

THE INFLUENCE OF CITIZENSHIP EDUCATION CONTENT BASED TRAINING TOWARDS THE PERFORMANCE OF NON-FORMAL EDUCATION INSTRUCTORS

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Abstract: *This study focused on the issue of mentors' performance after participating in competency improvement training. To examine the influence of competency based training thoroughly, we employed a qualitative research approach, specifically using the descriptive and case study methods whereas the main data collection techniques used entailed in-depth interviews, observations, and document studies. Research respondents were mentors who had completed various trainings especially citizenship content based training, and also the heads of non-formal education centers (SKBs) from a few selected areas of the West Java Province. The results revealed that competency improvement training(s) of mentors have been conducted in accordance with the existing theories on training, hence contributing to improvement in the areas of planning, work performance, and learner assessment.*

Keywords: *Tutor, Training, Performance, Non-formal Education Instructor, and Instructor Competency*

1. INTRODUCTION

Education is an important factor in supporting the needs for trained and educated human resources to support the development and changes in the country's economic structure. Whether we are aware or not, we are faced with problems such as the existence of school-age children who are leaving the schooling education system; many graduates of elementary, junior high, and high school do not continue to pursue a higher education and are not ready for employment; the high

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number of unemployment caused by inability to compete in the job market; the high living cost of families and society. Human resources for non-formal education are those who devote themselves as educators in non-formal education channels, such as tutors, instructors, facilitators, mentors, and education personnel, such as courses administrators, nonformal administrators, and other non-formal education administrators.

Nonformal education instructors are mentors who serve as civil servants, in the implementation units such as technical community education units for counties and municipalities, provincial technical early childhood and nonformal education units and in the Center for Development of Non-Formal and Informal Education.

Qualification and competence improvement of mentors is a necessity and should always be implemented as a precaution and response to changes in society in general and the development of non-formal education in particular. Many factors affect the performance of mentors in carrying out their duties, such as their competence, motivation to achieve, availability of facilities and infrastructure to support their performance in the community, support and guidance by the head of community education. To improve the competence and performance of mentors various trainings are implemented, including competency improvement training for mentors. Topics examined in this study are about competency improvement training and its impact on the performance of mentors in the field.

Based on the above issues and the results of field observations, the research problem can be identified as that the competence and performance of tutors are influenced by external and internal factors. External factors that can affect the competency of tutors include the relevancy of training or education offered to tutors. Content of the training, support facilities, and working climate can also affect the performance of tutors in the field. Internal factors include motivation, work discipline, and training outcome of tutors, which also influence the performance of tutors. **Citizenship education being a form of education that influences people to make independent decision and are responsible for all these decisions, it is important component to be integrated in the training or education of the nonformal education instructors.**

This paper focuses on citizenship education as an important component for the improvement training programmes for the nonformal education tutors. Promoting citizenship education in tutor training can be implemented through planning, material development, learning process, and also in projected outcomes of the training, by evaluating tutor performance. Execution of competency improvement training for tutors was conducted at the Center for Development of Nonformal and Informal Education (P2PNFI) Regional I Jayagiri Lembang, with mentor participants coming from various community education centres (SKBs) in the region.

The tutors who have been trained are expected to apply their training at their respective workplaces. The post-training problem is the presence or absence of the impact of training on the performance of mentors in society and at the workplace. Based on the restriction problem, the research questions are formulated as follow: **1. How is the implementation of citizenship education content based in the training of the community education centre tutors conducted by the Regional Centre one? 2. How has the training helped to improve the competencies of tutors?**

2. LITERATURE REVIEW

Training is an activity that is designed in a training institute to improve one's performance in the field of employment through the development of knowledge, skills and attitudes. Craig (1987), argued that:

Training and development are terms referring to planned efforts designed to facilitate the acquisition of relevant skills, knowledge and attitudes by organization members. Development focuses more on improving the decision making and human relations skills and the presentation of a more factual and narrow subject matter.

The definition emphasizes that training is a management tool in communicating decisions, policies and strategies to create changes in the working environment to renew and improve the quality of work through the learning process. In other words, training is one of the practices of human resource development, through a systematic and planned learning process, in an effort to help the trainees master the knowledge, skills and attitudes required.

The definition also presupposes that training is a process that involves a series of actions that are performed with deliberation, systems, and are planned to assist participants in improving their abilities according to the job needs so that participants will be able to carry out the job with a strong principle and foundation. Simamora (1998:288), formulated five basic training objectives to be achieved, which are: (1) upgrading the skills of employees in line with technological development, (2) reduce learning time for new employees to be competent in a job, (3) help solve operational problems, (4) prepare an employee for a particular campaign, and (5) orient employees to the organization. In addition, Marzuki (1992:18), formulated three objectives of training that are expected as (1) to meet the needs of the organization, (2) participants will gain a complete understanding of their work with a standard and speed that is normal and safe, (3) assist in carrying out the organization's leaders duties. Thus it can be concluded that the purpose of training is to improve the knowledge, skills and attitudes in both the task at hand

and for promotion so that through the training participants can socialize with their duties.

2.1 Training Components

Effective and efficient training management demands special requirements, components, learning process, situation and a right approach. Training as a non-formal education unit has interrelated components. These components are: (1) Input, including tools input, raw input (potential trainees), environmental input, (2) Process, including learning activities, guidance and counseling, and assessment. This process also occurs in the interaction between the tools input and the raw input, (3) Output. Outputs are graduates, in the form of quantity, which are total number, and quality, which are behavioral changes obtained through learning activities in training including cognitive, effective and psychomotoric learning in accordance with the expected needs; (4) Other inputs, which are other supporting resources that would enable the students and graduates in developing their capabilities for the advancement of their life; (5) Influence or impact, which is the result achieved by the graduates includes performance improvement, incorporating others in utilizing the learning outcomes, and the increased level of participation in social life and development of society. (Sudjana, 1993).

2.2 Execution

Execution of the training is done with these steps: preparation of the planning, implementation, and assessment of training.

2.3 Planning of training.

Identify training needs: Initial activities of planning is to identify training needs. To capture the actual training needs is expected in the development of training. There are some known identification techniques and their use depends on the problems faced by the organization or on the ability of evaluators. The techniques that are generally applicable are: performance analysis, task analysis, competency analysis, and personal analysis.

Performance analysis is used to determine the expected job output, with the input of knowledge, skills and attitudes required to achieve performance standards. The essence of this analysis is to determine the context of the participants as training program input that is directly related to individual and organizational performance, in an effort to determine: (1) the expected performance, (2) the current observable performance, (3) the gap between expected and actual performance, (4) the effect of the gap on the function and performance of the organization, (5) the factors that led to the emergence of the gap.

Task analysis is closely related to the analysis of work, knowledge, and the skills necessary to carry out the work. The main data source in this analysis is job description. Implementation of this task analysis includes: (1) Identifying an employee representative that is a senior employee or considered capable of performing a good job, (2) Collecting data on types of jobs that are available and required through: observation, interview, small separate focus groups to compile a list of the tasks required, (3) Making a list of tasks and details to explain what to do and measure the success rate, (4) Improving the task list through presentations in separate small group of employees, leaders and experts, and share your lists to employees and leaders to get feedback from them, (5) Preparing a detailed list of jobs that is obtained based on priority, (6) Determining the criteria of knowledge, attitudes and skills required for each type of task and details. Determining knowledge, attitudes, and skills can be through: employee as a point of reference, their understanding of the task, attitude, knowledge and skills they need to carry out the task. The techniques used were observations and interviews as well as other techniques that were considered effective. Small groups were formed to discuss and review the knowledge and skills required, which were then further grouped by specific categories, (7) Presenting the findings in the form of a training plan by reflecting some of the priorities and consider the priorities of knowledge, attitudes and skills based on job descriptions or work designed.

In general, the working steps of competency study are: Creating a meeting agenda with several experts or someone who has the experience to address the knowledge, skills, and attitudes that they should have. The results of the meeting is then arranged in the form of a competency model in their respective sectors, and then distribute the model to employees and consultant experts as an input for the formulation of competence. The source of the data analysis are employee's competence, leadership, and if the population is large the methods that can be used include representative or sampling. The data is obtained through surveys on the opinions and views of experts, through a list of questions, discussion groups, and others.

Analysis of individual needs is done by way of observation by a higher management, skills evaluation, quality control card, and a job skill test, in order to measure the ability and capability to hold office. Analysis of the group needs in the training plan is to examine the measures taken in empowering the organization through a questionnaire or survey field.

2.4 Training Design

The next step in planning is the preparation of training design. Information from the identification of training needs is a valuable input to the preparation of training design. According to Dharma A. (1987), preparation of training design is

essentially an attempt to identify the things that should be covered in a training program. Preparation of training design is an activity in planning that will be realized in the implementation of the training.

Pareek and Lynton P. (1992). State that there are five steps in designing a training program to be considered, namely: (1) selecting a strategy or a combination of various strategies, (2) breaking down general training objectives into several main sections, (3) seeking an amount of time and convenience that is needed to meet a goal through detailing the various methods of training, (4) determining several presentation program package and requesting the organization to choose the desired package, and (5) designing a training program.

Comprehensiveness and accuracy in preparing and setting components design training are the most important factors in supporting the achievement of efficient and effective training objectives. Training design suggests the strategies to be implemented in achieving the purpose of the training in order to meet the needs that have been identified previously. The result of the process of preparing a training design is an input for the training process. In other words, the result of the training design process is a training program document which will be used as guidance or reference for the training.

2.5 Training Implementation

Training implementation is the implementation created plan that is one of the main factors which affect the effectiveness of the training program. Therefore, the implementation should be done in accordance with the provisions, rules, and requirements of the implementation of training, so that the results of the training implementation can be effective, efficient, useful, and in accordance with the intended target.

In connection with the implementation, Anisah (1995: 44) argues that “the implementation is an activity to making the plan into action in order to achieve those objectives effectively and efficiently”. Supandi and Sanusi (1988: 36) in Anisah (1995: 44) state that “the implementation or execution of activities, is a process of running, implementing or seeking alternatives that have been decided under the laws applicable in practice”. Thus, the implementation of the training event is a series of concrete actions that is done in order for all of the components that have been prepared to go according to plan and in an integrated manner in order to achieve the objectives.

To ensure that the training process is sustainable and achieves effective results, it must go through a series of interrelated stages namely: preparation stage, implementation stage, and final or post-training stage.

Preparation of Training

The preparation of training activities is the first step that must be taken and carried out by the training organizer. It is a basic activity that will create the condition and support and assist the training implementation. Thus, in order for the training to be implemented smoothly and effectively, there needs to be certainty or comprehensiveness of components so that the training can take place properly.

Training Implementation in the form of Learning

Training implementation is the embodiment of real actions from things that have been planned. In training, the learning process is the most important activity. The learning process is an educational interaction between facilitators and participants, and among participants in achieving the learning objectives. The efforts made in achieving the learning objectives have implications and are dependent on the selection of the training materials, methods and principles of learning, and its application.

2.6 Creating a Learning Climate

Usually, establishing a learning climate has started before participants enter the training process. This assumes that each contact that occurs between participants, organizers, and facilitators will have an impact during the training process. Learning climates have the possibility to strengthen or weaken the participation of trainees in the training process, either from interest, motivation, understanding of training materials. If the established learning climate supports the learning activity of the participants, there is a tendency that they would enjoy being in the learning activities. On the contrary, if the learning climate is less supportive of their participation, then there is a tendency they will drop out of learning.

Climates that can encourage trainees to participate in the training process, according to Knowles (1976) in Abdulhak (2000: 25), is established when a learning environment is characterized by the presence of a pleasant situation, mutual trust and respect, supportive, freedom of expression and accepting diversity. An unpleasant atmosphere must be avoided between participants and coaches, among participants, organizers and all those involved in the training. Thus, it is necessary to attempt to break the ice through the Ice Breaking, and in order to create or build a sense of togetherness, mutual trust and support in groups, Group Dynamics is often conducted.

3. LEARNING METHOD

Achieving learning objectives that have been established cannot be separated from the methods that are used. That is the learning method in the training. Abdulhak

(2000:43) defines a learning method in training as an organized and systematic procedure in teaching trainees in achieving the set learning objectives. The position of learning methods in training not only serves to deliver training materials, but also include managing learning activities, so that trainees can learn to accomplish the goals appropriately.

Learning method is one component that must be considered in the training, because by determining or using appropriate methods, the training objectives can be achieved. Determining the learning method in training, according to Abdulhak (2000:44), should consider learning objectives, learning materials, human resources (facilitators and participants), time, and supporting facilities.

3.1 Learning Principles in Training

Learning principles used in the learning process develops faster and are numerous. However, there are some principles that are still used as basis in the learning process, namely: participation, repetition, and relevance. Active participation of participants will influence the learning process faster, the result will be more durable, and can increase motivation and gain more and steady understanding. Repetition can create behavioral patterns on participants' self-learning, but if this principle is carried out more frequently it can lead to boredom. Relevance of the learning process will be more effective and efficient if the material being studied are associated with the needs, interests, employment or related to a higher value.

3.2 End of Training Implementation

This is the final stage of the realization of concrete actions carried out in the training process in order to achieve training objectives. Things that are done at the end of the implementation include: preparation of the final report, presentation of training management report, monitoring and evaluation at the end of training, administrative assistance activities, finances, and plans for follow-up. Then at the end of the implementation of training an activity is done to determine the level of success achieved by the participants and organizing training programs through the assessment of learning outcomes and the training implementation.

4. TRAINING ASSESSMENT.

Assessment is an important element in the training, which is conducted to determine whether the intended purpose can be achieved, whether the implementation of the program is in accordance with what was planned, and determine the impacts of the program.

Sudjana (2000, 267) suggested that the assessment is defined as an activity performed systematically to collect, process and present the data or information

required as input for decision making. Hamblin in Moekijat (1993) formulates training evaluation as any attempt to obtain data or information (feedback) about the effect of the training program and to provide training value based on the of the information. While the purpose of the assessment is to provide inputs for decision-making on planning, sustainability, expansion, termination, and modification of program, as well as the use and development of a scientific basis which underlies the assessment process. Thus, it can be concluded that the assessment is carried out systematically to acquire the necessary data or information as feedback to improve and develop training programs.

Mappa and Basleman (1994) Propose aspects that are assessed as program components and program implementation. Program components include inputs, processes, and results of the program, while the implementation of the program includes institutional, planning, implementation and development, economic efficiency, and impacts of the program.

Based on the opinions above it can be argued that the evaluation of the training include planning evaluation, implementation, and end of the training implementation. Assessment of the plan aims to establish a priority of activities to be done in achieving those objectives. The results of this activity are feedbacks for planners to improve or develop training programs. Assessment of the process is intended to determine the effectiveness of training in achieving the goals set. Result of the evaluation will provide input for the development of training implementation. While assessment of the result is conducted in order to measure changes in the ability of participants that was achieved from the training. The result of this evaluation will show a clear picture of the changes and the increased ability of the participants.

The techniques used in the assessment of the training can be divided into two, namely test and non-test. Sudijono (1995:62-76) describes that in the context of learning outcomes evaluation, there are two kinds of techniques, namely test and non-test techniques. Test techniques can be divided into six categories, namely: 1) test selection, 2) initial test, 3) final test, 4) diagnostic test, 5) formative test, and summative test. While the non-test techniques are observation, interviews, questionnaires, and checking or examining documents.

4.1 Training Impact Concept

The level of achievement of the goals and objectives of the course is one of the indicators to assess the impact of training. The higher the level of achievement, the more significant the impact. The general objective of a training program is to be the main guidance for program organizers and is a measure of success of the training program. According to Bloom, to obtain specific and measured learning objectives,

three aspects need to be categorized: 1) cognitive, associated to mental skills; 2) affective, dealing with emotional development; 3) psychomotoric, associated with skills and physique.

Outcome or impact is the ultimate goal of the training program, which includes: (a) changes in the lives of graduates who are marked by the acquisition of employment, or entrepreneurship, acquisition or improvement of income, health, and self-appearance. (b) teaching others on learning outcomes that have been enjoyed by the graduates, and (c) an increase in participation in social and community development activities, whether participation of the ideas, energy, property, and funds.

From the discussion of the impact of training, it can be concluded that the impact of training is the level of achievement of established training objectives that can be assessed if the objectives were detailed so that they can be observed and measured. Achievement of training goals is strongly influenced by the design of training programs and training implementation as well as monitoring in order for the training to have a positive impact for participants.

The impact of the training can be seen from changes in behavior, improved performance, speed and accuracy of performing the task, effective and efficient in use of equipment/materials, improving the quality of the work, reduce the problems posed in implementing tasks, and increased job satisfaction.

The success of mentors in training does not necessarily impact positively on the performance of the mentors in implementing the tasks in the workplace. Application of training results in the workplace, according to Robinson (1981) in Marzuki (1992:17), is influenced by encouragement, support, and receptive organization.

5. RESEARCH METHOD

Data Collection Techniques: Data collection techniques used in this study were observations, in-depth interviews, document study as a source for triangulation of data sources in which its validity can be accounted for. The technique aims to understand the characteristics and extent of the significance of the interrelation of human behavior in the complex social phenomenon, in certain cultural patterns. The role of the researcher is observer as participant that is also fully active in the field in order to obtain data through observations on the implementation, the interaction that occurs during activity, responses that can be recorded during implementation that could possibly have a positive or negative impact on the interaction that takes place during the competency improvement training event for mentors and the impact on their performance.

Interviews were conducted to determine how the functions of training management was performed which include planning, mobilization, implementation, evaluation, and the results. Interviews were also used to reveal data on how the implementation of the training results was conducted as a follow up of the training. In this research, interviews were conducted to supplement data obtained through observation techniques. In conducting the interviews, the researcher interacted with research subjects in order to analyze and interpret the interviewees' answers. The researcher tried to resolve questions relating to the research problem. Interviews were also conducted with the organizers, learning resources, and students in order to know the benefits of training.

To obtain information about the competency improvement training for mentors, subjects were selected purposively, which, according to Nasution (2003: 11), is that "naturalistic method does not use random sampling nor many sample populations." Samples or research subjects are usually few and chosen based on the research purpose.

In this study, there are two types of research subjects. The first is the organizer and training facilitator; the second is the participants, namely the Bandung district SKB mentors. Based on the results of observation, assessment, orientation with the organizer and discussions with training facilitator, it can be determined that the research subjects of the first type are three organizers and three facilitators. The second type were two mentors who fully participated in the training and served in SKB Bandung regency. Both of the mentors have the knowledge, skills, and positive attitudes as a result of the training, which will then have an impact on improving their performance in the field.

5.1 Research Procedure.

The procedures of this study is generally conducted through the following stages: (1) Pre-field stage is an activity conducted by the researcher before data collection, (2) Field work stage is an activity conducted directly in the research location such as data collection through participatory observation and in-depth interviews, (3) Data analysis stage checks the validity and data processed that was obtained from the field. The researcher processes the data that is collected through observations, interviews and documentation from the start to the end of data collection, (4) Writing the research report is the final stage of the researcher's activity after all the above steps are completed.

5.2 Data Processing and Analysis.

The analysis model used is based on a model developed by Huberman (1992), which is the interactive model. The measure proposed is based on Nasution (1993:

129), which includes: (1) data collection, (2) data reduction, (3) data display, and (4) conclusion and verification. Data credibility on the accuracy of data collected that can describe the researcher's concept with the reality on the data sources is carried out by triangulation.

5.3 Research Results

Competency Improvement Training for Tutors: Center for Development of Non-Formal and Informal Education (P2NFI) Jayagri positive II in Lembang Bandung, is an institution under the Directorate General of Non-Formal and Informal Education (DG PNFI).

The results achieved: Training results achieved are described as follows.

Participants understanding of the material: Participants' understanding of the training materials, which evaluation techniques have been described previously, is described in Table 1 below.

Table 1.
Participants' Understanding of the Training Materials According to the Self-Evaluation

No	Training Material	Very Good Understanding (%)	Good Understand (%)	Poor Understanding (%)
1.	PNF Educators Profession	71,79	25,64	2,56
2.	Mentors Competency	55,00	45,00	-
3.	PNF Curriculum Development Program	55,00	42, 44	2,56
4.	Establish Partnership	72,75	27,50	-
5.	Average	63,60	35,12	1,28

Source: P2PNFI Regional II Jayagiri.

The data in Table 1 shows that over half of the participants (63.6%) feel that they have a very good understanding of all the training materials, while 35.00% claim to have a good understanding and only 1.28% who feel they have a poor understanding. Thus it can be said that almost all of the participants have a very good understanding about the training materials.

The result of self-evaluation were consistent with the results of the assessment provided to the facilitator on the mastery of training materials. On average the mastery of the training materials can be checked in Table 2. The data in the table shows that in general, participants reached an average high score, ie 75.35. While the average scores according to order of highest achieved by trainees in training materials are respectively: PNF Curriculum development program (77.50);

Establish partnerships (77.50); Mentors competency (75.60), and PNF Educators profession (70.85).

Table 2.
Average score of trainees on every training material according to the facilitator's assessment

No.	Training Material	Average Score
1.	PNF Educators Profession	70,85
2.	Mentors' Competency	75,60
3.	PNF Curriculum Development Program	77,50
4.	Establish Partnership	77,50
Total Average		75,35

Source: P2PNFI Regional II Jayagiri.

Assessment of learning results by using testing instruments, which are the initial test and final test, produces a lowest score, highest score, and the average score as shown in Table 3.

Table 3.
Early test and final test scores achieved by trainees

Initial Test			Final Test			Improvement
Lowest Score	Highest Score	Average Score	Lowest Score	Highest Score	Average Score	
32,50	72,50	51,00	37,00	86,00	70,00	19,00

Source: P2PNFI Regional II Jayagiri.

From the figures in Table 3 it can be seen that increase occur on the lowest score, from initial test 32.50 to final test of 37.00. The increase in scores also occur on the highest score, from initial test of 72.50 to final test of 86.00. Overall, the final test scores increased by 19.00 compared with initial test scores.

5.4 Performance assessment of the facilitator

The facilitator's performance was assessed by the trainees everytime the facilitator delivers training materials. Performance assessment of tutors by trainee is done using instruments provided. The aspects assessed include appearance, mastery of materials, mastery of the use of methods and instructional media, language used, and the correct use of time allotted. A performance assessment of the facilitator is described in Table 4.

The data in Table 4 shows that most of the trainees assessed the performance of the facilitator as Good (67.75%), 19.25% of trainees gave a Very Good assessment.

Only a small fraction (11.62%) participants give Fair assessment, and very few (1.25%) assessed Poor.

Table 4.
Performance Assessment of Facilitator According to Trainees

No.	Facilitator / Materials Delivered	Very Good (%)	Good (%)	Fair (%)	Poor (%)
	Profesi Pendidik PNF	27,00	65,00	8,00	-
	Kompetensi Pamong Belajar	9,00	60,00	26,00	5,00
	Pengembangan Kurikulum Program PNF (Tim Fasilitator)	11,00	84,00	5,00	-
	Menjalin Kemitraan	30,00	62,50	7,50	
	Rata-rata	19,25	67,75	1,251	1,62

Sumber: P2PNFI Regional II Jayagiri.

5.5 Impact of Training On The Performance Improvement of Mentors.

To explore the impact of training on the performance improvement of mentors, two mentors are selected as respondents as the primary data source. Both the mentors were trainees. An in-depth interview was conducted to each respondent followed by document study and field observations. In the subsequent description, each respondent was given a code of WIW and ISN.

The data obtained from each respondent is described as follows: (a) The training results according to the mentors; (b) Performance of mentors in the planning, implementing, and assessing learning programs; (c) Performance of mentors in taking the opportunity to apply training results; (d) Performance of mentors in coaching, training, and developing models; (e) Performance of mentors in establishing partnership, and (f) Performance improvement of mentors as a result of training. Aside from mentors, the head of SKB is also a respondent of this research, with a purpose of obtaining information on the impact of training on the performance of mentors according to the head of SKB, and as well as coaching done by head of SKB in developing the competency of mentors.

5.6 Respondent 1: WIW

Results of training that are mastered according to mentors

WIW is one of the SKB mentors in Bandung, and previously worked as an SKB mentor in Tasikmalaya regency. Since graduating education diploma (D-1) at the Department of PLS IKIP Bandung (now UPI) in 1982, WIW was placed as a mentor

in SKB Tasikmalaya district, and was later transferred to SKB Bandung regency. In 2000 she continued her study at PLS course in Unsil Tasikmalaya, graduating in 1985. The trainings that she had participated in include educational equality, literacy, courses, early childhood education, and competency improvement training for mentors.

According to WIW, the training materials obtained from her last training, which was the competency improvement training for mentors, were (1) Group dynamics, (2) Policy Directorate PTK-PNF, (3) Mentors' Competency, (4) PNF Curriculum Development Program, (5) Development of learning materials, (6) Preparation of learning unit, and (7) Establishing partnerships.

WIW states that the seven types of training materials were very useful and suitable for mentors, but are directly related to the main tasks of mentors, namely the competency of mentors, PNF curriculum development program, development of learning materials, preparation of lesson planning program (RPP), and establishing partnerships. According to WIW, those materials can be well understood throughout the training. She seeks to apply the results of the training in improving her performance in SKB Bandung regency.

Performance of mentors in coaching activities, training, and model development.

WIW asserts that mentors are educators in the field of non-formal education such as early childhood education, equality education, literacy education, and courses. When asked what the difference is between mentors and tutors, she explained that a tutor's task is educating citizens or non-formal education learners, and is responsible for the continuity of learning in study groups. Meanwhile, mentors are model tutors, who develop learning according to the theoretical principles and ideal practice, so that it becomes "an example" or "model" for the tutors. Thus, mentors do not merely educate citizens, but also develop better learning, and provide models for tutors. In relation to that, mentors is expected to be proficient in developing PNF curriculum programs, develop learning materials, and formulating learning program plan (RPP). To accommodate all that, mentors should be able to establish partnerships with other parties, such as PKBM organizers, managers of various study groups, and leaders of other institutions in the community.

6. CONCLUSION

In carrying out their duties and functions, mentors are required to be able to partner with other agencies related to the development of non-formal education, community leaders, village figures, and members of the public at large. According to WIW, she often establishes partnerships with schools, in order to gain support

of teachers to become tutors when formulating and developing equality education Package A, B, or C. She also partners with community leaders who have extensive knowledge of education so that they can provide ideas in order to develop PNF in the region. Partnerships are also established with skilled personnels, for example in agriculture, carpentry, for they can participate as tutors or facilitators in life skills education. WIW felt that the partnership establishment techniques acquired during her trainings provide knowledge and skills that can be applied in the workforce.

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