

Communication Skill Training for Female Online Ojek Drivers

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Abstract: Doing online motorcycle taxi work is required to not only be able to drive motorized vehicles, but also requires various skills and techniques to become a successful online motorcycle taxi driver, including communication skills. Communication Skill Training is aimed at 26 female online ojek drivers in the city of Surabaya. The method of implementing community service activities is experiential learning in the form of practice and also interspersed with lectures. The results of the observation occurred a change in the attitude of the participants in communicating, for example, being more confident and wiser in word selection. In addition, the experiential learning method has proven effective for changing attitudes and improving partner communication skills.

Keywords: communication; driver; female; online; training

INTRODUCTION

Online transportation is now so popular that it is always needed by the community. Because of this phenomenon, many people are trying their luck by becoming online motorcycle taxi drivers, not only dominated by men, but also many women who carry out the profession as online motorcycle taxis. (Arofah and Nature 2019). As in the city of Surabaya, until mid-2022 there were 246 women who worked as online motorcycle taxi drivers (<https://www.suarasurabaya.net/> 2022).

The online motorcycle taxi profession is required to not only be able to drive a motorized vehicle, but also requires various skills and techniques to become a successful online motorcycle taxi driver. The measure of success of an online motorcycle taxi can be seen from the high rating obtained, the number of passengers delivered to decent financial gains. All of these things will only be achieved through better customer service.

Badan Eksekutif Mahasiswa (BEM) or The Student Executive Board or of the Faculty of Economics and Business, Universitas Airlangga observed the phenomenon experienced by women who undergo the profession as online motorcycle taxis, namely: the majority

of *these* female *online* motorcycle taxis are single parents so that the job cannot be said to be a part-time job, but is the main job to make a living. This is certainly different from the results of the dedication of Wijirahayu and Syarif (2021), *online* motorcycle taxi drivers who are students who make activities as *online* motorcycle taxi drivers as a side job between busy lectures to support their study costs.

In a preliminary interview in September 2022 with Dea, Chairman of the Surabaya GASPOL Association (*Gerakan Sayang Perempuan Ojek Online*), the majority of female *online* ojek drivers still have dependents of children who attend school and some even have children with disabilities. Not only children, there are also those who bear parents who live in the same house with them.

Especially during the Covid-19 pandemic that hit the world, including Indonesia in 2020, where to break the chain of transmission, the government imposed social restrictions so that employees did their work from home and students also studied from home. This condition also has an impact on the activities and acceptance of *online* ojek drivers as stated by Avianty, et al (2021), Edy and Novalia (2020) that the decrease in the number of orders / day resulted in reduced acceptance of *online* ojek drivers. The percentage decrease in activity level averaged 57.58% while the percentage decrease in acceptance rate of *online* ojek drivers averaged 58.14% per month.

Therefore, to deal with unexpected conditions and as an effort to anticipate the fulfillment of daily family needs, in addition to carrying out their profession by joining application-based transportation companies such as Grab, Gojek, and Shopee Food, these *online* motorcycle taxi women also serve *offline* transportation needs. Otherwise known by subscription terms such as dropping off school children, employees, being a courier for shipping goods with consumers culinary entrepreneurs and creative industry products such as fashion and handicrafts. Quoting the statement of Suhariadi, et al (2022) that not a few of *these online* motorcycle taxi women also pioneered independent businesses by selling food and drinks, making handicrafts made from beads such as prayer beads, mask connectors and also making painting bags, as shown in figure 1. the following:



Figure 1: Examples of Business Products from Women Online Ojek Drivers in Surabaya

The community service team observed that programs in the context of empowering female online ojek driver in the city of Surabaya in the last 2 years were in the form of training in masking, sewing and cake making (<http://selalu.id/> 2022), product photo training using devices (Agustina 2022), bazaar product *display* training (Suhariadi et al. 2022). The training is aimed at equipping them with entrepreneurial skills so that later they have a job that does not require them to make a living on the streets so that their time can also be maximized for parenting. This statement is reinforced by the results of research from Kurniawan and Soenaryo (2020) that this work is "less friendly" for women because they are vulnerable to bullying both verbally and non-verbally. Syevtiandini, et al (2021) added that this work requires excellent physical demands and is faced with security and safety risks on the road.

Based on these observations, it seems that training aimed at self-development such as communication skill training has never been done. Even though their work is very intense interacting with the community as users of their services, in addition to being useful to support work, Barnard (2017) mentioned that communication skills in front of the general imagination are useful for facilitating the use of vocabulary word ; develop *self – efficacy* ; training leadership; learn to influence others ; and improve social relations . The purpose of this community service activity is (1) transferring professional communication knowledge so that they can interact with customers (2) providing understanding of concepts and tips in excellent service

The implementation of this community service activity, consists of 3 stages consisting of the preparation stage, the implementation stage and the evaluation stage, if described in the flow are as follows:

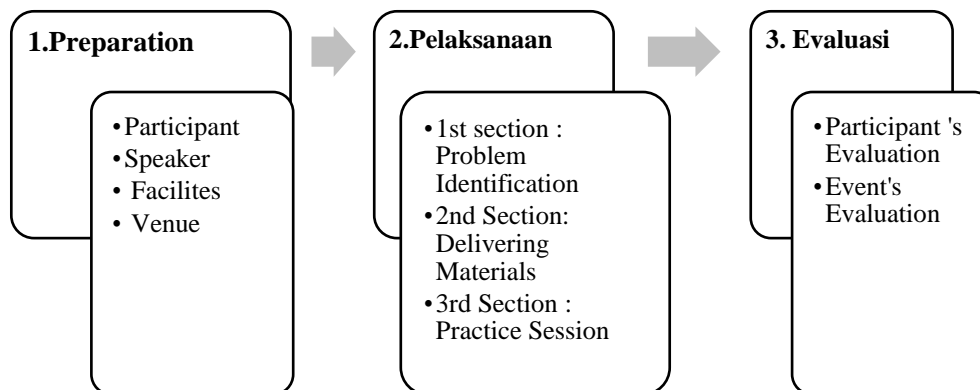


Figure 2. *Implementation of Community Service Activities*

The first stage is the preparation stage. After conducting preliminary interviews with the Chairman of GASPOL, 25 female online ojek drivers were obtained who had the opportunity to take part in "Communication Skill Training". The number of participants is based on willingness to participate through a *google form* distributed D-7 days before the implementation. Other preparatory stage activities are the determination of speaker, training equipment and the place of the event. The

communication skill speaker are Wenti Krisnawati, an experienced and *certified public speaking* master. This community service activity was held at Fajar Notonagoro Hall, Faculty of Economics and Business, Airlangga University on November 14, 2024 from 08.30 to 15.30 WIB.

The implementation of this activity consists of 3 sessions. The first session is identification, the second session is material and the third session is practice. The method used is *experiential learning*, which is a teaching and learning process model, a teaching and learning process model that activates learners to build knowledge, skills, values and attitudes through direct experience (Kolb 1984). Fathurrahman's explanation (2017) strengthens the selection of this method because this method has the advantages of (1) increasing self-confidence, (2) , improving communication, planning, and problem-solving skills; (3) grow and improve the ability to deal with situations that are not conducive; and (4) foster and increase commitment and responsibility.

The evaluation stage consists of 2 kinds. First is the activity evaluation stage and the material effectiveness evaluation stage in accordance with the expected objectives. The activity evaluation stage is obtained from direct observation in the field such as the start of the event on time, at least 80% of participants are present from beginning to end. Faculty leaders, BEM leaders, speaker and moderators were present on time and delivered material according to the objectives and *the rundown* of activities took place as planned. While the material evaluation stage is reviewed from 80% actively involved in training (asking questions, doing practice), as well as the effectiveness of applying *experiential learning* methods as measured by changes in communication skills of participants before getting the material and after getting the material.

Results and Discussion

The event was opened right at 08.30 with remarks by the Head of BEM FEB Unair and continued by remarks by the Dean of the Faculty of Economics and Business, Prof. Dr. Dian Agustina, SE, Ak, CMA (Figure 2). In his speech, he greatly appreciated the community service program held by the Student Executive Board, because it shows concern for what is the problem of society and offers solutions through education in accordance with the goals of Sustainable Development Goal no 8 on education (SDGsindonesia 2017)



Figure 3. Dean of FEB Unair gave prizes to participants

The first session began at 09.00 WIB, Wenti Krisnawati as the speaker began by identifying the communication skills of the trainees. This is done to find out the potential of each individual which is certainly not the same. The 26 participants were given the opportunity to present their ideas in front of the committee and other participants within 5 minutes by following the flow, namely: opening, substance and conclusion. The topic of ideas is around their experiences, challenges and expectations as online motorcycle taxi drivers.

Initial identification results in that 80% of prospective effective communication trainees have the ability to perform the task well, as evidenced by almost no similar ideas. Issues that occur around their profession as *online* motorcycle taxi drivers can naturally be conveyed,

For example, Lani (50 years old) said that there are many ups and downs in carrying out her profession. It is not uncommon for customers to complain because food or drinks do not match the order. This prompted him to want to take part in this effective communication training, because often he trembled in explaining to customers that it was not his responsibility, and all he did was deliver, while the order was recorded in the application and the response from the seller in reading the order. When conveying his ideas, there are visible hand movements and it is heard that the occasional heightened intonation is the main marker when conveying his ideas. The authenticity of ideas is an important thing to appreciate.

Another experience revealed by Fitriani (31 years old) explained that while working as an *ojol*, he was also good at making mixed tofu. Participation in joining the GASPOL community has led him to many new buyers, because his mixed tofu cuisine is ordered by various Surabaya city government agencies. At the end of his explanation he stated that "*Do not work alone, but organize to grow and gain more experience*" (The choice of words that are good enough and supported by hand gestures and views further clarifies the narrative conveyed).

Brief explanations from both participants showed that they had the potential to be good communicators. The rich daily experience of interacting with customers has taught them to be able to express simple ideas. The motivation to learn new things for their self-development is reflected when conveying ideas in front of a general audience.

At around 10:00, the identification phase ended with an evaluation carried out by 2 committees who also acted as moderators. Assessment indicators are related to the substance of ideas, *body language* and appearance. These indicators are useful for getting an initial picture of the *skills* of trainees before the main material is delivered. The assessment of the results of practice is: materially almost all participants are able to convey ideas well and quite *substantive*, but there are still shortcomings in terms of building confidence, the ability to optimize *body language* (such as not *eye contact*) and *performance* (for example conveying ideas by sitting, "*blank*" in speaking) as shown in figure 4 below:



Figure 4. Practice conveying ideas

The second session started right at 10.30 WIB, followed by the delivery of material on "Excellent Service and Public Speaking" by Wenti Krisnawati. The speaker said that actually each person has the talent to be able to convey ideas in the general public, the difference is that the talent is honed or not. The resource person also quoted a statement from Yulistiani (2021) that the formation of effective communication begins with the unity of messages, both in verbal language in the form of spoken and non-verbal language in the form of *body language (gesture)*.

Therefore, body language should not be ignored, including if participants serve customers. One gesture that must be considered is *eye contact*. Eye contact reflects attention and builds the interlocutor's confidence. Therefore, eye contact is also one easy way to build relationships with others. It is recommended for participants, if they are picking up or dropping off, to prioritize making eye contact with prospective customers instead of being busy themselves with their devices (*smartphones*) under the pretext of *checking* on the application. The implementation of the second session is documented in figure 5 below:

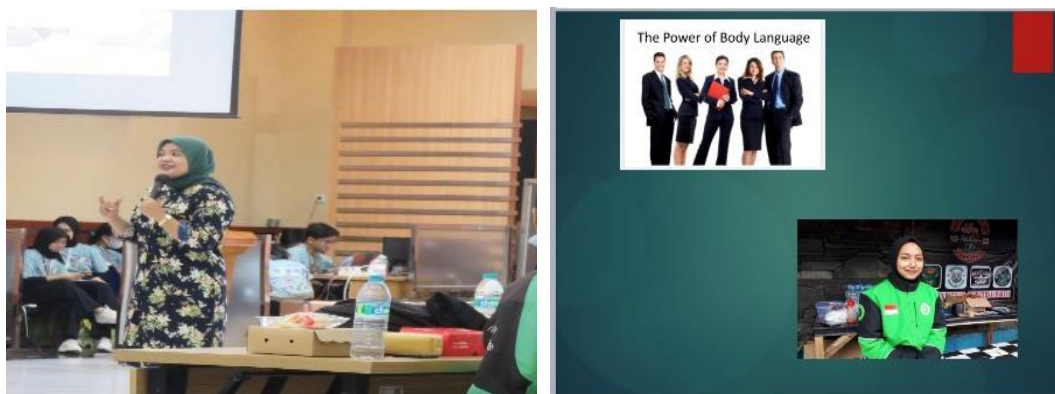


Figure 5. Submission of the main material by Wenti Krisnawati as a speaker

Participants seemed enthusiastic about listening to the explanation of the resource person and many asked questions such as how to overcome nervousness or trembling if you have to handle customer complaints?; How to answer questions from passengers that are personal?; How to refuse orders from prospective passengers without having to disappoint prospective passengers? The event ends at 12.15 pm for take a rest, prayer and lunch.

In the 3rd session or at 13.15 WIB is a practical session. One participant after another showed his ability to perform in public. In a "happy" but formal situation, the knowledge gained during the training is almost all practiced in the practical session. Each participant gets a portion of 10 minutes. Some practice dealing with angry customers. There are also those who practice offering their business *products at bazaar* in a style that does not force customers. Moderators and Organizers take turns as customers. After each practice, the speakers provided input in terms of substance, *performance*, *gestures* and also word selection. The implementation of the third session can be seen in figure 6 below:



Figure 6. Practical implementation in the 4th session

The situation in this third session shows the sincerity of participants practicing the material obtained during training, it can be said that what participants do almost all practice what is obtained during training. Seen in figure 4, participants have begun to dare to stand up in conveying ideas, this shows that confidence began to emerge from participants after getting material in the previous session.

Evaluation of the implementation of activities is measured in 2 (two) aspects, namely aspects of implementing community service activities and from the aspects of the material provided. The effectiveness of the implementation of activities is measured by distributing questionnaires before the closing of activities, and the following results are obtained:

Table 1. Decryption of participants' responses to the implementation of the activity

Question	Poor	Average	Baik
The Speaker Expertise	0	0	25 (100%)
The speaker's ability to answer the question	0	0	25 (100%)
Usefulness of training materials	0	0	25 (100%)
Ease of training materials to practice	0	0	25 (100%)
Venue	0	10 (40%)	15 (60%)
Quality of dishes (snack, mineral water and lunch)	0	0	25 (100%)
Seminar Kit Completeness	0	0	25 (100%)
Hospitality of the Committee	0	0	25 (100%)
Speed of response to the committee	0	0	25 (100%)

Judging from the evaluation of activities, the implementation of community service has been successful, the presence of faculty leaders, BEM Chairs, speaker and moderators has been present before the event started, participants were 90% complete when the event started at 08.30 WIB so that the event could start on time *The rundown* of activities took place on time from the opening, session by session until the closing stage of the event ended at 16.00 WIB. In addition, no participants left the training site until the closing of the event, as shown in figure 6 below:



Figure 6. Photo session with participants, speaker and the entire activity committee.

In terms of the material implementation of community service has been effective, all participants have taken this effective communication training seriously, this is evidenced by voluntary involvement in every activity accompanied by high curiosity as evidenced by the questions asked.

The *experiential learning* method has been effectively implemented because participants do not just listen to the material and then go home. Practice that is done with a "happy" but formal atmosphere will imprint on the memory of listening to lectures but returning home from training has forgotten or in vain.

The impression of this training was expressed by one participant named Wahyuni (35 years old): "*First heard the training on campus, it felt inferior, because I only graduated from high school and lived on the street. I fell worry about not being able to understand the explanation. But it is not. This training is different from the previous training which was listening to lectures until sleepy. The practice of talking to customers is not difficult, as long as we know how*"

Another narration was delivered by Atik (39 years old): "*At first I was nervous, I kept going, but the source motivated me to try and beat the fear. Back and forth is wrong, but Mrs. Wenti gives non-judgmental input. I was so brave to try*"

The benefits of communication skills training through *the experiential learning* method are in accordance with Fathurrahman (2017) statement that participants are more confident in communicating, skilled in solving problems with customers and calmer in dealing with situations that are not conducive such as complaints from customers.

4. Conclusion

Community service with the target audience of female online ojek drivers has been carried out smoothly, orderly and according to its purpose. There is a change in the attitude of participants in communicating in order to provide excellent service to customers. Communication skill training method through *experiential learning* method has proven effective for changing attitudes and improving communication *skills*. The advice given is that *women online* motorcycle taxi drivers do not stop practicing and practicing the knowledge gained from this training in order to improve their service to customers.

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