Corporate role with Government in preparing industrial human resources competency

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Abstract:
The purpose of this paper is to find a model of human resources development through vocational education, especially the Human Resources (HR) textile industry in Indonesia. The model obtained will provide solutions on how to overcome the shortage of human resources that are ready to work in the field of the textile industry. Every year the textile industry in Indonesia needs skilled HR, but that is available less than that number. Meanwhile, the number of graduates of industry universities in the Ministry of Industry has not been able to meet the needs of the industrial world. The Model offered, is a synergy between the community, the role of government and industry (Stakeholder participation). By using qualitative research approach, observation and in-depth interviews to the informant who knows the real condition of the needs of industrial HR, then we find a model that is appropriate, to be applied to the textile and garment industry in Indonesia. In order to face the problems and challenges of the workforce, the Government of Indonesia has prepared a plan for the development of the industrial workforce through competency-based industry vocational education.

*Keywords:*human resources, education, industrial vocations, competencies, stakeholder participation, community college, training and development, government roles, community empowerment, industrial labour

I. INTRODUCTION

Less empowered community one of the consequences of poverty, it happens, of course, has a cause. One cause of such poverty is that people do not have enough education and skills, so they are unable to obtain a decent job and income. Poverty itself is defined as a condition in which there is no ability to fulfil basic needs such as food, clothing, shelter, education, and Health (Kang'ethe & Nyamutinga, 2014; Tiwari, 2007). Poverty can also be caused by the scathing of material resources for basic needs, or-it is difficult to access to education and employment (Carr, 2008). Poverty is a global problem that needs serious handling to solve it (Sumner & Edward, 2014). The problem of poverty can be overcome, one of which provides the ability and life skills for each individual society who has the deficiency

(Sofo & Wicks, 2017), so that they can afford to empower themselves.

Poverty and community retardation should be addressed holistically when the problem facing the wrong community in the handling then the results are less maximum. Surely it causes further expanding their problems. So in this research, we want to demonstrate that the human resources component is a complex process in relation to education strategy, industrial manpower needs, community role, and government role as guarantor Community welfare. Human Resource empowerment is the synergy of each of the components mentioned above, leading to better organizational management (Delia, 2015).

The process of development and management of human resources that fit the needs of society itself will certainly improve their skills pursued through education pathways. Coaches and

job placements in the relevant industry will be easier to do if the community has expertise according to education and industry needs. The need to improve human resources is to improve organizational performance, to strategically partner all stakeholders and contribute greatly to the organization. The contributions produced are certainly a challenge for the industry, how the industry is able to manage the human resources produced in increasing the productivity of the company (Eneh & Awara, 2016).

Human resources are the most important resource for any organization (Wang and Noe, 2010; McGraw and Peretz, 2011), they are responsible for every decision taken, each of which works, is an integral part of human resource management. Human resources must be integrated, with the integrated will provide motivating to employees. Organizations need to exploit all the resources available in disposal as a means of achieving a competitive edge.

The current condition, based on the data we have collected, is an increase in the number of educational institutions in Central Java. But the increase in the number of institutions, which has a special impact is, the unemployment amount of central Java is now increasingly higher. The amount of unemployment recorded until August 2016 based on the Central Java Statistical Board (BPS) amounted to 863.783 thousand people. Several districts and other cities in central Java The open unemployment rate is also quite high and needs immediate handling, such as; Surakarta City Open unemployment figure of 12,877 thousand people, District Boyolali, 11,149 thousand people, Regency Klaten 15,367 thousand people, District Sukoharjo 20,303 thousand people, and the District Sragen 21,965 thousand people. The figures in the statistics, one of which can be attributed to the learning process that does not give provision of life (Steptoe & Jackson, 2018) or skills for a productive life.

The process of education and training activities to the public, implemented by the Government and industrial corporations. However, it seems that the education and training process provided by the Government and the corporations has not been able to improve the competency of human resources work (IWU, 2016). Activities undertaken less successfully due to among other training systems are not drafted together, the lack of motivation and participation of participants and the material provided is not based on the needs. Education and training undertake the final destination where the participants must be able to be empowered. Most importantly the professional implementation of education and training should use the right methodology (Chevan, 2008).

Organizing the education, training and development of employees who are less systematic and managed by the top-down agencies also tend to cause failures in obtaining the appropriate outputs. Some other causes we think are limited access to obtaining information. So that limited information leads to a limited number of participants, people can limited access (Peng et al., 2016), only owned by people who have a standing in the community, other causes are costly training costs (Blatter et al, 2015) , overly formal (Price et al., 1997), are some of the other factors that lead to less successful training. The project activity Model of academic creativity in self-training components was assessed much more interesting and emotional than the traditional education model (Kolokoltsev et al., 2017).

The form of education or training is given to the community (Lai et al., 2017) has the limitations and weaknesses of some weaknesses, namely not allowing for participants with the ability and speed of the diverse learning processes (Renshaw et al. , 2019), passive, and generalized weaknesses identified from the current approach are "supply-driven" mindset that assumes that the market will be thrust by supply. This means the

type of education and training provided to the community based on the availability of faculty and institutional capacity, where all things given regarding education and training are not based on the needs identified of industrial, business and employer needs.

The education sector is a strategic social investment and very decisive for the future of a nation, especially in the delivery of the next generation of the nation is superior. But of course, it is not an easy issue to prepare an education system that is cheap and quality so that it can be accessed by all of our community social strata. By allocating budget to 20% of the total State budget revenue and expenditure in Indonesia, it is still not able to provide assurance of improvement of quality and equitable education in the entire region of Indonesia. The fact until now that the quality of education in various regions is still very far behind compared to the quality of the education was (Triyani & Firdaus, 2017). The limited number and quality of lecturers, limitations of infrastructure learning and the limitation to access the information of the outside world becomes a major contributor to the various kinds of lag. And finally to tackle this, surely we are not only silent and surrender to the government.

In fact, the corporate role is also needed, the corporation itself in this regard as an education provider, training organizer and employee development more to the needs of human resources that have competence in accordance with Industry type. The form of education management organized by the industry as a form of corporate social responsibility (Darmawi, 2019). In Figure 1, demonstrating corporate social responsibility, education, training, and community development conducted by the relevant CSR industry. Active participation and involvement of all elements of this nation without exception from the business, in the form of CSR for education can be one of the potentials that can be used as an

alternative to help improve the quality of education in Remote areas located around the company's location.
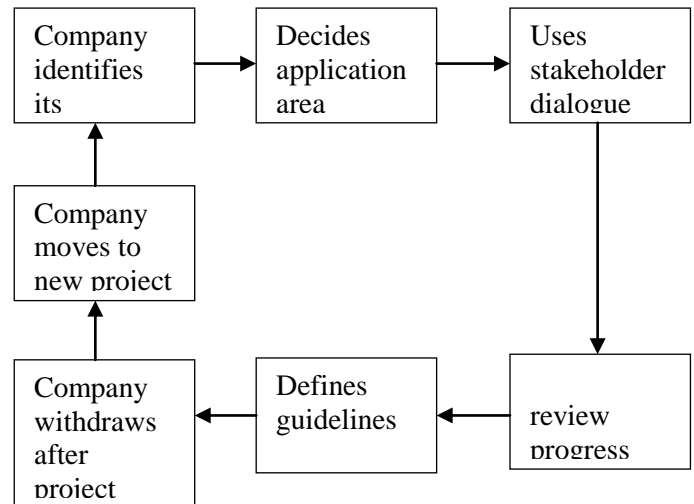

Fig.1. Process flow chart for the learning centre project (Ray, 2006).

The model presented by Ray (2016), we use as the basis for the development of the model to be applied in Indonesia, the difference lies in the type of industry. In the research, we do, in the focus on the development and fulfilment of the needs of human resources of the textile and garment industry. However, we have to straighten out the corporate social responsibility that has been valid in Indonesia. The tendency of many companies in Indonesia, the corporate social responsibility program is only limited to donation activities to the community, still not considered as a serious effort from the company aimed at more empowering Local communities. As well as the corporate social responsibility program for education, it has been implemented only in the form of scholarship assistance for students who come from underprivileged families, help with the improvement of the facilities To study schools and give incentives to teachers. And strangely enough, this is precisely proud by the social workers of the company and considered to be a lot of help.

The ' conventional ' scholarship Program, although only limited to providing tuition assistance, is quite helpful. However, if you look at the education problematical nationally then such a scholarship program, generally not to be said as an innovative solution. One of the reason is that the scholarship companies generally do not deal with the effort to provide new values experience, but on the other hand, the values that are important and needed in the same time fail to do Family institutions and schooling. One of the evidence is the phenomenon we feel today, hundreds of thousands of high school graduates each year are declared graduation, but they have no skill and independence to invite success in the midst of society.

Armed with the fact and the model that Ray (2016) is employed in the country of India in Figure 2, is how between governments, industries and communities are interconnected in creating learning community-based education, Exemplary and refined in a model that is in conformity with Indonesia. The similarities are in the same country developing and having almost identical characters between the two countries is certainly easier to adopt the model and even better.
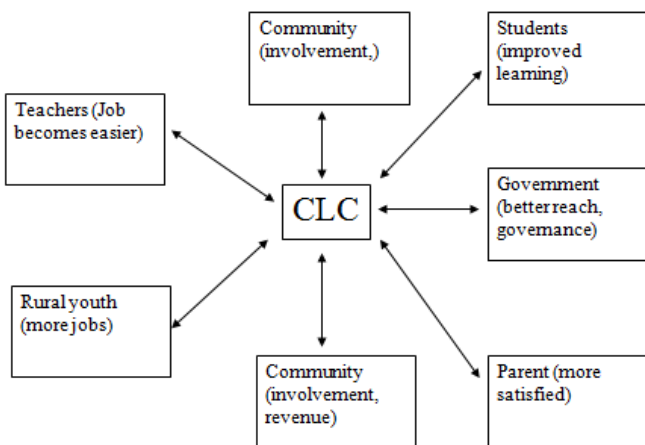

Fig. 2. Stakeholder map of the community learning centre (Ray, 2006)

Industry involvement in supporting education advancement in the community is very important in Indonesia. Such involvement must be embodied in real programs. However, some districts still have fewer programs on target such as:

a. The Program is still based on the academic achievement of students who get scholarships for both input and output.
b. There is no intervention program for the enhancement of academic achievement of scholarship recipients, all submitted entirely to the school and the scholarship recipients themselves.
c. The assistance provided is still the assistance of learning facilities, tuition fees and allowance.

So we see the need for a scholarship program both from the government and industry together to make programs that are implemented based on the results of an analysis of the needs and challenges of the business world. This Model will be the subject of our next study. So that the model that is later recommended will have a special impact on producing industrial human resources, according to the industry community and the need for its workforce.

It is important to note that there is no one model of the best education and training (Weinberger et al., 2014), which is suitable for all characteristics in the Indonesian region (Ningdyah et al., 2018). Thus it would be difficult and unrealistic to apply the same set of priorities for each region in Indonesia, including in Surakarta and surrounding areas. The graduates as an educational product must be ready to work in the industry, according to the needs of the industry in the region. The situation in every city throughout Indonesia should be the main consideration with the role as a provider of professional and competent personnel, according to the potential of the area of education organizing.

Central Java is a province that is currently a destination for industrial investment, especially the textile and apparel Industry (state, 2010). These implications on the fulfilment of the needs of the labour sector of the textile and garment industry. But the main problem is in the fulfilment

of human resources textile industry especially in the quality of human resources, the textile industry is difficult to obtain competent experts. While educational and training institutions of textile technology expertise are also very limited. The manpower needs of textile and textile products level operator are filled by the working force of medium graduate or vocational middle graduates where the program of expertise is not a technology in the field of textile and garment industry.

The Academy of Textile Industry and textile products of Surakarta is a higher education in the Ministry of Industry which was established to fulfill the needs of human resources of textile and textile products industry, where the course Held useful to meet and supply the needs of competent industry manpower in the field of textile yarn manufacturing, weaving fabrics manufacture, and garment making techniques. In accordance with the Law of the Republic of Indonesia No. 3 of 2014 about the industry that one of its employees mandated the development of competent human resources industry to enhance the role of human resources in the field of industry.

II. GOVERNMENT LAUNCHES INDUSTRIAL VOCATIONS EDUCATION

The Government is committed to improving the competency of human resources in Indonesia as per the current industry needs. With skilled human resources, the productivity of the domestic industry will increase as well as spur the national competitiveness in the global arena. "The competitiveness of a country is determined by its industrial progress. Industry advances will affect the availability of employment and public income, "said Vice President Jusuf Kalla at the launch of the industry Vocational education Program (link and match industry vocational High school) Java province In Mojokerto, Tuesday 28 February 2017.

This program was officially launched by Wapres Jusuf Kalla accompanied by minister of Industry Airlangga Hartarto, Minister for Education and Culture Muhadjir Effendy, sertaGubernur East Java Soekarwo. According to the vice president, at least three factors that encourage the industry can advance, namely technology, capital, and skill. These three factors should complement each other. "Special skill factor, vocational school is expected to prepare reliable personnel to fill the needs of the industry today. The Government provides basic knowledge of the industry to the students who will then be developed by the industry.

The increase of human resources has become one of the main pillars in the economic equalization policy, which is realized through vocational education and training programs. Therefore, the Ministry of Industry is actively establishing vocational education which has a concept of link and match between industry actors with vocational High school. "The step is the mandate of the Presidential Instruction No. 9 the year 2016 on the revitalization of vocational High school, which also prepares skilled manpower as per the needs of the current business world," said Minister of Industry Airlangga Hartarto after launch Industry vocational Education Program (link and match industry with vocational High school) Central Java and D.I. Yogyakarta in Semarang, Friday 21 April 2017.

The Minister of Industry delivers, Indonesia today up to 10 years will still enjoy demographic bonuses, where the majority of the population are at a productive age. "They must be development actors. Do not become unemployment that will bring a big social impact in development, "he said. Therefore, the Indonesian Ministry of Industry together with a number of 117 companies to sign a cooperation agreement with 389 Vocational High school in an effort to run industry vocational education program in Central Java and D.I. Yogyakarta. This

program is a continuation of which has been launched in Mojokerto, on 28 February 2017 involving as many as 50 companies and 234 vocational High schools in East Java.

On the same occasion, the Minister of Education and culture, Muhadjir Effendy gives appreciation to the industry vocational Education Program launched by the Ministry of Industry as one of the realization of the government's vision in Improve HR quality. "The Minister of the industry is very responsive in carrying out this Inpres No. 9. To revitalize SMK, we have prepared the person, but who wears it, that is from the side of the industry, should be involved to meet the needs, "he said.

According to Muhadjir, the strategic step in building this HR forward needs to be fulfilled because the global competition is increasingly competitive and will be more variation of job field. In anticipation of this, the link and match program between the school world and the industry must be carried out continuously and renewed. "For example, educational facilities and infrastructure, especially the practicum facility, which not only less in quantity, but also the quality and technology used are left behind from the market needs of the current industrial work. On the other hand, nowadays, vocational secondary school teachers need serious attention, because the teacher of productive field teachers is very important in strengthening student skills. For that it is necessary to be given new skills in order to hold productive subjects, "he explained.

In the period 2017-2019, the Ministry of Industry designed a number of activities to prepare the certification of the industry as many as 1,040,552 people. Besides through coaching and development of vocational education that link and match with industry, also implemented training of certification, job placement, industry-building, and competency certification. The implementation of these programs is collaborative with a variety of relevant stakeholders such as industrial Chamber of Commerce, Ministry of Research, Technology and Higher Education, and the Ministry of Manpower.

III.   RESEARCH METHODS

The study in this study we used the qualitative method, we did find out the human resource development Model through competency-based vocational education industry. Of course, to find out what is the strategic role of industrial corporate training and development, knowing the role of government, know the competency of HR, know the participation of Stakeholder, know the development of Community College Program and finally Know the empowerment of society. We also want to know the relationship and influence in the implementation of programs in the Community Academy of the textile industry and textile products. How the implementation Program involving the community provides results that can be utilized by the utilization. So that within a certain period of time, the resulting benefits will result in a broad impact on the community's empowerment, and the model of increasing human resources to different industrial units.

Location and research time

This research has been conducted in the Community Academy of textile Industry and textile products Surakarta, Jl. Ki Hajar Dewantara, Jebres, Kec. Jebres, Surakarta City, Central Java. The selection of the research site we have done because, the Academy of Textile Industry and textile products of Surakarta is a project pilot of the Ministry of Industry, which cooperate with the Government of Surakarta, Indonesian Textile Association, To prepare industrial human resources ready to work in the textile and garment industry in Central Java. This form of cooperation through the implementation of education community-based level two, where all education programs are not charged and directly bonding with industry in Java region Central. Research time from February 2017 until December 2018.

Study approaches

The starting point of data collection with the qualitative method is to answer the problem in this research, which we have pointed out in the introduction above, which is how the human resource development Model through vocational education industry Competency-based. The data samples in this qualitative study are purposive and snowball. Purposive means that the data source is selected based on specific considerations or specific objectives. Snowball means the data source used the longer the more (Creswell, 2008; Haryono, 2017).

Data and Data sources

The determination of the data source in this qualitative research is based on consideration, that the ready person chosen as an informant is a person (informant) who knows the most about what is asked and can provide valid information. Sources of data taken from people selected as samples in this study are: (1) Director of the Community of textile industry and textile products of Surakarta, Mr. Abdillah Fortress, (2) head of cloth production engineering Program, Mr. Adi Prasetyo Prutanto, (3) Deputy Director of the Community of textile industry and textile products of Surakarta Mr. Hendi Dwi Hardiman, (4) practical textile industry and instructors Education vocational industry, Mr. Bambang Kusnadi, and (5) Participants of the Messenger education program General and the industry envoy, consisting of two participants, Miss Windi and Mr. Dodi.

The qualitative research we have done in this study uses two types of data, namely primary data and secondary data. Primary data is the data researchers obtain directly from the informant while the secondary data obtained from the reports and related documents. Data collection researchers do with the following methods:

a. In-depth interview (In-depth interview), conducted to the subject of research, recipient and executive participation of stakeholders empowerment of community living skills in AK-textile Surakarta, selected purposively (who are the most Knowledgeable about what to ask) and snowball (the numbers are growing more), from the Government, company practitioners and community (Community college participants). The goal is to know how to participate in stakeholder participation in the empowerment of people's life skills in the textile and garment industry in Surakarta through community college.

b. The Obervasi/observation conducted by researchers at the time of the implementation of education, training, development and research programs in the Community Academy of textile Industry and textile products of Surakarta held every day during the data retrieval process.

c. Documentation used in the collection of secondary data, in the form of documents on the role of government in preparing industrial HR, documents on the outcome of the implementation of the program, the meeting documents of industry partners and working documents Between the government and the industry in implementing programs in the Community Academy of textile Industry and textile products of Surakarta.

Data Management and Analysis

The processing and analysis of data we use in this study through the approach conveyed by Sugiyono (2011). The data researchers get from a qualitative approach is processed through three analysis paths, such as data reduction, data presentation and withdrawal of conclusions.

IV.   ANALYSIS AND FINDINGS

The Model of human resources development through competency-based education industry, as in Figure 3, is the result of findings in the research we have done. In fact, this model explains clearly,

namely as the development of the potential of society supported by the availability of opportunities and work environment will give hope to a decent life. Skills education given during the program in the College of the textile industry community of Surakarta should be adjusted to the existing job needs, so that the graduates are expected to be absorbed according to the level of his expertise and in accordance with the skills acquired, which can eventually be developed by the community itself to increase the income in improving its welfare.
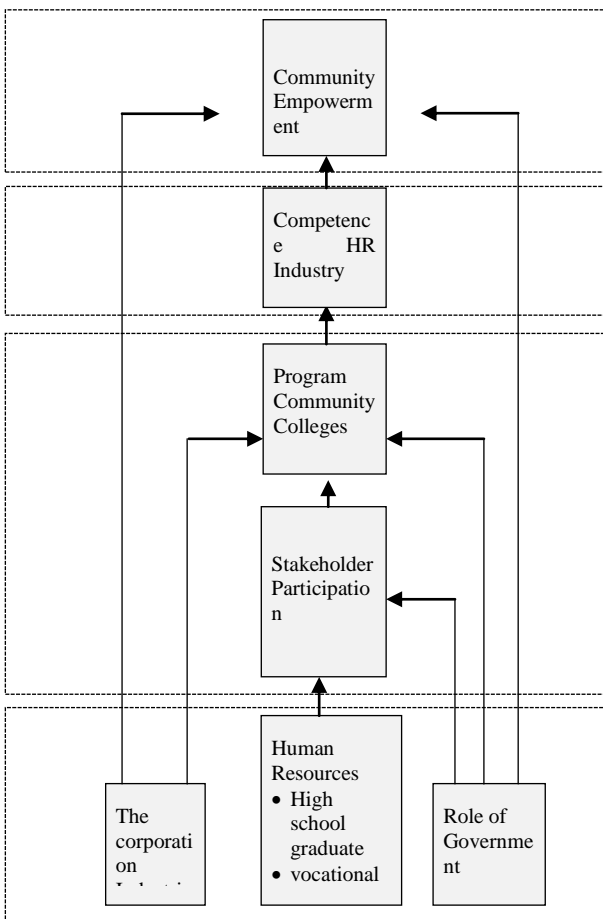

Fig. 3. Human resource development Model through industry vocational education

Manufacturing Industrial Corporation on Community Empowerment

The strategic importance of training and development of industrial corporations is applied through the recruitment processes and procedures of participants in training and development programs. The recruitment process of candidates or employees starts from looking at the background of education, work experience and course of the interview process to know their individual commitment (Munge, 2009). The industry is an organization that aims to promote its business, this organization usually start with the recruitment of candidates or employees who have a level of genuineness. When the industry makes good hiring decisions, almost everything else that industry does in terms of human resources policies and practices becomes easier. Work becomes more productive when the industry has the right team. By hiring people who are able to realize the mission and values of the organization, it can help the industry grow and thrive. Recruiting the best candidates or employees is a major responsibility and concern for most organizations. Ultimately, the industry wants to find the right people, with the right skills, that can continue to evolve towards the goals and objectives of the industry. Focused on intelligent recruitment saves time and helps the industry attract individuals who care about their organization and mission (Sheedy & Whitter, 2013).

Community-based training and development is part of the activities to empower people, where the community must have adequate skills and skill in a specific field that suits the needs of the Community itself. Training and development need to be developed with attention to efficiency, effectiveness and relevance (Chan & Ng, 2010; De Wit & Van Der Werf, 1997).

Training and community development are oriented towards fulfilling the need to solve the problems facing the community. Basically, the knowledge and skills that people acquire can later be implemented in everyday life. The need for training in principle must be able to be excavated from the community itself, therefore in the implementation should be concerned about the

principles of learning for adults, among them are participatory, reflective and provide bait Feedback. The success of an industrial corporation relies on how competitive employees can produce goods for customer satisfaction at competitive prices and provides time. Furthermore, the manufacturing process has a number of control measures to ensure that the product complies with the customer's ever-changing requirements (Purushothama, 2012).

Learning to the community should be seen as a supporting power to the realization and management of community empowerment programs, and serve as the development of the program in the future. While the role of society as a target can be seen at the level of community participation in following various programs that relate to the improvement of skill, ability, and quality of him so as to improve the welfare Social communities in the area to be more empowered. Training and development carried out by industry-specific corporations to increase the economic and social levels of most of its citizens (Hoppers, 2006). The life skills gained from the training are currently limited to the experience and have not reached the level of improving the welfare of the community.

Responding to fears that low-educated citizens are often involved in the process of community development. They cannot voice their concerns, their interests and visions for their communities. The perspective of approaches in education and community development is explored to determine how education can be used to advance community development goals or community empowerment. A comprehensive approach to empowering communities in the community itself with limited economic resources, low literacy rates and limited access, conducted with training and development seeking to address Lack of community capacity to gain access, change its fate to better (Subban, 2007). The strength of participatory approaches such as

community-based literacy, and the principles of community development such as collective action, shared values, participation, social justice, political awareness and action, completeness, empowerment, and learning and reflection, facilitating an interdisciplinary approach, will make the community have the empowerment to establish a life.

Manufacturing Industrial Corporation on Community College Program

It is important to improve training and development by an institution whether it is an industrial corporation, educational institution and other public institutions. So that with the training and development is able to improve the creative performance that will implicate on the institution's reputation (Olokundun et al., 2018). Most importantly, however, training and development will improve the community's ability to obtain the necessary information, obtain guidance, and obtain the necessary support, for how they learn, endure, graduate, and Achieving their primary aspirations and objectives.

Training and development programs that have been established as a form of training are generally used in the development of corporate identities ranging from the assessment process of employee performance. Different approaches to academic education, starting from the company's observations in relation to the lack of competence of graduates during the recruitment process. The corporation shows that training and development programs are an alternative form of education in academics to gain the desired competencies.

Training is a valuable way to gather information, knowledge and guidance towards action. The challenges are so complex forcing corporations and educational institutions in this Community college program, to adapt to the reality of the world's more competitive industry, which is why training should be an important addition to the program In addition to the

company's internship experience. Adequate education and training are needed to prepare employees to enter the working environment, especially in the era of digitalisation and advanced technology. Therefore, the enterprise or corporations are required to provide knowledge and industry skills in accordance with the latest technological advances.

The training provided should include relevant elements required by new or old employees in the course of assisting the industry to look for both manual and highly automated solutions. Training and development using dual system (dual system) is an innovative model, this model is intended to combine and instil understanding between theoretical and practical in the centres of education, the collaboration between companies and educational institutions are tailored to the needs of Community capability and competence in entering the workforce (Darmawi and Darsono, 2018). Participants of the dual system training and development programs have the opportunity to study in a real environment that is more real in the company, promotes conceptual and procedural training programs given to improve their pedagogic capabilities In entering the world of industrial work in real.

Corporate training and development influence the skills and competencies of Community society, by instilling understanding between theoretical and practical in education centers, Community Development program is the collaboration between Companies and educational institutions that are tailored to the needs of the industry, where the industry's skills and competence of the employees will have a significant impact on the progress of the company. These findings supported the results of research conducted by Suvedi et al., (2018), Boahin and Hofman (2014), Hildebrand et al., (2018), Hook et al., (2018), and Meethongjan and Tachpetpaiboon (2015).

Government's role in stakeholder participation

The role of the central government and local governments should maximize to harmonize the relationship between national interests, as well as priorities and plans locally for regional interests, to increase public awareness to play an active role should be Increasing the effectiveness of stakeholders (Kenawy and Alshamndy, 2017). Involvement in the planning process without building public awareness among stakeholders will make the results you want to achieve together hard to realize. The position of stakeholder strength and their dependent relationship with local governments played a major role in establishing stakeholder positions in participatory policy (de Graaf, 2009).

The process of public participation organized by the Government as part of policy development. The difference between community involvement and stakeholders is common in government discourse and practice, community involvement also sometimes depends on designing the process and recruiting them (Kahane, 2013).

The government's agreement to stakeholders will create a better atmosphere in the process of empowering all stakeholders, stakeholder participation in the creation of one environmental standard between Governments and drafting all agreements are as early as the new era of accountability and stakeholder participation for better environmental management (Alcantara, 2005). The government's role in stakeholder participation should be a fundamental reference in the development of various government policies that include local stakeholders in the evaluation and monitoring of programmes to enable More communities are involved in policy development and social accountability.

According to research conducted by Matsiliza (2012) that participation is increasingly recognized by the State as an integral part of monitoring and evaluation, which offers stakeholder participation in a more inclusive and

responsive approach to service delivery and budget allocation by the State as government. The role of democratic governance leads to a shift in management properties over time. A participatory scale and scope rely on factors such as the natural resources involved, the legal framework for the participation and willingness of key stakeholders to participate. Findings in this study supported the results of research conducted by Dietz et al. (2003), Conley and Moote (2003) and Singleton (1999) that participatory can be interpreted as a process where strong stakeholders began sharing responsibilities To manage the resources they have and the resources they don't have, with the stakeholders concerned. Another study conducted by Currie (2005) found that participatory requires interpretation supported by stakeholders on how participation contributes to achieving results, how stakeholders Participate in the process and the nature of management.

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Government's role in the empowerment of community

The government's role in the empowerment of community will effectively increase community involvement, enable the community and significantly improve the welfare of individuals and collectively. The practical implications of happiness and welfare are not merely the function of income and cost but should be able to give confidence to the central and local governments in order to encourage the policy for the community's Gulma to be more empowered (Rosenberg, 2012).

Empowerment depends on the local process that can affect a broader service delivery pattern. Ensuring that people can see changes as a direct result of their participation is crucial to government policy in implementing community empowerment. Research conducted by Adamson and Bromiley (2013) found that members of the public are willing to give considerable time and effort in an empowerment partnership if they are confident that their chosen actions and decisions will create Significant and tangible changes to their communities.

The role of government can not stand alone in empowering communities to be able to be empowered, Governments must engage private parties and other community organisations if they want to create a society that is able to get life Better, especially development in the economic sphere.

Research findings conducted by Kahika and Karyeija (2017) that there is a significant positive relationship between government, political and implementation of local economic development for the community. Without the role of Governments and other stakeholders to empower society, implementation to create local economic development in community communities is difficult to materialize.

The role of government in helping people's lives better to be able to be empowered can also be done easily to access government programs such as financial assistance institutions, product development, production techniques, control Quality, business organization, product marketing techniques and market research. This, of course, will make the community able to recognize its potential and be able to make the community better because of their own efforts. The findings in this study supported the research conducted by Idris (2016) indicating that government assistance programs that are able to be accessed by the community, in this case, the microfinance program will have a positive impact on Economic empowerment in community groups, especially in their communities.

The government's role to accommodate community development emphasizes community empowerment, equality, social justice, participation and representation. This means that for community development the government's role is to make decisions that affect their lives in the areas of education, health care, sanitation and allocation of funds in the field of infrastructure. The findings in this study supported research conducted by Amakye (2017) that facilities in terms of education, health, drinking water, road rehabilitation, sanitary and rural electrification that has increased rapidly will also have an impact on improving people's lives in their communities.

Stakeholder participation of Community college programs

Stakeholder involvement proved to be an important driver in the successful growth of community-based education, to create a community of stakeholders that provide valuable input and support for the project and Education Initiative in the Community College itself. Direct impact on Community college participants where

developing and enhancing academic programs will collaborate with program participants in the Community college in providing a knowledge transfer process from stakeholders. interests, providing experience to the participants to realize the objectives and objectives of the Community College Program is creative, innovative and ready to work in the industry.

Research conducted by Felsen and Nastanski (2017) found that further exploration of stakeholder involvement through in the context of education that the community needs to be needed with a strategic approach to the involvement of Stakeholders can generate many benefits for community-based educational processes and outcomes in accordance with established vision and mission.

Further research conducted by Eilert et al. (2017) shows that the size of the relationship is stronger when stakeholders in the community to be more engaged in the organization or institution in the decision-making process. This is of course based on community College development as a community-driven educational institution to train and prepare the industrial workforce in the textile sector, so that the graduates can be absorbed in the industry and meet Required competency criteria.

Stakeholder involvement is not an additional activity for community colleges but the essence of service-learning in which the curriculum must be able to respond to regional and national needs (Bender, 2007), a training experience that Develop a sense of social responsibility of students, commitment to professional, personal development, and the understanding of lifelong academic enrichment must be a core module in the development of new curriculum on the pattern of education and training in the community College. The findings in this study supported the research conducted by Exner et al. (2017) stating that voices and reflections from students who have had field experience and voice from members Community,

both of which contribute to the learning process and experience for knowledge transfer and empowerment.

Community College Program towards community Empowerment

Community empowerment is always associated with a lack of empowerment, poverty, unemployment, poor health, and increased personal capacity. The development of community college programs is one of the solutions to the problem of persistence, unemployment, illiteracy and constant helplessness in society. Community involvement in Community college development programs is very important, rapid changes in globalization, competitiveness and knowledge-based economics are crucial in the framework of the empowerment.

Society should have the ability as soon as possible in realizing itself to change its life so better, increase its capacity, able to face obstacles that are bent, able to cooperate and have a high solidarity is a requirement for them to be better and defenceless (Jacob, 2016; Bulanda and Byro 2016; Albright et al., 2017; Zeldin et al., 2016).

Findings in this study supported the results of research conducted by Wiggins et al (2009), Pinkett and O'Bryant (2003), Weiss et al (2004), Ohmer et al (2009), Boone (1997), Floyd and Walker (2008) that the development of community college programs will Promote community empowerment, by enhancing individual capabilities, being able to access technology and utilizing technology consciously, improving their capacity and providing a strategic and framework, where program participants can Identify and solve problems that Peacock faced, so that education programs to the community in all layers will contribute to improving community empowerment.

V.   CONCLUSIONS

The strategic role of training and corporate development of the industry, human resources and government role as the input model offered. Participation of stakeholders and Community college development programs is part of the process of how stakeholder participation (government, industry and society) mutually synergize. In developing a community college program to produce the competency of human resources needed and standardizing by its user industry. Product output of the Community College Development Program is the competencies required by the industry both in the form of knowledge, expertise and social ability to make the output of the Community college program to empower Himself. Community Empowerment As a result of this research is expected to increase awareness and desire of people to change better, improve community capacity, improve community ability to face Barriers and improve the community's ability to cooperate with good solidarity.

VI.   REFERENCES

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