

Education and Training Management of the Fashion Design Upgrading Program at Center for Vocational and Productivity Training (BBPVP) Semarang

Neni Sulistian*, Joko Sutarto

Universitas Negeri Semarang, Indonesia

Corresponding Author: neni_sulistian@students.unnes.ac.id

Abstract

The Semarang Vocational Development and Productivity Center (BBPVP) is a leading center in the field of Fashion Technology and is the only work unit that organizes a Fashion Design Upgrading program. This program aims to improve the competence of instructors in the field of design that continues to evolve in line with changing industry forecasting trends. This study aims to describe and analyze the management of the fashion design upgrading program at BBPVP Semarang, which includes aspects of planning, implementation, and evaluation. The research uses a qualitative approach with a case study method. Data collection techniques include in-depth interviews, participatory observations, and documentation, and data validity are strengthened through source triangulation involving structural officials, administrative employees, instructors, and trainees. The results of the study show that program planning is carried out regularly through needs analysis at the institution, position, and individual levels with reference to SKKNI. The implementation of the program pays attention to the readiness of facilities, instructors, and curriculum that are relevant to the latest industry trends. Evaluation is carried out through participant feedback, assessment of training results, and follow-up for program improvement. The conclusion of this study is that the management of upgrading programs is carried out professionally and sustainably with a competency-based approach and adequate resource support. It is recommended that this program continue to be developed through advanced training for instructors, strengthening implementation management, improving the technical and non-technical competencies of participants, and becoming a reference for further research.

Keywords: management, upgrading, planning, implementation, evaluation

INTRODUCTION

The creative industry, especially the fashion sector, is experiencing very rapid growth in the era of globalization (Leaders 2016). High competition and fast-paced trend dynamics demand continuous competency improvement for industry players, especially job training instructors as the front line in producing skilled workers (Sutarto et al. 2019). Amid these challenges, it is important to update and improve the quality of fashion design.

Improving instructor competency is a requirement stipulated in national policy. Government Regulation No. 31 of 2006 concerning the National Job Training System emphasizes that job training must improve individual competency, productivity, work attitudes, and skills in accordance with market needs. This is reinforced by Minister of Manpower Regulation No. 4 of 2024, which defines competency as a combination of knowledge, skills, and behaviors that can be measured and developed according to job standards.

In this context, the Semarang Fashion Design Training Center (BBPVP) plays a strategic role. As the only training center under the Indonesian Ministry of Manpower that organizes a fashion design upgrading program, BBPVP serves as a development center for instructors from both government and private institutions. Therefore, it is crucial to systematically examine how the upgrading program is managed at this institution.

This study aims to analyze and describe the management of the fashion design upgrading program at BBPVP Semarang, which includes the planning, implementation, and evaluation stages, as well as its relevance to the current needs of the fashion industry.

Job training instructors play a central role in the non-formal education system that is oriented towards

developing work competencies (Avrilianda 2025). According to (Sunarto, Tanjung, and Ellesia 2021), competence is a fundamental individual characteristic related to superior performance. In the rapidly changing fashion world, these competencies must be continuously updated through upgrading programs.

Upgrading competencies is an integral part of HR development strategy (Ningrum 2020) (Savitri 2015) states that training management must be aligned with the organization's business strategy. Therefore, competency-based training, which emphasizes performance achievement, rather than simply delivering material, is the primary approach in vocational training (Angelina and Adi 2022).

Government Regulation No. 31 of 2006 and Ministerial Regulation No. 4 of 2024 provide a normative framework for the national job training system and technical competencies for positions. Technical competencies are the primary elements that must be developed through training, encompassing knowledge, skills, and work behaviors (Ministry of Manpower of the Republic of Indonesia, 2024).

Job training is also based on systematic needs analysis (Sutisna and Trisnamasyah 2010) emphasizes the importance of training needs analysis as a starting point for aligning individual competencies with organizational goals. In other words, the success of instructor upgrading depends heavily on accurately designing programs based on real needs.

(Harlina, Bachri, and Dewi 2019) explains that training management includes stages ranging from identifying training needs, training planning, implementation, to evaluation. Evaluation model (Lourenco and Ferreira 2019), he added that training evaluation should encompass four levels: reaction, learning, behavior, and outcomes. This is crucial for measuring the success of upgrading in both the short and long term.

(Wiradendi Wolor et al. 2020) added that training must be designed systematically, involving the process of identifying needs, comprehensive planning, effective implementation, and results-oriented evaluation. This process is in line with the view (Lourenco and Ferreira 2019) that good training management determines the effectiveness of the program.

Fashion design, according to (Asmaningrum and Sulandjari 2013; Suryani and Irmayantii 2019), is a design result in the form of a picture that depicts a fashion idea with elements of lines, shapes, textures and silhouettes (Nurfaal 2017) distinguishing designs into structural designs (fashion silhouettes) and decorative designs (additional decorations such as collars, ribbons, and buttons).

According to Law No. 20 of 2003, non-formal education functions as a complement or substitute for formal education, providing professional skills and attitudes (Grajcevcic and Shala 2016; Kedrayate 2012) emphasized that non-formal education plays an important role in empowering marginalized groups, including high school/vocational school graduates who cannot continue to higher education.

BBPVP Semarang is a concrete example of a non-formal institution that provides vocational training in the fashion sector. This center not only trains participants but also develops instructor competency through upgrading programs designed to meet the needs of the Business and Industrial World (DUDI).

The upgrading program at BBPVP Semarang includes a comprehensive evaluation of training materials, methods, instructors, facilities, and systems. Evaluations are conducted continuously and based on official guidelines. The results serve as the basis for improving training content and methods to ensure they remain relevant to the evolving needs of the fashion industry.

The upgrading program not only improves instructors' technical aspects but also prepares them to become learning facilitators capable of encouraging creativity, productivity, and innovation in trainee (Renzetti et al. 2015), improving training and development programs is very important to drive organizational progress.

This study confirms that the management of the fashion design upgrading program at BBPVP Semarang adheres to modern, competency-based training principles. The program's success is greatly influenced by the support of human resources, infrastructure, and professional management.

METHOD

This research uses a descriptive qualitative approach with a case study design, aiming to deeply understand the management process of the Fashion Design Upgrading Program at BBPVP Semarang. The selection of a qualitative approach allows for a comprehensive exploration of the program's planning, implementation, and evaluation aspects from the perspectives of the implementers and participants (Gephart Jr 2004). Case studies were chosen as the research design because they provide a contextual and in-depth understanding of the program dynamics in a particular location (Miles, Huberman, and Saldana 2014). This research was conducted through six main stages. First, the preparation stage, which included initial studies, proposal preparation, and permit processing. Second, the determination of subjects and data sources, using a purposive sampling technique involving echelon III and IV officials, administrative staff, instructors, and 20 upgrading participants. Third, data collection was conducted through in-depth

interviews, participant observation, and documentation of official archives such as modules and evaluation reports. Fourth, data reduction and organization were carried out by grouping information according to managerial themes. Fifth, data analysis used interactive techniques according to (Miles and Huberman 2009), through the stages of data reduction, presentation, and triangulation verification. Finally, the results of the analysis are compiled into a systematic report that describes the management practices of upgrading programs in the field of fashion design.

According to (L. Moleong 2014), the research subjects are informants who provide information about the situation and conditions of the research location. This research focuses on the parties directly involved in the planning, implementation, and evaluation of the Fashion Design upgrading program at BBPVP Semarang, namely echelon III and IV officials, administrative staff, instructors, and training participants. The research location at BBPVP Semarang, Jl. Brigjen Sudiarto No. 118, was chosen because it is the organizer of the program and provides direct access to data and relevant informants to support in-depth information collection.

In this study, primary data were obtained directly from informants actively involved in the planning, implementation, and evaluation of the Fashion Design Upgrading Program at BBPVP Semarang, including Echelon III and IV officials, administrative staff, instructors, and 20 program participants. Data collection was conducted through in-depth interviews, participant observation, and documentation, with source triangulation to ensure validity and reliability. Meanwhile, secondary data were obtained from supporting documents such as technical guidelines, program reports, curricula, participant data summaries, and literature from books, journals, government regulations, and the official website of the Indonesian Ministry of Manpower to complement and strengthen the primary findings.

In data collection techniques, the researcher acts as the main instrument because this research is flexible, flexible, and dynamic, both in terms of problem formulation, technique, and approach. In line with the view (Maxwell 2014). A qualitative approach allows researchers to adjust their tools, questions, and focus throughout the process. Therefore, the researcher's presence and sensitivity are crucial in capturing the deeper meaning of the collected data.

To obtain valid and holistic data in this study, three main data collection techniques were used, namely in-depth interviews, non-interventional participatory observation, and documentation analysis.

1. In-depth Interviews

Interview techniques were used to explore informants' understanding of the managerial aspects of the upgrading program. Semi-structured interviews were conducted with key informants: structural officials, administrative staff, instructors, and training participants. The interviews aimed to understand the program's planning, implementation, and evaluation processes. This technique aligns with the findings of the study.(Sugiyono 2013)that interviews are a direct question and answer technique to obtain in-depth information in a qualitative context. "Interviewing is a way to enter into another person's perspective."(Neuman 2014)

2. Observation (Participant Observation)

This study also used non-interventional participant observation techniques to capture phenomena in their natural context during the training. Researchers observed interactions, the use of training media, and classroom dynamics without being directly involved. This observation aimed to obtain data on behavior and the learning environment that are not always revealed through interviews. As stated, (Creswell 2014), participant observation allows researchers to understand the meaning behind social behavior and practices. "Participant observation provides an opportunity to gather data in natural settings."(Ivankova and Creswell 2009)

3. Documentation (Document Analysis)

Documentation techniques were used to supplement and confirm data from interviews and observations. The documents analyzed included training modules, program plans, attendance lists, evaluation reports, and visual documentation. This technique aligns with the perspective of(Robertson et al. 2010)which emphasizes the importance of documentation in ensuring the validity and credibility of qualitative data. "Documents are a valuable source of information in qualitative research to corroborate evidence from other sources."(Ulfatin 2013).

Data validity techniques In this qualitative research, triangulation is used as a technique to check the validity of the data (LJ Moleong 2007) states that triangulation is a technique for checking data validity by utilizing things outside the data itself, such as methods, sources, or other researchers. Similarly, (Miles, Huberman, and Saldana 2014) identified triangulation as a strategy to increase the validity and reliability of research, and classified it into several types, one of which is source triangulation.

Source triangulation was conducted by comparing interview results from various informants directly involved in the Fashion Design upgrading program at BBPVP Semarang, including structural officials, administrative staff, instructors, and participants. This approach allowed researchers to identify similarities

and differences in perspectives on the program's planning, implementation, and evaluation processes.

Meanwhile, method triangulation was carried out by combining in-depth interviews, field observations, and documentation studies. Interviews were used to gain in-depth understanding, observations to capture actual implementation in the field, and documentation to corroborate the data through administrative documents such as attendance lists, training materials, and evaluation reports. This combination of techniques strengthened the reliability of the data and reduced the risk of subjectivity from a single method or source.

In qualitative research on the management of the Fashion Design Upgrading Program at BBPVP Semarang, the researcher used an interactive data analysis model from (Miles and Huberman 2009) which includes three main components: data reduction, data presentation, and drawing conclusions/verification.

a. Data reduction

This was done by selecting relevant information from interviews, observations, and documentation, and simplifying the data to focus on important aspects such as training policies, instructor engagement, and program implementation strategies. Irrelevant data was removed to produce a sharper and more contextual analysis.

b. Data presentation

This is done systematically in the form of descriptive narratives, tables, and thematic matrices to illustrate the relationships between program management elements, such as the relationship between planning and implementation effectiveness, or instructor involvement and participant participation. This aims to facilitate interpretation and uncover patterns that occur in program implementation.

c. Conclusion drawing and verification

This is the final stage, where researchers formulate findings based on the reduced and presented data, and triangulate data across sources (instructors, participants, and structural officials) to increase the validity of the results. The resulting conclusions comprehensively describe the managerial process in implementing the upgrading program and serve as the basis for scientific and applicable recommendations.

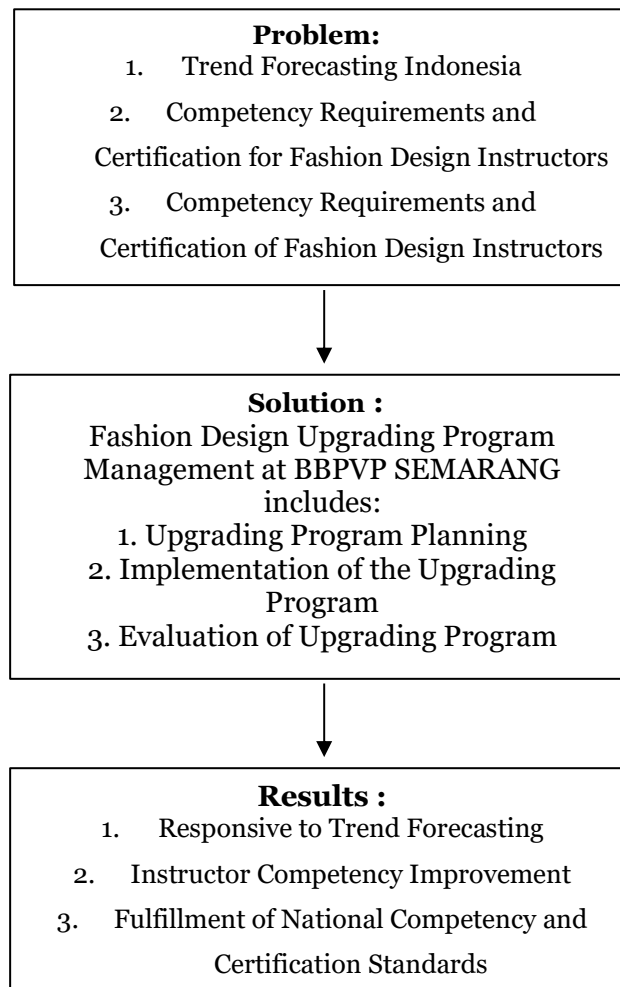


Figure 1. Framework of thinking

RESULT AND DISCUSSION

Semarang BBPVP Upgrading Program Planning

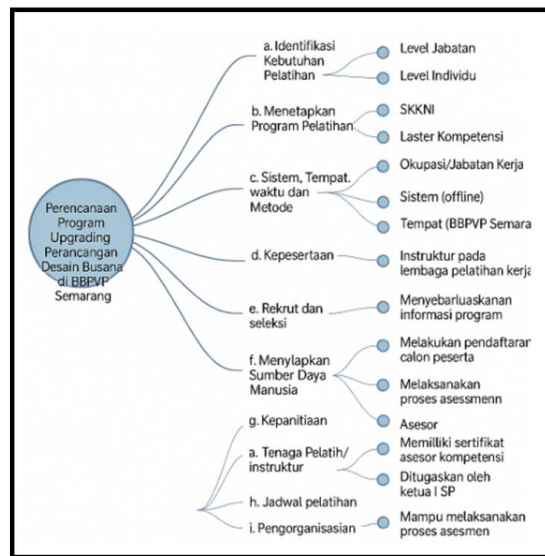


Figure 2. Upgrading Program Planning

The planning management of the Fashion Design upgrading program at BBPVP Semarang is carried out systematically and comprehensively, starting from identifying training needs based on job analysis, certification, and industry trends, to establishing a program that refers to the SKKNI and institutional strategies. The training is designed with an interactive face-to-face method, participants are selected selectively through online registration and competency verification, and is supported by professional human resources. The training facilities are adequate, the schedule is arranged flexibly, and the organization is carried out in coordination with the Directorate General of Intala Development and LSP, reflecting professional and adaptive implementation to the dynamics of the fashion industry.

The planning management of the Fashion Design upgrading program at the Semarang Vocational and Productivity Training Center (BBPVP) demonstrates a comprehensive and structured approach. This process focuses not only on technical skills development but also considers industry relevance and national competency standards. The following is an in-depth discussion of key aspects of this program planning management:

1. Identification of Training Needs Based on Comprehensive Analysis

The crucial first step in planning this program is identifying training needs. BBPVP Semarang implements this systematically, not based solely on assumptions, but through job analysis, certification, and industry trends.

- Job Analysis:** This involves an in-depth review of the requirements and skills required for various positions in the fashion design industry. By understanding specific roles, BBPVP Semarang can tailor its curriculum to meet job market demands.
- Certification:** Referring to the certification requirement demonstrates BBPVP Semarang's commitment to nationally and internationally recognized competency standards. This is essential to ensure that graduates are not only skilled but also possess professional credibility.
- Industry Trends:** The fashion industry is a highly dynamic sector. Monitoring industry trends allows BBPVP Semarang to integrate new technologies, cutting-edge design methods, and emerging fashion styles into its training programs. This ensures that trainees remain relevant and competitive in the job market.

The results of this needs identification then serve as the basis for establishing a program that adheres to the Indonesian National Work Competency Standards (SKKNI). This alignment with the SKKNI ensures that the curriculum meets nationally established quality standards, ensuring that the competencies taught align with the needs of the business and industrial world. Furthermore, the institution's strategy is also considered, demonstrating that the program aligns with the vision and mission of BBPVP Semarang as a vocational training provider.

2. Training Design and Interactive Learning Methods

The training is designed using an interactive, face-to-face approach. This approach is particularly effective for fashion design programs because it allows:

- a. Live Interaction: Participants can interact directly with instructors to ask questions, discuss, and receive feedback in real-time.
- b. Hands-on: Fashion design is a highly hands-on discipline. The in-person approach allows participants to directly practice skills such as pattern drawing, sewing, or draping, with direct guidance from experts.
- c. Collaborative Learning: Face-to-face environment encourages collaboration between participants, sharing ideas, and solving problems together.

This interactivity is crucial to ensure deep understanding and the development of strong practical skills.

3. Selective and Targeted Participant Selection

The selective participant selection process through online registration and competency verification is an indicator of professionalism.

- a. Online Registration: Facilitates access for prospective participants and allows for a more efficient administrative process.
- b. Competency Verification: This is a crucial step to ensure that selected participants have adequate foundational knowledge and experience in fashion design. This helps maintain the quality of the class and ensures that all participants are optimally absorbed. This process can also help identify areas that require more attention for specific participants.

4. Adequate Human Resources and Facilities Support

The success of a training program depends heavily on the support of professional human resources. This includes instructors who are not only experts in fashion design but also possess strong pedagogical skills to deliver the material effectively. Experienced industry practitioners as instructors can provide valuable and relevant insights for participants. Additionally, adequate training facilities are a prerequisite. For fashion design programs, this means the availability of:

- a. Comfortable classroom.
- b. Modern and well-functioning sewing machines, overlock machines, and other sewing equipment.
- c. Mannequin or dressform for draping and fitting.
- d. Fashion design software (CAD) if relevant to the training material.
- e. Library or access to design resources.

Complete and well-maintained facilities support an effective and safe teaching and learning process.

5. Flexible Schedule and Coordinated Organization

The flexible scheduling demonstrates BBPVP Semarang's adaptability to participant needs and industry dynamics. This flexible schedule can accommodate participants with other commitments or allow for adjustments to the material based on the latest industry developments.

The organization carried out in a coordinated manner with the Directorate General of Training and Productivity Development and the LSP (Professional Certification Institute) is evidence of commitment to national standards and program relevance.

- a. Coordination with the Directorate General of Intala Development: Ensure that the program is aligned with government policies and directives regarding vocational training.
- b. Coordination with LSP: Ensure that the program curriculum and assessment methods meet the standards set by the certification body, so that graduates can obtain recognized professional certification.

Overall, the planning and management of the Fashion Design upgrading program at BBPVP Semarang demonstrates a professional, adaptive, and quality-oriented training ecosystem. From in-depth needs analysis to coordination with key stakeholders, each stage is meticulously planned and executed. This approach not only equips participants with cutting-edge fashion design skills but also ensures they are prepared to face the challenges and opportunities of the ever-evolving fashion industry. The success of this program will significantly contribute to improving the quality of human resources in the Indonesian fashion sector.

This is in accordance with several opinions that training program planning is a crucial process for developing effective educational initiatives for adults. It involves documenting essential information about the program, including its background, mission, goals, and methods (Kurucu 2006). The planning process applies to various forms of organized learning, although its application may differ across settings (Omar et al. 2007). Effective models, such as the Schmidt Model, emphasize identifying learners' stressors, building trust, and reinforcing learned behaviors (Labranche et al. 2015). Program planners should consider theoretical underpinnings and use systematic design tools to create appropriate learning activities (Renzetti et al. 2015). Challenges in planning may include political influences, which can lead to a top-down approach. To address this, strategies such as identifying villagers' basic needs, skill requirements, and learner needs can be

employed to determine appropriate training levels (Gilar Cahya Nirmaya, 2019). Overall, thorough planning is essential for creating training programs that effectively meet the needs of adult learners.

Implementation of the Semarang BBPVP Upgrading Program

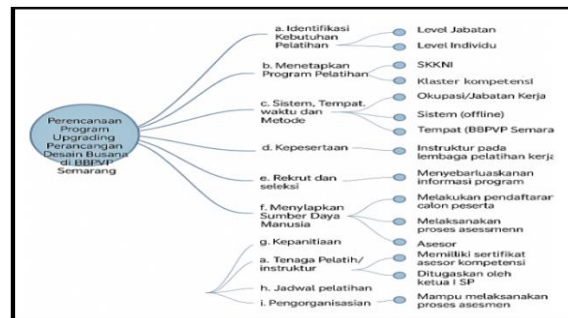


Figure 3. Implementation of the Upgrading Program

The Fashion Design upgrading program at BBPVP Semarang was systematically managed through five stages: preparation, implementation, assessment, task allocation, and certification. The preparation phase included comprehensive planning, participant selection, material preparation, and logistical readiness. The program prioritized active, competency-based learning and fashion industry trends. Assessments were conducted during the training, while formal assessments were conducted post-training, with the principles of validity and fairness. Task allocation was clearly regulated through inter-party coordination. Certification served as motivation and recognition of participant competency. Overall, the program was effective, structured, and in accordance with competency-based training standards.

The implementation stage reflects the directing (actuating/leading) and organizing functions, with an emphasis on competency-based active learning and fashion industry trends.

- Active Learning:** This approach aligns with constructivist pedagogy and andragogy (adult education) theories, where participants are active learners who construct their knowledge through direct experience and interaction. In a management context, this demonstrates effective human resource development efforts, as participants are empowered to actively acquire and apply skills.
- Competency-Based:** This is an application of Competency-Based Management, where the focus is on measurable outcomes or outputs in the form of specific abilities or skills that participants must master. This also aligns with the principles of Total Quality Management (TQM), which focuses on continuous quality improvement and standards compliance.
- Fashion Industry Trends:** The incorporation of these trends demonstrates adaptation to an organization's external environment, a key concept in open systems theory. Effective organizations must be responsive to changes in their environment to remain relevant and competitive. This also reflects the concepts of organizational flexibility and innovation in strategic management.

Training programs are essential for addressing skill gaps and improving performance in various contexts. Effective programs should be demand-driven, aligning with local labor market needs (Honorati & McArdle, 2013). In Vietnam, there has been a shift from content-based to competency-based training, incorporating modern theories and perspectives (Nam Hai Hoang et al., 2023). Well-designed programs can minimize new employee onboarding time and increase time-to-first-contribution, using peer coaches and mentors (Duguay & Korbut, 2002). Comprehensive approaches that combine different types of training with complementary support services tend to be more effective, especially for youth (Honorati & McArdle, 2013). The design process involves needs assessment, defining learning objectives, and creating implementation strategies (Sapaphan, 2014). Key factors for success include a sound governance structure for training providers and beneficiaries, as well as ongoing monitoring and evaluation to ensure program effectiveness (Honorati & McArdle, 2013; Sapaphan, 2014).

Evaluation of the Semarang BBPVP Upgrading Program

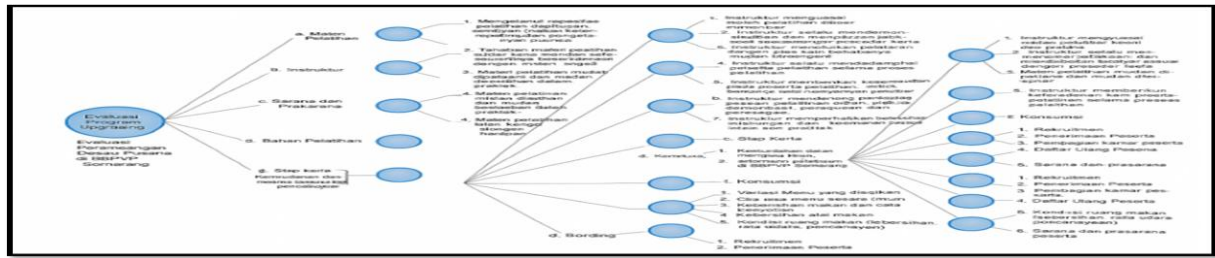


Figure 4. Evaluation of the Upgrading Program

The evaluation of the fashion design upgrading program at BBPVP Semarang was conducted comprehensively and continuously, covering training materials, instructor performance, infrastructure, teaching materials, meals, and dormitories. Assessments were conducted through evaluation links, questionnaires, direct observation, and the use of the "Ready to Work" application. The entire process adhered to the Technical Instructions for Training Implementation and involved inter-team coordination to ensure effective training quality, adaptability to industry needs, and focus on improving participant competency.

The evaluation practices of BBPVP Semarang, which cover training materials, instructor performance, infrastructure, teaching materials, catering, and dormitories, are highly aligned with a comprehensive program evaluation model. One relevant model is the CIPP (Context, Input, Process, Product) Model developed by Daniel Stufflebeam. Although not explicitly mentioned in the quotation, the evaluation of BBPVP Semarang's training needs (job analysis, industry trends) during the planning stage is a form of context evaluation. Previous research, such as the study by (Lee 2010) himself, emphasizing the importance of understanding the needs and problems that the program will address.

Evaluation of training materials, infrastructure, teaching materials, meals, and dormitories at BBPVP Semarang directly reflects input evaluation. This involves assessing allocated resources and their alignment with program objectives. Research such as that conducted by (Schmееckle 2003) on professional development evaluation, highlighting that the quality of inputs (such as materials and facilities) significantly influences the potential success of a program.

Evaluating instructor performance and the training itself (including inter-team coordination) is at the heart of process evaluation. It assesses how the program is being implemented, whether it is going according to plan, and whether any obstacles are encountered. A study by Phillips & Phillips (2007) on training return on investment (ROI) also emphasized the importance of process evaluation to identify areas for improvement throughout the program. Direct evaluation of learning outcomes, program orientation toward improving participant competency, and the use of the "Ready to Work" application (which may track participant employment or success in the industry) indicate product evaluation. This measures whether the program's objectives are being achieved.

The evaluation approach of the Fashion Design Upgrading Program at BBPVP Semarang is exemplary, given its comprehensive, multi-method, and standards-based approach. By integrating aspects of input, process, and product evaluation (in line with the CIPP model), and considering reactions and potential behavioral outcomes (as per Kirkpatrick), BBPVP Semarang ensures that they have a complete picture of the program's performance. The utilization of various data collection methods and technologies, coupled with a commitment to standards and strong coordination, allows BBPVP Semarang to effectively identify program strengths and areas for improvement, thereby continuously adapting to industry needs and enhancing the competency of its graduates. This practice is consistent with key findings from previous research in the areas of program evaluation and training management.

CONCLUSION

The Fashion Design Upgrading Program Planning at BBPVP Semarang is designed and implemented systematically in accordance with SKKNI and industry trends, with interactive methods, strict selection, and coordinated resource and organizational support to improve instructor competency. The implementation of the Fashion Design upgrading program at BBPVP Semarang is carried out systematically and effectively through five coordinated stages with a competency-based approach, adequate support, and tiered evaluation up to certification. Evaluation of the Upgrading program at BBPVP Semarang is carried out comprehensively and continuously to ensure that participants' competencies are improved according to industry needs.

REFERENCES

- Angelina, Agnes Maya, and Priyo Hari Adi. 2022. "Pengaruh Latar Belakang Pendidikan Dan Kualitas Pelatihan Kepala Desa Terhadap Pemahaman Laporan Keuangan Desa."
- Asmaningrum, Ridlotulloh, and Siti Sulandjari. 2013. "Peran Tutor Sebaya Dalam Pelatihan Lekapan Kain Pada Busana Anak Di UPT Pelatihan Kerja Jombang." *Jurnal Online Tata Busana* 2(3).
- Avrilianda, Decky. 2025. "Sumbangsih Pendidikan Non Formal Melalui E-Branding Pariwisata Untuk Keberdayaan Masyarakat Banyuwangi." *Jurnal Pendidikan Nonformal* 20(1): 1–12.
- Creswell, John W. 2014. *RESEARCH DESIGN Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, Inc.
- Gephart Jr, Robert P. 2004. "Qualitative Research and the Academy of Management Journal." *Academy of management journal* 47(4): 454–62.
- Grajcevc, Albulene, and Arif Shala. 2016. "Formal and Non-Formal Education in the New Era." *Action Researcher in Education* 7: 119–30.
- Harlina, Yuse, Ahmad Alim Bachri, and Maya Sari Dewi. 2019. "Pengaruh Motivasi, Pendidikan, Pelatihan Dan Pengalaman Kerja Terhadap Kinerja Guru SMKN 5 Banjarmasin." *Jurnal Wawasan Manajemen* 7(1): 99–112.
- Ivankova, Nataliya V, and John W Creswell. 2009. "Mixed Methods." *Qualitative research in applied linguistics: A practical introduction* 23: 135–61.
- Kedrayate, Akanisi. 2012. "Non-Formal Education: Is It Relevant or Obsolete." *International Journal of Business, Humanities and Technology* 2(4): 1–5.
- Kuruscu, Burhanettin. 2006. "Training and Lifetime Income." *American Economic Review* 96(3): 832–46.
- Labranche, Leah et al. 2015. "Integrating Anatomy Training into Radiation Oncology Residency: Considerations for Developing a Multidisciplinary, Interactive Learning Module for Adult Learners." *Anatomical sciences education* 8(2): 158–65.
- Leaders, Young Global. 2016. "World Economic Forum Annual Meeting 2016 Mastering the Fourth Industrial Revolution."
- Lee, Jieun. 2010. "Design of Blended Training for Transfer into the Workplace." *British Journal of Educational Technology* 41(2): 181–98.
- Lourenco, Daniel, and Aristides I. Ferreira. 2019. "Self-regulated Learning and Training Effectiveness." *International Journal of Training and Development* 23(2): 117–34. <https://onlinelibrary.wiley.com/doi/10.1111/ijtd.12149>.
- Maxwell, Joseph. 2014. "Designing a Qualitative Study." *The SAGE Handbook of Applied Social Research Methods*: 214–53.
- Miles, A.M. Huberman, and J. Saldana. 2014. *Qualitative Data Analysis: A Methods Sourcebook*. London: SAGE Publications Inc.
- Miles, Matthew B, and A Michael Huberman. 2009. "Qualitative Data Analysis, Atau Analisis Data Kualitatif, Terjemahan Tjetjep Rohendi, Jakarta."
- Moleong, Lexy. 2014. "Metode Penelitian Kuantitatif Kualitatif." *Bandung: PT. Remaja Rosdakarya*.
- Moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif. Edisi Revisi*. Bandung: PT Remaja Rosdakarya.
- Neuman, W. Lawrence. 2014. 30 Teaching Sociology *Social Research Methods: Qualitative and Quantitative Approaches; Seventh Edition*.
- Ningrum, Mardani Eka. 2020. "Peranan Komunikasi Internal Di Lingkungan Kerja." *Indept* 3(1): 25–30.
- Nurfaal, Abdul Rohman. 2017. "Penyelenggaraan Program Pelatihan Tata Busana Di Balai Perlindungan Dan Rehabilitasi Sosial Wanita (BPRSW) Daerah Istimewa Yogyakarta (DIY)." *Diklus: Jurnal Pendidikan Luar Sekolah* 1(1): 107–18.
- Omar, Mayeh et al. 2007. "In-country Capacity Development of a Training Institute: An Iranian Experience." *Journal of health organization and management*.
- Renzetti, Claire M, Amy Bush, Marissa Castellanos, and Gretchen Hunt. 2015. "Does Training Make a Difference? An Evaluation of a Specialized Human Trafficking Training Module for Law Enforcement Officers." *Journal of crime and justice* 38(3): 334–50.
- Robertson, Ann et al. 2010. "Implementation and Adoption of Nationwide Electronic Health Records in Secondary Care in England: Qualitative Analysis of Interim Results from a Prospective National Evaluation." *Bmj* 341.
- Savitri, Devi. 2015. "Pengaruh Pelatihan Terhadap Prestasi Kerja Karyawan Pada Foodmart Lembuswana Di Samarinda." *Jurnal Administrasi Bisnis* 3(4): 898–99.
- Schmeeckle, Joyce M. 2003. "Online Training: An Evaluation of the Effectiveness and Efficiency of Training

- Law Enforcement Personnel over the Internet.” *Journal of Science Education and Technology* 12(3): 205–60.
- Sugiyono. 2013. *Metodelogi Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung: Alfabeta.
- Sunarto, Ading, Asridah Warni Tanjung, and Nindie Ellesia. 2021. “The Influence of Visionary Leadership Style, Competency and Working Discipline on Teacher Performance: A Study at Muhammadiyah Setiabudi Pamulang College.” In *The 1st International Conference on Research in Social Sciences and Humanities (ICoRSH 2020)*, Atlantis Press, 325–36.
- Suryani, Hamidah, and K Irmayantii. 2019. “Pelatihan Desain Busana Berbasis Adobe Photoshop.” *Jurnal Dedikasi* 21(2).
- Sutarto, Joko, Sungkowo Edi Mulyono, Imam Shofwan, and Yudi Siswanto. 2019. “Determinants of Web-Based E-Training Model to Increase E-Training Effectiveness of Non-Formal Educators in Indonesia.” *Journal of Education and Practice*: 24–31.
- Sutisna, Anan, and Sutaryat Trisnamasyah. 2010. “Model Pelatihan Berbasis Kinerja Dalam Peningkatan Kompetensi Tutor Pendidikan Kesenjangan.” *Jurnal Cakrawala Pendidikan* 3(3).
- Ulfatin, Nurul. 2013. *Metode Penelitian Kualitatif*. Malang: Bayumedia Publishing.
- Wiradendi Wolor, Christian, Solikhah Solikhah, Nadya Fadillah Fidhyallah, and Deniar Puji Lestari. 2020. “Effectiveness of E-Training, e-Leadership, and Work Life Balance on Employee Performance during COVID-19.” *Journal of Asian Finance, Economics and Business* 7(10).