

Strengthening of Rumah Pintar Al Barokah Institution Capacity through Need-based Management Training

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Abstract—Strengthening of Rumah Pintar Al Barokah House partners as the center of various activities in the Cibereum Village area of Wetan. Al Barokah Smart House. The lack of optimal performance of local managers and the lack of maximum effort in developing centers from each of the existing centers is the main problem of this institution. The purpose of this study is to describe steps to strengthen the capacity of smart home institutions. This research method uses a qualitative approach with the case method. The data collection techniques used are interview techniques, observation, literature studies, documentation studies. The results of the study indicate that measures to strengthen the capacity of smart home institutions are: a) implementation of needs-based training. b) post training assistance.

Keywords—training; management; capacity of smart home institutions; and education outside of school

I. INTRODUCTION

National education in Indonesia still faces three big complex challenges. The first challenge, as a result of the economic crisis, the world of education is required to be able to maintain the results of educational development that has been achieved. Second, to anticipate the global era of education, it is required to prepare competent human resources to be able to compete in the global labor market. Third, in line with the enactment of regional autonomy, it is necessary to make changes and adjustments to the national education system so that it can create a more democratic educational process, pay attention to the diversity of needs / conditions of the region and educators, and encourage increased public participation. In addition, national education is also still faced with a number of problems that stand out, namely: (1) there is still a low level of equity in obtaining education; (2) the quality and relevance of education is still low; and (3) the management of education is still weak, in addition to the realization of independence and excellence in science and technology in academic circles.

As a national education subsystem, non-formal education is faced with two major challenges in the development of non-formal education, namely, first, how non-formal education is able to implement national commitments to improve and develop the quality of education; and second, how non-formal education can play an effective role in helping solve various problems faced by the lower classes of society, which have

various structural and cultural limitations and powerlessness due to geology and socio-demographics. The approach to always integrating quality aspects in designing and developing non-formal education programs and involving all education stakeholders is a strategy to answer these challenges, because for non-formal education, programs that do not consider quality will not be effectively implemented.

Non-Formal Education Institutions such as Smart Houses, PKBM, learning studios, Islamic boarding schools, hermitage, and organizers of other educational activities such as foundations and others have the capacity to develop non-formal education which is an important part of the education development program and overall community development. Non-formal education is a deliberate conscious effort to help the community so that they can change attitudes and constructive behaviors and can use these attitudes and behaviors in improving their standard of living.

The spectrum of comprehensive education services is more likely to be done through non-formal education. The conceptual-theoretical and factual-empirical argument is because according to the perspective of non-formal education, education does not end at the end of school or formal education, but it is a lifelong process that covers the entire life span of an individual, including through non-formal education on efforts to grow a fond community learning (learning society). People like to learn can be realized if every citizen of the community is always looking for and finding something new and meaningful, increasing their abilities, and developing and through learning activities. Learning activities have become people's necessities and habits (Profile of *Rumah pintar*). Learning activities carried out by each citizen are not limited to knowing or learning something (learning how to learn), nor learning only to, solve problems that arise in life (learning how to solve problems). Learning activities that they do are directed to the interests and progress of life (learning how to be), learning to do things (learning how to do), and learning to live together (learning how to live together). People like to learn will at the same time be a prerequisite for the growth of an educated society.

Smart House is a "Home of Education" for the community which aims to:

- Increasing reading interest, developing children's intelligence potential, introducing technology through learning in 4 centers.
- Developing and empowering community potential skills based on local potential through craft centers.
- Spur community creativity in order to maintain and preserve local culture.
- To develop entrepreneurial skills based on local potential.
- Improve family living standards.

Community empowerment can be chosen to support the community of the Cibereum Wetan village in training. One form of community empowerment activities is through the provision of needs-based training at the Al Barokah smart home institution. Training is empowerment in the field of education so that people are able to explore traditional wisdom (indigenous-technology) and easily adopt innovations that benefit their family and community life [1].

Through empowerment, information and knowledge that are the main determinants of the progress of a society can be transmitted to the next generation. Community empowerment is considered a national investment so that it is expected to be able to improve human skills and people's knowledge [2]. The results of interviews conducted at the preliminary study phase revealed that there had never been a need-based training. Need-based training activities for managers of smart home institutions can be designed taking into account aspects such as: (1) based on the results of identification of the learning needs of local managers; and (2) pay attention to the suitability of needs or types of skills with existing resource potential [3].

Sentra Kriya, which is the center for the provision and service of skills and other life skills in accordance with the needs of the community. Activities in the craft center are a community empowerment tool that is focused on providing life skills and vocational participants to work while working so as to foster an independent entrepreneurial attitude.

Thus the existence of a smart home is very much needed as a home of education with the aim of increasing reading interest, technological literacy and increasing skills activities and information centers, partnership networks and potential development platforms as well as concrete manifestations of human empowerment with the motto "From, By, For Society" based on determination "Towards an Independent Community Through Optimization of Potential and Self-Help". The era of globalization and the development of information technology that has an influence on communication patterns, Al Barokah Smart House as a facilitation media for rural communities to be able to have skills and utilize information resources to improve their standard of living has an urgent role in efforts to increase public awareness about the importance of education. The lack of available resources spurs smart homes to develop and contribute as much as possible to the progress of society with the work of the community to build independence.

II. METHOD

The approach used in this study is a qualitative study, with emphasis on emic views, which emphasizes the views of informants without coercion from researchers. Data collection is done by interviews and participant observation [4]. The informants of this study were the managers and tutors of smart houses. The end result is illustrated the process of strengthening the capacity of smart home institutions through needs-based training.

III. RESULTS AND DISCUSSION

Steps to strengthen the capacity of smart home institutions measures to strengthen the capacity of smart home institutions, namely a) needs-based training. b) assistance; Capacity development is an approach that is now widely used in community development. This term has been used since the 1990s by donor countries to improve the capacity of partner countries (countries that receive assistance). Capacity building efforts are an important part of various aspects of life. The importance of government officials to improve the performance of the apparatus in carrying out their duties as servants of the state, enforces regulations and deregulation of government policies, so that in the context of overall development capacity building efforts become an integral part. That is, there is no way for a development process to occur in any case without the effort to develop capacity for the actors as well as the system that regulates it. These include capacity building, a series of strategies aimed at increasing efficiency, effectiveness and responsiveness of performance. That is, as the ability of an organization or company to create value where the ability is obtained from various types of resources owned by the company. The purpose of Capacity Building is: In general, to realize the sustainability of a system. Specifically to realize better performance seen from: (1) Time efficiency and resources needed to achieve an outcome. (2) Effectiveness in the form of appropriateness of business carried out for the desired results. (3) Responsiveness, which is how to synchronize the needs and abilities of these intentions. (4) Learning that is indicated in the performance of individuals, groups, organizations and systems. Therefore, capacity building will change systematically and consistently the system of mind-set and culture-set organizational mechanisms of work that are not efficient, effective, productive, professional and bureaucrats that do not have the mindset of serving the community, have not achieved better performance, and have not been results oriented. Public services have not been able to accommodate the interests of all levels of society and have not fulfilled the basic rights of citizens / residents. The implementation of public services is not yet in line with the expectations of the nation which is increasingly advancing in increasingly fierce global competition. Benefits of Capacity Building activities in human resource development, to: (1) Reduce and eliminate poor performance. (2) Increase productivity. (3) Increase the flexibility of the workforce. (4) Increasing employee commitment. (5) Reducing turn over and attendance.

The researcher described the steps in strengthening the Al Barokah smart house as a center:

1) *Need-based training*

a) Recruitment of needs-based training participants: Recruitment of participants is the key that can determine the success of the next step in needs-based training. This stage the organizers set several requirements that must be met by needs-based training participants.

b) Identify learning needs, learning resources, and possible obstacles: Identification of learning needs is the activity of finding, finding, recording, and processing data about learning needs desired or expected by the organization. To be able to find these learning needs various approaches can be used. Three sources can be used as the basis for identifying learning needs, namely smart home managers / human resources, potential and problems in the community as a whole.

c) Determine and formulate needs-based training objectives: The purpose of the needs-based training formulated will guide the implementation of training from the beginning to the end of the activity, from making program plans to evaluating program results. Therefore, the formulation of objectives must be done carefully. The training objectives in general contain things that need to be achieved by needs-based training. These general goals are translated into more specific goals. To facilitate the organizers, the formulation of objectives must be formulated concretely and clearly about what must be achieved with needs-based training.

d) Develop an initial evaluation tool and final evaluation: The initial evaluation of a needs-based training program was intended to find out the "behavioral level entry" of needs-based training participants. In addition to the determination of the materials and learning methods to be carried out correctly, this search is also intended to group and place trainees proportionally. The final evaluation is intended to measure the level of material acceptance by the needs-based training participants. In addition to knowing the material that needs to be deepened and corrected.

e) Arrange a sequence of needs-based training activities: At this stage the organizer of needs-based training determines learning materials, chooses and determines learning methods and techniques, and determines the media to be used. The order that must be arranged here is the whole set of activities from opening to closing. In compiling this sequence of activities the factors that must be considered include:

- Training participants

- Learning resources
- Time
- Facilities available
- Form of training
- Training Materials

f) Training for trainers: The trainer must understand the training program thoroughly. The sequence of activities, scope, training materials, methods used, and the media used should be understood correctly by the trainer. In addition the trainer must also understand the characteristics of the trainees and their needs. Therefore, the orientation of the trainer is very important to do.

g) Conduct evaluation: Conduct evaluation of needs-based training participants Initial evaluation usually carried out by pre-test can be carried out both orally and in writing.

h) Implement needs-based training: This stage is the core of training activities, namely the process of educational interaction between learning resources and learning citizens in achieving their intended goals. In this process various dynamics occur which all must be directed to the effectiveness of needs-based training. All capabilities and all components must be put together so that the training process produces optimal output.

i) Final evaluation of a needs-based training program: This stage is done to determine the success of learning. With this activity, it is expected to know the absorption and acceptance of the citizens learning about the various materials that have been delivered. That way the organizer can determine the follow-up steps that must be taken.

j) Evaluation of needs-based training programs: Evaluation of a needs-based training program is an activity to assess all training activities from beginning to end, and the results are input for the development of further training. Kartika argues that the implementation of this kind of model can be said to be a standard step in every training event. With this activity, in addition to knowing the perfect factors that must be maintained, it is also expected to know also the weak points in each component, each step, and every activity that has been carried out. In this activity the results are not only judged, but also the processes that have been carried out [5]. Thus a comprehensive and objective picture of the activities that have been carried out is obtained. The following figure 1 is a training model based on participant needs.

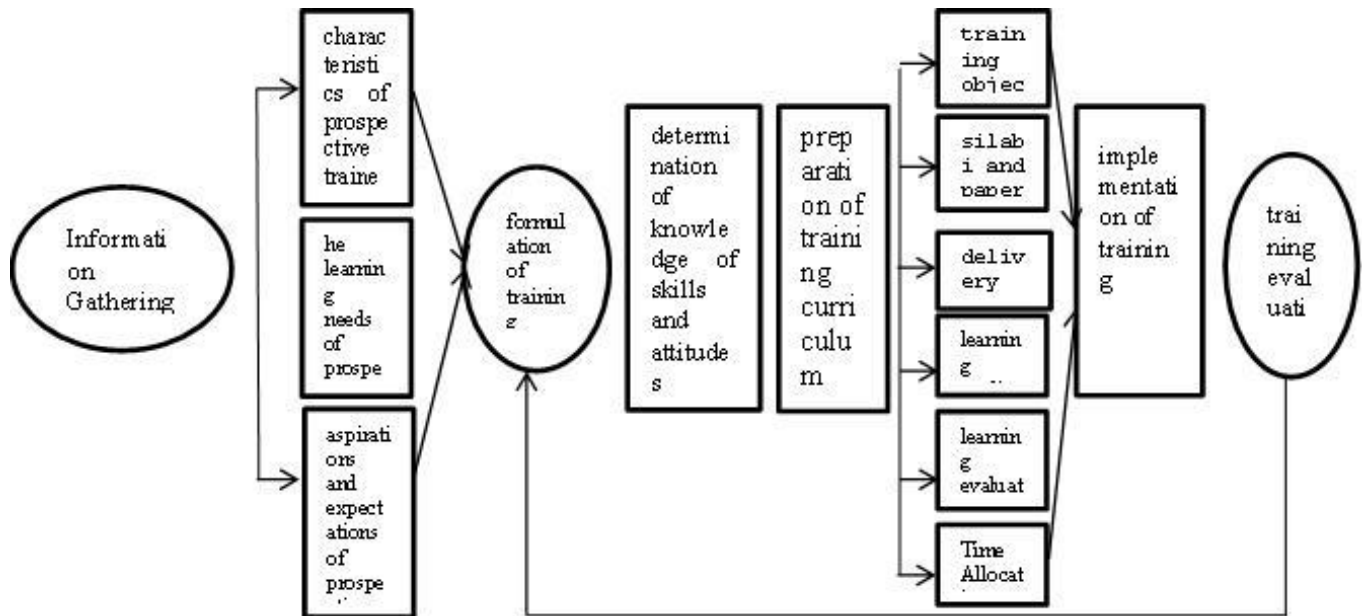


Fig. 1. Training model based on participant needs.

Every human being must have needs. Needs exist as a manifestation that the person lives. The security of needs is also a reason for someone to continue to improve their lives, both in terms of education, social or self-actualization. As stated by Abraham Maslow that there are five levels of human needs, namely physiological, security, social, appreciation and self-actualization [6].

begins so that the estuary eventually becomes the human's self-actualization. This stage is a general stage and is always experienced by humans in general from basic needs to self-actualization. Because human beings in essence always experience the stages of these needs, the birth of the training model based on the needs of the participants is not free from continuous human needs.

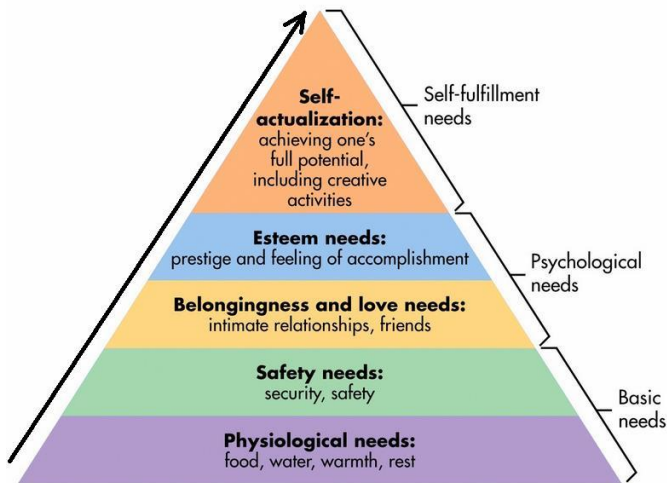


Fig. 2. Pyramid of Maslow's hierarchy.

Every human being needs food, drinks, clothing, education as basic needs that must be fulfilled or in maslow hierarchies called physiological needs. Furthermore, the need for security. As a human being, of course, it requires security in living life. One of the forms of this sense of security, humans began to build houses as a place to take refuge from danger. After a sense of security is fulfilled, human needs do not escape there, humans need social life as a manifestation of a whole human being. When in social life, humans are also required to create an idea or achievement for the sake of their survival, then a sense of wanting to continue to contribute and achievement

Basically this training model is almost the same as the previous training model, there are formulation of objectives and training evaluation. However in this model the formulation of objectives is prepared and determined based on the training participants' needs. So before a trainer must gather information related to the training participants from the characteristics of prospective trainees, their needs are up to what is expected by participants after participating in this training [7]. This training model is usually applied when conducting training based on community empowerment.

2) Post training assistance

Assistance in training programs can be interpreted as a follow-up of the training that has been given by the main instructor through continuous interaction between the accompanying instructor and the participants until the participants are considered capable of compiling the work program of the Al Barokah smart home institution. Kamil argues that mentoring is an activity carried out by someone who is consultative, interactive, communicative, motivational, and negotiative. Consultative in question is to create a condition where the companion and the one being assisted can consult in solving problems together, meaning interactive between the companion and those who are accompanied must be equally active, communicative, meaning that what is conveyed by the companion or accompanied can be understood together, motivated the companion must be able to foster self-confidence and can provide encouragement / motivation, and negotiation, meaning the companion and those who are accompanied easily make adjustments [8].

Based on the results of the implementation of needs-based training, the respondents generally felt that the implementation of needs-based training had been quite good. This is based on the respondent's answer to the questionnaire given, which is 3.37 with a good enough category. The categories distributed in detail in the training planning indicator are quite good (average of 3.34), the training implementation indicators are quite good (average score). 3.42), and the training evaluation indicators are categorized quite good (mean score 3.36).



Fig. 3. Results based needs training.

Needs analysis is an effort to find out what things are actually needed by participants in the training. Respondents' answers regarding the relevance of the material to the needs were very high (average score of 3.49), instructor competence was very high (average score of 3.44), facilities and infrastructure training facilities were very high (mean score of 3.65) high (mean score of 3.51), implementation of the implementation function was very high (mean score of 3.46), implementation of evaluation function was very high (mean score of 3.47), and recruitment of participants was very high (mean score of 3.62).

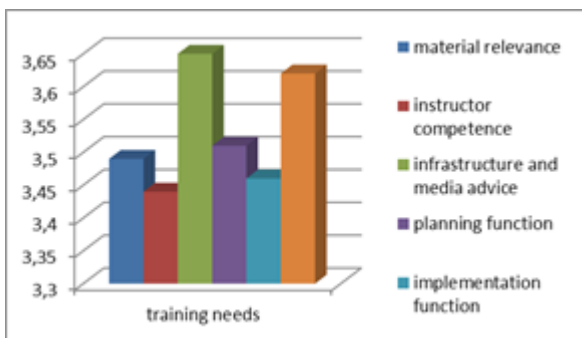


Fig. 4. Program evaluation results.

Based on the data analysis of the results of participant evaluations of the needs-based training program, the results showed that the needs-based training program used in the training activities was perceived as very good. This is indicated by a cumulative score of 5 variables that build a training program of 3.60 or in a very good category. These results indicate that the training participants were very satisfied with the implementation of the training. Participant satisfaction is a very effective reinforcement in learning, if participants find

satisfaction in learning then there is a tendency that they will return and continue what they have learned [9].

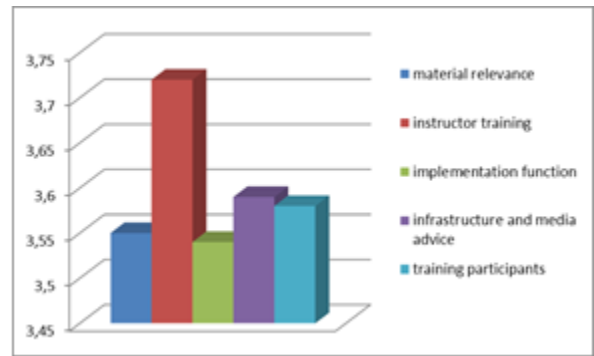


Fig. 5. Program evaluation results.

This cumulative score is an average score of 3.55 instructional materials / training material is very good, needs-based training instructor variables of 3.72 are very good, the procedure variables for training implementation are 3.54 very good, facilities and infrastructure variables and the training media of 3.59 was very good and the need-based training participant variable of 3.58 was very good. Need-based training evaluation is tailored to the training participants' needs, namely the evaluation of training programs. This is as explained by Chaudhery that evaluations are carried out to help managers, employees, and professional human resources to make decisions about certain programs and methods [10]. Evaluation begins with a clear identification, objectives or expected outcomes of the program. training by focusing on goals and results.

IV. CONCLUSION

The conclusion of the steps to strengthen smart home institutional capacity are:

A. Organizing Needs-based Training

Organizing Needs-based Training, as follows :

- Recruitment of needs-based training participants.
- Identification of learning resource needs.
- Determine and formulate needs-based training objectives.
- Compile evaluation tools.
- Arrange a sequence of needs-based training activities.
- Training for trainers.
- Carry out evaluation for needs-based training participants.
- Implement needs-based training.
- Final evaluation of a need-based training program.

B. Post Training Assistance: Conducted Consultatively

Consultative in question is to create a condition where the companion and the one being assisted can consult in solving

problems together, meaning interactive between the companion and those who are accompanied must be equally active, communicative, meaning that what is conveyed by the companion or accompanied can be understood together, motivated the companion must be able to foster self-confidence and can provide encouragement / motivation, and negotiation, meaning the companion and those who are accompanied easily make adjustments.

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