

# Design of Training Model to Improving the Role and Function of Malin in Minangkabau Community

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## ABSTRACT

The low capacity of Malin in carrying out his duties and functions is one of the obstacles in realizing the development of nagari in West Sumatra. The purpose of this research are to (1) describe and analyze the factual model of Malin's training in the nagari community, (2) design and develop the Malin training conceptual model, (3) determine the validity of the Malin training conceptual model, (4) test the effectiveness of Malin's training hypothetical model, and (5) describe the supporting and inhibiting factors in the Malin training implementation in the Rambatan Subdistrict, Tanah Datar District, West Sumatra Province. Research and Development (R&D) research method by following the steps of ADDIE (Analyze, Design, Development, Implementation, Evaluate) model was adopted. Data collection techniques using interviews, documentation studies, observations and questionnaires. Data were analyzed using qualitative techniques by describing empirical data from preliminary studies. Trial activities in addition to testing the implementation of the model and the device are also to determine the feasibility of the model used, so as to produce the expected product. The model evaluation results are used to show, benefit, practicality and feasibility of the model developed so that the final training model is obtained. The results showed that the development of training models for Malin basically included: needs analysis and designing training models, the development of conceptual models of training began: planning, implementing, evaluating and reflecting the results of research. The implementation of the Malin problem-based training model shows that (good category) means that it is feasible and can improve Malin's knowledge and skills as a strong influence from the implementation of the developed training model. Based on the results of the significance test analysis, it can be concluded that Malin's problem-based training model has proven effective in increasing Malin's knowledge and skills in carrying out his duties and functions in the Nagari community.

Keywords: Training Model; Malin; Nagari Community.

## 1. Introduction

The policy for the movement back to the Nagari and babaliak ka-Surau, aims to bring the Minangkabau people to avoid ignorance as well as to anticipate various challenges that can damage the Minangkabau customs structure. According to At-Tubani (2008) technological advances and globalization have led to moral actions that have eroded and undermined the moral height of Minangkabau people (At-Tubani, 2008). This has been explained by the results of J.V Maretin's research (in Idham Chalid: 2004) that gradually over time the social system of the Minangkabau community will gradually fade and then perish. The cause

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according to Mas'oe'd Abidin (2004: 68) the factors causing the shifts in the Minangkabau community are; (1) Because the educational pattern of Surau is no longer functioning and secular and globalization education is dominant in the life of the Minangkabau community today, (2) The order of life has shifted to a modern paradigm that is always oriented towards the advancement of technological science.

To anticipate this problem, the movement back to surau is a strategic step to explore and re-implement customary and religious norms in realizing Nagari development. According to Jeffrey A. Hadler (2008) the surau in Minangkabau was as a bulwark in the face of challenges and changes. Going back to Surau means functioning surau as a traditional and religious education institution in the middle of the community to review Islamic teachings to be implemented jointly in building the Nagari. According to Roberston (1992) that returns to religious values that serve as a stronghold of morality for the people, because through religion is regulated how to establish good relationships with fellow human beings and between human beings with God (Robertson, 1992). Religion is something that is absolute and eternal, which talks about the values, meanings, and purpose of life and things that are related to the quality of one's spatial (spiritual quality). According to Masoed Abidin (2010: 63) this policy aims to make the whole community "*Mambaliakkan Siriah ka-Gagangnyo, Pinang ka-Tampuaknyo, Mambangkik Batang Tarandam*" (Return the betel nut to the handle, areca nut to reap; inflate the submerged stem) (Abidin, 2004). Based on this description, it can be understood that to explore and re-implement religious values requires the role of religious leadership known as Malin. The results of research by Rita Gani (2005) revealed that to realize life Banagari, the figure of a religious figure (Malin) needs to be grown and structured by managing human resources through cultural and artistic education, especially through school channels (Ruswandi, 2006). According to Rivai (2003: 81) good leaders need three kinds of awareness, namely; (1) Be aware of when the leader is needed in certain situations, (2) Be aware of changes and values both in the group and community, (3) Be aware of the importance of effective leadership that is able to move others to work as effectively as possible (Rivai & Mulyadi, 2012).

Malin is an indigenous title or position given by someone who is chosen and or appointed jointly by the child of the niece (Kaum) in pa-Sukuan based on deliberation and consensus. In the customary rules, it was explained that Malin's figure as a religious leader in Minangkabau was mentioned in the customary proverb that is "*Suluah Bendang dalam Nagari, Palito Indak Namuah Padam, Duduaknyo Bacamin Kitab, Tagaknyao Marantang Pituah; ka-Manyuluah Anak jo Kamanakan, Panarang Jalan di Dunia, dan ka-Manyuluah Jalan ka-Akhirat sarato Tampek ka Batanyo Halal dan Haram*" (lights in the Nagari, the light never goes out, if the seat understands the Qur'an, if standing gives teaching or guidance; who will provide religious counseling to the child nephew, who will illuminate the way of life in the world, which will show the way to the afterlife, a place that is lawful and unclean, and valid by canceling) (LKAAM, 2000). Malin has a big role in fostering faith, worship and morals of all niece children in their company. All the problems related to the teachings of Islam, Malin is the one who determines and decides by using Surau as a gathering place and completing all matters. According to the results of Rita Gani's research (2005), the Minangkabau traditional leadership (Panghulu and Malin) in pa-Sukuan is the driving force of the community in understanding and implementing traditional values and syarak. Mellyz (2008) reveals the role of religious leaders (Malin) is very important to maintain the values of local wisdom (adat and religion) towards an independent society. Yunus's (2010) research results that the position of adat leadership in the Nagari is as social control in the midst of the life of the Nagari community, and is part of civil society where kinship is a social capital as well as a moral force in the Nagari community (Yunus, 2013).

There are several results of previous research which reveal the low role of traditional leadership in Minangkabau in the development of Nagari. Therefore it is recommended so that these problems need to be followed up to improve their performance in society. The results of Yunus's (2013) research revealed that seeing the low performance of traditional leadership in the Nagari is therefore needed; (1) professional and high religious and cultural understanding qualifications, (2) to build the life of ba-Nagari, there needs to be education and training to improve its performance and at the same time aim for the traditional inheritance of Minangkabau to the young generation in facing future challenges. According to Fordham (1993), training is a place to develop skills that can be used for work. Training is oriented to the present and helps someone to master specific skills and competencies to succeed in their work (Hayat, n.d.). In general, the purpose of an education and training program implemented

is directed to improve the effectiveness and efficiency of the organization and to bridge the gap between knowledge, skills and attitudes of existing and expected personnel both in the present and in the future that will be tailored to individual needs and the needs of institutions and communities (Darwis, n.d.).

The lack of development of the training program held for the development of Malin in Minangkabau at this time and the relatively small number of institutions that provide services for traditional leadership carried out by the community and the government has become a separate obstacle in realizing the Nagari and *babaliak* ka Surau. Whereas Malin's role as a religious leader in Minangkabau is very important in instilling customary and religious values to the child niece in the community. Without the optimal role of Malin, efforts to implement traditional and religious values in the community will be difficult to achieve. Based on the above problems, research problems can be formulated as follows: (1) How is the factual model of Malin's training in the Nagari community in Tanah Datar District?, (2) How to design and develop Malin's training conceptual model to improve its performance in society?, (3) What is the validity and practicality of competency-based training models to improve Malin's performance in the community?, and (4) What is the effectiveness of Malin's hypothetical training model? West Sumatra.

**2. Method**

This study uses a qualitative and quantitative approach to experimental design, as part of the main method in this study is research and development (Research and Development). According to Borg & Gall (1979: 782) Research and Development is a process used to develop and validate educational products. The research instruments in this qualitative and quantitative research are the researchers themselves and are assisted by a list of research questions (questionnaires), and observation guidelines (direct observation), as well as documentation studies (Gall et al., 2003). The research was carried out in the Rambatan Nagari, Rambatan sub-district, Tanah Datar district on April 2020. The research subjects in the Malin training model were problem-based, which consisted of 35 people consisting of the chairmen of traditional institutions, religious leaders and Malin. Whereas the target group as participants in the training were all Malin in the Rambatan Nagari totaling 25 people.

The initial step taken is through preliminary studies by conducting field studies and literature studies on the position and role of Malin in the Nagari community and its involvement in the framework of building a Nagari. In the initial stage after gathering information, field observations, the authors formulate the results of an analysis study with the following results:

| <b>Problem analysis</b>   | <b>Performance Analysis</b>   | <b>Needs Analysis</b>  |
|---|---|--|
| a. Malin lack of knowledge and understanding about his duties and functions in society.   | a. Malin's performance is not optimal in the community, especially in guiding all nephew children in the village.             | a. It takes Malin knowledge and understanding of the traditional leadership concepts of <i>Urang Nan Ampek Jinih</i> in Minangkabau. |
| b. Reduced ability and skills of Malin in carrying out his duties and functions.  | b. The competence possessed by Malin does not support the demands of the task and its functions.                              | b. It takes Malin an understanding of the kinship system in the Minangkabau community.   |
| c. The lack of communication between Malin and his enterprising group.  | c. Malin's performance is now not in line with people's expectations.   | c. It is needed for Malin to be skilled in the field of religious practice to fulfill the demands of his duties and functions.       |
| d. The absence of collaboration between Malin and other adat leaders in the process of implementing customary and religious values. | d. Malin's low credibility in the community so that it becomes an obstacle in carrying out his duties and functions properly. | d. It takes Malin skills in the field of custom.   |

Based on these data, the authors consider the need for a training program to improve Malin's competence in the Nagari community. Thus, it is necessary to reveal a Malin training model design that is feasible and effective to be applied in today's society. Therefore, it is necessary to formulate the design of the training model as appropriate to be implemented so that it can improve the duties and functions of Malin in the community. Furthermore, it is

necessary to examine the effectiveness, supporting factors and inhibitors of the implementation of Malin's training model.

Based on the description above, the researcher considers that there is a need to develop a training model in an effort to improve the duties and functions of Malin in the nagari community. Referring to several studies and cases, the authors formulate a hypothetical model, as follows:

1. The role of Malin is very much determined by the competence he has in relation to the standard of duties and functions.
2. The quality of training for Malin is largely determined by the knowledge, skills, and attitudes that he has in solving all the problems that become his duties and responsibilities.

The initial step in the process of research and development, as stated by Borg and Gall (1979: 626) is as follows:

1. Information gathering research, including review literature, field observation, and report preparation.
2. Planning, including determining suitable training models, preparing curriculum design and learning, and conducting small-scale trials. Designing the initial model, including designing a training model design for Malin that is feasible and effective to improve its tasks and functions.
3. Preliminary trials or FGDs, carried out directly at the location of the training activities. In this step, data analysis is done based on the results of observation interviews, and documentation. Revision I was carried out on the initial design, based on the results found in exploratory studies.
4. The main product trial, focused on the training process variable, evaluation, and the impact of the Malin training model implemented. Then revise the main product based on the findings of the trial to be ready to be implemented.
5. Operational trials, carried out in the Nagari community by involving organizers, instructors, and Malin as participants. Revision of operational products, carried out based on the results of the implementation.
6. The final model of Malin Training.

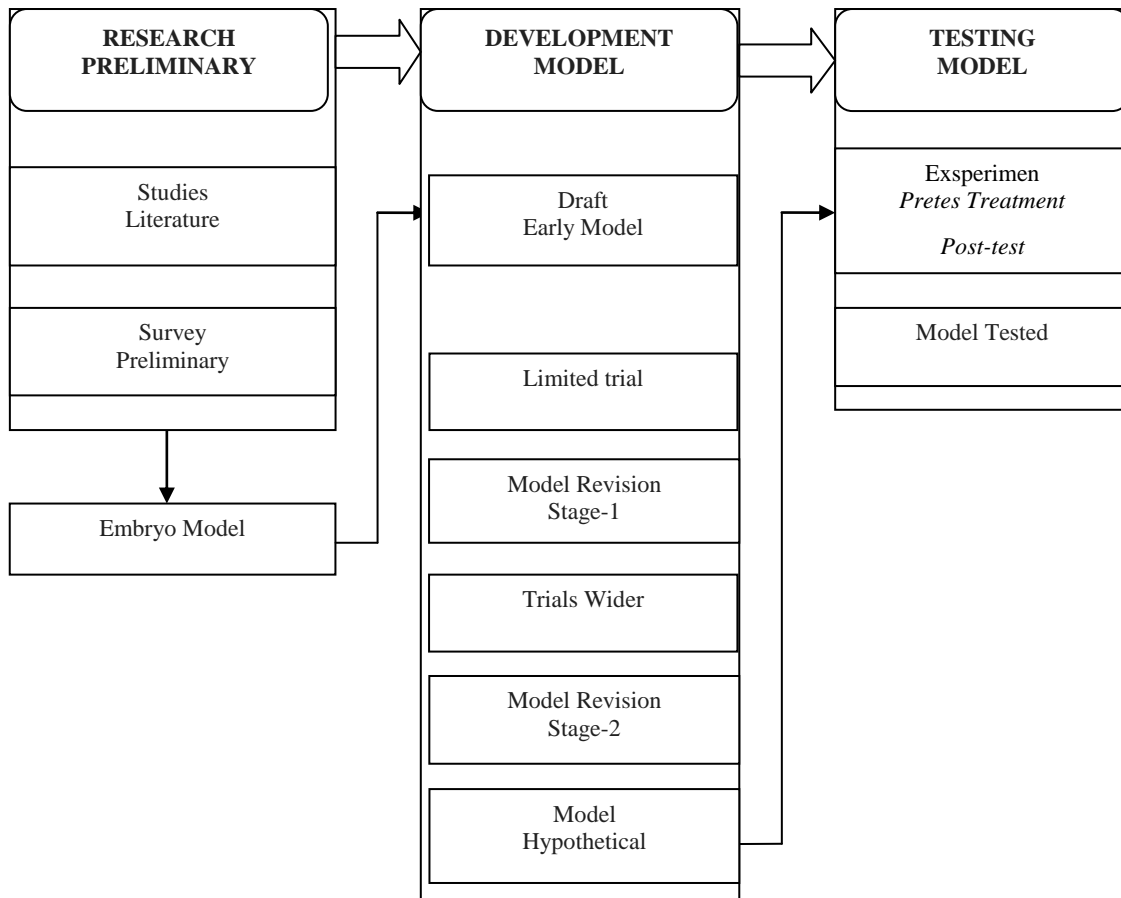
Based on this description, the steps in the Malin training model development research can be described as seen at figure 1.

The model development phase included the drafting of the model, limited trials, and wider trials and finalization of the model. The draft model is compiled based on the theoretical basis of the results of the literature review and combines the suitability of the characteristics of the model developed with the characteristics of the training and Malin's condition that is the target of the model. The initial draft was reviewed through limited discussions with leaders of adat institutions, community leaders/religious leaders, peers, and experts in the field of learning design development and materials in the fields of adat and religion. The draft model produced was then tested in a limited manner on traditional leaders, religious scholars and Malin in the Rambatan village. During the implementation of the trial, researchers conducted evaluations and reflections through observations on the implementation of trials, progress achieved, and difficulties or obstacles faced. Evaluation results are used as a basis for revising phase-1 to complete and refine the model. Model revisions are carried out by improving the structure of material presentation and training methods/techniques until the pattern of model implementation is found to achieve more optimal results. The process can be carried out in several rounds according to needs.

After the draft model was revised then a wider trial was carried out throughout Malin in the Rambatan Nagari which amounted to 21 people. At this stage an evaluation of the process and results of the model implementation was carried out again. On the basis of the results of the evaluation, a revision of phase-2 was carried out to get a final model that was hypothetical so that its effectiveness still had to be tested through an experimental research approach. The effectiveness test was carried out by means of a different test with data analysis using an experimental quasi-experimental design approach for the method used was "Non-equivalent Control Group Design" by comparing the average gap in post test scores in the experimental group with the control group. The form of treatment of the experimental group was the application of the Malin training model by accommodating materials in the form of:

1. The concept of traditional leadership (*Urang Nan Ampek Jinih*) in the Minangkabau community.

2. The kinship system in Minangkabau and Malin's role in building the life of the Nagari.
3. Skills in the field of religion that are relevant to the needs of the community.
4. Skills in the field of adat offerings as a standard of Malin's ability related to his duties and functions.



**Figure 1:** Model Research and Development Procedures

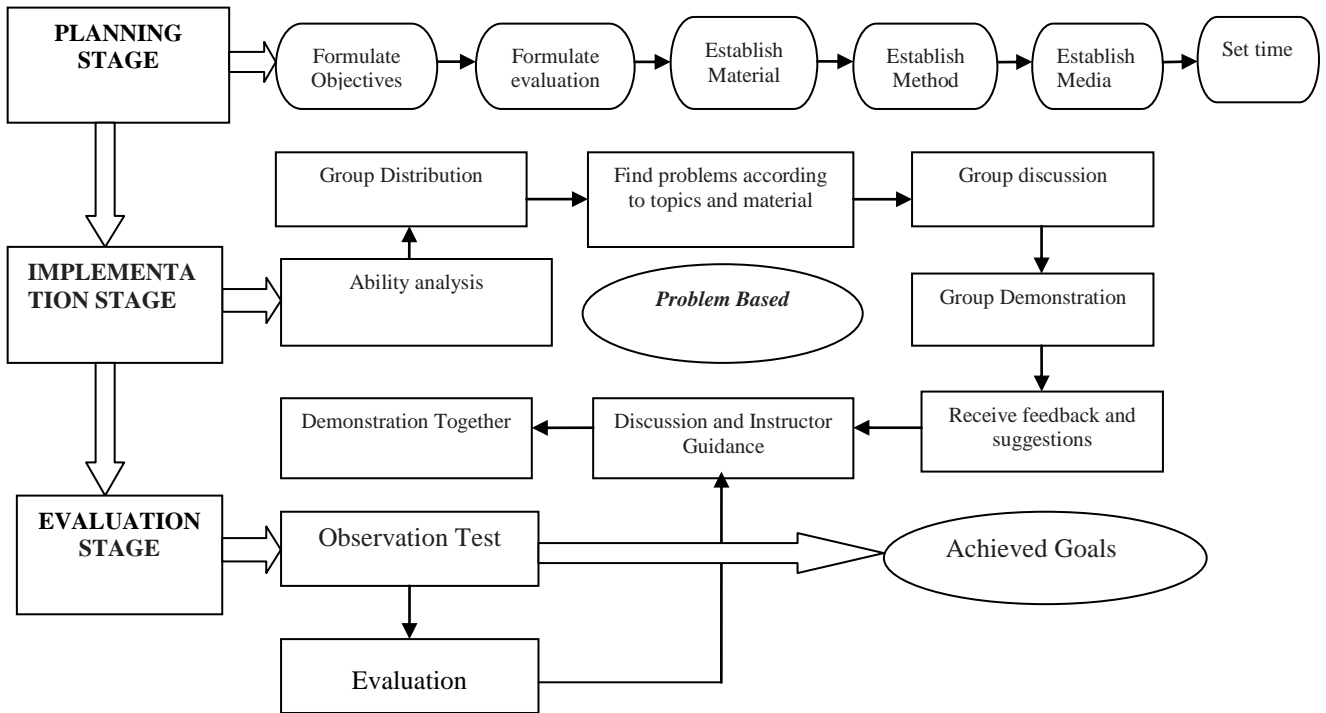
### 3. Results

Malin training is considered as an important effort in strengthening and improving its duties and functions in an effort to build people's lives based on traditional and religious values. In organizing Malin training, there needs to be something a series of systematic learning activities to achieve the stated goals. Likewise, it is necessary to reveal the implementation model and training process that is appropriate to be implemented in the Nagari community. Model development in this study was carried out in two stages. The first stage is designed the design (initial draft) learning model based on literature review and information during the preliminary study. In the next stage, limited trials and model revisions were carried out, followed by wider trials. The trial was carried out through collaboration with leaders of traditional institutions, traditional leaders and religious leaders until a hypothetical model was obtained that could increase Malin's ability to carry out his duties and functions in society. In the testing phase, the design of the training model was tested and the impact on Malin's ability to carry out his duties and functions.

#### 3.1. Conceptual Model "Problem Based Malin Training Model to Improve Tasks and Functions in the Community"

Through the empirical study in the field, it was obtained an illustration that there were still many encounters with Malin's performance in carrying out his duties and functions in society. From the data and information, it is necessary to examine indicators to make a training model, including data relating to: (a) Malin's profile as a religious leader in the Minangkabau community, (b) The basic component in developing a training model, (c) Factors

supporters and blessings in achieving goals. In connection with the study of the implementation of the training program, it will be seen from three components, which include: review of program component planning, component of program implementation, and evaluation of activities. In the program design component, several things that are the main focus in this study are; (a) Types of training activities, (b) Methods provided in the delivery of material, (c) Material used in the training process, (d) time used in the training process, (e) Instructors and resource persons, (f) Types and stages process of carrying out activities. Other than that, the author knows things related to; (a) Type and material used, (b) Evaluation time, (c) Criteria used in evaluating, and (d) Participant assessment results. Based on the results above, the conceptually tested model can be formulated with the following picture:



**Figure 2.** Preliminary Design of Problem-Based Malin Training Models

The components of the training model developed include: training objectives, training materials, training approaches and methods, steps of training activities, learning resources, training time, and assessment of learning outcomes. These components are then outlined in the training learning tool which includes training implementation plans (RPP), participants' activity sheets, learning outcomes tests, and observation sheets as a guide to the evaluation of the training process.

### 3.2. Trial Phase 1 Model Design

After completing the initial design of the training model, the next research activity is to compile and validate the instrument to be tested. Limited model trials were conducted to develop the initial model as previously designed. The purpose of the research at this stage is to test the feasibility and success of the initial design of the training model to improve Malin's competence in carrying out its duties and functions in society. Limited trial activities involve leaders of traditional institutions, Alim Ulama and 15 Malin people in the Rambatan village. Based on the description of the process and results of the training, there are a number of aspects in the training model that need to be revised in the next trial phase, among others, in the initial stages of training, it needs to develop a more participatory atmosphere. The instructor must avoid presenting information in the form of lectures because this will result in the lack of participation of participants in learning activities to fulfill one of the characteristics of the expected model. Another important aspect is that there must be a more precise distribution of time at each stage of the process so that all activities can be carried out.

The design of the problem-based Malin training model obtained through limited trials can be described as table 2. Related to learning outcomes, it is analyzed based on the pre-test and post-test scores that measure the improvement of problem solving abilities.

**Table 2.** Malin Training Model Design based on Limited Trial Result Problems

| No | Component       | Development/Implementation   |
|----|-----------------|--|
| 1  | Design Learning | <ol style="list-style-type: none"> <li>1. Formulation of training objectives: Increasing Malin's competence and skills in the fields of adat and religion; a. Material development, b. The need for a calm understanding of the concept of adat leadership (<i>Urang Nan Ampek Jinih</i>) in the Minangkabau community, c. Establish problems as core material in training.</li> <li>2. Method selection: a. Question and answer about the problem, b. Experiments for group problem solving, c. Problem solving discussions.</li> <li>3. Preparation of learning scenarios: a. Introduction (problem orientation), b. Core (problem solving process), c. Closing (process analysis and evaluation)</li> <li>4. Development of media and teaching materials: a. Participant Activity Sheet, b. Experimental tools and materials, c. Preparation of process and results evaluation instruments.</li> </ol>  |
| 2  | Implementation  | <ol style="list-style-type: none"> <li>1. Preliminary <ol style="list-style-type: none"> <li>a. Problem orientation that is carried out through an explanation of the objectives and learning process that will be carried out.</li> <li>b. Organizing participants to solve problems through investigation (experiment).</li> <li>c. Development of a participatory atmosphere through question and answer</li> </ol> </li> <li>2. Core <ol style="list-style-type: none"> <li>a. Authentic (experimental) investigations carried out collaboratively in small groups.</li> <li>b. Presentation of group representative work.</li> <li>c. Giving appreciation for the results of discussions based on group performance in achieving the objectives of the investigation.</li> </ol> </li> <li>3. Closing <p>Evaluate the problem solving process in the form of reflection and reconstruction of thoughts and activities experienced during the learning process by giving feedback.</p> </li> </ol> |
| 3  | Evaluation      | <ol style="list-style-type: none"> <li>1. Evaluate the problem solving process <ol style="list-style-type: none"> <li>a. Participants' response to the problem is still lacking.</li> <li>b. Experiments can attract participation and involvement in groups.</li> <li>c. Conducting investigations / experiments facilitates participants to master the material.</li> <li>d. Not all groups have the opportunity to present the results of the discussion.</li> <li>e. Reflections on the process and results have not been carried out comprehensively.</li> </ol> </li> <li>2. Evaluation of learning outcomes <ol style="list-style-type: none"> <li>a. Mastery of subject matter increases.</li> <li>b. Problem solving abilities increase</li> </ol> </li> </ol>  |
| 4  | Reflection      | <ol style="list-style-type: none"> <li>1. Restrictions on the role of instructors as information presenters.</li> <li>2. Problem orientation can begin with a question and answer to explore participants' ideas and thoughts about a problem experienced in daily life (contextual).</li> <li>3. Instructors position themselves as facilitators from each stage of the learning process.</li> <li>4. Learning is carried out by prioritizing the active participation of participants.</li> <li>5. The need to provide a stimulus that can trigger active participation of participants in each stage of the learning process.</li> <li>6. Time limitation for each step of learning carried out.</li> <li>7. Providing opportunities for individual participants to practice problem solving.</li> </ol>  |

Based on the table above shows that the training carried out has been able to improve the ability of trainees in carrying out their duties and functions. This is also evidenced by the results of the test of the taught skills proven to have been mastered well by the participants.

### 3.3. Wider Model Tests

A broader model trial is conducted to improve the model that has been applied in limited trials. The aim of the research at this stage was to improve the design of the training model based on the results of previous trials. The wider trial activities involved as many as 21 Malin people in the Rambatan village. Based on the description of the process and learning outcomes stated above, the training carried out has shown the full form of Malin's improved ability to carry out his tasks and functions properly. Participants experience a series of learning skills in solving problems related to their duties and roles, including problem orientation, authentic inquiry, until they can find answers to the problems raised.

**Table 3.** Final Design of Malin Training Model Based on Broader Test Result Problems

| No | Component      | Development/Implementation   |
|----|----------------|--|
| 1  | Design         | <ol style="list-style-type: none"> <li>1. Formulation of training objectives to improve Malin's competence in implementing its duties and functions.               <ol style="list-style-type: none"> <li>a. Material development.</li> <li>b. Contextual with real life participants.</li> <li>c. Establish problems as core material.</li> </ol> </li> <li>2. Method selection               <ol style="list-style-type: none"> <li>a. Question and answer about the problem.</li> <li>b. Question and answer for exploration of participants' abilities.</li> <li>c. Group problem solving experiments.</li> <li>d. Problem solving discussions.</li> <li>e. Exercise for individual problem solving.</li> </ol> </li> <li>3. Preparation of learning scenarios               <ol style="list-style-type: none"> <li>a. Introduction (problem orientation).</li> <li>b. Core (process and problem solving exercises).</li> <li>c. Closing (process analysis and evaluation).</li> <li>d. Development of media and teaching materials.</li> <li>e. Participant Activity Sheet.</li> <li>f. Experimental tools and materials.</li> <li>g. Preparation of process and results evaluation instruments.</li> </ol> </li> </ol>   |
| 2  | Implementation | <ol style="list-style-type: none"> <li>1. Preliminary               <ol style="list-style-type: none"> <li>a. A brief description of the objectives and learning process that will be carried out.</li> <li>b. Development of a participatory atmosphere through question and answer with the aim of digging up information about participants' understanding of the subject matter.</li> <li>c. The orientation of participants to problems related to daily life (contextual).</li> <li>d. Organizing participants to solve problems through investigations (experiments).</li> </ol> </li> <li>2. Core               <ol style="list-style-type: none"> <li>a. Authentic (experimental) investigations carried out collaboratively in small groups.</li> <li>b. Presentation of work from each group.</li> <li>c. Awarding works based on group performance in achieving the objectives of the investigation.</li> <li>d. Individual problem solving exercises.</li> <li>e. Giving appreciation for the work based on individual performance in solving problem solving practice questions.</li> </ol> </li> <li>3. Closing               <p>Analysis and evaluation of the problem solving process in the form of reflection and reconstruction of thoughts and activities experienced during the learning process through providing feedback.</p> </li> </ol> |
| 3  | Evaluation     | <ol style="list-style-type: none"> <li>1. Evaluation of the problem solving process.</li> <li>2. Participants' response to the problem increases.</li> <li>3. Experiments can attract participation and involvement in groups.</li> <li>4. Conducting investigations/experiments to facilitate participants in mastering the subject matter.</li> <li>5. Each group has the opportunity to present the work.</li> <li>6. Reflections on the process and results are carried out comprehensively.</li> <li>7. Evaluation of learning outcomes.</li> <li>8. Mastery of subject matter increases.</li> <li>9. Problem solving abilities increase.</li> </ol>  |



Evaluation of learning outcomes shows the ability to master skills and abilities in problem solving. Based on the description of the model implementation above, the final design of the Malin-based problem training model can be described in Table 3.

Based on the results of the pre-test and post-test conducted on participants with the t-test showed that the increase was significant. This shows that the learning carried out is able to improve problem solving abilities better than limited trials. Furthermore, from the results of the trials that have been carried out by heeding the methodology that has been designed, it is obtained an overview of the effectiveness of Malin's training model to improve the tasks and functions of Malin in the Nagari community as described above are as follows:

- a. The effectiveness of Malin's training model to improve its tasks and functions can be implemented effectively and efficiently. This is based on the strengthening of Malin's ability in knowledge, skills and attitudes in fostering the community.
- b. Furthermore, based on the evaluation results using comparative analysis the results of the pre-test and post-test using a different test, obtained data that there is a significant increase in results and proven influence of Malin's knowledge, skills and attitudes in carrying out their duties and functions as well as training programs have been given effective and perceived benefits.

Based on the results of the above tests, it can be illustrated the final model of Malin's training based on this problem as seen at figure 2.

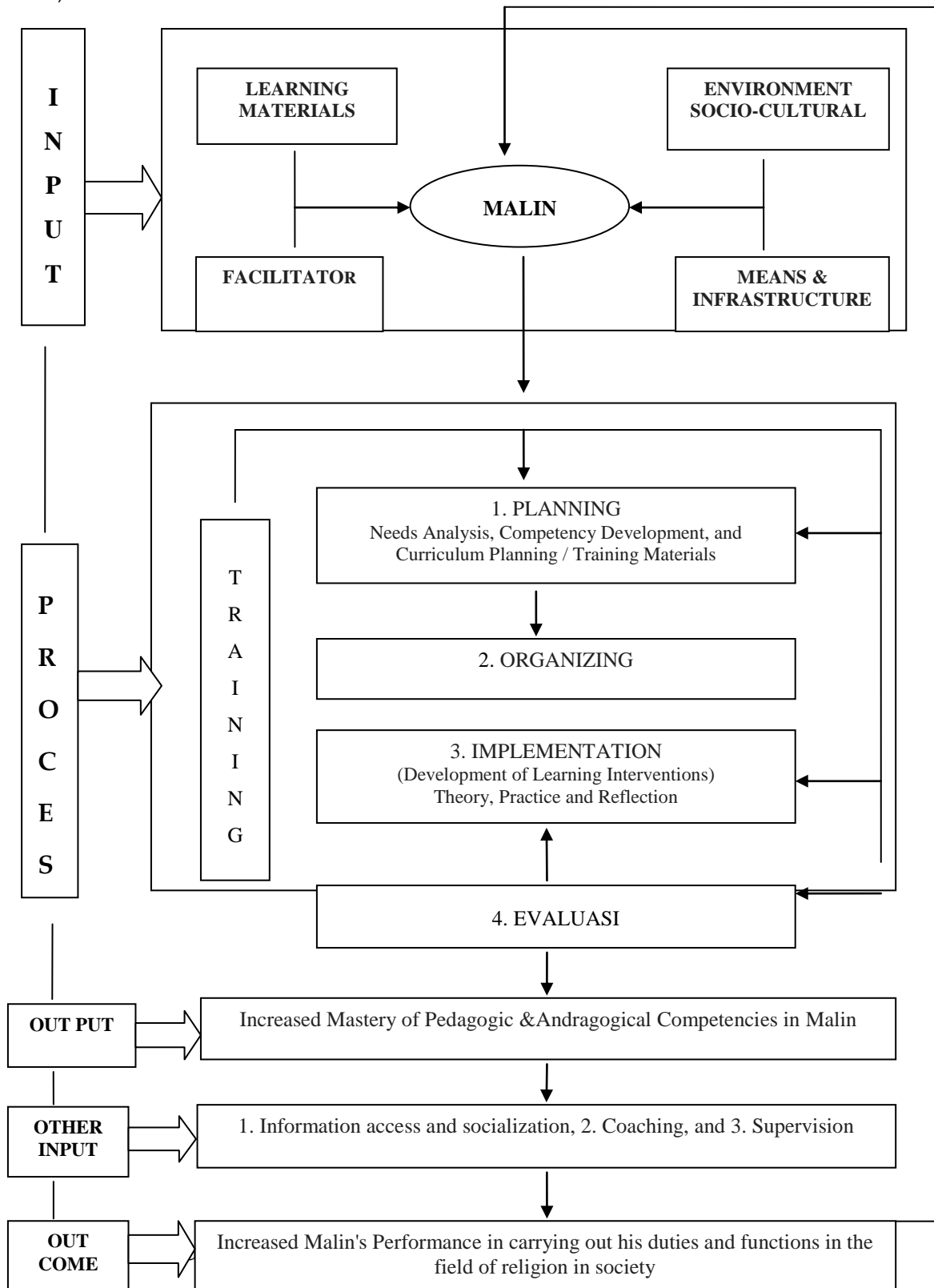
The training model of the development results that was applied to the training activities turned out to be very practical, easy to use in training in terms of training time, as well as in terms of training costs with very good categories. In accordance with the opinion of Velada et al (2007: 283) that a good model is a model that is practical or uncomplicated, simple and easy to understand by considering the factors that influence the training transfer, namely the design, individual characteristics of the participants (self efficiency and training restency) and work environment. The development outcome training model applied to Malin problem-based training activities shows the feasibility to be used in training activities. This is indicated by the results of the cumulative score of three indicators of the feasibility of the model with very good categories (Velada et al., 2007).

Based on the discussion, the alternative that can be taken to overcome Malin 'low performance weaknesses in carrying out his duties and functions is through problem-based training developed and recommended. This is done considering the results of Malin's training model development research show findings that have implications for :

1. With Malin's increasing competence, it can be expected to have an impact on the quality of Malin's performance in society. If the quality of training increases, it is expected that in turn the quality of graduates (out put) will also increase.
2. Improving Malin's performance in carrying out its duties and functions, so that the hopes of other leaders as learning citizens will also increase. If the quality of Malin training participants increases, it can be expected that the work performance of graduation in the training program will be better.
3. Providing alternatives for the Regional Government and Customary Institutions (LKAAM) of West Sumatra Province as policy makers to encourage and prepare the Minangkabau traditional leadership who are skilled in carrying out their duties and functions in the framework of building a Nagari.
4. As a practical alternative for traditional leaders and Kerapatan Adat Nagari institutions in developing human resources for traditional leadership in their environment in accordance with existing conditions, in order to improve their performance in building Nagari territory.

The development of the Malin problem-based training model is an effort to improve the abilities and skills of religious leaders in the Minangkabau community. Referring to Malin's training model based on problems as an empowerment effort, because based on theoretical studies and empirical studies the training activities function: (1) Foster Malin awareness as a training participant and the importance of their efforts to optimally improve their performance in society; (2) Helping Malin as an agent of change in society to be able to learn in developing his competence, in accordance with his main duties; (3) Increasing Malin's awareness of the importance of improving his quality efficiently in order to realize the development of the village. These three functions show Malin as an agent of change in society, especially in the application and maintenance of customs and religion in the Minangkabau community. This is in accordance with one of the principles of lifelong education according to Sudjana (2001: 217) that education outside of school is developed based on one of the principles, among them,

learning activities to obtain, renew, and / or improve the knowledge, attitudes and skills that have been owned by citizens society according to continuous change throughout life (Sudjana, 2001).



**Figure 4.** Final Design of Problem-Based Malin Training Models

The development of the Malin problem-based training model as an effort to develop Malin's knowledge and skills, is actually an actualization of the role of non-formal education that relates to the following: First, as an approach to encourage adults to be able to develop the

competencies they have and always strive to meet the needs new needs in solving problems faced in carrying out their duties in society. Second, as an approach to help solve weaknesses in education outside of school, one of the weaknesses is the lack of education for community empowerment. Therefore, the use of a more efficient training model is visible to improve Malin's performance towards a professional direction. Third, education outside of school plays a role in helping and providing guidance through trainings and guidance on the development of human resources in the community.

Malin problem-based training is a training approach based on the principles of adult learning that emphasizes skills and expertise related to their social duties and functions. Findings of results research shows that the average Malin competence which includes competency in knowledge dimensions, and skill dimensions, has increased significantly. Besides that, Malin's learning performance can be observed to be better, and the attitude towards the developed training model shows positive. On the basis of the findings in this study that the problem-based training model developed was said to be effective in improving Malin's competence in carrying out their duties and functions optimally in society.

#### 4. Discussion

The training model of the development results that was applied to the training activities turned out to be very practical, easy to use in training in terms of training time, as well as in terms of training costs with very good categories. In accordance with the opinion of Velada et al (2007: 283) that a good model is a model that is practical or uncomplicated, simple and easy to understand by considering the factors that influence the training transfer, namely the design, individual characteristics of the participants (self efficiency and training restency) and work environment. The development outcome training model applied to Malin problem-based training activities shows the feasibility to be used in training activities. This is indicated by the results of the cumulative score of three indicators of the feasibility of the model with very good categories.

Based on the discussion, the alternative that can be taken to overcome Malin 'low performance weaknesses in carrying out his duties and functions is through problem-based training developed and recommended. This is done considering the results of Malin's training model development research show findings that have implications for :

1. With Malin's increasing competence, it can be expected to have an impact on the quality of Malin's performance in society. If the quality of training increases, it is expected that in turn the quality of graduates (out put) will also increase.
2. Improving Malin's performance in carrying out its duties and functions, so that the hopes of other leaders as learning citizens will also increase. If the quality of Malin training participants increases, it can be expected that the work performance of graduation in the training program will be better.
3. Providing alternatives for the Regional Government and Customary Institutions (LKAAM) of West Sumatra Province as policy makers to encourage and prepare the Minangkabau traditional leadership who are skilled in carrying out their duties and functions in the framework of building a Nagari.
4. As a practical alternative for traditional leaders and Kerapatan Adat Nagari institutions in developing human resources for traditional leadership in their environment in accordance with existing conditions, in order to improve their performance in building Nagari territory.

The development of the Malin problem-based training model is an effort to improve the abilities and skills of religious leaders in the Minangkabau community. Referring to Malin's training model based on problems as an empowerment effort, because based on theoretical studies and empirical studies the training activities function: (1) Foster Malin awareness as a training participant and the importance of their efforts to optimally improve their performance in society; (2) Helping Malin as an agent of change in society to be able to learn in developing his competence, in accordance with his main duties; (3) Increasing Malin's awareness of the importance of improving his quality efficiently in order to realize the development of the village. These three functions show Malin as an agent of change in society, especially in the application and maintenance of customs and religion in the Minangkabau community (Sujarwo, 2005). This is in accordance with one of the principles of lifelong education according to Sudjana (2001: 217) that education outside of school is developed based on one of the principles, among them, learning activities to obtain, renew, and / or improve the

knowledge, attitudes and skills that have been owned by citizens society according to continuous change throughout life.

The development of the Malin problem-based training model as an effort to develop Malin's knowledge and skills, is actually an actualization of the role of non-formal education that relates to the following: First, as an approach to encourage adults to be able to develop the competencies they have and always strive to meet the needs new needs in solving problems faced in carrying out their duties in society. Second, as an approach to help solve weaknesses in education outside of school, one of the weaknesses is the lack of education for community empowerment. Therefore, the use of a more efficient training model is visible to improve Malin's performance towards a professional direction. Third, education outside of school plays a role in helping and providing guidance through trainings and guidance on the development of human resources in the community.

Malin problem-based training is a training approach based on the principles of adult learning that emphasizes skills and expertise related to their social duties and functions. Findings of resultresearch shows that the average Malin competence which includes competency in knowledge dimensions, and skill dimensions, has increased significantly. Besides that, Malin's learning performance can be observed to be better, and the attitude towards the developed training model shows positive. On the basis of the findings in this study that the problem-based training model developed was said to be effective in improving Malin's competence in carrying out their duties and functions optimally in society.

## **5. Conclusions And Recommendations**

Through this research, Malin training model design has been produced based on problems that can be applied to improve Malin's competence to improve its duties and functions in the Nagari community. Based on the discussion of the results of each stage of the research and development process that has been carried out can be summarized as follows: First, the training model developed through this study is Malin's training model that can be applied to the Rambatan Nagari community. The main purpose of using the problem-based Malin training model is to improve the ability and skills in solving problems including developing the ability to think systematically, logically and critically. The training material in the Malin problem-based training model was developed based on the needs of the community. The training methods used are carried out through question-answer, authentic (experimental) investigations, collaborative and problem-solving exercises. The media and teaching materials used by the participants included worksheets (guidelines) for the implementation of the problem solving process through experimental activities as well as experimental tools and materials. The aspects of learning that are evaluated include the learning process that is responding to the problem, involvement in the group, the implementation of the investigation/experiment, the presentation of the work, reflecting the process and results; and learning outcomes, namely mastery of the material and problem-solving abilities. The implementation stages of the Malin problem-based training model include: (a) Preliminary Activities which include a brief description of the objectives and learning process, the development of a participatory atmosphere, contextual problem orientation, and organizing participants; (b) Core activities which include collaborative investigations/ experiments, presentation of work, awarding, and problem solving exercises; and (c) Closing Activities which include analysis and evaluation of problem solving processes in the form of reflection and reconstruction of thought and learning process activities.

Second, the implementation of the Malin problem-based training model is one of the efforts that can be used to improve the quality of the process and the results of Malin's training in the Nagari community. The impacts obtained from the use of the model include: a. Improving the learning process which is shown by the increasing role of pesrta in learning and opening up opportunities for participants to do scientific work as a form of learning experience; and b. Improvement of learning outcomes as indicated by an increase in problem solving skills, mastery of concepts, and fostering habits of thinking in addressing problems. Its implementation requires the readiness and skills of instructors in planning learning.

Regarding the use of the model, several suggestions are proposed as follows: First, the Malin problem-based training model is one model that can be applied to improve problem solving skills and also mastery of skills in the fields of custom and religion. The use of this model demands the active role of participants in each stage of the learning process. On that basis, participants must be placed as subjects of learning and instructors place themselves as facilitators of learning. The role of the instructor as a facilitator needs to be supported by a

number of abilities including the ability to ask questions, the ability to organize participants, the ability to guide inquiry and discussion, and the ability to provide feedback. These abilities must be further enhanced given the habits of previous instructors who were more instrumental in presenting information/subject matter. Second, the implementation of the Malin problem-based training model requires careful preparation. There are a number of important aspects prepared by the instructor before applying the Malin problem-based training model, among others, choosing a problem that must be solved as the subject matter studied. In addition, the instructor must prepare facilities and facilities, especially learning teaching aids that are needed in carrying out the investigation or experiment as the core activities of learning. Another important aspect, instructors are also required to compile a complete evaluation instrument both process evaluation and learning outcomes. Third, the Malin based problem training model produced in this study was designed with the intention of increasing Malin's ability to carry out tasks and functions through the implementation of systematic problem solving activities using scientific methods. For practical purposes of learning activities, the use of models can be further developed so as to obtain optimal learning outcomes so that it can anticipate various obstacles that have often been encountered by instructors in the learning process. Model development can be done through a variety of learning techniques/methods used in each stage of the process.

## 6. Conflicts of Interest

Author declare no conflict of interest in this research”

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