Technical and Sociological Approaches for Curriculum Innovation on Clothing Education Department

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Technical and Sociological Approaches for Curriculum Innovation on Clothing Education Department

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Abstract. Education in the context of social and technical development is defined as the main factor in the learning process which is implied into curriculum. It needs to be anticipated responsively how the goals of Clothing Education Department should be achieved. The sociological and technological through curriculum innovation at Clothing Education Department aims to gain good profile of the professional graduates in the future. By using the literature study, it is found out that sociological development and technological approach are the main foundation for sustainability of Clothing Education Department.

1. Introduction
Clothing Education Department can be observed on how the graduates are employed in the labor market. Relating to sociological studies, Clothing Education Department contributes a large impact to the social and its environment. In fact, the profile of graduates could be learned by part of society as a career being a vocational teacher. Contrast with career opportunity in Indonesian fashion industry, the graduates are still considered as teachers. Indonesia plays an important role in world’s fashion industry in order to improve the global garment sector for the future [1]. 2015 Index Export of Batik was at the level of US$ 156 million. It increased by 10 % from the previous year. Ministry of industry, Saleh Husein, said that the main market of Batik Export are Japan, US and Europe [2]. This is a fact that the development needs of society on clothes are predicted to be increased with the condition by considering the creativity and innovation in creating a product.

Globalization needs accelerations in several things, they are information system, and cultural, social and technology. It needs to be anticipated by Clothing Education Department as well. As the impact of globalization, there will be a lot of changing in the life of society and it also happens in the fashion learning process. The development of technology and science are regarded as triggers and has privilege to determine the human future. In fact, technology is formulated by social resources and is given new meaning by the society. The enthusiasm of product by users is produced and constructs product orientation that contents variety of quality and quantity [3]. Fashion product is expected to cover the technology needs to adapt the social developments related to life style such as clothes that could make the users slim, fire resistant for fire brigade. The questions are how a technology product can be adapted and anticipated by Clothing Education Department and how to prepare the learners who can anticipate the technology and social changing related to the market. As it was done by China and India which has the largest textile industry surviving the economic system. The life of society proceeds becoming industrial society as the technology is being used. Clothing Education Department
should improve recent curriculum to create the more qualified fresh graduates in adapting knowledge implied in the global economy.

2. Methods

2.1. Social development and clothing industry needs

Globalization is indicated by how people can access fashion and adopt it entire the world. The technological modernism brings a spectacular impact on clothing. As the natural fabrics are substituted by synthetic fiber, it causes a new understanding what ‘clothes’ is called. In the social context, clothe could group people based on different status symbol and could manipulate fashion as general consumption. It is the capitalism propaganda attributed by mass production which Jean Baudrillard calls as Consume Culture. The rapid cycle of fashion is one of pillar of the consumer culture. The society is driven to keep on consuming for being up date. The rapid changing of trends symbolizes consumer society. Fashion is becoming ideology which has a great power to colonize group of people to consume fashion and things for showing up as a fashionable identity.

The needs of clothes will keep on increasing adhere the rising consumption. One of which is indicated by the needs of clothing in Indonesia 7.5 kg per year, including batik [4]. The indication of high consume can be seen through the movement of the fashion industry with expensive branded produced by big famous company for mid-level market orientation with low price. Fashion cycle dynamic causes well known fashion branded can be bought by society even mid - low level which is called Fast Fashion. Big industries grow well employ Indonesian cheap laborers. Sociologically, it causes social problems. Although unemployment is under controlled, but the wages are paid very unfit to meet the standard of welfare. Besides, these conditions bring impacts to the local creative industry [2]. The question is how to prepare young professional through vocational education to address these social issues.

2.2. Clothing education department in curriculum context

Clothing education Department is under management of Economic Welfare Department as a part of Faculty of Engineering. Historically, Clothing Education Department discussed about home economy subject. This term is generally reversed to how optimize the family skill to cover the economic problems. Applying the managing concept which stressing on the skill based on economic family economic source. Those skills are including fashion design, culinary, cosmetology and tourism. The concept of home economy is resolved by emphasizing on Clothing Education Department program which goes along with the administrative order. The graduates have area of occupation which will be employed as: 1) Vocational High School Teacher, 2). Instructors at Informal Institutions, 3). Fashion Business Management

The description of occupation area of the graduates is still obviously struggling in the house hold industry. Meanwhile, the concept of link and match between the needs of education and industry to solve the problem of job opportunity needs to be reviewed. The presence of various of Clothing industry makes Fashion Education Department review kinds of proper industry character made as a reference.

Sociological approach is applied to meet these problems supposing by examining the social needs and community response about industry and technology. The questions addressed are linked to the quality of graduates, competency of educators, and government role to excel them. Numbers of factor will appear to be the fundamental of basic thinking to proceed an action plan for the next step. However, the sociological approach does not seem to be fully implemented to overcome the problems that exists in the role and task of education. The traditional cultural approach still inherent in Clothing education which is tied to the emergence history of this major. Conservative thinking causes this institution left behind to meet the needs of global. Clothing Education Department should have a quick response by examining the curriculum.
Social changes occur in response to diverse changes in the social and non-social environment. Education could initiate social changes by bringing them in attitudes and outlook. Curriculum of Clothing Education Department should refer to the social development and the acceleration of technology in the field of fashion industry [5]. If social turmoil follows the accompanying impacts must be seen based on facts and reviewed into curriculum, will provide some solutions and continue to the actual learning implementation. This effort makes Clothing Education Department will graduate the professional generation.

2.3. Sociological education approach
It is time for education to be seen from various disciplines, especially from Sociology. By using this approach, a fundamental answer will be driven because sociological approach supplies significant contribution to education. The contributions include philosophical, theoretical and methodological ground. Theoretically, social science has contributed theoretical critics known as critical pedagogy. Methodologically, science education adopts methods of qualitative and quantitative social science.

Education has a rule which is essentially able to deliver the thinking development based on in-depth study of research, especially viewed by human as users. Sociological studies in Indonesia [6], is an essential approach for Indonesian future education development. This is an understanding how sociological of developmentalism perspective sees technology as a tool that can briefly address education needs yet it is different when it is seen from critical perspective that provides solutions to technical problems. In perspective critics context, technology is analyzed from various functional aspects and consequences which contributed useful values for social life.

Sociology for Clothing Education Department is expected to reach essential aspect of technology loaded with critical science. Fashion Education Department employs a traditional curriculum. The theoretical perspective critics is hoped to imply themselves understand the ethical system and create it as a new culture for institution and community. Considering these conditions, perspective developmentalism will not be enough as it must be urgently accompanied by the study of critical perspective in order to improve the quality of education and formation of new culture by abandoning the traditional cultural.

3. Results and Discussion

3.1. Clothing education department, social change and technology anticipation
Practically Sociology constructs a new culture. Learning activities are conducted primarily to preserve what already exists in society and culture, which is owned as a cultural heritage [6]. Education science interprets concept of dynamism, it involves many factors economic, social, cultural and technological. Technology cannot be separated from sociologically concept as an approach that is used to improve the education quality.

The application and using of technology is wisely required by Clothing Education Department, actually students play the main role and are required to respond the development of both local communities and the world in the context of global economy [3]. If education is able to make assumptions about the future in which there are economic vision and encompasses global knowledge, it will be easy for institutions to prepare students for a professional future. In this case, Clothing Education Department can act as a resource for students to build an alternative future that offers real hope and a sustainable way of life with clear career.

However, it does not happen naturally, it requires maximum effort to achieve that goal. By using the sociological approach, the character of the community with the premise of culture, will be known quickly by identifying the symptoms that occur in the loop problems. Culture that has been patterned or not been shaped yet will be found, though it is still a symptom, but it will be immediately anticipated by providing alternative approaches. For example, how the needs of fashion and textiles industry society deals with professional work, how the desire of society as users on clothes, how is effective marketing sales and other forms of predictions will have implications on dressmaking skills.
learning that must be given to the students. Educational institutions are under the control of different cultural groups which reflect the values of the groups that support and control education [5]. Clothing Education Department can take over the role.

3.2. The curriculum for future
Social changes occur along with human needs, including economic issue accompanied by the central world issues such as energy scarcity, and climate and global warming. Meanwhile, other issues such as international financial and competition culture that has power to change. It is impossible those conditions will move back. That is why Clothing Education Department needs to think about its future.

Those factors have influence on the fashion industry and have implication on the learning process. It means these conditions must be highly responded and made as a basic concept to design new curriculum. The future of education arises from educational instrument concept to response the economic problem likely what kind of business competition will be faced in the future?, what skills are needed in the workplace? How the fashion program can guarantee the competitive advantage for the nation technically in the socio context. Education must involves society to solve these problems. Clothing Education Department should act and play role as sources for students to build their future, real expectation and sustainable way of life by organizing campus as a public space for students, lectures and society [3]. The Components participate in the future conversation and sustainable development. The activities are all carried out in the context of formal and informal. The components of the community involve various groups such as industry, economy, parents who share the commitment for future development.

Campus is positioned as sustainable economic development machine that ultimately has impact on local area, by doing work practice and make a mini project research to promote economic activity. Students can intervene and shape the future of their own work especially in making career decision based on strong labor market information. Unlikely when they are adult, they use work experience to get professional goals. In this case people begin to consider about job opportunity and will make this opportunity as the basis for a possible career when they are getting older. For an apprentice Clothing Design Students, the work place is generally used to learn the works are skillled, choose what area of works can satisfy them in the long term. They learn to find the good and bad things of them, realization that often leads to failure or disappointment [7].

3.3. Clothing education to answer the future
Clothing Education is one of vocational educations which in its application has multifunction role that if well implemented will contribute greatly to the nation achievement development goal. These functions include (1) socialization, namely, transmission and concretization of economic values, solidarity, religion, values, solidarity, religion, art and services; (2) social control that is behavioral control with the norms they are cooperation, orderliness, hygiene, discipline, honestly and openness; (3) selection and allocation, preparing, selecting and placing prospective workers accordance with labor market demand; (4) assimilation and cultural conservation that is, the intercultural absorption society and the maintenance of local culture; (5) promoting change for the sake of improvement.

Department Vocational education does not just educate and train existing skills, but it also should serve as a driving change. Vocational education serves as a process of acculturation or adaptation to the changes and enculturation or carrier change for the community. Therefore vocational education is not only adaptive but also must be anticipatory [8]

Achievement of Technology in the discussion of curriculum of Clothing Education Department includes an understanding the needs of industrial society. Incorporating current issues concerns important technology to do as an awareness attempt to the base technology in fashion learning. Departing from the issue, it is then used as the concept served as the vision and mission and as a 'vehicle' to get to the future goal for Pendidikan Tata Busana. Hornby defines sociology as a scientific study of the nature, social development and social behavior. Sociological overview of vocational
technical education is the public opinion of the vocational technical education. The importance of vocational education in sociological point of view can not be undermined. Unemployment, juvenile delinquency, adult crimes, unstable and unsatisfactory home have been associated with lack of vocational education and training [7].

4. Conclusions
Sociological context sees the aspects of technology and knowledge should be utilized for the best interests of the development-oriented economic growth Clothing Education Department should not ideally focus only on traditional emphasis on learning, it must open its scientific insights to global challenges. The role of institutions in improving their quality can be nurtured through innovative curriculum which is based on the social and technological change. Preparation of Clothing Education Department through innovated curriculum based on the real goal will give students the opportunity to engage a challenging experience. Students can see how the relationships between subjects by viewing the world through such an important dimension of globalization, technology and sustainability that starts from creating a sense of learning.

References