

Contribution of Non-Formal Education to Improve the Quality of Human Resources

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ABSTRACT

Education is a pillar of a country's development and economy. Non-formal education is organized to serve people who need access to education to improve their quality of life. Non-formal education focuses on training and developing skills to develop and improve the quality of human resources in order to be able to solve problems that occur and compete globally in the labor market. Improvement and development of the quality of human resources can be done through non-formal education platforms. This study aims to identify efforts to improve the quality of human resources, especially productive age through the contribution of non-formal education to produce quality human resources to be able to compete both on a local and international scale. This research is designed by adopting a qualitative research approach and includes the type of literature study research. Data were collected through literature study methods obtained from scopus indexed journals that focus on the effectiveness of non-formal education and the contribution of non-formal education to improving the quality of human resources. The results showed that in essence human resource development is very important so that the potential possessed by each community can be optimized and one of them can be realized through education. Soft skills such as communication and leadership must be possessed by every human resource in order to be able to overcome uncertainty and survive in the world of work. These soft skills can be obtained through non-formal education programs. Improving the quality of human resources through non-formal education must also be followed by improving the quality, efficiency, and effectiveness of continuing education. In addition, improving the quality of human resources through non-formal education programs must also be followed by increasing education funding so that it can run optimally.

Keyword: Human resources, non-formal education, improve the quality

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INTRODUCTION

Education is one of the parameters of the country's economy and the progress of the nation. Education accommodates the formation of quality individuals (communities). The education of living stewards for everyone is the goal of state education. The principle of lifelong learning is aimed at the development of the quality of life and the living situation of society to be better. Lifelong learning is at the core of human resource development (Harimurti, 2020; Sumali, 2018; Carr et al., 2018).

Non-formal education is a lifelong educational institution that perfects the formal education system. The implementation of non-formal education programs is aimed at serving people who need services in the field of education as an effort to expand access to education to improve the quality of educational services for the

community. Non-formal education programs focus on skills development training as an effort to develop human resources to create community welfare. Non-formal education is generally problem-centered, community, and learners focus on the immediate needs of a particular group of learners or communities. World competition is increasingly fierce and as a form of anticipation of globalization requires a nation to prepare more competent human resources to compete. In addition, to be able to win the global competition, human resources owned by each country must be able to master various sciences, technologies, and professional expertise that can spur increased added value in the industrial sector and sustainable economy. Non-formal education develops due to the needs of the labor market, so that through education the quality of everyone can be developed and can be improved to help competition between nations. The role of education in fostering economic growth and sustainable development has been strengthened in the labor market. This is done to create a knowledge and workforce that has high skills to ensure economic competitiveness and the global economy (Fakhrudin & Shofwan, 2019; Reform & Nasrin, 2022; Prasetta et al., 2021).

In developed countries, the development of the country is more focused on developing its human resources through the development of the education sector. This has a good impact by increasing their ability to catch up economically and technologically. Human resource development is a research field that is widely researched in the scope of human resource management. Researchers and policymakers emphasize the importance of investing in human capital to improve the quality of human capital and create sustainable competitive advantage in an organization that leads to innovation and sustainable performance to reduce threats and barriers remain in the labor market (Nolan & Garavan, 2016; Mousa & Othman, 2019).

Lack of financial resources results in lack of investment in human resources which has a negative impact on skills acquisition. Investment in human capital through education policies has been a priority for developing countries since the postwar era and such efforts are often aided by foreign aid. However, the debate over education assistance policies has gradually shifted from assistance to access education to assistance in improving the quality of learning. The shift dominated the global development framework for education development after 2015 due to overwhelming evidence that the quality of education is important in economic development and that the quality of education in developing countries remains poor. Increasingly fierce competition is not only local, but already at the international level requires existing human resources to be improved in quality to be able to compete against job competition (Mayombe & Lombard, 2016; Masino & Niño-Zarazúa, 2016; Waist, 2017).

The types of non-formal education programs are very diverse, such as vocational training, industrial internship courses such as sewing, grooming, and life skills education, equality education and others whose focus is that the output produced must be able to compete in the world of work. Community Learning Center (CLC) and Course and Training Institute (CTI) are types of non-formal educational institutions that pay more attention to empowering the community. CLC and CTI apply an educational approach to non-formal education pathways based on the convergence of learning needs with learning resources in the community. CLC acts as a forum for the community to learn knowledge or skills with the surrounding facilities, infrastructure, and potential. The goal is for people to have skills that can be used to improve the quality and standard of their lives (Saepudin et al., 2020). CLC institutions provide non-formal education services that lead to community empowerment as a complement to vocational skills, facilities, and motivation (Rahma et al., 2019).

This study aims to identify efforts to improve the quality of human resources, especially productive age through the contribution of non-formal education to produce quality human resources to be able to compete both on a local and international scale. This research also simultaneously answers research questions (1) Why should the quality of human resources be improved? (1) How can non-formal education bridge the improvement of the quality of human resources?

Education is an important part in the development and economic growth of a nation (Shofwan et al., 2023). The government provides the widest possible opportunity for every individual to access education as an effort to improve human quality. Education is a form of investment in human resource development. The importance of sustainable human resource development, the education sector also develops policies to improve the quality of education. Education is an effort to prepare reliable human resources to be able to become the subject of driving economic development, so it must produce graduates who are qualified, have knowledge,

master technology, and have adequate technical skills. Human resources according to (Olaye & Onajite, 2015; Nugroho et al., 2022; Raharjo et al., 2017; Featuring Azizah, 2020; Cape, 2020) are: people who work within the scope of the organization; human potential as a driving force for organizations in realizing their existence, and potential, assets, and non-financial capital in the organization.

Non-formal education exists to complement and replace formal education. Complementing in the sense that everything that has not been obtained through formal education will be obtained in a non-formal education environment. While substitute is defined as an equitable education program (equality), so that all people have equal opportunities to get access to education. Non-formal education includes the totality of educational influences that occur outside the classroom and through a series of elective activities. Non-formal education is considered complementary to formal education given that its finality is a less formal reality (Ariefianto & Hilmi, 2019; Ferrer-fons et al., 2022; Kalenda, 2015; Manolescu et al., 2018), providing learning programs that are not standardized, flexible, contextual, and participatory (Clardy, 2018; Rogers, 2019). According to Kalenda (2015) non-formal education, it includes the main features of the part of lifelong learning that is not under direct auspices by the state. Non-formal education aims to empower human resources. Several education services have been running to improve the quality of life of the community through education outside the formal education channel. Educational activities are carried out deliberately, regularly, and within a certain period of time, planned, and measurably with the aim of stimulating human potential. Non-formal education paths are characterized by learning with high flexibility. The improvement of non-formal education carried out by the Government of Indonesia focuses on its quality through the development of curricula that are more relevant to changing times, increasing the competence of educators, improving the evaluation process, and monitoring. This is done to ensure the output produced provides higher quality learning outcomes and is more relevant to the needs of today's world of work (Safuri et al., 2022; Sustician et al., 2023).

Assessing and controlling human resources is considered more difficult compared to other resources in an organization. This is because human resources are the rarest and most complicated resources in the knowledge-based economy. The accumulation of knowledge and human capital has a direct influence on efficiency. Organizations are more dependent on intangible assets such as human resources than tangible assets owned and human resources are the only sustainable competitive advantage that organizations have in a changing global world. Human resource development focuses on all activities related to professional education, learning, and training (Pasban & Nojehdeh, 2016; Allui & Sahni, 2016; Hecklau et al., 2016).

METHOD

Research Design

This study adopts a qualitative research approach. Research is included in literature-based research using the post-positivism paradigm. Literature research is research that uses ways to collect data or information through the sources of books, journals, documents, notes, and others. The post-positivist paradigm is defined as a paradigm that assesses not only one truth but is more complex, so that truth is not only tested with one particular theory. Researchers adopt the post-positivism paradigm to determine the contribution of non-formal education in improving the quality of human resources.

Data Collection and Analysis

Data collection was carried out by literature study of literature in the form of international journals indexed by Scopus which focused on the effectiveness of non-formal education and the contribution of non-formal education to improving the quality of human resources. The database was collected from 2019-2023. Analysis of research data was carried out using descriptive critical analysis techniques.

RESULTS AND DISCUSSION

Quality of Human Resources

Globalization and free markets make all areas of life arise fierce competition globally. The development of science and technology causes changes that affect the mindset and attitude of humans in making decisions. The era of globalization directs all aspects of life involving digital technology, thus raising new challenges in the form of providing competent human resources to keep up. If globalization and digital technologies are avoided, primitive and isolated resources will be formed. A nation that has high competitiveness will be the winner and able to answer all global challenges. High competitiveness is certainly filled with quality human resources. Transformation has changed the understanding of the role of human resources in organizations, their role in organizational success, and the importance of competitive position in organizations. The knowledge possessed by every human resource in the organization is a driving factor for organizational management efficiency, a driver of innovation, and organizational absorption.

Long-term innovation growth is played by human resources and to acquire new knowledge needed for innovation is the responsibility of human resource management. Human resources must be managed properly to be in accordance with their functions and duties for the effectiveness of their performance. Likened to the world of education, technological sophistication and digitalization of education without competent individuals managing it, of course, the learning system will still use conventional methods, so that the opportunities that are in front of our eyes cannot be utilized properly. To that end, each individual must identify the general skills and abilities necessary to prepare a society for success in an ever-changing and globalized economy (Johnny Artha et al., 2023; Rahma et al., 2018; Sutarto et al., 2021; Saepudin et al., 2022; Arifin et al., 2023; Denkowska et al., 2020; Amarakoon et al., 2016; B.C et al., 2018).

Human resources are considered purely as learning, acquisition of knowledge, reflective practice, skills, and competencies. The knowledge gained can positively affect the performance of innovation in an organization. Human resources are valuable assets in development. Abundant natural resources cannot be utilized without human resources. Human resource development generally focuses on managing people's knowledge, skills, competencies, and innovation abilities. Investment in human resources can be made through educational activities to obtain skills that are directed to increase capacity and utilization of skills. Non-formal education is a platform that can be used to develop human capacity in order to achieve sustainable livelihoods in society by providing alternative forms of education. The main objective of human resource management in an organization is to attract, select, motivate, and retain talented employees to compete according to their skills and talents (Carr et al., 2018; Papa et al., 2024; Reform & Nasrin, 2022; Stone et al., 2015).

Based on human capital theory, human capital refers to human productive capacity as an income-producing agent in an economy. Capital in human capital theory is explained as human resources with professional abilities and certain engineering skills that can create various profits. Education and training increase worker productivity by providing useful knowledge and skills. The more knowledge and skills possessed, the value of a person's capital will increase, so their work ability, income potential, and productivity will also increase (Mayombe & Lombard, 2016).

The competencies needed by the business world today emphasize the quality of soft skills rather than high specific science skills. This is so that these skills can be used to overcome uncertainty and to survive in the world of work. Soft skills such as communication and leadership in human resources are something important and needed in the job market. Such skills can be developed through non-formal education. According to research findings (Waist, 2017; Souto-Otero, 2016; Tang, 2020), communication skills are the most important soft skills to master because they are to find solutions to existing problems.

In essence, human resource development is very important so that the potential possessed by every community can be optimized and one of them can be realized through education. Human development in Indonesia is directed at achieving progress and placing humans as agents of development change. This is based because human resources are the basic capital of development. Human resource development can be done through life skills education which is a non-formal education program. Life skills are the ability to behave adaptively and positively, thus enabling everyone to face the demands and challenges of daily life effectively. Examples of life skills skills are communication, decision making, critical thinking, self-management, and

others. According to research findings (Fakhruddin & Shofuan, 2019; Suoranta et al., 2022; Gabenga Adelay, 2009; Alifuddin, 2017), people (students) who have completed life skills education programs find it easier to find jobs after completing education so that it can have positive implications for personal well-being and for their families.

Technological advances without being followed by life skills will have an impact on not optimal benefits. The interaction that occurs between people is timeless and increasingly limitless. For those who can see the opportunity, this is something good. But for those who cannot see the opportunity it becomes a disaster of poverty, ignorance, backwardness for a society that lacks skills and is not prepared for an increasingly changing situation. The competitive advantage of each nation can increase and be achieved by the excellence of the quality of its human resources in mastering science and technology.

An organization that loses its best employees means a loss of knowledge and retaining them can help retain knowledge and experience for the sake of organizational productivity. Because employees with the best knowledge and skills they have are very helpful for organizations to be able to compete with their competitors in the global or international market. Without improving the quality of human resources, everyone will have difficulties in integrating into the labor market and the cycle of poverty and social exclusion will not be interrupted. Meanwhile, according to the better the human resources owned by the organization, the less likely it is to commit corruption in the future (Prasetta et al., 2021; Dirani et al., 2020; Mayombe & Lombard, 2016; Handayani Tyas & Naibaho, 2020).

Non-Formal Education Contributions

The fulfillment of competent and skilled human resources mastering digital technology can be obtained through the role of education. Human resources as one of the fundamental aspects of government must be maintained and maintained to encourage the country to achieve the title of developed country. Quality human resources can be formed if these human resources carry out education, including education in mastery of digital technology. Because, no matter how sophisticated digital technology is, without being accompanied by adequate human resources it will never work. To develop the quality of life and the economy, people must be educated to have good qualities, values, knowledge, and skills to think, adapt, and solve problems. The development of societies depends on the effective management of knowledge to prepare them to be productive human beings.

The gap that occurs in the world of work today is that the gap between job seekers is higher than the availability of jobs for the community and the gap in the skills of job seekers with competencies needed in the world of work. These gaps can be overcome by establishing the relevance of the education system through refinement, synchronization, and adjustment between the education system and the needs of the world of work through the relevance of policies, curricula, technology research, training and certification programs, and integrated placements. The labor market is changing continuously, and the role of human resources is very important, so the education system needs to be adapted to the needs of new development in society, only the knowledge gained will contribute to the development of industry 4.0. For industry 4.0 depending on the industry sector, specific skills and human tasks will be different from others due to process differences (Sutarto et al., 2021; Binazzi, 2016; Gerdruang et al., 2021; Waist, 2017; Davidescu et al., 2020; Sima et al., 2020).

Non-formal education is an educational activity that focuses on experiential learning. Non-formal education is a subset of general education that gives learners the tools needed for cognition and creativity. It allows each individual to know their own potential and apply their professional goals and objectives. Non-formal education programs are organized to guarantee the right of the community to access to education for the community, for the development of life and work skills, social and spiritual development leading to the improvement of skills that meet or do not meet the formal educational qualifications (Norqvist & Leffler, 2017; Ivanova, 2016 Dugarova et al., 2016) and to encourage real economic development and the formation of human resources. Non-formal education unlocks one's intellectual capacity in acquiring the necessary competencies and skills to respond to the challenges of the world. The rapid development of non-formal education in Indonesia is due to the demands of human resource development in developing countries, so that non-formal

education meets logistical needs that cannot be reached with formal education (Ekpenyong et al., 2018; Simac et al., 2021; Sufyan et al., 2019)

One of the non-formal education programs offers educational programs to improve the quality and skills and life skills of the community. Skills and expertise that are focused on being developed through non-formal education are aimed at allowing every community to find a job to finance their livelihood. The hope is that after completing the program, people, especially for productive age, have the skills needed by the world of work and can be absorbed to reduce unemployment. As in the same case an educational institution must also improve the quality of its human resources through education and training activities, courses, certification, and in other forms of activities. Improving the quality of human resources through non-formal education must also be followed by improving the quality, efficiency, and effectiveness of continuing education. This is because non-formal educational institutions supported by professionals can encourage students to be motivated in learning so that they can increase the productivity of community economic development.

The instructor or educator must provide feedback, act as a facilitator, and ensure that learning activities run according to the initial objectives so that the quality of the output can be maintained. Because the provision of quality education will give birth to quality individuals as well. It is found in research (Reply and Release, 2020; Kauffman, 2015; Aris et al., 2023 that human resources are important to improve educational attainment. Progress and education in Indonesia are supported by quality human resources. Effective human resource management will help educational institutions improve the quality of education and achieve the set educational goals. The achievement of organizational goals and objectives is proof that the organization's performance is good and effective (Kadir et al., 2023).

Utilize non-formal education to involve and communicate with stakeholders (Rasyad & Riyanto, 2018; Zikargae et al., 2022). Non-formal education is managed as a tool to consider various opportunities and address various environmental, development, and community employment issues. Basically, non-formal education is focused on instilling people's behaviors, motivations, attitudes, skills, knowledge, and awareness. According to research findings, human resource empowerment through non-formal education strategies is considered right on target in the industrial and business world. Upon completion of the education and training program, learners are expected to possess skills and then find employment to boost their economy and enable them to achieve independence for sustainability of life. Adequate funding for non-formal education for human capacity building will help communities achieve more decent and better sustainable livelihoods.

Research states that the role and importance of non-formal education in human resource development is evidenced by the successful implementation of non-formal education programs that have the potential to encourage economic growth, reduce poverty, and identify gaps that need to be overcome by education planners and policy makers. In addition, the success of non-formal education programs opens opportunities and changes the balance of capital and labor to form a more efficient system. According to research (Featuring Azizah, 2020; Olaye & Onajite, 2015; Ekpenyong et al., 2018; Sydorenko et al., 2020; Reform & Nasrin, 2022; Arifin et al., 2023), non-formal education not only teaches skills, but also builds characteristics such as achievement motivation, adaptability, innovation, and resilience to change. The skills taught in non-formal education are more practice-oriented, to increase employment opportunities (Ossai & Nwalado, 2014).

Another view expressed in the research Rawat et al. (2015) is that non-formal education is proven to have the ability to improve the new concept of sustainability of socio-economic transformation. It helps to leverage the knowledge gained in school into communication and business skills as well as build entrepreneurs with new technology-related skills and knowledge to develop the tourism industry. So based on his findings, it was explained that non-formal education can improve a person's communication and business skills so that it can spur them to become an entrepreneur in order to be able to improve their quality of life for the better and sustainable. This is done because human development through the process of non-formal education is aimed at increasing human ability to adapt to the environment and improving the ability of competence, capability and personality so that each individual can easily adapt, compete and compete so that all forms of change challenges can be overcome.

CONCLUSION

Education is a pillar of development and economic growth of a nation, so it is believed to encourage the growth of innovation. Education plays a role in producing superior, quality human resources, having adequate knowledge and competencies and needed in the world of work. Superior and quality human resources can help the nation to compete globally and solve all problems in their fields. Without skills, every individual will not be able to compete in the labor market because organizations or companies really need talents who have special knowledge and skills, especially in the field of technology to encourage the creation of new innovations that are not easily imitated by competitors. The development of one's skills can be done through education and training available in non-formal education programs. Non-formal education is organized to serve the community to gain access to education, acquire knowledge and skills that can be used to improve the quality of life and the economy of the community. Improving the quality of human resources through non-formal education must also be followed by improving the quality, efficiency, and effectiveness of continuing education. Continuing education is a challenge to economic growth. One example is through entrepreneurship education. This research is aimed at contributing to research on the contribution of non-formal education to develop and improve the quality of human resource.

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