

## Outcomes Based Education Curriculum Development in Art Carving Training

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### Abstract

The Outcomes Based Education (OBE) curriculum is a concept of curriculum that emphasizes the sustainability of the learning process in an innovative, interactive, and effective way. The purpose of this research is to develop carving training curriculum based on the outcomes based education. This research used research and development (R&D) methods and followed the flow of research procedures, start with preliminary study stage development stages, and evaluation stages. The data sources in this research are carving training instructors and carved art trainees. Data collection in preliminary studies done with several instruments, such as observation, interview, and documentation studies. The expert validation in this study were done by curriculum experts and carving assessors. The results of this research stated that the carving curriculum applied in outcome-based education training activities is effective in accordance with the needs of the participants, so that it can be used as a guide for carving training organizers in conducting coaching and training of professional carvers. So, based on the result above, the development of the art curriculum of outcomes based education has implications for strengthening and developing the competencies of carvers especially in work and entrepreneurship, through methods or strategies, relevant media, and proper evaluation systems.

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## INTRODUCTION

(Sopiah, 2018) stated that human resources are an important factor in supporting the success of job training programs, and this will contribute in improving the quality of human resources which will also affect the improvement of job seeker competency. The progress of a nation is determined by the character of its human resources. Every developed nation has a qualified human resources which also has strong character (Tanto et al., 2019). Training becomes a way and opportunity to gain new knowledge, skills, and attitudes that can change his behavior, which will ultimately improve his work achievements.

One of the efforts to create a qualified education is all components of education must have a good quality too (Nikmah, 2018). Curriculum becomes an important component or aspect in learning implementation, because there are clear objectives and structured processes (Prehanto, 2019). Among the most important components towards quality education is the curriculum. Outcome Based Education Oriented Training Curriculum is a curriculum concept that emphasizes the sustainability of learning processes in an innovative, interactive, and effective way (Harden & Crosby, 2000). The process of designing a curriculum based on Outcome Based Education, are emphasized and pre-determined learning results after the students graduate in order to equip them with the necessary skills before entering the workplace, the design of the curriculum, program results and course results, instruction development, and proper assessment methodology.

Jepara is a city that has a lot of local culture which well known in foreign countries. One of the richness of this art is art of carving, especially wood carving. However, there is a problem behind the popularity of art carving in Jepara, Compared to the northern region of Vietnam and Ha Noi which is a manufacturer of wood carving, the furniture industry in Jepara is still classified as low competitive. Thus, carvers

in Jepara need to increase the value of industry to compete in the global market (Widiartanti, 2016) The craftsmen should have a competence in order to do that one. Previous research from (Suhali, 2007) stated that the success of learning carving art is determined by several factors, such as; motivation, learning materials, and learning techniques. This gap will affect the preservation of local art and cultural wealth later. Jepara Work Training Center must always make breakthroughs to produce qualified graduates, the materials taught are arranged based on SKKNI and the results of industry need analysis (Notodiharjo & Supriyoko, 2019).

Refer to some previous research, (Pamuji & Hernawan, 2019) a training must have a good curriculum. Curriculum is a written document containing a learning plan such as objectives, content, methods/ processes/ activities, and evaluations, to achieve certain educational objectives, which is prepared based on various things about the learning process and individual development. (Triyono, 2016) One of the preparation and planning of the program is to establish a curriculum development model that fits the world of work so that there are synchronization and fulfillment of the learning experience for the participants. (Prasetyo, 2018) Improvements to the training model need to be done with the development of competencies and a complete evaluation of each program. (Nugroho, 2017) One of professional development activities through training programs is the most important factor in influencing professionalism. (Sarwido & Budi, 2010) Managerial and technical training on the management of small and medium industry furniture and carving in Mulyoharjo Jepara Industrial Center leads to the strengthening of small and medium industry furniture and carving that is increasingly resilient and growing in terms of market expansion, resource empowerment efficiency, and multiplier effect. Weaknesses of the art carving curriculum based on the initial study that researchers conducted such as the lack of training manuals for organizers, Teaching materials/training modules are not well structured, facilities and

infrastructure are inadequate, schedule discrepancies with implementation, and the evaluation has not been done. Also, learners have difficulty in developing careers, after completing education and training.

The research above has similarities to the research that researchers conducted, but the research on the curriculum of carved art training oriented outcomes-based education has never been raised before. So this research focuses more on developing the right carving curriculum model to improve the competence of craftsman.

Researchers chose Jepara considering with Jepara is a city that has a cultural heritage in terms of wood carving art so it is necessary to continue to develop the carving art in Jepara through the development of the carving art curriculum as an effort to develop the professional competencies of craftsmen in Jepara.

The expected goal through this research is to develop an outcome based education curriculum in carving training that suits the needs of participants and the current carving industry. This research resulted a curriculum model of carving training outcomes based education to improve the competence of the participants of the art training.

## **METHODS**

The research method used in this research is research and development developed by Borg and Gall, an industry-based development model in which the findings of the research results are used to design learning products, which are then systematically tested in the field, evaluated and refined until the production of a learning product that meets certain standards, namely effective, efficient, and quality (Yuberti, 2014). Borg & Gall (1989) developed 10 stages for research and development. The measures in research and development (R&d) are research and data collection, planning, product draft development, initial field trials (limited), limited field test results revision, field tests (more broadly), improvement of field test products, field implementation tests, final product

enhancements, dissemination and implementation (Wynarti, 2018). However, the research and development of this R&D method are limited to only the 7th stage which is the revision of results and field tests.

The subjects of this research were instructors and participants of carving art training in Jepara work training hall of 10 participants. Data collection techniques in the field using observation activities, interviews, polling filling, and documentation studies. Observations were made by the researchers by observing and looking directly at the activities of carving training using the structure of the previous curriculum that aims to know the picture of the curriculum of carving training that has existed. The interview was conducted by researchers with the head of the work training center and a carving training instructor who aims to uncover the factual model of the carving training curriculum that has been implemented so far. Then the researchers conducted a questionnaire filling activity by giving questionnaires to the participants of the carving art training that aims to know the extent of the carving training curriculum carried out so far. While the documentation activities are carried out by researchers to obtain supporting documents of the carving curriculum, in the form of collecting reports of the results of previous carving training.

The process of validation of the product will be carried out with the validity of the construct by curriculum experts and engraved assessments using Delphi techniques that aim to obtain the agreement of experts through a series of questionnaires and feedback giving (Barus, 2011). Then a limited trial was conducted at the Jepara work training hall involving 10 engravers in Jepara.

## **RESULTS AND DISCUSSION**

### **Early Conditions Of The Sculptural Curriculum**

The initial condition of the engraving curriculum based on observations, questionnaires, and interviews, shows that there

are still weaknesses in the analysis of needs, program objectives, and curriculum design of carving training programs that have not been implemented optimally. Can be seen in the following table:

**Table 1.** Research Installations

| Variable               | Very Good (%) | Good (%) | Good Enough (%) | Less Good (%) |
|------------------------|---------------|----------|-----------------|---------------|
| Speaker Competency     | 4             | 38       | 59              | 1             |
| Source Personality     | 50            | 8        | 8               | 4             |
| Instructor Competency  | 1             | 40       | 44              | 14            |
| Instructor Personality | 9             | 60       | 29              | 2             |
| Material Relevance     | 42            | 35       | 20              | 3             |
| Material Systematics   | 20            | 44       | 26              | 10            |
| Cognitive abilities    | 7             | 33       | 43              | 17            |
| Affective ability      | 6             | 45       | 39              | 10            |
| Psychomotor abilities  | 3             | 47       | 43              | 7             |
| Training methods       | 3             | 30       | 43              | 23            |
| Training media         | 3             | 34       | 41              | 21            |
| Facilities             | 12            | 50       | 30              | 8             |
| Infrastructure         | 10            | 63       | 17              | 10            |
| Training objectives    | 10            | 40       | 40              | 10            |
| Training strategic     | 3             | 50       | 37              | 10            |
| Training procedure     | 10            | 40       | 40              | 10            |
| Early activities       | 20            | 40       | 33              | 7             |
| Core activities        | 13            | 45       | 28              | 13            |
| Final activities       | 10            | 36       | 50              | 4             |
| Pre training           | 2             | 34       | 47              | 17            |
| Post training          | 4             | 40       | 46              | 10            |

Based on table 1, the competency of the training resource man obtained the highest score of 59% in the category is quite good. Meanwhile, the personality of the training speaker earned the highest score in the category

of good 50%. In general, the competence and personality of the speakers in the good category are also strengthened by the data of the results of interviews with the head of the training responsibility, but there needs to be developed in the mastery of the speaker. The competency of the training instructor earned the highest score of 44% in the category of good enough, The instructor competency in the category is not well seen in the indicator of dexterity addressing the problem of the trainee, The suitability of the activity during the training, Clarifying the participant's question and discussing it with the trainees. Meanwhile, the personality of his training instructor earned the highest score of 60% in the good category.

The relevance of training materials in the carved art curriculum obtained the highest score of 42% including the excellent category and the systemic material participants gave the highest rating on the good category 44%. The competence achieved by participants as a whole was quite good, in the realm of cognitive, affective, and psychomotor thinking. As seen in the chart above the average of trainees in the category is quite good. This is reinforced by the interview of the head of the training program of the art training that the competencies achieved by the participants are quite good, participants are quite active in the work practice activities.

The training methods and media in the training based on the chart above show that the use of training methods and supporting media during the implementation of carving art training in the work training hall in the category is quite good, but not a few trainees who give a poor assessment on the methods and media used. The means in supporting training activities in the good category can be seen on the chart 63% stating good infrastructure and 50% good facilities, it is also made clear through interviews with the head of the Work Training Center that the facilities and infrastructure in the carving training activities are in good condition.

On training planning aspects assessed are training objectives, training strategies, and training procedures. On the determination of training strategies, training objectives and

training procedures have been implemented quite well. The average participant assessed the carving training activities in the Jepara work training hall has been held quite well. The implementation of training on the initial activities and core activities as a whole fall into the category of good. This can be seen from the initial activity aspect of 40% good and this activity is 45% good, while the final training activity belongs to the category quite well 50%. The aspect of training supervision in pre-training in the category is quite good seen from the chart above worth 46%. The post-training aspect which includes monitoring the results of trainees and follow-up monitoring to participants is also quite good which is worth 45%.

Preliminary study activities aimed at knowing the design of factual models, from the preliminary study results above, found some weaknesses and disadvantages, both in the planning, implementation, and evaluation stages. At the planning stage, there are weaknesses in the analysis of the needs and curriculum design of the carving training program that has not been implemented optimally. (Unruh & Unruh, 1984) explained that to establish a program design, it takes information about what programs to be worked on or developed. A program will have meaning if it is really needed. Therefore, the essential activity in planning a curriculum is to conduct a needs assessment. The goal-setting of the training program helps participants to better apply their trained skills (Parry & Sinha, 2005) . The development of a training program curriculum that produces a written plan for the

implementation of more systematic training can help to maintain the quality of the training held (Wenting, 1993).

Based on research conducted by the researchers on previous carving training, the implementation of carving training has not yet led to the skills and abilities needed to support the industry. Training to improve the knowledge and skills of workers can improve performance in the industry (Alvianisari, 2017). In the results of preliminary study research there are weaknesses in the implementation of training that have not led to what is expected of the training after the participants graduate to equip them with the skills and skills necessary in supporting the industry today. This condition is in line with the research theory (Kaumba et al., 2020) that a training should be based on decisions about what and how students need results to demonstrate at the end of their educational experience.

**Sculpture Curriculum Development**

a. Analysis of development needs

The design of the conceptual model of the training curriculum is carried out based on the results of the needs analysis (Apriliana, 2014). Before compiling the design of the model, first carried out the analysis of the need for the implementation of the curriculum model of the training of the art of carving so that the preparation of the design and model to be made according to the needs of the participants. The results of the questionnaire analyze the needs of the carved curriculum in the following table :

**Table 2.** Needs Analysis Results

| Variable  | Very Necessary (%) | Necessary (%) | Less Necessary (%) | Unnecessary (%) |
|---|--------------------|---------------|--------------------|-----------------|
| Industrial needs training materials                   | 13                 | 44            | 36                 | 7               |
| Training Speakers                                     | 13                 | 38            | 41                 | 8               |
| Newest training methods                               | 25                 | 42            | 30                 | 3               |
| Practical competencies according to working standards | 8                  | 45            | 28                 | 20              |
| Online sales competencies                             | 8                  | 53            | 36                 | 3               |

The results of the above needs analysis can be known participants expect to have the

competence of online sales of carved art products by obtaining the highest value of 53%

in the category of need. So that the trainees will not only get basic competencies as professional engravers but can also market and sell their own products. Therefore, it can be said that needs analysis is an important step that must be taken before a curriculum is developed (Rohaeni & Jubaedah, 2010).

b. Curriculum Development Concept

The development of the training curriculum includes two stages, namely the formulation and development of model design components as well as validation of conceptual model design by experts (Sutisna, 2009). Outcome Based Education Oriented Training Curriculum is a curriculum that emphasizes the

sustainability of learning processes innovatively, interactively, and effectively (Harden & Crosby, 2000). The purpose of the outcomes based education engraving training curriculum develops professional engravers and can sell and marketing products online. The material was developed based on the analysis of participants' needs and adapted to SKKNI carving art.

SKKNI contains competencies related to human resources management relevant to various types of business fields, valid nationally as reference material for the implementation of education and training (Mahdane, 2018). Here is SKKNI art carving that has been determined by the ministry of manpower:

**Table 3.** SKKNI Curriculum of Art Carving

| Competency Unit  |
|--|
| Doing Nggethaki/Ngrancap Work on the Engraving Process |
| Doing Mbukaki's Work on the Engraving Process          |
| Doing Ngrabahi's Work on the Engraving Process         |
| Doing Ngelusi Work on the Engraving Process            |
| Doing Mecahi Work on the Engraving Process             |
| Doing Nyaweni Work on the Engraving Process            |
| Doing Ngelamah Work on the Engraving Process           |
| Doing Matut work on the engraving process              |
| Operating Jig Saw/Scroll Saw for Holcing               |
| Analyzing relief themes                                |
| Drawing object relief                                  |
| Sculpting relief objects                               |

The design of the conceptual model of the training curriculum developed, in the form of a set of procedures or written sequences of activities organized as guidelines or maps for the manager/implementer/organizer of the training program to achieve the objectives of effective training (Efendi, 2017). The success of a program is determined by several components, namely training goals, trainers, materials, methods, and participants (As'ad, 1987). Establishing learning materials and techniques, the material is more emphasized on real experience, tailored to the needs and oriented to practical applications, while methods and techniques should avoid techniques that transfer knowledge from facilitators to students, should be more (Sunhaji, 1970). Here is the material

structure in the script of the carved art training curriculum that has been developed:

**Table 4.** Curriculum Product Structure

| Practice Material       | Time (Hour) |   |      |      |
|-------------------------|-------------|---|------|------|
|                         | T           | P | PL   | JLH  |
| Engraving Orientation : |             |   |      |      |
| Art Insight             | 0.75        |   |      |      |
| Safety                  | 0.75        |   | 0.75 | 2.25 |
| Engrave Base :          |             |   |      |      |
| Materials and tools     | 0.75        |   |      |      |
| Ornaments and relief    | 0.75        |   | 0.75 |      |
| Engraving               |             |   | 12   |      |
| Finishing               |             |   | 5.25 | 19.5 |
| Promotion product :     |             |   |      |      |
| Online Marketing        | 0.75        |   | 1.5  | 2.25 |
| Total                   |             |   |      | 24   |

The draft curriculum program based on the table above developed includes basic materials, core materials, and closing materials. The basic material contains material about the general art insight into how the history of art is carved in Indonesia. The core material is the subject of the training content that must be followed by participants, consisting of the supply of theory and the practice of making art products. Meanwhile, the supporting material in the implementation of carving training activities

contains applicable content in marketing carving products in today's industrialized world. The learning methods on the engraving curriculum consist of lectures, discussions, and direct practices.

c. Validation of Curriculum Product

Validation test conducted by researchers with curriculum experts and art assessment, Here are the results of the validation test of the script of the carved curriculum and the carving training module that researchers developed:

**Table 5.** Result of Validation Curriculum

| Validator  | Score | Criteria  | Comments and Repair Suggestions                  |
|--|-------|-----------|--|
| AA1  | 40    | Good      | Competency evaluation model needs to be improved |
| AP1  | 42    | Very good | Color repair cover on curriculum script          |
| Average score of 41 on good criteria, can be used with a slight revision |       |           |  |

The feasibility of this engraving curriculum is included in the excellent criteria to apply. The standard content of the curriculum already includes the needs and minimum standards of professional carving. But there are a few things that need to be completed, about

the system or evaluation model of the carved art curriculum that can include performance assessment. The input from the validator is a logical consequence for creating outcome-based education and training in carving as expected by the researcher.

**Table 6.** Result Validation of Training Module

| Validator  | Score | Criteria  | Comments and Repair Suggestions                    |
|--|-------|-----------|--|
| AA1  | 42    | Very good | It needs to be added reenactment on every material |
| AP1  | 43    | Very good | Layout needs to be trimmed                         |
| An average score of 42.5 on very good criteria, can be used without revision |       |           |  |

Based on expert validation test results for curriculum scripts get a score of 41 in both categories with few revisions and for engraving modules get a score of 42.5 in the category is excellent and can be used without revision. The model of the carved art training curriculum that has been conceptually validated by academics and practitioners is further improved according to the advice and input are given. Then tested on 10 subjects, namely trainees in the Jepara work training hall.

Evaluation is urgently needed in presenting systematically and in detail the extent to which a program has been run (Meilya, 2015). With the evaluation of the carved art training curriculum model that researchers develop, the weaknesses and problems that occur during the implementation of the carved art training curriculum trials can be identified and this information can be utilized as feedback in the planning of the training curriculum in the future. In the evaluation of the study of the carving curriculum, there are 5 categories of assessments, namely as follows:

**Evaluation of Engraving Development Curriculum**

**Table 7.** Learning Assessments Result

| Material   | Score | Criteria       |
|--|-------|----------------|
| Social responsibility and ability to implement safety (use of practice clothing, mask) | 3.7   | very satisfied |

|   |      |                |
|---|------|----------------|
| The ability to process and use materials and engravers                                      | 3.5  | very satisfied |
| Engraving ability (Nggetaki, Mbukaki, Nggrabahi, Ngelusi, Mecahi, Nyaweni, Nglemahi, Matut) | 3.7  | satisfied      |
| Finishing Ability   | 3.7  | satisfied      |
| Knowledge markets and sells carved products online  | 3.8  | very satisfied |
| <hr/>   |      |                |
| Average score   | 3.68 |                |

The results from evaluation of the carving arts curriculum above, state that there are changes in the competence of the trainees in processing products and marketing them into high selling value products. Participants also added in the interview after the implementation of the carving art training that the curriculum applied in the training activities carried out was in accordance with the needs of the current participants. Other supporting factors such as modules provided also help training participants

because the organizers provide the latest training materials that suit the needs of the industry today. The delivery of materials is also accompanied by direct practice guided directly by the instructor. The use of communicative and systematic modules makes it easy for participants to understand every material submitted by the instructor. Furthermore, there are 7 categories of assessments, as well as the percentage of participants' assessments:

**Table 8.** Reaction Evaluation Results

| Material  | Score | Criteria       |
|---|-------|----------------|
| The curriculum is established according to the implementation of training with the average assessment of participants   | 3.6   | very satisfied |
| The established materials are in keeping with the current industries' needs   | 3.3   | very satisfied |
| Established methods such as discussion, direct practice, question-and-answer, presentation are already in accordance with the characteristics of the participants | 3.0   | satisfied      |
| Instructors to get the materials approved   | 3.1   | satisfied      |
| The module helps participants understand the material   | 3.7   | very satisfied |
| Competence engraves at once market and sells online   | 3.6   | very satisfied |
| Tools and infrastructure during adequate training   | 3.2   | satisfied      |
| <hr/>   |       |                |
| Average score   | 3.3   |                |

Evaluation becomes the main aspect to know the changes in abilities in each learner (Badu, 2012). The overall results of this learning and reaction evaluation are in line with (Sitorus & Tania, 2012) that good training not only needs to be well designed but also needs to be evaluated effectively to ensure the achievement of the training objectives.

**CONCLUSION**

Outcomes-Based Education Engraving Art Curriculum developed based on needs analysis and adapted to SKKNI sculpture art, Structure of carved curriculum program includes basic materials (orientation of carving, including

insights of art and safety of work), core materials (carving, covering: materials & tools, ornaments & motifs, carving, finishing) and supporting materials (product promotion, including online marketing) with a total learning time of 24 hour. The learning methods used are lecture methods and direct working practices. Implementation of the development of the curriculum model of carved arts training outcomes-based education based on the results of a needs analysis questionnaire by trainees at Jepara Work Training Center. The use of an outcomes-based education training curriculum affects the achievement of learning achievements of carved art trainees. Validation results from academics and practitioners relate to curriculum models



and training modules developed with scores of 41 and 42.5 in good categories and worth using. Based on the results of the reaction evaluation to find out the respondent's response to the quality of the training implementation is rated well with a very satisfactory assessment of the participants and the results of the learning evaluation shows there are significant changes to the ability of the trainees before and after the training.

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