

# Model of Competency Approach in Management of Study Program/Concentration

O Komar

Universitas Pendidikan Indonesia  
Bandung, Indonesia  
Oong Komar

**Abstract**—Research objectives to assess the user's opinion regarding the competence of graduates on the job for use as formulation considerations product learning accordance with the competency needs implementation work graduates. This research approach to survey, interview and questioner. Done by analyzing how individuals act when they work. How to analyze it is done by asking workers to answer questions about their impressions on his work. In addition, opinion assessment of user graduates with interview techniques. The respondent consists of 4 user graduates and fresh-graduate 2 people in the last 5 years. Research results is a correlative between a qualifying program of study and analysis of the competence of graduates who have worked as Model of Competency Approach in Management of Study Program/ Concentration. Recommendations for improving service quality of courses in the future.

**Keywords**—management; qualification; competence; academic performance; job performance

## I. INTRODUCTION

Human Resources (HR) in organization is a key factor for the continuation of the organization beside machine and equipment, material, and fund. Problems that must be faced by management of organization in their effort to gain the goal of the organization about human resources, raw material, work equipment, machines of production, money and work environment.

These problems become the object of research management. The research concerns the problem of human resources. Mentoring is needed to give information which not only as theoretical framework but has already been enriched with experience and wisdom element which is obtained from work process for many years. To make such a condition, an organization can design it from the beginning. Beside relative routine tasks that is given to the new manager, other specific tasks can be included. For instance, the new manager can be recruited in a team that deal with specific project. The specific given tasks must be suitable with his competence so that level of difficulty of the tasks he must performs are proportional with his status as a new manager. The existence of leadership training service and its consultation can help to develop human resources of organization to help human resources development process in organization. Leadership is a key factor of success of an organization. Leadership is an entity that

direct the work of organization member to reach the goal of the organization.

The position of this research on the education and the workplace.

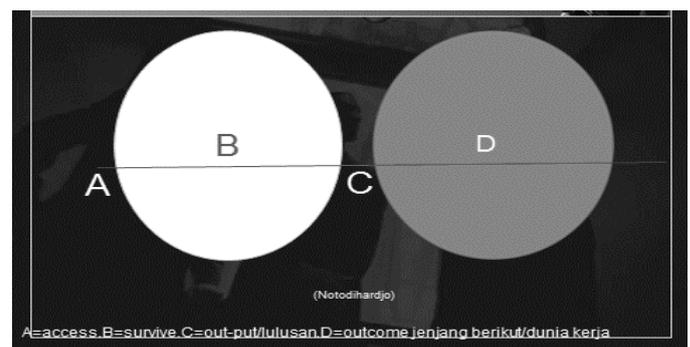


Fig. 1. Research area.

Figure 1 shows the position of the research areas of the research lies area A, B, C and D. A and B is the area of the school. Area C is fressgraduate and D area works.

Good leadership that able to perform the management of organization is the leadership which able to realize cohesive condition, harmonization, and promote the potential of resources of the organization so as to be able to compete well. Management is "... the ability to influence a group toward the achievement of goals." Other opinion said that management is "... the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives." So, there are also opportunities for online platform development to support data collection and survey administration (with an ethics framework) [1].

Support of effective principal leadership and school management is needed to support school primary activity that is learning and teaching process in the class. The pedagogical approach conducted in the intervention could, to some extent, be transferred to any school setting Kingston & Broadus [2].

Effective principal is they who open themselves to the existence of influence of teacher an employee toward important problems so that productivity and quality of school work will

be better if all of personnel work under shelter of a leader who able to fulfill their hopes.

Nowadays, what happen is (a) a gap between work seeker and job vacancy. Work seekers are higher than job vacancy available for community (b) gap between skill of the work seeker and the competence needed by the employer. Such a work force structure of education is perceived as a condition that has made the competitiveness, productivity, and income of Indonesian worker is relatively low.

To handle employment problems, one thing that needs to be done is applying relevant education system, that is, improvement of education system. This teaching approach can be based on authentic events that students have to describe and later reflect upon in a group setting by applying academic models [3].

What have been performed are, among others, synchronization and adjustment with recent business world so that labour can be absorbed optimally. To implement this program, the government must integrate the labour's need in business world with education sector. This effort include policy, curriculum, research and technology training program and certification, and integrated assignment. Much more work needs to be done on how schools and classrooms further exacerbate difference between students through differential access to certain types of curriculum, or segregation into difference types of learning environments [4]. So education system can be aligned with labour work competence to improve the competitiveness and productivity of domestic employment sector.

Competency is a set of smart action full of responsibility owned by someone as a requirement in order to be able to be deemed by community as capable of doing tasks of certain work. Recently, competency needed by world of business is more emphasized on good quality of soft skills than high specific scientific knowledge, so the ability to handle uncertainty is a key to survive in work community. This is in accordance with opinion, "knowledge-based society, educational equality, the devolution of decision power at the local level, a teacher education are named as the most important educational policy issues" [5].

Specific knowledge tend to be quickly obsolete whereas general knowledge that able to solve problems in professional context and the uncertainty of markets become a basic system of learning and teaching in the college. Theorizing is the capability to make sense of evidence using concepts and reasoning to offer credible interventions that are likely to make a desirable difference. The creative intellectual work of theorizing is useful for making an original contribution knowledge. So, the opinion that college make a person ready to work has shifted to making a person to have better life, because competencies needed to work recently are so wide and complex and have direct relationship with the need of life itself and more universal [6].

The need of competency become something absolute, because future challenge will become more severe especially as a result of the increasing intensity of competition that demand more risky and complex goods and services supply.

Technology is an increasingly important component of education. So, education services must be qualified in order to seize market share whatever little chance it would be [7,8]. Quality is a character or highest definition for a product or service that able to fulfill the hopes and satisfy the customer. Education quality is perceived as a person who managed to reach the objective of curriculum that is designed to manage learning process. Education quality is the ability of education institution in their empowerment of educational sources to increase learning capability as good as possible.

Education service is not only in direct intangible form, but qualitatively, the quality of education service can be seen from soft indicator as a concern toward the will/hope and satisfaction of education service customer. Depdikbud (The Ministry of Education and Culture 1998/1999) put forward four techniques of management to increase quality, those are: (a) School review, (b) Benchmarking, (c) Quality Assurance, dan (d) Quality Control [9].

So, quality must be increased in facing work competition in the world. Knowing the need of competition will make non formal education program easier to be a reference in developing program and curriculum. Even education and training institution certification institution will become a reference in performance of competence certification to make sure that the work forces will meet competence and qualification.

The good quality education must be supported by qualified school so that good quality education can be achieved. That is the school that entirely can give satisfaction to the customer (society). Customer need and satisfaction encourage the ability to compete in reaching opportunity in various business field, especially in facing global condition. Competition is not merely at local level but regional even international level.

Qualified school or effective/excellent school has characteristics: (a) teacher has strong leadership and the principal give high attention toward improvement of teaching quality, that teacher need a better organizing structure (b) teacher has high expectation condition to support student achievements (c) no rigid school atmosphere, cool without any pressure, conducive in all teaching process, taking place in a comfortable situation, this shared decision making process, however, progresses beyond the interactions at the individual patient-physician level to involve more patient participation [10]. (d) School had wide understanding about teaching focus and provide effective school with energy and resources to reach the goal of teaching maximally, (e) School is effective in ensuring the students' progress that is monitored periodically.

Effective teacher is a teacher who has high performance, especially in his teaching performance, able to create conducive learning atmosphere for students to study well and successful, and skillful in teaching in various methods, skillful in giving strength and skillful in finishing lesson, the preparation of teachers and the development of their pedagogical skills. And teacher becomes a model on the sight of the students in reaching the goal of education.

## II. METHOD

This research is carried out by analyzing how an individual take action when they work. The way of analyzing is done by asking worker (non-formal education graduate) to answer questions about their impression of their job. The questions consist the identification of the step of their kinds of work. So, qualitative analyses provide an accessible and theoretically flexible approach to analyzing data. The depth and flexibility of qualitative methods contribute towards the creation of an in-depth understanding of the participant's social word.

Besides, doing effort of appraisalment of opinion of the graduate users by interview technique. The guidance of the interview consists of questions describing various different affects from the worker behaviour with certain formula. Questions are given to the subject respondent (who are chosen with certain criteria). The respondents are taken from the users of graduate as much as 4 subjects (Head of Division of PNFI Bandung City and Head of Division of PNFI West Bandung District and Head of PKBM Ash-Shoddiq and Head of House of Learning), and graduates of non-formal education program (2 subjects) lifting 2011 and 2010. Time of research begin from April until November 2015, in Bandung City and West Bandung District, West Java Province.

## III. RESULTS AND DISCUSSION

Analyzed from academic performance the development of learning achievement profile (learning outcome), can be seen as: social educators, social researcher, practitioners/managers of non-formal education institution, andragogy, empowerment and development of society. From Job/competence performance: First, work competence based on skill and capability of profession in learning process. Second, managerial competence development in accordance with managerial functions must be carried out in managing organization to allow the manager to act effectively, creatively, and innovatively. From the users of the non-formal graduates perception concerning the difficulties in describing job, can be seen that the non-formal education graduates who work in the government and non-government institution have high academic competence. Most of them work in government institutions. Continuum line approach describes the three competences profile affirmed above as a starting point and the result can be seen through empowerment, improvement of institution, and economic improvement projected through the improvement of Human Development Index Rates.

The above results, can be related extensively to the opinion about non-formal education functions, those are: (1) as an education supplement. Non-formal education give opportunity to them who have make use of formal education and need learning experience as an additional experience in different place and time. (2) As a complement, that is, to complete student's ability by giving them learning experience that is not be achieved from school education curriculum. (3) As a substitution. Non-formal education replace school functions in local areas where the society, because of several reasons, can't be reach by formal education or school [11].

Other opinions, non-formal education function as an alternative effort for: (1) developing physical, spiritual and

values of the students based on their potentials to realize Indonesian who believe in and cautious to the Only One God, have fighting spirits, loyal and love their country, society, nation and state. (2) Developing creativity, feeling, and will so that they able to understand their environment, able to act creatively and able to actualized themselves. (3) To help students in forming and interpret their experience, developing cooperation and their active participation in meeting their common and community need. (4) Developing critical way of thinking and actions toward and in their environment, and for having ability to implement science, knowledge, and technology, although only in its simplest form, so that it can give additional value for their own and community life. (5) Developing attitude and moral, social responsibility, preservation of cultural values, student's participation in community changes with future orientation [12].

## IV. CONCLUSION

Learning outcome can be described as a social educator, social researcher, practitioners/managers of non-formal education institutions, andragogy, empowerment and development of society. Whereas job/competency performance are: first, based on skill and competence of profession in learning activity. Second, the development of managerial competence is in accordance with managerial functions that must be done in managing organization so as to make the manager able to act effectively, creatively, and innovatively.

Managerial competence need continuous development in order to be able to keep up with the changing environment along with the challenging change of the environment and motivated to produce new creative idea suitable with the need of global society. Recommendation to develop the quality of service in the following years, among others, are done by monitoring the work users to see the graduates innovation in developing their knowledge, especially in presenting themselves in social activity through printed as well as electronic media.

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