THE ROLE OF EDUCATION OUT OF SCHOOL IN HUMAN RESOURCES DEVELOPMENT

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Abstract

The Indonesian government is currently working on improving the quality of human resources so that our country is not far behind overseas and can compete in any field. One of the important factors in improving the quality of human resources is through education. The low quality of human resources can be caused by economic factors. The government moves the Non-School Education program to provide skills for citizens of productive age. The research method used is a qualitative research approach and descriptive research type, the data collection techniques used are literature / literature review, articles. Human resource development is influenced by education, one of which is out-of-school education. Outside school education that is designed to teach citizens to learn to have the types of skills and / or knowledge and experience that are carried out outside the formal education pathway. Efforts to improve human resources require cooperation from parties, especially the provision of education and expertise in accordance with standards set by the government. Quality human resources, targets in Indonesia's development will be easier to achieve.

Keywords : the Non-School Education; development; human Resources
PRELIMINARY

The Indonesian government is currently working on improving the quality of human resources so that our country is not far behind overseas and can compete in any field. Education is one important factor in improving the quality of human resources. Education is an effort to produce higher quality human resources and can support development. Therefore education is closely related to development. Currently, the Indonesian state is still said to be a developing country characterized by physical and human resource development, so a community empowerment program is needed in order to advance these human resources. One of the efforts to advance human resources is to carry out the Out of School Education (PLS) program, one of the institutions created by the government to empower the community and to realize human welfare, one of which is Outside School Education (PLS).

Outside School Education already has a strong legal umbrella. Outside School Education (PLS) is not only needed in school education but also in the life of the wider community, this is based on Law No. 20 of 2003 concerning the National Education System. The Indonesian state still needs to improve its human resources and ways to improve the quality of human resources, one of which is through non-formal education or out-of-school education (PLS), out of school education consisting of formal and non-formal education. The low level of community education, especially for school-age children, is due to the inability of school-age children to continue their education to a higher level due to high dropout rates, lack of awareness about education and the most dominant is poverty. So that people have the skills or abilities to work and the quality of human resources has increased, the government needs to pay attention to and mobilize the PLS program. This paper discusses the role of outside school education in human resource development, the condition of education outside of school in Indonesia, and human resource development in Indonesia.

METHOD

This research method uses a descriptive qualitative research approach, to obtain an overview of the dimensions of the correlation between out-of-school education and human resource development. Data collection techniques used are literature / literature review, articles, online journals and articles from the internet. These three types of references contain the results of research and literature reviews related to the topic. The three methods by the author are used as a way to collect data, because they can increase the author's knowledge of the theories that support this research. Documentation to complement this research, the author also uses data collection techniques in the form of documentation.

Thus the authors use descriptive qualitative methods, which clearly describe the dimensions of the correlation between the role of extramural education and human resource development.

RESULTS AND DISCUSSION

The role of non-school education in human resource development. There are 3 education pathways in the education system in Indonesia, namely formal, non-formal and informal education. Out of school education channels include non-formal and informal education channels. Non-formal and informal education have a legal umbrella under the Law on the National Education System (National Education System). The legal basis for non-formal education is Law no. 20 of 2003 concerning the National Education System Article 26 paragraphs 1, 2, 3, 4, 5, 6 and 7, while the legal basis for informal education is Article 27 paragraph 1, 2 and 3.

Non-formal education

The government provides non-formal education for members of the community who need educational services that function as a substitute, supplement, and or complement to formal education in order to support lifelong education. According to Philips H. Combs in Sudjana (2010) argues that education outside of school is any organized educational activity that is organized outside the formal system, either independently or as part of a broad
activity, which is intended to provide services to certain target students in order to achieve learning goals. Meanwhile, according to Soelaiman Joesoef (2008) that out-of-school education is a new system, different from the existing school system. In non-school education there are things that are just as important when compared to school education, such as: the form of education, its goals, objectives, implementation and so on.

It can be concluded that out-of-school education is defined as education that is carried out outside of formal education for citizens to learn so that they gain knowledge of skills in life, for example training or courses for mothers to make pottery crafts from clay and utilize raw materials around the house to make soil clay into a more useful item. Such education is rarely obtained from formal education.

Developing the potential of students by emphasizing the development of professional attitudes and personalities is one of the functions of non-formal education.

There are several forms of non-formal education based on Law no. 20 of 2003 article 26 paragraph 3, namely:
1. Life skills education, namely education on abilities, abilities and skills that a person needs to live a life.
2. Early childhood education, this education is held before the basic education level. This education can be carried out through formal, non-formal or informal education.
3. Youth education, namely education to meet the needs of adolescents / youth to improve quality and develop their potential
4. Women’s empowerment education, namely to improve the quality of women both in terms of cognitive, affective and psychomotor.
5. Literacy education, which is related to the target population who cannot read and write or the Eradication of Illiteracy (PBA) or now known as (KPD) Basic Knowledge Course.
6. Equality education, namely education for people who want to equalize education such as formal education, for example pursuing package A for SD / MI, package B for SMP / MTS, package C for SMA / MA.

According to the Ministry of National Education (2006) The target of non-formal education is all levels of society, not limited to age, gender, socioeconomic status and previous education levels. It is said that non-formal education should be able to serve all levels of society in need both in terms of additional knowledge, skills and skills. All citizens who need education who do not have time / can attend schooling, the age specified is not limited, but is prioritized for the age of 10-44 years is the target of non-formal programs organized by the government with the target classification as follows, namely blind members of the community letters, dropping out of school, dropping out of school not continuing, job seekers who demand certain skills and those who are already working but want to advance their career ladder and need to meet skill requirements.

Mustafa Kamil (2009) expressed his opinion that several main notes that must be considered in the development of non-formal education programs are related to the success of learning to be achieved, namely:
1. Learning citizens, namely members of the community who participate in a learning activity consisting of:
   a. Age is very varied according to the program to be developed.
   b. Experience, namely the variety of experiences that learning citizens have as a target of non-formal education is a separate strength that can be used as a source in the learning process such as peer tutors.
   c. Competence (knowledge, skills, attitudes, and values that must be possessed and will be developed by the learning community as a result of their learning accompanied by a whole system of quality standards.
   d. Achievement motivation is the psychological side that triggers the participation of learning activities in non-formal learning activities.
2. Learning sources are members of the community who have advantages in terms of knowledge, skills, attitudes and are able and willing to transfer what they have to the learning community through the learning process.
3. Based on the above understanding, it can be concluded that non-formal education is
education that is tiered, systematic, which is carried out by some people deliberately that occurs outside the school program / system and aims to improve skills.

**Informal education**

Informal education is a family and environmental education pathway in the form of independent learning activities, based on Law Number 20 of 2003. Meanwhile, according to Axin (Suprijanto, 2009) informal education is education in which residents learn by accident and learn by accident to help residents learn.

Informal education is a lifelong process so that everyone obtains knowledge of attitudes, skills, values from daily life experiences, family environment, community, work and games environment, market, library and mass media. According to Sudjana, 2001, this informal activity is carried out independently and takes place through family education, youth education, and parental education. Basically, these activities become the roots for the growth of educational actions known today.

Programs that are needed for the welfare of the community should be owned by out-of-school education as community empowerers. Between the programs that are organized and the needs of the community there must be a match with the current development of society. Outside School Education is an educational institution that operates and works outside the formal schooling system in society. Itzen in Yapandi (2015) argues that education outside of school is a social movement that is reformative in nature, because it tries to change important parts of a society such as improving women’s education, improving the environment, small businesses and others.

Meanwhile, according to Sudarsono (2015) the types of non-school educational activities in developing human resources as a supplement to school education vary widely, such as vocational training, courses, apprenticeships in agriculture, industry, carpentry, household knowledge.

According to Fauzi Ibrahim (2010), the role of education outside of school is as follows:

1. As a substitute for school education, namely out-of-school education, which can replace formal education, which for some reasons does not follow formal education. Examples are chasing packages A, B and C.

2. As a school education supplement, namely out-of-school education carried out to increase knowledge, skills that are lacking from private sample school education, tutoring, training.

3. As a complement to school education, namely out-of-school education which is carried out to complement the knowledge and skills that are lacking or not obtained at school, for example try out, training.

Meanwhile, according to Fauzi Ibrahim (2010: 13), this out-of-school education has led to various supporting institutions for the implementation of program activities, both training, courses and non-governmental organizations.

An educational institution that operates and works outside the formal schooling system in society is education outside of school. To empower communities, especially urban unemployed groups and to catch up with other communities, educational organizations outside of schools must be able to synergize with the community and must always be innovative and creative in society to empower them and develop resources in that community.

To explore a community group learning process and practice systematically to improve competence and performance in their current jobs and prepare themselves for future roles and responsibilities, one way is outside school education. The meaning of learning is learning to know, learning to do, learning to live together and learning to be together and continuously.

**PLS** is a source of economic education, indicated by the following indicators:

1. The level of efficiency and effectiveness of PLS is very high, because almost all PLS
are designed and carried out based on community needs.
2. Functionally, the connection between PLS and school pathway education is as a substitute, a supplement and a complement to school education
3. PLS graduates either from unemployment, employees who want to improve their professions and skills so that they can work domestically and abroad.
4. Students from school lines whose academic abilities and vocational skills are inadequate, after taking certain courses become outstanding students.
5. PLS administrators can benefit and can employ enough employees to manage the PLS institutions and they are purely civil society organizations without government assistance.

According to previous research conducted by Syamsudin Kadir (2017), PLS must be supported by various stakeholders and continue to be developed in the framework of realizing community-based education that is more advanced, dynamic, competitive, connective and contributive to the advancement of the world of education, the world of work and various aspects of national life and other state.

While the research conducted by Syamsi (2010), Outside School Education as a community empowerment, the conclusions are as follows:
1. Outside School Education is any educational service effort that is carried out outside the school system, lasts a lifetime, is carried out deliberately, regularly and plans with the aim of actualizing human potential (attitudes, actions and works) so that people who love teaching and learning can be realized and able to improve welfare.
2. Community empowerment is a group of people who understand how to monitor socio-economic and political pressures so that they are able to develop and develop society.
3. Out-of-school education as a community empowerment is a way to explore a community group learning process and train systematically to improve their performance competence in their work and prepare themselves for future roles and responsibilities, by interpreting learning to know, learn to do, learn live together, and learn to be a person simultaneously and continuously.
4. The cycle of community empowerment stages that is developed outside school education.

Nur agustingsih & Satrio P (2015) emphasized that:
1) Outside School Education consists of two educational channels, namely non-formal and informal education,
2) Outside School Education has a basic role as an addition, complement and substitute for school education. As a substitute for school education, out-of-school education can replace formal education, which for some reasons does not follow formal education.

As a supplement to school education, outside school education is carried out to increase knowledge, skills that are lacking from school education, as a complement to school education, outside school education is carried out to complement the knowledge and skills that are lacking or not obtained at school.

Wedi f (2015) and Dian S (2015) also emphasized that the role of outside school education in community empowerment is one of the main bases for improving the quality of life for the better. Improving the quality of life is a basic process to assist the nation and state of Indonesia to improve their competitiveness. The inability of the community to comprehend the problems of their life as a whole is a fundamental problem in community empowerment, thus preventing them from being able to access pathways to improve the quality of life optimally. In a much broader context, education outside of schools provides access to this. In order to provide opportunities for the community to improve the quality of life that is much better, it is necessary to revitalize outside school education.

Development aimed at making people more creative, mastering and capable of developing science, technology and arts (IPTEKS) and having a creative morality is very necessary so that people can survive and are not vulnerable in facing various difficulties are efforts made in improving human resources. Through creativity, society becomes dynamic and can find positive solutions when facing a problem or difficulty in life.
Human Resource Development in Indonesia

Having a community that is empowered, has power or has the knowledge and ability to fulfill their needs, whether they are physical, economic or social, such as having self-confidence, being able to convey aspirations, having a livelihood, participating in social activities, being independent in carrying out life's tasks are the results which want to be achieved by a social change in human resource development.

The state of Indonesia is known as gemah ripah loh jinawe, has abundant natural resources, has a variety of mining products, agriculture, fisheries, forestry, plantations etc. but without the support of qualified human resources who can process existing natural resources, it is impossible for the state. Indonesia will develop and become a country with good economic growth, therefore human resource development needs to be addressed and increased so that labor productivity is good.

To realize human beings as a whole and Indonesian society as a whole includes human development, as a human being puts pressure on the dignity, rights and obligations of humans which are reflected in the values contained in humans both in terms of ethics, aesthetics, and logic which include values. spirituality, personality and struggle are a series of efforts to improve the quality of human resources

Human resource development shows the conditions or results to be achieved by a social change, namely the community is empowered, has power or has the knowledge and ability to meet their needs, whether it is physical, economic or social, such as having self-confidence, being able to convey aspirations, having eyes. livelihood, participate in social activities, be independent in carrying out life tasks.

Like President Joko Widodo at the Plenary Cabinet Session on Availability of Budget and Indicative Ceiling for 2020, 23 April 2019, at the Garuda Room, Bogor Presidential Palace, West Java Province explained that "Our main priority in the future is the development of human resources that is consolidated with good, supported by a budget that is right on target so that there is an increase in labor productivity through a clear, measurable road map, and the results can be enjoyed by the community"

In the opinion of Budi Aryo (2020), there are at least four main policies in the effort to increase human resources, namely: Improving the quality of life which includes both human qualities such as physical and spiritual, as well as the quality of life such as housing and healthy settlements; Increasing the quality of productive human resources and efforts to equalize their distribution; Improving the quality of human resources capable of utilizing, developing, and mastering science and technology with an environmental perspective, as well as developing institutions that include institutional and legal roles that support human resource development efforts.

Starting in 2019, Human Resource Development (HR) has become a strategy for future development of the Indonesian nation, the choice of this strategy is pursued to accelerate economic growth needed to improve people's welfare. Increased work productivity, in winning the competition amidst the fast changing changes in the world of business, political economy and culture have a strong correlation in strengthening human resources towards superior human beings.

Indonesia is required to consistently increase the rate of economic growth, amidst the increasingly competitive world economic turmoil, in order to answer the problem of increasing people's welfare. This coincides with the rush of hopes to make Indonesia a developed country with the potential for a demographic bonus and natural resource gifts. Several predictions by foreign survey agencies, which project Indonesia will align with China and the United States as the countries with the largest economies in the world by 2030, hopes This is not an exaggeration if you look at the development achievements that have been achieved by the Indonesian people in recent times Development of human resources is a challenge in itself for the Indonesian nation when looking at data released by the World Bank, where in 2018 the World Bank stated that the quality of Indonesian human resources was ranked 87 out of 157 countries. Meanwhile, in the same year, Business World explained that the competitiveness ranking of Indonesian human resources was ranked 45 out of 63 countries. This ranking is still inferior to the two neighboring countries, namely
Singapore and Malaysia, which are respectively ranked 13th and 22nd.

Choosing a development strategy with a main focus on human resource development is very appropriate to answer challenges for Indonesia, considering that Indonesia is currently in the period of the Asean Economic Community (AEC) which demands skilled and superior Indonesian human resources to have high competitiveness so that it has a high level of competitiveness. contribution in nation building.

It was emphasized that humans and all their abilities must be the main criteria for assessing the success of a country's development, so the Human Development Index (HDI) was created. Human Development with a clear and measurable road map and carried out massively is indispensable in order to answer the challenges of development and ensure its contribution to the achievement of Indonesia's Asean Economic Community (AEC) which demands skilled and superior Indonesian human resources to have high competitiveness so that it has a high level of competitiveness. contribution in nation building.

A superior Indonesia will be achieved if we prepare seriously and work together in developing human resources, so that we can move quickly to win the competition and be taken into account by the developed countries of the world and need support from various stakeholders for the work of the government, it needs to be optimized so that can accelerate the realization of Indonesia's 2045, especially in realizing a more prosperous, advanced, sovereign, just and prosperous Indonesia, becoming the largest economy five worlds.

At the technical level, the vocational committee as a forum for collaboration between the government and industry to be encouraged to continue to improve synergy, starting from program design and curriculum design, training standards to the delivery of job training, so that the link and match policy can actually run.

With human development supported by all stakeholders, the Indonesian nation is actually moving towards Superior Indonesia, as President Jokowi's speech at the MPR-RI Annual Session, August 16 2018. "Building Indonesian people is our investment to face the future and pave the way to Indonesia is advanced. We prepare Indonesian people to become superior humans from the womb to growing independently, as well as improving the welfare of themselves and their families ".

CONCLUSIONS AND SUGGESTIONS

From the above discussion regarding the role of non-school education in human resource development, it can be concluded that education outside of school is any educational effort that is organized outside the school system and lasts a lifetime, is carried out deliberately, regularly and plans with the aim of gaining knowledge and life skills that can improve the quality of life. Outside school education consists of non-formal and informal education. Outside school education plays a role as an addition, complement and substitute for school or formal education, Outside School Education contributes to HR development, economic development is strongly influenced by high human resources. With high human resources, productivity is high and it is hoped that they can manage existing natural resources effectively and efficiently, so that people's welfare will increase and economic growth is even higher.

Efforts to increase human resources require cooperation from all parties, especially families in terms of providing education and expertise in accordance with the standards set by the government. Awareness and enthusiasm to continue to improve self-quality and competitiveness are also needed from the young generation who are agents of development for this nation. In addition,
monitoring and evaluation is needed to ensure that existing programs run as expected and have a significant impact in increasing labor productivity, especially the younger generation. With qualified human resources, the targets in Indonesia's development will be easier to achieve.

SUGGESTION
1. The community should actively participate in the implementation of out-of-school education because education is not only the task of formal educational institutions but is the duty of all elements of society.
2. Raising public awareness of the importance of the concept of lifelong learning in order to achieve sustainable development
3. The government needs to continue to develop PLS in order to create a illiterate-free society and to complete the 12-year compulsory education so that community productivity will be even better.

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