

# Competency-Based Training Model: Sewing Basic Clothes Training at the Great Hall of Work Training Development in Semarang, Indonesia

Noviasti Nur Laely Farecha  
 Universitas Negeri Semarang  
 Semarang, Indonesia  
[noviastinf@gmail.com](mailto:noviastinf@gmail.com)

Amin Yusuf  
 Universitas Negeri Semarang  
 Semarang, Indonesia

Joko Sutarto  
 Universitas Negeri Semarang  
 Semarang, Indonesia

**Abstract**-Education and training as one of the human resources development strategies needed to overcome the gaps in people who do not have the skills or skills to improve the quality of their lives. The implementation of the training program still needs to be done in-depth study to fit the essence of nonformal education and can answer all problems and do not eliminate the function of informal education properly. The purpose of this research is to analyse the competency based training model. The implementation of informal education is based on the perspective that non-formal education can be an opportunity for citizens who need skills or skills that have a long-term income generating orientation and without any charge, because the organizers of this training program are government and are financed entirely by the Government. Teachers and learning are tailored to the needs and potential of learning citizens. This study used a qualitative approach that was implemented at the Jakarta Training Development (BPPLK) of Semarang. Data collection techniques using interviews. Validity of data through source triangulation, while data analysis techniques include data reduction, display data, conclusion drawing/verification. The results of this research show that the competency based training model that is being supervised in the Department of Work Training Development (BBPLK) Semarang has stages of determining needs analysis before the training program is established, the recruitment system of training participants, training program planning, implementation of training programs, training control and training evaluation.

**Keywords:** *training model, competency based training, sewing base clothing*

## I. INTRODUCTION

Unemployment is backed by a lack of opportunities and employment opportunities available in the field. But the lack of opportunities and employment opportunities available is not a major factor for the high unemployment rate. The unemployment amount is recorded in 2019 as many as

7.05 million people or 0.71 percent of the population in Indonesia [1].

A fundamental problem is the lack of quality of human resources, in the form of knowledge, attitudes, and skills. This is a barrier, in the era of globalization as it is now that is the era of quality competition each individual is required to have the ability to be used to sustain his life [2]. The problem has already begun to overcome by improving the quality of human resources through various strategies. This is demonstrated by the increase of human development index data that is in the year 2017 to 2018 experienced 0.82 percent growth [3].

Preparing a workforce with coaching against unemployed graduates is a must. Preparing the manpower in accordance with the demands and needs in the field can be done, one of them by following a non-formal education program that is training [4].

According to Act No. 13 year 2003 article 1 Number 9 concerning employment, training is the whole activity to provide, acquire, improve and develop work competence, productivity, discipline, attitude and work ethic at the level of Special skills and skills according to the level and qualifications of the department. and employment [5]. Training is a short-term education process that uses systematic and organized ways and procedures [6]. The trainees will learn knowledge and skills that are practical for a particular purpose [7].

Since the start until the present time training continues to grow and evolve, training is conducted by various government agencies, private bodies, and other civic organizations. The development of training gave birth to simple training models to the complex model of training relies heavily on human culture (society itself) [8]. A training model is considered effective while being able to be based on the curriculum, approaches, and strategies that meet the needs of students' learning and the problems that occur in the midst of it. The special requirements must build an effective and efficient training model [9]. One of the training models of the competency-based training model is a working training model that focuses on

mastering the ability of work that includes knowledge, skills, and attitudes following the stipulated standards and requirements in the workplace [10]. Training by prioritizing competency into one step in fulfilling the needs of organization or system to prepare the personnel to be able to develop proficiency and skills following job guidance to achieving the job productivity according to the objectives [11].

The Great Hall of Work Training Development (BBPLK) Semarang is an institution that handles human resource development to improve the competency of society to be competitive. BBPLK Semarang as a working training institution has the mission of "creating competent workforce and having a high working ethic through work training, certificates, and partnerships". Sticking to the mission, BBPLK conducts various competency-based training programs. The training that was held by BBPLK Semarang Most of the interest in training on basic clothes sewing. This training can prepare the trainees to open their own business and can work in garment companies. People's interest in recent times over textile products is increasing, which is a good opportunity. Besides, with the increasing public needs of the matter, of course, also need human resources that have the competence to produce a quality product. Until BBPLK Semarang organizes training programs related to sewing. The purpose of this research is to analyze the competency-based training model at BBPLK Semarang.

## II. METHODS

This study used a qualitative approach that was implemented at BBPLK Semarang designed with a phenomenological perspective that utilizes natural settings. Qualitative research using the logic of this inductive approach starts from directing data collection to the informant and forms the information into certain categories or themes of the training model. Research focus refers to the competency based training model at BBPLK Semarang. The subject of research is the key informant that is the head of training, the main informant is instructor and additional informant of the trainees, head of BBPLK Semarang, administration staff of BBPLK Semarang.

The data collection techniques used are observations, interviews and documentation. Validity of the caller data uses the triangulation of the source and method. The data analysis techniques used in this study use the Miles and Huberman models, according to (Sugiyono, 2013) The Miles and Huberman models which are the analytical activities consist of three threads of activity that occur simultaneously namely Data reduction, data presentation, and withdrawal of conclusions or clarifications [12].

## III. RESULTS AND DISCUSSION

### A. Analysis of Basic Training Implementation

The training programs include three phases: training needs analysis, implementation of training

programs, and training evaluation. Training Needs Analysis (TNA) is the most important early stage in the training program for an organization [13].

Training need analysis is the first step of the planning function in training management to determine the necessary and urgent training needs by a given agency. When the process of determining the training needs is done carefully and in detail, the training program will run well and the training objectives can be achieved as expected [14].

The basic clothes sewing training in BBPLK refers to the basis of the training program, Regulation No. 8 year 2014 of the competency-based training implementation guidelines [15]. Where training refers to the national standard that is based on SKKNI (the standard of Indonesian national work competence). In addition, it also refers to the special standards obtained through TNA (training needs analysis) both macro and micro. Where macro scope analyzes the needs of human resources to be able to be competitive in the world of work while in micro scope is done on institutions relevant to the program to be held. The basis of the next training is referring to the international standard in Europe and Australia.

### B. Recruitment System of Training Participants Sewing Basic Competencies Based on Competency

The recruitment activities on basic clothing sewing training programs begin with the dissemination of information about the training that will be held. The spread is carried out through both print and online media to specific communities and groups. In addition to the dissemination of program Manager information also sets the method of recruitment and selection in assigning trainees. After the selection, the program Manager announces the results of the participants ' selection on the basic clothing sewing training program. According to Sudjana (1996) in Kamil (2012) ,the recruitment of trainees can be a key that can determine the success of the next step in training. In this recruitment the organizers set some requirements that must be fulfilled by the participants especially those relating to the characteristics of participants who can join the training [16].

### C. Training Program Planning

Tjokroamidjojo (1987) formulates planning into three concepts. First, planning in a broad sense is a systematic process of preparing activities that will be undertaken to achieve a specific purpose. Secondly, planning is a way of achieving objectives (which is interpreted by obtaining the maximum output) with the source available to be more effective and efficient. Thirdly, planning is the determination of the goal to be accomplished or to be done, how, when and by whom [17].

The training Program is prepared from the

administration of participants, namely Kroscek identity, and fulfilment of all administrative requirements as a requirement to be a trainee. The organizer sets the objectives, objectives, curriculum and syllabus according to SKKNI. The program Manager prepares tools, materials, methods, facilities, and infrastructures according to the Kuric and syllabus that will be used in the training program. Establish competent instructors in their field. Designing an evaluation instrument in the form of learning assessment instruments. The successful implementation of a plan, according to Faludi (1973), is influenced by the knowledge and skills of planners, resource availability, stakeholder roles and powers, as well as feedback and control. Planners should pay attention to their level of limitations and adapt their planning accordingly. This affects not only the final part of the planning process, but also the formulation of programs [18].

According to ministerial regulation No. 11 of 2013, the planned training programs include information on: 1) Setting objectives and objectives of training, 2) Assigning criteria, and requirements of trainees, 3) Setting the target group and the number of Trainees, 4) Curriculum Drafting and training syllabus, 5) Preparation of training materials (relevant to training purposes), 6) Establishing training methods, 7) Assigning training instructors (according to competence and qualifications), 8) Drafting Schedule of training (training time adjusted to the objectives, training materials and competency achievement of each participant), 9) Set a plan for evaluation of training programs, 10) Preparation of materials, facilities and training equipment, 11) Preparation of funding sources training [19].

### C. *Training Implementation*

The basic Clothes Sewing training program is carried out with two training systems, namely on the job training and off the job training. On the job training conducted in three criteria implementation of learning activities, namely independent learning, groups and structures. After on the job training, done off the job training. The process of implementation is the learning process in the classroom. Sudjana (2006) posited "the process of learning in training using strategies that cover approaches, methods, techniques and media [20]. According to ministerial regulation No. 11 of 2013, the stage of implementation is: conducting participants ' recruitment, conducting training, assessment of participants.

The implementation of a training program can be said to be successful if in the participant there is transformation, with increased ability in carrying out the task and behavior change that is reflected in attitudes, discipline, and work ethic. The precise teaching techniques used are highly dependent on the various considerations that they want to highlight, such as training program materials, the availability of certain facilities, the ability of participants and

trainers, and the principles of learning to applied.

### D. *Competency-Based Training Control*

Control is done about the planning aspects, organizing aspects, and implementation. Control implementation is implemented in the form of monitoring of activities ranging from preparation, implementation and training results. Some things that are observed in monitoring activities are monitored elements, monitoring officers, techniques and monitoring methods. Suherman et al (1988) explained that monitoring can be interpreted as an activity to follow the development of a program conducted steadily and regularly and continuously (Widiasih, 2015) [21].

Efforts to acquire the implementation of the plan following the planned management should prepare a program that is monitoring. It is aimed at obtaining facts, data, and information about the implementation of the program. Monitoring provides basic data to address issues. Data obtained during monitoring will be needed when evaluating to position the data to be used and expected to provide added value to the program.

### E. *Evaluation of training Program*

Each training implementation is always followed by evaluation activities, both the outcome and the process of education conducted. Three terms are often used in the evaluation, namely tests, measurements, and assessments. (Test, measurement, and assessment). Tes is one way to assess the magnitude of an individual's ability, i.e. through a person's response to the stimulus or question (Djemari Mardapi, 1999) in (Widyoko,2009) [22]. Test participant responses to many questions describe the ability in a particular field. Tests are the narrowest part of the evaluation.

Evaluation is conducted through assessment activities or assessment of learning both on the job training and off the job training to measure individual behaviour or work attitude and assessment of technical ability. Furthermore, it is issued a certificate of training that participants have done two training learning system and able to meet the competency standards that have been set according to SKKNI. Further evaluation in the form of competency test. If participants pass or meet the standards of competence then can obtain a certificate of competency that is declared competent by professional certification bodies or national bodies professional certification. If not graduated from the whole stage of evaluation and competency test, it is issued a certificate to repeat the deficiency of competence based on competency that must be mastered. The final stage is to report the implementation of competency-based training to related parties such as the Chairman of BPPLK, head of service in charge, district employment, Director General of Ministry of Manpower and Transmigration.

Three terms are often used in the evaluation, namely tests, measurements, and assessments. (Test,

measurement, and assessment). Tes is one way to assess the magnitude of a person's ability, that is, through one's response to the stimulus or question (Djemari Mardapi, 1999). Test participant responses to many questions describe the ability in a particular field. Tests are the narrowest part of the evaluation. Measurement can be defined as "the process by which information about the attributes or characteristics of thing are determined and differentiated" (Oriondo,1984) [23].

Thus, the essence of measurement is the determination of numbers about individual characteristics or circumstances according to certain rules. These individual circumstances can be cognitive, affective and psychomotor skills. The assessment has a different meaning to the evaluation. The Task Group on Assessment and Testing (TGAT) describes the assessment as all the ways used to assess

#### IV. CONCLUSIONS

##### *Conclusions*

From what has been shown in the results and discussion on the competency based training model at the Great Hall of Work Training Development in Semarang then can be concluded the following points :

1. Analysis is the first step in training management to determine the necessary training needs, Where training refers to the national standard that is based on SKKNI (the standard of Indonesian National work competence). In addition, it also refers to the special standards obtained through TNA (training needs analysis) both macro and micro. WHERE macro Scope analyzes the needs of human resources to be able to be competitive in the world of work while in micro scope is done on institutions relevant to the program to be held.
2. The recruitment activities on basic clothing sewing training programs begin with the dissemination of information about the training that will be held. The spread is carried out through both print and online media to specific communities and groups. In addition to the dissemination of program Manager information also sets the method of recruitment and selection in assigning trainees. After the selection, the program Manager announces the results of the participants ' selection on the basic clothing sewing training program.
3. The training Program is prepared from the administration of participants, namely Kroscek identity, and fulfilment of all administrative requirements as a requirement to be a trainee. The organizer sets the objectives, objectives, curriculum and syllabus according to SKKNI. The program Manager prepares tools, materials, methods, facilities, and infrastructures according to the Kuric and syllabus that will be used in the training program. Establish competent instructors in their field. Designing an evaluation instrument in the form of learning assessment

an individual's or group's performance (Griffin & Nix, 1991) [24]. Boyer & Ewel defines the assessment as a process that provides information about the individual student, about the curriculum or program, about the institution or everything related to the institutional system. "The process that provides information about each student, about the curriculum or programs, about the institution, or about the entire system of the institution" (Stark & Thomas,1994) [25]. Based on the above descriptions it can be concluded that the assessment or assessment can be interpreted as an activity to interpret the measurement result data. A very important identifying these training needs is a crucial factor and determining the effectiveness of training, as Smith and Basuni (2003) have emphasized the importance of identifying training needs or determining training needs As a major determining factor in training [26].

- instruments.
4. Control is done about the planning aspects, organizing aspects, and implementation. Control implementation is implemented in the form of monitoring of activities ranging from preparation, implementation and training results. Some things that are observed in monitoring activities are monitored elements, monitoring officers, techniques and monitoring methods.
  5. Evaluation is conducted through assessment activities or learning assessments both on job training and from work training to measure individual behaviour or occupational attitudes and assessment of technical skills. In addition, given the certificate of training that participants have performed two learning training systems and are able to meet the competency standards established according to SKKNI. Further evaluation in the form of competency test. If the participant passes or meets the competency standards, it can obtain an incompetent certificate of competency by a professional certification body or professional national certification body. If it does not graduate from all stages of evaluation and competency test, then the certificate is issued to repeat competency deficiency based on competence that must be mastered. The final stage is to report the implementation of competency based training to related parties such as Chairman of BPPLK, head of office in charge, district Labor, director General of the Ministry of Manpower and Transmigration.

#### ACKNOWLEDGMENTS

We would like to thank Prof. Dr. Fathur Rokhman, M. Hum, the rector of the State University of Semarang and Ir. Edy Susanto, M. M, the head of the Great Hall of Work Training Development in Semarang that has provided opportunities for researchers to conduct study Scientific.

#### REFERENCES

- [1] B. P. Statistik, "Keadaan Ketenagakerjaan Indonesia

- Agustus 2019.” pp. 1–20, 2019.
- [2] A. Hidayat and U. Sa’ud, “Model Pendidikan Dan Pelatihan Berbasis Kompetensi Bagi Widyaiswara Muda,” *J. Adm. Pendidik. UPI*, vol. 22, no. 2, pp. 23–38, 2015.
- [3] B. P. Statistik, “Indeks Pembangunan Manusia 2018.” 2018.
- [4] J. Sutarto, S. Edi Mulyono, and T. Joko Raharjo, “Design of Training Based on Needs to Improve Pedagogic Competence of The Tutors,” in *Advances in Social Science, Education and Humanities Research (ASSEHR), volume 66 1st*, 2017, vol. 66, no. Yicemap, pp. 102–107, doi: 10.2991/yicemap-17.2017.17.
- [5] R. Indonesia, “Undang-Undang Republik Indonesia No.13 Tahun 2003 tentang Ketenagakerjaan,” *Undang. No.13 Tahun 2003*, no. 1, pp. 1–34, 2003.
- [6] Sumantri, *Pelatihan dan Pengembangan Sumber Daya Manusia*. Bandung: Fakultas Psikologi Unpad, 2000.
- [7] Dadan Darmawan, “Penerapan Model Pelatihan On The Job Training (Magang) Dalam Pelatihan Otomotif Yang Di Selenggarakan Oleh Balai Pelayanan Pendidikan Nonformal Provinsi Banten,” *J. Chem. Inf. Model.*, vol. 53, no. 9, pp. 1689–1699, 2013, doi: 10.1017/CBO9781107415324.004.
- [8] W. Greinert, “Governance Models of Training for Employment: a European perspective,” *Res. Comp. Int. Educ.*, vol. 5, no. 3, pp. 251–260, 2010.
- [9] Jurotun, “Model Supervisi Akademik Terpadu Berbasis,” *J. Penelit. Tindakan Sekol. dan Kepengawasan*, vol. 2, no. 1, pp. 27–34, 2015.
- [10] T. Voiosu *et al.*, “Measuring trainee competence in performing endoscopic retrograde cholangiopancreatography: A systematic review of the literature,” *United Eur. Gastroenterol. J.*, vol. 7, no. 2, pp. 239–249, 2019, doi: 10.1177/2050640618817110.
- [11] Afandi, P. (2016). *Concept & Indicator Human Resources Management for Management Research*. Deepublish.
- [12] Sugiyono, P. D. (2013). *Statistik untuk Penelitian*. CV. Alfabeta Bandung.
- [13] Irianto, J. (2001). *Prinsip-prinsip dasar manajemen pelatihan*. Surabaya: Insan Cendekia.
- [14] Musfah, J. (2015). *Manajemen Pendidikan Teori, Kebijakan, dan Praktik*. Kencana.
- [15] Susilawati, S., & Zulfiati, Z. (2016). *Evaluasi Program Pelatihan Berbasis Kompetensi Di Unit Pelaksana Teknis Daerah Balai Latihan Kerja Karawang (Penerapan Model Evaluasi (CIPPO))*. JPTV-Jurnal Pendidikan Teknik dan Vokasional, 2(1), 38-45.
- [16] Kamil, mustofa (2012). *model pendidikan dan pelatihan*. Bandung: Alfabeta.
- [17] Tjokroamidjojo, B. (1987). *manajemen Pembangunan*. Haji Masagung.
- [18] Faludi, A. (1973). *A Reader in Planning Theory* Oxford.
- [19] Pendidikan, P. M., & Nomor, K. R. I. (2013). *Tahun 2013. Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum*.
- [20] Sudjana, D. (2006). *Evaluasi Program Pendidikan Luar Sekolah: Untuk Pendidikan Nonformal dan Pengembangan Sumber Daya Manusia*. Bandung: Remaja Rosdakarya.
- [21] Widiasih, E., & Suminar, T. (2015). *Monitoring dan Evaluasi Program Pelatihan Batik Brebesan (Studi di Mitra Batik Desa Bentar Kabupaten Brebes)*. *Journal of Nonformal Education*, 1(1).
- [22] Widoyoko, E. P. (2009). *Evaluasi program pembelajaran*. Yogyakarta: pustaka pelajar, 238.
- [23] Oreondo, L. L. (1984). *Evaluating educational outcomes*. Rex Bookstore, Inc.
- [24] Griffin, P. J., & Nix, P. (1991). *Educational assessment and reporting: A new approach*.
- [25] Stark, J. S., & Thomas, A. (Eds.). (1994). *Assessment and program evaluation*. Simon & Schuster Custom Pub.
- [26] R. J. Riding and E. Sadler-smith, “Cognitive style and learning strategies : some implications for training design,” *Int. J. Train. Dev.*, vol. 1, no. 3, pp. 199–208, 1997.