

# Analysis of the Implementation of Training at the Department of Industry, Trade, Cooperatives and Small and Medium Enterprises

Dian Mutia<sup>1</sup>, Fetri Yeni<sup>2</sup>, Abna Hidayati<sup>3</sup>, Rayendra<sup>4</sup>, Noviachri Imroatul Sadiyah<sup>5</sup>

<sup>1,2,3,4</sup> Universitas Negeri Padang, Padang, Indonesia

<sup>5</sup> University Of Leeds, Leeds, England

\*Email: [diantdy70@gmail.com](mailto:diantdy70@gmail.com)

*Submitted: 2025-04-17. Revised: 2025-07-18. Accepted: 2025-07-24.*

## Abstract

**Background** - Challenges in an era of continuous progress and competitive markets require groups, communities, organizations, and countries to demonstrate resilience and competitiveness. Knowledge is a vital asset that humans possess, and efforts to develop human resources are essential to support capacity building and promote competitive excellence.

**Research Urgency** - SMEs frequently encounter challenges in managing their businesses, particularly due to their limited capacity to develop the products they produce. The UPT IPOK Disperindagkop and SMEs of Riau Province often conduct training for MSMEs to encourage improvements in the quality of human resources in Riau Province. However, there are still shortcomings in the implementation and evaluation of training activities held by the UPT IPOK.

**Research Objectives** - This research aims to describe the planning, implementation, and evaluation of training at the Technical Implementation Unit of the Riau Province Industry, Trade, Cooperatives, and Small and Medium Enterprises Agency.

**Research Method** - The research employed a qualitative approach consisting of four main stages. The first stage involved data collection through in-depth interviews with 10 informants, including the head, staff, SME extension workers, instructors, and participants of the IPOK Technical Implementation Unit. The second stage was data reduction, summarizing interview results according to research needs. The third stage focused on data presentation and qualitative analysis, followed by validation with the head of the IPOK Unit. The final stage was drawing conclusions based on the validated findings.

**Research Findings** - The incubator training organizer contained an activity plan consisting of a legal basis, background, objectives, inputs, outputs, benefits, training location, participants, and activity schedule. The training ran smoothly thanks to the comprehensive facilities and infrastructure provided by the UPT IPOK. The evaluation showed that the instructors sought to improve the quality of the training based on the input provided by the participants. The evaluation was conducted in the form of a questionnaire that was filled out by the training participants.

**Research Conclusion** - The training activity, which was attended by 10 participants, had a positive impact because it went through careful planning, adequate implementation, and sufficient evaluation, thereby creating jobs, increasing community income, and adding value to local raw materials to create superior products. Of course, this requires separate training on processing cassava. However, there are still obstacles related to marketing and capital.

**Research Novelty/Contribution** - This study explains that in training activities, it is very important to have the continuity of advanced training needed by training participants. This is because when training is not completed to the point of producing SME independence, the benefits and objectives outlined in the training plan are not realized.

**Keywords:** Training Planning, Implementation, Evaluation

## How to Cite:

Dian Mutia, Yeni, F., Hidayati, A., Rayendra, R., & Sadiyah, N. I. (2025). Analysis of the Implementation of Training at the Department of Industry, Trade, Cooperatives and Small and Medium Enterprises. *Journal of Nonformal Education*, 11(2). <https://doi.org/10.15294/jone.v11i2.24013>

## INTRODUCTION

The challenges of the times that continue to progress and competitive markets require a group, community, organization, and country to demonstrate resilience and competitiveness to know that an asset owned by humans is a very important effort in encouraging the development of human resources owned, so that it needs to encourage competitive advantage (Idrus et al., 2023). This supports the improvement of capabilities and encourages superior competitiveness. Every organization's training program should be aligned with its organizational strategy, which is achieved through strategic human resource management (HRM). Human Resource Management organizations hope to develop processes that will enable them to have the right number of people in the right place and at the right time to do the job (Ayal et al., 2018).

An institutional environment that encourages competency improvement will encourage the quality of human resources (Widjaja et al., 2021). Development of important things to do with human resources (Hamida et al., 2022). Human resource development in institutions is generally associated with training programs (Sewdyowidodo, 2021; Maulana, 2022; Gea et al., 2024). Training is a must in an organization (Nurhalim & Puspita, 2021). According to Notoatmodjo (2015), Training is a process that will produce a change in behavior for human resources. Concretely, the behavior change is in the form of increased knowledge, attitudes, abilities, and targets to overcome the problems faced by the HR concerned (Siswanto et al., 2018; Rezky et al., 2021; Anugrah & Andriani, 2024). According to Notoatmodjo (2015), the implementation of a training program can be said to be successful if there is a transformation process in trainees that increases their ability to carry out tasks and reflects changes in behavior in attitude, discipline, and work ethic, and answers what the participants need (Trihapsari et al., 2021; Ambarita, 2022; Alamsyah et al., 2023). In carrying out training, there are two training concepts, namely providing theoretical material and providing practical material to understand whether changes have occurred, and evaluating or assessing the implementation of training, which can later be applied in the work process (Agustriani, 2023). The main objective of training and development is to improve competencies (Pusvitasari, 2021) so that the organization can maximize the efficiency and effectiveness of its human resources (Pratomo & Shofwan, 2022).

According to Widodo (2021), the effectiveness of a training program is determined by only one factor: the consistent use of training strategies or techniques. However, developing a strategy is not an easy task, as there is no effective strategy for all situations. Using a training strategy that takes into account the time, location, materials, and participants of the training. According to research by Hardiani (2019). It can be concluded that, for each metric, the implementation of the training program and the increase in employee work effectiveness are positive, demonstrating the usefulness of training in improving work effectiveness. Employees who take part in training gain a better understanding of their industry and are more driven to perform. Training is the most important component in building human resources (HR) in an institution (Anitasari & Setiawan, 2017; Kalengkongan et al., 2023). Government institutions are one of the most important components in supporting the development of human resources, especially for small and medium enterprises. Human resource development is an important key to achieving sustainable development. Training and development of HR (Human Resources) can help SMEs improve skills, knowledge, and technical capabilities in managing their business, thereby increasing productivity and efficiency (Eka et al., 2022).

The Riau Provincial Government, through the Department of Industry, Trade, Cooperatives, Small and Medium Enterprises (Disperindagkop and UKM), has a program that develops the abilities and potential of people throughout Riau Province who develop skills to increase productivity through various trainings which formed a UPT which is regulated in Governor Regulation No. 44 of 2020 concerning the establishment of technical implementation units. The main objective of UPT IPOK is to create SMEs and MSMEs that can compete in the creative economy so To realize this, UPT IPOK develops forms of packaging (product design and packaging), processed food production, and non-

metal handicrafts SMEs by carrying out some operational technical activities and/or supporting technical activities of Disperindagkop and UKM in the field of processed food industry, packaging, and non-metal crafts.

The implementation of a training program is the role of successful training in establishing post-activity goals and impacts. Continuous learning will result in a significant impact across several dimensions, both within oneself and in the surrounding environment. Influence is also known as the impact of instruction from the implementation of instruction Saepudin et al., (2015). In addition, Landa et al. (2021), it is clear that the process of training implementation or competency training design is to improve performance in accordance with the objectives to be achieved. During the training evaluation process, pre-test, post-test, and questionnaires are used to check the implementation of the training plan and changes in employee behavior after training.

Training activities held by UPT IPOK often have limitations in implementation activities, such as the availability of facilities and pre-facilities owned by UPT IPOK, which are still limited, so that, for practice, they often have to rent or cooperate with galleries that are in accordance with the training activities carried out. In addition, for participants who take part in training, there are also often mistakes in determining the criteria for participants. In its implementation, UPT IPOK as an institution that organizes training at the provincial level provides a circular letter to the district and city disperindag in Riau Province to send participants according to the criteria they determine, but when the participants arrive, the qualifications set are often not met by the training participants because the indicators in the training include the type of training, objectives, materials, methods, participant qualifications, and instructor qualifications (Gustiana, 2022). For more details, see the following table:

**Table 1.** SMEs Participating in Training at UPT IPOK

Industry Type	Total SMEs
Food Industry	700
Clothing Industry	156
Craft Industry	76
Building Materials Industry	36
Furniture Industry	28
Metalworking, Engineering, and Chemical Industry	29
Liquid Soap	4
1.029	

Source: IPOK (2023)

Table 1 shows that there are seven types of processing industries in UPT IPOK, namely 1,029 SMEs. Of these seven types, the food industry has the largest number, namely 700 SMEs. This explains that the food processing industry has great potential in Riau, so training activities in the food industry are often held. One of the training activities carried out by UPT IPOK is the Entrepreneurial / Business Incubator Program (PIWB), which is carried out by the Technical Implementation Unit (UPT IPOK) of the Riau Province Industry, Trade, Cooperatives, Micro, Small, and Medium Enterprises. In organizing the Incubation, UPT IPOK provides services in the aspects of production, marketing, human resources, and management services, especially in cassava processing.

Training activities are certainly carried out in accordance with the same standards owned by the trainees, for example, in the implementation of training focused on MSME actors who have products that are processed for training related to product packaging. However, according to the head of UPT IPOK, sometimes there are participants sent by their regencies or cities who do not have products, so this will become an obstacle in the implementation of training activities. Not only the participants, but the trainers who provide training materials are important indicators in the success of training activities attended by participants. Currently, there is still a weakness in the training

implementers in assessing the right speakers to provide material. Training activities must, of course, be carried out with very effective and efficient preparation so that the implementation can make the best use of time (Rosida & Shofwan, 2023). However, the problems encountered during the selection of materials and presenters that are not in accordance with the provisions, such as ownership of expertise certification in the field of training, are often a less structured process; of course, this will hamper the implementation of training. The involvement of quality human resources in the learning process is an important indicator (Al Faruq et al., 2024).

Training activities are a form of non-formal education that are carried out because they have their own learning methods and a curriculum that must be implemented. However, training for SMEs is more of a community empowerment approach (Wahyudi et al., 2024). As explained, community empowerment is an activity that involves community participation to increase income and realize prosperity. It is very important to pay attention to the implementation of training according to Saputri et al. (2023) that the implementation of the program must pay attention to triple skilling consists of planning, implementation, and evaluation. This implementation aims to analyze the design of the triple-skilling program implementation, analyze the suitability of the triple-skilling program learning implementation with the predetermined standards, and analyze the achievement of the triple-skilling program implementation in training. So that the training results will be integrated with the expected goals (Almushally, 2020).

Likewise, the entrepreneurial / business incubation training is an effective vehicle for developing the entrepreneurial spirit, abilities, networks, and business insights which is one type of training developed by the government which later by participating in this training the trainees can increase the knowledge, skills, attitudes, and behavior of the participants to support the participants' insights in developing a business in accordance with the incubation they participated in. So the desired goal in this research will be to describe the planning, implementation, and evaluation of the training activities of the processed yam incubator program by UPT IPOK Disperindagkop and UKM Riau Province.

## METHODS

This study analyzes training activities carried out at the Riau IPOK Technical Implementation Unit (UPT). The analysis covers the planning, implementation, and evaluation of training activities. The training activity analyzed is the cassava processing incubator training. The city of Pekanbaru, particularly the Tenayan Raya subdistrict, is an area with high cassava production, so training is provided to cassava processing businesses to develop this industry. To obtain data for this research, there were 10 key informants, consisting of the head of UPT IPOK, 2 staff members responsible for implementing the training, 2 IPOK SME extension workers, training instructors, and 4 training participants.

The data collection technique used in this study was in-depth interviews conducted with parties involved in the training activities, namely the implementers from the IPOK Technical Implementation Unit, training instructors, and training participants. The interview process was conducted through a question-and-answer session between the researcher and the informants to obtain information in accordance with the research needs. The interviews were conducted informally and did not target individuals who had previously undergone a selection process (Creswell & Creswell, 2018).

Through interviews, the author will obtain more contextual data, where the research is conducted with parties involved in the planning, implementation, and evaluation of training activities held at the UPT IPOK Disperindagkop and UKM Riau Province. The key informants selected for interviews include the head of the UPT IPOK Disperindagkop and UKM Riau Province, the committee responsible for implementing training at the UPT IPOK Disperindagkop and UKM Riau Province, the trainers who deliver the training, and the training participants who attend training at the

UPT IPOK Disperindagkop and UKM Riau Province. In addition to interviews, observations were also conducted, which were related to the ongoing activities, namely the training organized by the UPT IPOK Disperindagkop and UKM Riau Province. A review of documents or archives was also conducted to investigate and understand the events that occurred, both directly and indirectly related to the issues being studied. If data is documented, this includes photos and reports during the activities carried out at the UPT IPOK Disperindag and UKM Riau.

Data analysis techniques go through four stages (Hakim et al., 2022), namely the first stage of data collection, which is during the interview process conducted with key informants. The second stage is data reduction, which is summarizing the results of the interviews that have been conducted in accordance with the research needs. The fourth stage is data presentation, which is the form of the report that has been collected and then subjected to qualitative analysis. Before entering the fifth stage, the researcher conducts internal verification through a credibility test using the member check technique. Member check is a process of verifying the data obtained by the researcher by reconfirming it with the source of information or informant (Sugiyono, 2023). In this study, the researcher conducted a member check with the Head of the IPOK Technical Implementation Unit regarding the research report to obtain credible data. There was also a dependability test, which means that the research can be replicated by other parties with similar results. This audit process can be carried out by an independent auditor or by a supervisor to ensure the integrity and suitability of all activities carried out by the researcher in conducting the research. After that, the fifth stage of concluding was carried out.

## RESULTS AND DISCUSSION

The training activities carried out by UPT IPOK are a form of human resource development through community empowerment. These training activities aim to increase community productivity. These training activities are certainly relevant to the 2019-2024 Riau RPJMD, particularly the third mission, which is to realize inclusive, independent, and competitive economic development. This led to the creation of the Local Government Work Plan (RKPD), followed by the 2019-2024 Riau Provincial Small and Medium Enterprises Agency's plan to formulate a Strategic Plan (Renstra) that leads to programs and activities that support the development and growth of the industrial, trade, and cooperative sectors. Small and Medium Enterprises of Riau Province for 2019-2024 formulated a Strategic Plan (Renstra) that leads to programs and activities that support the development and advancement of the Industry, Trade, Cooperatives, and SME sectors, one of which is by implementing industrial development activities at the UPT IPOK Disperindagkop and UKM of Riau Province that can be utilized to support the achievement of these objectives.

A very important aspect that needs to be prepared in activity planning is related to the development of a training curriculum (Akhadi, & Shofwan, 2024). The training curriculum is developed in accordance with the training subjects detailed in a matrix that contains learning outcomes, main topics, subtopics, methods, media, tools, and time. The main objective of the curriculum is to design a series of learning activities that support the improvement of students' knowledge, skills, and attitudes, with a focus on achieving competence. The success of a training program is often evaluated based on the quality and completeness of its curriculum.

The right thing for the training organizing committee to do is to conduct a direct survey of business owners in each sub-district so that they are closer to the criteria for selecting training participants (Mulyono et al., 2025). In addition, another important thing to note is that the basic requirements for training participants should be determined from the outset, namely, business owners who have been running their businesses for a long time or who have created new cassava processing businesses in the Tenayan Raya District of Pekanbaru City. By taking this into account, the training activities will be more targeted. During implementation, discrepancies were found between the objectives outlined in official documents and the material presented during training. Participants



reported that the training they received focused more on aspects of cassava processing and did not cover material related to important aspects of business management, such as marketing, financial management, branding, and market access.

In selecting training participants, one thing that needs to be considered is the involvement of tutors because it will have an impact on the preparation of training materials prepared by tutors. As shown in the research conducted by Hanum & Suprayekti (2019), it is necessary to analyse the characteristics of the students to prepare the learning process. By analysing the characteristics of the students, it will be easier for tutors and institutions to create and manage learning. In addition, it will be easier for institutions and tutors to make developments related to learning. Furthermore, according to Louis Genci (1966), in Febriana (2016), the selection of delivery methods is very important in the implementation of training. Therefore, it is necessary to use the 4C/ID approach developed by Van Merriënboer and Kirschner (2007) in delivering the material, which is a more holistic learning design. These three aspects are integrated into a comprehensive learning experience (Dousay & Branch, 2022), which will encourage training that not only transfers skills but also develops critical thinking, problem-solving, and the ability to adapt to real work situations. This is highly relevant in training.

Determining training materials is a core part of the initial stage, as the materials determine the direction of the training, the methods used, and the expected outcomes. Appropriate materials that are tailored to the needs of the field will increase the relevance of the training and the effectiveness of skills transfer to participants. In addition, according to Robby & Rosmi (2024), this will trigger the effective implementation of training activities. Similarly, Luthfiyah et al. (2025) state that facilities and infrastructure are strategic processes that support the effective and efficient achievement of educational goals. The UPT IPOK shows a strong commitment to providing facilities and infrastructure that support the success of training. They provide easy access for participants to utilize existing facilities, such as the production kitchen, to assist them in the process of making processed cassava products.

The evaluation conducted by UPT IPOK is still limited. Although the organizers acknowledge that they have planned the training, a comprehensive evaluation of the follow-up to the training is still lacking. Training instructors appear to be more proactive in conducting self-evaluations. They provide questionnaires to participants to assess the extent to which the training has impacted them. This shows that instructors are trying to improve the quality of training through feedback provided by participants. However, although self-evaluations by instructors are useful for improving teaching quality, these evaluations are still limited to teaching aspects, not the long-term impact on the development of participants' businesses (Setiawati & Shofwan, 2023). Training participants, despite feeling happy with the knowledge they gained during the training, expressed greater expectations. They wanted a follow-up to the training, such as further training or assistance in developing their businesses. Some participants felt confused after the training ended because they did not know what further steps to take to develop their businesses. They hoped for further support, such as mentoring, product marketing, or training related to other aspects of entrepreneurship, such as packaging, distribution, and marketing.

The lack of stakeholder involvement from the initial planning stage also resulted in the training program being less contextual, lacking follow-up support, and disconnected from important access to financing, markets, or technology. Full dependence on internal budgets without involving external parties limits the scope and effectiveness of training. Meanwhile, in training activities, the involvement of non-formal education institutions will greatly facilitate the implementation of training, because the activities carried out by UPT IPOK are certainly based on community empowerment (Hardiyanti et al., 2025). To overcome these problems in the future, several improvement strategies need to be implemented to produce the right pattern in training activities that will certainly have a positive and sustainable impact on training participants. First, training planning must be carried out comprehensively by allocating a special budget for evaluation, monitoring, and mentoring activities. This allocation can be adjusted proportionally without burdening the overall

training budget, with a focus on the long-term effectiveness of the program. Second, training organizers need to build a network of cooperation with various stakeholders from the planning stage, including other government agencies, universities, financial institutions, the business world, and digital platforms. Through this cooperation, the financial burden can be shared, and non-physical support, such as experts, facilities, or market access, can be obtained synergistically. Third, there needs to be integration of digital reporting and evaluation systems that enable efficient and transparent monitoring. By implementing a structured and collaborative approach, future MSME training will have a stronger reach and impact on business growth and community economic empowerment.

## CONCLUSION

Incubator training organized by UPT IPOK Disperindagkop and MSME of Riau Province serves as an important form of community empowerment through non-formal education to enhance MSME actors' skills in processing local food products. The program, implemented through stages of planning, execution, and evaluation, included detailed preparation such as defining objectives, participants, schedules, and facilities, which contributed to its smooth operation. Evaluation through participant feedback indicated positive impacts in job creation, income improvement, and value addition to local resources, though challenges remained in marketing and capital access. Therefore, future training should involve stronger collaboration with stakeholders—government, universities, financial institutions, businesses, and digital platforms—and integrate digital-based evaluation systems to enhance efficiency, transparency, and sustainable economic empowerment.

## REFERENCES

- Agustriani, F. (2023). The Effect Of Training And Human Resource Development On Work Discipline In Improving Employee Performance Of PT Indonesia Asahan Aluminum (Persero). *Proceedings International Seminar on Islamic Studies*, 4(1), 622–632. <https://doi.org/10.3059/insis.v0i0.13980>
- Akhadi, F., & Shofwan, I. (2024). Evaluation of the CIPP model of the sewing training program. *Journal of Nonformal Education*, 10(1), 55–64. <https://journal.unnes.ac.id/journals/jne/article/view/1723>
- Al Faruq, M. S. S., Sunoko, A., Rozi, M. A. F., & Salim, A. (2024). Enhancing Educational Quality through Principals' Human Resources Management Strategies. *AL-ISHLAH: Jurnal Pendidikan*, 16(2), 1108–1117. <https://doi.org/10.35445/alishlah.v16i2.5042>
- Alamsyah, K., Irwandi, Komar, M. A., Sujana, N., Ramadhani, P., & Mustajam, A. (2023). The Urgency of Developing Quality Human Resources in Realizing Good Governance: A Literature Review. *Influence: International Journal of Science Review*, 5(2), 363–375. <https://doi.org/10.54783/influencejournal.v5i2.164>
- Almushally, S. F. (2020). Implementasi Kebijakan Triple Skilling Dalam dan Produktif (Studi Kasus: Balai Besar Pengembangan Latihan Kerja Bekasi). *Jurnal Pengabdian Dan Penelitian Kepada Masyarakat (JPPM)*, 1(1), 63–72. <http://journal.unpad.ac.id/jppm/article/view/30954>
- Ambarita, J. (2022). Meningkatkan Keterampilan Guru Paud Melalui Pelatihan Pembuatan Film Animasi Di Negeri Waraka. *Jurnal Edutraind : Jurnal Pendidikan Dan Pelatihan*, 6(1), 12–25. <https://doi.org/10.37730/edutraind.v6i1.161>
- Anitasari, L., & Setiawan, R. (2017). Analisis Pelatihan Sumber Daya Manusia Pada Pt Restu Baru Indonesia. *AGORA*, 5(1).
- Anugrah, N. Z., & Andriani, T. (2024). Model Rancangan Dan Evaluasi Program Pendidikan Pelatihan Di Lembaga Pendidikan. *Jurnal Pemasaran Bisnis*, 6(3), 124–136.
- Ayal, R., Isanawikrama, & Buana, Y. (2018). The Implementation of Training and Development Program : a Case Study at PT Bank Negara Indonesia Branch. *Journal the WINNERS*, 19(1),

45–52. <https://doi.org/10.21512/tw.v19i1.4631>

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage Publications.
- Dousay, T. A., & Branch, R. M. (2022). *Survey of Instructional Design Models, Sixth Edition*. Brill. <https://brill.com/downloadpdf/display/title/63987.pdf>
- Eka, D., Diah, Y. M., Taufik, T., Bunga, C. A. C., Putriana, V. N., Febianti, D., Sari, D. P., Rosalinda, R., & Arifuddin, Z. (2022). Peranan Kompetensi SDM dalam Meningkatkan Industri UMKM di Kecamatan Ilir Barat II Palembang. *Sricommerce: Journal of Sriwijaya Community Services*, 3(1), 39–44. <https://doi.org/10.29259/jscs.v3i1.56>
- Febriana, R. (2016). Identifikasi Komponen Model Pelatihan Pedagogi Untuk Meningkatkan Profesionalitas Calon Guru Kejuruan. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 23(1), 79–89. <https://doi.org/10.21831/jptk.v23i1.9487>
- Gea, S. A., Mendrofa, S. A., Halawa, O. Z., & Waruwu, S. (2024). Analisis Pelaksanaan Program Pelatihan dan Pengembangan dalam Meningkatkan Kinerja Aparat Desa Hilihambawa Kecamatan Gunungsitoli Idanoi Kota Gunungsitoli. *INNOVATIVE: Journal Of Social Science Research*, 1(4), 3813–3820. <https://doi.org/10.31004/innovative.v4i2.9833>
- Gustiana, R. (2022). Pelatihan Dan Pengembangan Sumber Daya Manusia (Suatu Kajian Literatur Review Ilmu Manajemen Sumber Daya Manusia). *Jemsi*, 3(6), 657–666. <https://dinastirev.org/JEMSI/article/view/1107/670>
- Hakim, K. M. I. A. R., Arbarini, M., & Raharjo, T. J. (2022). An Implementation of Online Blended Learning Training and Learning Management System in The COVID-19 Pandemic. *Journal of Nonformal Education*, 8(2), 249–256. <https://doi.org/10.15294/jne.v8i2.37439>
- Hamida, L. O., Israwati, Nu, M., & Supriaddin, N. (2022). Analysis Of Human Resources Development To Improve Employee Performance At Class I Immigration Office, TPI Kendari. *Global Scientific Journal*, 10(12), 1072–1083. <https://doi.org/10.47191/jefms/v7-i6-02>
- Hardiani, Y. (2019). *Analisis Program Pelatihan dan Peningkatan Efektifitas Kerja Karyawan di Dinas Pengelolaan Sumber Daya Air*. Skripsi thesis Universitas Negeri Padang.
- Hanum, F. F., & Suprayekti. (2019). Penerapan Teknologi Pendidikan Di Lembaga Pendidikan Nonformal. *Jurnal Ilmiah Visi PGTK PAUD dan Dikmas*, 14(1), 1–16. <https://doi.org/10.21009/JIV.1401.1>
- Hardiyanti, N., Shofwan, I., & Gupta, S. (2025, August 27). Evaluation of Equality Education Program: Promoting Access and Quality of Learning in Community Learning Center. *Edukasi*, 19(2). <https://doi.org/10.15294/edukasi.v19i2.31867>
- Idrus, M. I., Ahmad, M. I. S., & Idrus, M. I. (2023). Career Development Strategies to Improve Human Resources Sustainability in Organisations. *Student Research Journal*, 1(3). <https://doi.org/10.55606/srjyappi.v1i3.428>
- Kalengkongan, N., Lengkong, V. P. K., & Saerang, R. T. (2023). Efektivitas Program Pelatihan Dan Pengembangan Dalam Rangka Meningkatkan Kinerja Pegawai (Studi Kasus Dinas Komunikasi Dan Informatika Kota Manado). *Jurnal EMBA*, 11(4), 860–866. <https://doi.org/10.35794/emba.v11i4.52256>
- Landa, K. S., Kamil, M., & Sardin, S. (2021). Analisis efektivitas pelatihan berbasis kompetensi: *Meta sintesis komponen pelatihan*. *Jurnal Cendekiawan Ilmiah Pendidikan Luar Sekolah (PLS)*, 6(2), 67–76. <https://jurnal.unsil.ac.id/index.php/jpls/article/view/3189>
- Luthfiyah, A., Azzahra, N., Alghifari, A., & Kusumaningrum, H. (2025). Optimalisasi Sarana dan Prasarana untuk Mendukung Proses Pembelajaran. *Harmoni Pendidikan: Jurnal Ilmu Pendidikan*, 2(1).
- Maulana, A. (2022). Analisis Pelatihan dan Pengembangan Sumber Daya Manusia Pada Perusahaan Jasa. *Coopetition: Jurnal Ilmiah Manajemen*, 13(2), 345–352. <https://doi.org/10.32670/coopetition.v13i2.2219>
- Mulyono, S. E., Widhanarto, G. P., Sutarto, J., Malik, A., & Shofwan, I. (2023). Empowerment



- strategy for people with disabilities through nonformal batik education program. *Jurnal Cakrawala Pendidikan*, 42(3), 683–694. <https://doi.org/10.21831/cp.v42i3.59191>
- Nurhalim, A. D., & Puspita, S. (2021). Pentingnya Analisis Kebutuhan Pelatihan Untuk Pengembangan Sumber Daya Manusia Dalam Organisasi. *Jurnal Ilmu Komputer Dan Bisnis*, 12(2a), 104–110. <https://doi.org/10.47927/jikb.v12i2a.202>
- Pratomo, R. Y., & Shofwan, I. (2022). Implementation of Education and Training Program Evaluation. *Edukasi*, 16(2), 63–77. <https://doi.org/10.15294/edukasi.v16i2.39863>
- Pusvitasari, R. (2021). Human Resources Management in Improving the Quality of Education. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 5(2), 125–135. <https://doi.org/10.33650/al-tanzim.v5i2.2549>
- Rezky, M. P., Sutarto, J., Prihatin, T., & Yulianto, A. (2021). Analysis of Factual Model of Training Management for Junior High School Teachers in North Konawe Regency in the COVID-19 Era. *Journal of Hunan University Natural Sciences*, 48(7). <http://dx.doi.org/10.24036/kolokium.v10i1.519>
- Robby, S. S., & Rosmi, F. (2024). Pentingnya Sarana dan Prasarana dalam Pembelajaran Olahraga untuk Meningkatkan Hasil Belajar Siswa di Kelas. *Jurnal Universitas Muhammadiyah Jakarta*, 2822–2828.
- Rosida, T. S. D., & Shofwan, I. (2023). *Manajemen Program Distance Learning Berbasis se-Tara Daring di Homeschooling Anugrah Bangsa Semarang*. *Diklus: Jurnal Pendidikan Luar Sekolah*, 7 (2), 141-155. <https://doi.org/10.21831/diklus.v7i2.66008>
- Saepudin, A., Ardiwinata, J. S., Sukarya, Y.,. (2015). Efektivitas Pelatihan dan Efikasi Diri dalam Meningkatkan Perilaku Berwirausaha pada Masyarakat Transisi. In *MIMBAR* (Vol. 31, Issue 1).
- Saputri, A. N., Suminar, T., & Raharjo, T. J. (2023). The Triple Skilling Program: Implementation Design, Suitability of the Implementation, and Evaluation of the Program. *Journal of Nonformal Education*, 9(1), 160–169. <https://doi.org/10.15294/jne.v9i1.37708>
- Setiawati, E., & Shofwan, I. (2023). Implementasi prinsip pendidikan orang dewasa pada pelatihan tata busana di satuan pendidikan non formal SKB Ungaran. *Jurnal Andragogi dan Teknologi Pendidikan Nonformal*, 5(2), 134–144. <https://ejournalunwmataram.org/index.php/jaltn/article/view/2163>
- Sewdyowidodo, U. (2021). Analisis Kualitatif Pelatihan Lpk Putri Ayu Mandiri Berdasarkan Model Four Level Framework. *Jurnal Ilmiah Akuntansi Dan Keuangan*, 4(3), 768–789.
- Siswanto, Y., Sutarto, J., & Mulyono, S. E. (2018). E-training based on Determination of Education and Training Models of Early Childhood Teachers' Education Programs. *Journal of Nonformal Education*, 4(2), 107–118. <https://doi.org/10.15294/jne.v4i2.15517>
- Soekidjo Notoatmodjo. (2015). *Pengembangan Sumber Daya Manusia*. Rineka Cipta: Bandung
- Sugiyono. (2023). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Alfabeta: Bandung.
- Trihapsari, C., Mujahidah, F., & Humairoh, N. (2021). Enhancement of the Quality of Human Resources Through Training and Development Programs in Schools. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 5(2), 145–153. <https://doi.org/10.33650/al-tanzim.v5i2.2325>
- Wahyudi, N. S., Taufik, M., Patoni, A., & Ardianhsa, Y. W. (2024). Analisis Manajemen Non Formal Lembaga Kursus dan Pelatihan di Kota Jambi. *Jurnal Ilmiah Dikdaya*, 14(1), 37. <https://doi.org/10.33087/dikdaya.v14i1.600>
- Widjaja, W., Maarif, S., Hendratno, E. T., & Rachbini, W. (2021). The Role of Human Resource Quality in Mediating Human Resource Management, Information Technology and Organisational Culture on Employee Performance: A Study on Indonesian E-Commerce Industry. *International Journal of Managerial Studies and Research*, 9(4), 8–23. <https://doi.org/10.20431/2349-0349.0904002>