

A Training Model for the Managers of Community Learning Centres Involved in the Training of Indonesian Workers for Foreign Jobs in an Effort to Improve their Working Skills

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Abstract

For long, managers of community learning centres involved in the organisation of trainings for workers from Indonesia in preparation for foreign Jobs have not been able to offer the required employment skills, yet there is no appropriate model or no measures have been taken to improve these managers' competencies. Because of this, a model for the training of the managers is needed to improve their skills in organising and conducting training programmes for the Job seeking Indonesian workers to foreign states. The model is intended to answer questions such as: 1. How is the condition of the community learning centres involved in the training of workers preparing for foreign job employment? 2. How is the conceptual training model that is able to improve the managers' competency in organising and conducting the training programme for the workers seeking for foreign job employment? 3. How appropriate is the implementation of the training model in the improvement of the skills of the managers of community learning centres involved in the training of the job seeking Indonesian workers to foreign states?

Key words: Community Learning Centre, Indonesian Workers, Model Development, Training

1. Introduction

In Indonesia, the largest amount of unemployed work force has become the responsibility of families and communities since masses are responsible for the fulfillment of their daily needs. Unemployment and poverty are some of the biggest problems which require serious attention from all sectors, especially the government. The unemployment rate by August 2010 was reported to be 7.14% from the working age bracket of (15 years old and above) out of a total number of the working age group of 116.5 million people. The 7.14% from 116.5 million people is of course a big number which negatively affect the country's development. Besides, according to the Indonesian bureau of statistics of 2010, the number of poor people is also still high comprising of 32.53 million people (BPS, March 2010).

To solve this problem, the government has facilitated the placement of workers for overseas employment in order to fulfill the human right of equal opportunity for all citizens both men and women by helping them to attain jobs in order to earn a living. Indonesia is one of country which sends many workers for overseas employment and the amount of these oversea employees has kept on the increased from year to year. Most of these oversea workers are women. They mostly work in the informal sector as maids and house assistants, in the plantation, and production sectors and among others.

There are several employee training and coordination areas which also include community learning centres (CLCs) they also work as medium of learning and at the same time as places for information source. Some of these CLCs are: 1. Al Hijrah community learning centre in Cianjur District, 2. Al Ittihad community learning centre in Majalengka District, and 3. Yaspimida community learning centre in Sukabumi District. These CLCs started to serve as employee training and coordination areas in 2011. However, their existence is not yet at the optimum in organising and providing such services, which also include; the consultation and advocacy services coupled with training function. In such a situation, they need reinforcement mainly for the managers of these centres to enhance their skills, especially in managing trainings for the job seeking trainees. It is very important because with competent CLC managers, there will be an effective workers training programme which basically promotes efficiency and competency at a broader scale.

1.1 Research Problem

According to the field observation, the problems faced by these CLCs include the following:

- The assistance offered to community learning centre managers who are involved in the distribution of Indonesian workers to foreign states has just newly began focusing on the support of capacity building and motivation CLCs personnel in order to develop appropriate competencies which are to enable most managers to handle problems faced by the workers trained in the respective CLCS and also to help foster the development of competent workers.

- The low level of understanding of the CLC managers about training for the respective trainees who intend to seek for foreign employment.
- There has never been a training program or model that mainly focus on the training of CLC personnel involved in the training of the oversea job seekers in Indonesia.
- Most of the CLC personnel do not know the appropriate steps required to conduct an effective training for participants seeking for foreign jobs.

Based on the preliminary study, the researcher will develop a more realistic and more concrete implementable training model for CLC managers' all over Indonesia, which focuses on "a model of training for the managers of CLCs involved in training programme of Indonesian citizens seeking for foreign employment irrespective of the kind of Job".

1.2 Research Questions

From the above problem identification, the research questions were phrased as below:

- How is the condition of the community learning centres involved in the training of workers preparing for foreign employment?
- How is the conceptual training model that is able to improve the managers' competencies in organising and conducting the training programme for the workers seeking for foreign employment?
- How appropriate is the implementation of the training model in the improvement of the skills of the managers of community learning centres involved in the training of the job seeking Indonesian workers to foreign states?
- How effective is the training model developed for improvement the CLC managers' working skills in the running of employment training programme?

2. Literature Review

2.1 Training

In line with the Presidential decree number 15 of 1974 (Mustofa Kamil, 2010:4), training is referred to as:

"That part of education which is comprised of the learning process that imparts and enhances skills outside the known formal educational system, within a short period of time, and there is more practice compared to theory." According to Dearden (in Mustofa Kamil, 2010: 7), training is also considered to include teaching-learning process and also the training itself with the intention to attain a certain required level of competency. As a result of training, participants are supposed to respond well and appropriately to certain situations. Usually, trainings expected to improve work performance in relation to the prevailing situation.

So it can be concluded that trainings are organised to assist employees perform with effectiveness at their respective Jobs now and for the future, by developing critical thinking and appropriate way of acting, skills, knowledge, attitude and understanding of duties while at work.

2.2 Programme Management

In an organisation, there are various components which interact with one another to reach the organisational goal. Likewise to education, including nonformal education, to produce competent and quality human resources, it requires programme managers of competency in the three aspects of: cognitive, affective, and psychomotor aspects which influence planning, organizing, implementation and evaluation of the developed nonformal education programmes include training of workers outside the formal education system.

"...management is the ability and special skill to perform or participate an a given activity involving other people or through other people in an effort to attain the organisation's goal. It comprises of a set of activities which include planning, organising, controlling and developing required efforts to manage and utilise human resources, infrastructure, to achieve the goal of the organisation efficiently and effectively (Djudju Sudjana., 1992:11, 12).

Management is therefore a process to manage human resources, materials and methods (3Ms: Men, Materials, Methods) based on management functions to achieve the goals efficiently and effectively. Operationally, management is the implementation of a unit's functions in an organisation to plan, budget, organise, set aims, implement, supervise and evaluate the performance of each unit to reach one organisational goal efficiently and effectively (Amsyah, Z., 1997: 2). There are many definitions about management. One of them is perceives management as an art and science to plan, organise and gather resources then coordinate and control their implementation under a similar goal. However, all cannot be exhausted in this article due to space.

It can be concluded that management is considered to an act of collecting all the required resources altogether to reach the stated goal. Management is an important component in the organisation life cycle. Therefore, the managers of CLCs involved in the training of foreign worker for oversea Jobs should be able to use the resources of their organisation (CLCs), including human resource, equipment, space, and information systems effectively for smooth running and management of programmes. It is very important, especially in this era of globalisation where

there is rapid change and competition, thus the ability to develop competent human resource with the capacity to compete capacity is needed in order to exist in the waves of globalisation. So, improvement is highly needed by integrating quality management in CLC service delivery, as noted by Tjiptono, and Diana (1996), integrated management is “an approach which tries to handle competition. It helps the organisation to improve on its products, services, human resource, processing system and the environment.

The managerial capacity of CLCs administrators can determine the competencies and quality their products at work, and can help improve their ability. Thus these administrators or managers should master the required management skills related to tasks as management, such that they are able to facilitate organisational service delivery with efficiency and appropriately.

...managers need certain skills to take duties and activities related to management. Robert L Katz ... said that management needs three abilities or basic skills: technical skills, human skills and conceptual skills. (Purwanto, I., 2007:26).

A manager should have the necessary management technical skills in his or her managerial process with versatile knowledge, methods, procedures, techniques, and a broader mind (a critical thinker) on duty which are attained through experience, education and training. Besides, a manager should have ability and consideration in relating with other people, including good motivational skills and above all, able to apply such skills effectively as a leader. This couples with the manager’s ability to understand the complexity of the whole organisation as noted Paul Mersey and Kenneth H. Blanchard. They are quoted to have said that: 1. Technical skills refer to the skill of making use of one’s education, methods, procedures, techniques and one’s mind (critical thinking) needed specifically to perform certain tasks obtained through experience, education and training, 2. Human skills are one’s ability and competency to relate with other people, including their motivation and ability to apply their knowledge effectively as leaders, and 3. Conceptualization skill is the ability to understand the complexity of whole organisation in which an individual operates. A manager needs enough conceptual skills on many factors related to one another (Siswanto, H.B., 2007:20-21)

In relation to the above, CLCs managers or administrators involved in the training of Indonesian workers who intend to look for employment overseas should serve the purpose of organizing, motivating, and communicating all the process of training to all the other CLC personnel and take the necessary measures required for effective and efficient performance in the CLC activities especially in the training programme. This is in line with Peter Drucker with his five points on the main duties of a manager:

“The first is goal formulation, the second is related to organisation, the third one is motivation and communication, the fourth is taking appropriate measures by performing evaluation, and the last element is developing personnel. The degree of (good-bad) personnel performance depends on how the manager manages the subordinates. Mangkuprawira, S. (2008): [Pekerjaan Seorang Manajer: Digugat?]. <http://ronawajah.wordpress.com/2007/12/>. 6 Juli 2008].

2.3 Labour Force (Manpower)

The labour force or manpower approach theories used are mainly based on the (**Standard Labour Force Concept**). The working age population is divided into two groups that is the working age group ranging from (age 15 years old and above), they are either categorised as employed or unemployed. Working labour force is referred to as employed and those not working are referred to as unemployed.

According to Indonesia’s bureau of (2007:3), work means to participate in an activity which leads to earning a living in form of a wage or salary, and it takes atleast an hour per week, including family worker or/ unpaid business assistants or those involved in economic activities. Besides the working group, the unemployed are included in the labour force concept. Unemployed consists of those persons who are on job search, those starting business, people not looking for jobs because they feel it is impossible to get any, and those individual hopping to start working but they have not started to work. While on the hand, those who are not counted as working group or labour force include those at school or take care of house hold activities.

2.4 Community Learning Centres Involved in the Training of Workers for Oversea Jobs

In Indonesia, a Community Learning Centre (CLC) is one of the places categorised a unit (**satuan pendidikan nonformal**) of non-formal education; it is a place offers education or learning and information resources established and managed by the community, and it is oriented to empowerment in an effort to improve knowledge, skills and attitude of the communities economically, socially and within the cultural aspects of the community.

These trained workers must be Indonesian citizens who meet the requirements (at the time of application) to work overseas during a certain period of time and they are entitled to wages or salary in turn for their services, or foreign workers who come to Indonesia but have no required skills for work. The areas referred to for training are those regarded as potential areas for job provision or availability.

In practice, the CLCs involved in the training of workers for oversea employment perform the following functions:

- *The Centres of Information*
CLCs are supposed to be the source or centres of information about labour force, manpower development, Jobs available both within and overseas, offer required data or as source, for information, including: 1. Countries of destination, 2. Skills or competencies needed for mastering by the applicants, both general skills and special skills needed in the countries of destination, 3. system and mechanism of employment overseas and the safety regulations (the recruitment procedures of legal workers), and 4. The rights and responsibilities of the worker.
- *The Center of Consultation and Advocacy*
CLCs are supposed also to offer consultation services and develop the confidence of those workers faced with problems and also offer psychological counseling services and help in the legal process of such workers. And centres of advocacy, CLCs are meant to help in empowering and community development through education and manpower development empowerment process.
- *The Center for Training*
To handle the problem of lack of or limited skills of the Indonesian workers overseas and the inability to manage life after service, CLCs are supposed to serve them by improving the working skills and on their return to Indonesia, such as: For applicants, they are offered with: (a) Generic skills: 1. Knowledge of the geographical condition of the country of destination, 2. the language skills based on the language used in the country of destination, 3. the grilled with the skills to understand value systems, norms and culture in the country of destination, 4. skills to identify characteristics of Human Trafficking and abuse at work, and 5. strengthening character, attitude, personality and work ethics. (b) Specific skills-these are specific skills because they take in consideration formal jobs in the country of destination, such as: 1. tailoring skills, 2. automotive skills, 3. leisure and hospitality skills, and agricultural or farming etc. and (c) after worker skills (*after service skills*)- entrepreneurship training can be taken in consideration to help retired workers continue managing their quality of life.

In conclusion, the CLCs have the capacity to develop into professional service centre of information, consultation and training support centres if properly facilitated and managed just like the formal school.

3. Discussion

3.1 *The initial condition of trainings ran by community learning centres (CLCs) responsible for the training of Indonesian workers for oversea Jobs.*

Since 2011, the training programme ran by CLCs has been socialised by the government. However, on the other hand, the Region I Centre for the Development of Early Childhood, Nonformal and Informal Education in West Java Province has been running this programme for more than two years now and it has also developed and tried out some models regarding the training of workers seeking for employment abroad, with aim of strengthening the capacity of the CLCs involved. Some of these CLCs are: 1. Yaspimida in Sukabumi District, 2. Al-Hijrah in Cianjur District and 3. Al-Ittihad CLC in Majalengka District. In running this programme, these CLCs basically operate as information service centres, consultation and advocacy functions as well as trainings which also include training of applicants for oversea employment.

Based on the results of the previous trainings, it can be concluded that the managers of CLCs involved in trainings have no required competencies to run the training programme. In other words, they depend on other institutions. For example Yaspimida CLC and Al Hijrah CLC still participate in training as organizing committee or administrators. They are not able to analyse the training needs, determine the training goals, develop the curriculum and designs materials, because they worker under partner institutions who actually perform the carry the training.

3.2 *A conceptual training model design which aims to improve the skills of the CLC managers involved in the training of Indonesian employees for Oversea Jobs.*

This research uses a conceptual model of training developed by Goad (1982: 11) as reported by [<http://www.damandiri.or.id/file/sudirmanupibab2.pdf>]. In this model Goad proposes the following steps:

- *Training needs analysis*
The identification of training needs by the managers is an essential component in the running of an effective training. This is very much needed if CLCs are to train quality human resource for overseas employment.
- *Designing training approach*
At this level, goals and the training strategy are determined. This includes: methods of training, tactics or training techniques, rules and regulations, job description and the training format.
- *Developing training materials*

Before starting the training, categorization and determining materials and media for training should be executed. As appropriate materials and media for learning are important components in the implementation of an effective training programme.

- *The training implementation phase*

The training implementation phase consists of the preparation, implementation and post-training.

- *Evaluating and upgrading of the training*

Evaluation stage is divided into 3 divisions: pre-training evaluation, during the training evaluation, and post-training evaluation.

3.3 Training model implementation to improve the skills of CLC managers involved in the training of Oversea Job Seeking Applicants (OSJA).

- Analysis of the training needs: 1. Analyzing needs at the CLC level (a) what is the vision and target of the CLC from the trainee's perspective?, (b) Should the attitudes and perception of CLC personnel involved in the training of Employees for Oversea Jobs be changed?, (c) what might be the risks faced by the CLCs involvement in the training of these Oversea Job Seeking persons?, (d) How should the CLCs control these risks?, and (e) Are there any steps taken to control such risks? 2. Analysis at Individual level comprises of questions like: (a) what kind of skills and knowledge should be mastered by the training participants?, (b) what kind of trainings that must be joined by training participants?, (c) what kind of trainings meet the needs of the participants?, (d) who will be the resource person?, and (e) when and how many days should the training take?
- Designing the training approach: 1. Training purpose explains the competencies of participants after taking the training, including knowledge, skills and attitude of the participants, 2. Training strategies, comprises of: (a) explanation, (b) discussion, (c), demonstration, (d) role playing, and (e) simulation.
- Training materials: 1. Basic materials: materials that should be known by the participants, such as policies, rules etc. The methods can be explanation and question-answer. The percentage of basic materials is 15%-20% from the total training period, 2. Core materials: materials that should be known and mastered by the participants, aimed at the development of competencies. The percentage of core materials is 60% - 70% of the whole training period, and 3. Supporting materials: materials that are related to the support of core materials, including learning commitment, preparation, follow-up and internship. The percentage of support materials is 15% - 20% of the required training period.
- Training implementation: 1. Preparation, 2. Implementation, and 3. Post-training
- Evaluation and upgrading of the training: 1. Pre-training evaluation: written test, 2. Evaluation during the training: facilitator observation or notes, and 3. Post-training evaluation: written test

3.4 The effectiveness of the training model that can improve the skills of managers of CLCs involved in the training of Overseas Job seeking trainees.

Campbell (1992) in Mathieu et al (1992) said that "in determining the effectiveness of training, we should consider individual and work environment factors". The effectiveness of the training of CLC managers involved in training of overseas job seeking trainees will depend on previous, on-going and future trainings as well as influenced by individual factors and work environment (condition of the CLC). Besides, the effectiveness of training is determined by training methods.

The preliminary study revealed that that factors that cannot be influenced by the training, such as motivation before taking the training influences the training effectiveness. It was also revealed that participants are more zealous and motivated to participate in the training if they are sure of the outcomes.

Conclusion

In Indonesia, CLCs are nonformal and informal education centres or units which serve as community learning places which are established to fulfill the learning needs of the grassroot communities. In otherwords, CLCs are an initiative from, run by and meant to serve the community (*Dari- Oleh dan Untuk*), so they have important role to play in preparation and development of human resource to levels said to be of full competency in this era of globalization. Therefore the role of CLC managers or administrators is so vital in helping to achieve the purpose of any given community or target group in this case trainees seeking for overseas employment.

Thus CLCs involved in the trainings of human resource should be able to perform functions like: training function all categorises of applicants, should coordinate activities involving learning meant o serve communities by working with partner organisations.. Therefore, the training model aimed to improve the managerial competencies training of CLC managers should improve the skills of most of the CLC personnel.

Based on the above, the model of managerial competencies training is expected to contribute to the enrichment of the conceptual design for the trainings aimed to the improving and enhancing the capacity of the workers in all fields and in specific those seeking for Jobs abroad.

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