

Management of Premarital Education to Build Readiness to Marry Youth in the Community Education Perspective

Jajat S. Ardiwinata, Purnomo Purnomo, Cucu Sukmana

Nonformal Education Department
Universitas Pendidikan Indonesia
Bandung, Indonesia

jajatsardiwinata@upi.edu, purnomo@upi.edu, cucusukmana@upi.edu

Abstract—Implementation of premarital education programs answers the facts of the problems that often occur in the community, especially the lack of premarital guidance to adolescents. Based on preliminary studies, the reasons that often arise from young people are the need for substantial costs to participate in premarital training programs, not least that premarital education conducted by KUA is still limited and not even directly felt by the community. Through the practicum of the course with a project based learning approach, it seeks to create affordable training model products while still prioritizing the achievement of educational goals based on the analysis of community needs. This study aims to describe the management of premarital training programs that emphasize the principle of lifelong education as a public education perspective. This study is a practicum case study research course analyzing training models through a project based learning approach. To reveal the data and information, the researcher applied a descriptive study with a qualitative approach, namely revealing the depth of data and information based on the research formulation and research questions which will be revealed, namely how is the management of pre-marital training programs for adolescents relevant to the principles of public education? The premarital training system in the cycle is divided into three stages, namely, the planning, implementation, and evaluation stages. Of the three cycles, the implementation always begins with a needs analysis, then a prenuptial training design is then prepared, followed by the development of premarital training materials, training and ending with evaluation.

Keywords—training program; premarital education; project based learning

I. INTRODUCTION

Marriage is an individual and social need. We can ensure that most people, in time, will become husband / wife and form families. If marriage is built on a strong foundation, it will reap success or vice versa [1]. Therefore, young couples are advised to consult more mature and experienced adults so as not to cause disappointment in the future, as the following quote: Younger people were more dissatisfied in their marriages than older people. It is recommended to consult the counselors and other people who are well versed in marriages as to how to achieve satisfactory marriage [2].

Married young couples are mostly disappointed with their marriages compared to more mature couples. It is highly recommended for young couples to consult advisors or people who understand what marriage is and how to achieve happiness in marriage. There is premarital guidance to provide knowledge, understanding and skills in household life with the aim of creating a happy family, as well as reducing the number of disputes and divorces.

From year to year, divorce rates in Indonesia continue to rise. Divorce in Indonesia the trend is increasing. Of the 344,237 divorces in 2014, it rose to 365,663 divorces in 2016. The average divorce rate increased by 3 percent per year [3].

Divorce rates in West Java almost reach 10% compared to the number of marriages. Greater than the previous year. Divorce occurs a lot in young couples with less than 10 years of marriage [4]. Various factors are the cause of divorce, but usually because of early marriage. Mentally, economically and in a mindset, the young couple are not ready to face the consequences of marriage. Because pre-marital courses for married age teenagers and prospective brides are one of the solutions and the need for the community to overcome or reduce the occurrence of marital crises that end in divorce and domestic violence which have been rampant in society.

At present, prenuptial preparation programs in Indonesia are only limited to religious debriefings carried out by the officials at the Office of Religious Affairs. Premarital preparation is done by method lecture which lasted for approximately 1 hour during 1 meeting. This duration is certainly not enough to prepare a partner with the skills needed to deal with marriage. Premarital preparation programs should help couples to overcome the important tasks they will face after marriage. Premarital preparation programs should help couples to have the skills and problem-solving skills needed when various marital problems are present [5]. In addition, prenuptial preparation programs should also provide opportunities for participants to reevaluate their goals for marriage.

The family is formed through a legal marriage process. In fact, not a few people who already have prospective husbands / wives, are of sufficient age, are already earning, but also do not

have the courage to get married immediately for reasons not ready. Premarital guidance is needed as a preventive measure so that there is no dispute in the household [6].

Premarital education initial promise show programs in improving couple communication and preventing deterioration in relationship well-being: however, focusing solely on relationship processes and stress outcomes in prevention programs overlooks the possibilities for seeking counseling later in their relationship [7].

This opinion states that premarital education programs show their initial promise of improving partner communication and preventing relations from deteriorating. Premarital guidance is important because it can be a solution for the community to overcome or reduce the occurrence of a marriage crisis that ends in divorce.

Marriage education in Indonesia has begun to take place in the form of pre-marital courses, bride-to-be courses, and post-marriage coaching. Although this effort has not been carried out thoroughly in all regions of Indonesia due to various factors, the implementation of marriage education in Indonesia must always get support from both the government and the people themselves so that later the implementation will be more mature.

Increasing divorce rates every year is an indication that there is a lack of maturity of family life in Indonesia. Divorce rates in Indonesia on average nationally reach approximately 200 thousand pairs per year or about 10% of marriages that occur every year [8]. Because pre-marital courses for married age teenagers and brides are one of the solutions and needs for society to overcome or even reduce the occurrence of marital crises that end in divorce and domestic violence which have been prevalent in the community.

Pre-marital education and pre-marital courses are positive efforts to provide knowledge to teenagers and prospective brides to be more mentally prepared in facing their future households. But not only that effort, post-marriage guidance also needs to be done because the location of the problem in marriage itself is during the marriage, not the period before marriage. The importance of premarital preparation programs and the absence of parties to develop premarital programs intensively, is a motivation for the writing team to develop a premarital preparatory program for prospective teenagers. Through this program, participants will be given an overview of married life and taught various skills needed to manage married life. The hope through this program is that participants' insights and skills regarding marriage increase so that they can finally make divorce the final way to solve problems in marriage.

II. RESEARCH METHODS

The approach used in this study is a qualitative study, with emphasis on emic views, which emphasizes the views of informants without coercion from researchers. Data collection was carried out by interviews and participant observation. The information in this study was 5 Managers and 10 premarital training instructors. By using total sampling. Data analysis is done through several stages, namely: the work of writing,

editing, classifying data, reducing, interpreting data or giving interpretations

III. DISCUSSION

How is the management of the implementation of premarital training programs for adolescents relevant to the principles of public education?

In organizations, management is definitely needed because humans have limited abilities. Management or management is the ability and special skills to carry out an activity, both with other people or through other people in achieving organizational goals. Management is an activity carried out jointly and through people and groups with a view to achieving organizational goals [9]. Management includes several functions, five management functions are planning, organizing, mobilizing, monitoring, and evaluating [9]. Similarly a training, good management is needed so that the training is carried out with what is expected in accordance with the objectives to be achieved and beneficial to the individual themselves, organizations, and communities. The researcher revealed the steps to manage the implementation of premarital training as follows:

A. Recruitment of Premarital Training Participants

Participant recruitment is the key that can determine the success of the next step in premarital training. At this stage the organizers set several requirements that must be met by premarital training participants, especially those related to the characteristics of participants who can attend premarital training. The quality of the training participants is determined at the time of this recruitment. Characteristics of participants can be seen internally and externally. Which includes internal characteristics including needs, interests, experience, duties, work, and education. While those classified as external characteristics are family environment, social status, association, and economic status.

B. Identify Learning Needs, Learning Resources, and Possible Obstacles

Identification of learning needs is the activity of finding, finding, recording, and processing data about learning needs desired or expected by training participants or by the organization. To be able to find these learning needs various approaches can be used. Three sources that can be used as a basis for identifying learning needs, namely individuals who are given premarital training services, organizations, and / or institutions that become sponsors, and the community as a whole.

C. Determine and Formulate the Objectives of Pre-Marital Training

The purpose of premarital training that is formulated will guide the implementation of training from the beginning to the end of the activity, from making learning plans to evaluating learning outcomes. Therefore, the formulation of objectives must be done carefully. The training objectives in general contain the things that must be achieved by training. These general goals are translated into more specific goals. To

facilitate the organizer, the formulation of objectives must be formulated concretely and clearly about what must be achieved with the training.

D. Prepare an Initial Evaluation and Final Evaluation Tool

The initial evaluation was intended to find out the "behavioral entry level" of premarital training participants. In addition to the determination of the materials and learning methods to be carried out correctly, this search is also intended to group and place trainees proportionally. The final evaluation is intended to measure the level of material acceptance by premarital training participants. In addition to knowing the material that needs to be deepened and corrected.

E. Arrange a Sequence of Premarital Training Activities

At this stage the provider of premarital training determines learning materials, chooses and determines learning methods and techniques, and determines the media to be used. The order that must be arranged here is the whole set of activities from opening to closing. In compiling this sequence of activities the factors that must be considered include:

- Training participants
- Learning resources
- Time
- Available facilities
- Form of training
- Training Materials

F. Training for Trainers

The trainer must understand the training program thoroughly. The sequence of activities, scope, training materials, methods used, and the media used should be understood correctly by the trainer. In addition the trainer must also understand the characteristics of the trainees and their needs. Therefore, the orientation of the trainer is very important to do.

G. Carry Out Evaluations for Participants

The initial evaluation that is usually carried out by pre-test can be done orally or in writing.

H. Implement Training

This stage is the core of training activities, namely the process of educational interaction between learning resources and learning citizens in achieving their intended goals. In this process various dynamics occur which all must be directed to the effectiveness of the training. All capabilities and all components must be put together so that the training process produces optimal output.

I. Final Evaluation

This stage is done to determine the success of learning. With this activity, it is expected to know the absorption and acceptance of the citizens learning about the various materials

that have been delivered. That way the organizer can determine the follow-up steps that must be taken.

J. Evaluation of Premarital Training Programs

Evaluation of premarital training programs is an activity to assess all training activities from beginning to end, and the results are input for the development of further training. With this activity, in addition to knowing the perfect factors that must be maintained, it is also expected to know also the weak points in each component, each step, and every activity that has been carried out. In this activity the results were not only judged, but also the processes that had been carried out. Thus a comprehensive and objective picture of the activities that have been carried out is obtained.

Based on the explanation above, it can be stated that in general the prenuptial training system in the cycle is divided into three stages, namely, the stages of planning, implementation, and evaluation. Of the three cycles, the implementation always begins with a needs analysis, then a prenuptial training design is then prepared, followed by the development of premarital training materials, training and ending with evaluation. The implementation of this kind of model can be said as a standard step in every training event. The difference between one training and another training lies in the learning approach and organizing the training approach [10]. In principle, all of them have the same goal, namely increasing the knowledge, skills and attitudes of the trainees.

As a process, training is not a complete program and can be made instantly, but requires a certain intensity, frequency and duration of time, and is continuous and involves various elements that must be managed properly. The system approach requires training managers to be systematic and results oriented. Each component has a relationship with other components, so that the more perfect each process is carried out, the better results will be obtained.

ACKNOWLEDGEMENT

Thank you to the Institute for Research and Community Service, Indonesian University of Education for funding this research.

REFERENCES

- [1] Direktorat Jenderal Bimbingan Masyarakat Islam, Dirjen bimbingan masyarakat islam. Diperoleh dari: <http://kemenag.go.id> (diunduh pada 1 Februari 2019), 2013.
- [2] Mahkamah Agung Republik Indonesia, Dirjen Badan Peradilan Agama. Diperoleh dari :<http://mahkamahagung.go.id> (diunduh pada 1 Februari 2019), 2016.
- [3] Pikiran Rakyat, pikiran rakyat. Diperoleh dari <http://pikiranrakyat.com> (diunduh pada 1 Februari 2019), 2014.
- [4] D.A. Bagarozzi, J.I. Bagarozzi, S.A. Anderson., L. Pollane, "Premarital Education And Training Sequence (Pets): A 3 Year Follow Up Of An Experimental Study". *Journal of Counseling and Development*, vol. 63, 1984.
- [5] D. Dabone, K. Tawiah, "Effects of Age on Marital Satisfaction of Married People in Sunyani Municipality". *International Journal of Research In Social Sciences*, Vol. 3, No. 8, pp. 48-57, 2014.

- [6] H.C. Williamson, T.E. Trail, T.N. Bradbury, B.R. Karney, "Does premarital education decrease or increase couples' later help-seeking?". *Journal of Family Psychology*, vol. 28(1), p. 112, 2014.
- [7] M. Kamil, *Model-model Pelatihan*. Universitas Pendidikan Indonesia Bandung: Tidak diterbitkan, 2003.
- [8] K. Komalasari, "The Living Values-Based Contextual Learning to Develop the Students' Character". *Journal of Social Sciences*, vol 8, No. 2. Diakses pada tanggal 01 februari 2019, 2012.
- [9] L.J. Moleong, *Metodologi Penelitian Kualitatif*. Bandung : PT Remaja Rosdakarya Offset, 2007.
- [10] D. Sudjana, *Pendidikan Luar sekolah*. Bandung: Falah Production, 2001.