

Vocational Training for Woman: Designing for Work Competency

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ABSTRACT

Women's working competency to improve their economic well-being has become a major issue in developing countries. This study aims to investigate how does education institution enhance women's competency in workplace. Competency is manifested by a person's skills, knowledge, behavior, attitudes, motivates and talents, which found to be distinguished between those who are successful or average at work. The standard work competencies must be achieved by a learner as it will determine the behavior and performance of a person based on predefined measurement criteria. The result shows that most training institutions only prepare a curriculum for learners who will work as an employee but not prepare the curriculum for the students who will work as an entrepreneur. The competencies established for a woman who will work as an employee determined by the apprenticeship place and training Institute that arrange the material according to the needs of workplace, however, for learners who will work as entrepreneurs the competencies have not specifically defined. This research show there is an implication on the partnership between educational institution and the business world in designing competency-based learning material in accordance with the job order analysis and identification of the needs to develop self-directed learning habit for women who aim to work as an entrepreneur.

Keywords: Woman, Competency, Entrepreneurship.

INTRODUCTION

Indonesian human resources previously dominantly worked in the extractive economy sector - subsistence such as agriculture, unskilled labor, home industry, etc. Along with the development during the era; Indonesia's economic sector began to shift in the modern economic sector in line with the increasingly widespread developed employment. Changes in the structure of the progressive economy in Indonesia are increasing, but the changes in the labor force have not shifted at all. The economic expansion within the industry should be carried out in an evolutionary way but also accelerated in an organized and planned manner through coordinated programs such as through

investment programs in the productive sector, labor migration and human resources development (Suryadi, 2014). This shift in economic structure, furthermore, affects the demands of a woman to take part in development. The woman who chooses to work outside her home destination is none other than to improve the welfare of herself and her family. A woman's moral career is influenced by an ethic of caring and a sense of responsibility not only to her, others and to their children (Liamputtong, 2006).

In 2009 in West Java, various courses were held, which aimed to improve the skills and knowledge of the labor force in West Java. The courses are organized in the form of program subsidies, such as the City Entrepreneurship Course (CEC),

Village Entrepreneurship Course (VEC), PKH Cooperation of SMK / Polytechnic / BLK / Higher Education, Professional Courses (CP), Productive Youth Employment Group (PYEG), Youth Entrepreneurship through Youth Agencies, and Entrepreneurship Part SP-3 (Directorate of Course and Institutional Development, 2009). The above programs are efforts to overcome unemployment through non-formal education programs in a form of training programs that are life skill for unemployed people in order to have competence in certain skill areas.

Data from the National Labor Force Survey (Sakernas) as of February 2007 issued by the Central Bureau of Statistics (BPS) showed that the unemployment rate was reduced to 9.75 percent compared to the August 2006 period of 10.28 percent. Despite the decline, the number of unemployed from colleges increased. If in August 2006 the unemployed among the educated people were 673,628 people or 6.16 percent, half a year later, this number rose to 740.206 or 7.02 percent. Based on data from BPS in August 2009, there were 8.96 million people (7.87%) of the total workforce of 113.83 million people (Directorate of Course and Institutional Development, 2010).

From the data can be seen that the number of unemployed is reduced, and working women are also in it. However, not all women have equal opportunities in both knowledge and skills so that an education is required that equips women to enter the business world or become entrepreneurs. Through education of women who do not have the knowledge and skills can be equipped with various needs of the business sector, especially through non-formal education courses and training. Even so, the development of life skills education in the course program, there are still obstacles to graduate's ability accordance with business world standards. As explained by Tilaar (2003) that not optimal absorption of courses graduated on existing jobs, the qualifications of graduates still do not meet

industry standards and there is no partnership between course and industry institutions to bridge the existing "gap". This has an effect of the decrease the number of courses due to the lack of interest in certain course institutions (Directorate of Course and Institutional Development, 2010).

For that need to be reviewed, the form of programs held in non-formal education should lead to efforts to meet the needs or problems on the field of work students. So it is expected that various skills and attitudes obtained by learners during the learning process can be more independent and provide benefits for their future. Conceptually, the competence of each job needs to be established by the training and training institutions in collaboration with the labor-absorbing parties so that the graduates are able to meet market needs and are ready to work. In addition, the learners are not only prepared to be a worker alone, but they must also be prepared as an entrepreneur so that many choices they will take after completion of courses and training that he followed.

Looking at the above, we can see that the role of vocational courses held by the community is very important and strategic. This is explained by the Law no. 17 on RPJPN 2005 - 2025 stating that the provision of lifelong educational services in accordance with the development of science and technology, so vocational courses should continue to be encouraged to improve the quality of life and productivity of the Indonesian population, including to provide knowledge and skills for the growing productive age population.

According to Mok the essence of independent learning in the learning process becomes one of the pillars put forward by UNESCO is Learning to Learn, together with Learning to Be, Learning to Do, and Learning to Love Together as a basis in lifelong learning. (Lewandowski, Co-Investigator & Lewandowski, 2015). For that study in this study focuses on the existence of the course institutions in

preparing the needs of the business world and develop business independently for the students.

The aims of the research can be translated into two research objectives: first describe empirical condition of vocational course in West Java Indonesia and how training institution develops learning skills in improving the competence of student.

METHODOLOGY

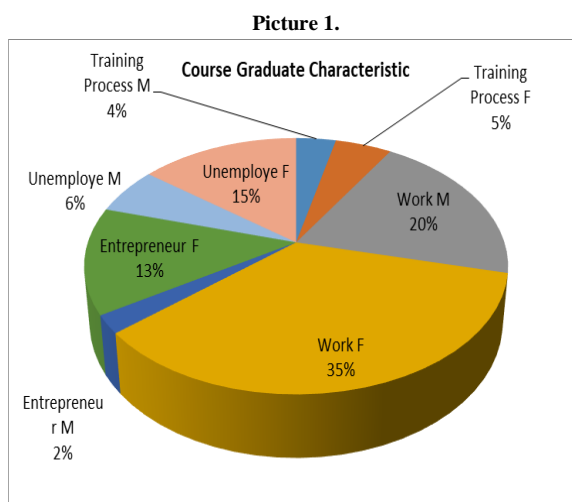
The research data were obtained by using interview and FGD instruments with the managers of 3 coursework institutes, supervisors on NonFormal Education Institution the sub-district, and documentation study on the data of courses institute in West Java. This study conducted a study on skills training activities held at the course institute in West Java as a population of his research. Furthermore, the sampling is done by purposive sampling technique that is the technique of determining the sample with certain consideration at the institution of three courses of the City / Regency that is Kab. Sumedang and Bogor City and Bandung City. The study was conducted from September 2016 to March 2017

RESULT AND DISCUSSION

1. The empirical condition of the Vocational Training Program in West Java

West Java is the most population provision of the population in Indonesia so the need for educational services is quite high. Course education services that focus on skills acquisition in a specific field make the course and training institutions evolve to meet the needs of the community. Based on data from 2017, there are 2,781 courses institution that organize 61 types of skills with a total of 4,041 participants. The amount is a course participant in the current year in addition to the data on the number of participants of the graduate course courses of the course participants divided into graduates working on institutions,

entrepreneurship graduates, and graduates who are awaiting employment placements (Figure 1).



Source: Directorate of Course and Institutional Development 2017

In the picture above, we can analyze that graduates of the skills course participants are mostly 55% working in the company or industry, 15% are entrepreneurs, 21% are waiting for placement, and 9% are still in skill education. The data is obtained from the provision of skill courses sourced from the Directorate of Courses and Institutions. This institute provides assistance in organizing a skill course for LKP by referring to the technical guidance of organizing a subsidized course.

The overseer states that the implementation of the courses and institutions is in line with the Central Government's policy of three strategic educational issues: firstly, mapping and expanding access to education, both quality improvement, relevance and competitiveness, and three governances of public accountability and imaging. "The government provides a variety of subsidy assistance for skill programs that can be organized by courses such as: City Entrepreneurship Course (CEC), Village Entrepreneurship Course (VEC), PKH Cooperation of SMK / Polytechnic / BLK / Higher Education, Professional Courses (CP), Productive Youth Employment Group (PYEG), Youth Entrepreneurship through

Youth Agencies, and Entrepreneurship Part SP-3 section is aimed at equity and expanded access directed to preparing professional staff.

However, based on the 3 year latest data on the blockgrant recipients of the Directorate of Courses and Institutions, subsidized skills programs budgeted for courses and training institutions in West Java over 95% of the programs organized are entrepreneurial programs (PKW, PKWU and PKH). This is inversely proportional to the data graduates of the course institutions are more likely to work in companies or industrial businesses. This means that the goal of implementing government subsidized programs for community entrepreneurship development is not achieved.

Confirming the above data, managers of the subsidized course institute explain the various obstacles faced in the implementation of the program: (1) inputs, including: the difficulty of finding citizens in accordance with the program subsidy requirements, the lack of motivation of the course participants to develop the lesson material learned, and course participants have not been actively involved in learning activities. (2) process, namely: learning is still centered on the instructor, the learning time is very limited in accordance with the allocation of program subsidies, and the unclear competence that must be developed by the manager. (3) output, in the form of graduate competency does not become the standard of achievement of subsidy program. (4) impacts, namely: there has not been any assistance activities as part of the follow-up of program subsidy and the monitoring of the independence of the course participants by the subsidizers. (5) partnerships, the partnership has not been supported in the empowerment of graduate program subsidies. (6) Environmental inputs, i.e. managers still have not made the development of fashion or the needs of the community will model clothing as part of the course program.

2. Learning Design for Vocational Training Program

In the learning management activities, the instructor considers elements in the training program that are participants, programs, approaches, methods, teaching materials and evaluation. Course participants as well as other courses that followed by the community, can be separated into two groups, i.e., immature learners and adult learning residents, who have different desires with immature learning citizens. As stated by Meyer et al that important things in self-study consist of external and internal factors. The external factor in question is the development of a strong relationship between the instructor and the learner and the preparation of the enabling environment. While internal factors are skills that must be achieved by learners. (Meyer, Haywood, Sachdev, & Faraday, 2008). The curriculum or learning program in sewing course refers to a competency-based curriculum consisting of 3 subject groups, namely: theory (knowledge), skills (skills) and attitude / behavior (attitude).

3. Recommendation

The implementation of subsidized skills courses based on government policy is directed to the development of entrepreneurship abilities and entering the field in business and industry. However, the absorption of graduate workforce more work in business and industry. This is the reason why the course management organizes a curriculum or subsidized course skills program with reference to business competence in the business and industry. The government needs to consider the amount of subsidized entrepreneurship subsidy assistance, where graduates have only 15% of graduate courses. For that the task of managing the institution of the course is more encouraging graduates to entrepreneurship. This can be done by compiling the curriculum of entrepreneurship training courses starting from the training process to mentoring. In

addition, it is necessary to assess the attainment of the competencies of graduate course participants because with the short time given for the managers to organize the course is very difficult for them to achieve the appropriate competence.

CONCLUSION AND RECOMMENDATION

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