Management of the Vocational Training Center Training Program

Resmiranda Maulani[1*], Dadang Danugiri[1]

[1]*Universitas Singaperbangsa Karawang, Indonesia*

*Correspondence to: *1710631040001@student.unsika.ac.id*

Abstract: Program management is now a widely used approach to bring about the planned change and is used to implement a strategy. This study aims to observe the condition of the management of the training program at the Vocational Training Center in Subang Regency. This research approach uses a descriptive qualitative approach. There were 4 subjects in the study, consisting of 1 principal and 3 instructors. Data collection through documentation analysis techniques, interviews, and observation. Data analysis through the stages of data collection, data reduction, data presentation, and concluding. Based on the results of the research, it was concluded that planning is related to the identification of industrial needs for human resources with certain competency abilities and the determination of program objectives and learning objectives or the curriculum of each training program. Organizing training programs involves all parties to prepare training programs according to their respective duties. Organization of facilities and infrastructure is carried out to identify availability and readiness for use. The mobilization stage is in the form of preparation from the initial recruitment of training participants by predetermined conditions to the implementation of the learning process. Coaching functions to supervise and control the course of the learning process so that it continues to run according to the goals that have been set. The development of training programs is carried out to improve and perfect the previous training programs. Thus, it can improve the implementation of further training programs.

Keywords: Management; Vocational Training; Training Center

INTRODUCTION

The organizational challenge of human resource development is effective program management to plan and implement programs that will deliver sustainable value (Steinfort, 2017). Natural resource management increasingly involves a form of social organization widely known as community, which can take many forms from place-based groups, government agencies, to interest-based alliances (Blaikie, 2006; Ojha et al., 2016). The development of human resources in the community must refer to the spirit of education in the scope of non-formal education (NFE) which can be done through various forms of programs. NFE is an organized and planned educational service outside formal education (Wulandari & Ilyas, 2015). NFE programs have the same importance as other programs in development (Hidayat, 2016; Franquesa-Soler et al., 2022). One form of NFE in human resource development is training programs (Apriani & Suminar, 2015).

Trainingis an activity to transfer and or acquire knowledge, skills and abilities (Kavita, 2007; Tight, 2012). Program pelatihan berlangsung dalam waktu singkat dan berdasar kepada kebutuhan belajar individu The training program takes place in a short time and is based on individual learning needs Non-formal education as mandated in Law Number 20 of 2003 article 26 paragraph 3, it is outlined that non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equality education, and other education that aimed at developing the ability of students (Republik Indonesia, 2003). Training activities aim so that individuals as human resources can develop their knowledge and competence. According to Beardwell et al. (2004) states that training is a planned activity to be able to change attitudes, knowledge, skills and abilities based on experience in order to obtain effective performance in a particular activity. Training is one of the processes for those who need additional knowledge or knowledge that supports the individual to get a job or improve the quality of human resources for industrial needs.

According to Beardwell et al. (2004) states thatmanagement is a series of activities (planning and decision making, organizing, leadership, controlling) directed at organizational resources (human, financial, physical, and information) with a view to achieving organizational goals effectively and efficiently. Management of extramural education programs is defined as activities together, individually and in groups effectively and efficiently to implement a program that is in accordance with the needs, objectives and beneficial to students. The functions of program management according to Sudjana (2007) consist of planning; organizing; mobilizing; coaching; assessment, and development.

As stated in the regulation of the Minister of Manpower and Transmigration of the Republic of Indonesia Number 7 of 2012 article 1, the Vocational Training Center (BLK) is a place for the holding of a job training process for training participants so that they are able and master a certain type and level of work competence to equip themselves to enter the job market and/or independent businesses as well as a training place to increase their work productivity so as to improve its welfare (Minister of Manpower and Transmigration, 2010). BLK Subang Regency was formed into a Technical Implementation Unit of the Service based on Regent Decree Number 17 of 2018, dated January 29, 2018. BLK Subang Regency was formed based on Regent Decree Number 17 of 2018 (Pemerintah Kabupaten Subang, 2018). The position of the job training institution which was originally under the responsibility of the Central Manpower Department shifted to the responsibility of the Regional Government, in this case the Regional Government of Subang Regency. Based on the background and results of problem identification, the focus of this research is on the management of BLK training programs in Subang Regency. The purpose of this study is to describe the management of BLK training programs in Subang Regency.

METHODS

This study seeks to investigate descriptively focused on solving problems that exist in the present. Descriptive methods in qualitative research aim to explain the picture or describe, analyze the results obtained during the research process (Koh & Owen, 2000). The use of qualitative descriptive approach is used to describe the management of BLK more clearly, in detail and obtain in-depth data in BLK Subang Regency (Kim et al., 2017). Hisresearch project is one Head of BLK Administration and one Instructor. Researchers selected research subjects based on their capabilities to describe the condition of BLK management in Subang Regency. The data collection methods in this study were open interviews and observations. Observation aims to make researchers get more complete and accurate data directly. The observations made by the researchers also directly observed the physical condition of BLK and things that were not revealed through interviews. While the type of interview used in this study is a type of open interview where the questions asked are unlimited and unbound. Researchers conduct direct interviews with selected sources in the field after making observations. Data analysis using interactive model techniques from Miles et al. (2013) consisting of; data collection, data reduction, data presentation and conclusions.

RESULT AND DISCUSSION

Training Program Planning

The first step before implementing the training program, BLK Subang Regency carried out learning planning, namely identifying industrial needs in Subang Regency. The determination of training programs to be implemented at BLK is the result of an analysis of industrial needs or labor needs, agriculture, commerce in the Subang Regency area. Furthermore, after obtaining the data, BLK will determine the priority scale of what programs will be implemented by considering the existing carrying capacity conditions.   The identification of external needs causes training programs run by BLK Subang Regency to be expected to produce human resources that are directly absorbed by industry. This causes the training programs implemented by BLK to change every period. This idea is very effective to increase competent human resources and in line with industry needs.

In addition to planning learning for trainees to be ready to work, BLK Subang Regency also implements its Vision to prepare trainees to become entrepreneurs. In the first week of the training, students were provided with an understanding of their rights as employees. Meanwhile, in the last week of the training, trainees are prepared to become entrepreneurs. Based on the results of the analysis, it can be stated that the planning of training programs in BLK Subang Regency is a fundamental factor that can determine the overall direction of training implementation in BLK. The planning of the training program at BLK Subang was in fact really well planned. A set of objectives, activities, and structures are suggested for a

decentralized and distinct planning process for non-formal education at national, regional, and program levels (Somantri, 2021).

Program Organizing

The organization of training programs at BLK Subang is carried out before the implementation of training activities. The first stage of organizing after determining the programs or departments to be implemented is determining Human Resources or instructors. In each training program, BLK Subang provides two instructors. Instructors can come from Subang Regency or come from the area around Subang Regency.

The next stage, the committee and instructors jointly condition the facilities & infrastructure available at BLK. This is to ensure what facilities and infrastructure are still available after the implementation of training in the previous period. The last stage after conditioning, facilities and infrastructure that are not yet available are proposed for procurement. The application is submitted to the Subang Regency Manpower Office. Each section in BLK has its own duties and functions. In organizing the training program in BLK Subang Regency, BLK is managed by the leadership of the Head of the Technical Implementation Office and the Head of the Sub-Division of Administration of BLK Subang Regency to regulate the management of BLK. Furthermore, it is carried out and developed by executors and functional position groups to achieve the planned goals.

Organizing is the activity of identifying and integrating the necessary resources into activities to be carried out in achieving predetermined goals (Wahyuningtyas et al., 2012a). Several critical planning issues are examined in the context of four different categories of non-formal education activities: school-based learning centers, non-formal youth programs, adult basic education and community development, and vocational skills training (Goldratt & Cohen, 2016).

Training Program Mobilization

Wahyuningtyas et al., (2012b) stated that the function of mobilization is to realize a high level of appearance and participation of each implementer involved in activities to achieve the set goals. The training at UPTD BLK in Subang Regency was held for 24 meetings and took place on Monday-Friday at 09.00-17.00 WIB. The training participants in each class are a maximum of 20 participants aged 17 years and over from the group of high school graduates who have not found a job or the general public who want to add skills to improve their welfare. Teaching staff in training activities come from functional positions at UPTD BLK Subang Regency and from external parties who are experts in their fields.

The implementation of learning in training programs is based on the curriculum that has been determined at the planning stage (Besley et al., 2015). The results showed that the implementation of learning was in accordance with the existing curriculum. Activities are carried out in stages starting from providing material in the form of 30% theoretical content in the form of understanding the rights and obligations of an employee, basic theories of entrepreneurship and basic theories of each department during the first week of learning. Furthermore, the instructor guides the trainees to carry out material in the form of 70% of the direct practice content in class.

Training Program Coaching

Coaching activities on the implementation of training programs in BLK Subang Regency are carried out in two ways, namely a direct approach and an indirect approach. A direct approach is taken by the manager to the organizers and implementers of extramural education programs or activities. An indirect approach is taken through staff or other parties related to the duties of the organizers and implementers.

The direct approach in coaching training programs is carried out by the manager or in the case of BLK, coaching is directly carried out by the head of the administrative subdivision to the implementer of activities, namely functional position groups. Supervision is reviewed by the head of the administrative sub-division of BLK Subang directly and periodically to monitor the smooth implementation of training in accordance with the planned objectives. Based on field analysis, direct supervision that is carried out regularly can maximize activities and improve things that are not optimal in their implementation.

An indirect approach in coaching training programs is carried out by functional groups in BLK Subang Regency. Coaching by functional position groups, especially instructors and people directly involved in the implementation of training programs, is carried out every learning meeting. Matters that cannot be supervised by the manager directly at any time are still carried out through staff related to the duties of the organizer and the implementation of the training program. In other words, all training activities are carried out under the supervision and guidance of all parties, both managers and implementers of activities. Coaching is a process or development that includes a sequence of understanding, starting with establishing,

growing, maintaining the growth accompanied by efforts to improve, perfect and develop it (Irawati, 2018; Dostie, 2018).

Training Program Assessment

Assessment relates to the activities of collecting, processing and presenting information to be used as input in decision making. Assessment objectives may include; (a) the overall management function, from planning to development; (b) all components, processes, outcomes and influences of an extramural education program (Salas et al., 2012; Diamantidis & Chatzoglou, 2014; Ngadi & Anu, 2020).

The assessment of training programs in BLK Subang Regency is carried out on an ongoing basis starting from the planning stage to development. Assessment is carried out to determine the achievement of learning outcomes with predetermined goals. Assessment of the learning outcomes of trainees is carried out at the end of the program in the form of competency exams and reports on the results of practical examinations from each department. Based on the evaluation, participants are said to pass if the results of the competency and practice exams achieve learning objectives. In addition to the final evaluation of the trainees, the assessment is carried out on the process of learning activities to be in accordance with the plan. Thus, deviations from the learning plan will be resolved quickly. Assessment has a role to collect data and present information about training programs to improve and develop programs. The assessment phase is also carried out on instructors, program implementers and program managers. After the training program in BLK Subang Regency is completed, the functional position group is required to make a final report on the training program that has been implemented. This is useful for the development of further training programs.

Training Program Development

Development is carried out after the training and evaluation program is completed. The development of training programs is intended to improve and refine previous programs (Saks & Burke-Smalley, 2014). Meanwhile, development is defined as an effort to expand or realize potentials, bringing a state in stages to a more complete, bigger, or better state. Advancing something from earlier to later or from simple to more complex stages of change (Witarsa, 2015; Rahargo & Jannah, 2020). Based on the explanation above, it can be said that development is an effort by the managers and organizers of training programs in BLK in Subang Regency to improve and bring BLK to the expected conditions in BLK in Subang Regency to improve and bring BLK to the expected conditions.

CONCLUSION

The management of the BLK training program in Subang Regency consists of 6 management functions, namely planning, organizing, mobilizing, coaching, assessing and developing. Planning is concerned with identifying industry needs for human resources with specific competency capabilities. Next, compile program objectives and learning objectives or curriculum of each training program. The organization of the training program in BLK Subang Regency involves all parties to prepare the training program in accordance with their respective duties. The organization of the facilities and infrastructure needed is also carried out at this stage, so that at the time of its implementation the facilities and infrastructure needed are available and ready to be used. The mobilization stage is in the form of preparation from the beginning of the recruitment of training participants in accordance with the conditions that have been set until the implementation of the learning process in BLK Subang Regency.

Coaching in the management of training programs serves to supervise and control the course of the learning process so that it continues to run in accordance with the goals that have been set. The assessment in BLK Subang Regency collects data from training participants and also training instructors as program implementers. For trainees, assessment serves for the evaluation of learning outcomes. Assessments that come from instructors serve for development. The development of training programs is carried out to improve and refine previous training programs. Thus, it can improve the implementation of further training programs.

REFERENCES

Apriani, F., & Suminar, T. (2015). Manajemen Penyelenggaraanprogram Bina Keluarga Remaja Melalui Kegiatan Keterampilan Merajut Di Rw 06 Kelurahan Bandarjo Ungaran Barat. *Journal of Non Formal*

Education and Community Empowerment, *1*(1), 1–6. https://doi.org/10.15294/jnece.v4i1.8021

Beardwell, I., Holden, L., & Claydon, T. (2004). Human Resource Management: A Contemporary Approach. In *Prentice Hall* (Fourth edi). De Montfort University. https://doi.org/10.1007/978-3-319-63826-3_5

Besley, J. C., Dudo, A., & Storksdieck, M. (2015). Scientists' views about communication training. *Journal of Research in Science Teaching*, *52*(2), 199–220. https://doi.org/10.1002/tea.21186

Blaikie, P. (2006). Is Small Really Beautiful? Community-based Natural Resource Management in Malawi and Botswana. *World Development*, *34*(11), 1942–1957. https://doi.org/10.1016/j.worlddev.2005.11.023

Diamantidis, A. D., & Chatzoglou, P. D. (2014). Employee post-training behaviour and performance: Evaluating the results of the training process. *International Journal of Training and Development*, *18*(3), 149–170. https://doi.org/10.1111/ijtd.12034

Dostie, B. (2018). The Impact of Training on Innovation. *ILR Review*, *71*(1), 64–87. https://doi.org/10.1177/0019793917701116

Franquesa-Soler, M., Jorge Sales, L., & Silva-Silva Rivera, E. (2022). Participatory action research for primate conservation: A critical analysis of a nonformal education program in Southern Mexico. *American Journal of Primatology*, *September*, 1–13. https://doi.org/10.1002/ajp.23450

Goldratt, M., & Cohen, E. H. (2016). The Values-Based Infrastructure of Non-Formal Education: A Case Study of Personal Education in Israeli Schoolsi. *Educational Practice and Theory*, *38*(1), 5–26. https://doi.org/10.7459/ept/38.1.02

Hidayat, D. (2016). Strategi Pembelajaran Partisipatif dalam Meningkatkan Hasil Program Pendidikan Nonfromal di Kabupaten Karawang. *Journal of Nonformal Education*, *2*(1), 14–19. https://doi.org/10.15294/jne.v2i1.5309

Irawati, R. (2018). Pengaruh Pelatihan dan Pembinaan Terhadap Pengembangan Usaha Kecil. *Jurnal Ilmiah Bisnis Dan Ekonomi Asia*, *12*(1), 74–84. https://doi.org/10.32812/jibeka.v12i1.18

Kavita, G. (2007). Manual on Training Planning. *Project on Improvement of Local Administration in Cambodia*, 1–22. https://www.jica.go.jp/oda/index.html?wovn=en

Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of Qualitative Descriptive Studies: A Systematic Review. *Research in Nursing & Health*, *40*(1), 23–42. https://doi.org/10.1002/nur.21768

Koh, E. T., & Owen, W. L. (2000). Descriptive Research and Qualitative Research. In *Introduction to Nutrition and Health Research* (pp. 219–248). Springer US. https://doi.org/10.1007/978-1-4615-1401-5_12

Miles, M., Huberman, M., & Saldaña, J. (2013). Qualitative Data Analysis: A Methods Sourcebook. In *Zeitschrift fur Personalforschung* (Vol. 28). https://www.jstor.org/stable/24332877

Minister of Manpower and Transmigration. (2010). Peraturan Menteri Tenaga Kerja dan Transmigrasi Republik Indonesia Nomor 7 Tahun 2012. *Peraturan Menteri Tenaga Kerja Dan Transmigrasi*, *VII*(8), 1–69. https://indolabourdatabase.files.wordpress.com/2018/03/permenaker-no-8-tahun-2010-tentang-apd.pdf

Ngadi, F., & Anu, Z. (2020). Evaluation of the Competency Improvement Training Program for PAUD Educators. *Jambura Journal of Community Empowerment (JJCE)*, *1*(2), 98–111.

Ojha, H. R., Ford, R., Keenan, R. J., Race, D., Carias Vega, D., Baral, H., & Sapkota, P. (2016). Delocalizing Communities: Changing Forms of Community Engagement in Natural Resources Governance. *World Development*, *87*, 274–290. https://doi.org/10.1016/j.worlddev.2016.06.017

Pemerintah Kabupaten Subang. (2018). *Peraturan Bupati Subang Nomor 68 Tahun 2018 Tentang Tugas Pokok, Fungsi dan Tata Kerja Koordinator Wilayah Kecamatan Bidang Pendidikan pada Dinas Pendidikan dan Kebudayaan Kabupaten Subang*. Pemerintah Kabupaten Subang. https://peraturan.bpk.go.id/Details/144455/perbup-kab-subang-no-68-tahun-2018

Rahargo, T., & Jannah, L. M. (2020). Tantangan Dalam Pengembangan Program Pelatihan Balai Diklat Industri Di Era Revolusi Industri 4.0. *Kebijakan: Jurnal Ilmu Administrasi*, *11*(2), 1–9. https://doi.org/10.23969/kebijakan.v11i2.2894

Republik Indonesia. (2003). *Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Direktorat Pendidikan Menengah Umum. https://doi.org/10.24967/ekombis.v2i1.48

Saks, A. M., & Burke-Smalley, L. A. (2014). Is transfer of training related to firm performance? *International Journal of Training and Development, 18*(2), 104–115. https://doi.org/10.1111/ijtd.12029

Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The Science of Training and Development in Organizations: What Matters in Practice. *Psychological Science in the Public Interest, Supplement, 13*(2), 74–101. https://doi.org/10.1177/1529100612436661

Somantri, C. (2021). *Leadership of Community Education : Evidence from Indonesia.* June. https://www.researchgate.net/publication/358306480_Leadership_of_community_education_evidence_from_Indonesia

Steinfort, P. (2017). Community and post-disaster Program Management Methodology. *International Journal of Project Management, 35*(5), 788–801. https://doi.org/10.1016/j.ijproman.2016.07.005

Sudjana, D. (2007). Sistem dan manajemen pelatihan teori dan aplikasi. In *Bandung: Falah Production.* Falah Production. https://pustaka.kemdikbud.go.id/libdikbud/index.php?p=show_detail&id=44502

Tight, M. (2012). Key concepts in adult education and training 2nd edition. In *Key Concepts in Adult Education and Training 2nd Edition.* https://doi.org/10.4324/9780203434086

Wahyuningtyas, E., Siswanto, S., & Ilyas, I. (2012a). Pengelolaan Program Pelatihan Menjahit Tingkat Dasar Pada Anak Putus Sekolah Di Balai Latihan Kerja Demak. *Journal Of Nonformal Education and Community Empowerment, 1*(2), 17–24. https://doi.org/10.15294/jnece.v1i2

Wahyuningtyas, E., Siswanto, S., & Ilyas, I. (2012b). Pengelolaan Program Pelatihan Menjahit Tinngkat Dasar Pada Anak Putus Sekolah Di Balai Latihan Kerja (BLK) Demak. *Journal of Non Formal Education and Community Empowerment, 1*(2), 17–24. http://journal.unnes.ac.id/sju/index.php/jnfc

Witarsa, R. (2015). Pengembangan Program Pelatihan untuk Meningkatkan Kompetensi Guru dalam Memfasilitasi Keterampilan Berpikir Kritis Anak Usia Dini. *Tunas Siliwangi, 1*(1), 46–62. http://e-journal.stkipsiliwangi.ac.id/index.php/tunas-siliwangi/article/view/91

Wulandari, N. A. D., & Ilyas. (2015). Manajemen Penyelenggaraan Pelatihan Otomotif Dalam Mempersiapkan Warga Belajar Memasuki Dunia Kerja Di Blki Semarang. *Journal of Non Formal Education and Community Empowerment, 4*(2), 107–114. https://doi.org/10.15294/jnece.v4i2.8047