

Building Partnership Network in Viewing of Manager of Nonformal Educational Institution

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Abstract. Building a network of partnership in the management of educational institutions is one thing that is very important to be done by the managers of non-formal educational institutions that are managed independently by the community so that the purpose of establishing non-formal educational institutions can be achieved. This study aims to explore how the views of non-formal education managers and the forms of partnership built by non-formal education managers build partnership networks and obstacles faced in building partnership networks. This research uses qualitative methods and data collection is carried out by observation in the form of direct observations to several non-formal educational institutions located in three regions of Jambi province, namely Batanghari, Merangin, and Muaro Bungo. Interviews were conducted with non-formal education managers in three regions, as well as documentation in the form of visions, missions of non-formal educational institutions, cooperation documents, and some literature related to the management of non-formal education. The data that has been collected is analyzed and tested for validity using the source data triangulation technique. The results showed that the managers of non-formal education units have similar views on the importance of cooperating in the management of non-formal education units, and the form of cooperation carried out in the form of cooperation in terms of financing, borrowing facilities and infrastructure, as well as resource persons for training and learning activities. The obstacles faced come from within the manager himself, namely still passive and less proactive in building partnership networks with other parties. The results of this study show that the managers of non-formal education units view building partnership networks only limited to practical matters, namely financing, borrowing facilities, and resource persons only in accordance with current needs, it is hoped that the results of the research will be able to improve the quality of management of non-formal educational institutions managed by the community.

Key words: building partnership, managers views, management, nonformal education

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INTRODUCTION

One of the important aspects in the life of a nation is education, because through the education of civilization is increasingly advanced and welfare is increasing. The implementation of education in a country carried out through three channels, namely formal, non-formal, and informal. These three educational pathways have their own characteristics in their implementation. Non-formal education under the national education system law of 2003 article 1 paragraph 11 states that non-formal education is an educational path that can be implemented in a structured and tiered manner.

Related to the implementation of non-formal education, the national education system law number 20 of 2003 article 26 describes the non-formal education as one of the educational organizations organized by the community and serves as a substitute, enhancer, and/or complement formal education in order to support lifelong education, including life skills education, early childhood education, education, youth, women's empowerment education, literacy education, skills education and job training, equality education, and

other education aimed at developing the ability of learners and consisting of course institutions, training institutions, study groups, community learning centers, *taklim* assemblies and similar educational units. Furthermore, non-formal education based on government regulation number 81 article 2 of 2013 can be established by individuals, groups of people and/or legal entities.

As an educational organization organized by the community, and has an important role in the implementation of non-formal education, the nonformal education must build a network of partnerships with other organization to face competition and environmental changes. Demand the real role of non-formal education as a non-formal education provider to realize the objectives of non-formal education in general and the objectives of the unit specifically because of the limited resources owned by non-formal education units and other important resources located in other organizations. This makes the non-formal education unit strive to obtain resource support that is not owned by the unit in order to realize the general objectives and specific objectives of the implementation of education in its units through cooperation with organiza-

tions or other parties. Therefore, non-formal education units need to conduct a network of partnerships between parties or other organizations in order for the objectives of implementation to achieve.

The existence of nonformal education is based on the fact that formal education has not fully provided the availability of formal education opportunities, where there are still many citizens who have not completed education in secondary education due to various factors both self sourced and external such as poverty and the distance of formal education that is very far from the settlement of society. Non-formal education according to law number 20 of 2003 is an educational path outside of formal education that is carried out in a structured and tiered manner. Furthermore, article 26 paragraph 3 of law number 20 of 2003 explains that one of the service programs in the non-formal education path is equality education. Non-formal education consists of educational activities organized outside the formal education system (schooling) designed to serve the needs of the community in an effort to increase knowledge and skills (Coombs, Prosser, & Ahmed, 1973: 9-13; Romi & Schimida, 2009; Olcott, 2013).

Non-formal education according to Yasunaga (2014) categorizes non-formal education as follows: It is an improvement and addition to the provision of education that is not fulfilled by formal education for out-of-school children, adolescents, and adults not of school age; education that includes skills training and skills development; education that is innovative and involves independence and the government to provide continuing education that can be adapted to teaching and learning in formal education; and education that includes indigenous, traditional, religious, and other developmental education programs. Coombs in Joesoef (1992) non-formal education has the understanding as an educational activity organized outside the formal education system that aims to provide services to specific educational goals as an effort to achieve learning goals. Nonformal education is a situation of regular and targeted communication outside the school to obtain information, knowledge and training according to their age and needs that aim to develop the level of skills, attitudes, values that cause the individual to benefit his environment (Marzuki, 2009).

The implementation of non-formal education has an important role in providing education outside the school (Rahma-Arina, Zulkarnain, Desyanti-Sugeng, & Wahyuni, 2019; Ariefianto, 2020; Rahayu, 2020). Suryono and Tohani (2016) stated that non-formal education plays a role in reducing dropout rates, not continuing to the next level of education, reducing the unemployment rate, and preparing the informal sector

workforce. Suryono and Tohani (2017) explained that non-formal education plays a role in reducing dropout rates, the number of discontinued education to the next level, and the unemployment rate to prepare the workforce for the informal sector.

According to Kedyarate (2012) nonformal education is implemented to provide value, knowledge, and skills at an affordable cost. The functions of non-formal education units according to Folley (2000) are as follows: 1) improving the cognitive abilities of individuals through meaningful knowledge; 2) development of quality and self-actualization of individuals; 3)improving individual growth and maintaining a healthy democratic society; 4)maintaining the social order of education as a means of social transformation; 5) efforts to develop the attitudes and skills needed. Rahmat (2017: 8) mentions the function of nonformal education as aserving learners in order to grow and develop early and throughout life in order to improve their dignity and quality of life, a provide the knowledge, skills and mental attitudes necessary for learners to develop themselves, work for a living or continue and/or a higher level, and to meet the learning needs of the community that cannot be met in the school education path. UNESCO in Rahmat (2017) states that the purpose of nonformal education is: 1) to provide training and knowledge so that human beings have a dignified personality; 2)making individuals more creative, critical, and nourishing creativity; 3)prepareng individuals who are able to interact and have responsibilities; 4)develop individual potential to the maximum extent possible within the limits of their abilities.

So it can be concluded that non-formal education is the implementation of learning and teaching activities outside the school, carried out by the community as a form of fulfillment of education for people who have a certain reason so that they can not pursue formal education and prioritize primary and secondary education and life skills. Furthermore, non-formal education organized by the community aims to meet the basic needs of individuals in the form of educational rights as social beings and Indonesian citizens and develop their potential in the form of knowledge, skills and attitudes as much as possible in accordance with the limits of individual abilities to benefit themselves, the environment, and the wider community.

The purpose of nonformal education as an education outside the school is to produce individuals who have knowledge, skills, and attitudes in developing themselves in social life both within their own environment and outside the environment. To produce it, nonformal education requires support in the management process in the form of planning, organizing,

implementation includes direction and motivation, as well as supervision in every activity organized by non-formal education so that the vision, mission, and objectives of non-formal education can be achieved effectively and efficiently.

The management of nonformal education activities carried out through the management stages that have submitted by experts, namely the planning, organizing, implementing, and evaluating stages (Stoner, 1986; Robbins, 2003). Planning is an activity to achieve the goals that have been set with regard to a process of activities carried out continuously in an organization through stages based on the goals that have been set. In the management of nonformal education things that need to be done management with regard to curriculum, citizens learning, educators and education, advice and infrastructure, finance, relations with the community, and special services (Rahmat, 2017:49)

In an effort to realize the important role of non-formal education, non-formal education managers in their unit management planning carry out several strategies both in service programs, funding, and building partnership networks with other parties or organizations. Regarding the funding, the implementation of non-formal education is still very dependent on the allocation of government budgets through the mechanism of the State Budget and the Regional Budget (Rizka-Arief, & Hardiansyah, 2017; Suryono & Tohani, 2014). In addition to funding-related plan, the improvement of teaching and learning activities through several methods and media that can improve the knowledge, attitudes and skills of learners is also a plan set by non-formal education (Nurlaela, 2020; Ekosiswyo & Sutarto, 2015; Mulyano, 2015).

Given the limited funding and limited ownership of infrastructure, non-formal education units, another important factor in the implementation of non-formal education is the network of partnerships or in management terms called cooperation between organizations. Partnership network is an important thing in organizing an activity (Akhtar, Awan, Ismail, & Naveed, 2017; Klerk & Saayman, 2012; Alvarez, Marin, Fonfria, 2009; Mentzas, Apostolou, Young, 2001; Szarka, 1990). Partnership network is an activity that contains several main elements, namely the presence of two or more parties, the existence of interaction and the existence of a common goal. The partnership network provides direction on the existence of harmony, balance and interaction that can meet the interests of the partnering parties. Partnership network is a form of collaboration carried out by an organization as an effort to achieve the vision, mission, and objectives of the organization and maintain

the sustainability of an organization (Stachova, Popula, Stacho, & Kabnove, 2019; Casey, 2008, Buys, & Bursnall, 2007).

Bush and Bell (2005) stated that the partnership network is an effort to connect with community groups, industry, and business groups. Partnership networking is a skill that must be possessed by the manager of an institution and can be developed through various exercises (Klerk, 2010), and is a basic knowledge that must be understood by the managers (Moensted, 2006). Partnership network also affects the career of a leader (Isaac, 2017), and also influences in improving quality (Champman, 2008).

Nonformal education is a provider of educational services for the community by involving various outside parties through a network of cooperation (Shresta, Wilson, & Singh, 2008; Peel, Peel, & Bakery; Trim, 2003; Dhillon, 2013). Kitchen (1997) described that partnership network is very important in organizing the organization so that the organization can achieve the goals that have been set effectively and efficiently. A network of partnerships is an effort made by individuals or groups of people to achieve common goals in diverse patterns and forms (Ruyadi, 2004). While Rahmat (2017) emphasized that partnership is one of the important factors that built to improve productivity, effectiveness, and efficiency of education in non-formal education units.

The concept of inter-organizational partnership network according to Samboteng and Kasmad (2014) is: 1) to have one common goal to achieve; 2) to achieve the objectives required cooperation; 3) there is uncertainty about resources that are not owned and dependent on them. While Hill (2002) mentioned that, the network of partnerships built in accordance with the vision and mission of the institution. The form of cooperation according to Ilham (2020) as follows coalition, bargaining, cooperation, the basis of harmony, and copation that aims to meet the needs of both parties who cooperate and are built in accordance with the objectives of the organization.

Based on the description above, the partnership network is a form of cooperation built by the organization in an effort to achieve the vision, mission, and objectives of the organization by fully realizing the limitations of resources owned. Then, to face the challenges of the development of information technology in order to be able to compete in a healthy and maintain the existence of the organization. Therefore, the purpose of this research is to describe the partnership network according to the managers of non-formal education units as information for non-formal education policy makers and stakeholders regarding the

benefits of partnership networks for the implementation of non-formal education.

METHODS

This research uses qualitative descriptive research methods, because it is in accordance with the research objectives to explore the views of non-formal education unit managers in building partnership networks. The data was collected through observation, namely direct observations to non-formal education unit institutions in three regions of Jambi province, namely Batanghari, Merangin, and Muaro Bungo districts. Furthermore, interviews were conducted with the managers of non-formal education units, namely a total of 15 people. The data that has been collected is analyzed by adhering to the stages of qualitative research data analysis, namely data reduction, data display, and drawing conclusions. The data that has been analyzed is tested using the data source triangulation technique. The question in the study is how to manage non-formal education units in building networks

RESULT AND DISCUSSION

The view of non-formal education managers of building partnership network

One of the non-formal educational institutions managed by the community is known as *Pusat kegiatan belajar Masyarakat* (PKBM). As a non-formal educational institution that organizes various educational service programs such as equality education (packages A, B, and C), and life skills (various skills: sewing, batik, baking, etc.) outside of school ((Shresta, Wilson, & Singh, 2008; Peel, Peel, & Bakery; Trim, 2003; Dhillon, 2013). PKBM has a strategic role and function in improving the quality of human resources. in the form of cognitive abilities, skill development, possession of traits ready to compete as stated by Folley (2000) and Rahmat (2017). PKBM as a non-formal education unit managed by the community has limited funds and infra structures, because this unit was established based on community concern for the quality of human resources in their environment. Seeing the role and function of PKBM as a non-formal education unit, building partnerships is very important to do as conveyed by PKBM managers

For me the partnership network is very important, because our unit provides a service program whose funds are not collected from students, we only have government funding" (M1 & M7 managers of non formal education from Batanghari)

Followed by managers from Merangin (M8), as follows:

"Buildig partnershing network is one of the efforts so that PKBM unit can run as it should, because without partners we will not be able to hold service programs due to limited funds and facilities in our institutions"

Lack of finances and facilities are one of the things that trigger PKBM units to cooperate with other parties or organizations, it caused the implementation of PKBM unit service program is very dependent on APBN and APBD (Rizka-Arief, & Hardiansyah, 2017; Suryono & Tohani, 2014).

Based on the results of the description above, the view of PKBM managers in building partnership networks is important to achieve the goals of implementing service programs available in their units. According to the managers of the PKBM unit, because of the limited funds and infrastructure owned, building cooperation with other parties is something that must be done by the unit manager to achieve their goals.

Building partnership network by the Managers PKBM

The management of PKBM as a non-formal education provider has been clearly regulated in the national education law number 20 of 2003, namely as a substitute, enhancer and complement to formal education in order to support lifelong education that can be established by a person or group of people. The purpose of the implementation of PKBM service program as stated in the law requires a network of partnerships in accordance with the needs of each PKBM unit. The characteristics of partnership networks built by PKBM units are as a form of efforts to achieve the objectives of organizing PKBM units with limited resources. This is in accordance with the statements made by Hills (2014) and Samboteng and Kasmad (2014) that the characteristics of the partnership network built include efforts to achieve goals due to resource uncertainty.

Based on the data obtained by the manager of non-formal education unit, the partnership network built has characteristics in the form of finance, borrowing /use of facilities, and resource persons. Here is a description of the building partnership network of PKBM in view of the managers:

Building partnership network in finance

Funding is the most basic thing that must be owned by a PKBM unit in organizing service programs in its unit. This is based on the fact that PKBM is managed by the community independently with limited funds in accordance with the financial capabilities possessed by the unit. Due to the limited funds owned by the MANAGEMENT OF THE PKBM unit, the managers

prioritize building partnership networks with financial institutions such as cooperatives and banks.

As stated by informant M3:

"Currently I have just made cooperation with parties who can provide loan money to facilitate for me in managing service programs in my unit, I cooperate with cooperatives in my region ..."

In line with the statements made by M3, M7, M12, and M15 provide the same statement regarding the form of partnership network established especially in lending money. According to the managers of non-formal education units due to the lack of operational funds owned by the unit. The managers stated that the unit does not collect education funds from students. The education unit only obtains rock funds from the government in organizing service programs in its units. In addition to building a network of partnerships with cooperatives, the unit also cooperates with banks such as people's credit banks.

Building partnership in using facilities

The limited learning facilities owned by the PKBM unit are the second reason mentioned by the PKBM unit managers in building partnership networks with other parties. The lack of learning facilities such as classrooms, labor, practice rooms, practical equipment and others, made the managers of the PKBM sataun agree to state to build cooperation with other parties in the form of using or borrowing facilities.

M1 stated that the service program organized by their unit does not have adequate facilities, so in the implementation of their activities use the school building around the PKBM location, and M5 states that in addition to the school, the unit cooperates in the form of using the village office as a place of learning activities. Several other informants also stated the same thing.

In addition, from the results of the field data found that the average manager of the education unit cooperates with the school in addition to the borrowing of the study room also related to the place of implementation of national exam activities, such as one of the statements that informant M4 in line with the statement submitted by other:

"because our institution still does not have enough study space, we borrowed a school building close to our location, as a place to study... in addition, we also work with certain schools to hold national final exams"

Furthermore M2, M5, M7, M8, M10, and M 13 state the same thing that their partnership with a particular school is related to the final exam place only, because they already have their own study space, even for activities that are skills such as sewing, work-

shops, and others they cooperate with the skills center they need.

Building partnership in teaching learning

Building a network of partnerships in the form of resource persons for learning and practical activities is another form of cooperation carried out by pkbm unit managers in three districts of Jambi province. The data showed that almost all PKBM units are in partnership with other parties that contribute to the improvement of knowledge and skills as stated by one of the informants, M8:

" we often ask one of the outside teachers who has the knowledge and skills we need for learners, for example from course institutions or individuals from certain communities who can improve the knowledge and skills needed by our learners"

From the results of the data obtained with regard to the characteristics of partnership networks built by the managers of PKBM units have the same pattern between managers is the achievement of the objectives of organizing available service programs with limited resources owned both material and non-material resources. Therefore, PKBM unit builds a network of partnerships in the form of finances, namely making statements of cooperation agreements with parties that can provide assistance in funding such as cooperatives and banks. While the partnership network in the form of lending /facilities and resource persons, most of the managers of PKBM units only on basis of mutual trust and know each other (relationship). Therefore, most PKBM unit managers do not make a statement of cooperation agreement as in the form of desecration.

The Problem to build partnership networks

Building a network of partnerships for organizations both engaged in the education sector and not, has constraints in accordance with the conditions of the organization. Based on the results of the data obtained, unit constraints in building partnership networks sourced from within their own units, namely lies in the practical thinking of the managers are limited to the thought that the available service programs can carry out.

It sees from several statements submitted by almost all informants, when researchers asked questions regarding this research question, the informants stated that they only realized that there are gaps and opportunities that they use to build a network of partnerships. One of the statements submitted by M7 is in line with the statements submitted by other informants, as follows:

" I only make cooperation with cooperatives only, I do not think to build partnerships with other parties,

because I think the most important thing is how the service program in my unit can run with limited funds that our unit has"

M8 states that in building a network of partnerships with other organizations with regard to capital and borrowing learning facilities such as classrooms and places to hold national exams. M8 further stated that the partnership network built based on agreement alone without making a letter of cooperation agreement. M8's statement is in line with the statement made by PKBM managers who became informants in this research namely M11 and M 15 stated that to build a network of partnerships they focus more on those who can provide funding assistance such as cooperatives, banks, and certain agencies.

Based on the description above, the influence factors of the managers of PKBM units in building partnership networks is the limited knowledge owned by the manager, who put forward practical thinking with regard to the continued running of service programs available in their units. Then they have not thought about building a network of partnerships with other parties that can support service programs even if not in material form (money).

CONCLUSION

Based on the results and discussions above, building a network of partnerships with various parties is an important thing that must be done by the managers of non-formal education units managed by the community independently, especially in the form of funding, use and borrowing facilities, as well as resource persons for learning and practical activities. The managers of non-formal education units managed by the community independently realize that building a network of cooperation should not be limited to these three things.

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