Conceptual Training Models in Improving Competence of Community Learning Center Managers

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Competence of Community Learning Center (CLC) managers is a major aspect in improving the quality of Non-Formal Education (NFE) program services for the community. This study aims to understand the effectiveness of developing a conceptual training model in improving the competence of CLC managers. The approach used is research on the development of Analyze, Design, Develop, Implement and Evaluate (ADDIE) competency training for CLC managers. Data collection techniques used are tests, interviews, observations, and documentation. The data analysis technique used is quantitative and qualitative analysis. The results showed that the calculated r value (0.883) > r table (0.279) and the Sig-2 tailed value <0.05, there was a significant relationship between the conceptual training model and the increasing competence of CLC managers. The conceptual training model is effective to improve the competence of CLC managers which includes personality competence, social competence, professional competence, and managerial competence. The development of the competency training model is carried out in four stages; condition analysis, design training, develop designs, and implement and evaluate training. The conclusion is that the development of a conceptual training model can improve the personality, social, professional and managerial competencies of CLC managers.

Keywords: development, conceptual model, training, competence, Community Learning Center (CLC)

INTRODUCTION

Science and technology are developing very rapidly in all fields, including in the field of education. This rapid change affects the mindset and attitude of humans in making decisions. Responding to these changes, humans should play a role as subjects of development, not objects that do not want to participate in contributing to global change. It takes the role of education as a forum to optimize the potential of humans, both knowledge, skills and attitudes (Robles, 2012). The community should not be limited to taking formal education, but can also take non-formal education, so that with this the community can participate in a strategic position to keep up with changes (Romi & Schmida, 2009). Sihombing (Sihombing, 2000) non-formal education is not only limited to public education institutions but also a strategic and responsive program in tackling problems that exist in society. There are various reasons why people do not take formal education because of economic limitations, age, the need for the world of work, the distance to attend CLC institutions that are managed by the community within the scope of non-formal education (Latchem, 2014).

Non-formal education has a purpose and concern for the lower class of society to provide opportunities for education (Markony, 2020). The important position of non-formal education from various countries even in developed countries, namely through education can optimize the potential of citizens to continue to develop without any binding rules (Rogers, 2007). Non-formal education has very diverse programs, including: training, equality, literacy, life skills and early childhood (Thoyyib, 2021). A non-formal education unit that has a variety of community learning programs, namely the Community Learning Center (CLC). CLC is a place and place for learning that comes from the community, by the community and for the community with the aim of developing potential through the formation of knowledge, skills and attitudes (Irwan et al., 2016). The implementation of CLC focuses on the meaning and usefulness of the program for the community by exploring the potential, both human resources and natural resources in the surrounding environmen (Sihombing, 2000). CLC as a community institution really needs community participation as the key to the success of a program (Hermawan & Suryono, 2016). The community owns and shares responsibility for the educational programs that are held, even as an institution that is highly expected to have a presence and presence in the surrounding community.

CLC as an institution, as well as a non-formal education approach directed at developing knowledge, skills, and attitudes in meeting the learning needs of the community, and the demands of the labor market, as well as the availability of other supporting sources, such as local potential, and human resources (Abidin et al., 2020). The community can improve the quality and standard of living through productive economic business activities as an increase in economic independence for students. The purpose of organizing CLC is to expand community opportunities to increase potential so that there is a change in mindset needed for behavioral changes in an effort to develop self-potential (Karwati, 2015). Changes in mindset that occur in the community are expected to be able to move them to behave or try to meet their learning needs independently (Ruchiyat, 2006).

Problems arise because of gaps in society that consider CLC to have less good quality education compared to formal education (Kaniati & Kusmayadi, 2013). Managers who lack commitment in organizing programs for the community. It was found that the program only ran when it received financial assistance from the government, after the funding was exhausted it would result in the learning process stopping. The manager of the part of the community should be responsive to unmet needs by utilizing the potential, so that the programs implemented are still running, even though they do not receive aid funds from the government. The lack of fulfillment of learning needs makes people not aware of the existence of CLC, even unknown, because the existence of CLC is not useful for the wider community, only a small part of the community enjoys CLC facilities. The increasing number of CLC institutions is not followed by an increase in the number of people served, even in obtaining achievements. CLC growth is only based on quantity not quality in implementation (Suminar, 2007). Management makes a difference between expectations and reality for the community (Zainudin, 2001).

The results of observations on CLC obtained are still many that have not developed and some are even not operating anymore (Heryahya et al., 2020). This condition is pathetic quite bad, because managers lack a strong vision, mission, and commitment in organizational development, due to the limited insight of managers, especially in managing institutions and managing adult learning, as well as mastering the competence of managers. Managers do not involve community leaders who have the potential to be involved in the socialization of programs and institutions to the community. It was found that CLC did not have a data base on the learning needs of the target community. CLC is not well known in the surrounding environment, so learning cannot run sustainably in meeting the learning needs of the community. Every region in East Java has local potential that can be utilized, but CLC managers do not yet have a vision to develop local potential of the region and the community. CLC as a community institution has not yet built a network with business partners and the industrial world, even related agencies, because it has not been able to produce superior products or services as the main funding support in providing services to the community. CLC must play a social and economic role and function, so that learning can be realized for the community (Wu et al., 2021).

East Java Province is one of 34 provinces in Indonesia, which consists of 38 districts. The East Java Education Office has a high commitment to the existence and development of CLC by organizing training for managers in stages and alternately every year. This training activity is called Technical Orientation for CLC managers. Each year, only two to four batches of training can be carried out, involving 50 CLC managers per batch, so each year they can only train 200 CLC managers. The training materials developed in the Technical Orientation include: policies and programs, based on entrepreneurship, management, revitalization, product marketing, application of life skills education for community empowerment, and work ethic in managing finances. The implementation of the Technical Orientation involves resource persons from universities, partner institutions, practitioners, and the Education Office itself. The methods used to increase knowledge and shape the attitudes of CLC managers are lectures and questions and answers, discussions, and assignments.
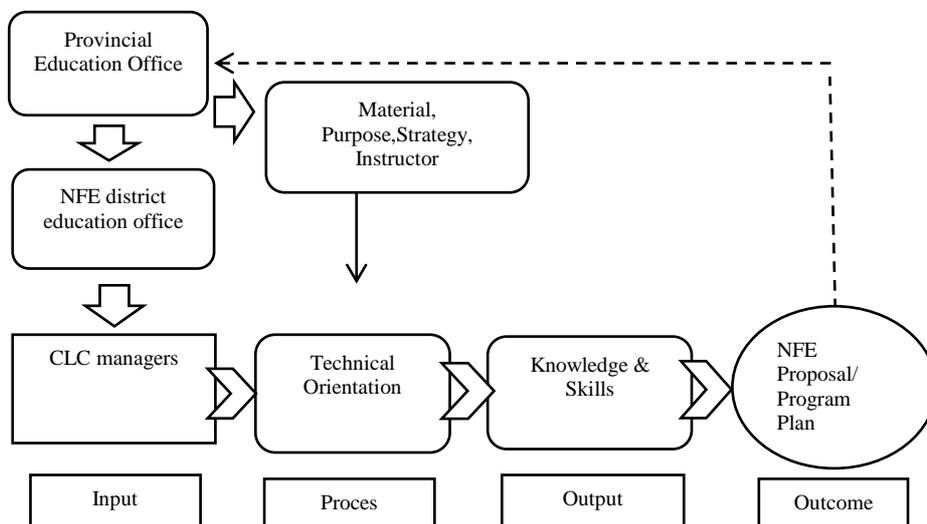
Figure 1
CLC manager technical orientation model

The results achieved are still limited to adding knowledge about the material provided by resource persons to participants, and sharing between managers, has not been pursued more intensively (Reed, 2008). There has not been an effort to make mutual learning occur between adult managers who carry out activities together. The Technical Orientation has not carried out the necessary training steps, especially needs analysis (Roca-Hurtuna et al., 2021). Likewise, there are no products produced by the training participants, not yet focused, still general in nature. Training participants can follow by only listening to the speaker's presentation and a little discussion time at the end of each presentation. The workshop has not yet been developed to produce products for CLC managers.

Adult learning uses an access development approach, namely with learner-centered, experience-centered, participatory, and collaborative learning (Rogoff et al., 1996). Adults are actively involved in learning starting from planning, to conducting evaluations, so that experiences occur instead of transferring and absorbing learning materials (Chukwuedo et al., 2021). Adult learning outcomes are experiences that can be used to develop new experiences (Arghode et al., 2017). Training in the context of non-formal education can be viewed as an educational unit that can use an adult education approach. Sastradipoera (Sastradipoera, 2006) that development and training as an educational process has a strategic function for human resources and the environment. Its functions include: educational function, coaching function, social marketing function, and administrative function. This study uses a functional training model that clarifies the ability of managers to carry out their duties and functions in managing independent CLC. These needs can be individual or group or organizational or macro needs, and

individual needs are called micro needs (Afzal et al., 2018). After the needs are analyzed, a training design is prepared, followed by the development of training materials, training implementation, and finally training evaluation.

CLC managers an important role in the success or failure of the implementation of a program. The problems experienced by managers in the implementation are a real reflection of the needs and involvement of the community, as well as human resources who care about improving the quality of CLC services (Himayaturohmah, 2017). The quality of services provided by CLC will greatly determine the success of the program. Improving the quality of CLC is inseparable from the competence possessed by managers in implementing a community program (Saepudin et al., 2020). The results of the study of the P2PNFI Jayagiri institution that the CLC manager is someone who must have the qualifications and core competencies that need to be considered to be overall responsible for the institution being led (P2PNFI, 2011). A leader who has various activities has duties and responsibilities towards the institution and is needed by the wider community, and must be able to reflect an exemplary attitude (Benn et al., 2010); (Zorina et al., 2018). A CLC manager is expected to have the ability in all aspects of activities in the institution he leads (Sururi & Dacholfany, 2019).

CLC managers must have competencies that are described through tasks and work that emphasize outputs and results in accordance with the objectives of the CLC implementation. Competency standards that must be possessed by CLC managers (BPPLSP, 2004) include 1) personality competence, which consists of the ability to live values, have an attitude towards the target group, master personal communication, and the ability to work together, 2) competence social skills, consisting of the ability to plan programs, motivate community groups, organize programs, carry out coaching, carry out assessments, make reports, have an entrepreneurial spirit and master the field of administration, 3) professional competence, which consists of understanding the basic concepts of non-formal education described through the NFE program , youth, Early Childhood Education, community, skills expertise, basic concepts of adult education (andragogy), understanding of lifelong education, and educational units outside of school, 4) managerial competence, consisting of outlining applicable rules, planning and setting targets each activity, assign personnel and details of their respective duties. The competencies that will be developed are personality competencies, social competencies, professional competencies, and managerial competencies. Managers must understand the four types of competencies considering the role as a decision maker in managing independent CLC.

METHOD

This study uses a Research and Development (R & D) approach. According to Borg and Gall (Gall et al., 1996) what is meant by research and development models, namely efforts to develop certain product results and validate a product used in the learning process. This research was conducted in stages and aims to observe the effectiveness of developing a conceptual training model in improving the competence of CLC managers, so that it can be used to strengthen institutions. The location of this research was carried out at CLC in East Java, with an implementation time of 6 months. Respondents of this

study, namely the manager of the CLC which consists of the chairman, secretary and treasurer. The population is 500 managers and the sample is 50 CLC managers. Sampling based on random sampling technique was taken 10%, then obtained 50 institutions with 50 CLC managers with selected CLC criteria that developed, managers of productive age, active managers and existing programs, and had a National Unit Identification Number.

Development research uses the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model developed by Reiser (Gall et al., 1996); (Sugiyono, 2017). In this study, the development of a conceptual training model in improving the competence of CLC managers is as follows.
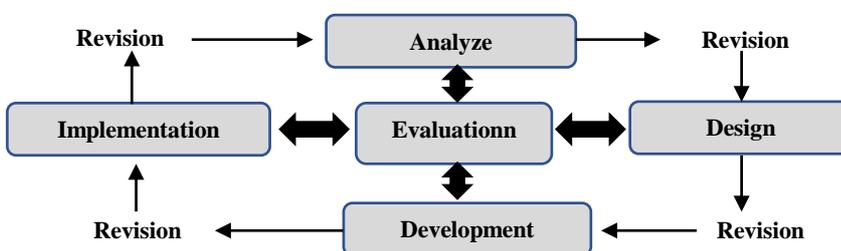

Figure 2
ADDIE model according to Reitser (Prawiradilaga, 2015)

The data collection techniques used were tests, interviews, observations, and documentation to obtain data on the competence of CLC managers in an effort to develop conceptual models, develop training materials, and training strategies, as well as materials for developing instruments. The data collection technique developed in this Study: Test, was used to explore data on the competence of CLC managers through a conceptual training model. Interviews deep were used to complete the data collected through a conceptual training model in improving the competence of managers. Observation participant was used to observe the implementation of the training as a complement to the test data. Documentation used to add supporting document data. The data analysis technique used is quantitative and qualitative analysis. Quantitative analysis is used to analyze the results of the implementation using an experimental approach. The analytical technique used to test the hypothesis from the results of the pre-test and post-test is the analysis of the average difference test or t-test.

Qualitative analysis was conducted to interpret the objective descriptive of the test results, interview results, observation results, and documentation results, which were used in drawing conclusions. The steps in the qualitative analysis process are data reduction, data display, and data verification. The research findings obtained from the results of data analysis, were checked for validity by the researchers referring to the criteria, dependability, transferability, and confirmability. Fulfillment of data criteria is carried out by triangulation (sources and techniques/methods), member examination, and examination through discussions with education experts at the State University of Surabaya. The researcher's efforts to meet the dependability criteria are by

communicating and consulting the entire process and research results to expert advisors in the non-formal education. The things that are communicated are substantive matters in the research involving the focus of the research, the process of collecting, analyzing data, formulating research findings to drawing conclusions. This allows researchers to carry out a process of improvement, re-examination in accordance with the input and recommendations given by the advisor. Meanwhile, what the researcher emphasizes to fulfill the transferability or transferability criteria in this study is to generalize the content or substance model of conceptual training in improving the competence of managers in an integrative and systematic way. The criteria or confirmability are met with the quality of the data in accordance with the objectivity of the study so that the results of this study are not biased.

FINDINGS

Stage 1 Analysis of existing models

Analyzing Model

The conceptual training model for the competency of CLC managers that is being practiced is now running, but there are some weaknesses that need to be improved. The development of a conceptual training model for the competence of CLC managers is carried out through the following steps; a) SWOT analysis, b) needs analysis, c) resource analysis, d) discussion with experts.

SWOT analysis to determine the strengths possessed by CLC, such as; managers have a strong vision, mission, and institutional commitment, managers with fairly high educational qualifications, managers of productive age, very wide local potential that has not been developed, many program targets have not been touched, program funding assistance in the form of block grants. The weaknesses of CLC, such as; CLC institutions are still weak, including; manpower, limited infrastructure, programs rely on assistance, managers are not creative, lack of cooperation between CLC, and related institutions, lack of involvement of community leaders, each program focuses on profit, does not yet have a database of community learning needs. Opportunities that CLC has, such as; the learning needs of the community continue to grow, development continues to grow rapidly in the community. CLC as an institution that has formal juridical legality, so that it can be trusted by stakeholders.

Analysis of CLC needs to determine the existence of institutions in providing non-formal education services for the community. The development of CLCs in East Java is quite rapid with the number of institutions growing almost without selection resulting in not all CLCs that have been able to exist in the community for various reasons, such as: not having a strong vision, mission, and commitment, followed by lack of managerial ability. manage the institution. All of this has become a concern and has been studied in depth by the Department of Education. Discussed with staff and academics as cooperation partners, it was found and decided to conduct coaching efforts in the form of training in the form of competency development for CLC managers with a conceptual training model.

Analysis of the resources owned by CLC and the surrounding community. CLC as a forum for learning activities that grow in the community and have potential, both in the form of human resources and natural resources. The role of CLC is to bring together human resources with natural resources, there will be activities that are able to produce goods or services. Meeting the potential and needs of the community requires the accuracy and creativity of CLC managers. The problems and strengths possessed by CLC can be solved through training.

Designing Models

Discussions with experts to obtain input and suggestions related to the preparation of the conceptual training model, the researchers held a Focus Group Discussion (FGD). Discussions with experts in the field of non-formal education, and CLC management practitioners. Discussions can generate thoughts and opinions to develop a conceptual training model for CLC managers. Managers must act as thinkers or drafters for all CLC activities. Managers must play managerial functions, such as: formulating strategies that encourage the growth of creative, innovative, and productive behavior in CLC. The input from the experts is to improve the belief that the solution to the problem of independent CLC management is training.
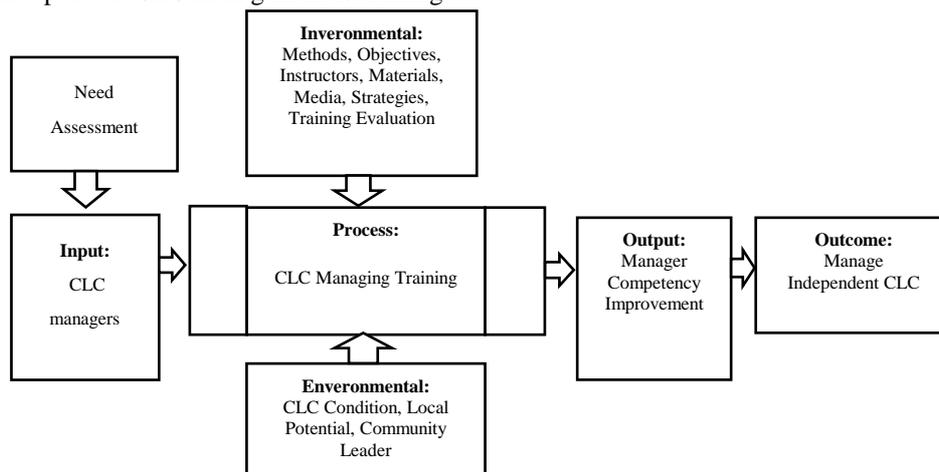

Figure 3
Conceptual training model of the national accreditation board

Model Trial

At the stage of testing the conceptual model for CLC managers with the same number of research samples, namely 50, but different training participants. Specially developed training materials regarding competency development for CLC managers and entrepreneurship, plus the policies of the East Java Education Office. The goal to be achieved is to increase the ability in the form of knowledge, skills and attitudes of CLC managers. Developing CLC programs is linked to entrepreneurship. Training participants are able to develop a CLC priority program plan, and can improve managerial skills. Interactive presentation of the material between the instructor and the

training participants with the infocus power point media, then the instructor assigns the task to the trainees to develop an activity program plan to be collected at the end of the training. The training implementation includes the explanation of the Education Office's policies, material on personality competencies, professional competencies, social competencies, managerial competencies and assignment assignments.

Table 1
Competency pretest and posttest results on the conceptual model trial

Competency	Minimum	Maximum	Mean	Standard Deviation
Pre-Test	24	58	39.90	8.469
Post-Test	39	63	49.82	5.298

The table above shows that the posttest results are better than the pretest results, meaning that there is an increase in respondents' knowledge of competence after being given training on competence, namely the minimum value increased from 24 to 39, the maximum value increased from 58 to 63, the mean increased from 39.90 to 49.82, as well as the standard deviation improved from 8.469 to 5.298. The results of the t-test indicate that the t_count value of -15.530, with a value of Sig-2 tailed <0.05, is outside the Ho acceptance area or the Ha rejection area, meaning that there is a difference. The difference between the pretest results and the posttest results means that there is an increase in respondents' knowledge of the competence of CLC managers after being given training, in the conceptual model trial. These results that have not been maximized, still require improvements to the conceptual training model in order to achieve optimal learning outcomes.

To test the effectiveness of the conceptual model, a statistical test using a different test (t test) is needed, because the data is in the form of intervals (true and false scores). The results of the t test (different test) on each aspect of the competence of CLC managers, to show more detailed results for each competence, namely personality competence, social competence, professional competence, and managerial competence, are as follows: 1) Personality Competence, The results of statistical tests on personality competence are in accordance with the results of the t count 10.167 > t table 1.678 and the Sig-2 tailed value <0.05, meaning that there is a significant difference in the post-test results on the personality competencies of the pre-test respondents at the model testing stage. conceptual. 2) Social Competence, the results of statistical tests on social competence are in accordance with the results of the t-count 7.483 > t table 1.678 and the Sig-2 tailed value <0.05, meaning that there is a significant difference in the effect of the posttest on the social competence of the respondents. pretest at the stage of testing the conceptual model. 3) Professional Competence. The results of statistical tests on professional competence are in accordance with the results of the t-count 8.952 > t table 1.678 and the Sig-2 tailed value <0.05, meaning that there is a significant difference in the effect of the post-test on the professional competence of the pre-test respondents. at the stage of testing the conceptual model. 4) Managerial Competence, the results of statistical tests on professional competence are in accordance with the results of the t count 10.36 > t table 1.678 and the Sig-2 tailed value <0.05, meaning that there is a significant difference in the effect of the posttest results on the managerial competence of the respondents the results of the pretest at the stage of testing the conceptual model.

The results of the correlation test on all aspects of competence from the conceptual model trial in the table above can be explained that the value of r count 0.885 > r table 0.279, and the Sig-2 tailed value < 0.05, meaning that the conceptual training model trial is effective in improving CLC management competence.

Evaluation of Conceptual Training Model

The results of the pilot training have not met the criteria for successfully influencing the competency mastery of CLC managers, so it is necessary to evaluate the training model that has been tested. Weaknesses in the training: First, the CLC association has not been involved and is expected to be able to select early CLC managers who are sent to attend the training. Second, it does not pay attention to differences in the educational background of respondents who come from various fields of science. Third, the allocation of time for presenting the main material regarding the competence of CLC managers needs to be added so that it can really be understood and mastered. Fourth, the instructors were also added to five people as teamwork, which was originally only one person, so that they could complement each other in the presentation and presentation of the material.

Stage 2: Development of the Model

In implementing the conceptual training model for CLC managers in East Java, it was developed according to the identified problems following the following steps.

Analyze

Analyzing the model applied to the competency training for CLC managers based on previous evaluations. The training that has been carried out has not yet produced a professional CLC manager. There are several records of the results of the CLC management training, namely not involving supporting elements in its implementation which include professional associations, the absence of a forum for practicing in the form of workshops or work workshops that can hone the professional skills of CLC managers, not involving interested stakeholders, and the absence of a system. comprehensive evaluation in the implementation of training. Technically, the time allocation in delivering material on CLC management is minimal, this causes managers to lack a theoretical understanding of professional CLC management. This is because the background of CLC managers is not from experts in non-formal education.

Design

Model design according to clearly identified problems and needs can be described as follows.

1) Identify needs. Activities at the preparatory stage include: 1) material improvement with the addition of preliminary material to equalize the perceptions of CLC managers regarding non-formal education, and entrepreneurship materials to support independent CLC programs and entrepreneurship-based non-formal education; 2) set the exposure time of each material; 3) recruitment of training participants; 4) selecting and assigning

instructors as team teaching or teamwork in order to complement each other's shortcomings.

2) Material Repair. In the pilot test, the model did not accommodate differences in educational qualifications, both education level, and scientific fields owned by CLC managers, so non-formal education materials were developed, including training, adult education, and CLC itself to remind the trainees. Given to participants in separate sessions. The addition of entrepreneurship material, considering that non-formal education programs are developed based on entrepreneurship, so that CLC managers can develop programs for independent institutions.

3) Participant Recruitment. After analyzing the needs, the training participants were recruited, namely the CLC managers. The Education Office sent a letter of request for training participants to 38 districts throughout East Java, to get 50 CLC managers, with a note that those participating in the training criteria, namely CLCs that have developed, managers of productive age, active managers and existing programs, and already have National Unit Identification Number and has superior products, and brings completeness, such as: letter of assignment, agency profile, and recommendations from the district CLC Association.

4) Selecting and Assigning Instructors. The ability of the instructor is the key to the success of a learning. Therefore, instructors who have educational qualifications and experience in the field of non-formal education were selected, especially regarding CLC competencies, and entrepreneurship. So five instructors were selected as team teaching, namely: from the elements of lecturers, practitioners, and tutors, as well as the researchers themselves. Team teaching is also carried out in-depth coordination regarding the division of tasks, and training strategies to optimize the achievement of training objectives.

5) Methods and Strategies. Relatively the same as the pilot stage, but in the form of team teaching, namely lectures, discussions, questions and answers, brainstorming, assignments, and demonstrations. The training strategy develops real examples in the field carried out by CLC, and the experiences of participants, in order to be able to foster creative, innovative, and productive behavior for the trainees. The main objective is to increase knowledge of CLC managers' competencies, including personal, professional, social, and managerial competencies. Managerial competence is highly emphasized so that it can be used for CLC management and to achieve empowered and learning communities.

6) Training Implementation Stage. The training is carried out starting with (a) policy presentations, (b) instructor exposure to personality competence material, including: a strong personality, noble character, authoritative, open, mature, and has a work ethic, responsibility and discipline, as well as participation in social activities. (c) Presentation of professional competence materials, including; can prepare a good plan, aspects of program implementation, and aspects of program assessment, (d) Presentation of social competence materials, including; effective, empathetic, and polite communication; adapting to the environment and participating in social activities, (e) Presentation of

managerial competence materials, including: internal institutions, including; outlining rules and regulations, planning and setting activity targets, organizing and assigning personnel, assigning tasks and job details, delegating some tasks and authorities, external institutional aspects, including; supervising the implementation of tasks, compiling and submitting reports, and solving problems, (7) giving assignments; create a program plan; and solve problems faced by the CLC who will be presenting.

7) Evaluation Stage. Evaluating the implementation of the conceptual model training, as a note for the refinement of the final model, is likely to experience changes and developments in the future according to advances in science and technology. The evaluation was carried out by researchers with a team of instructors, in order to get input in the implementation of the training. The main note is that the time is still not long, so that managers are able to create excellent NFE programs in managing CLC.

Development

Develop a model according to clearly identified needs to solve problems in the implementation of professional CLC management training as follows.

1) Needs assessment (Identification of needs). Identification of training needs for CLC managers is carried out on a bottom-up basis to meet the needs of the institution in managing the institution. This is because the management of CLC is less professional in terms of the implementation of management functions, learning practices, and learning outcomes. At this stage, to identify training needs and to obtain accuracy, the needs to be served need to be supported by a supporting element, namely the CLC association. The CLC Association provides input on the needs and participants who will take part in the CLC management training. These results become the basis and input for the implementation of the training.

2) Training program needs. The needs felt by CLC managers are well identified in accordance with the predictions and goals of the institution's future. At this stage, the needs justification will be made as the basis for the training to be held. The need for program management becomes very urgent to conduct training for CLC managers. This is based on the needs and goals of CLC in the future, namely to become an independent CLC.

3) Pre-test. Pre-test was conducted on CLC managers to determine their initial competence in managing CLC. This pres-test is prepared based on the need for professionalism in managing CLC so that it can run and develop. The results of the pre-test become the basis for conducting a good training process.

4) CLC manager training process. The professional training process for CLC managers is a combination of raw input, instrumental input, and environmental input. The training participants consisting of CLC managers as raw inputs are processed with curriculum and materials according to their needs, and in an interesting atmosphere into learning that will be able to change the understanding and professionalism of managers. At this stage, the instructor's ability is needed to convey the material well, provide motivation in managing CLC, become a place for consultation and be able to provide tips and tricks in managing CLC.

5) Post-test. Post-test was conducted after the training was conducted and to obtain quantitative results the participants' understanding. The post test results are analyzed carefully which will get an overview of the results of the training carried out.

6) Professional CLC management training output. The results of the professional training for CLC managers are professionals in managing institutions. If it is only based on the results of the post test, it cannot be fulfilled. Therefore, it must be supported by the practice and support of stakeholders. The practice of professional CLC management is carried out in workshops located in other institutions for a certain period of time. This provides an opportunity to put into practice the understanding gained in the instructor-led training. Meanwhile, stakeholders are users of graduates who come from the industrial world and job opportunities, as well as continue on to the next level. If the learning outcomes at CLC can enter the world of work and industry, then the management of CLC is going well.

7) Independent management of CLC. Independent CLC management is an outcome, namely the implementation of the knowledge and practical skills of the trainees. At this stage the CLC institution was running well and became an example for other institutions.

8) Education and training feedback and evaluation. Feedback and evaluation at each stage are continuously carried out to obtain a record of each process carried out. The goal is to make improvements in the future.

The process of developing a training model for CLC managers is continuously carried out to get the best results in professional institutional management. The law mandates that CLC is a non-formal education unit in providing services to the community through non-formal education. The model developed is as follows.
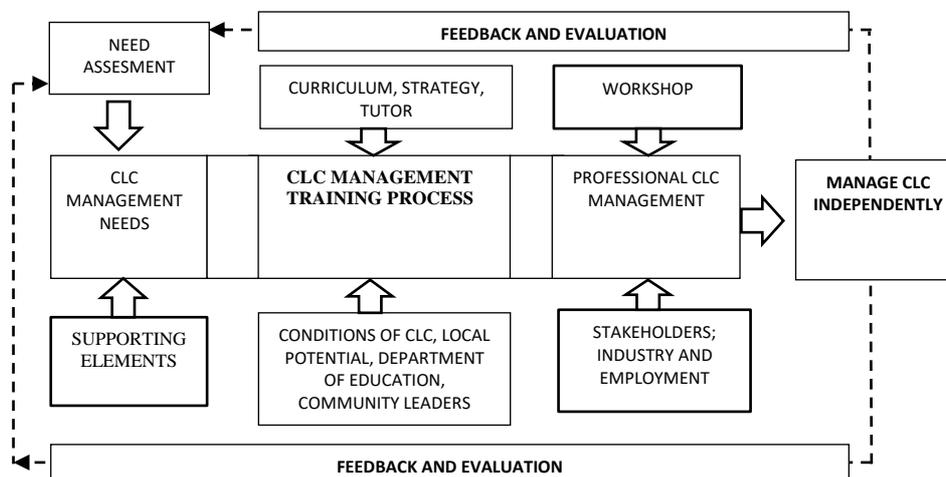

Figure 4
The final model of the conceptual training for managing CLC

Effectiveness of Implementation of CLC Training Model

Implementation of the conceptual model by the team teaching instructor, improved training materials, training methods and strategies are expected to increase knowledge, skills, and attitudes for managers to manage CLC. The overall results of the personality, professional, social, and managerial competency tests at the implementation stage of the training model can be written down the results of the pretest and posttest scores. The results of the post-test have increased to be better than the results of the pre-test, meaning that there is an increase in the knowledge of the respondent's competence after being given training on competence.

Table 2
Pretest and posttest results of competency test on conceptual model implementation

Competency	Minimum	Maximum	Mean	Standard Deviation
Pre-Test	16	53	31.44	9.192
Post-Test	40	62	50.44	5.685

From the table above, it can be stated that the posttest results are better than the pretest results, meaning that there is an increase in respondents' competency knowledge after being given training on competence, namely the minimum value increased from 16 to 40, the maximum value increased from 53 to 62, the mean value increased from 31.44 to 50.04, as well as the standard deviation improved from 9.192 to 5.685. All have increased, but have not been maximized, meaning that improvements to the conceptual training model still have to be carried out in order to achieve more optimal results. In the standard deviation score, the mean error is better than the value 1.300 to 0.804, meaning that respondents' knowledge of the competence of CLC managers has increased, but conceptual training models still need to be improved, to achieve optimal results.

Testing the effectiveness of the conceptual model by using a different test (t test), because the data is in the form of intervals (true and false scores). The results of the competency test show that there is a significant influence in the implementation of the conceptual training model on the competence of CLC managers. The following are the results of the overall t-test on the competence of managers, the mean value -18.600, the standard deviation value of 4.953, while the standard deviation value of the mean error is 0.700, the value of the difference in the lower limit interval (lower) -20.008, the limit value upper (upper) of -17.192. The results of the t-test indicate that the t-count value -26.555, with a Sig-2 tailed value <0.05, is outside the Ho acceptance area or the Ha rejection area, meaning that there is a difference, meaning that there is a relationship between conceptual training models and increasing respondents' knowledge of competence. CLC managers after being given training, on the implementation of the conceptual training model.

The overall t-test results on the competence of CLC managers have been described above. The following will present the results of the t-test (differential test) on each aspect of the competence of CLC managers, to show more detailed results on each competency, namely personality competence, social competence, professional

competence, and managerial competence, as follows: 1) Personality Competence, In accordance with statistical tests on personality competencies, the t-test shows that the t-count value is -18.541, with a Sig-2 tailed value <0.05. The t-count value is outside the Ho acceptance area or the Ha rejection area, meaning that there is a difference. It means that there is a relationship between the conceptual training model and the increase in personality competence. 2) Social Competence, Based on the results of statistical tests on social competence, the t-test shows that the t-count value is -18,032 with a Sig-2 tailed value <0.05. The t-count value is outside the Ho acceptance area or the Ha rejection area, meaning that there is a difference. It means that there is a relationship between the conceptual training model and the increase in social competence. 3) Professional Competence, Based on the results of statistical tests on professional competence, the t-test shows that the t-count value is -20.045 with a Sig-2 tailed value <0.05. The t-count value is outside the Ho acceptance area or the Ha rejection area, meaning that there is a difference. It means that there is a relationship between the conceptual training model with increasing professional competence. 4) Managerial Competence, Statistical test results on managerial competence table 4.22, t test shows that the calculated t value is -14.218 with a Sig-2 tailed value <0.05. The t-count value is outside the Ho acceptance area or the Ha rejection area, meaning that there is a difference. It means that there is a relationship between the conceptual model and the increase in managerial competence.

The correlation test results show that the value of r arithmetic 0.883 > r table 0.279 and the value of Sig-2 tailed <0.05, there is a significant relationship between the conceptual training model and increasing the competence of CLC managers. It means that the conceptual training model is effective to improve the competence of CLC managers. It can be concluded from the results of the correlation test, that the development of a competency-based conceptual training model has a significant relationship in improving the ability of respondents, meaning that the development of a conceptual training model is very effective in improving the competence of CLC managers.

DISCUSSION

Based on the results of analysis and statistical tests on different tests using the results of t-test and correlation test for hypotheses on the implementation of conceptual models in competency-based training to improve the ability of managers in managing CLC independently. The results of the t test show that the t value is calculated -26.555, with a Sig-2 tailed value <0.05. The t-count value is outside the Ho acceptance area or the Ha rejection area, meaning there is a difference, meaning there is a difference between the pre-test results and the post-test results, meaning that there is an increase in respondents' knowledge of the ability of CLC managers after being given training, in the implementation of the conceptual training model. However, the results achieved have not been maximized, so it is still necessary to improve the conceptual training model, in order to achieve more optimal learning outcomes.

The results of the correlation test showed that the calculated r value 0.883 > r table 0.279 and the Sig-2 tailed value <0.05. The post-test results have a significant effect on the pre-test results on the implementation of the conceptual training model, meaning that

the conceptual training model developed is effective in improving the competence of managers in managing independent CLC. It can be concluded from the results of the correlation test above, that the development of a conceptual training model has a significant relationship in increasing the competence of respondents, meaning that the development of a conceptual training model that is implemented is very effective in improving the competence of managers in managing CLC. Ho > Ha, means Ho is accepted, meaning that the development of an effective conceptual training model to improve the competence of managers. Statistical test with t test on each aspect of competence, namely personality competence, social competence, professional competence, and managerial competence (BPPLSP, 2004), as follows:

Personal Competence

In accordance with the statistical test on personality competence, the t-test shows that the t-count value is -18.541, with a Sig-2 tailed value <0.05. The t-count value is outside the Ho acceptance area or the Ha rejection area, meaning that there is a difference. It means that there is a relationship between the conceptual training model with increasing personality abilities. These results are expected to have an impact on CLC managers in the application of personality competencies in managing independent CLC. A manager must have a strong personality, if he wants to achieve success in his work (Rak et al., 2005). Able to be a project pilot for other CLC in East Java. Humans as individual creatures have characteristics, which can distinguish one person from another, even no human being is the same in this world, or humans can be said to be unique individuals (Hill et al., 2009). CLC requires strong individuals who have a strong commitment in realizing the vision and mission in generating creative, innovative, and productive ideas. Having noble character is also the work of the institution in strengthening the people involved in the organization.

One form of personality competence that must be possessed by managers is an attitude of commitment. CLC managers have personality competencies with commitment to responsibility in developing institutions that can also affect community participation in learning activities. This is in accordance with the results of Yuniarti's research (Yuniarti, 2019), that the commitment of the management of equivalence education package C at CLC Cimahi City was identified as being in the high category with a percentage value of 73.03%, which means that the manager has personality competence in the form of commitment by having loyalty based on emotional ties, so that feel proud and take part in developing CLC. The ability in personality competencies must be continuously carried out by CLC to continue to advance the institution, namely in the form of follow-up through various trainings related to the development of the manager's personality, both in the form of obligations, maintaining values and providing the best performance. These results are in line with the results of research by Alifian & Rahardjo (Alifian & Rahardjo, 2015) that commitment to sustainability needs to be increased for managers to get the opportunity to develop and advance the institution. So it is necessary to hold continuous training so that managers are not left behind in the development of technology and education.

Social Competence

The results of the statistical test on social competence, the t-test showed that the t-count value was -18.032 with a Sig-2 tailed value <0.05. The t-count value is outside the Ho acceptance area or the Ha rejection area, meaning that there is a difference. It means that there is a relationship between the implementation of the conceptual training model and increasing social competence. This hope that has been achieved continues to increase in life, because humans are also social creatures, which allows one to live side by side with others (Nitulescu, 2016). CLC as a social organization and living in the midst of society, managers should be able to interact in the community, so that social competence is not something that is difficult to learn, because human beings have grown and developed social characteristics. It is proven that humans have to live with other people to form groups, families, communities, ethnic groups, nations, and nations. Social life must continue to grow and develop in society. CLC has two missions, namely social and economic missions. CLC functions to provide services to the needs of the community. Economic mission, CLC can maintain and develop institutions there must be results that are used to develop learning programs to the community. the manager must also develop a productive economic business.

From the results of research conducted by Almaidah (Almaidah, 2017) that CLC provides benefits for the surrounding community as an effort to improve their quality of life. CLC managers must be able to know the potential and problems that exist in the community. This is also done by CLC managers in East Java who are skilled in reading situations related to the needs and potentials of each district/city. This does not make it difficult, because the manager is also part of the local community. The NFE program at CLC in East Java helps communities provide opportunities for local communities to gain knowledge and skills that improve their quality of life. Social competence for managers can be learned independently through experience gained, but in order to be optimal in implementing programs in the community there needs to be conceptual training that is directly involved in managers, both from identification to evaluation. With this, it is hoped that the manager's social sensitivity will be built to manage the potential of existing deficiencies in the community.

Professional Competence

The results of statistical tests on professional competence, t-test shows that the t-count value is -20.045 with a Sig-2 tailed value <0.05. The t-count value is outside the Ho acceptance area or the Ha rejection area, meaning that there is a difference. It means that there is a relationship between the implementation of the conceptual training model and increasing professional competence. The results have not been maximized, so it is still necessary to improve the training model, in order to be able to get more optimal results. Professional ability shows that humans still have discipline with the allocation of time in living and living in society. Obeying time and using knowledge and technology is a person's professional form in work (Koehler & Mishra, 2014). It is hoped that this professional attitude will continue to grow and develop in CLC managers in East Java. CLC managers are managers, so it is highly required to have professional skills in managing institutions so that they can exist and compete in providing services for the

learning needs of the community which also continue to grow and develop along with advances in science and technology in society. It can be seen that Indonesian society is very dynamic and the progress of human civilization is growing very rapidly, so that the qualifications of human resources will continue to be demanded to be more advanced with technology (Noe et al., 2017). But do not let humans be enslaved by technology itself, then humans must learn how to use the technology by applying lifelong learning.

Managerial Competence

The results of the statistical test on managerial competence table 4.22, the t-test shows that the t-count value is -14.218 with a Sig-2 tailed value <0.05. The t-count value is outside the Ho acceptance area or the Ha rejection area, meaning that there is a difference. It means that there is a relationship between the implementation of the conceptual training model and increasing managerial competence. The results have not been maximized, so it is still necessary to improve the training model, in order to be able to get more optimal results. Managerial ability is a must for CLC managers, because he is a manager, meaning he is also a leader who must have the ability to move people to stay enthusiastic and motivated to carry out their duties, besides that he also has to manage the materials that are used as products. A manager must establish a strategy to foster creative, innovative, and productive behavior (Mumford, 2000). Then the manager also determines the behavior to set a strategy so that it becomes productivity for human resources in CLC. Managers integrate strategy and behavior to achieve confidence in success in every step of the activity (Birknerová et al., 2022).

The lack of maximum managerial competence for managers can be seen from the implementation of programs at CLC where there are still institutions that do not carry out teaching and learning activities, even learning is carried out if only getting funds from the government. In the results of previous research conducted by Himayaturohmah (Himayaturohmah, 2017), it was found that CLC managers were not optimal in managing educational programs, both in quantity and quality, besides that program development was still oriented to government assistance. Conditions like this make the existence of CLC unable to provide benefits to the community, so they cannot compete with formal education. Indeed, non-formal education programs are superior to formal education, because the implementation of learning is flexible and adapted to the needs of students compared to formal education learning which is more bound to applicable rules. So it is necessary for managers to take part in training that can develop managerial competence in themselves.

Center for the Development of Non-Formal and Informal Education (P2PNFI) Jayagiri East Java Indonesia, the main tasks of CLC managers (Saepudin et al., 2020), include: as a leader of the teaching and learning process); as CLC organizational manager (school manager); as education leader; as an educational supervisor (educational supervisor); and as an educational innovator.

After the implementation of the conceptual training model in improving the competence of CLC managers, namely 1) educative; educated and development personnel who have professional abilities and competencies that are qualified and relevant to needs; 2)

coaching; A human resource as a process to train dedication, loyalty, discipline, mentality, and organizational spirit to benefit the environment and himself as a social citizen; 3) social marketing; development of human resources to convey, communicate, and disseminate the organization's mission to the public, especially stakeholders; and 4) administrative; complete data on human resources, especially those related to the personality and competence of its members which can later be used as consideration for organizational leaders in making, leadership regeneration, and compensation.

CLC competencies in terms of individuals are there, adding insight, knowledge about organizational development both internally and, the environment that greatly influences organizational development, increasing knowledge in the field of adding, increasing skills in improving the implementation of Extreme development, improving communication, among others, increasing emotional abilities, increasing lead experience. The organizational aspect, namely adapting to changes that occur in the environment, is the basis for further organizational development, increasing production capabilities, increasing the organization's ability to create collaboration and work levels.

Implementation of non-formal education programs, according to research results (Leithwood & Montgomery, 1982), it is said that the implementation of managerial competence for managers or managers of CLC must have abilities related to 1) Describe the rules and regulations set by a higher level. institution. to be applied to educational units, 2) Planning and setting program targets or activities carried out within a certain period of time, 3) Establishing and managing members involved in activities, 4) Establishing detailed tasks for members involved in organizing activities, 5) Delegating several task authority for the members involved, 6) Supervise the implementation of tasks performed by the members involved, 7) Prepare and report the results of activities to the agencies above it on a regular basis and 8) Can solve problems encountered in the process of implementing managerial tasks. Managers need to improve managerial competence in the implementation of CLC development, so it is hoped that out-of-school education programs can excel and compete with formal education.

Achievement of competency results, showing the usefulness of training is very relevant for managers to improve performance competence in managing an institution. This research is very relevant to be applied as evidenced by the results of research conducted by Verayanti (Verayanti, 2014), that teacher competence is further increased by the design of the conceptual model of management of this fine arts training model starting from planning, implementation and evaluation. The innovation developed from this fine arts training management model lies in the implementation and training packages. CLC managers have competence in building entrepreneurial abilities, because non-formal education programs must be entrepreneurship-based, as an attraction for students to take part in learning. The target of non-formal education is partly adults, so in learning must use the principles of adult learning. Adults want to learn because they already have a readiness to learn, have a self-concept, have the ability to learn, are willing to learn if it is useful in living their lives, have experience that can be used as learning material. Developing the community's productive economic business will have a positive impact on the institution, because it is functional.

CONCLUSION

The results of the understanding that there is a significant relationship between the conceptual training model and the increase in the competence of CLC managers. After the implementation of the conceptual training model in improving the competence of CLC managers, namely 1) educational; educated and developmental personnel who have professional abilities and competences that are qualified and relevant to needs, 2) coaching; a human resource as a process to train dedication, loyalty, discipline, mentality, and organizational spirit to benefit the environment and himself as a social citizen, 3) social marketing; development of human resources to convey, communicate, and disseminate the organization's mission to the public, especially stakeholders; and 4) administrative; complete data on human resources, especially those related to the personality and competence of its members which can later be used as consideration for organizational leaders in making, leadership regeneration, and compensation The conceptual training model is effective to improve the competence of CLC managers which includes personality competence, social competence, professional competence, and managerial competence. The development of the competency training model is carried out in four stages; condition analysis, design training, develop designs, and implement and evaluate training.

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