

Partnership for Empowering Community Learning Centers in Improving Competency in Managing Vocational Skills Training

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Abstract. The partner of this community service activity is Bina Sejahtera Community Learning Center of Brebes Regency, which faces problems in managing vocational skills training programs for Package C equivalency education students, less effectively. The specific objective of empowering the Community Learning Center managers is that they can manage a systematic vocational training program, which has an impact on increasing the interest in learning of students in Package C until graduation and are able to develop vocational skills in a sustainable manner. This empowerment partnership is implemented with a participatory approach that places the target as a facilitator, motivator and dynamizer in FGDs, workshops and practical activities. The results of this community service partnership show that the manager of the Community Learning Center can implement competency-based training program management starting from training planning based on the results of organizational, job / position and individual needs analysis. Vocational training programs are formulated based on digital entrepreneurship (digital printing). Training implementation is monitored to measure the suitability of training implementation with planning and evaluated to measure the achievement of training program objectives. The results of the training program evaluation are followed up by developing a follow-up plan for the training program, namely establishing cooperation with stakeholders. The impact of digital printing press mug entrepreneurship training practices for learners is an increased interest in learning at Pack C equivalency. Learning in vocational training is important to encourage the completion of 12-year compulsory education for adults who are not in school and have a positive attitude towards digital entrepreneurship.

Keywords: Vocational training; digital printing entrepreneurship; Package C equivalency education;
out-of-school adult learning interest.

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INTRODUCTION

The Brebes district government launched the Gerakan Kembali Bersekolah (GKB) in 2017, but the target of reducing children and adults who are not in school due to dropout has not been achieved (Latiana & Hidayah, 2019). The completion of the GKB for Out-of-School Adults is expected to boost the Human Development Index in Brebes Regency, so that the population of Brebes Regency has basic knowledge and skills, lives a long, healthy life, and achieves a decent standard of living (Ministry of Education and Culture Strategic Plan, 2020-2024, 2020). The strategic issue in the implementation of GKB for out-of-school adults is the effort to increase the capacity and quality of community education services that are still unsatisfactory, so that the dropout rate increases.

The strategy of the Education, Youth and Sports Office of Brebes Regency involves the Community Learning Centers providing

educational facilities for adults who are not in school or dropout. The Bina Sejahtera Community Learning Center in Sigambir village, Brebes sub-district seeks to improve education services by developing community empowerment-oriented vocational skills programs, providing access to community learning needs, and expanding opportunities for community members, especially those who are unable to improve knowledge skills and mental attitudes to develop themselves. One of the programs that has been implemented is life skills education for barista entrepreneurship skills and catfish farming. The partner's problem is the inconsistency of learning interest of target students in the equivalency program, so the dropout rate is still very high, namely 7.80%.

The strategy to restore learning interest of out-of-school adult targets and regular students in Package C from the Community Learning Activity Center partners is to strengthen the curriculum structure of the Package C vocational skills training program to prepare work skills or

entrepreneurship. (Ministry of Manpower and Transmigration, 2014). The carrying capacity of the facilities owned by the institution is a computer laboratory, teaching aids, equipped with classroom infrastructure, a teacher's room, and a head room of the Community Learning Activity Center. There are 10 tutors who have a bachelor's degree (S1). The other carrying capacity is that the learning environment area is very strategic in the urban area of Brebes Regency, close to the central environment of local government offices, trade, and public and private schools. A strong Wi-Fi network is available and the IT utilization rate for youth is above 70% (Statistics, 2021). However, there is a lack of local people who have entrepreneurship by utilizing IT advances, while the demand for digital printing services and products is very high. This condition is a great opportunity to open employment / entrepreneurship for out-of-school adult targets with a digital printing entrepreneurial vocational training program. Environmental conditions, facilities and infrastructure and community progress provide opportunities to improve the economy and business opportunities through digital printing entrepreneurship vocational training programs (Marti, 2017).

After the partners coordinated with the service team to analyze the root causes of the problem, the root causes were found from several components, namely (a) weak managerial skills of the training program from the managerial or manager of the Community Learning Center, including: the vocational training program was not determined based on the results of identifying the training learning needs of Out-of-School Adults, not exploring the potential of the Out-of-School Adults and the potential of the socio-cultural and economic environment, not formulating clear training program objectives, not determining the criteria for achieving training objectives and strategies for achieving them, not conducting a business feasibility study of market share and no monitoring activities during the training process, (b) lack of active participation both physically and psychologically from out-of-school adult targets during the training process based on indicators, attendance to activities that tend not to be on time, responses during the training process lack enthusiasm to try in learning simulations, lack of actively asking questions or communicating their ideas to tutors and other friends, (c) no management of partnership networks that support the sustainability of vocational skills training programs, with indicators of training managers

asking out-of-school adults to follow up on skills learning outcomes independently, no mentoring.

Based on partner priority issues, the purpose of community service is to empower partner Community Learning Center managers in managing effective vocational skills training programs. Therefore, a proper training management model is needed (Hahn et al., 2002; Vroom et al., 2020).

This activity is indirectly beneficial for students in the Package C study group, which increases interest in learning until graduation, because the manager of the Community Learning Activity Center is able to organize vocational training programs that can prepare students to be ready for work.

METHODS

Referring to the solution to the partner's priority problems, the steps or stages taken in the implementation of the solutions offered are (a) Analyzing the package C curriculum, through Focus Group Discussion (FGD) activities, (b) analyzing the needs of training programs that are in accordance with the interests and potential of the institution by conducting practice in compiling TNA through interviews and questionnaires, (c) Workshop on training management analysis SWOT technique to determine strategic programs, (d) The ToT training process with learning by doing techniques, demonstrations and hands-on practice, on the job training, (e) Workshop on compiling focused and careful observation instruments for monitoring and activities, (f) Workshop on techniques for motivating target students, and learning practices, (g) assistance in establishing partnerships with stakeholder institutions related to vocational skills competencies, making cooperation agreement documents for both parties.

RESULTS AND DISCUSSION

The implementation of the empowerment of the Community Learning Activity Center of Bina Sejahtera Brebes Regency began with compiling activities in the form of workshops on managing life skills education training programs, especially entrepreneurship-based vocational skills training in accordance with the interests of residents learning equality Package C. Workshop activities to empower the Community Learning Center partners in managing vocational skills training programs with the following topics:

a) Planning vocational training programs for Out-of-School Adults.

The purpose of the workshop is that the manager of the Community Learning Activity Center is given material to plan a training program

based on the results of the analysis of training needs at the organizational level of the Community Learning Activity Center, position or job and individual training needs.



Figure 1. Workshop on planning vocational training programs

After completing the workshop, the manager of the Community Learning Activity Center is competent in conducting a Training Needs Analysis (TNA) paying attention to the needs of the Community Learning Activity Center, the competency prospectus according to the job/position of the head of the Community Learning Activity Center and tutors as well as the individual learning needs of equality program students at the Community Learning Activity Center (Mahmud *et al.*, 2019). The management of the Community Learning Activity Center can measure the gap between ideal or expected conditions in the actual conditions of the community learning activity center organization in Brebes Regency. The actual condition in question is to identify socioeconomic potential and geographical resources, the work of prospective trainees and the individual needs of students of the Equality Education program in accordance with the characteristics of their interests and potential. Training needs analysis is carried out using qualitative and quantitative data with valid data sources, using appropriate instruments and techniques to collect data (Saputri *et al.*, 2023). Vocational training is a form of human resource development with a Competency-Based Training model. Competency-Based Training focuses on three issues, namely skills, competencies, and competency standards (I Prabawati *et al.*, 2018).

b) Establish strategic programs based on priority scales.

The purpose of the workshop on this topic is that the manager of the Community Learning Activity Center can compile a priority scale of the training program based on the results of the Training Needs Analysis (TNA) of the relevant training program components for the achievement of the vision and mission of the Community Learning Activity Center organization, analysis of the position/work of tutors and components of individual needs of students of the equivalence program packages C.

Analysis of organizational needs of the Center for Community Learning Activities considers business competition, encouragement for efficiency and savings, cooperation needs between organizations Center for Community Learning Activities and partners, strategic business competitors, research and innovation, mergers, acquisitions, diversification and expansion, automation and modernization, restructuring of human resources, analysis of cost efficiency index, quality of output, and assessment of organizational climate (performance and culture of the Center Community Learning Activities) (Asniwati, 2020).

Task analysis considers what must be done to carry out a job or complete a process successfully (Muslih, 2014). Analysis of the characteristics of students as the target of the training program, namely the limitations that must be met by prospective trainees who are distinguished by

general requirements: age, minimum formal education, health, special requirements (Sulistiyanto *et al.*, 2021), for example prerequisite competencies to be able to operate excel and word program computers.

c) Develop a vocational training plan for Out-of-School Adults.

The purpose of this workshop is that the manager of the Community Learning Activity Center can formulate vocational training objectives (life skills) and learning achievement indicators, compile the content structure of the training curriculum and write teaching materials, and prepare instruments for measuring the learning outcomes of vocational training/life skills. Based on the results of the needs analysis of the training program, it is determined that digital-based entrepreneurship (IT) vocational training has an impact on increasing the intention to start entrepreneurship (Amante & Ronquillo, 2017; Nambisan, 2017; Sánchez, 2019). The training model effectively uses competency-based training to prepare resources that are competitive in the 21st century (Astuti *et al.*, 2021; Eka Tuah *et al.*, 2021; Emily, 2019).

d) Training of trainers (ToT).

Mentoring activities at the stage of preparing competent training instructors, ToT activities are carried out. A trainer becomes a good facilitator as well as acting as an agent of change, requiring theoretical and practical knowledge so that the learning process in training achieves its goals, namely trainees can transfer knowledge, attitudes, and vocational skills in practical activities. This ToT assistance is very useful for prospective trainers, providing the ability to: understand the principles of teaching and learning, understand and live the basic principles and models of the training process, be able to analyze training needs as well as design training, understand and apply various types of training methods so as to be able to transfer learning materials effectively, create creative and fun learning, understand various types of trainees learning methods and the "teaching style" of trainers (facilitators) (Choi *et al.*, 2015). The ToT conditions instructors to be able to apply learning skills according to group dynamics and training situations and conditions, understand the dimensions of effectiveness as a "trainer" and apply them to themselves, be able to disseminate them to other facilitators, provide feedback effectively (Creon & Schermuly, 2021).



Figure 2. ToT for Community Learning Center Managers

e) Assistance in the implementation of vocational training

The implementation of vocational training aims to prepare trainees to enter the world of work. Therefore, the learning process that prepares students to enter the workforce after attending vocational training/life skills can create real conditions for work. implementation of vocational training, vocational training curriculum is prepared according to the reality needed to work (Mutohhari *et al.*, 2021; Suminar, Arbarini, *et al.*, 2021; Suminar, Saputri, *et al.*, 2021). The method

in the teaching and learning process is also adjusted to conditions such as work, and has the expected result value in accordance with the demands of the business world, the industrial world, and the world of work (Kepdirjen Pembinaan dan Productivity, 2021). The resources that support the implementation of learning include competent instructors transferring knowledge and work practices, sources of funds, facilities and infrastructure for theory and practice, new or up-to-date reference sources, a conducive learning environment by facilitating active

participation of trainees (Era et al., 2021; Rusman, 2021).



Figure 3. The Learning Practices in Vocational Training Digital Printing Pressed Mug

f) Assistance in monitoring or monitoring, mobilizing all components of resources

Monitoring activities are systematic and continuous assessment of the progress of a series of activities. Monitoring is a basic management tool for identifying program strengths and weaknesses. The goal is to help everyone involved in the program make the right decisions at the right time to improve the quality of work. Information on monitoring results is used as evaluation material. The results of monitoring activities are material for planning.

Assistance in monitoring the implementation of training activities is an effort to compare the suitability of training implementation with predetermined plans/procedures (Nasheeda et al., 2019). The Community Learning Center managers organize training programs for equality students, carry out monitoring activities aimed at producing information on the progress and quality of training implementation, and identify problems and potential problems in the implementation of training. Information on monitoring results is used to control the implementation of programs that analyze the needs and availability of resources; analysis of key performance indicators and implementation of training programs (Utanto et al., 2021). Monitoring is carried out by observing the stages of planning, implementation and evaluation stages of the training program. Focus on monitoring the training planning stage with training input indicators with resource indicators that include budget, human resources and training

curriculum as well as the availability of training facilities and infrastructure. At the implementation stage, the focus of monitoring is the training process (activities) with indicators of achieving targets, implementing training procedures, learning methods and regulations. At the outcome evaluation stage, the focus of monitoring includes outputs, outcomes and impacts of training programs (Donovan et al., 2013; Rahmawati & Nugroho, 2021).

g) Evaluate the implementation of training programs.

Evaluation activities are understood as a measurement of interventions that have been planned, ongoing, or completed. Evaluation is carried out to examine and assess the implementation of a program that has been carried out (Suminar et al., 2016). The results will be used to forecast, calculate and control the implementation of the program in the future to make it much better. Thus, the assistance of the management of the Community Learning Activity Center in evaluation activities is more forward-looking than looking at past mistakes and is directed at efforts to succeed the program in the future. Therefore, the evaluation carried out is an objective assessment and measurement of the achievement of previously planned results (Donovan et al., 2013). Then the results of the evaluation become feedback for planning to be carried out in the future (Machmud et al., 2022). The manager of the Community Learning Activity Center in managing the training program can evaluate the training program, in various specifications which include criteria, measurement techniques, analysis methods and

forms of recommendations. The evaluation is carried out by the management of the Community Learning Activity Center with the intention of being able to find out with certainty whether the achievement of progress results and obstacles found in the implementation of the training program plan can be assessed and studied for future improvement.

h) Prepare a follow-up development plan for vocational training programs.

Assistance from the management of the Community Learning Activity Center in preparing training program development planning as a follow-up development of vocational training is carried out by introducing a SWOT (Strength, Weakness, Opportunities, Threats) analysis strategy, namely identifying strengths, weaknesses, opportunities, and threats for certain vocational training programs. SWOT is a tool that can help managers of Community Learning Activity Centers strategically plan sustainable vocational training programs, as well as the Creative Economy Development strategy with the Triple Helix Method which is carried out applying SWOT analysis (Zul Asfi Arroyhan Daulay, 2018).

The implementation of empowerment other than through workshops on managing entrepreneurship-based vocational skills program training is continued by mentoring trainers to apply learning methods in vocational skills training by paying attention to the 4 pillars of Life Skills Education (learning to know, learning to do, learning to be, learning to live together) (Suminar *et al.*, 2016; ter Harmsel-Nieuwenhuis *et al.*, 2022).

The end of this vocational skills training manager workshop has an impact on increasing the learning motivation of students in package C education, because IT-based entrepreneurial vocational skills are an attraction for students to be used as entrepreneurial strategies and practices after graduating from package C. The partners of the Bina Sejahtera Community Learning Activity Center received assistance in initiating cooperation advocacy for the partner Community Learning Activity Center with institutions/organizations related to the follow-up ability to manage vocational skills training programs, with the Brebes Regency Youth Education and Sports Office.

The initiation of cooperation with business and industry partners supports the success of managing entrepreneurship cannot be separated

from the opportunity to learn and strive (Hodge, 2016; Sumarno & Gimin, 2019). Entrepreneurship means involving two main elements, namely: (1) opportunities and (2) the ability to respond to opportunities, and the courage to manage risks. The effectiveness of managing digital technology-based entrepreneurs (technopreneurship) affects the survival skills of trainees (Emily, 2019; Olusegun, *et al.*, 2019; Purnomo & Triyono, 2018). Therefore, the initiation of cooperation with the business world and industry that is able to develop a creative economy system through technopreneurship is believed to be a solution in overcoming the problem of lack of jobs that cause unemployment, as well as an alternative in facing global economic challenges.

CONCLUSION

The management of the Community Learning Activity Center actively participates in mentoring activities through FGD activities, workshops and practices in managing training programs, so that it has an impact on leaders and tutors having the knowledge of: (a) planning vocational training programs by conducting Training Needs Analysis (TNA); (b) develop a priority scale of training programs based on the results of training needs analysis (TNA); (c) Develop vocational training plans for out-of-school adults; (d) Training of Trainers (ToT); (e) coordinate available resources; (f) monitoring, mobilizing all components of resources in the implementation of training activities; (g) evaluate the implementation of training programs; (h) Prepare a follow-up development plan for vocational training programs with SWOT analysis.

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