


## Development of vocational learning and training methods (case study: Bandung vocational and productivity training center)

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Article Info	ABSTRACT
<b>Keywords:</b> Development, Learning Methods, Vocational Training	The aim of this research is to determine the development of vocational learning and training methods at the Bandung Vocational and Productivity Training Center, Ministry of Manpower of the Republic of Indonesia. The research method used is a descriptive analysis approach. Where data and information collection were carried out using observation techniques, interviews and Focus Group Discussion (FGD) which lasted for two hours structural and functional officials (Instructors) at the Bandung Vocational and Productivity Training Center. The results of the research show that the development of learning and training methods went well and was very satisfactory through several stages, namely, carried out by using training needs analysis through TNA (Training Need Analysis) which was obtained from industry needs, then carried out Vocational Training Program Development Planning, Implementation of the Training Program, and finally, Training Evaluation is carried out both through Written Tests and Practical Tests. From the results of this research, it is hoped that in the future facilities and infrastructure can be improved to support the implementation of vocational training that produces superior and competitive human resources.
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### INTRODUCTION

The world is currently experiencing very difficult conditions and is full of uncertainty. As we begin the recovery phase due to the Covid-19 pandemic, unstable global geo-political conditions have resulted in food crises, energy crises, financial crises and wars between countries. In fact, various countries are experiencing high inflation rates.

Facing such a situation, one of the keys to rise is the preparation of superior, competitive human resources. The provision of human resources (HR) is an important element of the success of vocational training programs because it makes a significant contribution to improving the quality of human resources and in turn influences the performance of job seekers. Vocational training is training for workers to provide skilled/professional workers who have an important role in industry (Windarto, 2015). In Presidential Regulation number 68 of 2022, it is stated that vocational training is a total of

activities to provide, obtain, improve and develop work competency, productivity, discipline, attitude and work ethic at a certain level of skill and expertise in accordance with the level and qualifications of the position or job for work and entrepreneurship. This aims to increase company efficiency and productivity.

By planning the development of a vocational training program, the effectiveness and efficiency of the training activities to be implemented can be determined. The development of this training program is in line with the concept that evaluation can theoretically be a complement to program assessment. Broadly speaking, evaluation is limited as a tool for assessing things important for a program with steps to determine the implementation of program activities. There are seven elements that must be carried out according to Brinkerhoff (1986) in Arikunto and Jabar, namely 1) determination of focus to be evaluated (focusing the evaluation), 2) preparation of the evaluation design (designing the evaluation), 3) collection of information (collecting information), 4) analysis and interpretation of information (analyzing and interpreting), 5) preparation of reports (reporting information) , 6) managing evaluation (managing evaluation), and 7) evaluation for evaluation (evaluation evaluation). Additionally, by Roswati (2008:66-67) states that program evaluation is carried out with the aim of: 1)answer questions about the follow-up of a program in the future, 2)delay in decision making, 3)shift of responsibility, 4) justification/justification of the program, 5) meeting accreditation requirements, 6) accounting reports for funding, 7) responding to requests from task providers, required information,8) helpful staff develop the program, 9) meme study the impacts/consequences that are not in accordance with the plan, 10) carry out improvement efforts for current programs bwalking, 11) assess the benefits of the ongoing program, 12) provide input for new program (yulianthini, 2019).

Thus, developing a vocational training program is a very important thing to do in implementing vocational training to support the success of the job training program at BBPVP Bandung, because evaluation as a process of searching for information, finding information and determining information that is presented systematically about planning, values, goals, benefits, effectiveness and suitability of something with predetermined criteria and objectives, participants are the object of the training and will experience the results of the training so that participant evaluation will greatly determine the continuity of further training. Apart from the participants being the spearhead of the success or achievement of the training program, the instructors provide the training materials.

### **Theoretical Study**

#### **Learning methods**

Learning in the BHP Education Law (Education Legal Body) defines that learning is a process of interaction between students and educators and teaching resources in a learning environment (Aulia, 2019). Then, according to Wina Sanjaya (2018,49-60), Learning is a system, where in that system there are two important characteristics. The first important characteristic is the existence of a goal which is the direction that must be achieved. The characteristic of this system is that there is a process of activities directed towards achieving goals. The characteristic of the second system is that the system always involves

and utilizes several components, including facilities, teachers, students, strategies or methods. Strategy or method is an important component in the system. Without the right strategy or method, the process of achieving goals becomes meaningless. Learning methods are a series of systematic actions carried out by teachers in teaching subject matter (Mustofa & Hamid, 2012).

Meanwhile, methods are a circle that unites educators, students, and learning materials. Educators can transfer material content to students using a method, but the conclusions or teaching results can also be different, if the methods used are different, even if the book and material are the same (Lundeto, 2009). Thus, it can be concluded that basically a learning method is a method or effort made by educators so that the teaching and learning process for students is achieved in accordance with its objectives. Learning methods are tactics in carrying out learning activities so that goals are achieved well. According to Law no. 103 of 2014 concerning learning in basic education and secondary education, the function of learning methods is: methods or techniques used by educators to handle a learning activity which includes, among other things, lectures, questions and answers, discussions. Apart from that, the learning method has an approach, namely: using a scientific approach/scientific process-based approach. The scientific approach/scientific process-based approach is the organization of learning experiences in a logical sequence including the learning process, namely: observing, asking, collecting information/trying, reasoning/associating, and communicating.

### **Training**

According to Jusmaliani, training is the process of training new employees or employees who will obtain new placements with skill the basics needed to carry out the work. Meanwhile, according to Veithzal Rivai Zainal, et al, training is part of education which involves the learning process to acquire and improve skills outside the education system in force at that time relatively short with a method that prioritizes practice rather than theory. Training is very necessary to build human resources towards an era of change that is full of challenges. This is to improve the quality of the workforce, to face continuous change and to face continually developing technology. Training is not only important for new employees, but also for existing employees. Because every level of position requires knowledge and skills special. In training, an environment is created where employees can acquire or learn specific attitudes, abilities, skills, knowledge and behavior related to their work. Training usually focuses on providing employees with specific skills that can be directly used for the performance of their work and helping them correct weaknesses in their performance. According to Andrew E. Sikula, job training methods are: On The job. Employees learn their jobs by observing worker behavior. Vestibule or hall. A vestibule is an isolated or separate room that is used to occupy a place of work. Demonstration methods and examples. Method demonstration which involves breaking down and demonstrating something through examples simulation.

## Vocational Education

Vocational Education, Vocational education is education that refers to the mastery of certain applied skills. In this way, you will get more applied education practice compared to theory. Vocational Education is the opposite of Academic Education. Definition of Vocational According to Wikipedia, what is meant by vocational education is higher education that supports the mastery of certain applied skills. Specialties of Vocational Education: Vocational education really trains practical skills, so of course there is more practice than theory. In contrast to bachelor's degree education and so on, vocational education is offered by more institutions, be it universities, colleges, polytechnics, training centers or other institutions that specialize in providing vocational education programs. Vocational education is suitable for those who are clear and sure about what they want to pursue as a future career. There are many fields available ranging from tourism and hospitality, retail management, software development, interior design, automotive engineering, hair pens 31 to culinary. Vocational education emphasizes the practical skills needed to get involved directly in industry and discuss more specific topics, compared to lectures at universities which discuss broader topics. Characteristics of Vocational Education is education and training for the purposes of a position in a specific field of work such as a field industry, agriculture or trade (Webster, 1993). Vocational education adheres to an open system (multi-entry exit system) and multiple meanings (oriented towards cultivation, empowerment, character and personality formation, as well as various life skills.

Vocational education is oriented towards work skills in accordance with developments in applied science and technology and in accordance with the demands of employment needs. The vocational education curriculum is an educational plan and arrangement consisting of competency standards, material standards, achievement indicators, teaching strategies, assessment methods and other relevant guidelines for achieving vocational education competencies. Funding for vocational education is a joint responsibility between the government, regional government, the world of work (business/industry world), and the community. Community participation in vocational education includes: participation individuals, groups, families, professional organizations, entrepreneurs and community organizations. In implementing vocational education activities, collaboration can be guaranteed with other institutions both at home and abroad.

### Vocational Education Through Training Institutions

A training institution is a form of non-formal education that is established and organized for people who need knowledge, attitudes, skills and life skills to be able to develop themselves, work, do independent business, profession and to continue to higher education. Training institutions are a form of providing education on non-formal channels which are very closely related to formal education channels. Training Institutes provide learning materials that cover the entire range of knowledge and skills which has a relationship with aspects of life.

This is shown to be able to meet all kinds of learning needs that arise in people's lives. In contrast to vocational education on the formal route, vocational education on the

non-formal route is carried out with the principles of, among others, (1) being flexible, having more freedom in terms of the use of time, place and program. learning; (2) practical, aimed at responding to the problems and needs of society, business and industry in the short term; and (3) functional, students experience direct benefits from the results of the courses and training activities held.

In implementing learning at training institutions, it is adjusted to the activities carried out so that the curriculum between one institution and another can be different and can also be added with local content where the training is carried out. In terms of providing instructors, the training institution must pay attention to the qualifications and competencies of those recruited to carry out the learning. There needs to be an appropriate recruitment process by the institution based on the qualification and competency standards that have been determined as follows: article 26 paragraph (4) of Law no. 20 of 2003 concerning the National Education System Ministry of Education and Culture (2016) "Revitalization of Vocational Education"

#### **Vocational and Productivity Training Center (BBPVP)**

Vocational and Productivity Training Center (BBPVP) Bandung Vocational and Productivity Training Center (BBPVP) is one of the government training institutions in the Central Technical Implementation Unit (UPTP) under the Directorate General of Training and Productivity Development, Ministry of Manpower of the Republic of Indonesia, in accordance with Ministerial Regulations No. 1 of 2015 and changes to Ministerial Regulation Number 1 of 2022 issued by the Ministry of Manpower of the Republic of Indonesia. BBPVP Bandung is responsible for implementing initiatives related to the development, empowerment and certification of training personnel, instructors and workers tasked with carrying out vocational training and increasing productivity, increasing the competency of instructors and training personnel, competency certification and testing training programs, systems and methods vocational training and increasing productivity, as well as consultancy and increasing networking in the field of vocational training and productivity. Making itself a hub for the advancement of vocational training in automotive, manufacturing, refrigeration and Information Technology (IT) vocations.

BBPVP Bandung in carrying out its duties of implementing training, empowerment and competency testing, refers to national standards, namely SKKNI. This is in line with the Regulation of the Minister of Manpower of the Republic of Indonesia number 2 of 2016 concerning the National Work Competency Standardization System in Chapter I article 1 which states that the implementation of SKKNI is a series of systematic activities in the context of implementing SKKNI in the fields of vocational/skills education, job training, competency certification works as well as management and development of human resources. The implementation of SKKNI in the training curriculum at BBPVP Bandung includes several management aspects, namely implementation planning, main and supporting resources, learning processes at the vocational and productivity training center and monitoring and evaluation activities.

Competency Based Training organized by BBPVP Bandung is job training where all activities are to provide, obtain, improve and develop work competency, productivity,



discipline, attitude and work ethic at a certain level of skill and expertise in accordance with the level and qualifications of competency/position/job as well as job specifications. Implementation of Competency Based Training (PBK)/Competency Based Training (CBT) is largely determined by aspects of planning, implementation and evaluation. This is in line with Chapter I article 5 of the Minister of Manpower and Transmigration Regulation Number 8 of 2014 which states that Competency Based Training in each training institution is carried out through the stages of preparation, implementation and evaluation. Aspects that need to be considered in planning are training programs and materials. Training programs and materials are learning tools that can be used as a medium for transforming knowledge, skills and work attitudes for training participants to achieve certain competencies.

### **Potential of Leading Sectors in Bandung City**

In the scientific journal Business Economics (Rizani, 2019), based on the results of shift-share analysis, Location Quotient (LQ), it shows that during 2010-2017, Bandung City had 13 leading sectors in Bandung City, namely the water supply sector, waste management, waste and recycling, construction sector, wholesale and retail trade sector, car and motorbike repair, transportation and warehousing sector, accommodation and food and drink provision sector, information and communications sector, financial services and insurance sector, real estate sector, corporate services sector , government administration sector, defense and mandatory social security, education services sector, health services sector and social activities and other service sectors. Meanwhile, the analysis of the Growth Ratio Model (MRP) shows that the dominant sectors with large contribution growth consist of the construction sector, transportation and warehousing sector, accommodation and food and drink provision sector, information and communication sector, corporate services sector, education services sector, service sector. health and social activities and other service sectors.

In line with data on the development of leading sectors, this is a recommendation in developing vocational learning and training methods, so that in the case study of developing vocational learning and training methods at BBPVP Bandung, there needs to be a link and match between demand in the industrial world and the development of appropriate vocational learning and training methods. carried out at BBPVP Bandung.

## **METHODS**

The problem in this research is a social and dynamic problem so the researcher uses a qualitative approach to this type of research descriptive. According to Anggara (2015), qualitative research methods used in natural object conditions with researchers acting as key instruments. Through this research, it is hoped that we will obtain a detailed description of the empirical conditions in the field regarding the development of vocational training programs in BBPVP Bandung, West Java Province. So that the information obtained is comprehensive, factual and accurate.

The focus of this research study refers to Article 5 of the Regulation of the Minister of Manpower of the Republic of Indonesia Number 1 of 2022 concerning the Organization and

Work Procedures of the Technical Implementation Unit in the Ministry of Manpower which states that the BBPVP has the task of carrying out vocational training and increasing productivity, increasing the competency of instructors and training staff, competency certification and trials programs, systems, methods of vocational training and increasing productivity as well as consultancy and increasing networks in the field of vocational training and productivity. So that the development of vocational training methods becomes the main focus this study.

Data collection techniques in this research are observation, interviews and documentation obtained from the Forum Group Discussion (FGD) by structural and functional officials (Instructors) at BBPVP Bandung. Musfiqon (2012:120) states that observation is a data collection activity through observing symptoms, phenomena and empirical facts related to research problems. In observation activities, researchers can bring a checklist, rating scale, or periodic notes as instrument observation. The observation used in this research is a field study where people act directly in the field to make observations by observing the Vocational Training Program Development Process at BBPVP Bandung. Arifin (2011:170) states that in-depth interviews are an in-depth question and answer process between the interviewer and the informant in order to obtain more detailed information in accordance with the research objectives. Interview activities are carried out by asking questions to the resource person. Research resource is Head of BBPVP institution, Head of Administration for BBPVP Institution, instructor or trainer. Sugiyono (2014: 329) states that documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and information that can support research. The documentation study in this research is in the form of writing, namely notes about the results of observations in the form of writing, namely notes about the results of observations and some are in the form of images, namely photos and the results of the development of vocational training programs in BBPVP Bandung.

The data analysis technique in this research uses 4 techniques, namely data collection, data reduction, data presentation, drawing conclusions. Collecting the data obtained will mostly be in the initial stages of the researcher carrying out a general exploration of the social situation or the object under study, everything that is seen and heard all recorded. Reducing data means summarizing, selecting and sorting the main things, focusing on the important things, looking for themes and patterns. Thus, the data has been reduced will provide a clearer picture, and makes it easier for researchers to collect further data, and search for it if necessary. In qualitative research, data presentation can be done in the form of brief descriptions or explanations brief, charts, relationships between categories, flowcharts and the like (Sugiyono, 2019: 325). By presenting data, it will make it easier to understand what is happening, plan further work, based on what has been understood. At the stage of drawing conclusions in qualitative research, new findings are not yet available. On seen previously is called the conclusion. For clarification These findings can be presented in the form of an image or description of an object that was previously still dim or dark.

The validity of this data is research using methods of triangulation to determine the validity of the data. The triangulation method is defined as checking data from various sources and various methods (Sugiyono, 2019:369). Thus, there is source triangulation and technique triangulation. Source triangulation is for research credibility data is carried out by checking data that has been obtained through several sources (Sugiyono, 2019:369). In this case, researchers obtained data from three different sources, namely head of Institution, Instructors Or trainers and trainees based on the relevance of their research using the same techniques to produce a conclusion. Triangulation techniques are techniques for collecting data that differ from data sources. Revealed By (Sugiyono, 2019: 369) that triangulation techniques are different data collection techniques to obtain data from the same data source, where the techniques are interviews, observation and documentation studies.

## RESULTS AND DISCUSSION

Based on the data obtained through the interviews above, it will be: discussed regarding the development of vocational training programs at BBPVP Bandung, the following is the discussion:

### Training Needs Analysis

Identification of vocational training development needs by means of TNA (Training Need Analysis) which is obtained from industry needs, potential absorption of training results and programs expected by training participants. Sutarto, et al (2018: 36) reveal that identification of training needs is the activity of searching, finding and recording and processing data about training needs (learning needs) that are desired or expected by training participants to formulate training materials that suit their needs. It can be concluded that identifying needs is the first step or initial input in developing the training program at BBPVP Bandung, which is carried out by observation, field surveys and evaluation forms (question and answer) for alumni and the community, it is very important to know what is needed. in training and types of training to find out the needs of society, the industrial world and the world of work.

Training programs are prepared based on the results of identifying training needs. Identification of training needs must be carried out in accordance with the demands of user or industry needs. As a result of identifying needs, competency standards are available, so the training program is prepared based on these competency standards. The competency standard applied at BBPVP Bandung is SKKNI. Meanwhile, training materials are prepared referring to the content or substance of the training program. Training material as a learning resource is a more detailed explanation or information of a competency (unit) in the work competency standard, but stated in a descriptive narrative. Thus, there is a link between the training program and the training material, namely work competency standards. In preparing training programs and training materials, various stakeholder elements are involved, therefore rules and regulations are needed so that they are carried out effectively to achieve learning objectives in Competency Based Training (PBK), so that the goals and objectives of job training are to increase the competency of training



participants. can realize the Industrial and Business Potential of Bandung City, West Java Province.

A training program is a written formula that contains a comprehensive design for competency achievement as a guideline for implementing training which is based on a competency-based curriculum. Competency-based training programs are prepared by involving stakeholders including teachers/instructors, industry/labor users, experts and practitioners who are competent in their fields. Preparing competency-based training materials is the process of systematically compiling training substances or materials so that they are ready to be studied and practiced by training participants to achieve certain competency units.

Competency-based training materials are prepared by involving stakeholders including teachers/instructors, industry/labor users, experts and practitioners who are competent in their fields. The format for preparing competency-based training programs and competency-based training materials refers to the regulations governing this, namely the Decree of the Director General of Training and Productivity Development Number 2/554/LP.00.01/ML/2020 concerning Guidelines for Preparing Competency-Based Training Programs and Materials. In carrying out competency-based training, BBPVP Bandung follows the rules set by the Ministry of Manpower.

### **Vocational Training Program Development Planning**

#### **1. Preparation of Vocational Training Curriculum**

The preparation of the Vocational Training Curriculum at BBPVP has been designed by the Directorate of Vocational Training Development and Productivity at the Directorate of Training Program Competency Standardization where previously there was a proposal from BBPVP Bandung to the center and the center approved and designed it at the same time. The use of the vocational training curriculum must be in line with the training objectives set by the central government, the curriculum is adapted to the Indonesian National Work Competency Standards (SKKNI) and the instructor just needs to carry out it in accordance with the curriculum concept. According to Widodo (2021:22), the curriculum is also a detailed plan that links training requirements, as regulated in the training specifications, with other parts of the curriculum. As well as the curriculum focus on how to provide one activity set learning that allows the development of knowledge, skills and attitudes.

#### **2. Preparation of Instructors or Trainers and Criteria for Participants**

The instructor preparation itself has been selected directly from BBPVP Bandung for instructor candidates by opening registration for instructors who have the ability to teach vocational training and already have a technical certificate from the Agency. National Professional Certification (BNSP) and certificates methodology. Yuhendri (2021) trainers or instructors who will provide training material must meet the qualification requirements, including: having expertise related to the training material, being able to generate motivation and being able to use method participative. Meanwhile, Elis (2018:53) revealed that the role of instructors is very numerous and has many requirements responsible for an instructor hold important role in organizing a training program, besides control substance

also necessary own knowledge and skills on how to teach the content or material of the program being trained. Based on the discussion above, it can be concluded that the instructor selected must master the material that will be delivered to the training participants and the instructor must understand the training material and be able to arouse the participants to be more enthusiastic and active in asking questions to the instructor about things they don't understand.

### 3. Implementation of Vocational Training

The training itself is carried out at the beginning of each year and in the training the trainees who do not yet have jobs are expected to get skills and jobs that can help change the economy of the trainees after attending this training. Also, vocational training is carried out for 320 hours of lessons for 1 (one) and a half months and before taking part in the training, participants take part in a selection first.

#### **Implementation of Training Programs**

##### 1. Vocational Training Materials

The vocational training material delivered by the instructor determines the material that follows the policies of the Directorate for Training Program Competency Standardization Development Ministry Employment and instructors just need to carry out the training. Kasmir in Suhartini (2019: 239) Training materials are materials or teaching materials that will be given to training participants. Meanwhile, Hamalik in ayuningtyas (2017) stated that training materials are the most important factor in implementing training. Training materials are prepared in writing so that they are easy for participants to learn. Preparation of training materials needs to take into account the factors of training objectives, level of training participants, expectations of the training organizing institution, and length of training. Based on the discussion above, it can be concluded that the vocational training materials at BBPVP are teaching materials that will be given to training participants, and the training materials also need to be found out. its relevance with the aim of training and being able to improve participants' skills and develop skills.

##### 2. Training Implementation Methods

The training method implemented at BBPVP Bandung post Covid-19 is face-to-face, both on boarding and non-boarding. Suparyadi (2015: 199) revealed that the training implementation method is a process before the training is carried out with the aim that the training implementation can run optimally. In the training implementation process, there are also important aspects that have a significant influence on the training results, namely the training implementation method.

Based on the discussion above, it can be concluded that the training method is a process before the training is implemented, with the existence of a training method implementation can run optimally as well as training methods not only with delivery just theory with use method demonstration or demonstrate Training participants can easily grasp the material presented by the instructor, and training participants can be active during the course of the training.

## Training Evaluation

Measuring the success of developing a vocational training program can be seen from the preparation of criteria in the evaluation, whether it has gone well and is able to achieve the training objectives so that when there are improvements everything can run effectively. Desimone in Kaswan (2011) stated that training evaluation is the systematic collection of data on descriptive information and assessments needed to make effective training decisions regarding selection, adoption, value and modification of various learning activities. Meanwhile, Arthur (2018: 27) stated that the assessment of training learning outcomes or training evaluation is carried out by the Trainer or Instructor at the end Written and practical test training. Based on discussion that evaluation Training is a collection of data to measure training results and evaluation of training programs to measure the level of implementation something program and aims to be a benchmark for the success of the training, so that it is implemented evaluation the development of vocational training at BBPVP, at the end of the training, a written test and direct competency exam will be held for the training participants, where the training participants must pass a competency test according to their respective training programs.

Factors that influence the successful implementation of vocational training program development at BBPVP Bandung include:

1. Siregar (2018) stated that an instructor or trainer is someone who is given full duties, responsibilities, authority and rights to carry out training and learning activities for trainees in a particular field and is required to be creative in order to create a comfortable, enjoyable and effective learning atmosphere. Apart from that, an instructor is required to master the mission he is carrying out, be knowledgeable and experienced in his field of expertise so that it can be transferred to training participants. Apart from that, Putra (2014) revealed that instructors have a role in the success of training, the ability to prepare learning plans, select and use learning media, apply appropriate learning strategies, prepare evaluation instruments, carry out learning evaluations, and then patch existing deficiencies. It can be concluded that instructors have a role in the success of training, and instructors must have skills that are more than just teaching, and communication is important, so that participants can play an active role and play a role in helping make it easier for training participants to provide training materials that have the appropriate qualifications. adequate according to their field, professional and competent during the training.
2. Training participants can influence the success of training implementation. Siregar (2018) stated that training or training participants are an important segment in an organization, because they are considered to play a role in contributing to the achievement of organizational goals. Therefore, the position of training participants in the training program is very important in determining the training program that will be implemented. In line with what Jannah (2016) stated, the success of a training is largely determined by participant factors. Based on the discussion above, it can be concluded that training participants play an important role in the successful

implementation of training so that they are able to create training success and are able to realize the sustainability of training implementation, therefore training participants are able to apply the results of the training program.

### 3. Facilities and infrastructure

The facilities owned by BBPVP are automotive, manufacturing, refrigeration and information technology workshops, while the materials and tools used in the training are very adequate and complete, very satisfying and the facilities themselves are supportive. Siregar (2018) also explained that the implementation of training will not run optimally if it does not have adequate facilities. Managing facilities and infrastructure is a very important activity, because its existence will greatly support the success of the training or training process. Based on the discussion above, facilities and infrastructure are a tool in achieving successful training as well as a device to support the course of training and become a type of facility equipment that functions as the main tool in implementing training and is an important framework for successful training and can increase effectiveness and quality in training. training process to achieve training objectives.

Picture. 1 Vocational training workshop at BBPVP Bandung



Picture. 2 Vocational training support facilities at BBPVP Bandung



## CONCLUSION

The development of vocational training programs at BBPVP Bandung includes training needs analysis carried out by means of TNA (Training Need Analysis) carried out through needs from industry needs, potential absorption of training results and programs expected by training participants and after that planning and preparing instructors, planning Training is the preparation and procedures for carrying out training so that the desired objectives are achieved accompanied by preparation instructor this training provider is directly selected by preparing placements from the results of vocational training. The development of this training program is a procedure for achieving a training process in accordance with needs. With the training material, the training process can run well and the training method can also run optimally and the last, namely evaluation, is the final stage of the training process, whether the training is running optimally or not. is not determined from this evaluation

stage and is intended as a benchmark for the success of the training, so that it is implemented evaluation training to determine the level of effectiveness of programs that have been implemented or impact from implementation of the training program. Factors that influence the success of the training development process at BBPVP Bandung are the presence of expert training instructors who have technical certificates from BNSP and certificates methodology in teaching, secondly, the trainees are enthusiastic about taking part in this vocational training and finally, the facilities and infrastructure are very, very supportive, which has been provided by BBPVP from clothing, tools and materials to cost transportation given to training participants.

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