

MANAGEMENT OF WORK TRAINING INSTITUTIONS BASED ON THE NEEDS OF BUSINESS AND INDUSTRY IN IMPROVING THE COMPETENCE OF GRADUATES

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Abstract

This research is motivated by the rapid development of business and industry that demands a flexible and adaptive workforce to changes in technology and operational systems. The purpose of this research is to analyze and develop a management system of Job Training Institutions (LPK) based on industry needs in order to improve the competence and competitiveness of graduates. Using W. Edwards Deming's theory of Total Quality Management (TQM) and the PDCA cycle (Plan-Do-Check-Act), this study applied a qualitative approach. The results showed that training planning was conducted in a participatory manner with industry partners to identify competency needs, but still faced obstacles in adjusting to industry demands. Training implementation has been project-based and applicable, involving industry practitioners and strengthening soft skills, but not yet optimal. Program evaluation has involved external competency testing, although it is still internal and informal. Follow-up in the form of entrepreneurial assistance and alumni monitoring is carried out, but it is not yet systematic and sustainable. The main obstacles include limited facilities, instructor competence, and curriculum adaptation. In conclusion, industry needs-based job training management has a significant effect on improving graduate competencies, with the involvement of industry partners as a key success factor.

Keywords: Management, Training Institution, Graduate Competencies, Business World and Industry, Quality

Abstrak

Penelitian ini dilatarbelakangi oleh pesatnya perkembangan dunia usaha dan industri yang menuntut tenaga kerja fleksibel serta adaptif terhadap perubahan teknologi dan sistem operasional. Tujuan penelitian ini adalah menganalisis dan mengembangkan sistem manajemen Lembaga Pelatihan Kerja (LPK) berbasis kebutuhan industri guna meningkatkan kompetensi dan daya saing lulusan. Menggunakan teori W. Edwards Deming tentang Total Quality Management (TQM) dan siklus PDCA (Plan-Do-Check-Act), penelitian ini menerapkan pendekatan kualitatif. Hasil penelitian menunjukkan bahwa perencanaan pelatihan dilakukan secara partisipatif bersama mitra industri untuk mengidentifikasi kebutuhan kompetensi, namun masih menghadapi kendala dalam penyesuaian dengan tuntutan industri. Pelaksanaan pelatihan telah berbasis proyek dan aplikatif, melibatkan praktisi industri serta penguatan soft skills, tetapi belum optimal. Evaluasi program sudah melibatkan uji kompetensi eksternal, meski masih bersifat internal dan informal. Tindak lanjut berupa pendampingan wirausaha dan pemantauan

alumni dilakukan, namun belum sistematis dan berkelanjutan. Hambatan utama meliputi keterbatasan fasilitas, kompetensi instruktur, dan adaptasi kurikulum. Kesimpulannya, manajemen pelatihan kerja berbasis kebutuhan industri berpengaruh signifikan terhadap peningkatan kompetensi lulusan, dengan keterlibatan mitra industri sebagai faktor kunci keberhasilan

Kata Kunci: *Manajemen, Lembaga Pelatihan, Kompetensi Lulusan, Dunia usaha dan Industri, Berkualitas*

INTRODUCTION

Education is a primary need for everyone, in general, education will be obtained by a person since birth. Educational activities begin with the process of interaction or reciprocal relationships between one individual and another and also the environment that influences him, so that a person will find an object that becomes his life choice. Education contains learning about forming strong responsive behavior to new information throughout life because of the opportunity for events that will cause a response from learning and the consequences that will reinforce the response.

Good learning prioritizes the learning process of the learners rather than the wishes of the instructor. The instructor only facilitates the learning process. This agrees with the opinion of Arif (1986), in andragogy the instructor involves students in a process that is: (a) creating a suitable classroom climate that is conducive and supportive of the learning process; (b) creating joint planning that is parsitive; (c) identifying learning needs and formulating goals; (d) developing the design of learning activities; (e) conducting teaching and learning with methods and materials that are in accordance with learning objectives; and (f) evaluating learning outcomes. Instructors should strive to facilitate learning because adults already have sufficient experience, have the ability to set their own learning goals allocate their own learning time to evaluate their progress. In the application of andragogy, there are also some principles used to deal with situations that are in accordance with the learning process according to Marzuki (2009), the first situation is the appearance of the trainer. Second, the organization and selection of learning materials. Third, learning methods. Fourth, the management of the physical environment. In addition to the principles of andragogy learning, in the learning process there are several components in learning. These components will be interrelated. According to Hamalik (2007), there are several learning components including: objectives, teaching materials or materials, media, strategies and finally learning evaluation. Sri's LPK contains components of goals, learning curriculum, learning methods, learning media, and learning evaluation. Supriadi & Darmawan (2012), state that methodological ability is the ability of the instructor to understand and master, and implement several teaching methods, so that the learning process can be developed properly according to objectives. In addition to learning methods, media selection is also very important in the learning process.

LPK Melan is one of the vocational education institutions that has many partnerships with DUDI (Business and Industrial World) both at national and international levels. This can be seen from the LPK Melan website which has established relationships with several

DUDI partnerships. More than 20 national and even international companies, ranging from companies or factories, retail, banking and so on. On the other hand, the world of business and industry is experiencing rapid development, both in terms of technology, operational systems, and demand for a flexible and adaptable workforce. These changes require vocational training institutions to not only focus on achieving the quantity of graduates, but also emphasize the importance of quality through training that is aligned with the real needs of the industry. This includes updating the curriculum, improving the competence of teaching staff, providing adequate training facilities, and strengthening cooperation with industry.

Seeing these conditions, it becomes very important to examine further how the management of vocational training institutions can be directed to be in line with the needs of business and industry. With the right management strategy, LPK is expected to be able to produce graduates who not only meet industry standards, but also have high competitiveness in the midst of increasingly fierce labor market competition. From the above situation, the author is interested in conducting research on public relations management entitled “Management of Job Training Institutions Based on the Needs of the Business World and Industry in Improving Graduate Competencies at LPK Melan”. Etymologically, management comes from the word to manage which means to manage and organize. Each expert gives a different view of the limits of management, therefore it is not easy to give a universal meaning that everyone can accept. However, from the thoughts of experts on the definition of management, most of them state that management is a certain process that uses abilities or expertise to achieve a goal which in its implementation can follow the scientific flow and can also highlight the peculiarities or style of the manager in utilizing the abilities of others. Management is also the whole act of mobilizing a group of people or mobilizing all facilities in a collaboration to achieve certain goals effectively and efficiently.

This research uses the Theory of W. Edwards Deming is a statistician and management consultant from the United States who is famous for his contributions in the field of quality management and productivity, especially in the industrial world. His theory was very influential in the development of integrated quality management (TQM). The PDCA cycle can be called the Deming wheel or Shewhart cycle which is a major continuous improvement tool that describes a systematic and continuous problem solving approach used by Japan since the 1950s. To improve quality throughout the organization the PDCA approach is highly recommended by the ISO/TS 16949 quality assurance standard used by Norwegian first-tier suppliers in the automotive industry. The PDCA cycle for planning continuous improvement involves four steps: a) Plan This phase is not only about planning what to do, but also to identify and analyze problems to set performance targets as well as methods to achieve a target. b) Do The improvement plan can be implemented and formulated according to the schedule. In this “Do” phase all problems can be determined according to the improvement plan. There may be several potential causes for the actual problem. In this phase it is as important to understand what is not working as it is to know what is working. It is also in this phase that the continuous improvement team will

maximize its learning from experience. c) Check This phase is an important step in the PDCA cycle, where the data collected during the “do” phase is studied to evaluate the effects of implementation. Performance targets are created from the actual results after they have been evaluated and reviewed to match the expectations. This phase emphasizes the success of the planned actions in addressing the core issues and whether the root causes. d) Action The effectiveness of the implemented improvement issues needs to be confirmed in the previous phase and further work using valuable work in the right way, within a sustainable team of other relevant people. The potential for process standardization and enhanced learning relies heavily on the “action” phase to ensure that improved performance levels can be maintained to capture learning as work is done across all phases in the PDCA cycle.

METHODS

This research uses qualitative research methods. According to Sukmadinata (2009), qualitative methods are research to describe and analyze phenomena, events, beliefs, attitudes, and social activities individually and in groups. Qualitative methods are a collection of methods to analyze and understand more deeply the meaning of several individuals and groups considered as humanitarian problems or social problems Creswell (2015). In this study, researchers used qualitative research to be able to understand phenomena in a natural social context that describes social problems in a person from a behavioral point of view. In qualitative research, researchers analyze and after that report phenomena in an analysis of the results in the study. This research uses a descriptive qualitative method, which is an approach that aims to understand and describe in depth the phenomena that occur in the field. The main focus of this method is to interpret the meaning of the data obtained, not to test hypotheses statistically. The technique used in this research is purposive sampling. Purposive sampling is a sampling technique by determining specific characteristics that are in accordance with the research objectives so that it is expected to answer the problems in the study. In this study, data analysis techniques were carried out descriptively qualitatively, with steps such as Data Reduction, Data Presentation and Conclusion Drawing and Verification.

RESULTS AND DISCUSSION

Based on the results of interviews, documentation studies and observations about the Management of Job Training Institutions Based on the Needs of the Business World and Industry in Improving Graduate Competencies that in identifying competency needs based on local trends in the community has not been thoroughly carried out through direct approaches to the business world and industry. Meanwhile, the curriculum has been prepared referring to the Indonesian National Work Competency Standards (SKKNI) and standards from the Professional Certification Agency (LSP). Likewise, training standards

are set based on SKKNI and basic training needs, for example in the field of beauty suitable for women, especially housewives. B

Based on the results of interviews, documentation studies and observations about the Management of Job Training Institutions Based on Business and Industry Needs in Improving Graduate Competencies at Job Training Institutions (LPK), it was found that Do (Implementation) at LPK Melan uses project-based training (project-based learning) that is applicable and practical, with an intensive approach for 1-2 months for specific skills. Instructors come from industry practitioners, acting as active mentors. LPK also continues to improve facilities and training support facilities to meet work standards. The curriculum is run with a focus on mastering core skills and soft skills such as communication, work ethics, and time management. The materials are tailored to the real needs

Based on the results of interviews, documentation studies and observations about the Management of Job Training Institutions Based on the Needs of the Business World and Industry in Improving Graduate Competencies at Job Training Institutions (LPK), it was found that Inspection/Evaluation at Sri LPK is conducting exams through practical exams and assignments at the end of training, but there is no external competency test from LSP. In addition, there is no formal system for measuring satisfaction, but informal feedback from participants is used as a reference for program development. Meanwhile, evaluation is carried out internally through the assessment of the results of final assignments and practices, although it has not yet involved external parties or industrial partners as a whole.

Based on the results of interviews, documentation studies and observations about the Management of Job Training Institutions Based on the Needs of the Business World and Industry in Improving Graduate Competencies at Job Training Institutions (LPK), it was found that Follow-Up at Sri LPK is found in Further Curriculum Development which has not been carried out systematically, but there are plans for further curriculum development in line with community growth and participant needs. In addition, it is carried out through community networks and informal partnerships, especially to support small entrepreneurs in the field of beauty services. Program Adjustments Based on Evaluation The program is adjusted based on input from the community and alumni, although it has not gone through a formal and structured evaluation process.

DISCUSSION

LPK Sri's planning on Management of Job Training Institutions Based on Business and Industry Needs in Improving Graduate Competencies at the Sri Job Training Institution (LPK) has not fully identified competency needs through a direct approach to the business world and industry. The curriculum has referred to the Indonesian National Work Competency Standards (SKKNI) and Professional Certification Institute (LSP) standards, but adjustments to local needs are still limited. LPK Sri shows a limited planning approach, especially in terms of direct involvement with business and industry (DUDI). The curriculum has referred to SKKNI and LSP, but identification of industry needs has not been done comprehensively. In contrast, the Management Planning of Job Training

Institutions Based on the Needs of the Business World and Industry in Improving the Competence of Graduates at the Melan Job Training Institution (LPK) shows systematic planning through regular discussions and surveys of market needs with industrial partners. The curriculum is flexible, responsive to DUDI developments, and updated every six months. LPK Melan regularly discusses and surveys with industry partners to find out the skills needs of the job market. The curriculum is designed to be flexible and responsive to industry input, with a project-based approach and updated every 6 months to remain relevant.

The implementation of LPK Sri on the Management of Job Training Institutions Based on the Needs of Business and Industry in Improving the Competence of Graduates at the Sri Job Training Institution (LPK) implements practical training based on basic and community skills, but training facilities are still limited and not fully in accordance with industry standards. Curriculum implementation is not yet fully competency-based, especially in the aspect of soft skills and real work simulation. LPK Sri implements basic skills-based training with a community approach and entrepreneurial motivation. However, facilities are still limited and curriculum implementation is not yet fully industry competency-based, especially in the soft skills aspect. Meanwhile, LPK Melan implements applicable project-based learning, with mentors from industry practitioners, adequate facilities, and a focus on technical skills and soft skills that meet the needs of DUDI. While on the Implementation (Do) of LPK Sri on the Management of Job Training Institutions Based on the Needs of the Business World and Industry in Improving the Competence of Graduates at the Melan Job Training Institution (LPK) implementing project-based training (project-based learning) with an intensive duration of 1-2 months, involving instructors from industry practitioners. Training facilities continue to be improved to meet industry standards, and the curriculum emphasizes mastery of soft skills and core skills according to the real needs of the industry.

Evaluation of LPK Sri on the Management of Job Training Institutions Based on Business and Industry Needs in Improving Graduate Competencies at the Sri Job Training Institution (LPK), is carried out internally through practical exams and final assignments, but does not yet include external competency tests or the involvement of industry partners. Feedback is obtained informally without a formal system of participant satisfaction. LPK Sri conducts evaluation through practical exams and final assignments, but there is no external competency test from the LSP. Evaluation is still internal and informal, and does not yet involve industry partners as a whole.

In contrast, LPK Melan's Evaluation of the Management of Job Training Institutions Based on Business and Industry Needs in Improving Graduate Competencies at the Melan Job Training Institution (LPK) has conducted a more comprehensive evaluation by providing external competency test options, practical observations by instructors, and receiving input from industry partners and alumni in assessing training effectiveness. LPK Melan conducts evaluation through internal certification and external competency test options from LSP.

Evaluation is conducted regularly by instructors through practical observation, final tests, and feedback from participants and industry partners.

LPK Sri's Follow-Up on Management of Job Training Institutions Based on Business and Industry Needs in Improving Graduate Competencies at the Sri Job Training Institution (LPK), LPK Sri does not yet have a systematic curriculum follow-up system, but still receives input from the community and alumni informally. Partnerships are focused on supporting small entrepreneurs. LPK Sri has not systematically developed a follow-up curriculum, but there is a development plan as the community grows. Program adjustments are made based on community and alumni input, although they have not gone through a formal evaluation process. In contrast, LPK Melan's Follow-up on Management of Job Training Institutions Based on Business and Industry Needs in Improving Graduate Competencies at the Melan Job Training Institution (LPK) actively updates the curriculum based on evaluation results, industry trends, and input from partners. They also carry out entrepreneurial assistance, job distribution, and maintain active communication with alumni. LPK Melan actively updates its curriculum based on evaluations, industry trends, and input from partners and alumni. LPK also conducts entrepreneurial mentoring, job channeling, and monitoring the impact of training through active communication with alumni.

The obstacles of LPK Sri in the Management of Job Training Institutions Based on the Needs of Business and Industry in Improving Graduate Competencies at the Sri Job Training Institution (LPK), are curriculum mismatches with industry needs, limited facilities, and lack of instructor qualifications. Solutions include increasing cooperation with DUDI, increasing instructor competence, and gradual facility development. LPK Sri faces obstacles in synchronizing the curriculum with industry needs, limited practical tools, and not optimal instructor competence. Proposed solutions include building cooperation with industry partners, strengthening market research, improving facilities, and providing training and certification for instructors. LPK Melan's obstacles to the Management of Job Training Institutions Based on the Needs of Business and Industry in Improving Graduate Competencies at the Melan Job Training Institution (LPK) are facing challenges in responding to rapid industry changes and limited facilities. However, they have overcome this with regular curriculum updates, tool cooperation with industry partners, and instructor training/upskilling. LPK Melan faces challenges in adjusting to rapidly changing industry needs, limited facilities, and lack of industry experience in instructors. The solutions implemented are updating the curriculum every 6 months, cooperating with industry to borrow equipment, and involving industry practitioners and conducting instructor training/upskilling.

CONCLUSION

In general, job training management that is tailored to the needs of business and industry has a significant impact on improving graduate competencies. LPKs that implement structured planning, industry-based training implementation, objective evaluation, and

continuous follow-up show more optimal results in producing graduates who are ready to compete in the world of work. This proves that the involvement of industry partners in all managerial aspects of training is crucial in producing relevant and quality outcomes. Although in general the program has been running well, there are still challenges in terms of access to technology and digital infrastructure, which can affect the effectiveness of PMM implementation. Therefore, improvements in this aspect are needed to optimize the utilization of PMM in improving teacher performance and the quality of education in schools.

LPK Melan's planning has implemented training in a systematic and participatory manner with industry partners, so that it is able to identify competency needs appropriately. In contrast, LPK Sri still faces challenges in developing planning based on industry needs. The implementation of training at LPK Melan is more applicable and project-based, involving industry practitioners and strengthening soft skills. LPK Sri still focuses on basic training that is not fully in line with industry demands. Evaluation of training programs at LPK Melan is comprehensive, involving industry partners and external competency tests. Whereas at LPK Sri, evaluation is still carried out internally and informally so that the results are less than optimal. LPK Melan shows serious efforts in following up the training through entrepreneurial mentoring programs and alumni monitoring. On the other hand, LPK Sri does not yet have a systematic and sustainable follow-up system. Both LPKs face obstacles in terms of limited facilities, lack of instructor competence, and curriculum adaptation. However, LPK Melan has implemented solutions more systematically, such as regular curriculum updates and intensive cooperation with industry. LPK Sri still needs to strengthen these aspects in order to improve the relevance and quality of its training.

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