

# Recruitment Model of Human Resources Training and Development Education in Improving Graduates' Competence and Employability

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**Abstract:** The role of study group of out-of-school education laboratory Indonesia University of Education in providing program services has a strategic role in the middle of the limited learning service in the class. The laboratory is used as a learning center (learning center) as well as learning practice in preparing PLS UPI graduates to be ready to compete with other universities supported by educational and training tools. In addition, professional management arrangements in managing PLS laboratory should be supported by a clear and precise operational procedures unit so that the competence of PLS UPI graduates can increase according to the graduate profile. This research method applied is qualitative approach with case method. The data collection techniques used are interview techniques, observation, literature study, documentation study with data sources of 5 students, 1 organizer, 3 lab. PLS and 1 resource speaker. The result of the research shows that the general condition of the student activity of the department of PLS after the activity of motivation study group and interest is high, social contact (the ability of students to communicate very high / active, and the stewardship of BEM in Department and University is very high.) There is a conceptual model design that begins with stratified assessment, including initial assessment, process assessment, and final assessment as a follow-up.

## 1 INTRODUCTION

Entering the 21st century, Indonesia is faced with complex issues such as the issue of reform in the life of the state and nation, the problem of the prolonged and unresolved crisis, the macro-government policy issue of the system of autonomous regional government that empowers the community. We also face major and fundamental changes in the global environment. The change in the strategic environment at the global level is reflected in the formation of forums such as GATT, WTO, and APEC, NAFTA and AFTA, IMG-GT, IMS-GT, BIMP-EAGA and SOSEKMALINDO which is an effort to welcome the free trade which will undoubtedly take place the very tight level of competition.

A monopoly regulation changes into a free competition. Similarly, it occurs in a market that is initially oriented to the product (product oriented) switch to market orientation (market driven), and from protection move into free market. For that reason, we need to anticipate this situation by

strengthening the ability to compete in various fields with the development of Human Resources.

The educational position in human resource development and sustainable development in Indonesia is faced with major challenges, for example: 1) the education world is required to maintain the results of development that has been achieved as a result of the economic crisis, 2) to anticipate the information age, the education world is required to prepare competent human resources to be able to compete in the global job market, 3) in line with the enactment of regional autonomy, it is necessary to make changes and adjustment of the national education system so as to realize a more democratic education process, taking into account the diversity of local content and learners, and encourage the increasing the people participation.

The purpose of higher education or higher education mission with the spirit of what has been formulated by Ortega Y Gasset namely: teaching, research and community service in the form of professional development. With the rapid development of science and the open of living with

humans, the responsibility of a scientist will have a new dimension of devotion to all mankind. Federico Mayor sees it as one of the tasks of the future university by referring to one Tamil poem a century before AD by Tirou Vallouvar: The future university must establish "Network" with regional and international institutions of higher education not only because of the universal sciences, as well as the employment of scientists that will be global. (Tilaar, 1998)

Higher education in developing societies has a dual mission, not only a pioneer of a scientific approach to the development process, but also a bodyguard of moral values that maintain human dignity in society. Therefore, the college campus is a democratic society, open to the occurrence of clear and logical thoughts in the context of integrated development.

Two important roles of universities that are always a concern today, especially in order to participate in building a society to the global community, are; 1) in the conceptual order, higher education is a strategic vehicle in designing actual concepts as the main foundation of building society. 2) in the implementation framework, university is expected to be able to understand the problems that occur in the midst of society, so as to be able to build the community with qualified alternative ideas.

On that basis, the academic development of university students need to think and implement the "action program" as the realization of the *Tridarma Perguruan Tinggi*, so that understanding and appreciation of the phenomenon of people's life as a social fact becomes more real.

In accordance with the demands of *Tridarma Perguruan Tinggi*, in another dimension of UPI as a superior and pioneer university, today it is claimed to have a tendency to be able to take part in the development of human resources which is not only oriented towards intellectual development, but human resource development oriented towards preparation graduates who have future insights supported by the possession of skills and functional skills as the provision of life in the community. In the implementation, the approach can be developed through a more systematic, individualistic but integrated, or monolithic learning model.

Referring to the vision, mission, perspectives and development of UPN PTN BH, especially the Department of out-of-school (PLS) education that has the dimension of expertise and the field of study that requires a multidimensional approach through the development of PLS Laboratory, trying to prepare candidates for creative professionals and

high-level work ethic and able to compete in dealing with various forms of PNFI program implementation, in accordance with the development of the demands of community learning needs. Besides, it also demands the development of education disciplines related to PLS, both related to the study of policy, research and development of theoretical concepts and applications in the implementation of PLS. In relation to this matter required various forms of concrete efforts made by the laboratory in support of supporting the implementation towards the achievement of the mission.

The role of study group PLS Laboratory as learning center (learning center) and also learning practice in producing graduates who are ready to compete with other college graduates need to be supported by a clear and precise operational procedures unit so that the developed program can be run in accordance with the guidelines that have been prepared, of course it begins with the process of debriefing various competencies and other abilities.

The development of this study group is assumed to increase the competencies that have been formulated in the curriculum of the Department of PLS FIP UPI, which generally includes: generic expertise related to the expertise provided to PLS graduates and relevant to their competence; mastery of areas of expertise, understanding of learners, management of educational units, mastery of participatory learning, personality development and professional PLS. The specific expertise includes both methodological and substantive expertise in line with the meaning of competence expressed by Palan (2003: 10), Dubois and Rothwell (2000: 6), Kessler (2006: 14) that competence is a set of knowledge, skills, behavior and values which is manifested in the work.

Reasons for recruitment of Lab. PLS study groups are as follows:

- A conducive academic student culture that hasn't been built
- The low soft skills of the students as the foundation of professional development of PTK PNF
- Have not built adequate learning network both internally and externally
- Academic guidance is still very segmented and periodic
- Implementation of the study group program has not run optimally

- Not yet formulated systemically recruitment system that refers to the model of training PSDM

This research describes the first condition of student activity of department of PLS in following study group activity of Lab. PLS seen from motivation and interest, very high social contact (ability of student to communicate and stewardship follow BEM in Department and University). Design conceptual model study group begins with stratified assessment, including initial assessment, process assessment, and final assessment as a follow up. Systematically the study group program was started by assessing the students, especially in this phase to analyze the needs, potentials and interests of students to join and conduct activities in the study group, on this phase as well as analyze and review (assessment) of the basic competencies that have been owned by students, after the various considerations further formulated the design of the study group program Lab. PLS together with supervisors, senior students and even elements of alumni.

## 2 RESEARCH METHOD

The approach used in this study is a qualitative study, with emphasis on emic, which is concerned with the views of informants without coercion from researchers. Data collection was done by interview and participant observation (Moleong, L J., 2007). Informant of this research is student, companion of organizer of study group. The end result is illustrated by the conceptual model of the study group.

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## 3 RESULTS AND DISCUSSION

### 3.1 General Condition of Student Activities Department PLS FIP UPI

In general, the overview of Lab. PLS study group developed from the analysis of the vision and mission of UPI PTN BH as a pioneer and superior

universities. The Department, as the leading institution in carrying out its duties and functions to develop the science of education outside the school, is always responsive to the demands and problems and the development of society. All of these aspects are reflected and reduced in packing and developing the curriculum. The laboratory as a kitchen for the development of the field of study of out-of-school education, developed into a service house for lecturers, students in pursue and sharpen the dimensions of competence and expertise in accordance with its level (S1, S2, 1st, 2nd, 3rd and last year of S3 and even alumni).

The preparation of professional staff, which is considered to be adaptive and appropriate for the field of scholarship and the skills of out-of-school education requires specification of research, assessment and is believed to strengthen the formation of competence and employment of graduates, among others through the development of the PLS Lab study group.

Many areas of highly specialized out-of-school education require persistence and can be a cluster of study groups. In the early stages of 2013, four study groups have been developed and designed through this program, although the four groups are only at the pioneering stage of the establishment, which means that they do not have a clear management tool or program or activity form, but in 2014 it develops into ten study groups. The ten study groups were identified, namely; (1) Study Group of Early Childhood Education (PAUD), (2) Study Group of Literacy Education (KF), (3) Literacy Study Group, (4) Course and Training Study Group, (5) Media Study Group, (6) Life skills study group, (7) Study group of Student Productive Economic Enterprises (UEPM), (8) Study Group Children with special services (beggar, child laborers, victims of family violence, trafficking etc.), (9) Study group of HIV AIDS, (10) Cross-field study group. In 2015 formed into 4 study clusters of PNFI study groups, training review groups, community empowerment study groups and early childhood study groups. In 2016, the study groups were formed into three study groups: PNFI study group, training study group and community empowerment study group.

Students have various characteristics; these characteristics can be social character, culture, psychological character and character of student's economic condition itself. These characteristics distinguish the type of student behavior in certain situations. The psychological social characteristics observed in this study are characteristic views of age, characteristics in the classroom management

organization, characteristics in the BEM management organization in Departments and Universities, characteristics in the community and social contacts of self-confidence, responsibility, experience, motivation, independence, and consistency.

According to BPS (2015), based on population composition, age is grouped into 3 i.e. age 0-14 years considered as unproductive population group, population group aged 15-64 years as productive group and age group 65 years and above as population group which no longer productive. Age of respondents is the length of the respondent lives up to the research done; the student's productive age will affect the adoption process of a new innovation.

Distribution of student age characteristics based on the results of research known that 98.00% of students are in the age range of > 20-22 years. This shows that most of the respondents are in the productive age category, the age of the respondent is related to the innovation, someone at the non-productive age will tend to be difficult to accept the innovation, and otherwise someone with the productive age will be easier and quicker to accept innovation. This is in accordance with Soekartawi's (2005) opinion that younger students usually have a passion for wanting to know what they do not know yet, so they try to accelerate adoption of innovation even though they are usually inexperienced in the matter of adoption of the innovation.

### **3.2 Design of Recruiting Model of DIKLAT and PSDM which Have Feasibility in Increasing Graduates' Competence and Employability**

From the description of the general description of the above mentioned activities, it is ultimately assumed to increase the high level of employment, both from the quantity aspect, the quality of PTK-PNF manpower and even assumed to be a trigger in encouraging the high level of absorption of graduates of PLS department by partner institutions, stakeholders or parties users of other graduates.

The development of the study group program, designed to apply a multilevel assessment model, includes preliminary assessment, process assessment, and final assessment as a follow-up. Systematically the development of the study group program was started by assessing the students, especially in this phase to analyze the needs, potentials and interests of students to join and conduct activities in the study group, in this phase as

well as analyzing and reviewing the basic competencies that have been owned by students, after further considerations, the design of the PNFI study group program together with the supervisors, senior students and alumni elements. The program that has been compiled is then implemented in the form of study group activity, in this phase the assessment of the process of conducting the study group activities for all fields. Lastly do an assessment in the framework of obtaining feedback and follow-up programs that must be implemented by the study group in one phase or cycle of a particular activity.

Based on the above description, seen from the flow of the process of organizing this study group, it will follow the procedure that begins with the assessment process and end the follow up of the program.

From the results of the study on the implementation of the study group program developed, the existence of this study group has a value of excellence in several ways:

- Students are taught through systemic, specific and integrated learning systems and acquire comprehensive curriculum strengthening, with proportional weight theory and practice.
- Students are taught through varied learning, whether individual, group, mass with the highest weight on individual learning (self directed).
- Students are taught through experience learning cycle, that is, through; exploration of concepts, further theories directly conduct testing or experimentation, reflect on his experience, and formulate new conceptions and so on.

The process of guiding students through study groups is done in stages (layered), namely; (2) through guidance by the coordinator / assistant of senior students, (3) through the guidance of the lecturer based on the expertise of the study field, (4) through the referred technical resource person (s) and recommended by counselors, in accordance with individual institutions or expertise in the field of field studies. Activities and products or study results from each study group can be input and inventory of products and activities for departments, faculties and UPI in improving accessibility of service programs, partnerships and institutional development itself.

For communities, institutions and target groups, even practitioners in the field obtain academic services from students and lecturers through the implementation of study group programs.

### 3.2.1 Schedule of Activities

The results of the study on the implementation of preliminary study (exploratory study) on the setting or working area of program targets, drawn up the recruitment model design through several stages, namely: preparation stage, implementation, reporting stages, and program sustainability. In more detail these activities are as follows:

#### 3.2.1.1 Preparation Stage

Some of the activities undertaken at this preparatory stage, both technical and administrative in relation to program implementation, such as:

- Conducting policy review materials related to the study group
- Conducting assessment of students' interests and needs, as well as field studies, with regard to socio-cultural conditions and potential and other support issues, within the target area environment.
- Conducting socialization of study groups
- Performing the dissemination of registration forms
- Recording the participants of the study group
- Activities in the preparation stage are carried out with methods and techniques of identifying the needs of participants with the dissemination of instruments or identification tools of need. The resulted product is the data base of the study group participants.

#### 3.2.1.2 Implementation Stage

Implementation of expedition treatments program contains the material: awareness, appearance, motivation and advocacy to study group participants with the method which is done in the form of outbound, FGD and workshop. These traits form the management of study groups by producing products consisting of general guidelines of study groups, preparation of study group recruitment sop, governance structure, and study group guides. Continuing the coordination and dissemination activities of the study groups in the framework of the preparation of study groups were conducted through several types and stages of activities as follows:

- Coordination of the organizing team with department leaders, PLS laboratories, faculty, universities, local government, agencies / agencies, NGOs, and other community institutional elements.
- Conducting a dialogue (Focus Group Discussion), involving elements of faculty leaders, departments, lecturers of study groups, coordinators and representatives of study group members.

- Semiloka preparation of guide and organization of study group Lab. PLS
- Implementing mentoring and advisory test (empirical validity) application of draft guidelines and organization of study groups Lab. PLS Each study group conducted various studies activities with various agenda that have been prepared by the study board, guided by a coordinator of senior students and lecturers expert in the field of study by using draft tools and guidelines that have been prepared by the organizing committee team.
- Carrying out analysis of the general guidelines of group study expedition study group Lab. PLS test results
- Implementing review and improvement of draft general guidelines expedition program study group Lab. PLS trial
- Writing of the results of the Lab. PLS expedition general guide trial

#### 3.2.1.3 Reporting

Reporting is the stage in which the report submits the implementation of conceptual model activities. It is expected that the implications of this reporting activity will be the follow up of the program plan that has been prepared by each study group. The preparation of systematic report refers to the guidance, the contents of the report describes the whole set of development activities, supplemented by various appendices in the form of tools or group instrument of study to other devices including activity documents.

#### 3.2.1.4 Follow up or Program Sustainability

Follow-up is the implementation of the study group program. Lab. PLS as one of the department's flagship product, especially PLS laboratory was pioneered and developed because it gives academic perspective with dimension of plural and futuristic. Plural dimension, that is, its development involves three studies and even its sustainability can foster other study groups that are more specific in accordance with the dimensions of science and dimensions of the field of study of education outside of school itself. A futuristic academic perspective implies that the type of study group will always be adaptive and melt with the demands and developments as well as the current problems in anticipating future trends.

With the characteristics of the study group program, the program's sustainability orientation has been embedded with the characteristics and demands of the program itself, so it becomes the concern and obligation of the department, especially the PLS laboratory study group continuously strives to

follow up and develop the program as its superior program according to the academic calendar of the department.

## 4 CONCLUSIONS

The general condition of the student activity of the department of PLS after the activity of motivation study group and interest is high, social contact (the ability of students to communicate very high / active, and the stewardship of BEM in Department and University is very high.) There is a conceptual model design that begins with stratified assessment, including initial assessment, process assessment, and final assessment as a follow-up.

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