

Non Formal Education Educators and Education Staffs Competence in Indigenous Law Community in West Sumatra (Human Rights Review)

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ABSTRACT

The study aims to determine the conditions of education competency and Non Formal Education personnel Lawang Indigenous law community Agam district and Koto Berapak South Coastal District. The research method uses a qualitative approach with evaluative studies. The population and sample in this study were all Non Formal Education Educators and Education Staffs in two traditional villages. Data collected through questionnaires and interviews. Data is analyzed by percentage. The results showed that the profile and pedagogical and professional competencies of Non Formal Education Educators and Education Staffs were in good category and there were still some that were not good.

Keywords: *competence, educators and education staffs, Non Formal Education, Indigenous law community, West Sumatra*

1. INTRODUCTION

Non-formal education helps the task of the state in educating the children of the nation, because many children of the nation are helped by their education, and many have also become civil and military bureaucrats with diplomas in equality of packages A, B, and C, or through Community Learning Centre programs, courses and other institutions in the traditional nagari

To be able to excel in learning requires the achievement of quality standards in accordance with PP No.19 of 2005 concerning 8 standards of education both formal and non-formal education. The superior requirements in the field of education can only be achieved if the educators, especially the Non Formal Education Educators and Education Staffs, have professional qualifications that are capable of transmitting and transforming the inheritance of their nation's culture and optimally developing the constructive basic potential of their students [1]. Besides that Non Formal Education Educators and Education Staffs must have academic qualifications and competencies as learning agents. Academic qualification as referred to above is the minimum level of education that must be met by an educator as evidenced by a relevant diploma or certificate of expertise. The learning process guarantees the achievement of continuing learning goals in achieving national education goals, so that Non Formal Education Educators and Education Staffs has functions, roles, and a strategic position. Article 39 paragraph 2 of Act Number 20 of 2003 concerning the National Education System states that educators are professionals [2]. The position of

Educators and Education Staffs Non Formal Education as a professional has a vision to realize the implementation of learning in accordance with the principles of professionalism and its action to become the main actor in developing the quality of human resources.

The quality of human resources here is quality Non Formal Education Educators And Education Staffs, namely educators who have professional abilities with various capacities as educators. The Basic Education Quality [3]. Study states that quality Non Formal Education Educators and Education Staffs is determined by four main factors, namely: (1) professional ability, (2) professional efforts, (3) time spent on professional activities, and (4) accountability.

The issue of how to improve the quality of Non Formal Education Educators and Education Staffs education learning is a problem in itself. The condition of the quality of non formal education educators and education staffs learning is concerning in the level of equality of packages A, B, and C, literacy, Community Learning Centre, courses, and the like are caused by several factors, including as stated by Herman[4], namely the limited ability of Non Formal Education Educators and Education Staffs The West Sumatra Education Office field revealed that there were a number of Non Formal Education Educators and Education Staffs weaknesses, namely the low quality of Non Formal Education educators and education staff, not yet willing to go to the Non Formal Education Educators and Education Staffs standard.

For this reason, it is necessary to study the conditions of the Non Formal Education Educators and Education Staffs competence in the Indigenous Community (MHA) of West Sumatra.

2. LITERATURE REVIEW

2.1 Educators and Education Staffs Non Formal Education

Research and development or in English is called Research The condition of Non Formal Education Educators and Education Personnel abbreviated as Educators and Education Staffs Non Formal Education is still not well organized as a place to educate the children of the nation and is heading towards standardization as in general formal education. To achieve the quality standardization of the Non Formal Education Educators and Education Staffs, it is necessary to work hard for all parties, both Non Formal Education practitioners and academics

According to Tilaar[5], today the community still expects the best behavior, So Educators and Education Staffs Especially Non Formal Education must play their social role appropriately in accordance with their status as educators and agents of community change. The professional duties of educators cover three fields, namely the profession, humanity, and social fields [6]. The main task of a Non Formal Education Educators and Education Staffs is quite heavy, therefore to guarantee the level of success or success in carrying out its main tasks educators must be qualified and have adequate competence. The quality of an educator can be seen from what Windham[7] said as follows: "The characteristics of educators are that the most common indicator base is used for education quality, namely the achievement of formal education, training attainment, experience of age, exchange, specialization, nationality, acquisition, ability verbally, and attitudes needed are needed".

Educators must have academic qualifications as agents of learning; Non Formal Educations have the ability to realize national education goals. Academic qualification as intended is the minimum level of education that must be met by an educator as evidenced by a diploma or certificate of expertise.

2.2 Non Formal Education Educators and Education Staffs Profile

The Non Formal Education Educators and Education Staffs profile or teacher is the identity of a teacher, both in terms of the learning process and from the Educators and Education Staffs education level itself. Sudjana[8] explained that the low public recognition of the teaching profession was caused by the following factors:

- There is a view of some people that anyone can be an educator as long as they are knowledgeable;
- Lack of non formal education educators and education staffs in the Indigenous Law Community, provides an opportunity to appoint

someone who does not have the expertise to become an educator;

- Many educators and Education Personnel who have not respected their profession.

2.2 Definition of Non Formal Education Professional Educators and Education Staffs

Professionalism comes from the word profession which means a field of work that someone wants or is engaged in. The profession is also defined as a certain position or occupation that requires special knowledge and skills obtained from intensive academic education. According to Kunandar[9] profession is a job or position that requires certain expertise, meaning that a job or position called a profession cannot be held by anyone, but requires preparation through education and training specifically. Alma[10] stated that professional Education Educators and Trainers, who know deeply about what is taught, are able to teach it effectively, efficiently and have a strong personality, who are high moral and have faith in their behavior driven by noble values and religious values.

2.3 Non Formal Education Educators and Education Staffs Competence

The term competency is often distinguished by competent terms. Harris[11] argues that competency is an expression of the ability to do things in satisfying ways. Competence is an attempt to describe what is expected, desired, added, anticipated and trained. Competent in someone in the form of ability or ability to do that is related to behavior patterns that can be observed. Competence shows the performance or actions that are rational and meet certain specifications in the implementation of tasks or educational work [12]. Based on the opinion above, it can be concluded that a person is declared competent in a particular field if the person has mastered work skills or expertise in line with the demands of the relevant work area and have authority in social services in the community. Work skills in actions that are meaningful, socially valuable and meet certain standards (criteria) that are recognized by the profession group and or the citizens of the community they serve.

2.4 Non Formal Education Educators and Education Staffs Performance

Educators And Education Staffs Non Formal Education is a driver of students who do not want to enter tiered education, but study in places they like such as wood trees, shops, huts, markets and others based on their own awareness [13].

The main task of Educators And Education Staffs Non Formal Education is to develop the potential of students to the fullest as suggested by Adam & Dickey[14] that the

role of Educators and Education Staffs is actually very broad, namely: educators as instructors, educators as mentors, educators as scientists.

Educators have a very specific role, namely: as a leader, as a guide, or as a guide to the learning center. The task of educators in the teaching and learning process includes pedagogical and non-pedagogical tasks [15].

3. RESEARCH METHODS

This study uses qualitative approach using descriptive methods. Arikunto[17] argues that descriptive research is generally carried out with the main goal of describing systematically the facts and characteristics of an object or subject.

Therefore, according to the discussion, the population in this study were all Non Formal Education Educators and Education Staffs in the area of MHA Lawang and Koto Berapak Pesisir Selatan nagari, namely as many as 24 Non Formal Education Educators and Education Staffs. The entire population became samples so the total Non Formal Education Educators and Education Staffs researchers took as a sample. The main instruments of the study were questionnaires and interviews. The questionnaire was distributed. The data analysis technique used in this study

is analysis using statistical analysis with percentage formulas and qualitative analysis.

4. RESEARCH RESULTS AND DISCUSSION

Educators And Education Staffs Non Formal Education Nagari Lawang and Koto Berapak competency data were obtained from questionnaire content items distributed to 24 Non Formal education educators and education staffs in Agam and Pessel Regencies. The results of the data obtained were analyzed in two indicators, namely the pedagogic competence and professional competence of the Non Formal Education Educators And Education Staffs. The results can be obtained as follows.

4.1 Indicator of Pedagogic Competence

Based on the results of the study, it can be explained that the pedagogic indicators are examined in three sub-indicators, namely understanding the theories and concepts of learning, understanding teaching methods and styles, and understanding evaluation of learning. The results obtained can be seen in Table 1 below.

Table 1 Understanding the Theory and Concept of Learning as Non Formal Education Educators and Education Staffs in Community Learning Centre, Courses, and Others

Question Number	Answering Choices	Percentage (%)
1.	Very Good	10,00
	Good	40,00
	Quite Good	20,66
	Not Good	29,34
Total		100%

Based on Table 1 above, it can be seen that Non Formal Education Educators and Education Staffs competencies in understanding learning theories and concepts as much as 10.00% are very good, 40% are in the good category and quite good categories are 20.66%, and not good are 29.34%. So in accordance with the results of the

questionnaire obtained can be explained according to respondents namely Non Formal Education Educators and Education Staffs in understanding Non Formal Education theory and concepts in the good category.

Table 2 Understanding the Method and Teaching Style of the Non Formal Education Educators and Education Staffs in Community Learning Centre, Courses and Others

Question Number	Answering Choice	Percentage (%)
2	Very Good	20,84
	Good	66,66
	Quite Good	10,93
	Not Good	1,57
Total		100%

Non Formal Education Educators and Education Staffs with question items that cover the Educators and Education Staffs concept in understanding teaching methods and styles. The results of the questionnaire can be seen that the category is very good as much as 20.84%,

both as much as 66.66% and the category is quite good as much as 10.93% and the category is not as good as 1.57%. So the Non Formal Education Educators and Education Staffs in understanding teaching methods and styles is mostly in the good category with a percentage of 58.66%.

Table 3 Understanding Non Formal Education Educators and Education Staffs Learning Outcomes Evaluation in Community Learning Centre, Course and Others

Question Number	Answering Choice	Percentage (%)
3	Very Good	20,55
	Good	56,31
	Quite Good	20,14
	Not Good	3,00
Total		100%

Based on the Table, it can be explained that Non Formal Education Educators and Education Staffs in understanding evaluation of learning outcomes is in the good category. This can be obtained from the results of the percentage of the questionnaire obtained which is as many as 20.55% who choose very well, 56.31% who choose well, 20.14% who choose the category quite well, and 3.00 are not good. These results can quite clearly be seen if calculated by the percentage of good categories with more percentages.

Based on the results of interviews conducted with Non Formal Education Educators and Education Staffs with a total of 5 items of questions each written in the answers can be explained that according to them generally Educators and Education Staffs have understood the concept of Non Formal Education learning well, so that the teaching and learning process runs quite well.

The learning methods used by the Non Formal Education Educators and Education Staffs vary. The diversity of the syllabus can make Non Formal Education Educators and Education Staffs variations in MHA (Indigenous Law Society).

4.2 Indicator of Professional Competence

The percentage results per answer item are for the professional competency category. The following is an overall summary of the questionnaire about the category of professional abilities with several sub indicators of mastery of learning material and implementation of learning.

Table 4 Assignment of Non Formal Education Educators and Education Staffs Learning in Community Learning Centre, Course and Others

Question Number	Answering Choice	Percentage (%)
4	Very Good	31,84
	Good	57,04
	Quite Good	10,12
	Not Good	02,00
Total		100%

From Table 4 above, it can be explained that respondents who chose alternative answers were very good as many as 31.84%, good answers as many as 57.04%, and the answers to the categories were quite good as much as 10.12%, and less well 02.00. Based on these results, Non

Formal Education Educators and Education Staffs in mastering learning material is in a good category with the results of the percentage chosen by the respondents is 89.04%.

Table 5 Non Formal Education Educators and Education Staffs Learning Implementation in Community Learning Centre, Courses, and Others

Question number	Answering Choices	Percentage (%)
5.	Very Good	6,26
	Good	53,31
	Quite Good	10,33
	Not Good	30,00
Total		100%

Table 5 above is the result of the percentage of questionnaires about the question of implementing Non Formal Education Educators and Education Staffs learning at MHA Nagari Lawang and Nagari Koto Berapak. Based on the results of the questionnaire circulated that the good category with a percentage of 59.89%. The results of the study were obtained from the results of the distribution of questionnaires that chose very well as much as 6.26%, good categories as much as 53.31% and those who chose quite well as much as 10.33%.

Besides that, based on the results of interviews with Community Learning Centre leaders, courses, and other institutions about Non Formal Education Educators and Education Staffs professional competencies, it can be explained that the planning of learning programs always does so before the learning process with kinship and brotherhood. Which is supported by pedagogical competence and professionalism of Non Formal Education Educators And Education Staffs

Teaching methods and styles are important elements for Non Formal Education Educators and Education Staffs In addition, the method is a plan or pattern that is used as a guideline in planning learning or tutorials, and also for determining learning media and tools, including books,

films, computers, curriculums and others [18]. Non Formal Education Educators and Education Staffs mastered the teaching methods in Lawang and Koto Berapak nagari which were formulated and presented by psychology and education experts [19].

Other factors that influence the competency conditions of the non formal education educators and education staffs are the belief system, local social politics, economic systems, cultural symbols, and a sense of security in education and education personnel in the Non Formal Education environment, especially in indigenous and tribal peoples. The attention of the local government and the nagari government also determines the success of Non Formal Education Educators and Education Staffs in the field. The difference in treatment with formal schools often occurs by local authorities, at a cost below the Regional Minimum Payment, which is very inappropriate

5. CONCLUSION

Conclusions that can be obtained from the results of the study include:

- The Non Formal Education Educators and Education Staffs condition in terms of ideological, socio-political, economic, cultural and security conditions is still inadequate, whereas in terms of the Non Formal Education pedagogic competency in Lawang and Koto Berapak traditional Nagari in terms of understanding the concept are in the good category, although some are still not good, including understanding the teaching methods and styles and understanding evaluation of learning outcomes.
- Professional competency in the mastery of Non Formal Education Educators and Education Staffs learning material in the Indigenous Communicator Lawang traditional nagari and Koto Berapak are both good and not good.
- Standardization needs to be established and established for Non Formal Education Educators and Education Staffs nationally, so that the Non Formal Education Educators and Education Staffs profession does not become a second class citizen.
- It is necessary to provide a level of welfare and professional guarantees for Non Formal Education Educators and Education Staffs on West Sumatra MHA, especially the attention of the Provincial and District / City Education Offices.

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