

Supervisor Competencies of Non Formal Education In Palembang

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Abstract—This study aims to understand the competence of the supervisor of nonformal education in performing their duties. This study uses quantitative percentage approach. Data collection using questionnaire technique, and sampling technique is total sampling to the 30 supervisors in Palembang. Supervisor Competencies of non formal education includes: Preparing work plan, Assessment, Guidance in order to improve the quality of the NFE, and Prepare report on the assessment. The result of the research is obtained that the whole supervisors are still in the category under standard in performing duty as professional supervisor. The supervisor has not run well their competencies. It is recommended that supervisor be given counseling and guidance on how to perform professional duties as supervisor.

Keywords—Non Formal Education, Competency, Supervisor

I. INTRODUCTION

In an effort to achieve the quality of a non-formal education program, it takes a professional personnel in carrying out their duties. Field officers to oversee the implementation of non-formal education are non-formal education supervisors/ PLS

Non-formal education supervisors perform the task of monitoring the implementation of out-of-school programs for quality education. For that in the process of implementation of the program needs to be done by a competent overseer who understands the task

Since the existence and the running (SK MENPAN No. 15/M. PAN/3/2002, that overseas education supervisors have shifted their duties to become functional personnel, the task is to monitor the quality of the program in the form of supervisor's task of supervising, directing, and coaching. That means there is a need for competent personnel to do the job of the overseer.

PNF overseer has a very strategic value as a quality control program PNF. The position of overseas education supervisor, now PNF supervisor has been in existence since 1984 set by Decree of the Minister of Education and Culture No. 0304/O/1984

Overseer is important as implementation control and results to match expectations. The goal is in the quality or quality of education activities. During this time the role of supervisors education, overseer (PNF) is very low as the results of research conducted by BPPLSP Team Central Java in 5 provinces in 2004. The evaluation results of the implementation of PLS program shows that: a) Many PLS program ownership activities conducted by the Inspector of input, processes, outputs still lack the quality requirements that are needed to ensure the continuity of the PLS program,[1], b) The pattern of PLS program ownership in the community has not been in accordance with the procedure of ownership implementation. This condition is inseparable from the ability and professionalism of the PLS Inspector in conducting the ownership of the PLS program in society. PNF overseer have a very strategic value as the quality control of the PNF program. The position of overseer is education supervisor, now PNF overseer has been in existence since 1984 set by Decree of the Minister of Education and Culture No. 0304/O/1984

Based on the results of preliminary study of the field of some overseers of Palembang city, showing the overseer still not maximally carry out its ownership duties. This can be seen from the ability to arrange the overseer plan, the less motivated to conduct the overseer, low supervision, less able to evaluate, and not yet maximally conduct the coaching. Important overseer is done as the control of the implementation and the result to be as expected. The goal is in the quality or quality of education activities. This condition is inseparable from the ability and professionalism of the PLS Inspector in conducting the ownership of the PLS program in society. PNF supervisor have a very

strategic value as the quality control of the PNF program.

From the results of this study indicate that the overseer has not done the task of supervise with the criterion of competence overseers. Listening from the results of this study, and the results of preliminary studies on overseers in Palembang, this study was conducted to determine competence of PNF inspectors in the city of Palembang. The purpose of the study to determine how the oversight of the supervisors in performing the task of overseernon fornal education in the city of Palembang?

The meaning of competence in general according to Andersen is a basic characteristic that consists of skills (skills), knowledge (knowledge) and other attributes. Based on the above understanding, competence is seen as a decisive tool to predict the success of one's work [2].

The meaning of Competence is always related to the ability embodied in the unity of aspects of knowledge, skills and attitudes. If competence in the world of work means a responsibility, duties and functions that must be done.

Spencer argues that competence is a hallmark of effectiveness 4 performing tasks in the world of work [3]. (A competency is an underlying characteristic of an individual that is causally related to criteria referenced effective and or superior performance in a job or situation).

Based on Ministerial Decree RI No.045/U/2002 on the core curriculum of university mentioning article 1: competence is the action of a set of intelligent, full of responsibilities, owned by a person as a condition to be considered capable by the community in performing tasks in the field of particular work.

UU no. 13/2003 on Manpower: article 1 (10) "Competence is the ability of every individual work that includes aspects of knowledge, skills and work attitude in accordance with the standards set".

Indonesian National Competency Working Standard (SKKNI), Competence is a statement of how one can demonstrate: his skills, knowledge and attitude in the workplace in accordance with Industrial standards or in accordance with the requirements set by the workplace (industry).

In the RI Law no. Law No. 14 Year 2005 on Teachers and Lecturers explained that "Competence is a set of knowledge, skills, and behavior that must be possessed, experienced, and mastered by teachers or lecturers in performing professional duties".

Based on the 4 definition of this competence, then some of the meanings contained therein are as follows.

1. The underlying characteristic of competence is the personality part associated with the job task.

2. Causal relationships (causally related) means competence can cause or be used to predict the performance of a person, meaning if mempUnyai high competence, it will have high performance as well (as a result).

3. Criteria (criteria referenced) are used as a reference, that the competence can predict a person can work well, must be measurable and specific

Then, he says that competence is a basic characteristic of a person that indicates how to think, behave, and act and draw conclusions that can be done and maintained by a person at a certain period of time. They also said from the basic characteristics can know the level of competence or standards of competence that can know the expected level of performance and categorize high level or below average. Therefore, the determination of the threshold of competence is very necessary and important of course because it can be used as the basis for consideration for the recruitment, selection, planning, performance evaluation and other human resources development.

Danim & Rahayu says that competence relates to attitudes, personality traits, and knowledge gained attributes to attach qualified and superior human resources. The attribute is the quality given to the person or thing, which refers to certain characteristics needed to be able to carry out the work effectively. These attributes consist of knowledge, skills, and certain skills or characteristics [4].

With some understanding from the experts, it can be concluded that competence is a basic characteristic possessed by someone who can create good performance in doing the job that is the responsibility.

In non-formal education, overseers have duties and responsibilities. The responsibilities are related to the performance of non-formal education supervisor overseers, can be seen from the implementation of the task and function [5].

The overseer is a Civil Servant who is given full duty, responsibility, authority and rights by the competent authority to conduct an overseas education oversight activity hereinafter abbreviated to PLS, which includes public education, youth, early childhood education and sports (SK MENPAN Number 15/M.PAN/3/2002).

One element of nonformal educational personnel who has a strategic role in encouraging change and improving the quality of non-formal education is overseers. The overseers have the scope, duties, responsibilities and authority to implement the quality control of the Early and

Informal Education program through monitoring, assessment, guidance, guidance of non-formal education and impact evaluation of PAUDNI program and PAUDNI research and development. To carry out the task they must have adequate knowledge, experience, insight, and ability

The presence of overseers in education is a part that can encourage the quality of human resources improvement in Indonesia, Roles and functions in non formal education. Given the importance of the presence of overseers in improving the quality of human resources in Indonesia, the government is concerned with issuing some regulations, in order to provide a legal umbrella and clear working mechanisms in the implementation of duties and functions of overseer in the field.

The overseer is an educational professional with the main task of undertaking planning, monitoring, quality control and impact evaluation of Education programs in PKBM, Equivalency and Literacy Education, and courses on non-formal and informal education channels. Inspector is a profession. Profession is a field of work based on a certain skill education (skill of honesty and so on). Whereas professional understanding is such a field of work as professional capacity is the capacity (knowledge and skills) demanded by an area of work that allows someone to perform optimally in completing his work. In performing its duties the overseers in respect of; Quality control activities include:

1. PAUDNI quality control program planning;
2. implementation of PAUDNI program monitoring;
3. implementation of PAUDNI program assessment;
4. the implementation of guidance and guidance to educators and education personnel in PAUDNI units; and
5. preparation of quality control results PAUDNI report.

Identification of PNF Inspector's competence is done by examining the main task and function of PLS inspector. Aspects of competence that need to be developed include attitudes, personal and social skills, technical skills and academic and cultural abilities.

Mulyasa explains that competence is an indicator that points to observable acts and as a concept that includes aspects of knowledge, skills, values and attitudes and stages of implementation as a whole [6].

From the above understanding, it can be concluded that PNF Inspector's competence includes the ability in: knowledge, skills, attitudes,

and duties that must be owned by PNF Inspector to be able to perform tasks in accordance with the main task and function of PNF Inspector.

As the functional function of the task of overseer is more emphasized on monitoring activities, assessment and guidance in the framework of quality control of PNF. The task of ownership is more emphasized on ensuring the quality of education out of school.

The overseer as a functional worker has a standard of professional ability in the form of the main task structure as set forth in the Ministerial Decree and bureaucracy reform No.14.tahun 2010 said that the overseer has the main duty is to carry out the planning, monitoring, PAUDNI quality control and impact evaluation. Based on the main task, the overseer is a profession, and must have good skills in the implementation of its duties. Professional oversight is required in carrying out this task.

II. RESEARCH METHODS

The location of this research was conducted in Palembang city, South Sumatera province. This study uses quantitative approach percentage. Palembang city consists of 17 districts, with 30 supervisors. The study population is all overseers scattered in the city of Palembang. Teknik sampling using total sampling of 30 overse PLS (PNF) in Palembang.

To collect data, data collection techniques by developing research instruments. The research variables are professional competence of PNF supervisor. The professional competence of the PNF supervisors is indicated by indicator: drawing up the work plan of ownership, carrying out the duties of supervision, monitoring, appraisal and guidance, preparing reporting Competence based on SK Menpan year (2002).

The operational definition of this research variable is the score obtained from the professional competence of the PNF supervisor which includes the planning, implementation, guidance, evaluation, and reporting by the PLS inspector. Data are analyzed descriptively and presented using a percentage of the frequency table. Research data are grouped by Likert scale with range 5 (SS, S, C, K, TP).

III. RESULTS AND DISCUSSION

Based on the resarch using questioner given to the overseer of non formal education, tables below show the result frequency distribution as follows :

Table 1. Distribution of Frequency of Planning Competence of PNF Overseer in Palembang City

No	INDICATOR	Frequency				
		Ss	S	C	K	Tp
1	Prepare the oversight work plan					
A	Compiled last year's oversight plan	3	7	11	8	1
B	Processing the results of the identification of PNF overseer last year	3	7	9	3	8
C	Analyze data of last year's identification result	1	6	13	6	4
D	Analyze identification data of overseer result	2	5	14	4	5
E	Formulate plans for PNF overseer	4	6	11	5	4
F	Present the draft master plan of PNF	4	7	9	7	3
G	Provide suggestions for improving PNF supervisor master plan	6	9	12	3	0
H	Prepare a work plan for the PNF research quarter in accordance with their respective responsibilities and implementation assessments	5	6	8	7	4
	Total	27	53	87	47	25

From the above table it can be seen that in total from 8 question items, very often $27/240 \times 100 = 11.25\%$, frequent answers $53/240 \times 100 = 22.08\%$, frequently enough answers $87/240 \times 100 = 36.25\%$, rarely $47/240 \times 100 = 19.58\%$, and the remaining 17.84% stated never. So in total in planning, the overseer is still categorized as less effort in doing the task of arranging the planning of overseers.

Preparing the master plan of PLS overseer requires knowledge and skills in planning. While the structurally functional overseer position becomes functional, it takes time to process the adjustment with the new task. Between the socialization of the duties and functions of the overseer there is a gap with the mastery of drawing up a plan.

Reviewing last year's oversees results in identifying last year's yields, processing the results of identification of the results of PLS overseer last year, and analyzing the results of the identification of the results of PLS overseer last year is not a light duty, as well as the task of formulating a plan for PLS overseer at city level, draft master plan of PLS overseer, provide advice / feedback on perfection of supervisory master plan and preparing quarterly PLS overseer plan.

Table 2. Distribution of Frequency of Competency of Implementation of PNF of Palembang City

No	INDICATOR	Frequency				
		Ss	S	C	K	Tp
1	Conduct possession					
A	Reviewing PNF regulations / policies	6	12	8	2	2
B	Create a grid of PNF overseer	6	16	6	2	0
C	Make an instrument of overseer	5	11	7	6	1
D	Manage PNF oversees outcomes in the areas of materials and methods of learning, training and guidance	8	14	8	0	0
E	Analyze data and develop recommendations for PNF implementation	7	13	7	2	1
F	Follow up the results of the PNF assessment	7	12	6	5	0
	Total	41	79	42	17	4

From the table above it can be seen that overall from 2 items of question, the score is very frequent $8 / 60 \times 100\% = 13.33\%$, often $14 / 60 \times 100\% = 23.33\%$, enough $10 / 60 \times 100 = 16.66$, $60 \times 100 = 26.66$, never $12 / 60 \times 100\% = 21.02\%$ So in total the percentage obtained by 53.32% in doing the task of carrying out the assessment in the category is still lacking.

The low score obtained is influenced by the knowledge and skills factor in preparing the assessment and implement it. Carrying out the assessment of the PLS includes making the instrument of assessment of the implementation of the PLS includes teaching and learning process, educational resources, materials and learning methods, training, guidance and learning environment PLS, process data assessment of the implementation of the PLS, analyze the results data assessment of the implementation of PLS. Obtaining scores in the assessment competency aspect is still low, required intensive guidance.

Table 3. Distribution of Frequency of Competency of Implementation of PNF Assessment of Palembang City

No	INDICATOR	Frequency				
		Ss	S	C	K	Tp
1	Conduct assessment					
A	Developing an assessment instrument for the implementation of PNF includes: teaching and learning process, learning resources of education, learning materials and methods, training, guidance, and learning environment	4	7	5	8	6

	B	Processing the results of the assessment of the implementation of PNF	4	7	5	8	6
		Total	8	14	10	16	12

From the above table it can be seen that in total from 3 question items, very frequent answers are very often $17/90 \times 100\% = 18.88\%$, often $29/90 \times 100\% = 32.22\%$, enough $25/90 \times 100\% = 27.77\%$ rarely $16/90 \times 100\% = 17.77\%$, never $3/90 \times 100\% = 3.36\%$. So as a whole the percentage earned 78.99 enter the category both in carrying out guidance by overseer. It is therefore necessary to maintain the consistency of the overseer in performing this task in order to become better and professional in the future.

Percentage of implementation of guidance in order to improve the quality of PNF is quite fun. The supervisor does: Conduct guidance in the context of improving the quality of the PLS covering: providing advice/direction to the manager in order to: determine the competency standards of studying citizens and/or learning resources, solving cases arising on the implementation of the PLS program, solving cases arising on the implementation of the PLS program, empowerment of community participation in PLS: Assessment of institution accreditation, assessment of standardization of learning resources, further guidance for learning resources in the implementation of PLS.

Table 4. Distribution of Freqwenzi Competence of Guidance Implementation in order to improve the quality of PNF Palembang City

No	INDICATOR	Frequency				
		Ss	S	C	K	Tp
1	Improving the PNF Quality Improvement Guidance					
	A Submitting advice to PNF managers in order to determine the competency standards of learning and learning resources	7	10	8	5	0
	B Resolving cases arising from the implementation of the PNF	5	11	6	7	1
	C Empowering communities through engagement in: assessment of agency accreditation, standard assessment of learning resources, advanced guidance for learning resources	5	8	11	4	2
	Total	17	29	25	16	3

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Table 5. Distribution of Frequency of Competence Preparation of assessment report of PNFOverseer of Palembang City

No	INDICATOR	Frequency				
		Ss	S	C	K	Tp
1	Prepare assessment report on the results of ownership					
	A Prepare quarterly reports and assessment of PNF training	6	6	8	9	1
	B Prepare an annual report on PNF oversees as a whole	5	6	9	9	1
	C Assess the results of PNF oversees	4	5	11	8	2
	Total	15	17	28	26	4

From the above table it can be seen that overall of the question items, the most frequent answers are often $13/90 \times 100\% = 16.66\%$, often $17/90 \times 100\% = 18.88\%$, enough $28/90 \times 100\% = 31.11\%$, rarely $26/90 \times 100\% = 28.88\%$, the rest states never as much as $4/90 \times 100\% = 4.44\%$. So as a total in preparing the report the results of the assessment of the percentage obtained by 66.65, entered in the category of the average has not been maximized.

Not maximally performing reporting tasks is influenced by the factors the overseer is not accustomed to reporting the results of the implementation of the activities of ownership, especially in preparing quarterly reports. In addition to not being accustomed to perform the task in detail by preparing reports and assessments of PLS's death which is the responsibility of each overseer, prepare an annual report on PLS ownership of the city level as a whole, assessing the

results of the overall management of the city-level PLS. Training efforts are required in preparing reports.

IV. CONCLUSION

The principal duty of overseers is to control the quality and impact evaluation of PNFI programs. The PNF inspector has not been able to perform the functions in the preparation of the ownership work plan. Competence makes pre, and the planning process has not shown the expected competencies. The overseer has performed the PLS possession with sufficient competence, it needs to be improved again. The overseer obtains sufficient scores in performing the assessment tasks and carries out the task of guidance of PLS ownership. Overall, the supervisor's competence in performing the PNF program quality control tasks is still below average, not maximal in accordance with the objectives and expectations / objectives of PNF tupoksi.

V. SUGGESTION

There is a need for competence training of overseer. It is necessary to monitor the quality of

supervisors through routine activity of meeting 3 months 1 times, between the overseer to share. Need for research to know the efficiency and effectiveness of execution of duty inspector.

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