from organizations that can improve the quality of work life. The encouragement can be in the form of training and development activities (Sulistiyani et al., 2022). This theory has also been successful in implementing training and mentoring to improve the ability of participants so that the performance of the organization or institution also increases (Sulistyan, 2020; Zaman et al., 2019).

This study aimed to find a model for improving the economy of the Papring Banyuwangi community through training and mentoring activities for the typical Batik of Papring Banyuwangi. The benefits of this research include increasing the ability to make batik in the Papring Banyuwangi community. Besides that, it is also helpful in preserving Banyuwangi culture. Based on the description above, the authors chose the study's title, "Innovation In Banyuwangi Papring Batik In Efforts To Boost The Community's Economy".

METHOD

The method used is a qualitative approach. Data collection techniques were collected through interviews, observation, and documentation (Yin, 2018). Interviews were conducted with the training participants and the founder of Kampong Batara Banyuwangi. In addition, batik trainers are directly involved in training and mentoring activities. Observation is done by observing the training participants and giving an assessment to find out their progress. Documentation by looking at the data collected based on the initial survey of participants to support the results after the training is completed. The assessment indicators are knowledge, understanding, stamping skills, coloring skills, and creativity. Data analysis was carried out by descriptive analysis, describing the data collected from interviews, observations, and documentation. This analysis will provide clarity or reality.

RESULTS AND DISCUSSION

Results from interviews with training participants by comparing before and after training and mentoring. The comparisons are as follows:

Table 1. Results of Interviews Before and After Training and Mentoring

| No | Indicator | Before | After |
|----|-----------------|---|---|
| 1 | Knowledge | Lack of knowledge about batik making because they have never seen the process of making it directly | There was an increase in participants' knowledge about the types of batik, materials and equipment used |
| 2 | Understanding | Understanding of batik making is still limited to colors and batik fabrics | Understanding of batik increased. Able to distinguish written batik, stamp, and tie. Increased understanding is also shown by several differences in batik in each region |
| 3 | Stamping skills | Not at all know the process of making batik stamps from simple materials | There is an increase in the form of making their batik stamp by each participant |
| 4 | Coloring skills | The coloring has been done on plain fabrics with fabric dyes | Improvement of batik coloring, starting from coloring to locking batik colors, so they are not easily faded. |
| 5 | Creativity | There is no creativity about batik making yet | Increased creativity showed from 10 different batik motifs. |

Source: Data Processed, 2022.

Based on the results of the interview it has shown an increase in several indicators used to assess each participant. The details of the discussion are as follows:

- a. Participants' knowledge of the assessment showed an increase in the types of batik, materials and equipment used. The types of batik that are taught are various: written batik, stamped batik, and ikat batik. Various batik patterns are also given as examples of motifs from various regions. Batik techniques are also introduced, so that insight into batik is not centered on written batik. Materials and equipment introduced include wax, dyes, fabrics, boilers, pans, stirrers, stamp pads, and canting. This increase is under the results of previous activities (Hakika et al., 2021), which showed that increased knowledge about batik could increase after training.
- b. The understanding of the participants assessed showed that participants who previously only understood batik making in terms of color and batik cloth can now distinguish between written batik, stamps, and ikat. Increased understanding is also shown by several differences in batik in each region. This result follows previous research, which showed that training increased the profound understanding of the trainees (Sifaunajah et al., 2020; Sulistyan, 2021).
- c. The skills of the trainees' stamps have improved very well. So far, the people of Papring have yet to learn about making batik stamps from simple materials. The batik stamps they know are made of materials such as iron. However, after the training, participants could make their batik stamps from simple materials, including cardboard, G-glue, wood shaped to the stamp size, and nails. The stamp motifs include gedhek'an, bamboo, bamboo leaves, elephant oling, and flowers. This increase is in line with previous activities (Setyorini & Susilowati, 2019), which showed that direct training and practice improved participants' skills.

- d. So far, the participants' coloring skills are minimal to plain fabrics. However, after the training, there has been an increase in coloring for batik fabrics ranging from coloring techniques to locking batik colors so they do not fade and fade. The Papring neighborhood community has begun to see the training results, although only partially. Each participant saw the finished product of batik. This skill improvement follows the results of the previous activity (Ratnawati et al., 2020), which showed that skills could be generated from batik training.
- e. The creativity of batik training participants has increased very well. It is indicated by several batik motifs developed by the Papring Banyuwangi community. A total of 10 motifs have been produced and produced in large quantities. The increase in creativity supports previous research (Irvan et al., 2020), which showed that a batik training model likes this increased participants' creativity.

The training and mentoring can increase the ability of the Papring Environment community, Banyuwangi. The results of this study support Sulistyan's research (2020), which shows that training supported by mentoring can optimally increase the ability of participants. In addition, Zaman et al. (2019) also support the results of this research in the form of optimal training with a participatory approach through mentoring, which can increase abilities and improve organizational performance.

This research supports social exchange theory (Blau, 1964) in the form of an institution or organization that encourages its workers and will improve their abilities. An increase in capability will positively impact the organization in the form of increased performance. This principle has been fulfilled, which means that this theory is based on the benefits provided by the existence of human relationships.

Based on the targets, various improvements per the indicators have been made. The Creative Industry of Batik Papring Banyuwangi can change the way of thinking to be more reactive in developing the business that is run. The results of market tests conducted on Batik Papring products resulted in an increase in sales of more than 100 pieces in 1 month after the training. Interest in purchasing Papring batik is not only from the surrounding community but also from outside the region and high demand from one of the local government agencies. The proceeds from the sale are partly used for the operational costs of the Kampoeng Batara Traditional School, which makes full efforts to preserve Banyuwangi's culture.

The results of batik training only sometimes go according to plan. There are also the success and inhibiting factors. The success factor of the Banyuwangi Typical Papring Batik Creative Industry Training activity was that the typical Papring and Banyuwangi Batik creative industry training activities ran smoothly. The very rapid development of hands-on practice from the participants. The enthusiasm of the participants is relatively high. The success factor is supported by optimal assistance.

The inhibiting factor for the Special Batik Papring Banyuwangi Creative Industry Training is the relatively short training and still needs assistance until the resulting product is suitable for sale. Another factor is the low level of education of participants, which requires detailed and repeated explanations. The assistance provided is beneficial in minimizing the factors that hinder training.

CONCLUSIONS

The Papring batik training, which was held at the Kampoeng Batara bamboo house, Papring neighborhood, Banyuwangi, has met the target. There is an increase in this community service activity, which is to improve the economy of the Banyuwangi Papring community through training activities for the typical Papring Banyuwangi Batik. The high public interest in batik

production is indicated by an increase in sales within one month of 100 pieces. The benefit of this activity have been achieved by increasing the community's ability to participate in batik training. Efforts to preserve Banyuwangi's culture through batik were achieved and improved people's mindsets to continue to preserve their culture.

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