

## MANAGEMENT OF COURSES AND TRAINING INSTITUTE (LKP) PUSPA KENCANA TO IMPROVE THE QUALITY OF STUDENTS' LEARNING

Dede Suryadi<sup>1</sup>, Sri Nurhayati<sup>2</sup>

<sup>1,2</sup> Program Pascasarjana Pendidikan Masyarakat – IKIP Siliwangi - Jawa Barat - Indonesia

<sup>1</sup>dsuryadi1983@gmail.com

Received: Agustus, 2020; Accepted: September, 2020

### Abstract

This research aims to describe the management of computer courses and training at Puspa Kencana Course and Training Institute (LKP) to improve learning quality. The research method used is descriptive. The data collected in this study uses interviews, observation, documentation studies, and data triangulation techniques. The subjects of this study were LKP manager Puspa Kencana, instructors, and computer trainees selected purposively. The results showed that 1) Management starts with planning, which includes identifying learning needs, determining students, instructors, and preparing infrastructure facilities. 2) The implementation of the course program at Puspa Kencana is carried out on a scheduled and systematic basis by being given some additional materials to improve competency. 3) The training results show the students are independently able to carry out what they learn during computer course activities. 4) Efforts to improve learning quality are carried out by instructors who include teaching with sincere intentions, providing engaging learning by using methods, refracting questions to students, and instructors already attending workshop seminars to improve their abilities. 5) The supporting factor in the management of the course comes from external factors, namely, support from the local area to facilitate the implementation of courses. While the inhibitory factor comes from internal managers such as technical constraints such as equipment malfunction, irregular and unordered maintenance of computers' components. Furthermore, if the administration is not well managed, then it will be an inhibition of many things such as not being able to pay salaries, and buying the operational needs of the institution.

**Keywords:** Course and Training Institute, Management, Students' Learning Quality

### Abstrak

Penelitian ini bertujuan mendeskripsikan pengelolaan kursus dan pelatihan komputer di Lembaga Kursus dan Pelatihan (LKP) Puspa Kencana dalam upaya meningkatkan kualitas belajar. Metode penelitian yang digunakan adalah deskriptif kualitatif. Pengumpulan data dalam penelitian ini menggunakan teknik wawancara, observasi, studi dokumentasi, dan triangulasi data. Subjek penelitian ini adalah pengelola LKP Puspa Kencana, instruktur, dan peserta pelatihan komputer yang dipilih secara purposif. Hasil penelitian menunjukkan bahwa 1) Pengelolaan dimulai dengan perencanaan yang meliputi, identifikasi kebutuhan belajar, penentuan peserta didik, instruktur, dan menyiapkan sarana prasarana. 2) Pelaksanaan program kursus di Puspa Kencana dilaksanakan secara terjadwal dan sistematis dengan diberi beberapa materi tambahan untuk meningkatkan kompetensi. 3) Hasil pelatihan menunjukkan para peserta didik secara mandiri mampu melaksanakan apa yang diperolehnya selama mengikuti kegiatan kursus komputer. 4) Upaya peningkatan kualitas belajar dilakukan oleh instruktur yang meliputi mengajar dengan niat yang Ikhlas, memberikan pembelajaran yang menarik dengan menggunakan metode, membiaskan diri bertanya kepada siswa, dan instruktur sudah mengikuti seminar workshop untuk meningkatkan kemampuan. 5) Faktor pendukung dalam pengelolaan kursus berasal dari faktor eksternal yaitu dukungan dari daerah setempat sehingga mempermudah pelaksanaan kursus berlangsung. Sementara faktor penghambat berasal dari internal pengelola di antaranya kendala teknis misalnya seperti rusaknya peralatan, perawatan komponen yang kurang teratur dan belum tertib. Selanjutnya apabila administrasi tidak lancar maka akan menjadi penghambat banyak hal seperti tidak bisa membayar gaji, dan membeli kebutuhan operasional lembaga.

**Kata kunci:** Kualitas Belajar, Lembaga Kursus dan Pelatihan, Pengelolaan

*How to Cite:* Suryadi, D. & Nurhayati, S. (2020). Management of Course and Training Institute to Improve Students' Learning Quality. *EMPOWERMENT: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 9 (2), 278-285.

---

## **INTRODUCTION**

The Institute of Courses and Training (LKP) is a form of Nonformal Education unit organized for communities that require knowledge, skills, life skills, and attitudes of self-development, professional development, work, self-employment, and/or higher education. The implementation of courses and training is very strategic to support the government in realizing Indonesia's intelligent and competitive people and alleviating poverty and unemployment. LKP in Indonesia is based under the Directorate of Course Coaching and Training, Directorate General of Early Childhood Education and Public Education, Ministry of Education and Culture, which consists of 224 types of skills and then officially devoted to 66 types of skills.

As stated in The Law of the Republic of Indonesia No. 20 of 2003 on the National Education System that the organizing of education must be of no exception. This is reflected in the educational standards set out in CHAPTER IX of the National Standard of Education. According to the Great Dictionary of Bahasa Indonesia (KBBI), quality is a good measure of a bad thing or content, level, and degree (cleverness, intelligence, etc.). Quality is divided into product quality and service quality, which each has different means of measurement. According to Sallis (2012), educational institutions are organizations engaged in services, both formal, informal, and nonformal education. In the perspective of Integrated Quality Management (Total Quality Management), the quality of education is centered on customer needs and satisfaction accompanied by continuous improvement. Institutions that are not oriented towards these things cannot compete in an increasingly competitive global era. LKP Puspa Kencana is a Nonformal Education institution engaged in Computer Learning established in early 2019.

Course institutions as a form of nonformal education are required to provide increased knowledge and skills for the citizens of learning so that the impact felt by the community in the form of improving education. Therefore, the relevance between the types, fields, and content of the curriculum developed in the course should be adjusted to the community's needs, which refers to predictions of possible changes that occur. This is as stated in law No. 20 of 2003 on the national education system in article 26, paragraph 5 stated that: "courses and training are held for communities that require knowledge of skills and life skills and develop themselves, develop professions, work, self-sustaining, and or proceed to a higher level." Courses are significant to develop in the community because it is part of an out-of-school education (PLS) called nonformal education, LPK Puspa Kencana.

The students have potential in technology, but they lack the opportunity to learn in the field of computer expertise because of the limited facilities that students have. Students who have completed formal school do not have skills specifically in technology, so they cannot compete with others who already have technology skills, especially in computers. Computer courses are expected to shape humans into skilled, self-developed, and independent by developing computers as their professions, which are essentially Microsoft Word, Excel, and Powerpoint.

### **Management**

Management comes from the word management or administration. As Usman (2006) stated, management translated in Indonesian into management or management. In some contexts, both have meaning equations, with the content of meaning to control, which means to organize and

manage. Management is a translation of the English word, namely, management. The English term was changed to Bahasa Indonesia, into management or management. According to Bahri and Zain (Ibrahim & Syaodih, 2003), management is the administration, arrangement, or activity arrangement. While according to Sudjana (2010), management or management is a unique ability and skill to do an activity either with others or through others in achieving the organization's goals. Management is a series of activities to plan, organize, mobilize, control, and develop against all efforts to organize and utilize human resources, facilities, and infrastructure effectively and efficiently to achieve the organization's goals.

### **Course and Training Institute**

The course is an institution of teaching-learning activities that are carried out within a certain period. The course still meets the learning elements- teaching such as citizens learning, resources, learning programs, learning places, and learning facilities. The teaching system can be lectures, discussions, exercises, practices, and assignments. Furthermore, at the end of the course, there is an evaluation to determine success in STTB (Joesoef, 1992). While the understanding of the course in the SISDIKNAS Law Chapter VI article 26 paragraph (5): courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop professions, work, self-sustaining businesses, and or continue higher tier education. From the above, it can be noted that each course institution certainly has course participants as learners. Besides, there are also things presented in the course activities: knowledge, skills, life skills, and attitude. These four aspects are geared towards developing, developing professions, working, self-sustaining, and continuing education to a higher level. According to Napitupulu (Napitupulu, 1998), the course is an out-of-school education unit consisting of community citizens who provide specific knowledge, skills, and mental attitudes for students to learn. The first and fore business direction of the course is to develop oneself. This is said first and foremost because self-development, direction, and other objectives will be achieved. Thus, the course participants' learning seems very relevant to the formal juridical aspects that form the basis of Nonformal Education law, especially nonformal education units in the form of course institutions.

### **Students' Learning Quality**

According to the term, the word quality means quality, i.e., the excellent level of something (National, 2002). According to Edward Deming (Saputra, 2010), a predictable uniformity level and reliance on low cost and following the market. The quality of education refers to the achievements achieved by students or schools at any given period. Student achievement can result from academic ability tests (e.g., general measure, UAS, EBTA, and UNAS). It can also be achievements in other fields, such as achievements in a particular sport, art, or additional skills (Hanafiah & Suhana, 2009).

### **METHOD**

This research uses qualitative descriptive methods that will describe and describe the problems discussed, including the process of managing computer waste, how to improve the quality of learning, and the factors that affect it. (Sugiyono, 2014) suggests that qualitative research methods are research methods based on postpositivism philosophy, used to examine natural object conditions (as opposed to experiments) where researchers are critical instruments, data collection techniques are triangulated (combined), and data analysis is inductive/qualitative. Qualitative research results emphasize meaning overgeneralization.

The research was conducted at LKP Puspa Kencana with research subjects, namely, managers, tutors, and computer trainees. Data collection is done by conducting observations, interviews, documentation studies, and data triangulation. Data analysis is done through several stages, first organize the data in the form of organizing, sorting, grouping, coded, and categorizing. Second, the data reduction process begins by studying all the data collected, both obtained through interviews and observation, by reducing abstraction data. Third, data verification, i.e., less reliable data sorting. Fourth, data categorization, i.e., the process of categorizing data into posts according to research questions. Fifth, the interpretation of data, namely the process of interpretation and analysis of data obtained based on the posts of research questions, to answer the research questions asked—the six triangulations, namely data collection that combines from various data collection techniques and existing data sources. Seventh, conclude, i.e., concludes the results of the research that has been done.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Computer training management at LKP Kencana Puspa**

Computer course management there is a series of activities that contain planning, implementation, and evaluation to achieve specific objectives. Based on interviews, Planning in the management of computer courses is about (1) the purpose of the course institution; (2) identification of learning needs;(3) students; (4) instructors; (5) infrastructure. The purpose of the institution and the data obtained on the author's manager can draw the following conclusion: the institution's vision realizes education and training for the young generation in terms of computerized skills. The agency's mission is "Makes Music Better," which is meant to form creative human resources by combining computer tools' derived sound into a well-listened sound. The curriculum used is created by the academic responsible for the course. Only then the instructor develops the syllabus, RPP and creates a learning module according to the student's course level.

Materials are given to students from the course institution in the form of modules given to students. The module contents differ from the level and type of computer course taken—materials provided to students from computer courses in the form of practices and theories. Where practice and theory go hand in hand, students' recruitment has carried outspread brochures in schools. There is no unique selection to enter the course. The target of the course participants is from all circles, mostly elementary and high school students. How to register by filling out the registration form, paying the registration fee. It is expected that after taking computer courses, students will have the capital skills to channel their hobbies and talents in the computer world. Instructors Have the ability in computer instruments according to the needs of the institution, educators needed to teach on this type of computer course looking for competent educators who have such expertise. The number of instructors as many as three people whom each have a bachelor's degree who have expertise in computers.

Based on the course activity interview results at Puspa Kencana, it follows the schedule and is well structured. Similar to what the Manager of LKP Puspa Kencana revealed, an action or implementation of a plan prepared in a mature and detailed way, implementation is usually done after the planning has been deemed ready. The implementation of the course program in Puspa Kencana is divided into several activities, not only in the learning process discussed before, but there is also the process of acceptance, competency improvement, and problem-solving or constraints. The course program at Puspa Kencana was implemented on a scheduled and systematic basis by being given some additional materials to improve competency. After

the computer course implementation is completed, it is expected that the students are independently able to carry out what they obtained during the computer course activities. However, it seems that psychologically there are some students still need (consultation) in order for them to be better able to apply (apply) and more professionally the results of the computer course program. Evaluation is part of the training program. The evaluation is essentially aimed at measuring the program's success in terms of the learning outcomes of trainees in the form of changes in skills, knowledge, attitudes, and skills. Puspa Kencana conducted supervision by supervising the prestige of students and tutors. This is done to know the presence. Assessment of the form of evaluation given to students in learning that serves to measure students' level of ability in learning, which serves to measure the level of ability that students have.

After participating in the computer course implementation, it is expected that the students are independently able to carry out what they obtained during the computer course activities. At the end of each meeting, there is an evaluation of the final assessment. After that, new students get a certificate from LKP Puspa Kencana.

### **How to improve student learning outcomes at LKP Puspa Kencana**

Based on the results of interviews with computer course tutors, tutors devise computer theories that will be taught to the course participants in a composed form. The first tutor teaches Microsoft Word, the second Microsoft Excel, and the last Microsoft PowerPoint. With the structure of the theory that the tutor will teach, it can make it easier for course participants to remember and understand it, thus improving the course participants' cognitive abilities. Because tutors will teach these three computer theories in the process of learning computer courses. Because the knowledge that will be possessed will be essential to be able to practice it. This is revealed from the results of interviews with computer course tutors and some citizens studying computer course participants. That tutors here are learning computer courses using learning methods that are lecture methods and demonstration methods. In learning to teach computers, tutors explain computer theories such as Microsoft Word with a lecture in front of the class, after explaining then the tutor asks the course participants to practice the theory that has been described using the computer or laptop that has been provided. So in this stage, the course participant will be able to operate the computer after knowing computer theory, namely Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. The results that the course participant gets can work using the computer skills he has mastered.

The results of computer course research conducted at LKP Puspa Kencana aim to improve students' life skills in schools in the field of computers. Because the students of MTs/MA level do not follow life skills, then after graduation later, the students learn only get cognitive skills and affective abilities, which are in the form of diplomas from graduation results. Tutors not only teach all three computer theories, but tutors also provide accurate and useful motivation and direction to citizens learning to live together with others. Because man will not be able to live alone without anyone else around him. In learning computer courses in the classroom, tutors motivate never to be ashamed to ask. Because in the world of work and business, competition is tight, and people who have a terrible attitude and shame will be left behind. Tutors motivate the participants to mingle, say hello and help, and train them to adapt and cooperate with others. Because in the world of work and business must work together and be able to adapt to others.

Improving the quality of learning is very important for every teacher because quality learning affects students' understanding and learning outcomes. Based on interviews with instructors:

"Each will begin my learning by encouraging students that the material discussed is critical, that what I have said can have a good impact on students, not in vain, and they can apply in daily life. Students not only know but understand what is explained".

Based on the results of the interview can be known that in the learning process, the instructor has mastered the material, eager as well as giving an excellent understanding of the material to the learner's look sincerity in teaching. The teaching atmosphere will look comfortable if the instructor /teacher does the learning with a sincere intention. This effort can make students feel happy and comfortable in participating in teaching and learning activities. In the learning process, instructors have provided impressive materials that use several teaching and learning activities to make students more active and more comfortable to understand the material. The way instructors attract students to the question is by going around greeting participants while asking some questions to the course participants, which then the instructor writes the names of students who actively answer questions and are given grades.

### **Factors that influence the management of computer training at LKP Puspa Kencana**

Supporting factor in the management of computer courses is the cooperation with formal educational institutions from the local area to facilitate the course's implementation. Students' high interest is encouraging for instructors so that they are indirectly happy when interacting with students. Based on the interview results for the inhibitory factor in managing the computer course technically only, such as the damage of computer equipment. If the administration is not smooth, it will be an inhibition of many things. Like not being able to pay a salary, buying computer equipment. Inhibition in the implementation of learning.

Meanwhile, the constraints of students are still reduced in taking computer courses. It is just that not all students want to learn, not because they desire to be a skill in their field. So the problem is still diminishing the benefits for them, is this skill of a person's ability to do something specific, focused yet dynamic takes a certain amount of time to learn the science.

### **Discussion**

One of the components that determine success in implementing the program is management. Through proper management, it is hoped that a program can run smoothly and systematically so that the goal's achievement can be achieved immediately. Puspa Kencana's own LKP computer course makes learning planning before the learning process is carried out. The planning includes needs analysis, goal setting, learning curriculum preparation, and approach by the management and educators to the learning community, making a learning plan. LKP Puspa Kencana, as a nonformal educational institution, initiates planning by carrying out the identification of learning needs. Learning needs planning is done based on the needs of students for the world of work. Planning is a systematic process of making decisions about actions to be taken in the future (Sudjana, 2010).

Implementation is to carry out according to the schedule that has been set. Students to carry out computer courses begin a set schedule. Implementation is an action or implementation of a plan that has been carefully and detailed. Implementation is usually carried out after the planning has been considered ready (Usman, 2006). The activities held at LKP Puspa Kencana are computer course learning activities in their respective areas of expertise. This course can improve the competence of students if good intentions are carried out. Assessment is an integral part of a curriculum that aims to know the level of success that has been achieved after implementation. According to Edwin (Sudjiono, 2011), evaluation refers to the act or process of determining something's value. According to this definition, the term evaluation refers to or

contains the meaning of an action or a process for determining something's value. Evaluation is a systematic and complex activity. Systematic evaluation using inquiry techniques or procedures that are coherent.

Efforts to improve the quality of learning, the role of instructors is significant. As for the things that have been done by instructors in improving the quality of learning, namely first, teaching instructors with sincere intentions and encouraging and understanding well to students. Second, it provides exciting learning using methods. Third, refract to ask students and students to respond to the questions asked actively. Fourth, instructors have participated in workshop seminars to improve their skills. While the lack of improvement in the quality of learning at Puspa Kencana Training and Training Institute is that instructors have not made reading a daily habit, reading is done by instructors if there is free time, media use in the learning process is still infrequent. The improvement of the competency of instructors needs to be noted as the results of Nurhayati research (2015) So in improving the quality of study at Puspa Kencana Course and Training Institute, which researchers can present both from observations (observations), interviews, and documentation that researchers do during this research process.

The implementation of management is not separated from supporting factors and inhibition. The supporting factor in the course management is support from the local area, making it easier for course implementation to occur. For obstruction factors in managing the course technically only, for example, such as equipment damage. If the administration is not smooth, it will be an inhibition of many things. Like not being able to pay a salary, buying components. Treatment of irregular and unorderedly computers' components.

## **CONCLUSION**

In the management of computer courses, there is a series of activities that contain planning, implementation, and evaluation to improve the quality of learning. Management begins with a planner that includes (2) identification of learning needs;(3) students; (4) instructors; (5) infrastructure. The course program at Puspa Kencana was implemented on a scheduled and systematic basis by being given some additional materials to improve competency. After the computer course implementation is completed, it is expected that the students are independently able to carry out what they obtained during the computer course activities. To improve the quality of learning, the role of the instructor is significant. The ways that instructors do to improve the quality of learning include; *first*, They are teaching with sincere intent. *Second*, it provides exciting learning using methods. *Third*, get used to asking students. *Fourth*, instructors have participated in workshop seminars to improve their skills. Several factors affect the implementation of this computer course program, which includes supporting factors and inhibition. The supporting factor in the course management comes from external factors, namely support from the local area, making it easier for course implementation to occur. In contrast, the inhibitory factor comes from internal managers such as technical constraints such as equipment malfunction, irregular and unorderedly maintenance of components. Furthermore, if the administration is not smooth, it will inhibit many things, such as not paying salaries and buying computers' components..

## **REFERENCES**

- Hanafiah, N., & Suhana, C. (2009). *Konsep Strategi Pembelajaran*. Bandung: Refika Aditama.
- Ibrahim, R., & Syaodih, N. (2003). *Perencanaan pengajaran*. Jakarta: Rineka Cipta.
- Joesoef, S. (1992). *Konsep dasar pendidikan luar sekolah*. Jakarta: Bumi Aksara.

- Napitupulu, W. P. (1998). *Pedoman Pendidikan Luar Sekolah*. Jakarta: Grasindo.
- Nasional, D. P. (2002). *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Nurhayati, S. (2015). Andragogical Content Knowledge as a Key Component in the Training of the Instructors of Nonformal Education. *International Education Studies*, 8(2), 219-230.
- Sallis, E. (2012). *Total Quality Manajement In Education*. Yogyakarta: IRC.
- Saputra, U. (2010). *Administrasi Pendidikan*. Bandung: Refika Aditama.
- Sudjana, D. (2010). *Manajemen Program Pendidikan untuk pengembangan Sumber Daya Manusia*. Bandung: Falah Production.
- Sudjiono, A. (2011). *Evaluasi Pendidikan*. Jakarta: Raja Grafindo Persada.
- Sugiyono. (2014). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta.
- Usman, H. (2006). *Manajemen Teori, Praktik, Dan Riset Pendidikan*. Jakarta: Bumi Aksara