

COMPETENCY-BASED TRAINING CURRICULUM MANAGEMENT IN IMPROVING THE QUALITY OF GRADUATE TRAINING PARTICIPANTS

MARSANTO ¹, HANAFIAH ², R. SUPYAN SAURI ³ and IDA TEJAWIANI ⁴

^{1, 2, 3, 4} Universitas Islam Nusantara, Bandung.

Email: ¹marsanto@uninus.ac.id, ²hanafiah@uninus.ac.id, ³supyansauri@uninus.ac.id,

⁴idatejawiani@uninus.ac.id

Abstract

This research is motivated by the fact that training institutions have not implemented a competency-based curriculum optimally. The management of the training institution still views the PBK curriculum as merely document administration and the Training Institute has not implemented the PBK properly. In order for the output and outcomes of training participants to be better, there must be a commitment from training leaders and all stakeholders to improving the quality of training graduates through planning, organizing, implementing and evaluating. The purpose of this research is to find out the activities carried out in planning, organizing, organizing, implementing and evaluating training at BBPVP, the obstacles encountered and solutions to overcome obstacles. This research uses a qualitative approach based on the results of observations, interviews and documentation. This research uses the main theory, namely management theory from George Terry (Management Theory), Bettencourt (Education theory) and Suparno Eko Widodo (Training Theory). Research results show: 1) In planning is made to avoid the implementation of BBPVP activities, so planning is made in detail. 2) Deep The BBPVP organization fosters and guides in providing guidance, direction in ways of analyzing and solving problems in each assignment given by BBPVP; 3) Deep Implementation of BBPVP will motivate participants to do something if they feel confident they will be able to, believe that the work will benefit them; 4) Deep The evaluation carried out on participants is a stage to measure abilities as input for specific decision making; 5) The obstacles encountered are Improving the quality of graduates in its implementation does not always run smoothly because there are many challenges and obstacles that will be faced; 6) Solution, to overcome the problem is actualization of the basic values of quality commitment in carrying out tasks as a solution that can encourage the creation of a superior work climate or culture that can foster the courage to display creativity and innovation to be able to compete in the world of work/business world.

Keywords: Management, Training, Competency and Quality of Graduates.

INTRODUCTION

Management is the entire integrated process of managing organizational resources to achieve organizational goals. Management activities include planning, organizing, acting, controlling the resources owned by the organization to achieve organizational goals. According to Terry and Franklim in Jejen Musfah (2015:2) "Management is a process consisting of planning, organizing, activating and controlling activities carried out to determine and fulfill target results which are realized by the use of humans and other resources. According to Ginting (2011), the aim of management is to achieve organizational productivity through management (POAC) of the six targets, namely effective and efficient. The six target objects are known as 6 m: man, money, material (raw materials and auxiliary materials), method (work system), market, minute (time). Management needs to be implemented in the governance of educational or education

and training institutions in all aspects of education and training resources; so that the training objectives can be achieved. The management implemented in educational institutions is called educational institution management. According to Mulyasa, "The management of educational institutions will directly influence and determine whether the curriculum, various learning equipment, teaching time and the learning process are effective or not." Thus, efforts to improve the quality of educational institutions must begin with improving the management of educational institutions, as well as improving the quality of teachers and developing learning resources.

In Indonesia's national education system; known as formal and non-formal education. Formal education is structured education that has levels, starting from primary education, secondary education and higher education. Formal education according to Law no. 20 of 2003, chapter 1 states that formal education is a pathway education structured and tiered consisting of basic education, secondary education and higher education. Non-formal education includes educational institutions and training institutions that are outside formal educational institutions. Formal education uses study, exam and graduation schedules that have been set by the Ministry of Education and Culture. The learning period in formal education is relatively longer. Meanwhile, non-formal education such as educational institutions and training institutions have shorter learning times; with a more practical training program. In this research, non-formal education will only be discussed; especially discussing training institutions so that they are in accordance with the title and focus of the research being carried out.

There are training institutions that are managed by the private sector and those that are managed by government. Privately managed training institutions often use the name job training institutions; education and training institutions; training institutions and so on, which are best known by the name Job Training Institute or LPK. The training institution managed by the government is called the Vocational and Productivity Training Center (BBPVP).

Basically, training institutions must create and maintain the quality of training by implementing quality standards that can meet the expectations of the business world and the industrial world so that they can produce quality and appropriate graduates according to the needs of the business world and the industrial world. Quality means meeting the minimum standards set out need. In general, society will associate the quality of training institutions based on the results of graduates or graduate output or graduate output; which are related to attitudes, skills and knowledge, and which work is applied in the business and industrial world.

The function of training institutions is to provide education and training aimed at skilling (creating expertise); upskilling (increasing expertise); re-skilling (rearranging existing skills according to technological developments). It is stated in Law of the Republic of Indonesia Number 13 of 2003 concerning Employment, Chapter V, Concerning Job Training, in article 9, that "Job training is organized and directed to equip, improve and develop work competencies in order to increase abilities, productivity and welfare.

In Article 10 paragraph (2) it is stated that job training is carried out based on a training program that refers to work competency standards. Competence Work is an ability related to knowledge,

skills and attitudes that are useful for achieving productivity, effectiveness, efficiency and quality, which can be used to find work and work time.

In the national job training system or *sislatkernas*; there are components component important that has a direct influence on human resource competency; among others:

1. Government.

The government's role is as a policy maker related to training institutions, quality standards, accreditation standards for training institutions; coaching; supervision, publishing a competency-based national training curriculum. The curriculum issued by the Ministry of Manpower becomes Indonesia's national work standard which is also called the Indonesian National Work Competency Standard or SKKNI.

2. Training institute.

Training institutions are institutions whose role is to organize competency-based training by implementing the quality standards of training institutions.

3. National professional certification body or BNSP.

BNSP is an institution that has the role of conducting competency tests to provide competency certificates for those who have passed the competency test.

The role of training institutions is to provide education and training to provide trainees with knowledge; skills and work attitudes required according to work competency standards. Training institutions are part of an important chain in competency creation; because competency creation can be achieved through 3 stages; namely participating in competency-based training at accredited training institutions, participating in apprenticeship training (on the job training) in the business world, participating in competency certification organized by the Professional Certification Institute or LSP.

A training institution that has been accredited means that it has met the quality standards of the training institution. The quality standard for training institutions emphasized by the Ministry of Manpower is that training institutions must meet 8 quality standards, namely: HaveWork competencies with national standards or international standards or special standards; has a curriculum and syllabi, has job training materials, job training assessments, instructors and training staff, job training facilities and infrastructure, LPK governance, and finance.

The implementation of competency-based training delivered by accredited training institutions has the following stages: Training preparation, namely the process of preparing and planning training activities that will serve as guidelines for implementing competency-based training to achieve training objectives. Implementation of training is a learning activity in the form of interaction between trainers and participants by applying various training methods and techniques, as well as utilizing relevant training media tools to achieve training objectives. Implementation of training consists of training at training institutions or off the job training; assessments/assessments at training institutions; training in the workplace or on the job training; assessment/assessment in the workplace; and issuance of training certificates and/or

competency certificates. Competency Based Training Evaluation is a process to determine the level of success of a training program through collecting and processing data and information. Evaluation consists of monitoring and reporting.

In order for training institutions to implement competency-based curriculum optimally, the following must be taken into account:

1. All parties in the training institution, including management, instructors and administrative departments at the training institution, must have a good understanding of the Indonesian national work competency standards and training curriculum.
2. Training institution management must provide input on competency-based curriculum programs to instructors; administration department optimally.
3. Management must have a strong desire to implement competency-based curriculum optimally on an ongoing basis; so as to be able to produce competent graduate LPK output.
4. Instructors must be able to create and develop syllabi and learning materials based on the PBK curriculum.
5. Instructors are able to vary learning models and develop appropriate teaching materials and teaching methods; like a lecture; demonstration; simulation; discussion; task; project.
6. Instructors are able to carry out and develop forms of assessment and assessment instruments that can measure the competency of trainees both cognitively, affectively and psychomotorically based on the PBK curriculum.
7. Policy makers must be able to provide supervision of competency-based training curricula to training institutions.

From field observations, the author found the following problems:

1. The management, instructors and administrative departments do not yet have a good understanding of the SKKNI and competency-based curriculum.
2. The management of the training institution has not provided input on the competency-based curriculum program properly.
3. Training institutions have not implemented a competency-based curriculum optimally.
4. Management of training institutions still views the PBK curriculum as limited to document administration only.
5. Training Institutions have not implemented PBK properly.
6. The Manpower Department has not supervised the PBK curriculum optimally, what the Manpower Department does is still administrative, while the substance is not explored in depth.
7. The correctness of the contents of the PBK syllabus and training materials has not received proper attention.

8. There are still many instructors who have difficulty developing a syllabus based on the PBK curriculum
9. Training instructors have not been able to optimize their creativity in preparing learning materials and models.
10. Many trainees still do not understand competency-based training.

Based on the results of previous research conducted by Susilawati; Zulkifli; Agus from Jakarta State University who conducted research at the Karawang Job Training Center in 2011 where the results of the research showed that the implementation of the Competency Based Training Program at BLK had not been implemented well overall; because there are still several administrative requirements that have not been fulfilled, there are still limited infrastructure, number of instructors, and budget, resulting in limited capacity for competency-based training program participants; although there are other components that have been implemented well. In other research in 2015, research was conducted by M. Ihwanudin from Malang National Vocational School; Purnomo, Syarif Suhartadi from the State University of Malang who researched the implementation of PBK in the Engineering Implementation Unit or UPT Job Training Kediri where the research concluded that the implementation of PBK in the UPT job training was optimal, judging from the results of the competency test and implementation of PBK at the UPT Job Training Kediri.

Regarding the condition of human resources in Indonesia, based on data obtained from the Professional Certification Coordinating Board or BKSP Tulisarat quoted from the world economic forum; It was stated that Indonesia's workforce ranking for the 2017 – 2018 period was ranked 96th out of 195 countries in the world. Ranking 96 out of 195 countries indicates that the condition of the Indonesian workforce still needs to be improved. This is a big challenge for the country and components of the Indonesian nation to catch up. LPK as one of the institutions that operates in the field of HR training is one of those who is also responsible.

On the basis of everything outlined above; the author will conduct research related to competency-based curriculum management in improving the quality of graduate training participants; qualitative descriptive study on BBPVP Bandung and BBPVP Bekasi in improving the quality of graduate training participants for the following reasons:

1. Job Training Institutions are an important component for realizing national competence. Because through the training it provides, it can create superior human resources; Competent HR; can polish the social competence of formal education graduates. Thus its existence is very essential, crucial, meaningful and actual. It is said to be essential because the LPK population is large and is a place of learning that is born from the community. It is said to be crucial because the development of national-scale vocational education and training is being increased to create superior human resources, an advanced Indonesia. Increasing the implementation of competency-based training curricula is meaningful, because the large LPK population will significantly contribute to the development of regional and national human resource quality. It is said to be actual, because the issue of implementing a competency-based training curriculum is important for individual progress; nations and

countries which in reality are not yet optimal and must be optimized. So if it is not immediately researched and improvements made, it will become an obstacle to achieving a superior human resource creation program, a developed Indonesia.

2. Facts about the low level of competence of Indonesian workers. From the world ranking of workforce competitiveness from 195 countries; Indonesia is ranked 96th. This of course requires competency-based training and professional certification so that it can compete better on the national and world stage.
3. The existence of LPK as a training provider is an institution that bridges the LSP certification competency test, therefore it is very important to carry out research on its implementation.

Based on the various assumptions above and looking at these reasons, the researcher will try to get the answer by conducting comprehensive research on competency-based curriculum management in improving the quality of graduate training participants.

RESEARCH METHODS

The research method used is a qualitative method, this is in line with the main research objective, namely understanding and analyzing management CurriculumCompetency Based Training in Improving the Quality of Graduate Training Participants.

Qualitative research according to Bogdan and Taylor (Moleong, 2012: 4) is "as a research procedure that produces descriptive data in the form of written words or oral of the people and behavior observed." In line with the opinion of Nasution (2003: 5), "qualitative research is essentially observing people in their living environment, interacting with them, trying to understand their language and interpretations of the world around them." In this case, researchers will interact more with research subjects and observe various existing activities.

Data collection technique

To obtain accurate data and information, it is necessary technique data collection in accordance with qualitative research methods. The data collection techniques consist of interviews, observation and documentary studies.

1. Interview or interviews.

Interviews are a form of data collection technique that is widely used in qualitative descriptive research. Interviews were carried out orally in face-to-face meetings. Interview data collection techniques or Interviews are carried out through a dialogue process between researchers and participants or sources to obtain information. Interviews will be conducted in person structured and in-depth. Where each resource person is asked questions with the same points and order. In-depth interviews are used in qualitative research. In-depth interviews are a type of interview that is conducted face to face and uses a free interview method or without an interview guide.

2. Observation.

Observation aims to directly observe activities, in-depth field observations can be carried out by interviews to be able to double-check the information that has been obtained. Purpose of observation in qualitative research is to complement the interview method. With the help of observation, researchers can obtain more and comprehensive data.

3. Documentary studies; namely to explore data and information through documents that show training curriculum implementation activities.

Data Collection Instrument

The right instrument will influence the quality of the data and information collected. If the instrument is quality; data and the information obtained will be accurate. In this research, data collection techniques will be carried out in the form of interviews, observation and documentary studies.

Data analysis

This data analysis activity refers to theoretical references related to research problems, namely by taking the same information from various informants who are known to have honest and open characteristics. In qualitative research, "analysis is carried out continuously or interactively" (Milis and Haberman, 1984:24) starting from the initial data collected until the research ends.

RESEARCH RESULTS AND DISCUSSION

Competency-Based Curriculum Planning in Improving the Quality of Graduate Training Participants

Planning is important in determining the implementation of future training programs, how to do it, and who will do it, and when to do it. As a result of the researcher's observations, it seems that the planning model carried out at BBPVP is good because it always includes existing components, especially instructors. It is hoped that the instructor's participation will be able to complete future planning, because the instructor is the one who knows and will also carry out the training program.

From the flow of planning carried out, it shows that the planning process was carried out by paying attention to existing problems and needs, so that in future implementation it is hoped that there will be no difficulties because it is in accordance with the needs of the training program implementation.

The training section has a very important role in planning the training program each year. Various inputs for training program plans from instructors at BBPVP are used as references by the organizers to create activity program plans. From the results of interviews/observations that the author conducted, basically in making training program plans not all instructor input can be accommodated. The experiences/cases that occur and are experienced by the instructors are important and valuable input in planning the program for the following year. Realizing accurate

planning requires consideration before it is realized in the form of a plan, so it is hoped that future planning will truly be a realistic plan and can represent all parties involved in the training program.

The role of the instructor in this job training is very dominant, besides that in the learning process it is the instructor who really understands the conditions in the training. To ensure that there is good training that can meet the demands of the job market, it is necessary to plan a good, programmed training program that is in line with the demands of the job market.

Organizing a Competency-Based Curriculum to Improve the Quality of Graduate Training Participants

In general, curriculum development for training programs already has guidelines and evaluation materials for the implementation of training programs at the Center for Vocational and Productivity Training, but there is no documentary evidence of its development.

The material has been prepared previously by the training program implementer. However, it has not been developed or modified using training objectives compiled from analysis of information that reflects performance requirements. Before all training materials are used, they have not been reviewed, approved and determined. Training materials are developed with guidelines and structure that ensure consistent presentation and evaluation.

Training aids for program implementation are provided in the context of developing the training curriculum, learning for implementing the training program is carried out using training modules. The training material for implementing the training program is a list of points. The exam questions are in the form of pretest and posttest which will be answered by activity participants. Evaluation materials are carried out by taking grades both during theory and practice in training. Apart from that, in curriculum development there are evaluation materials and a documentation system in the form of photographs of activities implementing the Vocational and Productivity Training Center's training program.

Curriculum development has not been carried out because it is not supported by several supporting documents, this is because there is no special budget used for curriculum development. Apart from that, there is no special person who handles the training program. The Research Center for Vocational and Productivity Training, in making guidelines, training materials, training aids, case examples and program evaluation materials, was completely carried out by the Center for Vocational and Productivity Training. Therefore, the training curriculum development process can be carried out well.

Implementation of Competency-Based Curriculum in Improving the Quality of Graduate Training Participants

The implementation of the training program carried out by BBPVP is going well. Provision of activity facilities for the learning process has been provided in accordance with existing capabilities/funds. Having a theory room that is not far from the practice room will help in the learning process in training. From the results of observations and monitoring, it shows that the conditions of the learning place are very modern and conducive to carrying out training. The

training equipment used is very sophisticated and of national standard, the standard of large companies. For example, the tools used in automotive and manufacturing training already use company standard tools. The room has also been arranged to resemble the real situation when working, as seen in the well-designed housekeeping room. The language training is also equipped with audio equipment for each participant which will make it easier for participants to engage in dialogue and conversation.

The role of the instructor in training is closely related to the learning process because the instructor is the dominant role in implementing the training. Success in training will be determined by how the instructor provides learning to training participants. In implementing the training learning process, participants at BBPVP are guided by instructors who have competencies in accordance with the existing training program. In implementing the training, participants have carried out activities in accordance with the guidelines created by the organizers, including activeness in the learning process, motivation in learning, and participation in the learning process.

Evaluation of Competency Based Curriculum in Improving the Quality of Graduate Training Participants

Evaluation is a management function that has a very important role, with this evaluation it will be possible to know whether the implementation of the training program has been in accordance with previous plans or not. The purpose of evaluation is to measure program achievement, namely measuring the extent to which a policy can be implemented. The training program that has been implemented by the organizer will be evaluated for its implementation, as material for planning the following year's program. As the ultimate goal of training is to obtain training results in accordance with the objectives of the training program. To be able to find out to what extent the participants' ability to absorb the learning material in the training that has been delivered by the instructor can be known through learning evaluations. Evaluation of learning outcomes is the overall activity of collecting data and information, processing, interpreting and considering to make decisions about the level of learning outcomes achieved by students after carrying out learning activities in an effort to achieve the learning objectives that have been set. In carrying out the evaluation, the monitoring results show that all instructors have carried out evaluations in the teaching and learning process in accordance with existing provisions.

The results in the field show that the implementation of the evaluation is still carried out entirely by the instructor, namely evaluating the teaching and learning process, so that the results of the evaluation are still internal to the institution. If participants want to work abroad, they must take another competency test from abroad, this is to meet competency standards so that graduates can be recognized comprehensively, so in the future it is necessary to consider having a competency test conducted by an independent institution, including the National Certification Institute. Moreover, the Bandung/Bekasi Vocational and Productivity Training Center (BBPVP) is currently in the MEA which opens up opportunities for Indonesian workers to work abroad. In this way, national/international BBPVP training graduates will automatically have their existence recognized by workforce users.

Barriers to Implementing Competency-Based Curriculum in Improving the Quality of Graduate Training Participants

Training Curriculum

As a guide in learning for instructors is the training curriculum. The existing curriculum is a national standard curriculum issued by the Directorate General of Training and Productivity Development of the Ministry of Manpower of the Republic of Indonesia and applies at all Central Job Training Centers (BLKP) to Job Training Centers (BLK) throughout Indonesia. Seeing that the basic abilities possessed by training participants/students at each Job Training Center are not the same, besides that the national curriculum does not yet reflect the needs of the local job market (local users), to overcome this, a policy was taken, in order to meet the needs of local users. Field according to regional needs, it is necessary to have a training curriculum that can meet the needs of the region (according to the needs of third parties/users).

Training Participants

Student/participant evaluation of the organizers and instructors is very important for improving the next training model. Therefore, the implementation of the evaluation must be truly honest and without any manipulation, but sometimes to this day there are still participants/students who still feel that the implementation of the evaluation is not fair, it has been proven that there are still the same answers between students/trainees. With the explanation from the organizers regarding the implementation of this evaluation, student/participant awareness becomes increasingly visible, so that the evaluation from students/participants has led to a correct and honest evaluation.

Solutions to Facing Barriers to Implementing Competency-Based Curriculum in Improving the Quality of Graduate Training Participants

Training Curriculum

There are several things that are the basis for creating a local curriculum, as follows: "1) In accordance with the needs of third parties (users/companies) who collaborate with BBPVP; 2) Refers to the number of training hours and is adjusted to available funds; (3) Meeting the existing and urgent needs of the job market. The local curriculum is expected to meet urgent local (regional) needs. In realizing local programs, the role of the facilitator is very broad and strategic, because it is the facilitator who will carry out the learning activities.

Training Participants

Evaluation of training participants/students towards organizers and instructors is very important for improving future training models. Therefore, the assessment arrangements must be truly honest and not cheating, but sometimes to this day there are still students who still feel that the assessment is unfair, this proves that there are always questions between students/students whose answers are the same. With the organizer's explanation regarding the implementation of this assessment, student/participant awareness will become clearer, from which the student/participant evaluation has achieved a correct, quality and honest assessment.

CONCLUSION

Based on the research results, the process of implementing the training curriculum at the Vocational and Productivity Training Center (BBPVP), an institution/institution that organizes training programs for the unemployed/job seekers, is good, the results of the training can be absorbed by participants and the results of the training can be applied in the workplace as well. Able to compete in the world of job seekers according to their job placement as a result of when the participants were trained at BBPVP. The Vocational and Productivity Training Center (BBPVP) is very necessary in order to create a workforce that is skilled and ready to enter the market/world of work or for independent business

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