

**EDUCATION MANAGEMENT IMPLEMENTATION
COURSE AND TRAINING INSTITUTIONS IN IMPROVING GRADUATION QUALITY
AND ABSORPTION IN THE WORLD OF BUSINESS AND INDUSTRY (DUDI)**

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Abstract

The implementation of education management for Course and Training Institutions in improving the quality of graduates and absorption in the Business and Industrial World (DUDI) is very much needed in order to sustain the existence of Course and Training Institutions due to the level of quality of graduates and absorption in the Business and Industrial World (DUDI) as indicators of prospective students. in choosing a Course and Training Institute (LKP).

Keywords: Quality of Graduates, Business and Industry Absorption

A. INTRODUCTION

Education in a theological context (Islamic teachings) is always based on the Qur'an and the Hadiths of the Prophet Muhammad. From these two sources, it is then developed and classified into two parts, namely: first, faith for teachings related to faith; second, sharia for teachings related to real charity; and in addition is philosophy (thorekat) as a tool in human thinking to always develop the knowledge that is already owned (Amir, 2012).

Philosophical thinking can be used in understanding religion with the intention that the wisdom, essence or essence of religious teachings can be thoroughly understood and understood. Furthermore, Saefurridjal (2008: 27) states that 'a philosophical approach can prevent adherents of that religion from practicing formalistic religions; namely practicing religion painstakingly but it does not have any meaning, empty without meaning'. However, this does not mean negating or underestimating formal forms of religious practice. Of course, developments carried out by humans in their diversity will not be separated from orders and prohibitions, because in this case religion is the most important source and

occupies the highest position followed by philosophy (thorekat), then science in the form of theories and concepts.

The philosophical study of the Course and Training Institute (LKP) is determined by the choice of the various streams that arise in human thought about life and life issues, including education issues. There are various schools that can be used as the basis for research, and the philosophy of progressivism chosen as the basis for this dissertation. Progressivism is a school of philosophy that was born in the United States of the 20th century. Brubaeher (1972), said that the philosophy of progressivism in the philosophy of pragmatism was introduced by William (1842-1910) and John Dewey (1885-1952), which emphasized the benefits of practical life. In many way progressivism is synonymous with pragmatism. Therefore, when people call pragmatism, it means the same as progressivism (Sauri, 2013).

This philosophy of progressivism or pragmatism is an embodiment of his character. This means that the philosophy of progressivism is influenced by the ideas of the philosophy of pragmatism which has provided a basic concept with the main L.-as, namely humans in their lives to continue to defend (survive) against all challenges, and are pragmatic in terms of their benefits. Therefore progressivism philosophy is not absoluteness of life, rejects absolutism and authoritarianism in all its forms. The values adopted are dynamic and always changing, as developed by Immanuel Kant, one of the contributors to the pragmatism-progressivism thinker who places free respect on human dignity and personality. Progressivism philosophy upholds individual human rights and upholds democratic values, so that progressivism is considered iebaczai The Liberal Road of Culture (absolute freedom towards culture) (Nizar, 2002).

The philosophy of progressivism puts the belief in human strength, the strength that humans are inherited from birth (man's natural). The point is that since birth humans have brought basic talents and (predisposition) or potential (abilities), especially any power, so that with their intellect, humans will be able to overcome all the physical aspects of their life, be it challenges, obstacles, threats or effects that arise from their environment. In this connection Wes-Soemanto states that intelligence is the same as intelligence, intelligence concerns the ability to learn and use what has been learned in an effort to adapt to familiar situations or in problem solving. The potentials possessed by humans have developed strengths and this is the concern of progressivism (Amirudin, 2018).

1. The ontological perspective of progressivism

Ontology comes from the Greek which means the study of the existing. According to general terms, ontology is defined as the 'origin' which discusses something that already exists. There are various ontological perspectives explained from the point of view of progressivism philosophy, including: worldly origin, the existence of a very wide infinite reality life, because the reality of the universe is a reality in human life. Experience is the key to human understanding of everything, human experience, suffering, sadness, joy, beauty, etc. is the reality of human life and death.

2. The Epistemological Perspective of Progressivism

Epistemology is a theory of knowledge that discusses various aspects of knowledge such

as possibility, origin, nature, limits, assumptions and basis, validity and reliability, to the seal of truth. Epistemology is often called a theory of knowledge (theory of knowledge). Epistemology focuses more on the meaning of knowledge related to the concepts, sources, and criteria of knowledge, types of knowledge, and so on.

Based on the way of working or the approach taken to the symptoms of knowledge, epistemology can be divided into three, namely: metaphysical epistemology, skeptical epistemology, and critical epistemology. Meanwhile, based on the object studied, epistemology can also be divided into two parts, namely: individual epistemology and social epistemology.

In knowledge, there are several things that underlie the formation of knowledge, including experience, memory, testimony, interest and curiosity, thought and reasoning, logic, language, and the necessities of human life. In general, knowledge can be divided into three, namely: scientific knowledge, moral knowledge, and religious knowledge. Scientific knowledge is a type of knowledge obtained and accounted for scientifically or by applying a scientific method of work or method. In moral knowledge, moral values are stated only to people who experience their urgency or necessity. If we get rid of the urgency, there will be no way of verifying the authenticity of this fact. Whereas in religious knowledge, the question of the possibility of religious knowledge is slightly different from that of the possibility of moral knowledge. However, some of the concepts and principles that apply in discussing the possibility of moral knowledge can be used to shed light on the question of religious knowledge (Nizar, 2002).

B. METHOD

The method used in this research is a qualitative method with a variety of case studies. The problems that will be studied in this study use qualitative methods, which aim to find, analyze and manage direct events in the field by understanding social interactions with interviews and observations.

According to Sugiyono qualitative research methods are research methods based on philosophy, which are used to examine scientific conditions (experiments) where researchers as instruments, data collection techniques and in qualitative analysis emphasize more on meaning (Sugiyono, 2010 : 213).

C. RESULT AND DISCUSSION

The Nature and Definition of Education

In essence, education must be seen as a process and at the same time as a goal. The basic assumption of education views education as an activity of life in society to achieve human manifestation. whole that lasts a lifetime. Education as an activity of life in society has important antiquities for both individuals and society. Because between individuals and society are interrelated (Amirudin, 2018).

Education is an attempt to humanize humans. This means that humans will not become human without being humanized. In other words, human development can only occur within society. On the other hand, society as a form of life together cannot possibly develop if it is

not supported by the progress of individual members. Thus, there is a functional relationship between individuals and society. So education is seen as a process of sweetening in the context of community life, as a socio-cultural transaction in question that is only possible if there is educational interaction based on mutual respect for each other's dignity between educators and students (Al-Nahlawi, 2001).

In a broader context, education is a process of human interaction between educators and students to achieve educational goals. The process takes place in a certain environment using various actions called educational tools. In achieving educational goals, there is an educational process in it.

Education is a translation of the Greek language, namely *paes* which means child and *agogy* which means to guide. These two words, when put together into *pedagogie*, are to provide guidance to children (Gintings, Handouts of Introduction to Education lectures).

According to the Indonesian dictionary, the word "education" comes from the word "educate" and gets the affix "pe" and the suffix "an", so this word means the process or method or act of educating. Seen from the semantic aspect, the definition of Education can be interpreted as a process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. Education, like the nature of its target, namely human beings, contains many aspects and is very complex, so there is not a single limit that is sufficient to explain the meaning of education in full (Poerwadarminta, 1993).

Educational Factors

In its implementation, educational poses can be influenced by various factors. These educational factors are:

- 1) Purpose
- 2) Educators
- 3) The subject of students
- 4) Educational content / material
- 5) Methods and tools
- 6) Environmental situation (Mulyasa, 2014)

The six factors that have been stated above mutually influence and interact with each other.

Course and training

The Course and Training Institute (LKP) as one of the non-formal education units must be managed professionally, so that the results are good and are able to carry out the process properly and meet the national education standards which include: 1) Graduate Competency Standards (Permendikbud Number 131 of 2014 concerning Graduate Competency Standards Course and Training), 2) Content Standards, 3) Process Standards, 4) Educator Standards (Permendikbud Number 90 of 2014 concerning Qualification and Competency Standards for Instructors in Courses and Training) and Education Personnel (Permendiknas Number 42 of 2009 concerning Course Management Standards) 5) Standard for Facilities and Infrastructure (Permendikbud Number 127 of

2014 concerning Standards for Facilities and Infrastructure for Course and Training Institutions, 6) Standard for Management (Permendiknas Number 49 of 2007 concerning Standards for Management of Education by Non-formal Education Units, 7) Standard of Financing, 8) Standard of Assessment . Each Course and Training Institute must understand the 8 standards mentioned above and be able to meet the requirements set out in the national education standards as part of quality assurance carried out through the accreditation mechanism by BAN PAUD and DIKMAS. Accreditation is a must in order to create quality LKP management based on 8 national education standards. This is in accordance with government regulation number 19 of 2005 article 89 paragraph (5) which states that the competency certificate as referred to in paragraph (1) is issued by an accredited educational unit or by an independent certification body established by a professional organization recognized by the Government as a sign that the student concerned has passed the competency test. Improving the quality of the Course and Training Institution is very important, because many of the students of the Course and Training Institute come from poor families, drop out of school, and are unemployed, who expect non-formal education to be a provision to earn income, either by working or entrepreneurship.

DUDI Partnership

Partnership is a cooperative relationship carried out by two or more parties within a certain period of time to achieve mutual benefits / goals with the principle of mutual need as outlined in the form of a memorandum of understanding or a Memorandum of Understanding (MoU) document. Collaborating with DUDI is very important for the survival of LKP. Without building partnerships, it will be difficult for LKP to develop considering the tighter and tougher competition. The conclusion is that the private sector partnership (DUDI) in education is a tool for achieving development in a country, especially in the field of education to prepare and develop skills in increasing human resources through job training. Bambang Ixtiarto, et al (2016: 59) Okoye, K R E; Chijioke, Okwelle P, 2013. About "Private Public Partnership And Technical Vocation Education And Training (TVET) In A Developing Economy"; explained that vocational education is widely recognized as an educational system that is expected to produce a competent workforce that is able to compete and excel in a rapidly changing environment and improve a country's economy. As for partnership cooperation that needs to be carried out by LKP so that course and training institutions continue to exist, then partnership cooperation that needs to be done, among others:

1. Cooperation in Preparing the Course Curriculum
The curriculum in course and training institutions is adjusted to partners in the business world and industrial world (DUDI) or users as graduate users, so that students in course and training institutions after graduation can be accepted by users, so course managers should make DUDI-based curricula. involve directly using graduates by sitting together in a farum group discussion (FGD).
2. Cooperation in Teaching Students
In teaching activities of students, course and training institutions (LKP), it is better to involve the business world and the industrial world or users to be directly involved in teaching students at LKP, especially in the personnel department or employee recruitment team at the company, so that with transferring knowledge from the user, the user will find it easier to choose good prospective employees for students at LKP, so that if there is a selection in the user company, then that student can be recommended to participate in the selection of the teacher earlier.
3. Cooperation in On The Job Training
To provide students with the knowledge and skills acquired in course and training institutions, the course manager must collaborate with the business world and the industrial world through the on the job training method / job apprenticeship program. According to Saks and Haccoun (2008), on the Job Training Method (OJT) is divided into 6 (six) types, namely: (1) Job instruction training: the OJT approach which is systemic, structured and formal, (2) Performance aids: approach OJT which helps employees show good performance in their work, (3) Job Rotation: an OJT approach where employees are trained to be involved in many functions within the scope of the organization in order to be able to adapt and develop potential for the benefit of the Organization, (4) Apprenticeship program: an OJT approach that combines OJT with using the in-class instruction model, (5) Coaching: the OJT approach where experienced employees direct other employees to develop understanding, motivation, skills, and provide support through feedback, (6) Mentoring: an OJT approach where Senior employees in an organization mentor talented people in the career development of junior employees. Of the six methods, the on-the-job training methods that can be carried out by course and training institutions for their students are the Apprenticeship program: the OJT approach that combines OJT using an in-class instruction model, and Coaching: the OJT approach where employees experience leads other employees to develop understanding, motivation, skills, and provide support through feedback.
4. Cooperation in the Placement of LKP Graduates to DUDI
The cooperation that needs to be carried out by course and training institutions, so that students can be accepted in the business world and the industrial world (DUDI), which is carried out by actively participating in professional organizations and the Entrepreneur Community, this will facilitate the placement of LKP graduates to DUDI, because with this community, it will be easy to communicate with the owner in making employee recruitment decisions.

D. CONCLUSION

The level of quality of graduates and absorption in the world of business and industry (DUDI) as a benchmark for prospective students in choosing a Course and Training Institute (LKP), it is necessary to have efforts from the Management

of the Course and Training Institution to implement the educational management of the Course and Training Institution in improving the quality of graduates. and absorption in the world of business and industry (DUDI) in their institutions.

Benchmarking for the quality of graduates of the Course and Training Institute can be done by including Course and Training participants to take part in the Competency Test held by the Professional Certification Institute (LSP) and the Competency Certification Institute (LSK). The passing rate of the student competency test becomes a measure of the quality of the institution's graduates.

The absorption of graduates in the Business and Industry World (DUDI) can be increased through increasing partnerships with DUDI and mentoring new entrepreneurs for course and training graduates.

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