

STUDY ON THE DEFENSE FACTOR INSTITUTIONAL WORKING TRAINING BASED ON COMPETENCY

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ABSTRACT

Establishment of Training Center (BLK) is intended to train job seekers / prospective entrepreneurs in accordance with the field of interest and ability to be more competent and master the field of work to the fullest. This intention will be achieved if accompanied by the strengthening of work training institutions that ensure continuity and quality of job training. In strengthening the institution of competency-based training workshop in Bangkalan which is a study in this research should be raised the problems that arise, which includes how the strengthening of training institutions can be realized. The method used in this research is qualitative with descriptive design which is done purposively in BLK Bangkalan with snowball technique for the determination of informant got the finding that to realize the strengthening of competency-based institution, a training institute of work need to fulfill some aspect. Some of these aspects are: work competence, curriculum, training materials, management or governance of training institutions, instructors and training personnel, facilities and infrastructure, financial administration, and assessment. These are the eight aspects that make a training institution strong and credible in the eyes of the public, especially in the accreditation institution of the training institution as the institution in charge and competent in conducting the competency assessment of a training institution.

Keywords: Strengthening of institutions, competence, accreditation institutions, training institutions.

INTRODUCTION

Government and private sector through institutions that facilitate employment and labor migration are expected to address employment problems in Indonesia. Meanwhile, the establishment of the Training Center (BLK) by the government is intended to train the generation (job seeker) or prospective entrepreneur in accordance with the field of interest and ability to be more competent and mastering the field of work to the fullest. Basically the formation of BLK is motivated by the government's awareness that the improvement of human resources is one of the key in overcoming the problems of manpower in Indonesia by preparing a competent workforce. Therefore, the formation of BLK is directed towards the realization of: (a) improving labor productivity in both rural and suburban areas, (b) expanding business fields and employment opportunities, (c) creation of production training and skill testing, (d) increasing motivation and independent soul. This goal is realized if BLK can perform its functions well supported by the system and management that can sustain the needs that are required by BLK.

In fact, the condition of BLK graduates based on the results of mapping conducted by the Directorate General of Training and Productivity Development reinforced by the findings in the field (M. Wispandono, 2017) shows that in general the quality of BLK graduates has not been in accordance with demand driven market needs. This is in addition to the fact that the training program is still

conventional and not based on competence based trainings (CBT), training facilities and infrastructure are inadequate and not maintained well, also to produce competent human resources must be supported by the availability of adequate resources and infrastructure and the latest, the right systems and methods, strong regulation and institutions, proper guidance and policy directions and good commitment and coordination across agencies.

On the other hand, since the enactment of post-reformal autonomy has had a major impact on the change of the training institute system from centralization to decentralization (Law No. 22 of 1999 which has been amended by Law No. 32 of 2004 on Regional Government). Post-regional autonomy many BLK and also LPK is converted into other functions outside of training activities (development of quality of human resources) so it is very influential on the quality of management of BLK / LPK.

As a result of the autonomous regional management has a major impact on the quality of management and implementation of BLK which vary greatly in accordance with the potential, condition, characteristics and priorities of each region's government. Example: Establishment of BLK in Bangkalan district which is expected to provide skill for its graduates so that they can be independent in doing business and able to create job field as seen from creative economic activity categorized into five creative industries only able to absorb 975 workers (Pemkab. Bangkalan, 2016). This condition shows not yet optimal role of BLK in performing its function of printing graduates who have ability not only from the side of technical ability alone (Hard Skill), but also industry insight, ethics and motivation or so-called Softskill that is Interpersonal ability. The non-fulfillment of qualified and competent BLK graduates is perceived by business and industry actors as graduates who have not fulfilled the qualifications as needed. Limited Instructor both quantity and quality and its spreading is an emerging problem that needs to be looked for way out through institutional strengthening.

Based on data from the Ministry of Manpower (Kemnaker) shows the number of instructors in BLK / currently 2,873 people. Meanwhile, based on the results of Kemnaker's review, the instructor needs up to 2019 in all work-training centers (BLK) of about 7,200 people. This condition indicates that one of the instruments in strengthening the institution of BLK has not received the main attention for the policy makers in central and local government. In addition, other instruments also need to be traced in institutional strengthening in order to obtain credible, acceptable, and self-empowered institutional strengthening through a design of institutional strengthening of BLKs.

Based on the background as described above, the problem that can be formulated is how is the strengthening of work training institute can be realized?

LITERATURE REVIEW

Institutional VS Organization

Often institutional terms with organizations are used interchangeably to denote a common subject. Yet both terms contain different substantial meanings. This is as expressed by Norman Uphoff. (1984: 15) as follows:

"What constitutes an 'institution' is a subject of continuing debate among social scientists ..."
The term institution and organization are commonly used interchangeably and this contributes to ambiguity and confusion".

Uphoff's explanation above shows that there is no universal uniformity among social scientists in Indonesia in translating the English term 'social institution' into institutional and some even translate it with the term 'pranata' and some are using the definition of 'social building' (Soemadjan, Soemardi, 1964, pp. 115).

The difference between institutional and organizational quite firmly explained by Syahyuti. According Syahyuti (2010: 7-8) that the local institution is a collection of networks of social relations involving certain people, have a specific purpose, have rules and norms, and have structure. Local institutions can take the form of an institutional social relationship (non-formal institution), or can be an institution with a structure and legal entity (formal institution). While the institution or can also called the organization, is a formal institutional form, with the characteristics of having a firm structure and formalized. Institutions run an institutional function, but can be one or more functions at once.

According Syahyuti (2010: 34) there are four ways to differentiate local institutions with the organization. The four differentiating components are:

1. Local institutions tend to be traditional while organizations tend to be modern;
2. Local institutions come from the community itself while the organization comes from above;
3. Local and organizational institutions are in a continuum wherein organizations are institutionalized and unorganized;
4. Organization is an institutional part.

In this context, the organization is an organ within an institution. The existence of an organization becomes an important technical element that ensures institutional operation. Thus the definition of institutional strengthening in this paper is more directed to the organization in which there is an important element that moves the organization (ie human resources) that need to be increased competence to support the strengthening and achievement of organizational goals. This is because the organization must continue to build itself in order to strengthen institutions through the development of personnel to improve capacity and capabilities, so as to support the achievement of organizational goals. An organizational system must be built to ensure that every activity and process is done in the right way. Organizations must continue to develop networks in order to strengthen the organization. If the organization has become strong, it will have an impact on improving organizational performance.

COMPETENCE

According to Spencer (1993) in Tjutju and Suwatno (2009: 23), competence is the underlying characteristic of a person and is related to the effectiveness of individual performance in his work (an underlying characteristic of an individual which is related to criterion referenced effective and or superior performance in a job or situation). said an underlying characterism in the definition expressed by Spencer above contains the meaning of competence is a deep and attached personality to a person as well as predictable behavior on various circumstances and work tasks. While the word causally related means competence is something that causes or predicts behavior and performance. For the word criterion referenced from the definition implies that the competence actually predicts who performs well and less well, measured from the criteria or standards used.

Gulo (2008) argues that competence consists of 2 (two) interacting aspects, namely: 1) the visible aspect or the so-called performance and 2) the invisible aspect or the so-called rational aspect. Performance aspect is shown in the form of behavior that can be demonstrated so that it can be seen, observed and perceived. While the rational aspect can not be observed because it does not appear in the form of empirical behavior.

Mc.Ahsan (1981: 45), as quoted by Mulyasa (2003: 38) suggests that competence: is a knowledge, skills, and abilities or capabilities that a person achieves, which becomes part of his or her being to the extent he "In this case, competence is defined as knowledge, skills, and abilities controlled by someone who has become part of himself, so that the concerned can perform cognitive behaviors, affective, and psychomotor as well as possible.

Spencer and Spencer (1993) further stated that there are five characteristics of competence, as follows:

1. Motive
Motives are something in which a person is consistently thinking so that he takes action.
2. Traits (Traits)
Temperament is a character that makes people to behave or how one responds to something in a certain way.
3. Self Concept (Self Concept)
Self-concept is the attitudes or values that are measured by the respondent's test to find out what is good judged by someone, what they have done or what they want to do.
4. Knowledge
Knowledge is information that a person has for a particular field. Knowledge is a complex competency.
5. Abilities (Skills)
Skills are the ability to perform a specific task both physically and mentally.

In the book written by M. Wispandono (2017) stated that the discussion of human resource development (HR) can be grouped into the development of human resources in macro and micro HR development. In a macro perspective, human resource development is the most important aspect in the framework of nation-building effectively where the development of targeted and planned human

resources coupled with good management can save the use of natural resources. The success of human resource development in macro perspective can be seen from developed countries. Lessons learned from various developed countries are that the progress achieved in these countries is supported by qualified human resources. Example: Japan. As a new comer in the progress of industry and economy, Japan is starting to catch up with countries that have already achieved fore runners such as Germany, France and America by spurring human resource development (Ohkawa and Kohama, 1989).

While in a micro perspective (defined in the environment of a work unit, like other departments or agencies) human resource development is a process of planning, education, training, coaching and management of personnel or employees for the improvement of worker competence. According to Mondy (2008: 5) human resource development is one of the HR management functions that consists not only of training and development but also individual career planning and development activities, organizational development and management and performance appraisal. Training is basically designed to teach learners some of the knowledge and skills required for the job. The success of human resource development in micro-perspective can be seen from the world's leading information communication technology company, Microsoft. Microsoft's company, commanded by Bill Gates already knows how important human resource development activities are for all of its employees. Human resource development activities conducted with knowledge enhancement through education and skills enhancement through training and work attitude enhancement (which is an element of competency) have led the company to achieve glorious achievements at world level through continuous technological discoveries.

RESEARCH METHODS

This research is designed as a qualitative research with the initial stage of planning is to mapping the main problems that occur in this research is the strengthening of competency-based institutions to produce competitive graduates. Therefore, this research uses descriptive research design. Descriptive research design is a research design that is arranged in order to provide a systematic description of information derived from the subject or object. Descriptive research focuses on a systematic explanation of the facts obtained during the study (Sugiyono, 2016: 8).

This research was conducted in a puporsive BLK in Bangkalan district. The time of study began in February 2018 until the necessary data can be collected .. In this study informants are expected to provide information needed by researchers related to the problems studied and in accordance with research objectives. Parties who serve as informants in the study of people who are considered to have knowledge about the problems studied. In this study using snowball sampling technique. Sampling with snowball sampling technique is a sampling technique that initially a little, long to be big (Sugiyono, 2015). Data collection using questionnaires, interviews, observation, and documentation. After entering the field, it starts by establishing a key informant who is an authoritative informant who is believed to be able to open the door to the researcher to enter the object of research. After that the researcher interviewed the informant, and recorded the interview result and continued with the analysis of the interview result. Based on the results of subsequent interview analysis the researcher conducted a domain analysis. So the research process departs from the broad, then focus and expand again (Sugiyono, 2015).

Test the validity of data to gain trust and validity of data related to the level of truth data and clarify fact-based data that exist in the field using triangulation techniques. According Sugiyono (2015) triangulation is checking data from various sources in various ways and time sharing. Thus there is triangulation of sources, triangulation of data collection techniques and time.

Data analysis is done through various stages, namely: (a). Data reduction; data reduction means summarizing, choosing key points, focusing on what matters, looking for themes and patterns. Thus the reduced data will give a clearer picture, and make it easier for the researcher to collect the next data, and look for it when necessary, (b). Data Presentation; Presentation of data is done after the data is reduced, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like; (c) .Verification / Conclusion Data.

RESULTS AND DISCUSSION

Basically, the establishment of BLK and the like is intended to equip the students who in fact are job seekers with knowledge, skills, and work attitude adequate in accordance with that required by the world of work. The interests of the students need to be prioritized with one of their efforts is through strengthening the institutional training of work. Through institutional strengthening is expected to provide confidence in the implementation of training continuously and quality because the system, methods, budget, facilities, and personnel (instructors) are competent.

Strengthening competence-based institutions needs to have eight aspects which according to the Accreditation Institute of Training Institute (LA LPK) as a condition of a BLK / LPK and the like is said to be credible or not. The eight aspects to strengthening the competency-based institutions are: work competence, curriculum, training materials, LPK management or governance, instructors and training personnel, facilities and infrastructure, financial administration, and assessment.

1. Work Competence

work competence is defined as a worker qualification that includes knowledge, skills and work attitude in accordance with agreed national standards. Knowledge, skills and attitudes appropriate to the type of work essential are owned and applied critically to the success of an organization and work performance as well as the personal contribution of employees to their organizations.

Based on the results of interviews and observations obtained the picture that the instructors in BLK / LPK in general have adequate work competence with the work they have to do is to provide training in theory and practice to the students in accordance with the vocational taken.

2. Curriculum

The curriculum is a set of plans and arrangements of learning units covering the content and learning materials that are guided in teaching and learning activities provided by an education provider or training institution that contains a lesson plan that will be provided to participants in a period of education.

The curriculum for each type of training organized by BLK / LPK varies but basically the curriculum is tailored to the needs of the work / industry world so as to prevent the renewal of the curriculum. For each training all the materials in the curriculum must be completed / taught to the trainees.

The curriculum used by BLK / LPK in Bangkalan and Sumenep despite referring to the national standard guidelines that have been developed by the central government but still needs to be revised to be adjusted to the needs of the work / industry that change at any time. To this end, the institution must be courageous to improvise by conducting studies through discussion of curriculum preparation in accordance with industry and teaching methods and teaching that is easily accepted by the participants / students. The curriculum needs to be flexibly designed. The flexible design of the curriculum is possible because BLK / LPK is a non-formal education / training institution whose curriculum is not too tied up with regulations or can be changed at any time in the middle of the road to suit the needs.

3. Training Materials

Among the curriculum studies that need to be considered is the training materials that meet the demands of the world of work / industry. Training materials can be a means to disseminate training skills as well as the training message itself. Training materials are an essential part of any program or activity that involves knowledge acquisition and retention. The best approach to developing teaching materials is to start by examining the training plans and available resources.

Developing training manuals is an important part of formally designing training programs. A formal training manual material ensures consistency in the presentation of training programs. Another advantage is that all training information in either the skills, processes and other information required to perform this task can be worked together in one place. The training manual should support the training objectives. After that the material should be developed in accordance with one of two or three instructional design processes.

Training materials should be tailored to the needs. For that in making training materials need to consider the following things:

- a. Make important notes before compiling the material

- b. Build training materials with participants' needs
- c. Create a handout of the same material
- d. Create a training book
- e. Distribute training materials
- f. Technical expertise
- g. Class size
- h. Adaptation

4. Governance

Good institutional governance can not be separated from the basic principles of transparency, participation, and accountability. Transparency, is a process of openness to convey the activities undertaken so that outside parties (stakeholders) can monitor and pay attention to these activities. Facilitating access to information is paramount to informing and encouraging community participation in resource management. Components of transparency include the entire agency's information, timeliness in information services, the availability of information to the public, and the effort to ensure the arrival of information to community groups.

Participation (inclusiveness), is the process of involving the widest possible stakeholders in policy-making. Various inputs from various parties in the institute's policy-making process can help policy makers to consider alternative issues, perspectives, and options in solving a training issue. Participation processes open opportunities for policy makers to gain new knowledge, integrate community or student expectations into the policy making process, as well as anticipate potential conflicts. Components that ensure access to public participation include: the availability of formal spaces through relevant forums (meetings, FGDs, etc.), inclusive and open processes, and the assurance of public input will be accommodated in policy formulation.

Accountability, is the accountability mechanism between the policy maker and the stakeholders being served. The existence of an accountability mechanism provides an opportunity for stakeholders to ask for clarification and accountability if there are matters that are not in accordance with the consensus in the implementation of governance at the training institute. Within the governance indicator document, access to justice is categorized as part of the accountability mechanism.

5. Instructors and training personnel

Ten instructors are owned by UPT Sumenep Working Training as many as 10 people with employment status: 6 instructors as active employees, and 4 inactive staff instructors (full duty / pension). For active instructors, they are required to attend the office everyday (though no training activities) with the task of repairing, maintaining, cleaning and preparing the necessary equipment for training to be "ready to use". While inactive instructors (pensions) there is no obligation to attend the office every day. They are in the office when there are training activities. Both active and retired instructors all have the skills or expertise in their respective fields. They become vocational training instructors that match their field of expertise. Judging from the number of instructors with vocational organized by BLK / LPK then actually there is still "lag" of instructors so it is necessary to think in the future to increase the number of instructors, especially also for the reasons of regeneration of instructors. Different conditions are owned by BLK Bangkalan because in BLK Bangkalan with a total of seven vocations offered to the community has a number of instructors 10 people, although in certain vocational schools do not have instructors (vocational agriculture and productivity).

6. Facilities and Infrastructure

Facilities are all equipment and equipment directly used in the training implementation process. While the infrastructure is all the components that can indirectly support the running of the training process. In both training institutions, the condition of facilities and infrastructure for training activities is quite sophisticated and good and sufficient to improve the skills of participants demanded by the world of work. Suppose a vehicle for automotive training R2 is available motorcycles that are used for training ranging from motorcycles that are 2 system TAK, 4 TAK, to the matic system. Similarly for sewing training available sewing machines are quite sophisticated (automatic). For graphic design training is also available computer and other equipments are adequate. Only lathe equipment whose condition is outdated so it needs to be repaired / new procurement. As for infrastructure owned by this training institute based on field observations are still considered feasible and meet the requirements, such as

the availability of office space, mosque / mosque, canteen, hall, and even the availability of dormitories for trainees who come from out of town.

7. Financial Administration

Some components of financial administration that need to be considered consist of financial budgeting, financial management, financial planning, financial search, financial control, financial audit and financial storage. If all components are functioning then will form a good financial administration performance, so that organizational goals or institutional strengthening can be achieved effectively and efficiently.

8. Assessment

Independent assessment aims to know the description of the competency of the BLK instructor. This assessment result data can be used as a reference in developing instructor training based on the needs of each level of competence. The higher the level of an instructor, the higher the qualification, the higher the task and the responsibility. With a clear level of competence, it is expected that the quality of instructors will continue to increase so that the quality of graduates as ready-to-use workers will also increase.

CONCLUSION

Government and private sector through institutions that facilitate employment and labor migration are expected to address employment issues in Indonesia through the strengthening of the Training Center (BLK) or Work Training Institution (LPK). Strengthening competence-based institutions from BLK / LPK must meet the requirements determined by the authorities which in this case is the Directorate of Training Course and Training, Directorate General of Non-Formal and Informal Early Childhood Education and Accreditation Institution of Training Institution.

Based on the results of studies on BLK / LPK in Bangkalan and Sumenep, there are several aspects that still need attention for institutional strengthening. These aspects are: (1) the condition of training facilities, especially for mechanical engineering, (2) the addition of less instructor / trainer quality compared to the number of students attending the training, (3) improvement of instructor's competence in which the instructor it is necessary to have methodological and technical competencies as evidenced by the certificate of competence that must be possessed.

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