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## Training Program Management: Study of the Handmade Training Program at PKBM Rumpun Aksara

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ABSTRACT	ARTICLE INFO
<p>This research aims to find out and describe how the handmade training program is managed at PKBM Rumpun Aksara. This research uses descriptive research with a qualitative approach. The research location was located at PKBM Rumpun Aksara Panti Jember using purposive area techniques. The technique for determining informants uses Purposive Sampling. Data collection techniques use observation, interviews and documentation. The data validity checking techniques used are increased persistence, extended observations and triangulation in the form of source triangulation and technical triangulation. Data analysis uses Miles and Huberman's theory by collecting data, reducing data, presenting data, and verifying data. The research results show that planning activities in handmade training at PKBM Rumpun Aksara are carried out in a structured and systematic manner, starting from identifying needs, to making learning lesson plans, as well as determining the methods and media carried out by the training instructor. The activities for implementing the handmade training program have been running according to the plans that have been determined. Meanwhile, evaluation activities for handmade training include holding meetings with instructors to discuss program implementation. Meanwhile, evaluation of learning residents involves assessing the process, results, level of interest of learning residents and the impact of handmade training on learning residents. © 2023 UPI Journals and Publications Office</p>	<p><b>Article History:</b> <i>Submitted/Received 04 Nov 2023</i> <i>First Revised 20 Nov 2023</i> <i>Accepted 28 Nov 2023</i> <i>First Available online 30 Dec 2023</i> <i>Publication Date 30 Dec 2023</i></p> <hr/> <p><b>Keyword:</b> <i>Training Management,</i> <i>PKBM Rumpun Aksara,</i> <i>Handmade Training.</i></p>

## 1. INTRODUCTION

Unemployment or unemployment is currently a major problem in modern society (Sembiring et al., 2020), generally due to the size of the workforce (Anggoro, 2015) or people looking for work are not proportional to the number of job vacancies that absorb them (Ayuningtyas et al., 2018), as well as a lack of skills so they are inferior to workers who are more qualified and skilled (Wahyudi et al., 2023). So with these problems, non-formal education has a very important position in overcoming workers who lack skills (Hidayat et al., 2017). One way that can be used as a solution is to open various training programs or other things that will realize community welfare. One of the programs can be through PKBM (Community Learning Activity Center), which focuses on non-formal education. PKBM is a forum that accommodates people who want to continue their education and increase skills and abilities that they cannot access through formal education. PKBM itself is held with the aim of empowering the community so that they are empowered and able to follow current developments. Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System Article 26 paragraph (2) explains "Non-formal education functions to develop the potential of students with an emphasis on mastering knowledge and functional training as well as developing professional attitudes and personalities." This means that PKBM does not only develop academic knowledge, but also develops skills knowledge (Lukman, 2021).

Recently, the government has made innovations in the package C equality program in PKBM, including integrating package C equality education with training programs, or what is better known as Vocational-based Package C Equivalency Education. The Vocational Package C Equivalency Education Program is a form of secondary education service equivalent to SMA/MA at PKBM and is part of non-formal education with organized competencies and certified with a staff competency certificate. Vocational equivalency education is an educational program that is directed at skills, training, in certain training fields so as to produce output that is ready to work and can compete globally (Ramadhan et al., 2022). The activity process involves integrating training programs into equality education subjects. It is hoped that in the future all existing PKBM programs can integrate equality programs with training programs. The aim is that later, after students have participated in the Package C equivalency program, they will not only get a diploma but also a training certificate, where the training can be used to start entrepreneurship or look for work.

PKBM Rumpun Aksara, in order to provide the best results for its students, has implemented an equality program. Which There is by integrating with training programs, namely handmade training. Where the activity process complements the main program, namely equality. This handmade training is a complement to the equality program, and the two complement each other. Handmade training is the most popular training at PKBM Rumpun Aksara. This is the attraction and added value that makes students motivated to be enthusiastic about learning equality at PKBM Rumpun Aksara. So it is necessary to explore how the PKBM Rumpun Aksara institution manages a complementary program, namely

handmade training, so that it can contribute more to its main program, namely equality. This data mining will focus on how the handmade training program is managed, namely in relation to the planning, implementation and evaluation stages that the institution carries out. Based on preliminary studies, it is known that there is not much research that discusses and answers this, because previous research only discussed equality programs, not much has discussed additional programs carried out by institutions for equality education.

Based on this problem, the researcher is interested in conducting research with the title "Training Program Management: Study of the Handmade Training Program at PKBM Rumpun Aksara", Researcher want to know and describes how the management is carried out by the institution in order to manage the handmade training program within it, where the discussion is about planning, implementation and evaluation carried out by the institution.

## 2. METHODS

Qualitative descriptive is the research approach used in this research. Qualitative research is intended to explore events regarding things experienced by research subjects, such as behavior, perceptions and actions, in full (Sidiq et al., 2019) through descriptive language and words, of a special natural environment and by utilizing various natural methods. The approach used is a qualitative approach with the aim of obtaining in-depth and accurate research results regarding planning, implementation and evaluation (Isbianti et al., 2021). Qualitative research itself is more directed towards research conducted in depth on existing problems rather than looking at problems for generalization research (Heriyanto, 2018).

The place of this research is at PKBM Rumpun Aksara, precisely on Jl. PB. Sudirman Rt.02/ Rw. 04, Panti District, Jember Regency, East Java Province. Determining the research location uses the purposive area technique, where the purposive area technique is interpreted as selecting the research location based on the objectives and focus of the research. The research time carried out was eight months.

This research uses a purposive sampling technique in determining informants, where sample selection is based on certain considerations in collecting the data (Mustanir et al., 2018). The consideration in question is that the informant is considered to be the person who best understands and understands the management of the handmade training program at PKBM Rumpun Aksara, and can represent the entire population. As for the informants in this research, there are Key Informants, namely the head of the Rumpun Aksara PKBM institution, as well as two informants supporting the Rumpun Aksara PKBM Instructor.

Data collection techniques use observation, interviews and documentation techniques. Observation activities carried out consist of researchers visiting the research site directly and making direct observations regarding the research subjects. This process is carried out consistently from pre-research until the research is completed in order to obtain the desired data. The interview activities carried out were in the form of data mining regarding planning activities for handmade training, implementation activities for handmade training, as well as evaluation activities for handmade training. Meanwhile, documentation is carried out in the

form of documenting all activities that take place in research such as interview activities, handmade training processes and products produced, as well as collecting other documents that support research results.

The data validity checking techniques used are increasing persistence, extending observations, and triangulation in the form of source triangulation and technical triangulation. To increase the persistence of efforts carried out by researchers by re-reading the data obtained, and assessing whether the data that has been obtained is sufficient or not (Primasari et al., 2021). If the data is incomplete, the researcher will carry out research again to complete the required data. In extending the observation, the efforts carried out by the researchers were in the form of making a return visit to PKBM Rumpun Aksara and collecting data on informants who had been determined previously, namely the head of the PKBM Rumpun Aksara institution, as well as two training program instructors. The triangulation used is source triangulation and technical triangulation. In source triangulation, efforts are made in the form of asking the same questions from different sources, as well as comparing the interview results obtained from key informants with supporting informants, to see the suitability of the interview results given by the informants (Alfansyur et al., 2020). Meanwhile, in technical triangulation, efforts are made in the form of comparing data obtained from interview techniques with data obtained from documentation study techniques (Widyaksanjani et al., 2018).

The data analysis technique used uses the Miles and Huberman model of data analysis, namely Data Collection, data reduction, data display, and conclusion drawing/verification. Data Collection/ Data collection is carried out by observation, interviews and documentation (Jailani, 2023) at the PKBM Cluster Literacy institution. Data Reduction is an effort carried out in the form of filtering previously obtained data, including observation, interview and documentation data, then searching, extracting and simplifying the data (Putra et al., 2022) which is in accordance with the research topic, namely the management of handmade training programs. Data Display (Data Presentation) activities carried out in the form of presenting data in the form of descriptive text to explain research results in depth and easy to understand (Febriani et al., 2023). Data verification is carried out by analyzing the results of observations, interviews and existing documentation using theories that are in accordance with the existing problem formulation, then conclusions and findings will be drawn from the research that has been carried out (Susetyo et al., 2020).

### **3. RESULTS AND DISCUSSION**

Handmade training at PKBM Rumpun Aksara applies 3 management functions in implementing program management therein. Some of these management functions include planning, implementation and evaluation.

### a. Planning

The handmade training program at PKBM Rumpun Aksara carries out the program planning stages. The stages of handmade training program planning activities are (a) Identifying needs, this activity takes the form of observation activities, holding discussions with learning residents who discuss the type of training that will be studied, (b) Determining the type of training, this activity is carried out by voting by learning residents , (c) Determining training instructors, by bringing in expert resource persons, the selection comes from a system of friends who have abilities in their fields and can also come from teaching staff from the institution, (d) Determining the activity schedule, (e) Determining handmade training participants, where the participants handmade training has the same target students, namely citizens studying the equality program, because the learning system is integrated with the equality program, (f) Determining the time and place of training, (g) making a learning contract, (h) Making RKAS (School Activity Plan and Budget ), (i) Create learning lesson plans. Regarding determining learning methods and media, the person who determines this is the training instructor.

Based on the data analysis that has been carried out, the planning stages in handmade training are: planning is the process of designing activities that can be used to achieve institutional goals, both general goals and specific goals related to activities in preparing patterns, sequences and several processes in achieving these goals. There are seven main steps in training, namely (1) analysis of training needs and targets, (2) selection of training participants, (3) determination of training materials, (4) selection of instructors, (5) application of learning principles in training, (6) application of methods appropriate learning, (7) evaluation. This research is also supported by previous research, namely, Eka Aryani Safitri (2021) who wrote that the planning stage consists of determining the objectives, schedule and time of the training, determining the number of training participants and instructors, determining the criteria and requirements for training participants, preparing materials and facilities and infrastructure. which will be implemented. Furthermore, Restu Handayani (2017) also supports the planning stages of handmade training with similar discussion directions. Restu Handayani wrote that the planning carried out was in the form of preparing SKL, academic calendar and lesson schedule, syllabus and lesson plans prepared by the instructor.

Based on what has been explained, it can be concluded that in terms of the meaning of planning it is in accordance with what is in handmade training planning, namely suitability of processes, objectives and activities. Furthermore, regarding the steps in training expressed by Sondang P. Siagian where there are 7 training steps, this is also in accordance with planning activities in handmade training at PKBM Rumpun Aksara. Apart from that, the planning activities that have been described are also supported and in accordance with previous research in the research methods chapter, namely research by [Eka Aryani Safitri \(2021\)](#) and [Restu Handayani \(2017\)](#).

## **b. Implementation**

Implementation activities for handmade training have proceeded according to previously determined plans. Handmade training activities are held in the middle of the semester with 2-3 materials taught. The learning duration for the handmade training program takes approximately 2-3 hours, this duration is flexible according to existing conditions. The activities are carried out on Saturday or Sunday. The methods used in learning handmade training include lectures, direct practice, demonstrations and questions and answers. Meanwhile, the media used includes visual media, audio visual media, internet media, YouTube videos, computers and projectors. Regarding the tools and materials used, it is entirely necessary for the learning practice, the institution that provides it and by adapting the training materials taught.

Based on the data analysis that has been carried out, the implementation stages of handmade training function as activities to realize the performance or work appearance of human resources in implementing the program, with the resulting product being the movement of the institution in implementing the program according to the plan. The training process is divided into two activities, namely activities (1) presenting training material by the instructor using appropriate methods; and (2) training participants' learning activities in receiving training materials. Handmade training activities are also supported by previous research. One of them is research presented by [Restu Handayani \(2017\)](#) who revealed in his research that "Learning is carried out on Mondays, Wednesdays, Fridays and Saturdays. The methods used are instructional, face-to-face, small groups and independent assignments. "The learning media used include textbooks, modules, e-books, CDs and the internet." Based on this, it is known that Restu Handayani's research in the implementation section and implementation activities in this handmade training are in accordance with the content discussion and support from research in the implementation of handmade training at PKBM Rumpun Aksara.

Based on the analysis of research data that has been presented, it can be concluded that in terms of implementation it is in accordance with the implementation activities in handmade training. Apart from that, the implementation activities that have been described are also supported and in accordance with previous research presented by [Restu Handayani \(2017\)](#).

## **c. Evaluation**

The evaluation carried out on handmade training is carried out by holding discussions/meetings with the training instructor. This activity was carried out to discuss Implementation handmade training program starting from planning to evaluation and discussing obstacles in the handmade training process. The institution also carries out evaluation activities on learning residents, by conducting (a) an assessment of the learning process to assess the ability to practice the material that has been taught, (b) the results of learning activities in the form of craft products that have been made, (c) the level of interest



of learning residents in handmade training , (d) as well as the impact of handmade training for learning residents. The impact here is seen from the application of the skills that students learn in their daily lives, so that these abilities can become new businesses for students or products they make for personal use.

Viewed in terms of input, output and outcome, the input activities in this handmade training include training participants, instructors, curriculum, infrastructure and funds. Furthermore, the output of the handmade training program is students who become competent and have skills so that they provide benefits to existing companies or MSME industries in looking for employees in their companies. The short-term outcome of handmade training is the creation of quality graduates who have the characteristics of awareness, knowledge, attitude, skills and motivation. Meanwhile, the long-term outcome of handmade training is that students can apply the skills they have learned in their daily lives, so that these skills can become new businesses, so that they can have an economic impact on students and the products they produce can be used personally.

Based on the data analysis that has been carried out, the evaluation stage in handmade training, evaluation is an activity to collect and analyze data in order to find the level of achievement of goals or added value from activities. Furthermore, self-assessment is carried out on an ongoing basis. Assessment targets can include: 1) All management functions, from planning to program evaluation, 2) All components, processes, results and effects of a non-formal education program. Handmade training evaluation activities are also supported by previous research. One of them is research submitted by [Eka Aryani Safitri \(2021\)](#) which revealed that the evaluation stage carried out included assessment methods, assessment criteria and the results of the students' work." Meanwhile, [Restu Handayani \(2017\)](#) also stated in his research that the evaluation stages include formative evaluation, summative evaluation and final evaluation. Based on the opinions of previous research that has been presented, it can be seen that both of them support and are in accordance with the content discussion with handmade training evaluation activities at PKBM Rumpun Aksara.

Based on the presentation of research findings, the results of this research show that planning activities in handmade training at PKBM Rumpun Aksara are carried out in a structured and systematic manner, starting from identifying needs, to making learning lesson plans, as well as determining methods and media carried out by the training instructor. The activities for implementing the handmade training program have been running according to the plans that have been determined. Meanwhile, evaluation activities for handmade training include holding meetings with instructors to discuss program implementation. Meanwhile, evaluation of learning residents involves assessing the process, results, level of interest of learning residents and the impact of handmade training on learning residents.

#### **4. CONCLUSION**

The management of the handmade training program at PKBM Rumpun Aksara adopts three management functions, namely planning, implementation and evaluation. The planning carried out is structured and systematic, namely identifying needs, determining the type of training, determining instructors, determining activity schedules, determining training participants, determining the time and place of training, making learning contracts, making RKAS, making learning lesson plans, and determining the use of methods and media. carried out by training instructors. Program implementation activities have been running according to the plans made, namely carried out in the middle of the semester with 2-3 materials carried out for a duration of 2-3 hours, and implemented on Saturday or Sunday. The methods used include lectures, direct practice, demonstrations and questions and answers. Meanwhile, the media used includes visual media, audio visual media, internet media, YouTube videos, computers and projectors. Evaluation activities that take place in handmade training include holding discussions/meetings with training instructors by discussing the implementation of the handmade training program from planning to evaluation as well as discussing obstacles in the handmade training process. The institution also carries out evaluation activities on learning residents, by conducting (a) an assessment of the learning process to assess the ability to practice the material that has been taught, (b) the results of learning activities in the form of craft products that have been made, (c) the level of interest of learning residents in handmade training , (d) as well as the impact of handmade training for learning residents. The impact here is seen from the application of the skills that students learn in their daily lives, so that these abilities can become new businesses for students or products they make for personal use.

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