CAPACITY DEVELOPMENT OF PUBLIC SPEAKING TRAINERS
TRANSFORMATIVE LEARNING BASED
THE INDOCITA FOUNDATION

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Abstract
. This scientific work seeks the formation of an understanding of how transformative learning becomes an instrument or measurement of the capacity development of public speaking trainers at Indocita Foundation institutions to encourage the revitalization of professional and well-integrated institutional quality. The urgency of developing the capacity of public speaking trainers reflects the growing demands of the Times and adjustments to the learning needs of complex course participants. In the preparation of this work, the researcher was guided by literature analysis techniques through substantive studies on reputable journal articles, Government Studies, and the results of document studies from published institutions. Being an important foundation, transformative learning must continue to be generalized in the formation of the capacity of public speaking trainers at Indocita Foundation institutions with the target of focusing on changes in critical thinking and being able to accelerate innovation so that it can be transmitted to learning groups, and carried out dialogically in its implementation.

Keywords: learning, transformative, capacity, public speaking, indocita Foundation

INTRODUCTION
Courses and training institutions or commonly known as LKP is one form of non-formal education education that has a role in pursuing learning opportunities for the wider community in the focus of a particular field or skill. In the government regulation of the Republic of Indonesia number 73 of 1991 on non formal education Introduction Courses and training institutions or commonly known as LKP is one form of non-formal education units or non-formal education that has a role in pursuing learning opportunities for the wider community in the focus of a particular focused or skill. LKP in its management can be organized by individuals or groups of people. In the government regulation of the Republic of Indonesia number 73 of 1991 on non-formal education, it is stated that the existence of courses and training institutions must be able to create comprehensive training activities and be applied to support the acceleration of Community Learning in a particular field [1]. Course institutions also do not just provide skill-based learning, more than that courses and training institutions also

have a strategic role in shaping the mental attitude of all components in it. The Ministry of Education and culture of the Republic of Indonesia through the Directorate General of course development has launched the number of LKPS in the country which reached 20,154 [2]. In the city of Malang itself there are so many courses and training institutions with various learning focuses available, such as beauty courses, cooking courses, driving courses, English learning courses, and so on.

The total number of LKP's in Indonesia is large enough to represent the growth potential of Indonesian education to continue to improve through the process of facilitating educational services in accordance with their needs and interests, especially in aspects that have not been accommodated in formal education. The success of a LKP in organizing balanced learning can be seen from the capacity of the trainer as a learning facilitator in sharing learning experiences, learning concepts, and learning reconstruction to learning residents to be more skilled and empowered. Trainer, instructor, or tutor in non-formal education has a function to learn, exemplify, and organize individuals efficiently and in progress, in this case it is the citizens learn to emerge the spirit of learning in achieving the goals of the required field skills.

One of the soft skills that must be possessed by a trainer is public speaking skills. The ability to speak in public significantly contributes to the dominant effect in the interpersonal interaction of an individual [3]. This implies that as a teacher, companion, mentor, trainer, and other designations in the world of LKP must have the capacity of public speaking, which is ultimately also understood as the capacity to convey information appropriately and effectively. The accuracy of an information delivery also supports the absorption of material by the learning community and has an impact on the benefit and productivity of the education unit or institution. Meaning of Lawson "...*such as the ability to continually transform knowledge and ideas into new learning or products processes and systems for the benefit of the company and its stakeholders*", that with the capacity and capability of public speaking can encourage the sustainability of educational institutions to continue to transform and have a decent competitiveness in forming reliable community skills. The public speaking capacity of a trainer is also an institution's capital to be able to create a good image of the institution so that it can successfully attract the interest of the community to learn through its educational services, especially in the current period [4].

The need to develop the capacity of public speaking trainers continues to be a crucial issue and topic. This finding is evidenced through the study of several LKPS that continue to intensify the development of the capacity of trainers and or tutors through various activities and activities. LKP needs to continue to boost the management of its trainer resources based on the existing public speaking capacity, because this will certainly have an impact on the quality of learning citizens are created. Thus, there is a need for the implementation of learning that has a basis for re-optimization of the meaning of views, critical thinking, and upgrading the learning experience as a starting point for empowerment through a learning model, namely transformative learning. As the phrase that we often hear from a famous writer, Tan Malaka that the purpose of the implementation of education is to sharpen intelligence, strengthen the will, and refine feelings. Related to a learning, the expression is in line with the transformative learning model, because transformative learning is basically a stage of internalization of the individual in the ability to digest any changes that occur, reflect on the

learning experience that has been done, and then reconstruct it into new knowledge to be used as a basis for solving problems in life with [5],[6] .

Transformative learning can be a measure to be able to grow the will and communicate any sense and learning information needed which in this case is referred to as the communicative learning process. In addition, a trainer will also go through a transformative learning process as an instrumental learning process that is oriented to solving a case and its evaluation [7]. Of course, these two aspects become a strong urgency in transformative learning, where a trainer is encouraged to be able to understand that any material or information presented can be accepted as a perspective that results in changes, increasing logical understanding that can be accepted by learning citizens. The purpose of this transformational way will shape the identity and mentality of a trainer in developing a more realistic and real learning.

Furthermore, the importance of the implementation of transformative learning is also caused in terms of improving the quality of LKP human resources which are often handled by external partners, governments, or other educational institutions but lack of sustainability and attention to progress trainers as components and active subjects of empowerment for the community[8],[9]. In order to move the quality of LKP, especially Indocita Foundation in an effort to grow an empowered society, it is necessary to contemplate for a moment a much more meaningful planning, especially in forming a trainer who is fluent in delivering learning materials and information, in the hope that the learning community can absorb and internalize it well so that it will have an impact on the success of the competencies aspired.

RESEARCH METHODS

The scientific work which is the result of this research is designed by the method of literature review analysis. The researchers examined various references, in the form of previous research results, the results of government regulations or strategic policies regarding the LKP phenomenon, especially the Indocita Foundation which touches on the focus of training and community empowerment, as well as the internalization of transformative learning in the development of trainer capacity in public speaking skills to maximize the transfer of knowledge for citizens to learn in training or courses. Substantial findings are then overlaid on a topic that is aligned, brings together relevant discussions, and then rebuilds the results in line with the goals of the study. In addition, the topic of this work has also been strengthened by the results of discussions with academics, experts, and colleagues so that an ideal and comprehensive formulation is formed.

RESULTS AND DISCUSSION

Courses and Training Institute (LKP)

Lembaga Kursus dan Pelatihan (LKP) on out-of-school education or non-formal education is seen to be a place of Community Learning apart from formal education that is built on the initiation and form of deliberate organization by individuals and community groups. The existence of LKP aims to provide a learning place that is tailored to the needs of the community to acquire skills in certain fields that match their interests and needs, so that they will be able to increase their empowerment which can then be used as an effort to improve the quality of life (reference). In fact, such an institution will be formed and produce

a new group in the community who have special skills. The principle of formation of a community group or community is based on community-based education [10].

Although in recent years LKP decreased interest, in the future direction will be convinced of an increase in the existence of LKP with various versions of both conventional and digital learning is certainly needed in accordance with the progress of the Times. Not to mention the policy of Free Learning imposed by the Minister of Education, Culture, Research and Technology of the Republic of Indonesia would also add to the optimism, because thus every community would be free to choose where he would study and obtain education in line with talent, ability, who wants and will be explored. With the Uuaya, the development of LKP will also be boosted into one of the many learning centers that are needed and become the target of the community.

The projection of the resilience of an LKP in maintaining its existence and identity as a place to receive education in the realm of non-formal education without restrictions can certainly further disseminate knowledge and skills through the learning process. An individual will be formed into a resilient individual in improving the quality of life and its role in society. In line with the understanding that courses and training institutions (LKP) become learning centers in community life, the purpose of the existence of LKP is certainly to help the success of the ideals of learning citizens in various contexts (reference). The statement means that a course and training institution (LKP) will provide appropriate learning opportunities by activating the context of the required field. Thus, the residents who have the character of learning concrete experience dam active experimentation in order to follow and practice the existing learning process[11]. Being the forerunner of the formation of competent skills, courses and training institutions are intensified to reflect into a learning society where providing programs or fields that are needed with the development of the era, so that they will form work skills in the community.

Lembaga Kursus Bahasa Inggris Indocita Foundation

Indocita Foundation is one of the non-formal educational institutions that focuses on English course education. Established in 2008, this institution was initiated since the initiation of concern for the lack of ability of the younger generation to remain persistent in continuing education. Mr. Khoirun Nadhir as the founder felt concerned about the daily lives of young people around the region who could not continue their education due to economic factors. The forerunner that was pioneered since 2008 until now has incised more than 29 thousand learning citizens who come not only from Indonesia, but also various other countries such as the Netherlands, Germany, Malaysia, Singapore, and even New Zealand. The intensive Program provided is boarding school where the residents learn to move like they live in a dormitory or boarding school. Not only that, the residents learned not only about English language skills, but also focused on strengthening cultural and religious understanding. Learning that is implemented also does not necessarily take place in the classroom. Characterized by a very flexible out-of-school education (non-formal education), the learning community is given the freedom to choose a comfortable learning place and does not cause boredom only indoors, such as the terrace of the mosque or mosque, the field around the institution, the neighboring Terrace around the institution. A system, atmosphere and scope of learning applied to attract the attention of

researchers who hinted so many English language courses in Malang but not many have done so.

Capacity Of Public Speaking Trainer

The soft skills capacity of a trainer in this case is the capacity to speak in front of the public or public speaking is certainly considered in order to be able to provide knowledge transfer in an activity in a training activity. This capacity will lead to the achievement of the expected educational goals. Courses and training institutions should need to be filled by individuals who are accountable and competent both[12] A course and training institution must be able to produce effective work achievements, continuous improvement to realize the quality of a good institution. The capacity to deliver material and information with the ability of a public speaking trainer is one of the keys to its success. This capacity is seen as an effort for a trainer to become a reliable facilitator and trusted by the learning community, so that the teaching and mentoring carried out will produce the expected benefits.

In the process of public speaking, the trainer is not only able to speak in public, but also must be able to convey the message so that it can be accepted by the learning community either through or not with the media and will generate responses or feedback from the recipient of the information [13], [14]. With the process of" feedback " or responses from learning citizens, it is certainly evident that there is a process of processing the information captured and generating new learning experiences from them. Of course, in practice, forming an understanding of citizens learn by explaining and disseminating information in public is not an easy thing. Often the mistake made by a trainer is to emphasize his public speaking skills without thinking about whether the material presented can be absorbed properly by the learning community, this is in line with the discovery by [15] which explains that it will result in the output of learning residents who only receive information but do not reconstruct it in context, so there is a need for a continuous development process. Public speaking in education itself is interpreted as a soft skill that is important to have in building a strong and good personality character.

The impact produced by a trainer who has a good public speaking capacity will obviously be considered competent and has advantages. A person's language describes his mind, otherwise learning will feel dead, silent, not alive, if a trainer does not have the capacity to speak in front of the public or good public speaking, because the capacity can continue to be trained and should be an important provision for a trainer to be a learning facilitator. In developing public speaking skills, of course there are referred to as factors in the realization of the public speaking process. The capacity building of public speaking trainers can be encouraged through various radical or gradual innovation efforts [16]. The capacity of the public speaking trainer needs to be developed deeply and clearly. This capacity has a vital impact if carried out optimally, it will create an institution that integrates strategically, clearly, competently, and is able to manage human resources output in line with climate change and relevant technology.
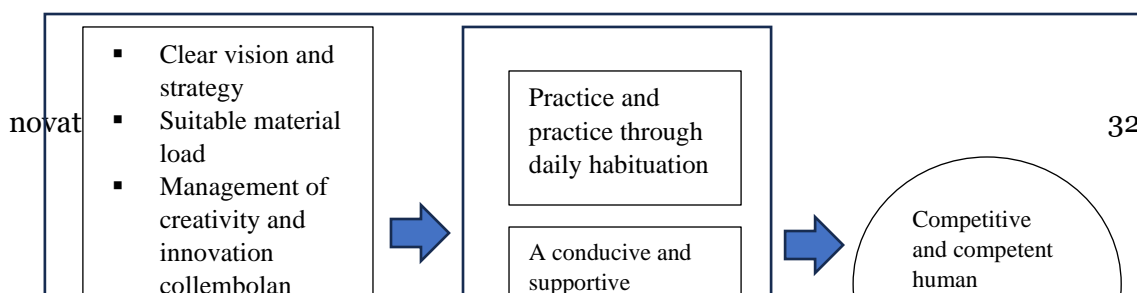
- Clear vision and strategy
- Suitable material load
- Management of creativity and innovation collembolan

Practice and practice through daily habituation

A conducive and supportive

Competitive and competent human

Figure 1. Capacity Development Of Public Speaking Model

Trnsformative Learning
The capacity of public speaking trainers is certainly not necessarily formed just like that, but must also be formed through transformative learning encouragement carried out at the Indocita Foundation. Transformative learning itself refers to how the process of an individual is able to independently accept the transformation of the material presented into a new learning understanding that has not been known before. Through the habit of reasoning critically about every information and material obtained will certainly encourage the trainer to process himself to be able to think more realistically, openly, and adaptively. Such a foundation is considered better because it will create an acceleration of trust from citizens to learn and correct or considered correct to guide an activity [17] Based on this pattern, the trainer aspires to be able to process every understanding, way of thinking, and managing feelings in carrying out less relevant learning into a reconstruction of new knowledge and learning experiences. The expert view of transformative learning [18],[19] states that the internalization of transformative learning can occur through the following ten stages,
1) doubts or looming dilemmas;
2) self-reflection;
3) critical thinking on assumptions;
4) dissatisfaction with the transformation process;
5) develop new attitudes and actions;
6) plan activities systematically;
7) implementation of plans acquired through knowledge and skills;
8) adapt to trying new things;
9) competitive ambition and confidence;
10) a change in attitude due to the process of reconstruction that is understood to be someone "new".

Important characteristics of transformative learning, including, the process of adaptive and transformative change, interpretation of experience and knowledge, the use of reference diagrams, meaning and perspective, Emancipation, critical reflection of view assumptions, the development of awareness and change through dialogue, the need and reason, mobilization of meaning/word, and

trainer grow as a catalyst for learning [20]. As a form of educational movement, transformative learning is expected to produce change. Changes in behavior and attitudes as well as the practice of learning a trainers can manifest in typology oucome which includes; attitudes and ways of seeing the world with the addition and / or improvement as well as changes in assumptions accompanied by beliefs and expectations, changes in mindset in defining a new learning experience; transformation in the self which includes the empowerment of; and have a much more rational reason to know; continuity between speech and behavior; professional attitude as a trainer; cognitive ability; and sensitivity in encouraging target groups or citizens to learn [21]

In fact, there are so many ways that can be done to develop a transformative understanding for the development of a trainer's public speaking skills. According to Boon's there are several ways that can be done, including, a) continue to evaluate themselves, open to all forms of emotional, and critical upgrading; b) management to think and communicate critically; c) the availability of supportive social environment; and d) the continuity of a holistic learning process and empathy [22]. Grounded through substantial theoretical studies above, it can be formed a pattern of capacity building public speaking trainer at Indocita Foundation as follows to encourage the revitalization of professional institutional quality and good integration.

Figure 2. Pattern Design of Public Speaking Trainer

Based on the figure above, can be described about transformative learning in this case can be done with:

able to analyze and build an understanding of how trainers should be encouraged in optimizing their public speaking capacity. In the process of analysis should involve reflection together;

the purpose of what is expected must be communicated well and clearly, so that it can be understood by all parties, both the learning community and the trainer himself;

the main purpose of this transformative learning is to develop the ability of public speaking trainers to encourage the achievement of optimal human resources output;

it is necessary to carry out comprehensive learning that can activate the critical thinking reasoning of the trainer so that the learning community can be inspired emotionally and the spirit to learn;

the trainer involved has adequate skills and integrity;

the learning substance of the trainer can be developed through media or learning resources that are realistic and interesting, or sourced from the surrounding environment;

the existence of mentoring and evaluation of learning that has been done by the trainer to the learning community;

the process of assessment or measurement for both managerial learning and learning content must be carried out continuously, covering aspects that need to be carried out stages of revitalization and improvement, so that the trainer will know the evaluation and develop their competence;

strengthening trainer capacity by facilitating motivation and appreciation.

Public speaking trainer capacity developers also need to anticipate obstacles that can occur and affect the learning process. Often the obstacles that arise due to the lack of ability of citizens to learn in the process of digesting the information or material presented, lack of critical reasoning so that it is not activated new learning experiences, differences in perception from citizens to learn trainer, limited appreciation, and communication [23]– [25].

CONCLUSION

The capacity developments of softs skills trainers at Indocita Foundation have become an obligation to form the capacity of personnel trainers to become professional individuals and be able to make this LKP an institution that functions greatly in forming an educated and empowered community. In a rapidly changing environment, public speaking capacity is an important instrument for this institution to adapt to the demands and competition that can arise. Transformative learning is an urgent effort that can be made to develop the capacity for innovation in the form of educational actions based on changing the views of the target group about the reality or problems that occur in the management of this institution. This learning will be effective and efficient when a shared commitment and similarity of views occurs between the target group and the target group with the educator or developer.

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