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MANAGEMENT OF THE GARMENT SEWING TRAINING AT THE DESSY COURSE AND TRAINING INSTITUTION (LKP) SEMARANG

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Abstract: *The implementation of training programs requires systematic management to support the achievement of training objectives, but in practice the implementation of management in some institutions is not optimal. Some institutions simply conduct training without structured and systematic management. This study aims to identify and describe training management, which includes 1) planning, 2) implementation and 3) evaluation of training at LKP Dessy. The research design is qualitative and the respondents are executives, trainers, administrators and students. Data collection methods included observing, interviewing, and documentation. Verify data validity by triangulating sources and methods. The data were analyzed using an interactive model that includes data reduction, data presentation, and drawing conclusions. The results showed that LKP Dessy's training management involves 1) Planning includes identifying program managers and support staff, determining: objectives, teaching materials, learning methods, media and tools, evaluation, time and place of training, training instructors, preparing activity plans and schedules, and preparing activity budget plans. 2) Training implementation includes recruiting trainees by distributing brochures and selecting trainees through administrative selection and interviews. The training is conducted using lecture and practical learning methods in accordance with the material presented, and the training is evaluated using daily assessments and competency tests. 3) Evaluate training programs by reviewing skill levels, trainers and program managers, facilities, systems and procedures, and training results. Implementing evaluation at LKP Dessy through discussions between managers, staff and trainers. There is no structured and systematic evaluation in the implementation of evaluation at LKP Dessy.*

Keywords: *Courses and Training Institutions, Garment Sewing, Training Management.*

Abstrak: Pelaksanaan program pelatihan memerlukan manajemen yang tersistem guna mendukung ketercapaian tujuan pelatihan, namun pada praktiknya pelaksanaan manajemen pada beberapa lembaga belum maksimal. Beberapa lembaga hanya melaksanakan pelatihan tanpa adanya manajemen yang terstruktur dan sistematis. Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan manajemen pelatihan yang meliputi 1) perencanaan, 2) pelaksanaan, dan 3) evaluasi pelatihan di LKP Dessy. Metode penelitian yang digunakan adalah deskriptif kualitatif, informan penelitian meliputi pimpinan, instruktur, pengelola, dan peserta didik. Metode pengumpulan data dilakukan dengan cara observasi, wawancara, dan dokumentasi. Uji keabsahan data menggunakan triangulasi sumber dan teknik. Data yang diperoleh kemudian dianalisis dengan model interaktif yang meliputi, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa manajemen pelatihan di LKP Dessy meliputi 1) Perencanaan pelatihan meliputi menetapkan pengelola dan staff pembantu program, menetapkan : tujuan, bahan ajar, metode pembelajaran, media dan alat

bantu, evaluasi, waktu dan tempat pelatihan, instruktur pelatihan, menyusun rencana kegiatan dan jadwal, serta menyusun rencana anggaran kegiatan. 2) Pelaksanaan pelatihan meliputi rekrutmen peserta pelatihan yang dilakukan dengan penyebaran pamflet serta seleksi peserta melalui seleksi administrasi dan wawancara. Pelaksanaan pelatihan menggunakan metode pembelajaran ceramah dan praktik sesuai dengan materi yang disampaikan, dan penilaian pelatihan dilakukan dengan penilaian harian serta ujian kompetensi. 3) evaluasi program pelatihan dilakukan untuk uji standar kompetensi, instruktur dan pengelola program pelatihan, sarana dan prasarana, system dan metode, serta keluaran pelatihan. Pada pelaksanaan evaluasi di LKP Dessy menggunakan evaluasi dengan cara diskusi antara pimpinan, staff, dan instruktur. Belum ada evaluasi yang terstruktur dan sistematis dalam pelaksanaan evaluasi di LKP Dessy.

Kata-kata Kunci: Lembaga Kursus dan Pelatihan, Manajemen Pelatihan, Menjahit Garment.

INTRODUCTION

Training is a process of activities that improves knowledge, attitudes, and skills (Singerin, 2022). Edwin B. Flippo, cited by Kamil (2012), argues that training is an action to improve a person's knowledge and skills to perform certain jobs. Therefore, education has an important role to play in developing the knowledge and skills of students in accordance with the required competencies, as a provision for students to develop themselves and compete in the workplace. Therefore, training management is required as a systematic effort to optimize all components of training so that training objectives can be achieved effectively and efficiently (Suminar et al., 2021).

Management is from the word "to manage", which means to organize or take care of. Organizing what is meant here is an arrangement that is carried out in accordance with the process and functions of management. John & George (2011) cited by John Suprihanto (2014) defines "management is the planning, organizing, leading, and controlling of human and other resources to achieves organizational goals efficiently and effectively". Management is a process of planning, organizing, directing, and controlling to achieve an organization's goals effectively and efficiently. For this reason, in this study, management can also be referred to as management by means of management functions.

Training Management is a system of

training processes that are managed based on various procedures and activities (Jannah, 2016). Sudjana (2007) explains that the training management process begins with training needs analysis, training program design, implementation and evaluation. The management function in training includes planning, implementation, and evaluation activities (Kamil, 2012). In this research, the training management that will be used will include the planning, implementation, and evaluation of the training activities.

Planning comes from the basic word "plan" which means to make a design, in the science of educational management, planning is defined as preparation for making a decision in the form of steps for implementing a job that leads to the achievement of certain goals (Jaya, 2019). Training program planning is the activity of planning the overall training program before the training is implemented (Sutarto, 2013). In planning activities, the purpose and steps that will be taken to achieve previously established goals. Essentially, the purpose of training is to create changes in behavior and mastery of expected skills (Landa et al., 2021). In the training planning stage, (Mujiman, 2009) states that there are 9 (Nine points) in training planning activities, including: 1) determining the manager and support staff of the training program; 2) training objectives; 3) training teaching materials; 4) the methods to be used; 5) training aids; 6) determining how to evaluate the training; 7) the place and time of the

training; 8) training instructor; 9) developing a training plan and schedule, and calculating the required budget.

The second stage of training management is the implementation of the training. According to Sudjana (2007), training implementation includes selecting trainees, conducting initial assessments of trainees, implementing training programs, supervising and monitoring training programs, and conducting final assessments of training program participants. Implementing training is a learning process in which facilitators deliver materials to trainees (Kamil, 2012).

The final stage of training management is evaluation. Putro in Hafid (2020) defines evaluation as a systematic and ongoing process of collecting, interpreting, and presenting information about a program to inform decision-making and subsequent programs. Evaluation aims to obtain appropriate information as a consideration for decision making about the input component of the program, program implementation leading to activities, and decisions about the outputs involving the results and impacts of program activities, whether the program is in line with the expected goals (Kamil, 2012). In this case, training evaluation activities based on the Regulation of the Minister of Manpower and Transmigration No. 11 of 2013 include material evaluation activities, evaluation of instructors and training personnel, evaluation of facilities and infrastructure, evaluation of systems and methods, and evaluation of training results.

The implementation of the training program can be said to be successful when there is a process of transformation in the trainees, both in terms of increasing skills and changes in behavior that are reflected in attitudes, discipline and work ethic (Elizar & Tanjung, 2018). One of the courses and training activities is carried out by the private educational institutions, namely the LKP or the Course and Training Institution. LKP Dessy is one of the courses and training institutions

engaged in garment sewing which is located at Jl. Lemah Abang-Bandungan Km 0.2 RT 01 / RW 07 Sikunir, Bergaslor Village, Bergas District, Semarang Regency. In support of the government's efforts to overcome unemployment, LKP Dessy contributes to the improvement of human resources by giving training in garment sewing. After the training program is completed, the students are placed at DUDI partners.

From the very beginning until today, the number of participants who have taken part in the sewing courses at LKP Dessy has remained high. The community's interest in taking courses and training in sewing at LKP is high. This is because LKP Dessy, as a course organizer, not only provides skills to the community, but also distributes graduates to the world of work, to DUDI and partner institutions. This is also an advantage for LKP Dessy as a course and training organizer. In addition, the trainees are provided with living and eating facilities, especially those who come from outside the region.

The results of previous research searches, there are several studies conducted to examine training management, including that conducted by Herlinda et al., (2017) on the training management of Delivery Training in Improving the Life Skills of Learning Citizens at Courses and Training Institutions. This study aims to describe training management in improving citizens' life skills. Kristanti (2020) on the management of the sewing training program during the Covid 19 pandemic at UPTD Balai Latihan Kerja Disnaker Semarang City. Purwanti & Juli (2023) on strategic management at Dessy course and training institution (LKP) Bergas district. Based on the results of these studies, although there are studies that examine training management, they are still different from the research conducted by researchers, namely in the 3 management functions studied, the research site at LKP Dessy and in the garment sewing course program. Previous research thus, the research

topic that researchers do is truly original. The purpose of this research is to examine the implementation of training management in LKP Dessy, which includes planning, implementation and evaluation of training.

RESEARCH METHODS

The research method used in this research about management of the sewing training program at LKP Dessy is a qualitative method. Qualitative research is research that describes the results of study in the form of words in a context that uses various natural methods to holistically understand the phenomena experienced by the subjects of study, such as behavior, actions, perceptions, motivations, and others (Moleong, 2014). This method was chosen because of the opportunity to develop a problem is very large. In addition, it is due to the selection of research questions that are fairly holistic, complex, dynamic, and have the potential to generate further research. (Alwasilah, 2000).

Research with the title Management of garment sewing training at LKP Dessy Semarang Regency which was implemented at Jl. Lemah Abang - Bandungan Km 0.2 RT 01 / RW 07 Sikunir, Bergaslor Village, Bergas District Semarang Regency. The reason for the researchers' choice of location is that LKP Dessy is an institution that actively organizes training programs, especially sewing training, under the auspices of the Education Office and the Manpower Office. The reason for the researcher's choice of this location is that in the LKP there are issues that need to be studied, that is the management of courses and training institutions and in accordance with the researcher's interests taken by the researcher.

The data collection techniques used in this research include observation, interviews, and documentation. The research subjects included leaders, trainers (2 people), and learners (5 people). The data validity test in this research was applied by source triangulation and theory triangulation methods. Source triangulation is a process of comparing the results of an informant's interviews with those of other informants. Triangulation of techniques is the comparison

of data collected from observations, interviews, and documentation. The data that has been tested for validity is then analyzed using the Miles, M. B Huberman A & J (2014) analysis model, which includes data collection, data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Result

Courses and training institutions are the institutions of non-formal education that play a role in providing educational services in the form of developing knowledge, skills and attitudes for the community and are one of the strategic aspects to help overcome poverty and unemployment. To realize these goals, systematic management of the implementation of training programs in courses and training facilities is required. Based on the results of the research studies, there are several stages of training management, including planning, implementation, and evaluation.

1. Planning

Training program planning is the activity of planning the overall training program before the training is implemented (Sutarto, 2013). In general, the steps in a program planning include determining program managers and support staff, determining objectives, teaching materials, learning methods to be used, media and tools in training activities, evaluation to be used, time and place of training, training instructors, preparing activity plans and schedules, and preparing activity budget plans (Suminar et al., 2021)

Based on the results of the research, the planning process begins with the identification of program managers and staff assistants, which is done by recruiting permanent staff at LKP Dessy. Program managers and support staff play an important role in determining the continuity of training and learning implementation (Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 42, 2009). Based on observation, LKP Dessy's staff is recruited directly from graduated students, acquaintances

or students who have completed an internship at LKP Dessy. Staffing is done by direct appointment of prospective managers who are deemed capable and meet the qualifications required by the institution.

In addition to assigning program assistants, the training planning process includes hiring instructors. Instructors are one of the most important components that must be present in training activities. At LKP Dessy, instructors are hired with qualifications specified by the institution. The process of hiring instructors begins with administrative selection, interviews, and teaching practice. At other times, however, instructor recruitment is done through direct appointment of prospective instructors who are acquaintances of the institution's director and who are qualified as sewing instructors. In other words, instructors are assigned based on the quality of their experience, educational background, and teaching skills.

At LKP Dessy, training and learning goals are set by management together with the instructors. The next step is to set training objectives. At LKP Dessy, training and learning objectives are set by managers together with the instructors. The training goals are aligned with the curriculum and DUDI standards, specifically to enable students to have skills in garment sewing that can be used as a preparation to join the corporate world. The purpose of training in garment sewing at LKP Dessy is to provide knowledge and skills in garment sewing that can be used as a preparation for getting a job in the garment industry.

After identifying staff and program managers and training goals, the institution also formulates training needs, which include the preparation of teaching materials, learning methods, and media and learning tools. The first step is to determine the instructional materials. Materials are one of the most important components that must be present in a learning activity. The determination of training materials is based on the standards of graduate skills (SKL), SKKNI curriculum, PKK curriculum, and

the standards of garment sewing skills in the company.

LKP Dessy's teaching materials are designed to match the needs of students and partner companies. Teaching materials are prepared by the leader with instructors using references from the KKNI-based curriculum, which are then summarized and realized in the form of learning modules containing materials to be delivered in training.

Learning methods in training are selected based on the needs of the learner and the material to be learned in the training. Based on observations, the LKP Dessy learning methods are selected through discussions between managers and trainers. The learning method is chosen on the basis of the RPP (Learning Implementation Plan) prepared and adapted to the material to be taught.

Like learning methods, learning media play an important role in helping students understand the material presented. At LKP Dessy, the planning of media and learning tools is carried out by leaders and instructors based on the lesson plans designed. The learning media used is tailored to the material being taught. Supporting media includes modules, images, PPT, instructional videos, and sewing practice equipment.

To achieve success in training implementation, time and place must also be considered. The availability of a location that is appropriate to the material and learning methods will support the achievement of learning objectives and make it easier for students to understand the learning being delivered. The time and place of training is usually determined by the leadership. Regular training activities are held at LKP Dessy which is located at Jl. Lemah Abang Bandungan KM.0.2, Sikunir, Bergas Lor, Semarang Regency. Regular learning activities are carried out every Monday-Saturday at 08.00 - 17.00 WIB or for 9 hours per day.

The preparation of activity plans and schedules is made by a leader together with the instructor. Sewing training at LKP Dessy is held for 9 hours

a day. The implementation of the regular training schedule is carried out for 15 sessions starting from 08.00 - 17.00 WIB. The training schedule includes details about the estimated implementation of learning, the material to be delivered both in theory and practice, and the break schedule. The training schedule is used as a reference for the instructors to carry out the learning on a daily schedule.

After determining the various components needed in the implementation of training, the planning process should also include planning for the evaluation of training. Based on the results of the research, the preparation of an evaluation plan at LKP Dessy is also carried out once a year, at the end of the year meeting to develop an activity plan for the next year. The evaluation of the training is determined by the leader together with the trainer by referring to the existing curriculum, namely SKKNI. In this case, the implementation of the training evaluation is carried out through the National Competency Test activities conducted by the Competency Certification Institute (LSK). In the National Competency Test, the institution only organizes the examination, where the documents and evaluation tools have been determined by the LSK. Training evaluation activities at LKP Dessy are carried out at the end of learning and at the end of training. The aspects that are evaluated include the material that has been taught, both in theory and in practice.

The final stage of planning is the preparation of a budget plan, which is very important to prepare all the needs needed to organize the training. At LKP Dessy, the preparation of the budget plan is carried out through discussion between managers and instructors. The budget plan is prepared in accordance with the operational needs of training, purchase of training materials, maintenance of equipment, salaries of instructors and staff, and other needs. The training budget is prepared at the end of each year, along with the year-end meeting to develop the next activity plan.

Based on the results of the research on garment sewing training at LKP Dessy, the planning carried out by the manager is planning in preparation for the implementation of the learning program. The planning includes identifying staff and program managers and training instructors through recruitment and direct appointment based on specific qualifications. Pratama, Deka Aulia, Marijono (2018) stated that instructors are the people who are directly involved and interact with the training participants. The purpose of the implementation of garment sewing training at LKP Dessy is to provide knowledge and skills in garment sewing, so that they can be used as a preparation to get work in the garment industry. This is in line with the results of research by Wahyuni & Sutarto (2018) and Rahma & Siswanto (2023), which states that one of the learning objectives in the training is to equip students with sewing knowledge and skills so that it helps to provide in the world of work. In addition, the purpose of establishing LKP Dessy is to educate students by training them with skills and placing them in companies to help the government to reduce unemployment and improve the welfare of the community by creating jobs in the sewing industry (Purwanti & Juli, 2023)

Teaching materials, media and tools, learning methods, time and place of training, activity plans and schedules, evaluation, and training budget plans are determined through year-end meeting activities conducted by the leadership together with instructors and program assistant staff at LKP Dessy. Teaching materials, methods and learning media are determined through the preparation of a Learning Implementation Plan (RPP). As explained in the Minister of Manpower Regulation No. 8 of 2014 on Guidelines for the Implementation of Competency-Based Training (2014), when planning the implementation of competency-based training, it should include activities 1) preparation of curriculum, 2) preparation of lesson plan / RPP, 3) recruitment and selection of trainees, 4) materials, 5)

instructors.

In addition to determining the training materials, the planning process also determines the learning methods that will be used during the training. Learning methods are ways in which trainers deliver materials to students to support the achievement of learning objectives (Afandi et al., 2013). In supporting learning activities, LKP Dessy uses several learning methods including lectures, exercises, and discussions or questions and answers. This is in line with the study result of Purwanti & Juli (2023) that the learning methods used in training include lectures, practices, and discussions. This was also stated by Jannah (2016) in her research that the training methods used in conducting training include lectures, practices, simulations, and question and answer methods.

In order to support the achievement of the learning goals, once the teaching materials and learning methods have been determined, media or equipment is needed to support the learning process. The learning media used in LKP Dessy include modules, images, PPT, instructional videos, and sewing practice equipment. These media are used to motivate and support students' understanding and achievement of sewing skills (Septyana, 2013). The use of good media should also be adapted to the material, the ability of the speaker, and the availability of media in the institution (Jannah, 2016).

In addition, the preparation of activity plans and training schedules, as well as the place and time of the training is also carried out. The determination of the evaluation process should be prepared in advance along with the design of training activities (Prasetyo et al., 2014). The preparation of activity plans and training schedules is also carried out through year-end meetings attended by leaders and trainers. At the end of the training, learners participate in evaluation activities organized by the institution and the LSK. Students who master the skills taught during the

training receive a certificate of completion of the computerized sewing course signed by the organizer, LKP Dessy, and a national certificate of competency.

2. Implementation

The implementation of training in LKP Dessy is a form of implementation of plans prepared by the previous institution. In the training implementation activities there are several stages that must be taken, which include, recruitment of trainees, implementation of training, evaluation of trainees. The implementation of training activities begins with the recruitment of students. The process of student recruitment at LKP Dessy starts with promotion through social media and also graduates. Then, students who are interested in training at LKP Dessy can come directly to the institution, bringing administrative requirements in accordance with the leaflets that have been distributed.

Candidates will go through two stages of selection: administrative selection, in the form of complete registration documents, and interviews. Candidates who pass the administrative selection are then directed to complete the registration form. In addition, the prospective students are interviewed by the head of the institution and, if they meet the specified qualifications, they are given an overview of the implementation of training at the institution and the facilities provided at the institution. The facilities and infrastructure provided at LKP Dessy include a canteen, a theory classroom, a practical classroom, a bathroom, and learning support equipment including single needle 1 sewing machine (80 units), double needle high machine (2 units), obras machine (5 units), overdeck machine (2 units), table chair, blackboard, projector, computer, mannequin, iron, ironing table, cloth, and other sewing materials.

The implementation of the training program at LKP Dessy is divided into two types, namely regular programs and free sewing courses. The regular program is a paid sewing training that being held every

Monday-Saturday from 08.00-17.00 WIB. While the free sewing course is a training program that is a collaboration with the government, both the Manpower Office and the Education Office, where the implementation of the course is limited to a certain deadline. This free training program is in the form of a Job Skills Training Program or commonly called PKK. In general, free courses are carried out for 250 hours of learning or for 25 meetings. The number of free course participants is also quite large, which is around 60-80 people.

The implementation of garment sewing training learning is carried out using lecture, practice and discussion methods. The lecture learning method was carried out when theoretical material was delivered, specifically material on occupational safety and health procedures in the workplace (K3) and an initial explanation of each training material. The lecture method is a learning method that is carried out by delivering material verbally to students (Wirabumi et al., 2020). In addition, the lecture learning method is also used at the beginning of the introduction of the material, where at the beginning of each lesson, the instructor first explains the material presented before the students are allowed to do the practice. The next method is practice, which is carried out with the aim of refining and improving the students' skills in sewing garments. Students are provided with tools and materials for sewing garments, and then they are given the opportunity to practice the learned material directly under the guidance of the teacher (Monika, 2020). This practical learning is used in learning materials for measuring, cutting, and sewing garments.

In addition to lectures and exercises, the learning process at LKP Dessy also uses discussion learning methods. The discussion learning method is used to get feedback from the students on the material presented. At each meeting, the instructor will provide opportunities for students to discuss and ask questions about the material

presented. Teaching materials are also needed to support the implementation of learning. The teaching materials used in the training include modules, ppt and explanatory videos. The materials provided in this garment sewing training include introduction to K3 procedures, introduction to sewing tools and materials, measuring garments, making patterns, cutting materials, sewing with machines, and packing garments. The implementation of learning in LKP Dessy is guided by 2 instructors. Usually in K3 learning material, learning is guided by external instructors who are HRD from LKP Dessy partner companies. Media and tools used in the implementation of training include whiteboards, projectors and sewing equipment.

Once the learning process is complete, the next step is to assess the student. The form of training assessment at LKP Dessy is through the use of daily assessments and competency tests. The daily assessment here is taken from the daily assessment of the students during the training activities. The assessment is carried out directly by the instructor by observing the development of the student's sewing skills during the learning process. While the competency test is implemented at the end of the program or training activities. The competency test is implemented by an institution under the auspices of the Competency Certification Institute (LSK). In the competency test, training assessments include theoretical and practical assessments. Theoretical assessment is carried out with a written test and practical assessment is carried out by practicing sewing clothes (hem) according to the material provided. Students are also asked to sew certain pictures or patterns within a given time.

Based on the results presented, it can be concluded that the implementation of the sewing training at LKP Dessy is successful and can meet the needs of the students. The implementation of the training program at LKP Dessy is in the successful category with planning and the needs of the students can be met. The instructors are also able to deliver

training materials well according to the needs of the students. In addition, the media, facilities and infrastructure at LKP Dessy are very suitable and support the training process.

Westra defines implementation as an activity carried out to realize a previously designed plan by formulating a predetermined policy and completing all the necessary needs, who will carry it out, where the implementation will take place, and when it will start (Hertanti, 2019). Meanwhile, according to Kamil (2012), the implementation of training is a learning process in which the delivery of materials is carried out by facilitators with trainees. In the implementation stage, the implementation of the training plan prepared by the leadership and instructors of the previous institution is carried out. At this stage, the instructors interact directly with the students in the teaching and learning process to deliver material so that the goals and needs of the trainees can be met. This is also supported by the existence of appropriate media and learning support tools, as well as the selection of learning methods tailored to the material and the needs of the students.

3. Evaluation

Based on the information from the field, the form of evaluation implementation at LKP Dessy includes evaluation of materials, evaluation of instructors and training personnel, evaluation of facilities and infrastructure, evaluation of systems and methods, and evaluation of training outcomes. The implementation of material evaluation activities is carried out to assess the suitability of the material for the curriculum and updating with industry needs. The form of training evaluation at LKP Dessy is through the use of daily assessments and competency tests. The daily assessment here is taken from the daily assessment of the students during the training activities. The assessment is done directly by the instructor by observing the development of the student's sewing skills during the learning process.

The competency test is held at the end of the training program or activity. Competency tests are conducted by institutions under the auspices of the Competency Certification Institute (LSK). In competency tests, training assessments include theoretical and practical assessments. Theoretical assessment is carried out with a written test and practical assessment is carried out by practicing sewing clothes (hem) according to the material provided. In addition, the students are also asked to sew certain pictures or patterns within a given time. After the students participate in the evaluation and are declared to meet the standards, they receive a certificate from the institution as well as a national certificate of competency from the LSK.

Instructors and trainers are evaluated directly by management through discussions, classroom evaluations, and student skill scores. Instructors are also required to meet established standards, such as garment sewing and fashion competencies, while methodological competencies are in the form of training methodology certificates.

Evaluation activities of facilities and infrastructure are carried out by using a checklist to check the feasibility and condition of each infrastructure, with good quality and feasible with the number or quantity that can accommodate the number of participants and specifications adapted to infrastructure in the industry, facilities and facilities are very well feasible and updated according to industry needs.

Based on the research results, there is no structured and systematic implementation of system and method evaluation in LKP Dessy. The implementation of system and method evaluation is limited to discussions between managers and trainers in learning evaluation meetings or at the end of the year.

Evaluation of training output at LKP Dessy is carried out by distributing trainees to DUDI partners. Training output evaluation activities with user

assessments in the company on the ability or skills of students, good assessment results or students can perform tasks while in the company so that students can be accepted in the company. If students are working in partner companies during the first 3 months of training, LKP Dessy will continue to monitor these students by establishing communication with the HRD of the partner companies. If there are any problems in the student's work skills, LKP Dessy will retrain the student.

Evaluation is an ongoing assessment of the implementation of action plans developed by the organization, which is a monitoring and systematic program to provide information that can be used to guide the implementation of program strategies, procedures, and activities, as well as a means to identify successes and failures (Topno, 2012). Based on the results of the research, the evaluation phase at LKP Dessy is quite thorough, although it has not been managed systematically. Evaluation has been applied to various aspects of the program, including materials, instructors and training personnel, facilities, and training outcomes.

Syafruddin in Hafid (2020) states that assessment techniques in evaluation can be carried out complementarily according to the competencies to be assessed, and in this case the assessment is carried out by the instructor through observations made by observing students during learning. On the other hand, evaluation in learning can also be carried out using the question and answer method to obtain feedback from students (Keshmiri, 2023). This is in line with the implementation of material evaluation at LKP Dessy, where training evaluation at LKP Dessy is carried out by using daily assessment and competency tests. The daily assessment here is taken from the daily assessment of the students during the training activities, which is carried out directly by the instructor by observing the development of the students' sewing skills during the learning

process. At the end of the program, LKP Dessy also conducts written exams and practical tests. The implementation of this competency test is directly supervised by national level examiners from the Sewing LKP.

CONCLUSION

LKP Dessy's Garment Sewing Training Program is implemented through a systematic management system that begins with planning, continues through implementation, and ends with evaluation. Program planning begins with the recruitment process of program management staff and instructors, which is carried out through direct selection and appointment. The garment sewing training program at LKP Dessy aims to equip students with garment sewing skills that can be used as preparation for entering the world of work. The teaching materials used in the form of modules are compiled based on the competencies of the SKKNI curriculum graduates and the company's competency standards. The learning methods used are lectures, exercises and discussions, learning is supported by the availability of media and learning aids, including sewing machines, obras machines, fabric materials, threads and other sewing equipment.

The implementation of the training program at LKP Dessy begins with the recruitment of students through administrative selection and interviews. Students who pass the selection are immediately given instructions and start learning at LKP Dessy. The implementation of the garment sewing training program is at LKP Dessy, every Monday to Saturday at 08:00-17:00 WIB. The implementation of the garment sewing training program at LKP Dessy is included in the successful category because the needs of the students can be met and in accordance with the needs of the company. In the evaluation phase, LKP Dessy carries out an evaluation during the learning activities at the end of the daily session and at the end of the program. The assessment is carried out by means of theoretical and practical

tests, where students are given questions in the form of written tests and also sewing practices, ranging from sewing simple patterns to making clothes. The implementation of training programs at LKP Dessy begins with the recruitment of students through administrative selection and interviews. Students who pass the tests are immediately given instructions and start learning at LKP Dessy. The implementation of the garment sewing training program is at LKP Dessy, every Monday to Saturday at 08:00-17:00 WIB. The implementation of the garment sewing training program at LKP Dessy is included in the successful category because the needs of the students can be met and in accordance with the needs of the company. In the evaluation phase, LKP Dessy conducts an evaluation during the learning activities at the end of the daily session and at the end of the program. The assessment is carried out by means of theoretical and practical tests, where the students are given questions in the form of written tests and also sewing practices, ranging from sewing simple patterns to making clothes.

At the end of the program, LKP Dessy also conducts evaluation activities of materials, instructors and training personnel, facilities and infrastructure, systems and methods, and training outcomes. The evaluation activities of instructors and training personnel, facilities and infrastructure, and systems and methods have not been carried out systematically, but only through discussions among leaders, instructors, and program assistants. As for the evaluation of training results, in an effort to maintain the confidence of training participants and the quality of graduates, participants who have completed the program are channeled to DUDI partners to participate in a 3-month internship in the company. During the 3 months, LKP Dessy managers will monitor their students by communicating with the company's HRD to find out the progress of their students in the company.

Sugesstion

Based on the conclusions of this study, there are suggestions as input to achieve the success of training management at LKP Dessy. The following suggestions; 1) expand the reach of promotion so that LKP Dessy is better known in the community, 2) improve the institution's management system, especially in the aspects of instructor evaluation, systems and methods, and training output to be more systematic. In addition, the implementation of instructor evaluation is also very important to support the quality of student output.

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