

## Management and Evaluation of Vocational Training Programs at the Ponorogo Regency Vocational Training Center (VTC)

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### Abstract

The issue of employment and a decent living is crucial. This is complicated by developing an increasingly global world with increasingly fierce competition. Training is a factor in the development of Human Resources (HR). The success of an activity program depends on the management and evaluation results of the training program. This research aims to analyze the management and evaluation of the Ponorogo Regency Vocational Training Center. This research was a descriptive study with a qualitative approach using observation, interviews, and documentation. The information is obtained first, then used sources and techniques to triangulate it before being presented for discussion. The results of this study stated that training management at the Vocational Training Center (VTC) includes: the training process at the Vocational Training Center (VTC) covers planning, organization, implementation, and evaluation. The evaluation results show that the training met all requirements and needs (antecedents phase), was effectively implemented (transaction phase), and produced good average test results for trainees (outcomes phase). This indicates the VTC's commitment to providing quality training with successful outcomes.

**Keywords:** Vocational Training Center, Training Management, Training Evaluation.

### 1. Introduction

Human resources are one of the main keys and have an important role in the country's development. The development of the manpower sector in the context of creating jobs and reducing unemployment, as well as the development of human resources (HR), is directed at the formation of professionals who are independent and have a work ethic and are productive [1], [2]. Employment development is a comprehensive effort in the framework of increasing the welfare of the workforce and the quality of employment plans [3]–[5]. As mandated in Article 27, paragraph 2 of the 1945 Constitution and until now, employment issues are still a fundamental issue for the government and other stakeholders because of their complexity. This is complicated by the environmental conditions of an increasingly global world development with increasingly fierce competition and the use of increasingly sophisticated technology, especially in the fields of communication, transportation and work productivity which poses a serious challenge to employment issues.

According to the Central Bureau of Statistics, the Open Unemployment Rate at the elementary school level was 2.64%, Junior High School was 5.02%, High School was 6.77%, Vocational High School of 8.49%, Diploma of 6.76%, and at the university level of 5.73% [6]. This is increasing along with the Covid-19 pandemic, which has caused the unemployment rate in Indonesia to increase. According to an article on the Kompas.com page obtained from the Indonesian Ministry of National Development Planning, the unemployment rate in Indonesia has increased by 3.7 people according to data from the Central Statistics Agency as of this August. It is stated that Indonesia's economic growth in the second quarter of 2020 was minus 5.32 percent. Organizing training programs to improve work-related competencies is one method local and federal governments can lower unemployment rates [7], [8].

Three factors cause an employee to have low or unsatisfactory performance, namely: (1) inability; (2) less need; (3) unfavourable conditions [9]. Furthermore, Romadin and yoto [2], [10] says that the need for skilled workers in the industrial sector is urgent. Middle-level skilled workers in new industries reached 30 percent of the total industrial workers 2015, around 13 million people. By the end of 2019, the portion of the middle-level skilled workforce in the industry is targeted to have increased by 45 percent. Since the 1990s, the share of the workforce in industries, specifically in the production sector, has remained strong. The portion is only around 12-13 percent of the entire workforce in the industry. If this condition continues, the impact will decrease industrial competitiveness.

Improving the quality of human resources is also based on development efforts in education and training [11]. Education and training can affect employee performance improvement [12], [13]. In the Law of the Republic of Indonesia, No.13 of 2003, article 1, paragraph 9 concerning Employment, job training is the whole activity of providing, obtaining, improving and developing work competence, productivity, discipline, attitude and work ethic at a certain level of skill and expertise by level and qualification of position or job. Identification of workforce needs can be interpreted as analyzing sources encouraging encouragement to hold job training and training [14]. The training consists of activities designed to improve one's skills, knowledge, and experience or change attitudes [15], [16]. Training is a critical component that aims to acquire the workforce to increase knowledge, abilities, and skills [17]. Training and development programs benefit prospective employees or employers [18]. The Development of Human Resources (Human Resources Development) through various skills training programs [19]. The existence of very tight competition in entering the business and industry needs serious attention for the unemployed/job seekers. The imbalance between the number of existing workers and available jobs is a new problem that needs to be solved, and a solution sought.

Job training not by industries needs can lead to new problems, namely the increasing number of unemployed. Unemployment is caused by a lack of compatibility between the quality of job seekers and existing job vacancies or because of areas where there are no job vacancies. This means that DUDI-oriented job training is a must to benefit various parties, both job seekers and labour users [20].

Based on the description above, the implementation of the training program, especially for the training program at the Ponorogo Regency Vocational Training Center, needs to be evaluated as it is known that the evaluation of training programs is the key to implementing an activity. Therefore, the success of an activity program depends on the management and results of the evaluation of the training program in managing the program/activity. In both formal and non-formal education domains, the aim of this research is to present an illustration of a high-quality competence development center.

**2. Research Methods**

The research method used in this study was qualitative descriptive, namely a writing that describes the actual situation [21], [22]. The research approach used in this research was qualitative research by describing reality correctly, formed by words based on techniques of collecting and analyzing relevant data obtained from natural situations. The location of research was carried out at the Vocational Training Center (VTC) in Ponorogo Regency, with resource persons from the VTC heads, instructors, and training participants.

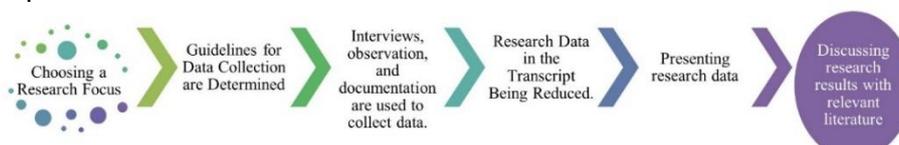


Figure 1. Flow of Research Application

The management of the training program, program implementation, and program assessment models were the three main areas of this study's focus. This evaluation procedure takes into account the anticipation, transaction, and results phases. The study was conducted in October 2020. The researchers used observation, interviews, and documentation studies as data collection methods in this study. Procedures used in data analysis included data reduction, presentation, and verification as show Figure 1. Researchers utilize a sort of validity known as "credibility validity" along with the strategy of triangulating sources and methodologies in order to ensure the validity of qualitative research data [13]. While triangulation of sources compares the research findings from at least three separate informants, triangulation of methods compares the research findings from each data collection method.

The information is obtained first, then used sources and techniques to triangulate it before being presented for discussion.

### 3. Result and Discussion

#### 3.1 Management of the Training Program at Ponorogo Regency Vocational Training Center

The outcomes of this research are shown in Figure 2 together with the arrangement of the training, its implementation, its evaluation methodology, and its outcomes.

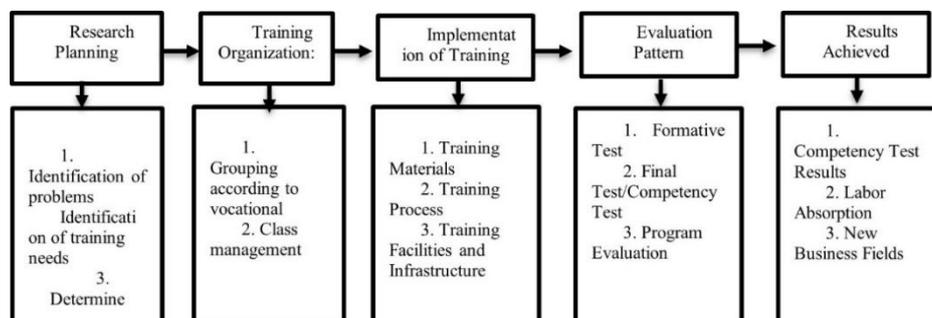


Figure 2. Management Model Systematics of Ponorogo Regency Vocational Training Center

Several stages of the training model consist of [23]: (1) Analysis of training needs (analysis to determine training requirements), (2) Design of the training approach, (3) Development of training materials (develop the training materials), (4) Conduct the training, and (5) Evaluate and update the training. Meanwhile, according to Terry and. Rue [24] management consists of (1) Planning or determining the goals to be achieved; (2) Organizing or grouping and determining various activities; (3). Staffing Determining human resource requirements, directing, screening, training, and developing the workforce; (4) Motivating or directing or channeling human behavior towards goals; (5) Controlling or measuring implementation. From the several opinions above, several management stages were taken, which were adjusted to the Ponorogo District Vocational Training Center, as follows:

##### 3.1.1 Training Planning

Planning is a significant key to management. The quality of the training will be seen from the existing planning. Training planning at Ponorogo Regency Vocational Training Center is carried out annually or when training will be held.

In planning the training, the first thing to do is to identify the needs of the labor market in the surrounding area, then identify the unemployment rate in the area. Next is competition in the job market, which is currently needed by the job market, and by seeing the community's interest in the training that will be held later. Identification of the data is done by looking at the surrounding conditions through survey activities. Organizers/managers, as program planners as a whole, are always guided by the existing rules outlined by the local government. Therefore, this planning is always oriented to the benefits, needs, and results to be achieved.

Analysis of training needs includes preparing curriculum components that will be used for all kinds of needs, preparing materials used during training, and planning the curriculum that will be used later. In addition, the work training center must select instructors who are in the training field and have competency certificates, as Felix [25] argued, emphasizing the importance of identifying training needs or determining training needs as the primary determining factor for training effectiveness.

Determining training needs includes critical matters such as determining curriculum, materials, training hours, teaching and learning processes, infrastructure, and training cost requirements. The existing curriculum refers to the Manpower and Transmigration Office and the Indonesian National Vocational Competency Standards (SKKNI). It applies to all Vocational Training Centers throughout Indonesia, and this is by Law No. 13 of 2003 concerning Manpower, which mandates that any training must be competency-based or based on the needs of the industrial world or the job market. The substance of the law is emphasized through Government Regulation No. 31 of 2006, and training programs must refer to the Indonesian National Work Competency Standards (SKKNI) with a competency-based

training pattern [23], [26]. Seeing that the basic abilities possessed by the participants/students in each Vocational Training Center are not the same, besides that the national curriculum does not yet reflect the needs of the local job market, a policy has been adopted to overcome this, that in order to meet the needs in the field according to the needs area, it is necessary to have a training curriculum that can meet the needs of the area.

### 3.1.2 Training Organization

The training organization is adjusted to the grouping according to vocational interest and class management. Classification according to vocational is carried out when registration is carried out. The organization of the training carried out by the organizers includes procedures for recruiting participants/students, improving the curriculum and syllabus, the need for equipment in training, and allocating training time according to the needs of the user (business/industry). The training organization is also one of the things that will determine the success of the training program, which can be seen from the quality of the training graduates and the absorption of training graduates in the existing job market, and the creation of independent businesses. The training organization groups and determines various essential activities and gives authority to carry out these activities [24].

### 3.1.3 Implementation of Training

The material taught by the training instructor includes general material, primary material, supporting material, and practical material. The learning/training process requires materials/materials for participants/students in the form of handbooks and practice guidelines that are sufficient and owned by each participant personally. This is very important considering that the training focuses on the skill/psychomotor aspect so that the practical material will determine the participants' readiness to face the future job market. The view of Priyanto [27] which claimed that the key elements of education and training are: curriculum, practice facilities, trainees, and trainers, is also supported by this.

The learning process is carried out in an orderly and disciplined manner every 08.00-14.00 every Monday to Friday for 30 days. As an instructor, in the teaching and learning process, using varied teaching methods according to the material to be delivered. Regarding learning practical material, the methods used by instructors are mostly lecture and demonstrative. This is because students/participants can learn how to do/practice well from the instructor. Discipline and job training are very influential in improving the performance of prospective employees [28]. In addition, order and discipline can also improve the performance of prospective employees/trainees [27], [29].

The learning facilities used during the training are teaching materials that are by the needs in the form of modules or dictates from the VTC itself, then all other facilities and infrastructure have been provided by the VTC. In implementing learning, VTC instructors have prepared teaching materials (modules) arranged according to the existing curriculum. In addition to meeting the needs of instructors in collecting/fulfilling the number of credits, the preparation of the module is also to facilitate/assist the participants/students in receiving training materials.

### 3.1.4 Training Evaluation

Evaluation in the teaching and learning process is carried out as formative pre-tests for participants when they participate in the training program. This initial test is intended to determine the initial abilities of students/participants. Thus, the steps that instructors must take in implementing learning strategies will be clear. In addition to these initial tests, the tests made/conducted by the instructor are summative tests and final practice, known as competency tests. The results of these tests will be used by instructors in determining graduation/success for students/participants while participating in the training program. This competency test can also be seen later whether the participant is competent.

### 3.1.5 The results achieved

The results achieved are expected by the training participants in participating in the training, namely passing the competency test with satisfactory results, employing a high percentage of the workforce from the resulting training, or being able to open new jobs or businesses so that they can open

new jobs. In addition, the participants who took part in the training also had a good impact on residents who could serve as role models for residents who had yet to find work. The output evaluated is the quality and quantity of students after experiencing the learning process [30]. Quantity is the number of students who complete the learning process in the Education program. At the same time, quality is the degree of change in student behavior, including the cognitive, affective, and psychomotor domains.

### 3.2 Evaluation of the Training Program at Ponorogo Regency Vocational Training Center

Evaluation of the training program can be reviewed by knowing the implementation of the antecedents phase, transaction phase, and outcomes phase in the training program at Ponorogo Regency Vocational Training Center [31]. From the antecedent aspect, the problem is that there is still no definite form in terms of the curriculum used, so training instructors must be able to improvise so that the curriculum applied is to the needs of the world of work today [32]. The trainees' readiness to participate in the training program mostly came from different educational backgrounds. Readiness of training instructors and readiness of training program organizers. From the transaction aspect, the problems that arise include the clarity of the training materials' objectives and the learning methods used.

The activities of the trainees in participating in the training process. The involvement/activity of the training participants is an important point so that the objectives of this training program are achieved. The implementation of the evaluation is also a concern regarding the test material being carried out, the examinees' readiness, and the testing team's readiness [33]. From the aspect of outcomes, the results of the competency tests carried out after the training program ended. Another problem is the need for more workplace management for graduates [34]. In improving the quality of industrial job training, participants, through training activities, certification, and work placements, must be by applicable laws and regulations [35]. So that it is not sure that these graduates will get a job even though they have received a training certificate from the VTC. According to the skills they have acquired, participants can utilize the certificate to pursue employment or start their own business [7], [36], [37]. This certificate is valid for three years following the participant's training. However, the distribution of work to the trainees is not guaranteed by the Work Training Center.

#### 3.2.1 Aspects of the Antecedents Phase

The results of evaluating the aspects of the antecedents phase can be seen in the description of the data in Table 1. In the aspect of the objective of the training program, there is only one indicator, namely the basis and objective of the training program is to provide skills to the community, community needs, and there are government regulations governing the implementation of training programs in [38]. The results showed that the objectives of the training program met the criteria for program implementation because the basis and objectives of the training program were to answer community needs, namely work skills [31].

Table 1. Results of the Antecedents Phase Evaluation

Aspect	Indicator	Results
Training Program Objectives	Basis and objectives of the training program	Providing skills provision to the local community
Organizer Readiness	Condition and completeness of infrastructure facilities	<ul style="list-style-type: none"> <li>• Adequate condition of buildings and rooms</li> <li>• The workshop and laboratory are neatly arranged</li> <li>• Practical equipment and materials are quite complete and adequate</li> </ul>
Instructor Readiness	Instructor educational background	<ul style="list-style-type: none"> <li>• VTC instructor education is S1</li> <li>• Having a certificate as an instructor</li> </ul>
Readiness of the training participants	The educational background of the participants	Identity data of training participants
Curriculum	Curriculum availability	according to the training curriculum
Training Funding	Management training management	The source of funding for the training program comes from APBN and APBD funds.

Aspects of the organizers' readiness include the infrastructure's condition and the infrastructure's readiness and completeness. The condition of the workshop space, which is neatly arranged, is also a factor for the comfort of the training participants in participating in learning activities in the workshop. The equipment and practical materials provided are also sufficient. The readiness and completeness of supporting infrastructure for the training program, which consists of study/practice room area, learning equipment, learning media, learning conditions, practice workshop conditions, availability of practical equipment, availability of practical materials, and other supporting infrastructure show results in a reasonably good category. Some of the equipment can no longer be used, for equipment that can still be repaired is still being used and re-functioned for training activities.

At first, the minimum education required to become an instructor was a bachelor's degree with a major in the field of expertise. Instructors must have a basic education certificate and continue with competent training in their field. Instructor readiness, namely the relevance of skills obtained by the expertise program being taught. Each instructor is responsible for helping manage the training program and maintenance of workshop facilities and field training equipment.

The educational background of the participants. Differences in the backgrounds of the training participants, such as educational background and age, also affect the training program's success. Participants in the training program have different educational backgrounds and ages. The educational background of the lowest participants was elementary school graduates, and the highest was a bachelor's degree. Apart from the participants' educational background, there is also the age of the trainees. A significant age difference, of course, dramatically affects the participants' level of understanding in receiving the training material. Educational background factors and the age of the trainees are things that influence the readiness of the participants to take part in the training [39].

The curriculum used is also divided into two types, namely, competency-based curriculum and community-based curriculum. The competency-based curriculum is a curriculum that refers to the Manpower and Transmigration Office and the Indonesian National Vocational Competency Standards (SKKNI), which are tailored to the abilities of the trainees. A community-based curriculum is a form of curriculum development that adopts a competency-based curriculum adapted to the abilities and circumstances of the local community. Law No. 20 of 2003 concerning the National Education System states that a curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and the methods used as guidelines for organizing learning activities to achieve educational goals.

Regarding funding management, the funds used are sourced from APBN/APBD. The funds are used to purchase training materials, equipment, and administrative costs for instructors and training participants. In the aspect of training management and funding, the researcher suggests that the division of rights of the training participants be better managed. Good management in any field can use the minor possible sources of funds to achieve maximum results [40]. The size of the funds is very relative, but what is most important is the fairness and optimization of the use of funds.

### 3.2.2 Evaluation of Transaction Phase Aspects

The results of evaluating the aspects of the transaction phase of training implementation can be seen in the description of the data in Table 2. The level of achievement of training materials is one of the factors that can influence the level of success of a training program. If the level of achievement of the material obtained is low, then automatically, the success rate of the training program is also low. The cause of the low success rate of the training program is that the training material provided has yet to reach the target according to the initial objectives previously set [33]. In this study, the results obtained on the indicators of material achievement achieved almost all of what was planned, starting from the introduction to the practice carried out.

The training activity aspect is used to see the training process carried out at the VTC for 30 days and the trainees' participation in theoretical and practical learning. The results of the training implementation process show the level of attendance in the good category, as evidenced by actively participating in the training from start to finish. For attendance results/attendance lists, training instructors are always present according to the schedule set by the training program organizers. The presence of instructors and trainees is significant for the program's success. Instructors and trainees are essential components for competency achievement.

Table 2. Results of Evaluation of Transaction Phase Aspects

Aspect	Indicator	Results
Material achievement level	Basis and objectives of the training program	Achievement of the material almost all of what was planned from the introduction to the practice carried out
Training activity	Training process	The training process went well for 30 days per type of training
	Attendance of participants	trainees actively participate in the training
Implementation of training	instructor presence	Instructors are always active and present according to schedule
	Clarity of material goals	The purpose of the material is clearly conveyed by the instructor
	Giving material	The material is delivered clearly from start to finish
	Training method	Practice and demonstration
	Educator knowledge	Educators' knowledge is very good because educators are competent in their fields
The learning process during training	Interpersonal interaction	Interpersonal interaction went well, participants and trainers exchanged ideas
	Final exam material	The final exam material is determined by the central training agency
	Barriers to program implementation	Some vocational programs are less interested

During the implementation of the training, the clarity of the objectives of the training material, namely, the instructor explains the purpose of each training material and the syllabus and training material that will be delivered and studied. The training instructor explained that the clarity of objectives of the training material was known and understood by the instructor and the training participants. When delivering training materials, the instructor provides simple examples of how the instructor helps participants when they have difficulty receiving the material and the portion between theoretical and practical learning. According to Elis [41] an instructor plays a crucial role in the implementation of a training program. The instructor must not only be an expert in the subject matter, but also possess the knowledge and abilities necessary to effectively teach the program's elements.

When giving/delivering training materials, the instructor plays an active role and understands the character and abilities of the trainees. Mastery of training material is an absolute thing that an instructor must own to deliver training material. Training methods are an essential component for implementing training objectives [42]. There are various types of training methods. The methods used are demonstration and hands-on practice with a small quantity of theory. With the proper training method, it is hoped that the objectives of the training program can be achieved. With the interaction between training participants, there will be an exchange of thoughts and opinions regarding the training material provided [43]. Discussions regarding learning materials will also occur if there is interaction between training participants. The final exam or evaluation in the form of a competency test has been carried out. Competency level assessment is carried out when participants have mastered/completed each training material provided and carried out after 30 days of training.

According to the results of interviews conducted by researchers with the Head of Ponorogo Regency Vocational Training Center, the obstacles in implementing the training program were that some vocational programs needed more interest. As a result, the minimum target to recruit potential participants still needed to be fulfilled. This is due to the need to disseminate information to every corner of the district. Besides that, the learning process is constrained by the limited availability of tools in several vocational competencies which impede the training process.

### 3.2.3 Evaluate Aspects of the Outcomes Phase

The results of the evaluation of the aspects of the outcomes phase can be seen in the description of the data in Table 3.

**Table 3.** Results of Evaluation of Outcomes Phase Aspects

Aspect	Indicator	Results
Participant competency test results	Test results of training participants were averaged	The average trainee is competent in training

The assessment of whether or not the trainees are competent is based on the instructor's subjective assessment based on the indicators the trainees must achieve. Training participants are declared competent if they have understood and completed the training material taught by the instructor. In addition, the training has also carried out a competency test after 30 days of training, which is enabled to obtain a certificate from the center. The system used in determining whether or not the trainees are competent is to complete the training materials individually [44].

**4. Conclusion**

The conclusions that can be drawn are: Training Management at VTC, training planning includes identifying problems, needs, and determining training needs. The training organization includes the grouping of trainees and the class management system. The implementation of the training includes management of materials, processes, and infrastructure. The pattern of evaluation includes formative tests, final exams, and competency tests, as well as program evaluation. The results achieved are the results of the competency test which is the absorption of labor and opening new business fields for job seekers. Evaluation of Job Training at VTC: the results of the evaluation indicators for training preparation all meet the requirements and are by the needs. This will support the evaluation of the implementation of the training, which will be good if it is carried out correctly. The results of the evaluation indicators for the implementation of the training are in a good category because they can be carried out properly according to the objectives, this will support the evaluation of the training. The training evaluation indicators' results with the trainees' average test results are included in the good category. With an average evaluation result in a good category, VTC graduates can meet the needs of the business and industrial world.

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