
**Correlation between the Qualification of Non-formal Education Program
with the Graduates Competence**

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Abstract

Competency become an absolute need for the challenge in the future will be increasingly so severe mainly due to the increasing intensity of competition that services/products that are increasingly complex and risky must be to provided. Competition is no longer local, but regional, and even, international. So, quality must be improved to face work competition. This study is aimed to examine the relationship between the qualifications of non-formal education program with the competence of the graduate as a human resources and the formulation of relation between academic performance and competence/ job performance and the difficulties faced by the graduate users in describing the profession of the graduates of non-formal education. This study is conducted by using a survey research approach to the object of research by using data collection techniques consist of interviews using a questionnaire. From the result of the research, we can see that there is a relationship between the qualification of non-formal education program and the competence of the graduate as human resources and recommendations for the quality development of non-formal education program in the coming years.

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INTRODUCTION

Competence is a set of intelligent, responsible actions that a person possesses as a condition to be deemed capable of performing tasks in a particular field of work. Currently the competencies required by the corporate world are emphasized more on the quality of good soft skills than the high specific science skills, so, the ability to overcome uncertainty is the key to survive in the work field.

Specific knowledge has a tendency to become obsolete quickly, while general skills that can be used to overcome problems in the professional context and uncertain job markets must become the basis of teaching and learning systems in higher education, so the assumption that higher education prepares a person to work shifts into preparing someone to live better, because the competencies needed in work field today are so vast and complex that they have a direct connection to the need for life itself and more universal one.

The need for competence becomes something absolute, because the challenges in the future will be more severe due primarily to the increasing intensity of competition demands that services/ products that are increasingly complex and risky must be provided. Competition is no longer local, but regional and even international. So, it is supposed increase the quality in facing the work competition.

Understanding the need for competence will be a reference and make non-formal education study program easier in developing programs and curriculum. Even, training institutions and certification and competition institution will become references in the implementation of competency certification to ensure that the human resources meets the competencies and qualifications.

What happened recently are: (1) There is a gap between job seeker and job availability. Job seekers are higher than available jobs in community. (2) gap between the skill of work seekers with competence

needed by world of business. This kind of work forces structure allegedly make the competitiveness, productivity and the income of Indonesian worker relatively low.

To hack the labor/ worker problems, one of the efforts that need to be done is to apply the relevance of the education system by improving the education system that is done by synchronizing and adjusting the system to the needs of the recent corporate world so that worker can be absorbed optimally. To implement the effort, the government must integrate the needs of workers in the corporate world with the education sector. Such efforts may include policy relevance, curriculum, technology research, training programs and certification, as well as integrated placements. so that the education system can be aligned with the competence of labor to improve the competitiveness and productivity of the domestic employment sector.

2014 is the year of emergency of professional competence certification, because 2015 will face the enactment of the ASEAN Economic Community (AEC) 2015 Agreement. One important element in the ASEAN Economic Community by 2015 is the free flow of skilled labor. Moreover, Indonesia, which is the fourth largest labor market in the world, will face a wide open labor market for all ASEAN countries.

In the era of ASEAN Economic Community, the labor competition will become tighter and foreign workers will easily enter and work in Indonesia in accordance with their qualifications and competence. As a consequence, the available job opportunities in the country will be the target of foreign workers who are much more prepared than Indonesian workers in terms of quality, professionalism and competence

In general, the Indonesian labor market is characterized by dualistic (formal and informal) employment, those are high unemployment and low labor quality. Most of the Indonesian workforce is still less competent. The Indonesian Chamber of Commerce and Industry (Kadin, 2013) currently shows that there are 81.1 million

unskilled workers and only 20.4 million competent workers.

The total labor force by the end of 2013, more than 80 percent have no work competency certificates. The condition of non-conformity of labor competition within the company becomes an obstacle in the world of employment, thus, improving the competence of skill and labor productivity is needed in order to make competence labour forces as expected by the company. Indeed, in order to face the ASEAN Economic Community 2015 we need to encourage the implementation of labor competency certification.

To anticipate, all parties must take part in planning and preparing competent workforce, among others, by developing the Indonesian National Work Competence Standards (SKKNI). This is in the framework of a national and international labor market that demands the availability of competent work force in every field, as many as industries and organizations require that their workforce have credible certification of competence. Therefore, the existence of qualified and competent human resources (HR) is absolutely necessary because in its turn will have implications on the competitiveness of the business world and national economy.

According to the Minister of PPN/ Head of Bappenas (2013), in order to provide a workforce with a harmonious competence, there are 2 (two) ways. First, through formal education. Second, through training channels. For formal education. The government has incorporated a twelve-year universal education program in the Government's Work Plan and Budget (RKAP) 2013. The 12-year compulsory education program is implemented by 2014. The program is a 12-year compulsory pilot program. This program is a 12 years education is a pioneer, long-term program, which implementation depends on regional readiness, for regions that are prepared to this compulsory education and able to implement it, but areas that haven't ready yet, can be encouraged to complete the 9-year compulsory education.

In its turn, this program will increase the opportunities for Indonesian workers to take part in regional and international workforce, since certificate of competence which is owned professionally is valued domestically and abroad. In addition, it also serves as a filter media for the entry of foreign workers in Indonesia.

In relation to the explanation above, the general question of research is: "How is the correlation between the qualifications of the study program of non-formal education and the competence of the graduates as the workforce?" Specific questions or elaborations of general research questions are as follows: (a) How is the academic performance of a graduate of non-formal education program?, (b) How is the job/ competence performance of graduates of study programs of non-formal education? (c) What are the difficulties faced by graduate users in describing the work for graduates of the study program of non-formal education?

METHODS

The research approach is differentiated in two points of view. The research approach that based on tendency of the generalization level of findings categorizes the research as the census research, the survey, and the case study approach. While the research approach based on the tendency of report analysis techniques is categorized as explorative, descriptive and explanatory research approach (correlation, experiment) (Anggoro, MT, 2007).

Based on the above categorization, research on the correlation between the qualification of study program of non-formal education and the competence of the graduates as work forces, categorized as survey approach. In addition, with consideration of the purpose and instruments of data collection, this research is classified as a research with cross sectional studies and exploratory research approach.

The purpose of this study is to correlate between the qualifications of the study program of non-formal education and the

competence of the graduate as a workforce so as to make the research as an effort to assess the opinion of graduate users. The method that is considered important and appropriate for this research is survey with the technique of collecting data interview by using questionnaire.

The time of study from April to November 2015. While the research place is in Bandung and West Bandung Regency West Java Province.

The subjects of the respondents are those who belong to three major groups of education personnel, namely:

1. The manager of the educational unit, which is the human resource who is authorized and the responsible to lead the education unit (in this case, the Principal, Head of Madrasah, Rector, Director, and other terms).
2. Educators such as teachers, lecturers, counselor, guide learner, instructor, facilitators, ustadz or ustadzah, or any other names.

3. Educational worker, that is human resource who participate in the performance of education although is not involved directly in educational process. Among them are: Administrators, lab. guard, librarian, etc.

This research determine that the target population is: non-formal education stakeholders, and accessible population. is related party in study program of non-formal education, SPS, UPI, subject response (that is chosen particularly). The research consist of users (4 persons), Head of PNFI Kota Bandung division, and Head of PNFI Kab Bandung Barat division, and PKBM Ash-Shoddiq and head of house of study (rumah belajar), and graduates from study program of non-formal education (2 persons) lifting 2011, 2010.

The research method conducts steps as follow:

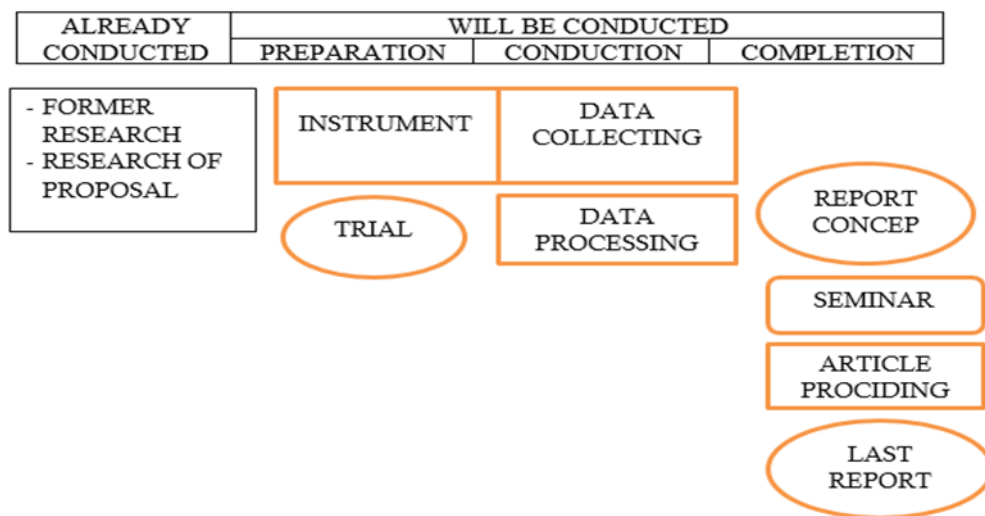


Figure 1. Research steps

RESULT AND DISCUSSION

Viewed from academical performance, the graduates from study program of non-formal education show three additional profiles. From the three existing and developing profile all this time: social education, social researcher, practitioner and

manager of non-formal education institution, emerge. three additional profiles. They are: andragogy, empowerment, and community development. In continuum line of approach, it is conceived that three competence profiles that is confirmed above is a starting point. Whereas the result can only be seen through empowerment, enhancement of economy

institution. More clearly, it is projected through improvement of Indonesian Human Development Index. (HDI).

Viewed from the job performance competence of the graduates, study program of non formal education are: First, based on professional expertise and skill in learning that is performed by inspiring motivation, overcoming problems, collecting and considering the problems, to make it as inputs to make decisions, being able to adapt changes and ideas, conducting identification of opportunity and solving problems, conducting negotiation-delegation-consultation, directing and coordinating activity with other parties, having competence in continuing policy with implementation and monitoring to evaluate the level of effectiveness, conducting analyses of identification and recent managerial interpretation, conducting effective communication, being sensitive to problems in their environment, being able to settle conflict and develop consensus, able to give inputs and suggestion suitable with the need, priority in managing activity in accordance with time and target and minimize information technology to develop curriculum and for the benefit of administration, Second, development of managerial competence is a process of developing knowledge, attitude, skill, and behavior suitable with managerial functions that must be execute in developing organization to make the managers able to act effectively, creatively, and innovatively.

The managerial competences mentioned above need continuous development so that the managers able to catch up the continuous environmental changes. With the continuous managerial competence development, along with the development and changes of the environment, it is expected that the managers will be interested in challenging and interesting problems, and motivated to bring about new creative ideas. In its turn, will motivate the managers to bring about new products innovatively and creatively, suitable with global community needs.

Perceptually, the difficulty for the graduate users to describe work. shows that Non-Formal Education Department of Indonesia Education University graduates who work in governmental institution and non-governmental institution have high academic competence. And the most need non-formal education graduates. are governmental institutions.

The above results can be related broadly to opinion about non-formal education's functions, those are: (1) As an educational supplement, non-formal education's functions give chance to people who make use of formal education and need additional learning experience in different place and time. (2) As a complement, to complete learner's competence by giving learning experience that couldn't be accepted in formal education curriculum. (3) As a substitution, non-formal education able to replace functions of formal education in several regions, which the population can't reach because of many reasons

Other opinion: non-formal education functions as an alternative efforts:

Developing physical and spiritual value of study member based on their potential to realize Indonesian community who cutious to the Only One God, having spirit of struggle, loyal and love to their homeland, community, nation, and country

Developing creation and feeling of learners so that they can understand their environment, creative, and able to self-actualized.

Helping learners to form and interpret their experience, developing cooperation and their active participation in meeting their common and social needs.

Developing active and critical way of thinking towards and in their environment, and have ability to applicate science and technology eventhough in their simplest form, so that it can give additional value to their community and sel-life

Developing moral and attitude, social responsibility, conservation of cultural values,

and learners involvement in community changes based on future orientation.

CONCLUSION

Work achievements of Indonesia Education University graduates are considered good by the seniors (work users), even, achievement of Non-Formal Education Department of Indonesia Educational University graduates who work in non-governmental institution are considered very good, and who work in governmental institution and enterprises is considered good enough. The facts, at least, hint that knowledge and bachelor's degree from Indonesian Education University have good impact toward career development in the workplace.

In order to enhance Non-Formal Education Department more intensively because the competition among universities become higher and higher, it is suggested that managerial competence especially knowledge development, attitude, skill, and behaviour according to managerial functions must be implemented in managing organization so that effective, creative, and innovative action can be performed. Managerial competence that is already mentioned need continuous development so that the manager able to catch

up the continuous environmental changes. Managerial competence that is done continuously along with environmental changes and development is expected to make the managers are interested to challenging and interesting problems and motivated to produce creative new ideas. And in turn will motivate the managers to yield innovative production suitable to global community needs.

Besides, work users suggested that Non-Formal Education Department can give more problem solving training so that the graduates will be more skilled in solving problems in their work, able to survey the needs of corporations and offices in Indonesia and use them as inputs to design curriculum, and if possible, conducting "marketing engineering" certification. Conducting Kuliah Kerja Nyata/KKN (University Community Service Program) in corporation so that the college student can be more appreciative to their job (for student who has already had a job) and getting work experience (for student who hasn't job yet). And also create link and match between Non-Formal Education Department and business world. Monitoring the work users to see the graduate's inovations in developing their knowlwdge by participating in their social life by electronical or printed media.

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