

Training Model to Improve Manager Performance in Non-Formal Education Units in Improving the Quality of Education Services

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Abstract

Non-formal education has proven to be able to improve the quality of education for the community, however, its implementation still faces many obstacles due to various limitations. Therefore, problem analysis and development efforts are needed. Based on the results of exploration, expectation data from managers of non-formal education units are needed regarding the need to foster the performance of managers in providing ideal and quality non-formal education services. This study focuses on three topics, as follows: (1) describing the conceptual model managers, (2) applying a training model, and (3) to analyze the effectiveness of the training model to improve the performance of the non-formal education unit managers. The research approach is qualitative with descriptive methods. The data collection techniques used in this research consisted of documentation studies, literature studies, interviews, and focus group discussions. The research subjects were 17 managers of non-formal education units in Bandung Raya, consisting of the managers of the Community Learning Center (CLC) and the Course and Training Institute (CTI). The research period has been carried out for six months. The results of this study are: First, improve the performance of non-formal education managers is prepared following the expectations of the manager. Second, improve the performance of the non-formal education unit managers is carried out through the planning, implementation, and evaluation stages. Third, improve the performance of non-formal education unit managers is considered effective, as evidenced by the increase in manager competence based on the results of the pretest and posttest.

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INTRODUCTION

The development of science and technology has given rise to accelerated changes in all fields. This condition affects the joints of human life. Responding to the increasing changes in global development, UNESCO (2005) applies four pillars of learning, namely learning to know, learning to do, learning to live together, and learning to be. Learning to know has the meaning how to learn, learning to do contains dimensions of human life skills, learning to live together contains dimensions of multicultural life, and learning to contain the meaning of learning to recognize identity, abilities, and weaknesses, and also competencies to be mastered continuously build a whole life.

The application of the four pillars of learning creates the concept of a learning revolution. The modern learning model is training students to become learning resources, changing passive learning models to active learning, changing factual thinking to critical thinking, from being less active in responding be proactive in responding, from abstract to authentic thinking. This change places the role of non-formal education in a strategic position.

On the other hand, efforts to develop non-formal education are continuously enhanced as an implementation of the government's commitment to providing quality education as mandated in the preamble to the 1945 Constitution, as well as the National Education System Law No. 20 of 2003. Policies on the optimization of non-formal education are also strengthened by Government Regulation No.73 of 1991 concerning out-of-school education or non-formal education. The concept of non-formal education as one of the national education sub-systems has a very broad and complex scope. Theoretically, Sudjana in Saepudin (2015) defines non-formal education as an organized and systematic activity, outside the established formal school system, implemented independently, or is an important part of a broader activity and this is performed deliberately to serve students in achieving its learning goals.

Therefore, it stands to reason that the Community Learning Center (CLC) and Course and Training Institute CTI as a non-formal education unit is given more attention and continues to be strengthened as an educational institution that has been proven capable of empowering the community through various educational programs according to community needs. According to Sihombing (1999), non-formal education is not only an educational institution in society but

is also a strategic program that is responsive to overcoming problems faced by the community. For this reason, non-formal education units as educational institutions that serve the learning needs of the community such as the CLC and CTI, are known in Indonesian as CLC and, need to be developed and improved in its management capacity and service quality.

The CLC and CTI is a community education unit that has a distinctive educational approach to the non-formal education pathway based on the convergence of learning needs with learning resources in society that forms a learning system. The concept of the CLC as a non-formal education unit emerged in the early 1990s which was popularized by a meeting of the leaders of countries in the world. In his study, Ardiwinata (2014) explains that in the world declaration on Education For All (EFA), in Jomtien, Thailand in 1990. Nearly 155 countries have initiated the existence of a CLC) as the origin of the term CLC, called CLC in Indonesia.

Sihombing and Gutama (2000) explain that the CLC is an educational institution that is developed and managed by the community and held outside the formal education system both in urban and rural areas to provide learning opportunities to all levels of society so that they can develop themselves properly to improve the quality of life. For this reason, the CLC plays a role as a place for community learning about various knowledge or skills by utilizing the facilities, infrastructure, and potential in their surroundings (villages, cities).

The goal is that people have skills that can be used to improve their standard of living and learning achievement. In this regard, people with achievements are people who are willing to learn. Hayati (2011) in her research concludes that achievement will never be generated as long as a person has never participated in learning activities. For this reason, learning as an affiliation of the word education has a strategic position, as expressed by Weber (1991) that education is a catalyst in the social transformation process in encouraging the differentiation of one's way of life.

As a learning system, the CLC and CTI are built on the following five components: (1) learning needs, (2) learning resources, (3) learning programs, (4) study groups/learning containers, and (5) facilitators of learning activities. Learning activities or program services at the CLC and CTI are performed in a learning setting towards change so that the process and results of the program as well as the service activities that are followed and obtained by students must have

an impact on changes in their knowledge, attitudes, and skills. The community is the main target and the final target of every program or service activity designed by the CLC and CTI. Besides, the position of educational institutions should be the center of facilities and assistance for the community.

According to Hikmat (2001), facilities assistance from outside the community and community involvement in the implementation of education are oriented towards strengthening the capacity of the community so that they can play an active role: (1) as an organizer of efforts to fulfill their learning needs; (2) in any decision-making process related to efforts to improve living standards; and (3) as the initiator and activator for themselves and other communities in the surrounding environment. The facilitation carried out by CLC managers is in the form of empowerment-based coaching. As expressed by Wahidah and Evita (2019) that coaching is how individuals, groups, or communities try to control their own lives and strive to shape the future according to their wishes.

Looking at the characteristics and trends of non-formal education problems currently leading to addressing the real needs of the community, the orientation of the CLC and CTI program as a non-formal education unit is projected on community education using the Community Based Education (CBE) approach. According to Jalal and Supriadi (2001), CBE emphasizes the importance of understanding society, its characteristics, needs, weaknesses, and strengths. In its implementation, CBE is a method that emphasizes how to solve problems by the community by utilizing the potential of the environment (to help people, to help themselves). CBE was developed based on several conceptions as follows: lifelong education, critical education which emphasizes improvement of basic community skills, enhancing existing abilities, and participation in every activity, andragogy, and organizational learning.

Based on empirical data, the CLC and CTI in Bandung have been proven capable of increasing quality human resources. The education programs implemented are generally the equivalent education program packages A, B, and C. According to Saepudin (2017) *learners of CLC are shown by the growing sense of confidence in their ability to achieve success*. Early childhood education programs, life skills education programs (skills courses), and other community education which is organized according to the needs and potential of the surrounding community.

However, the CLC and CTI in Bandung on

average have not fully provided education according to the National Education Standards. This is because not all of the CLC and CTI are feasible when viewed from the aspects of management, standardization, and administrative order and the physical feasibility of institutions, as well as the performance of managers as educational providers. Tohani research (2010) which state that CLC needs to adapt and anticipate changes and take opportunities for the sustainability of CLC. Of course, to achieve the optimization of the quality of education services, it is necessary to optimize the performance of the education unit manager as expected. Concerning the optimization of the quality of education services, Suharto (2005) explains that there are three aspects in optimizing education: the regulation focuses on structuring quality curriculum, professionalism focuses on the rights and authority of educators, and management emphasizes on the policies and controls of managing education units.

Based on the thinking above, this research is conducted to improve the management strengthening of non-formal education units through the development of the training model for improving the performance of the CLC and CTI managers in Bandung. The big hope of the benefits of this research is that it can reveal empirically the variety of the CLC and CTI management, minimum standards of operation, and efforts to formulate a conceptual design of quality services that are needed by the community, especially in Bandung.

METHODS

This research is the development of a research and development model (Borg & Gall, 2003). Furthermore, the approach used is qualitative with a descriptive method because this research reveals the current empirical phenomena (Sugiyono, 2012). The research subjects used as the main data source were elements of the CLC and CTI management in Bandung, including in Bandung City, Bandung Regency, and West Bandung Regency. Each area was represented by one of the CLC and CTI. Furthermore, three respondents were assigned to each education unit. The number of respondents is limited to the consideration that the respondent has the information required by the researcher. The researcher uses purpose sampling in the sampling technique. As stated by Sugiyono (2012) that "purpose sampling is a technique of sampling data sources with certain considerations." From each CLC unit, appointed three managers, as follows: chairman/owner, secretary, and treasurer. The number of

primary research respondents was 17 participants, 9 from the CLC, and 8 from the Course and Training Institute.

The research variables that were explored from the research subjects were: (1) The design of the training model for improving the performance of the CLC and CTI managers, (2) the implementation of the training model for improving the performance of CLC managers, (3) The effectiveness of implementing the training model for improving the performance of the CLC and CTI managers. Data collection techniques used are observation, interview, documentation, and questionnaire techniques. Furthermore, data analysis is carried out in several stages, namely: (1) data reduction, (2) data display, and (3) conclusion drawing/verification.

Research steps are important things that need to be determined by researchers. According to Suharsimi Arikunto (2010: 25), in research activities, at least the researcher must prepare the preparation stage for implementation and reporting. For this reason, this research is conducted in four stages: (a) the preparatory stage (pre-field), (b) the fieldwork stage (data collection), (c) the data analysis stage, (d) the reporting stage.

RESULTS AND DISCUSSION

Design of Training Model of Performance Improvement of CLC and CTI Managers in Bandung.

The conceptual model developed consists of rationalization, assumptions, objectives, components, indicators, and model procedures. The six aspects are described as follows: First, the rationalization of model development is based on the idea that the CLC and CTI are a non-formal education unit that has a very important role in education in society, especially in Bandung. This has been proven by: (1) the public interest in attending non-formal education is very high, (2) the CLC and CTI have succeeded in becoming an alternative educational institution, as a complement, substitute, and addition to formal education which is very effective.

On the other hand, in its development, the the CLC and CTI as the education unit face various obstacles related to institutional performance, including service quality and availability of infrastructure. This happens unevenly in most of the CLC and CTI and also in relatively poor conditions so that the quality standard of the CLC and CTI needs to be improved. To create an increase in productivity and achieve the quality of services, it is necessary to increase the quality

of performance of the CLC and CTI managers, especially in Bandung through the intervention of the implementation of training models to improve the performance of the CLC and CTI managers in improving the quality of education services for the community.

Second, the assumption of developing a model of the CLC and CTI manager, on the one hand, has the potential and opportunities that can be developed in its management and on the other hand, it is faced with various obstacles in developing it such as limited facilities and development capabilities. For this reason, the CLC and CTI managers are expected to have management competence, especially concerning the ability and skills to solve problems and fix deficiencies.

Third, the aim of developing this model is to offer a training model for improving the performance of the CLC and CTI managers in improving the quality of education services to the community which is oriented towards strengthening competencies in planning, implementing, and evaluating programs.

Fourth, the model component relates to the management principles developed by considering: (1) objectives, (2) learning materials, and (3) learning resources. To develop a model, a set of instruments is designed to complement it, such as (1) an instrument in the exploratory process in identifying the need for model construction as the main basis for formulating the model design, and (2) an instrument for the model implementation process. Meanwhile, the elements of the model program consist of (1) planning, (2) organizing, (3) implementation, and (4) assessment.

Fifth, model indicators include: (1) growing awareness for the CLC and CTI managers (2) active involvement between education program managers, teachers, and students (learning citizens) who can jointly plan, organize, implement and evaluate learning activities according to learning problems and needs, (3) increasing the quality of education services at the CLC and CTI units according to National Education Standards.

Sixth, the procedure for implementing the management strengthening model of the CLC and CTI is implemented through four stages, as follows: planning, organizing, implementing and evaluating. Conceptually, the development of the PKBM and LKP Education models is to determine sizes and standards concerning the minimum standards for implementing the CLC, in the CLC Standard and Implementation Procedures book (2015: 3), emphasized that based on the function of the CLC, it consists of management standards and physical standards (facilities and

infrastructure), including First, minimum management standards which describes the minimum activities that need to be done by the CLC manager so that its functions can be implemented. The management activities are described based on the stages of planning, organizing, implementing and controlling, and evaluating. Second, the minimum standard for physical facilities which describes the minimum supporting facilities and infrastructure that need to be prepared by the manager to manage CLC activities.

To realize the principles of the CLC that are in line with the interests and abilities of the community, it is necessary to develop a minimum standard for community based CLC management. The objectives of developing minimum standards and the CLC Implementation Procedures (Ministry of Education and Culture, 2015) are (a) the CLC that has been formed can harmonize and adapt the implementation process with all the potential and surrounding resources and at the same time provide insight into broader development interests; (b) the CLC can be used as one of the tools of the government apparatus in its formation by the community.

The scope of the Minimum Standards of the CLC and CTI is measured based on 8 (eight) National Education Standards as stated in Government Regulation No. 19 of 2005. These eight aspects are (1) content standards, (2) process standards, (3) graduate standards, (4) teacher standards, (5) infrastructure standards, (6) management standards, (7) assessment standards, (8) financing standards (Community Education Evaluation Guidelines, 2014: 3). Referring to the main and supporting functions of the CLC, there are at least four fields of activity that need to be managed by the CLC Manager.

These fields are: first, education which includes activities of guidance or counseling, teaching, and training; second, information services which include the following activities: (1) collecting information from the CLC, surrounding communities, and outside agencies, (2) providing information services to the surrounding community and outside agencies; third, information networks and partnerships, which include the following activities: (1) developing information networks and partnerships with institutions inside and outside the community in providing activities at the CLC and partner institutions, (2) maintaining the established network; fourth, the development of educational personnel which includes activities to improve the quality of performance of management personnel and teaching staff (tutors, speakers), either independently or

with outside facilities.

Based on the explanation above, the implementation of the CLC and CTI is a forum for improving all levels of community members through non-formal education units. However, it is estimated that not all of them meet expectations as part of community-based education due to supporting factors and insufficient internal capacity.

Implementation of Training Model of Performance Improvement of CLC and CTI Managers in Bandung

The implementation of the training model for improving the performance of the Community Learning Center (CLC) and Course and Training Institute (CTI) managers is performed through the stages of planning, organizing, implementing, and assessing learning. The planning stage is the initial activity performed by the manager before implementing all training activities. Therefore, at this stage, a careful and systematic learning plan is prepared. Training planning involves many parties, especially those related to the needs and impacts of implementing this model. Planning activities are performed through four activities: identifying general learning needs, determining learning needs based on the largest portion, identifying learning sources, and identifying collaboration partners.

The organizing stage is directed to formulate: First, learning planning concerning: (a) training objectives adjusted to the general objective, namely improving the performance of managers in increasing self-efficacy, (b) training materials directed at materials that can improve performance in increasing abilities management of the institution. (c) training methods and techniques adapted to the type of material being studied, such as lecture techniques, discussions, assignments, or simulations. (d) training media/tools tailored to the material to be provided. The implementation stage is a learning activity directed in an interactive, democratic, and participatory atmosphere or climate of activity. Learning resources must have ample opportunity to become a manager so that the transfer of knowledge and skills from himself or other parties to training participants in learning activities occurs.

The evaluation stage is conducted to observe several aspects that measure the results of the training performed by the manager as a training participant. The results obtained indicate that the increase in the average score of the training participants' pretest and posttest. Besides, the evaluation of the manager shows relatively good respon-

ses and assessments from students. According to Sihombing (1999), some basic principles that can be used as a reference in developing and compiling the CLC program include (a) the program developed by the CLC must be broad so that the community has the opportunity to develop experiences about knowledge, skills, attitudes, and values related to ethics, aesthetics, logic, and kinesthetics at the time of learning, (b) the program must have a balanced principle in which each competency developed in the CLC program must be achieved through sufficient time allocation for an effective learning process, (c) the program developed by the CLC must be relevant because each program is related to preparing citizens to learn to improve the quality of life through opportunities, experiences, and training in playing a role and acting responsibly in realizing their maturity, (d) the program developed by the CLC must be able to put forward the concept of difference. This principle is an individual service effort where learning citizens must understand what needs to be learned, how to think, how to learn, and act to develop their respective potential and needs optimally.

Implementation of the training model above, in line with the opinions of experts. According to Sudjana (2000), "Planning is a systematic process in making decisions about actions to be taken in the future". It is called systematic because the planning is carried out using training principles. These principles include the decision-making process of using scientific knowledge and techniques. Training planning must take into account the training components, namely clear and measurable training objectives and targets, trainers must have adequate qualifications, training materials must be tailored to the objectives to be achieved, training methods must be following the participant's ability level following the requirements which has been determined (Mangkunegara, 2017).

Implementation of training is in the form of implementing training programs to meet the needs of training participants. At this stage the program is designed and presented with activities and learning experiences that can meet the needs of the training targets that have been set at the training needs assessment stage (Kamil, 2012). The final step in implementing any training program is to evaluate or assess the benefits or usefulness of the training program using the information provided. Evaluation can determine the effectiveness of the training program so that it can also lead to "time and cost savings for the future, Moekijat (1993).

Effectiveness of Training Model of Performance Improvement of CLC and CTI Managers in Bandung

Measurement of the effectiveness of the training model for improving the performance of the Community Learning Center (CLC) and Course and Training Institute (CTI) managers is measured and analyzed based on the results of the training participants' ability test scores in the form of the pretest and posttest obtained by the model implementation training participants. The analysis of the results of the training in the model trial was performed by comparing the learning outcomes at the pretest and posttest. Based on the results of the calculation, it was obtained that the largest data for participants at the pretest was 68, while at the time of the posttest the largest score was 86. In the implementation of the model, there is a difference in the increase of 32. The smallest value at the pretest was 48, while at the time of the posttest, the lowest score was 78 so that there is a difference in an increase in the lowest value of 16 points. The average value is based on the table above, on the training participants' pretest score, which is 61.18 while the average post-test score of the trainees is 82. Thus, there is an increase in the value from 61.8 to 82 or an increase of 20.82. This shows that the training process followed by training participants has a positive impact as evidenced by an increase in the value of 20.82.

The following outputs are obtained: (a) negative ranks or the difference (negative) between the learning outcomes of the training program for the pretest and the posttest is 0, both at the value of N, Mean Rank, and Sum Rank. This value of 0 indicates that there is no decrease (reduction) from the pretest to posttest scores, (b) positive ranks, or the difference (positive) between the results of learning training for the pretest and posttest. There are 17 positive data (N), which means that the 17 participants experienced an increase in learning and training outcomes from pretest to posttest scores. The mean Rank or the average increase is 9.00, while the number of positive ranks or Sum of Ranks is 153.00, (c) ties are the similarities between the pretest and posttest scores. Here, the value of Ties is 0 so it can be said that there is not the same value between posttest and posttest.

Based on the output "Test Statistics", it is known that Asymp. Sig (2-tailed) is worth 0.000. The results of the data show that because the value of 0.000 is less than <0.05 , it can be concluded that "the hypothesis is accepted". This means that there are differences in abilities before and

after participating in training to improve the performance of the CLC and CTI managers. Based on the description above, it can be interpreted that the change in the increase in the score results between the pretest and posttest shows that there has been an increase in the competence of the manager. According to Alwi (2002), competence is defined as follows: “a) Competence (n) is being competent, ability (to do the work). b) Competent (adj.) refers to (persons) having ability, power, authority, skill, knowledge, etc. (to do what is needed). c) Competency is the rational performance which satisfactorily meets the objectives for the desired condition”.

Furthermore, an effective PKBM and LKP education model is related to the level of goal attainment as the initial goal of establishing the PKBM institution. The important goals in developing the CLC according to Sihombing and Gutama (2000) are: First, empowering people to be independent; Second, improving the quality of life of the community both from a social and economic perspective; Third, increasing sensitivity to problems that occur in their environment so that they can solve these problems. Sihombing (1999) states that the purpose of institutionalizing the CLC is to explore, grow, develop, and utilize all the potential that exists in the community itself. In the sense that empowering all the potential and educational facilities in the village as an effort to educate the community. This is directed at supporting poverty alleviation with the principle of development in the context of realizing democracy in education.

CLC is a local educational institution outside the formal education system, usually organized and managed by local communities to provide various learning opportunities (Rahma et al, 2020). Another objective of implementing educational programs at the CLC and CTI is to improve the competence of community members so that they have skills in solving problems they face during their lifetime. These competencies will only be obtained through a learning process that is directed at increasing knowledge, attitudes, and skills. According to Anwas (2011), competence is an ability that is based on knowledge, skills and is supported by his attitude in carrying out his job. This means that only people who are willing to learn will have competence.

One of the competency improvement facilities that are relevant to community needs is through learning at the CLC and CTI education unit. For this reason, CLC and CTI become an alternative education to optimize the quality of society, as expressed by Hermawan, Y. and

Suryono (2016), that in community development through CLC must optimize the active role of the community itself. Of course, a development that involves the community as actors will provide many benefits. In his study, Widodo (2019) stated that the dynamics of development caused the distribution scheme of the welfare responsibility to have changed, from a single actor to a multi-actor. The state is no longer the sole actor to solve development problems. Therefore, CLC and CTI managers who are born and grow from the community are potential development actors, and it is proven that community development through CLC and CTI has increased community life skills which Septilia, et al (2019) have divided into five categories, namely skills self-awareness, social skills, thinking skills, academic skills, and vocational skills.

Concerning the effectiveness of a training mode, as described in the results of the above research, Simamora (1997) states that measuring the effectiveness of training includes the following assessments: (1) Reactions related to how participants feel about the program, (2) Learning, knowledge, skills, and attitudes obtained as a result of training, (3) Behavior as changes that occur in work as a result of training, and (4) Results relating to the impact of training on the overall effectiveness of the organization or its achievement on organizational goals. CLC (Community Learning Center) is one of the units/ institutions that organize various types of formal non-formal and in-kind educational activities.

CONCLUSIONS

The conclusions are as follows: (1) the conceptual model developed consists of, rationalization, assumptions, objectives, components, indicators, and model procedures, (2) the implementation of the model described in learning activities at the Community Learning Center (CLC) and Course and Training Institute (CTI). Learning steps as a model component are the process of planning, organizing, implementing, and assessing learning. The conclusion of the developed model shows that the results are effective, with indicators: First, there is active involvement and positive responses from community members to learning activities; Second, the learning outcomes of the community members indicate an increase in the ability of knowledge, attitudes, and skills, (3) the effectiveness of the model shows that the model trial activity has been effective based on the results of the pretest and posttest score analysis.

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