



Management Of Sewing Training Program In Increasing The Basic Competence Of Training Participants At Work Training Centers, Kabupaten Subang

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ABSTRACT

The management of the training program is one of the success factors of the Subang Regency UPTD BLK in the awarding of the Vocational Training Award (PVA) in 2021. The sewing training program is The training program is in great demand by the community because it has ample job opportunities. This study aims to determine how far the management of sewing training programs can improve the basic competence of training participants at the UPTD BLK Subang Regency. This research uses a descriptive qualitative approach with data collection techniques namely interviews, observation, and documentation. The results of this study obtained that 1) at the planning stage, managers identify needs, develop goals, curricula, strategies, evaluation tools, facilities and training infrastructure with instructors, as well as training financing, 2) at the organizing stage, the manager forms a recruitment team, finance team, facilities and infrastructure team, reporting team, as well as instructors as training implementers, where each team works according to the implementation training schedule, 3) at the implementation stage, instructors provide teaching, guiding, and motivating participants so that they are enthusiastic about participating in the training until the program is finished, then during the training participants are active and have the motivation to learn to increase skills in sewing, then sources and learning media are also in accordance with the needs and can be used properly by training participants, 4) at the evaluation stage, the manager carries out a learning evaluation at the end of the program in the form of questions and practice. in addition, managers also carry out program evaluations to see the effectiveness of the implementation of the program, participants also take a competency test organized by the center to obtain a professional certificate. The result of organizing sewing training is an increase in knowledge, skills, and attitudes that participants feel after attending the training.

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1. INTRODUCTION

Human resources are one of the factors that determine the success of a company or organization and even a country in achieving its goals. Human resource development is an investment. This is because human resources are company or organizational assets that must be maintained and developed so that they can make an optimal contribution to the sustainability of the company or organization (Bariqi, 2018). Indonesia's Human Development Index (IPM) in 2020 is ranked 107th out of 189 countries, this has resulted in Indonesia still lagging behind several ASEAN countries such as Singapore, Brunei Darussalam, Malaysia, and Thailand (Muluk et al., 2022). This index is an indicator to measure success in efforts to build the quality of human life. In its measurement, this index has three main indicators, namely: health, education, and economy. Where these indicators are then measured using three basic dimensions, namely: length of life, knowledge, and a decent standard of living.

The community's economic growth is said to be developing if the community has a decent standard of living and has income according to their needs. However, in reality a decent standard of living in Indonesia is still relatively low. Indonesia's economic growth is losing to Vietnam, whose economic growth is currently at 5.03%. One of the factors hindering Indonesia's economic growth is the low quality of human resources who have the competence to carry out development. The impact of the low quality of human resources is the higher unemployment rate in Indonesia. One of the areas in Indonesia that cannot be separated from the high unemployment rate is Subang Regency. The Central Statistics Agency for Subang Regency released the Open Unemployment Rate (TPT) in Subang Regency as of February 2021 at 8.92%, an increase of 1.21 percentage points compared to February 2020.

Education is one effort that can be taken in improving the quality of human resources and as an effort to reduce the high rate of unemployment. Based on Law Number 20 of 2003 concerning the National Education System, it is explained that the path of education in Indonesia is divided into three, namely formal education, non-formal education, and informal education. Training or training is part of non-formal education as an effort to develop human resource competencies in the field of education. Training aims to increase the knowledge, skills and attitudes of employees and to increase the productivity and quality of the organization or company as a whole (Kum et al., 2014).

Training activities are organized by government and non-government institutions in order to improve employee performance and the quality of Human Resources so that they are competent in their fields. One of them is the Regional Technical Implementation Unit of the Vocational Training Center (BLK) under the auspices of the Subang Regency Manpower and Transmigration Office which has the main task of carrying out some of the technical operational tasks of the service in the field of job skills training in the field in accordance with the policy of the head of the service (PERBUP Subang No. 61 of 2018). The UPTD BLK Subang Regency is the third best UPTD in the context of awarding the Vocational Training Award (PVA) in 2021 which was organized by the

Indonesian Ministry of Manpower. In carrying out their duties,

Based on the results of a preliminary study conducted by researchers in the sewing training program, it was found that the institution identified needs based on observations which were then submitted to the center, namely the Ministry of Manpower of the Republic of Indonesia. This training program is always of interest to prospective trainees every year, because the opportunities to work in the garment industry are very large, especially in Subang Regency. After obtaining approval from the center, the institution then recruits participants through online and offline systems where participants register through the official website

and submit the required documents to the institution. Furthermore, prospective participants will take part in a selection consisting of vocational tests and interviews, and participants who have passed are entitled to take part in the re-registration process and the opening of the training up to the competency test stage.

In supporting the training process, it certainly cannot be separated from the cooperation of each element in it. As a technical institution, the UPTD BLK Subang Regency has an organizational structure in which it consists of the Head of the UPTD, the Head of the Administrative Subdivision, and Functional Position Groups including recruitment, reporting, finance, facilities and infrastructure teams, to sewing instructors. The learning process in sewing training places more emphasis on practice than theory or 30% theory and 70% practice, bearing in mind that this training is competency-based training. The implementation of the entire training program receives subsidies from the central government so that participants can attend training activities for free. The institution conducts tests at the end of the training activities to see how far the participants understand the learning context that has been implemented. The institution also provides opportunities for participants to take a competency test held by the National Professional Certification Agency (BNSP). In addition, the manager conducts a program evaluation to review participants' opinions and suggestions regarding the implementation of the program both in terms of curriculum, facilities and infrastructure, and instructors. The institution seeks to bridge alumni to companies that need employees through the Office of Manpower and Transmigration in addition to its main task of organizing training. the manager conducts a program evaluation to review participants' opinions and suggestions on program implementation both in terms of curriculum, facilities and infrastructure, and instructors. The institution seeks to bridge alumni to companies that need employees through the Office of Manpower and Transmigration in addition to its main task of organizing training. the manager conducts a program evaluation to review participants' opinions and suggestions on program implementation both in terms of curriculum, facilities and infrastructure, and instructors. The institution seeks to bridge alumni to companies that need employees through the Office of

Manpower and Transmigration in addition to its main task of organizing training.

The sewing training program was held as an effort to minimize the unemployment problem. Based on interviews, one of the batch 1 sewing training participants revealed that many things were gained during the training, both in terms of knowledge and practice. Participants are able to practice the knowledge of sewing that they have acquired in everyday life and provide sewing services at home and get a good response in the environment where they live. This is in line with the results of Rahayu's research (2019, p. 97), that the problem of unemployment can be overcome, one of which is by increasing sewing skills which can help especially housewives to get economic income in their families through independent business. In addition, the results of the study (Gayatri et al., 2017)

One of the success factors for an institution in getting an award in the awarding of a vocational training award (PVA) is the proper management of the training program. Management or management is a process consisting of planning, organizing, directing or coaching, and controlling actions carried out to determine and achieve the goals set (Tanjung, 2020). determined through the utilization of human resources and other sources. Management of training programs is one of the studies in public education in the field of human resource development, so that the results of this research can be developed and become a reference for organizing sewing training programs and other training programs. Through proper program management, a program can achieve its goals, and training resources can be used effectively and efficiently. In addition, proper program management

and in accordance with the needs of the community will also greatly determine the results obtained or the changes that participants experience after attending sewing training. Training management is the management of organized training activities to achieve the objectives and benefits of the training program, in other words the achievement of program objectives depends on the program management. Appropriate program management and in accordance with community needs will also greatly determine the results obtained or the changes that participants feel after attending sewing training (Fadillah, 2018). This is in accordance with the opinion of Fadillah, et al (2018, p. 62) which explains that training management is the management of organized training activities to achieve the objectives and benefits of the training program, in other words the achievement of program objectives depends on the program management. Appropriate program management and in accordance with community needs will also greatly determine the results obtained or the changes that participants feel after attending sewing training. Training management is the management of organized training activities to achieve the objectives and benefits of the training program, in other words the achievement of program objectives depends on the program management (Elnaga et al., 2013).

2. METHODS

This study uses a descriptive qualitative approach with data collection techniques through interviews, observation, documentation, and triangulation. This is based on the research objectives which aim to describe, identify, and analyze how the management of the sewing training program in improving the basic competencies of trainees at the UPTD Occupational Training Center in Subang Regency is carried out by the training manager in organizing sewing training for participants. The research was conducted from 12 April - August 10, 2022 which is divided into three stages, namely: the pre-field stage, the field work stage, and the data analysis stage. Researchers use data analysis techniques with the Miles and Huberman models, namely data reduction, data presentation, and drawing conclusions and verification. The research was conducted at the Subang Regency Vocational Training Center UPTD, where the participants in this study can be described in the following table:

table. 1 Participants of Research

No	Participant	Amount
1	Sewing Training Program Organizer	1 person
2	Sewing Training Program Instructor	1 person
3	Participants in the Sewing Training Program Batch 1	3 people

3. RESULTS AND DISCUSSION

3.1. Sewing Training Program Planning

The planning stage of the sewing training program consists of indicators of human and non-human resources covering ten important points, namely:

- 1) Identify training needs

The planning stage is the initial stage in compiling a training design, especially in relation to identifying needs. This sewing training needs identification technique is based on observation based on situation analysis. Apart from being of interest to the public, sewing training is also based on broad job opportunities, because 70% of industrial companies are in the garment sector.

2) Setting program objectives

Program objectives are divided into general objectives and specific objectives. Training program is an activity that is planned deliberately and has goals to be achieved so that its implementation places more emphasis on certain areas of expertise and skills in a relatively short time. Managers in determining the objectives of the sewing training program, the manager refers to the guidelines for organizing sewing training programs from the Ministry of Manpower of the Republic of Indonesia. The aim of organizing the sewing program is that after attending sewing training participants are competent in sewing, especially adult women's clothing.

3) Training instructor

The training instructor is the main element in the implementation of the training. Sewing instructor at UPTD BLK Kab. Subang is a graduate of UPI's Bachelor of Fashion Design Education, has a methodology certificate, and has experience teaching at SMK

4) Trainee

The participant selection process based on the selection flow begins with prospective participants registering and accessing the training portal.kemnaker.go.id, then participants create an account on the Ministry of Manpower website and fill in their identity, then participants log in to the Ministry of Manpower portal with a registered NIK number and password. , complete the profile, and fill in the bio. Then the participants choose the desired institution and training program and upload the necessary documents such as ID cards, diplomas, passport photos, and other documents. After the participants upload the documents, then the participants download the registration form and bring it to the Subang BLK office, the participants will be selected through the completeness of the files, vocational tests, and interviews. Furthermore, regarding the results and schedule of the selection will be announced through the institution's social media.

5) Training curriculum

Curriculum development is divided into core competency units and supporting competency units. The core competency unit consists of materials related to health, safety and security (K3) procedures at work, maintaining sewing equipment, sewing with machines, finishing clothes with hand sewing, and pressing. Meanwhile, the supporting competency units include physical and mental discipline, building self-concept, building responsibility and commitment, building perseverance at work, productivity, and teaching industry. This is in accordance with the definition of curriculum according to Law Number 20 of 2003 that curriculum is a set of plans and an arrangement related to objectives, content, teaching materials, and methods used as guidelines in organizing learning activities to achieve a national education goal.

6) Training strategy

The sewing training strategy relates to the methods and techniques used in the implementation of activities. The training is 30% theory and 70% practice oriented

because the training is competency-based, besides that the instructors are also involved in preparing teaching strategies in the curriculum with the administrators.

7) Training time

The time allocation for sewing training according to the curriculum is 260 hours of lessons. This is in accordance with the instructor's opinion which states that sewing training is held for one month from Monday-Friday starting at 07.30-15.30 WIB. Implementation of training programs places more emphasis on certain skills or skills and is carried out in a relatively short time (Elias et al, 2000).

8) Preparation of training evaluation tools

The evaluation tool is prepared based on competency standards set by the institution. Evaluation of learning or what is referred to as a competency test is carried out twice, namely by the institution itself and by a team of assessors from the center (BBPLK bandung). The institution assesses the participants' knowledge and attitudes related to learning seen from their attendance and submission of assignments every day, while at the end of the sewing training program the institution carries out a competency test, namely with questions and practice. While the implementation of the competency test by the evaluation tool center is in the form of a test that includes questions on sewing practice and direct practice of making a product or part of a product such as collars, sleeves, and others.

9) Facilities and infrastructure

The institution prepares facilities and infrastructure, tools and materials for practice, training classrooms, and other program support facilities. As a fostered institution, for the procurement of materials and tools needed in the implementation of training comes from the center. Facilities and infrastructure are one of the influential elements in program management because their existence will greatly support the success of the training process (Siregar, 2018).

10) Financing

The source of the cost of organizing the training comes from the center, so that the training participants do not have to pay anything. Funding for the sewing training program, which includes office stationery (ATK), lunch for trainees, training uniforms consisting of two work clothes and one tracksuit, shoes, training modules, and other facilities. Financing is one of the things that influences training management because there are almost no educational efforts that require funding (Hidayah et al., 2022).

Based on the discussion related to the planning of the sewing training program, researchers can conclude that matters related to planning. Planning is an effort to determine and ensure the utilization of human and non-human resources so that can minimize waste and uncertainty in the process of achieving program objectives (Anyadike, 2013). Then, the researcher breaks down into ten important points based on findings in the field related to human resources which include instructors and trainees. While non-human resources include identification of training needs, program objectives, curriculum, strategies, evaluation instruments, facilities and infrastructure, and financing.

Organizing the Sewing Training Program

The training manager organizes training resources and their duties namely, the instructor has the duty to deliver material and provide instruction to the training participants, the recruitment team has the task of organizing and carrying out the selection of prospective training participants, the finance team has the task of organizing financing from the center to its implementation in the field, the team facilities and infrastructure have the task of procuring training rooms, tools and materials needed in organizing sewing training, and the reporting team has the task of preparing training certificates and attendance lists of participants and sewing training instructors. Then, the manager arranges a work schedule in accordance with the training schedule. Each team works according to their respective duties during the training, such as the recruitment team that works during participant selection, administration during training, and makes reports at the end of the program. Due to the large number of enthusiasts in the sewing training, the institution organized two batches of sewing training according to the approval from the Ministry of Manpower. The institution only provides basic level training because the training curriculum refers to the curriculum of the Ministry of Manpower and many participants do not know the basics of sewing.

Organizing is a process that involves managers in identifying activities, clarifying groups of activities, dividing tasks, delegating authority and establishing responsibility, and coordinating relationship of authority and responsibility (Von Krogh et al., 2012).

Implementation of the Sewing Training Program

Training implementation or implementation activities involve instructors and training participants. The sewing training implementation stage consists of three main indicators. The three indicators are the role of the instructor, the involvement of the training participants, and the use of media and learning resources.

1) Instructor Role

a. Delivery of training objectives and benefits

Before starting the lesson, the instructor will take attendance for the participants, then give apperceptions or ask how the participants are doing, then enter the topic of learning that will be taught at that time by explaining the purpose and benefits of studying this competency.

b. Teaching style

The teaching style depends on what is learned, if what is learned requires practice, then the instructor interacts more with the participants or applies the student center learning style. However, if the material emphasizes more on theory then learning is centered on the instructor, but there is still interaction with the participants. So that learning is also comfortable because the instructor also embraces the participants. The principles of effective learning are principles that have compatibility between the method and the learning styles of participants and the characteristics of the work required (Gilakjani, 2012).

c. How to motivate

The instructor's way of motivating participants is by giving enthusiasm, teaching wholeheartedly and telling successful training alumni who are already working in the company they want or who are entrepreneurs, so that the participants are excited to take part in the training until it's finished. The instructor provides motivation in class

by telling the training graduates who are already working which makes us enthusiastic about learning to sew, provides many new things and is very useful for us, the instructor also tells about alumni who are successful and have worked after attending this sewing training.

d. Learning climate

The instructor's way of building a conducive classroom atmosphere is by voicing jargon or yells with the trainees so that the participants are enthusiastic about learning. This opinion was also expressed by participants who stated that the instructor built a class atmosphere with yells, so that the training process was fun. An instructor must have the ability to master the material being taught, the ability to compose teaching materials (Handayani et al., 2020), the ability to choose and develop learning methods, the ability to use media and learning resources, the ability to manage classes, and the ability to communicate and build relationships with trainees.

2) Involvement of trainees.

a. Participant Activeness

The activeness of the participants during the training was very good, this can be seen from the participants who asked questions and also the presence of the participants. Participant involvement in the training process is one of the keys to successful training implementation.

b. Motivation to learn

The learning motivation of the participants to take part in the sewing training program was so that they could increase their skills in sewing so that they could work in the garment industry and open a business independently. Sewing skills are one of the important skills in everyday life, because they relate to human needs for clothing or fashion (Henry et al., 2019).

c. Attitudes and behavior of participants

The sewing training program there are rules or regulations that must be obeyed by the participants, but during the implementation of the sewing training, the participants are disciplined, polite, and comply with applicable rules, for example in terms of permits participants are expected to inform the instructor if they cannot attend the training, either due to illness or other emergency.

d. Interaction between participants

The trainees were friendly, kind, supportive to each other, even after the training was over our relationship was well established, at the beginning of the training because it was the first time sewing, if one of my friends didn't know how to thread, we would help each other. but the rest we focus on each other's work or assignments, but participants can adapt and get along well with other participants.

3) Utilization of media and learning resources a. Use of training modules

Instructors use training modules as learning resources. The training module is owned by each participant and in each module there are materials and learning evaluations that must be filled out by the trainees. In line with the opinion of the instructor,

b. Using a sewing machine

Sewing machines are used as learning media in practice. Each sewing machine has different characteristics, so participants will sit according to their absence until the competency test is on the same machine or they don't move seats because the characteristics of each machine that can understand are participants who use the sewing machine.

Implementation is the process of implementing aspects of planning and organizing which involve training resources to achieve program objectives (Wandersman et al., 2012). In this study, the researchers defined that what is meant by the involvement of training resources is the involvement of participants and the use of media and learning resources in the sewing training program held at the UPTD BLK Subang Regency. Utilization of learning resources and media is an effort to optimally use training resources (Okori et al., 2017).

Evaluation of the Sewing Training Program

Evaluation activities involve administrators, instructors, and participants. The evaluation stage is divided into three, namely evaluation aspects, evaluation tools or instruments, and evaluation procedures.

1) Evaluation aspects

a. Theory aspect (cognitive)

Evaluation standards refer to the standards of the National Professional Certification Agency (BNSP), evaluation aspects of sewing training are divided into theory, practice, and work attitude. This assessment or evaluation is carried out per competency unit, to see how far the participants have mastered the material, practiced it, and implemented it in attitudes. Based on the results of the interviews, the participants explained that there was an increase in knowledge after attending the training, especially about sewing. So that the knowledge and skills gained by the participants can be applied in everyday life and as a support for opening a business independently at home. Apart from that, the participants also explained that after attending the training they valued time more.

b. Aspects of work attitudes (affective)

Assessment of the attitudes and behavior of participants while participating in the training process is also an aspect that is assessed. The attitude aspect as a supporting competency unit greatly influences the mastery of material and practice, for example from the discipline of participants in submitting assignments, it is included in the attitude assessment. Then related to the attitude of the participants towards the instructor, as well as other participants, for example in cooperation, the liveliness of all is assessed.

c. Practice aspect (psychomotor)

One aspect that is more widely assessed is the practice or skills in applying the material when practicing sewing directly using a sewing machine. Participants will take a competency test with the output of a product such as a gamis garment, or certain clothing components such as a clothing collar. Therefore, this skill aspect is an

important aspect to be assessed because this training is competency-based which requires hands-on practice.

There are three aspects that can be observed, namely (1) cognitive aspects, to determine the level of mastery of the trainees on the material or knowledge that has been obtained and mastered which the manager calls the theoretical aspect, (2) the affective aspect, which shows the values and attitudes of the trainees which the manager calls the work attitude aspect, (3) the psychomotor or skill aspect, which is related to practical activities or the implementation of the material being taught which the manager calls the practical aspect (Alannasir, 2020).

2) Evaluation tools/instruments

Institutions use test and non-test tools in evaluating the implementation of sewing training. The test is in the form of questions and hands-on practice which is tested at the end of the training to see how far the participants have mastered the material and its implementation, which is also supported by an assessment of supporting competencies such as discipline which can be seen from the attendance list, cooperation, independence, and initiative. While the non-test is a questionnaire to see the participants' responses regarding the implementation of the sewing training program. Then, the instructor added that the evaluation test was oriented to theory and practice. Then as a support, the instructor also sees participant discipline, independence, cooperation, and participant initiatives during the learning process (Steinert et al., 2006).

3) Evaluation procedure

- a. Establish assessment standards Assessment standards refer to the standards of the National Professional Certification Agency (BNSP), where evaluation is carried out for learning evaluation and program evaluation. The standard of assessment in learning evaluation as previously explained is theory, work attitudes, and more practice. Meanwhile, in program evaluation, the evaluation standards are curriculum, facilities and infrastructure, training management/training management, and instructors.
- b. Measuring program implementation/ carrying out evaluation Learning evaluation is carried out at the end of the training to obtain a competency test certificate. Meanwhile, program evaluation is carried out after the program is completed, based on a questionnaire filled in by participants, and held in deliberation. The self-assessment is carried out at the end of the lesson through a competency test to test participants' knowledge and practice in sewing clothes, while for the manager's own attitude, it looks at the discipline in collecting assignments and attendance.
- c. Comparing the results of the evaluation implementation with the assessment standards The institution compares the results obtained in the field with the established assessment standards. If it is known that the value is below standard, the institution will follow up on it. Through the assessment carried out the instructor can see how far the participants understand the material being taught and compare whether the learning objectives have been achieved or not.
- d. Making decisions and following up on evaluation results Participants can be said to be competent which can be proven by high competency test scores so that they obtain certificates, whereas in program evaluation, if there is a deviation from the assessment results then it will be followed up. For example, if the instructor's score

is below standard based on the participant's assessment, then we will call the instructor for questioning regarding problems in the field. Participants who pass the competency test stage will receive a certificate as a mark of passing the competency test which can be used to apply for jobs or open a business independently.

Stages of monitoring or evaluation are divided into four steps, namely, setting assessment standards, conducting assessments, comparing results with predetermined standards, and making decisions and making decisions. corrective actions in the event of deviations regarding the results of the assessment and discrepancies with the things that have been planned (Yildirim et al., 2011).

4. CONCLUSION

Based on the findings and discussion regarding the management of the sewing training program in increasing the competence of the trainees, which starts from planning, organizing, implementing, and evaluating (Djibu et al., 2019).

First, planning a sewing training program involves organizers and instructors in preparing training resources, both human and non-human resources. In identifying training needs, the institution uses a situation analysis technique with observations because job opportunities in sewing are quite wide, especially in Subang Regency. The institution determines the objectives of the training program in accordance with the sewing training program guidelines of the Ministry of Manpower of the Republic of Indonesia, namely after participating in training the participants are competent in sewing, especially adult women's clothing. The program curriculum refers to standards set by the Ministry of Manpower of the Republic of Indonesia which are divided into core competency units and non-competence units or supporting competency units. The sewing training strategy places more emphasis on practice with a percentage of 30% theory and 70% practice. The implementation of the training is one month from Monday to Friday at 07.30-15.30 WIB. While the budget for training costs comes from the center, so participants do not need to pay registration fees. The institution has a finance team whose job is to organize the financing of the training program to its implementation in the field.

Second, organizing managers form teams/divisions. The divisions were formed based on the needs of program implementation, namely, the recruitment team which has the task of managing and selecting participants, the facilities and infrastructure team which has the task of procuring training facilities and infrastructure, the finance team which has the task of managing training financing, the reporting team which has the task of making certificates and recapitulating the attendance list of participants and instructors, while the instructor is in charge of delivering the material in class. The work schedule of each division adjusts to the training schedule. The institution provides two batches in 2022 because it sees the participants' interest in taking sewing training is very large,

Third, the implementation or implementation of training involves more instructors and participants. The instructor conveys the aims and benefits of the training, provides teaching that is easy for participants to understand with more emphasis on practice, provides motivation for participants to be passionate about learning, and builds a conducive and enjoyable learning atmosphere. The involvement of the training participants can be seen from the activeness of the participants in participating in training activities, their discipline in collecting assignments and attendance, besides that the participants also have high learning motivation, follow the

instructor's directions well and are able to adapt to the environment and fellow trainees. Then, on the use of resources and learning media for sewing training programs,

Fourth, learning evaluations are carried out by institutions to obtain certificates that can be used to apply for jobs and open businesses independently. This evaluation emphasizes the theoretical and practical aspects as well as work attitudes during the training process. Participants are also given the opportunity to obtain competency certification through a competency test organized by LSP BBPLK Bandung. In addition, the institution also conducts program evaluations through meetings to review the program's progress in the field, make improvements and increase the quality of the program based on the results of the questionnaire. The questionnaire was filled out by the participants to see the participants' perceptions of the curriculum, instructors, facilities and infrastructure, and the implementation of the program.

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