

Competitiveness of Public Services, Non-Formal Education Institutions Center of Education Indonesia

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ABSTRACT

This research aims to reveal (1) the form of competitiveness of the public services provided by non-formal education Study Center of Indonesia, (2) public perceptions of the competitiveness of the public services provided by the Study Center of Indonesia, (3) as well as the factors that is affecting the competitiveness of the public services of the Study Center of Indonesia. This research is carried out using a qualitative research and qualitative descriptive approach. Data collection techniques used in this study are observation, interviews and documentation. The data obtained were analyzed using qualitative descriptive with the stages of reducing data, displaying data and taking conclusions. The data validation technique is triangulation technique. The results of this study indicate that (1) the form of competitiveness of public services provided by the Study Centers of Indonesia educational institutions are a) services and learning programs that include learning programs (preparation for and entry into a university), academic mentoring programs, service oriented needs of students, a collaboration program b) alumni marketing strategy. (2) public perceptions of the competitiveness of public services provided by the non-formal Study Center of Indonesia, namely a) services as needed, and b) economical (3) factors that influence the competitiveness of the non-formal educational institutions Study Center of Indonesia, namely a) human resource competencies owned, b) institutional regulations, and c) supporting facilities.

Keywords Competitiveness, Public Services, Non-formal Education Institutions.

INTRODUCTION

Education is known as a process of inheriting culture, and it is usually carried out in three (3) paths according to those that listed in the National Education System Law No.20 Year 2003 article. This part is named formal, non-formal and informal education. Formal education is a structured of educational pathway consisting of basic education, secondary education, and high education, while non-formal education is a path of education outside of formal education that can be implemented in a structured and tiered manner. While informal education is the path that has to do with family and environmental education. Education helps in developing a generation that foster national development. Also, education also helps in creating both social and political awareness, and most importantly, education also help raise intellectuals with higher degree of competency in the current global era. The complex requirement for education requires other alternatives to formal education, but also includes non-formal. Informal education is very important as an alternative pathway because it helps and complements the work of formal education in creating competitive generation. Non-formal and informal education also plays a crucial role in developing individuals with knowledge, attitudes and skills.

Non-formal education as a companion to formal education is very complex, as explained by the Law of the Republic of Indonesia No.20 of 2003 article 26 paragraph 3. Non-formal education include life skills education, early childhood education, youth education, empowerment education women, vocational education, and job training, equality education, and etc. Non-formal educational institutions helps to provide good public service in terms of training and developing citizens, this is because as an alternative form of educational institution, non-formal educational institutions are sometimes considered to help improve students (Ibrahim, 2018; Risma Niswaty et al., 2017; Rengifurwarin et al., 2018; Saggaf et al., 2017). Furthermore, of course non-formal education institutions attempt to provide more detailed services than formal education. Usually, non-formal education institutions focus on specific aspects of public service, for example a small computer course institution is certainly more detailed in providing knowledge and skills to individuals, if it is to be compare it formal education (Daraba et al., 2018; R Niswaty et al., 2016; Saggaf et al., 2017; Saggaf, Akib, et al., 2018; Saggaf, Aras, et al., 2018; Salam et al., 2017; Salam & Rosdiana, 2015).

From the explanation above, it indicates that public services of non-formal educational institutions are more focused on the needs of individuals or users of these services when compared to formal education institutions that are more complex in service. This condition certainly becomes a new paradigm among the people who really want an efficient, effective and efficient service according to existing needs. The society currently demands a more pragmatic approach towards education, of which non-formal educational institutions are able to provide and improve the educational enterprise in Indonesia. In mega cities in Indonesia, varieties of non-formal educational institutions exists. Their presence in makes non-formal educational institutions one of the choices of most people in improving and increasing skills and knowledge of something that is specific and practical.

However, the history of non-formal education institutions in Indonesia, as experience evolution from simple to complex services both in terms of skills to

knowledge and this has affected the world of education in Indonesia, especially in today's modern world where innovation and improvement is increasingly felt in non-formal educational institution. As an example, in the context of State Higher Education Entrance Tests (SBMPTN) many non-formal educational institutions provides services that meets the target of university admission guidance, in addition, the recipient of CPNS (Calon Pegawai Negeri Sipil) Probationary Civil Servant is also not spared from the scope of this institution.

The number of non-formal educational institutions especially in the form of teaching institutions continues to increase alongside with the public interest. Services obtained by the public from non-formal educational institutions includes CPNS preparation and other National Exam tutorial. This is in accordance with the results of research conducted by Widyantoro Adi Nugroho, Anthropology Sociology Education Student, Faculty of Teacher Training and Education, Sebelas Maret University Surakarta, where the results of the study explain the reasons students engaged non-formal educational institutions includes 1) Students choose to participate in non-formal educational institutions as a place to improve their performance, as they: (a) feel the value of their subjects is less so that they need help to improve the value of their subjects. (b) Advice from parents who feel their children's grades are not good enough. (c) Want to pass the national examination and gain entrance into a famous university. From the above, it can be seen that the reasons students participate in a variety of non-formal educational institutions are not limited to the desire to improve the value of subjects.

However, the competition for each non-formal educational institutions as students and perspective student favorite occurs competitively. One of the impressive Non-formal Educational Institution is the Study Center of Indonesia. The Study Center of Indonesia attracts 1022 students in its first year, to be exact 2017 / 2018, and in the next academic year. The Study Center of Indonesia has become phenomenal, which has graduated more than a thousand in regular and intensive State Higher Education Entrance Tests (SBMPTN) programs.

From the context of the explanation above, it is certainly interesting to explore the extent of public services and services offered by these non-formal educational institutions, therefore this papers takes interest in conducting a study in public administration on these matters with the title of the research, namely "Competitiveness of Public Services, Non-formal Education Institutions Center of Education Indonesia" with special focus on the Study Center of Indonesia.

METHOD

This research uses a descriptive qualitative as well as qualitative research approaches which is designed to contribute to the theory, practice, policy, and action (Creswell & Creswell, 2017). While the informants of this study are people who uses the services of non-formal education institutions and non-formal education service managers, which determination the informants based on the criteria of researchers. In this study, the data collected technique in the form of observation, interviews and documentation was used to carry out this work. (Miles et al., 2014). To test the validity

of the data collected, this study uses data validation techniques in the form of triangulation of sources and methods.

RESULT AND DISCUSSION

The Study Center of Indonesia, is a tutoring institution that was established on July 21, 2016, of which, the previous owners operated it under a different name. Presently the Study Center of Indonesia is not seen as a plagiarist, but as a reformer and a reflection of existing educational institutions. The present leadership of the Study Center of Indonesia aims to form a generation of strong individual character with excellent zeal and competencies. In the third year of the Study Center of Indonesia existence, it has developed itself to become one of the foremost learning center in South Sulawesi, with seven(7) branches offices spread across several regencies and cities in South Sulawesi. Even in its first year of existence, the Study Center of Indonesia have good track record in the Sulawesi south district, this is evident in a large number of student (1022 students) who enrolled in the Study Center from Indonesia in the 2016/2017 school year.

FORM OF COMPETITIVENESS OF PUBLIC SERVICES PROVIDED BY NON-FORMAL EDUCATION STUDY CENTER OF INDONESIA

The form of competitiveness of public services from non-formal Study Center in Indonesia is as follows:

a. Terms of Services and Programs

As a non-formal educational institution, especially tutoring of students, public service is certainly a must, which implies that it still exists in the competitiveness competition among various Tutoring agencies.

1) Study Program (UN Preparation and State University Entrance)

The form of services provided by the Study Center of Indonesia is first a learning program (preparation for UN and Entering State Universities), the program itself is provided in order to supplement and complement the basic education students have. The program itself is oriented towards preparing students to face exams, namely the National Examination and the State University Entrance Test (PTN), known as the SBMPTN (Joint State University Entrance Test) test. Basically, this program is in the form of additional lessons received by students when they finish or outside school hours, while specifically in preparation for entering PTN, the program is intended for alumni, using its own methods and systems. Study Center of Indonesia as a Non-Formal Educational Institution seeks to complete the needs of individuals as students. The Study Center of Indonesia also follow up when students have finished with their formal education program. This implies that the Study Center of Indonesia follow-up students after they graduate from basic-school and want to continue their tertiary educational pursue. This is in accordance with (Kamaluddin et al., 2018; Saggaf et al., 2017; Saggaf, Nasriyah, et al., 2018; Salam et al., 2018) that "There is also the purpose of learning in the path of non-formal education aimed at the interests of continuing

education after the fulfillment of basic education, as well as the education of expansion and education of life values."

2) Academic Assistance Program

In addition to the above program, the Study Center of Indonesia also provides services in the form of the Academic Assistance Program (Material and Task Consultation and SNMPTN). This is important in order to provide mentoring services for students, with the hope that through this assistance students can access information's such as university, campus, scholarship and many others. This service is important because it helps the student to find solution to educational challenges and helps them to be more independent in future, especially in learning.

3) Service Oriented Student Needs

The program is also oriented towards the needs of students, this is because the available programs are geared towards meeting the needs of students, which as a Non-Formal Educational Institution the Study Center of Indonesia becomes compliment to formal education. In this case, the Study Center of Indonesia provides services needed by students, for example students need to write the National College Entrance Examination or official bond schools, and of course they need effective learning within short time. This is in accordance with the development of the competencies they have, so as to create an improvement for the students. In this context each student has different educational challenges, depending on the goals they want to achieve, such as choice of university, academic achievement etc., which of course, the only choice in meeting these needs is non-formal educational institutions. This is according with (Rachman et al., 2017) that "the target of non-formal educational institutions depends on the needs of their students such as the Secondary Education Age (13-18 years) The implementation of non-formal education for this kind of age is directed to substitute education, as a supplement and supplement education program for them."

4) Cooperation Program

The fourth form of public service is the Collaborative Program. In this case, the Study Center of Indonesia, as a Non-Formal Educational Institution and transparent society always enter in synergy with certain parties and organization in order to develop the potential and contribute to the development of the public, especially human resources through non-formal education. This can be seen on several occasion where the Study Center of Indonesia goes into collaboration with several related institutions such as PGRI, the Provincial Education Office and the Regional Office of the Ministry of Religion. This is in accordance with the opinion of (Jufri et al., 2018; Syam et al., 2018), that "one of the requirements for non-formal education is the integration of non-formal education with community development programs."

ALUMNI MARKETING STRATEGY

One very important aspect in increasing competitiveness is marketing strategy, which is the key to guarantee existence in intense competition. One of marketing strategy that is used in the study center is to involve alumni who have participated in the learning programs successfully, which helps convince the public that the services the center provides is quality oriented. This strategy is quite effective because it is able to explain clearly to the public as a result of the experiences of the past students who received quality education, which help to explain in detail about the services offered and the results achieved from those services.

1. Public perception of the competitiveness of public services provided by the non-formal Study Center of Indonesia educational institutions.

The public perception of the results of community hearing or community opinion in the presence of the Study Center of Indonesia tutoring, including services, facilities and teaching staff and programs offered by the Study Center of Indonesia. This perception includes the assessment of users of the service itself students and parents of students themselves. This perception covers several things:

a. Services based on Needs

The Study Center of Indonesia offers programs according to the needs of students, the program is prepared to meet students learning needs, such as learning made to be simple and direct, students can improve their ability with the use of materials, talent class, and task consulting services which is both available online and in person.

b. Economical

The Study Center of Indonesia as a Non-Formal Educational Institution is advantageous based on the fact that it does not discriminate economically, which implies that it is economically friendly to all levels within the society. This certainly refers to the general standard of public service provided by non-formal education institutions, such as costs affordable by the people, and simple service procedures.

2. Factors affecting the competitiveness of public services of the non-formal Study Center of Indonesia educational institutions.

Many factors currently affect the competitiveness of public services of the non-formal Study Center of Indonesia educational institutions, which are as follows:

a. Human Resource Factors Human Resource

Human Resources has become an important factor that affects the quality of services and programs provided. This is because, the teaching staffs plays a very important role as they are the ones who will be the vanguard of providing services for students in the activity of tutoring. Hence, the guidance of the Study Center of Indonesia is very selective in employing teaching staff, that is they must hold a bachelor degree, or at least people who have vast teaching experience.

b. Institution Regulation

Policy is also an important factor in the service with regulation bad services can be regulated. This regulation includes everything both in terms of the programs offered,

and the service standards provided. This regulation includes consistency of time when teaching a student, teaching according to the lay down rules, tutor attending a mandatory periodic training in order to improve his/ her competencies, as well as tutors consultation with students which must be carried out according to agreement and consultation schedule.

c. Supporting Facilities

One of the major determinants of worthiness and comfort in services is supporting facilities, the Study Center of Indonesia has its own standards in providing services in terms of facilities, such as each should only contain 20 students equipped with air conditioning (AC), equipped with the necessary learning devices needed to enhance learning. Likewise, facilities outside the classroom are computers and free internet access to support student in doing their assignments or in learning. Besides that, a game center is also prepared as a means of entertainment so that students are not bored with learning. In addition, CCTV cameras are also available to boost and maintain security during lecture periods at the venue.

CONCLUSION

Forms of competitiveness of public services provided by the Study Center of Indonesia includes Learning Programs (Preparation for National Exam and Entering State Universities), Academic Assistance Program (Consultation on Material and Tasks and SNMPTN), Service Oriented Student Needs, Cooperation Program. While the second form of public service competitiveness is the Alumni Marketing Strategy.

Public perceptions of public services provided by the non-formal Study Center of Indonesia educational institutions, includes services that meet the needs without paying attention to the economic and economic status of students. Likewise, some factors affect the competitiveness of the Study Center of Indonesia. The first factor is the competency of human resources owned, second is the regulation of the institution, and third is the supporting facilities.

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