



Sewing Training Management at The Permata Job Training Institute Semarang

Aulia Vega Fachmi^{1*}, Imam Shofwan², Sachin Gupta³

^{1,2} Universitas Negeri Semarang

³Mohanlal Sukhadia University

^{1,2}Sekaran, Gunungpati, Semarang City, Central Java 50229, Indonesia

³University Rd, Ganapati Nagar, Udaipur, Rajasthan 313001, India

*Author correspondence. Email: vegafachmi@students.unnes.ac.id, Phone: +6283842102019

Received: 06 September 2023; Revised: 03 November 2023; Accepted: 06 November 2023

Abstract: Training is needed to improve the quality of human resources because it will guarantee that they will become the workers needed by companies or entrepreneurs. This study aims to reveal the management of sewing training at LPK Permata. The research design uses a qualitative approach. Data collection techniques using observation techniques, interviews, and documentation. Research participants included leaders, 2 instructors and 3 trainees. The data validity technique in this research is triangulation of sources and techniques. Data analysis uses data collection, reduction, presentation and drawing conclusions. The results showed that training management includes: (1) planning: identification of needs, formulation of objectives, preparation of programs, preparation of teaching materials, recruitment of instructors and students, determination of methods and media, determination of time and place, determination of evaluation forms, and financing. (2) organizing the organization structure and division of tasks and responsibilities (3) mobilizing based on the form of motivation and implementation of motivation. (4) coaching with monitoring. (5) assessment of participants and assessment of activities. (6) development through program improvements and development innovation. It can be concluded that the management of sewing training at LPK Permata has been good in terms of planning, organizing, implementing, and evaluating, but training and development are still lacking. This research provides reference information and references regarding training management for LPK Permata or future researchers.

Keywords: training management, sewing training, job training institute

How to Cite: Fachmi, A.V., dan Shofwan, I., *Sewing Training Management at The Permata Job Training Institute Semarang.*, *JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat)*, 10(2), 148-157. doi: <https://doi.org/10.21831/jppm.v10i2.65750>



INTRODUCTION

Human resources or HR are the driving force of organizations, whether institutions or companies, which function as assets that must be trained and developed. Human resources are a very important factor in determining the development of a company (Susan, 2019). Organizations must be able to utilize or manage human resources optimally, therefore resources are one of the keys to competition between organizations in providing services to the community (Apriliansari & Nawangsari, 2021). If the resources are inadequate, the company will automatically fail to achieve the goals to be achieved. Because human resources play an important role in the company's growth.

The quality of human resources can be seen by the skills they have and how to grow their potential. One effort to improve skills is to carry out training and development (Bibi, Ahmad, & Majid, 2018). Training is very important to improve quality. Human resources that



are trained and developed will be useful for the company (Hasdiansyah & Suryono, 2016). The benefits of training are providing expertise related to work so that the quality of performance increases so that the company develops, in addition to having adequate competence (Elfrianto, 2016). The purpose of the training is used to improve attitudes, knowledge, and behavior as well as prepare to deal with change and be able to overcome difficulties in the workplace (Siregar, 2018).

Training is a series of systematic and planned activities to achieve goals. Training is carried out both in relation to the needs of the world of work and the community environment (Kamil, 2012). The training provided to prospective participants will gain knowledge and skills. With training, they are more motivated when carrying out tasks (Ozkeser, 2019). So training is carried out to increase or improve the performance of human resources. Training must be based on the competency skills needed to perform work according to the desired standards (Djibu & Shofwan, 2019).

Any type of training needs good management. Management in non-formal education is the same as formal education. Whereas management needs to pay attention to management, so that in practice it will provide skills for learning residents (Kamil, 2012). Management is a series of activities carried out jointly or through other people, either individually or in groups, in achieving organizational or institutional goals of non-formal education programs (Sudjana, 2014). There are three main reasons for the need for management, namely to achieve goals, to maintain a balance between conflicting goals, and to achieve efficiency and effectiveness (Firmansyah & Mahardhika, 2018).

The effectiveness of management in providing training will influence performance, by providing effective knowledge and skills for work so that performance increases and organizational goals are achieved (Dearnly & Hetharie, 2021). Effective training design is by considering concepts and approaches so that training runs according to objectives (Tirto Utomo & Ruslan, 2021). To implement training management in improving the quality and quality of human resources, the education system must be oriented to the needs and challenges that arise in society (Sumadi & Ma'ruf, 2020).

Planning is the first step in developing management with the aim of achieving activity goals. Planning must refer to strategy, so that the organization must carry out or direct according to the established strategy (Al-Qudah, Obeidat, Shrouf, & Abusweilem, 2020). Planning is planning the workforce effectively and efficiently to suit the company's needs in helping to realize goals (Susan, 2019). So a strategy or method for determining planning is needed in reviewing various plans before deciding on the action to be implemented. This is reinforced by (Andzarini & Sutarto, 2020) in previous research which states that in training management it is necessary to create systematic and well-managed training so that goals can be achieved.

LPK Permata is a non-formal education institution in Semarang City. LPK Permata organizes training activity programs, namely sewing and garment training as well as make-up and dressing training. LPK Permata has a target of graduating prospective workers who fear God, are honest, skilled, responsible and can work together. Apart from that, participants are ready to enter the industry and are able to compete in building independent businesses. In organizing training, LPK Permata had problems such as the lack of interest in the training participants, so not many registered so that sometimes it was not in line with the maximum number of participants that had been set. To avoid these obstacles, management is certainly needed, because management will help training activities run effectively and efficiently and can provide the best service so that training activities will continue to be carried out.

METHOD

The design in this study uses qualitative methods. The aim is to use a qualitative approach to describe facts in the field in a systematic and accurate manner based on 6

management functions namely planning, organizing, activating, coaching, evaluating, and developing sewing training at LKP Permata.

The research participants were the Head of LKP Permata, 2 Instructors, and 3 Training Participants. The focus of this research is on sewing training management at the Permata Job Training Institute based on 6 aspects of management functions, namely planning, organizing, mobilizing, coaching, assessing and developing.

The data collection techniques used in this study are observation, interviews, and documentation: (1) observation by direct observation at field locations. In making observations, the researchers compiled observation guidelines which contained an overview and process of sewing training management on 6 management aspects, namely: Planning, Organizing, Mobilizing, Coaching, Assessment, and Development. (2) Interviews were conducted with participants namely the Head of LKP, 2 instructors, and 3 training participants. Using interview guidelines that have been prepared previously by including various questions regarding 6 aspects of management. (3) Documentation in this research is in the form of brief historical data on the establishment of the school, vision and mission, organizational structure, activity pamphlets, lists of training participants, training media, as well as activity documents in the form of archives, photos and videos.

Test the credibility of the data in this study using triangulation. In this study using triangulation of sources and techniques. Source triangulation in this research collected and tested data combining the Head of LPK, 2 Instructors, and 3 training participants for comparison. Data obtained from the process of collecting technical triangulation through observation, interviews and documents will be compared. Is the data obtained through the interview process in accordance with the written data and conditions in the field or is it contradictory.

To analyze data obtained through the results of data collection. Data analysis steps by collecting data, reducing data, presenting data, and drawing conclusions. Data collection is done by observation, interviews and documentation that has been determined. Data reduction by summarizing the data that has been collected and then selecting it according to the research focus. Presentation of data is presented through writing in a descriptive form to describe the management of sewing training at LPK Permata. Conclusions are drawn in short statements so that they are easy to understand in relation to the focus of the research, namely planning, organizing, mobilizing, coaching, assessing and developing.

RESULT AND DISCUSSION

LPK Permata was founded by Mr. Petrus Agung who had the desire to create a school. Mr. Pertus Agung is one of the church pastors in Semarang, in June 2007. The aim is to help people who cannot and cannot afford to go to school. Finally, Mr. Petrus formed the Terang For Prosperous Nation Foundation, where this foundation supports several institutions under it, starting with the existence of the "Terang Bangsa" school in 2007 from kindergarten to vocational high school level with a total of approximately 1000 students. As time went by, the foundation saw that not all students were competent in the academic field, so the foundation created a vocational school in the second year, to be precise in 2008. The vocational school was in the form of SMK Terang Bangsa (Vocational High School), PKBM Terang Bangsa, and LPK Permata. This vocational school focuses more on skills, and in 2008 an entrepreneurship academy was also established.

LPK Permata is located on Jalan Permata Hijau BB 25 A, Kuningan, Semarang. LPK Permata initially opened 4 classes, consisting of salon, sewing, nanny, and computer. However, as time went by, the teachers and participants dwindled and the only ones that survived were the salon and sewing classes. LPK Permata had opened a workshop class, but it was closed again due to the unavailability of technicians. The same goes for computer classes and nanny who are forced to temporarily close. When the LPK was first built, the existing training

program was free of charge because it referred to the initial aim of the LPK, namely to help the economy of the surrounding community which was quite behind in educational and economic levels. However, this is far from the expectations of the LPK which wants to produce quality graduates, as a result, without being charged fees, some participants do not have the intention to study seriously, which indirectly harms the LPK. Finally, the LPK has now decided that participants will pay 150,000/1.5 months for sewing classes and 2 months for salon classes.

Sewing training is a training that is in great demand by trainees. Sewing training is a series of activities that contain theory and practice about sewing (Astuti & Luayyi, 2019). The existence of a training program will help develop skills, knowledge, and help individuals and groups within the organization to become more effective and efficient in carrying out their main tasks (Hartadi, Fakhruddin, & Utsman, 2019). The selection of training programs must be taken into account as needed to make activities effective and appropriate to improve the performance of individuals within an organization (Yimam, 2022). Sewing training at LPK Permata provides the knowledge and skills needed in the garment industry. This is also supported by the location of LPK Permata which is close to the garment industry and is densely populated, making it easy to reach by the local community. LPK Permata has around 12/13 participants. After the participants complete the training, they will receive training certification, making it easier for participants to get a job or build their own business.

The success of an activity or job depends on its management. The training program will be successful if the management is good and orderly, where management itself is a device by carrying out certain processes in related functions (Firmansyah & Mahardhika, 2018). This is supported by (Tamsah, Ilyas, & Yusriadi, 2021) The effectiveness of training is greatly influenced by good management and being managed correctly because it can increase creativity and teaching quality. According to Sudjana in (Denaya & Shofwan, 2023) training management is carried out based on the training program management functions, namely: (1) planning, (2) organizing, (3) motivating, (4) conforming, (5) evaluating, and (6) developing. These functions are related to each other so they are used to determine activities and greatly determine the success of the goals that have been set.

Planning

Planning does not have just one indicator but a series of indicators combined in various ways to create strategic planning (Bryson, Edwards, & Van Slyke, 2018). Planning includes indicators including: identification of needs, formulation of objectives, preparation of programs, preparation of teaching materials, recruitment of instructors and students, determination of methods and media, determination of time and place, determination of evaluation forms, financing. Planning begins with identifying needs by observing the surrounding environment. In identifying training needs, Mr. Pertus Agung sees that many people live in poverty, if creating a training program it will help people easily get jobs. People also need skills because when they have skills they are ready to work in companies or build their own businesses so that their lives will prosper. Therefore, sewing training was made, even LPK Permata was close to the garment industry. With a need, people want to learn. That way the activity process becomes enthusiastic because it suits their needs (Shofwan & Kuntoro, 2014).

The aim of LPK Permata in establishing a training program is to provide skills to the community and improve their welfare, so that they are ready to work. Goals become the guidance and basis for organizing activities that will later be oriented towards achieving the goals that have been set (Parasmita, Kurniawan, Nurbaiti, & A, 2022). This is the same thing found by (Irwan, 2017) the purpose of training is to provide human resources (HR) with skills, educated and trained professionally so as to increase work motivation. Furthermore, in the preparation of training activity programs at LPK Permata based on garment companies or industrial needs. Within a certain period the sewing training program will be opened to accept new participants.

The media and material used in sewing training is to use appropriate sewing basic materials based on industry needs. From paper sewing practice materials, how to measure, make patterns, sew shirts and jeans, and seams. The media used is also adequate and sufficient for participants such as tables, chairs, sewing machines, pencils, paper, rulers, scissors, sharpeners, pencils for patterns, measuring tape and others except cloth and paper because the sewing results will belong to the participants. The cloth provided is only used for seam training. It is in agreement with (Marpanaji, Mahali, & Putra, 2018) media selection must be appropriate for learning objectives to be achieved, including learning objectives, materials to be submitted, according to the student character or media type suitable for use by the peserta and the resources available. By choosing the right media, it can help participants in the teaching process and help teachers provide material. Because the media functions to help sender and recipient communication (Wulandari, Salsabila, Cahyani, Nurazizah, & Ulfiah, 2023).

In recruiting educators must have work experience or be able to basic sewing, be able to make patterns and master the machine. As for the recruitment of training participants, they can fill out a form along with their ID card, family card and passport photo, as well as pay for the training in the amount of 150,000 rupiah. So that the public is aware of the LPK Permata training program, they can look at LPK Permata's social media accounts and there are numbers to contact. Most trainees know that sewing training usually gets recommendations from relatives or friends who have attended previous training. For now, the number of trainees is 6 people, usually 12/13 people because it adjusts the number of machines.

Determination of training methods using practical methods. The instructor explains the material in the book and then demonstrates it in front of the training participants. After that, the instructor directs the participants to practice directly. This is in line with (Putri & Jamna, 2018) the use of practical methods, the instructor must be able to provide understanding and explanation before practicing. Demonstrate the steps and ask residents to learn to put them into practice. Meanwhile, determining the time and place for training activities will be carried out for one and a half months. From 09.00 to 15.00 or full class. From Monday to Friday. The place of implementation is in the LPK Permata sewing classroom.

Evaluation is an important component in determining the success of a program developed by an institution (Wahyuningsih, Darmawan, & Hamid, 2021). Determination of the form of evaluation is carried out from the ability to sew, the ability to operate supporting machines, make patterns, discipline, ethics, and the final exam. Because company standards require reliable tailors. If participants have not mastered it, they must repeat it. The purpose of the assessment basically determines the effectiveness and efficiency of learning with the main indicators on the success or learning activities in achieving the goals set. The results of the assessment are used as feedback for improvement and development (Suardipa & Primayana, 2020).

Organizing

Organizing is an activity that combines the human and nonhuman resources needed in a unitary agency to carry out activities to achieve their stated goals (Denaya & Shofwan, 2023). The organization of LPK Permata is determined by the foundation and given responsibility. For the management and supporting staff, only Mrs. Siti and Mrs. Oni are also sewing training instructors. Instructors provide provisions and train participants with basic sewing training. The division of tasks is in accordance with responsibilities. Instructors help each other in teaching. LPK Permata also has adequate facilities, including a sewing classroom. Learning media such as tables, chairs, sewing machines, pencils, paper, rulers, scissors, sharpeners, pattern pencils, measuring tape and so on. Organizing is carried out by dividing tasks and responsibilities which have been divided according to the members' roles in the organizational structure. This is supported by (Herawati, Arafat, & Puspita, 2020) the process of forming an

organizational structure which must be in accordance with organizational goals, resources and the surrounding environment.

Motivating

Mobilization is an attempt to persuade, direct or mobilize to carry out a predetermined task. Leadership ability in mobilizing to do something will be measured by the extent to which an organization can improve work relations, foster cooperation, provide work motivation and mobilize organizational resources (Arifin, 2017). Motivation is very important in teaching and learning activities, because it encourages enthusiasm for learning. Lack of motivation will weaken the enthusiasm for learning (Sufyan, Nurhalim, & Shofwan, 2019). With encouragement, it will influence a person's behavior, the person will carry out an action or activity so that they can improve their abilities and skills (Azhari, Rosali, F, D, & H, 2022). At LPK Permata there is an assessment on character building. Activities provide motivation to participants to be responsible for themselves and participants will be enthusiastic in learning.

Character building activities are carried out by praying together. In praying, the leadership also provides motivation to the instructors or staff and participants. Not only that, when teaching in class, if there are participants experiencing difficulties, the instructor immediately provides solutions and enthusiasm. The impact given by the participants became enthusiastic and calmer when studying so that the participants became diligent. This is in line with the statement (Nugraheni & Desmawati, 2020) in implementing the leadership to move instructors to be able to educate trainees according to the goals to be achieved. Instructors also play a major role in the implementation process, not only providing material but also providing motivation to direct the training participants. With the mobilization as an effort to influence someone to carry out the activities that have been determined.

Conforming

The development process includes monitoring activities. LPK Permata conducts monitoring by preparing a list of names, attendance lists, and evaluation lists for the curriculum. usually carried out by the leadership and HRD. The actual goal of coaching is more focused on increasing the level of awareness of members in realizing goals. Coaching activities are carried out so that the implementation of activities will always be in accordance with the plan or not deviate from the established plan (Karim, 2021). The coaching function is to maintain and guarantee that the implementation of the activity program will be carried out consistently in accordance with the plan (Sudjana, 2014). Coaching is considered a fundamental activity in learning which includes controlling the quality of activity progress by identifying what needs to be monitored (Vuopala, Näykki, Isohätälä, & Järvelä, 2019). However, during training activities, training participants had never seen monitoring activities or were not aware of monitoring activities.

Evaluating

There are 2 indicators in the assessment function, namely assessment of participants and assessment of activities. For the assessment standards, participants are assessed on the task process and final results. So it is assessed on sewing ability, ability to operate supporting machines, making patterns, discipline, ethics, and the final exam. When they pass, participants will receive a certificate that they have attended the training. So it can be used to apply for jobs. This is also in line with the statement (Lestari & Suminar, 2016) explaining that evaluation is carried out at the end of learning by carrying out competency tests intended to determine whether the learner has been able to master competency standards.

Activity assessment is used to assess whether the training activity is said to be good or not. The use of evaluation results is used to ensure that newly acquired knowledge and skills will be applied sustainably (Lantu, Labdhagati, Razanaufal, & Sumarli, 2020). LPK Permata assesses that measuring the graduation rate is an indicator. Participants who pass will guarantee their lives to open their own business or work in a company. If there are participants

who return to the next period, it means the achievement has failed. This may happen when given an assignment, participants fail to absorb knowledge. During the training participants felt that their ability to sew increased, even though there were mistakes they did not give up and tried to overcome them. LPK Permata has not carried out an assessment of instructors so far, the leadership wants to do this but it has not yet been possible. Evaluation becomes a helpful benchmark for whether the activity will be carried out again with the same or revised plan, so that prospective participants are interested in taking part in the training (Andzarini & Sutarto, 2020).

Developing

The development function is a series of activities to continue the program based on the results of an evaluation of program implementation which results in a decision that the program must be followed up. Such as expansion, repairs and modifications, as well as program improvements (Sudjana, 2014). With development, training programs will develop and activities will be sustainable. Development includes program improvements, in improving the LPK Permata program using monitoring results. Make a report on what needs to be fixed. So that it becomes input to be followed up and the report is given to superiors. The results of monitoring and evaluation are useful for determining whether a program is worth continuing, revising or stopping because it is deemed no longer providing benefits (Munthe, 2015). So that you can make better management decisions, take innovative approaches and new practices (Fajar Dharmawan, Rifai, & Azijah, 2022). To improve several points, it has been carried out, such as modifying teaching for teachers and repairing machines. But during the research there was a broken machine so the participants had to replace or find a machine that could be used. Meanwhile, there is no need to develop or improve the material because this material is basic sewing material so it can cover everything so it can be innovated from ready-made patterns and then created. The leaders of LPK Permata hope to open training in other places, more and more people will register and the number of participants will increase.

CONCLUSION

LPK Permata is a non-formal educational institution that has a training program, one of which is sewing training. Organized sewing training provides benefits to the community. Prospective participants will have the knowledge and expertise so that when they graduate the trainees are able to work in companies or become entrepreneurs. With this human resources have adequate quality and will be useful for the company. In carrying out training, good management is needed so that training activities become effective and efficient by setting goals to be achieved. Training management at LPK Permata starts from planning, organizing, mobilizing, coaching, evaluating and developing. Planning includes identification of needs, formulation of objectives, preparation of programs, preparation of teaching materials, recruitment of instructors and students, determination of methods and media, determination of time and place, determination of evaluation forms, financing. Organizing by compiling an organizational structure that has been set by the foundation, each member of the organization is given a task and responsibility. Mobilization based on a form of motivation is usually given every morning providing character building material. Coaching with monitoring. Assessment includes participant assessment and activity assessment. Finally the development of training based on monitoring results.

REFERENCES

- Al-Qudah, S., Obeidat, A. M., Shrouf, H., & Abusweilem, M. A. (2020). The impact of strategic human resources planning on the organizational performance of public shareholding companies in Jordan. *Problems and Perspectives in Management*, 18(1), 219–230. [https://doi.org/10.21511/ppm.18\(1\).2020.19](https://doi.org/10.21511/ppm.18(1).2020.19)
- Andzarini, N., & Sutarto, J. (2020). Manajemen Pelatihan Operator Komputer Tingkat

- Lanjutan. *Jurnal Eksistensi Pendidikan Luar Sekolah*, 5(2), 158-173. <https://doi.org/10.30870/e-plus.v5i2.9257>
- Apriliansa, S. D., & Nawangsari, E. R. (2021). Pelatihan dan Pengembangan Sumber Daya Manusia (SDM) Berbasis Kompetensi. *Forum Ekonomi*, 23(4), 804-812. <https://doi.org/10.30872/jfor.v23i4.10155>
- Arifin, M. (2017). Strategi Manajemen perubahan dalam meningkatkan disiplin diperguruan tinggi. *EduTech : Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 3 No 1(1), 117-132. <https://doi.org/10.30596/edutech.v3i1.990>
- Astuti, I. Y., & Luayyi, S. (2019). Pelatihan Kewirausahaan Keterampilan Menjahit Bagi Masyarakat Desa Damarwulan Kecamatan Kepung Kabupaten Kediri. *Cendekia : Jurnal Pengabdian Masyarakat*, 1(1), 1-9. <https://doi.org/10.32503/cendekia.viii.408>
- Azhari, S. C., Rosali, E. S., F, M. A., D, N. N., & H, R. S. (2022). The Use of Partial Least Square for Analysis of the Relationship of Family Support on Learning Outcomes and Achievements Through Learning Motivation. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 9(1), 26-38. <https://doi.org/10.21831/jppm.v9i1.49008>
- Bibi, P., Ahmad, A., & Majid, A. H. A. (2018). The impact of training and development and supervisors support on employees retention in academic institutions in Pakistan: The moderating role of the work environment. *Gadiah Mada International Journal of Business*, 20(1), 113-131. <https://doi.org/10.22146/gamajib.24020>
- Bryson, J. M., Edwards, L. H., & Van Slyke, D. M. (2018). Getting strategic about strategic planning research. *Public Management Review*, 20(3), 317-339. <https://doi.org/10.1080/14719037.2017.1285111>
- Dearny, E., & Hetharie, S. C. (2021). The Influence of Competence, Training and Work Discipline on Employee Performance of PT. Pos Indonesia (Persero), Binjai Branch Essay 2021. *Jurnal Mantik*, 5(1), 15-25. <https://doi.org/10.35335/mantik.Vol5.2021.1252.pp16-25>
- Denaya, A., & Shofwan, I. (2023). Literacy Class Program Management at Taman Lentera School Semarang. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 10(1), 61-71. <https://doi.org/10.21831/jppm.v10i1.59275>
- Djibu, R., & Shofwan, I. (2019). Development of model training mentoring in improving assistant competence in the convection group of businesses. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 6(2), 131-139. <https://doi.org/10.21831/jppm.v6i2.27432>
- Elfrianto. (2016). Manajemen Pelatihan Sumber Daya Manusia Dalam Meningkatkan Mutu Lulusan. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 2(2), 46-58. <https://doi.org/10.30596/edutech.v2i2.596>
- Fajar Dharmawan, M. R., Rifai, M., & Azijah, D. N. (2022). Evaluasi Program Pelatihan Tenaga Kerja Berbasis Kopetensi Oleh Dinas Tenaga Kerja Kota Bekasi Tahun 2021. *Reformasi: Jurnal Ilmiah Ilmu Sosial Dan Ilmu Politik*, 12(1), 19-27. <https://doi.org/10.33366/rfr.v12i1.3104>
- Firmansyah, M. A., & Mahardhika, B. W. (2018). *Pengantar Manajemen* (1st ed.). Yogyakarta: Deepublish.
- Hartadi, S., Fakhrudin, F., & Utsman, U. (2019). The empowerment strategy for prostitutes through competency-based culinary skills training at Semarang Rehabilitation Center. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 6(1), 11-23. <https://doi.org/10.21831/jppm.v6i1.23697>
- Hasdiansyah, A., & Suryono, Y. (2016). Evaluasi Program Pelatihan Pemuda Dalam Meningkatkan SDM di HMI Koordinator Komisariat UNM. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 3(1), 1-15. <https://doi.org/10.21831/jppm.v3i1.8062>
- Herawati, S., Arafat, Y., & Puspita, Y. (2020). Manajemen Pemanfaatan Sarana Dan Prasarana Pembelajaran. *Attractive : Innovative Education Journal*, 2(3), 21-28. <https://doi.org/10.51278/aj.v2i3.68>
- Irwan, M. (2017). Evaluasi program pelatihan keterampilan mengolah limbah kertas semen

- pada PKBM Cahaya Kota Binjai. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 4(2), 121-132. <https://doi.org/10.21831/jppm.v4i2.14100>
- Kamil, M. (2012). *Model Pendidikan dan Pelatihan (teori dan konsep)* (2nd ed.). Bandung: Alfabeta.
- Karim, A. (2021). *Pendidikan Untuk Pembangunan Berkelanjutan: Pendekatan Manajemen Partisipatif* (1st ed.). Yogyakarta: Arti Bumi Intaran.
- Lantu, D. C., Labdhagati, H., Razanaufal, M. W., & Sumarli, F. D. (2020). Was the training effective? Evaluation of managers' behavior after a leader development program in Indonesia's best corporate university. *International Journal of Training Research*, 19(1), 77-92. <https://doi.org/10.1080/14480220.2020.1864446>
- Lestari, D. P., & Suminar, T. (2016). Pola Pembelajaran Program Kecakapan Hidup (Life Skill) Menjahit Di BLK Kabupaten Pekalongan. *Journal of Nonformal Education*, 2(2), 121-127. <https://doi.org/10.15294/jne.v2i2.7155>
- Marpanaji, E., Mahali, M. I., & Putra, R. A. S. (2018). Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants. *Journal of Physics: Conference Series*, 1140(1). <https://doi.org/10.1088/1742-6596/1140/1/012014>
- Munthe, A. P. (2015). Pentingnya Evaluasi Program di Institusi Pendidikan: Sebuah Pengantar, Pengertian, Tujuan dan Manfaat. *Scholaria : Jurnal Pendidikan Dan Kebudayaan*, 5(2), 1. <https://doi.org/10.24246/j.scholaria.2015.v5.i2.p1-14>
- Nugraheni, F., & Desmawati, L. (2020). Manajemen Program Kursus Tata Rias Pengantin Solo Putri Di Lembaga Kursus Dan Pelatihan (LKP) Widya Semarang. *Learning Community : Jurnal Pendidikan Luar Sekolah*, 3(2), 37. <https://doi.org/10.19184/jlc.v3i2.16801>
- Ozkeser, B. (2019). Impact of Training on Employee Motivation in Human Resources Management. *Procedia Computer Science*, 158, 802-810. <https://doi.org/10.1016/j.procs.2019.09.117>
- Parasmita, I., Kurniawan, H., Nurbaiti, A., & A, M. (2022). Pengelolaan Program Kursus dan Pelatihan untuk Meningkatkan Jiwa Kewirausahaan Peserta Didik di SKB Purwokerto. *Jurnal Pendidikan Nonformal*, 17(1), 27-36. <https://doi.org/10.17977//um041v17i12022p27-36>
- Putri, U. L., & Jamna, J. (2018). Penerapan Metode Praktik pada Pelatihan Menyulam Benang Emas di PKBM Ar-Raudah Naras 1 Kota Pariaman. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 6(3), 326-332. <https://doi.org/10.24036/spektrumpls.vii3.100488>
- Shofwan, I., & Kuntoro, S. A. (2014). Pengelolaan Program Pembelajaran Pendidikan Alternatif Komunitas Belajar Qaryah Thayyibah Di Salatiga Jawa Tengah. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 1(1), 50-62. <https://doi.org/10.21831/jppm.vii1.2356>
- Siregar, E. (2018). Faktor-Faktor Yang Mempengaruhi Manajemen Pendidikan Dan Pelatihan (Diklat) Dalam Upaya Pengembangan Sumber Daya Manusia (SDM). *JDP (Jurnal Dinamika Pendidikan)*, 1(12), 153-166. <https://doi.org/10.51212/jdp.vii12.812>
- Suardipa, I. P., & Primayana, K. H. (2020). Peran Desain Evaluasi Pembelajaran Untuk Meningkatkan Kualitas Pembelajaran. *Widyacarya: Jurnal Pendidikan, Agama Dan Budaya*, 4(2), 88-100. <https://doi.org/10.55115/widyacarya.v4i2.796>
- Sudjana, D. (2014). *Evaluasi Program Pendidikan Luar Sekolah Untuk Pendidikan Nonformal dan Pengembangan Sumber Daya Manusia*. Bandung: PT Remaja Rosdakarya.
- Sufyan, A., Nurhalim, K., & Shofwan, I. (2019). Learning Management of Nonformal Education Units in Sanggar Kegiatan Belajar. *Journal of Nonformal Education*, 5(1), 57-66. <https://doi.org/10.15294/jne.v5i1.18335>
- Sumadi, S., & Ma'ruf, M. H. (2020). Implementation of the Concept and Theory of Management Functions in Efforts To Improve Quality. *International Journal of Economics, Business and Accounting Research (IJEBAR)*, 4(02), 353-360. <https://doi.org/https://doi.org/10.29040/ijebar.v4i02.1114>
- Susan, E. (2019). Manajemen Sumber Daya Manusia. *Adaara: Jurnal Manajemen Pendidikan*, 9(2), 952-962. <https://doi.org/10.35673/ajmpi.v9i2.429>

- Tamsah, H., Ilyas, J. B., & Yusriadi, Y. (2021). Create teaching creativity through training management, effectiveness training, and teacher quality in the covid-19 pandemic. *Journal of Ethnic and Cultural Studies*, 8(4), 18–35. <https://doi.org/10.29333/ejecs/800>
- Tirto Utomo, J., & Ruslan, S. (2021). The Management of a Training Development Strategies To Increase the Competitive Advantage of Life Local Insurance Companies. *Dinasti International Journal of Management Science*, 2(4), 639–655. <https://doi.org/10.31933/dijms.v2i4.790>
- Vuopala, E., Näykki, P., Isohätälä, J., & Järvelä, S. (2019). Knowledge Co-Construction Activities And Task-Related Monitoring In Scripted Collaborative Learning. *Learning, Culture and Social Interaction*, 21, 234–249. <https://doi.org/10.1016/j.lcsi.2019.03.011>
- Wahyuningsih, T., Darmawan, I. A., & Hamid, M. A. (2021). Evaluation of Electrical Installation Training Conducted by the Employment Training Center of Pandeglang Regency, Banten, Indonesia. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 8(2), 169–185. <https://doi.org/10.21831/jppm.v8i2.42116>
- Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfiah, Z. (2023). Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar. *Journal on Education*, 5(2), 3928–3936. <https://doi.org/10.31004/joe.v5i2.1074>
- Yimam, M. H. (2022). Impact of training on employees performance: A case study of Bahir Dar university, Ethiopia. *Cogent Education*, 9(1), 1–18. <https://doi.org/10.1080/2331186X.2022.2107301>