

DESIGN OF DEVELOPMENT EDUCATION PROGRAM BASED OUTSIDE OF SCHOOL EDUCATION

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ABSTRACT

The most feasible or possible problem or need to be made a program is accompanied by the availability of resources, both human resources, infrastructure and facilities, as well as funding sources for implementation. In line with that, the role of the developer of the entrepreneurship education program is actually also as an ambassador for development, which includes the roles of catalysts, process assistants, solution providers, and source liaison (catalysts, process helper, solution giver, and sources linker), so if there are no resources available as needed, the entrepreneurship education program developer acts as a link between learning resources, so that a meeting between learning needs and learning resources is possible.

KEYWORDS: education, programs, entrepreneurship

INTRODUCTION

Understanding of prospects and job opportunities and entrepreneurship is the main basis that needs to be known by the developers of non-school education programs in formulating a new educational program for the community. Aryawan (2011) provides a concrete example of this, although this case occurs in different conditions. After the issuance of the policy on the change of function of SMK there were several cases of failure to open a study program. For example, the failure to open a fruit processing and packaging study program in Malang, East Java, at two new vocational schools resulted from the transfer of functions. The failure occurred because of the lack of study program enthusiasts. This is allegedly because the program developer did not understand the prospects and job opportunities and entrepreneurs in the processing and packaging of fruit products by the community.

Cases of failure of the establishment of a vocational study program can be converted to educational backgrounds outside of school. This is seen from the variety of study programs that should be based on students' learning needs. Similar to the conditions that occur in SMKs, an out-of-school educational institution such as PKBM or LKP has a very dependency on the learning needs of prospective citizens to study.

Topatimasang, Rahardjo & Fakhri (2005: 3) explained that the goals and paths to goals are always chosen by humans based on their values and beliefs. Thus, the challenge to educate the public so that they are not 'talkative' in choosing an education program is another task for an out-of-school educational program developer. In addition to these tasks is also the responsibility of the government (education office) and educational institutions developers. According to Hamdani & Lupiyono (2006), developers of non-school education programs need to consider the following matters: (1) prospects, employment / business opportunities, and availability of further education levels; (2) utilization of facilitator and / or instructor resources, because it is directly related to the success of learning as explained by Darling & Hammond (in Reinhartz & Beach, 2004: 730) that because student performance has been directly linked to the quality of

teaching, one of the the most important tasks of any school leader are hiring a competent and qualified staff; (3) mapping of community needs; and promotion.

DISCUSSION

Types of Educational Out-of-School Education Programs

Out of school is all forms of learning activities outside the school system, which are organized, intentional and planned to help citizens obtain the knowledge, attitudes, and skills needed to improve their standard of living. Therefore, activities such as courses, upgrading, training, counseling, and group learning form part of a variety of out-of-school education programs. The types of community education programs can be clarified by using program typologies according to Boyle (1981). There are three types of programs, namely (1) developmental programs; (2) institutional programs (institutional); and (3) information program (informational). The development program involves the target audience in determining the problem or need and the scope and nature of the program. The role of the developer of the entrepreneurship education program is to facilitate the entire education and training process, from the introduction of needs to the evaluation of results and programs. Institutional programs involve the target audience in conducting training. While the role of the developer of the entrepreneurship education program is to spread knowledge and technology through an instructional process. Information programs involve the target audience, especially as recipients of information. The role of the programmer is to provide answers to requests for information.

Program Design and Program Implementation Method Requirement

A community education program design can be fully adopted in designing entrepreneurship education programs in the community. At least include the steps and results of the activity: (1) diagnosis of the problem or assessment of needs, (2) selected themes or topics, (3) formulation of program objectives, (4) organizing learning that includes setting the subject and describing learning materials, methods and learning techniques, description of activity scenarios, implementation of community education programs, and assessment of community education programs, (5) determination of target groups or learning citizens, and (6) organizing learning citizens, in small groups or large groups. Various learning methods can be applied in various educational programs for general community empowerment, one of which is in the type of entrepreneurship education program. For example, if a skill has been established as the subject matter of an entrepreneurship training program, the method considered appropriate is lectures, questions and answers, demonstrations, and guided sales or bookkeeping practices.

However, if the problem is related to the low awareness of the community on the importance of entrepreneurship, the method considered appropriate is a method that stimulates changes in attitudes and target insights, such as: (1) pros and cons method; (2) image reaction method; (3) short message service method; (4) role playing methods; and (5) interactive dialogue methods (Sudjana, 2005). The choice of one or more of these methods must be based on the main domain of learning objectives. The pros and cons method for example, is very suitable for the realm of rational attitude. The image reaction method is suitable for awareness generation, the lecture and question-and-answer method is suitable for the realm of knowledge, while the demonstration method and practice are suitable for the skills realm. In addition to compatibility, which guarantees effectiveness, the selection of methods must also consider resource efficiency and program attractiveness (efficiency and attractiveness).

The following outlines the steps of designing a community education program.

1. Identify the problem

Before the program is implemented it needs to be understood in advance the problems faced by the community properly. The problem here can be interpreted as circumstances, facts, events that give a picture to us (program

developers) as something that is not in accordance with what we expect, both in terms of scientific norms, and in terms of applicable legal norms.

2. How to identify problems

Identification can be done using the following techniques: observation, interview, document review, questionnaire, group problem analysis, job analysis, and even skills or knowledge testing. In accordance with the role of the entrepreneurship education program developer, the target audience is the family and the community, especially those who have not yet developed, while the problems that will be chosen as the starting point of the program are the problems of daily life. Therefore, the easiest techniques to use are observation, interview and document review techniques. If a number of problems that are happening and that might happen have been identified, then an order can be made according to the level of importance as a basis for determining program priorities.

3. Formulate dialogical learning topics

After various problems are identified, it is necessary to make a classification according to the type. Symptoms of the problem can be included in the topic. This problem group can be solved through the topic and carried out by dialogical learning methods. That way it can accommodate problems that have been found. With expanded topics such as this, dialogue can be enriched, flexible, and attracts citizens to learn, so that dialogue can be more lively and not lacking in material.

4. Formulate objectives

The objectives need to be clearly formulated so that the dialogue is right about the goals and messages of the dialogue can provide knowledge and awareness of the problem, and improve the actions of citizens further.

5. Describe the material in the form of subjects

Based on the specific objectives in the previous step the main topic can be formulated.

6. Establishing the target group

After the subjects are known, it is necessary to determine who wants to be influenced by their actions as learning or fostered citizens. For example, community leaders, residents, PKK groups, mosque youth, youth groups, social gathering groups, and so on. The next process is organizing by, for example: (a) requesting permission from the local government by presenting ideas to be carried out; (b) if the local government can accept the ideas put forward, then things can be proposed. This includes holding small group meetings, using organizations or small groups that already exist in the village / nagari, but can also publish posters or pamphlets and so on for mass or large groups.

7. Determine the dialogue technique

The determination of the dialogue technique is based on the objectives to be achieved as well as the small size or size of the target group. For example, after considering these three factors, the "interview platform" technique was chosen. The reason is partly because the group is quite large, and so that the message to be conveyed is more directed and reaches all target audiences.

8. Development of scenarios

For example, the interview platform is held at the village hall / nagari, which includes around tens of people as official participants or listeners, plus those that are not official outside the village / nagari hall, or if the surrounding community wants to watch. Because it is needed a loudspeaker. The perpetrators are developers

of entrepreneurship education programs, consisting of four people. One person is the interviewer and the other person is interviewed. All four prepare the arranged space to fit the interactive dialogue method. Interviews were conducted alternately. After finishing, give the audience a question and answer opportunity. Before the interview begins, performances can be held and so on so that the atmosphere becomes fluid and not rigid. The interview will take approximately one to one and a half hours. On that occasion other community and village community leaders were presented. It is important to pay attention to the length of the interview, between those on stage and those who attend alternately until all the topics are covered. If it is seen as boring, discussion can be opened with visitors (audience).

9. Implementation

In order to carry out the planning of the entrepreneurship education program well, steps need to be taken as follows: (1) prepare the learning space as well as possible so that prospective citizens can learn to interview well; (2) providing loudspeakers, especially if there are abundant learning residents; (3) the presenter needs to practice first to make it more convincing and enjoyable to follow, (4) prepare distraction attractions with games, puzzles, music and so on, (5) control the use of time so that it is not too long, and adjusted to the atmosphere of activities and learning citizens, and (6) if indeed they have to ask for help from expert sources, then guarantees must be obtained that the speakers are truly experts and their presence is ensured.

10. Program Assessment

To determine the feasibility of the program and the results of the program, it is necessary to conduct an assessment of the participants, for example by: (a) interviews about the mastery of the material, and (b) feedback interviews about the process and usefulness of the program.

Analysis of Implementation of Program Development

In the implementation of non-school education programs there are a variety of problems that hamper their development. Analysis according to Boyle's (1981) view was carried out, so that six important things could be explained in the effort to develop entrepreneurship education programs in the community.

First, the involvement of learning citizens. Some out-of-school education programs tend to be implemented by school education institutions so that the involvement of learning citizens is lacking. The lack of interest in learning to participate in non-school education programs about entrepreneurship can be caused by several things, among others; (1) community needs are not accommodated; (2) the perception of citizens learning that the existing entrepreneurship education program does not provide benefits for meeting the needs of daily life because it is only focused on theoretical reflection alone; (3) the programs organized do not help much in solving everyday economic problems; (4) the organizers pay less attention to the physical, psychological and environmental conditions of the learning community, so that the program experiences lack of interest.

Second, the needs, intentions of organizers and program targets. The organizer of the out-of-school education program on entrepreneurship only looks for the easiest way to obtain a "project" so that it is less able to touch aspects of the real needs of citizens to learn. Because the consideration is not the achievement of learning outcomes of learning citizens, but rather the consideration of the benefits of the results of the implementation. Thus, program services only appear when there is funds, when there are no funds, the education program stops.

Third, balanced programs and differences in learning citizens. The emergence of out-of-school education programs on entrepreneurship needs to be adjusted to the specifications of the learning needs of citizens. A number of programs may be implemented with the achievement of targets through large-scale mobilization efforts which will have an impact on the unclear direction of the program and the target achievement of

entrepreneurial learning outcomes. In fact, often the learning facilities available are not comparable with the existing program targets. The limited learning facilities and infrastructure have caused the entrepreneurship education program in the community to be often hampered in its implementation. Thus the innovations of program organizers are highly demanded to be able to utilize the available local entrepreneurial resources.

Fourth, evaluation activities are carried out as is without regard to the theoretical foundation and its use in the community. In fact, evaluations may have been formulated by the organizer before evaluating the learning outcomes of the program. The formulation is carried out starting from the graduation percentage to the graduation score of the program. This is the cause of the emergence of public suspicion and doubt about the outcome of the entrepreneurship education program.

Fifth, decision making and support. The strong interference of the bureaucracy in the implementation of entrepreneurship education programs in the community, it has an impact on the low level of innovation for the development of quality programs. The low quality of human resources managing an entrepreneurial program is also a major problem, including the mental and intellectual quality of program managers in the community. This condition contributes to; (1) lack of manager innovation in program development; (2) insufficient program managers in analyzing the needs of the target group; and (3) manager's pragmatic attitude which is oriented to economic profit only.

Sixth, accreditation and quality. Non-school education programs, especially entrepreneurship programs lack clear standards. The gap in conceptual abilities and practices of graduates of entrepreneurship education programs with the need to improve the community's economy raises doubts in the community against entrepreneurship education programs held outside of school.

CONCLUSION

Community learning needs are the key to success of a program development plan. The various problems encountered must be registered according to the real situation in the community (societal-client system). Problems are different from one community to another. Problems that actually occur when observations are made are called real problems. While problems that are used as program topics can be problems that have not yet occurred or are expected to occur at a later time (hypothetical problems). The choice of topics or learning materials certainly has to prioritize real problems that occur during the implementation of the program.

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