

Development training model mentoring convection sewing in improving assistant competence

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Abstrak

This research aims to develop a model of convection mentoring training to improve the competency of the assistant related aspects of knowledge, attitudes and skills in the business group of sewing convection in the city of Gorontalo. The approach used in this research is qualitative. The methods used are research and development (R & D) which include the following activities: (1) preliminary review of the initial condition of competence of convection assistants, (2) Development model mentoring, (3) expert validation and revision, (4) implementation of the model, (5) test the effectiveness of the model, and (6) model recommendation. The results of development studies show: (1) initial condition of convection competence of the general do not follow the standards of convection assistant, because the convection assistant has not received training, (2) the development of training model mentoring to increase the competence aspects of knowledge, attitudes and skills of convection assistants conducted through several steps; conducting analysis of development needs, determining the elements to be developed, developing a mentoring model to improve quality and productivity, validating model development with non-formal education experts, educational practitioners Non-formal and peer, and compile the final model, (3) the implications of aid models conducted through testing and testing assistance models in the management of mentoring relating to planning, implementation and evaluation. All these activities are done through stages; planning, organizing, implementing, evaluating, and delivering results. (4) the development of a training model affects the effectiveness and efficiency of training implementation. Effectiveness tests are conducted through post-test. Research findings suggest that the training model of mentoring to improve the competencies developed by the convection Assistant is recommended for the interested parties.

Keywords: convection sewing, improving assistant competence, training model mentoring

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INTRODUCTION

Future development of human resources is carried out through a non-formal educational channel, which must be adjusted to the change in society. The role of education will affect human resources in quality and quantity so that it can improve the welfare and prosperity of individuals and society (Shofwan et al., 2019). Human resources are one of the most important resources for different types of institutions, and the main machines of all activities, and the basis of

their effectiveness, especially if these resources are characterized by skills, knowledge, ability, and ability Adapt to the nature of the work done (Amara & Atia, 2016). Various definitions, it is necessary to study by non-formal education as an educational institution that provides services in the field of training, education and community empowerment.

The development of non-formal education in the future needs to consider the following: first, non-formal education needs to

be more proactive in reforming the vision, mission, and strategy to change the education program that was initially is oriented to produce graduates as a working community into an effort to produce graduates who have the expertise and ability to independently and create the community. Secondly, elements of a non-formal education system need to be completed that include components, processes, and objectives. This system should be applied in every unit, type, and non-formal education program. These components consist of environmental input, facility input, RAW input, and other inputs. Third, improve vision, mission, and strategy to develop a non-formal education. Fourth, non-formal education enhances the orientation of alignments for many people. Fifth, non-formal education needs to develop three aspects (Triad) of internal institutional development with research, management and production efforts (Sudjana, 2004).

Based on the descriptions, non-formal education is conducted to improve the knowledge, skills and attitudes of the community in managing the business they are involved in as well as, convection management. Convection assistants need to have good knowledge, skills, and attitudes so that the implementation of convection work runs smoothly. Training should be based on competence: the skills required to perform the work following the expected standards. Therefore, training should result in a change in the working behaviour that leads to the pharmaceutical management system that functions better and efficiently (World Health Organization, 2012). Convection Assistant Competence in convection management is needed as an effort to increase entrepreneurial spirit as one of the objectives that will be achieved by the organization, both profit and non-profit organizations. Competence is always related to performance/behaviour that can be observed and measured.

Competence is a criterion that can distinguish those who have superior and average performance. Competence is not just an aspect that is a prerequisite for work but the aspect that determines the success of optimal performance. Only the characteristic under-

lying success/effectiveness performance can be categorized as competence. Thus, the underlying characteristics of ineffective performance also cannot be categorized into competence. Assistance competencies can be developed through job-oriented training. The training in question is training to improve the skills and abilities of a person in the field of convection. Training is part of an education that describes a process in community development consisting of a series that is inseparable in the human resources development system, where the planning, placement, and Development of human labour. In the development process, human resources can be maximally empowered so that what is intended to meet the needs of human life can be fulfilled.

Based on the explanation, mentoring training can be given to the community through non-formal education. One of the learning methods used by tutors is mentoring training. Also, there are other models such as tutorial models, but this model is not satisfactory because learning takes place in one direction only. Tutors do not include aid in learning, even if the assistant is allowed to ask questions, only some do. This is because the assistant is still afraid or confused about what will be asked. The training cannot accommodate all participants; Rather, there are cases where some trainees successfully adapt to various training methods (Kaplan-Mor et al., 2011). Also, the facilitators are not trained in developing their ideas to improve their competence. The facilitators are still lost or passive, have not been able to think critically and dare to express opinions, and in training are less concerned with the competency of graduate graduates. One effort to improve the assistant's competence is to implement a mentoring training model to improve the quality of competence.

Based on the results of preliminary observations conducted by researchers in the field, this indicates that efforts to increase the competency of convection assistants in the city of Gorontalo have been conducted through training of mentoring by the Government, the private sector and convection/general manager. The results of the post-training evaluation showed that the training

had no impact on increased assistant competence, contributing factors due to the management of the training was not done properly. This condition is evidenced by the declining performance of the assistant in guiding and guiding the tailor in convection efforts. From 7 convection units, 3 units still conduct ongoing mentoring training while other convection has not been implemented assistance in managing convection. This is certainly one of the factors that inhibit the improvement of the quality of tailor work. Therefore, a model of training is needed to think about planning, implementing and effective and efficient evaluation.

Factors that cause mentoring training fail lies in (1) planning; In preparing training, organizers did not involve learning the citizens in identifying the needs of learning, preparing schedule design, and determining the cost of training, (2) implementation; In the implementation of learning centred on learning resources, more theories, practical activities are only done once, (3) Learning evaluation does not involve the citizens learn so that citizens learn not to know the failures and successes they have, As well as the extent of their learning outcomes.

Therefore, the new mentoring training model needs to be designed as an existing model of mentoring model development. Development of mentoring model is made according to the needs of employees and potential available so that through training can improve knowledge, attitude, and skills as output, and impact on the growth of convection and income and Family and welfare. Based on the problem above, researchers conducted a study titled Development of Training Model for mentoring to improve the competence of the assistant in the convection business group in the city of Gorontalo.

METHODS

The approach in this study refers to a combination of qualitative and quantitative approaches. The quantitative data analysis in this study used the Wilcoxon Match Test Statistical test to test the difference between two paired data, a pre-Test score and a post-test, with Z test statistics. Furthermore, the research and Development methods (R & D)

Designed in this study to discover or create new learning models and/or improvements to old educational products to foster a culture of entrepreneurship in the community to encourage the creation of quality and productivity so that they Ready to become a new entrepreneur through the optimization of the community in business units with the various potentials they have. The procedure of development research will explain the procedures taken by researchers/developers in making products. The development procedure differs from the development model in describing the product design components being developed. In the procedure, researchers mention the nature of components at every stage in development. The Data in this study was obtained through observation, which is a comprehensive and clear picture of the condition of the field. The interesting thing related to the problems gained from observations is traced by the interview technique. Besides, document studies are held, in the form of personal documents, official documents and others.

By following the research method used, namely the method R & D, the step in conducting this research refers to what is explained by the Borg & Hall in (Mulyana, 2008), which is as follows: (1) conducting preliminary studies, to obtain data empirically (through observation) about student conditions and theoretical studies (literary studies), which are conceptually related to the initial (empiric) data obtained. (2) Develop a model to be implemented, namely looking at the validity of models. For this reason, it is necessary to conduct a "limited seminar" by inviting experts or practitioners in the field of non-formal education and tutors at the local institution to see the weaknesses of the prepared models. (3) revision models based on expert input (practitioners) until the model is ready to be rivalled (perhaps a meeting with relevant experts is still required. (4) Testing model is limited to the field, namely by quasi-experimental "(one group-post-test design) to see the effectiveness of the model through observations, interviews or questionnaires. (5) Initial model revision, model analysis and refinement based on preliminary trial results in the field.

(6) Field trials conducted, conducted in a real (wider) community, with One Group Pretest-post-Test Design. It may take longer and it is necessary to go to the field repeatedly. (7) Revision Model that improves things that are still weak or ineffective. (8) The final development of the training model of mentoring to improve assistant competence in the convection business group in the city of Gorontalo.

RESULT AND DISCUSSION

Description of objective training conditions of mentoring to improve the competence of convection assistants

Based on the observation results, interviews and documentation studies have been informed that the Vocational Training Center (VTC) in Gorontalo has carried out coaching assistance during this time to improve the competence of the assistant convection. Training is a planned process to modify a skilled attitude, knowledge or behaviour through learning experience to achieve effective performance in an activity or various activities. The goal, in a working situation, is to develop individual capabilities and to meet the current and future workforce needs of the Organization (Hu, 2004). To get an actual and systematic picture, researchers use an education management approach function which includes planning, organizing, implementing, evaluating and producing outcomes by dividing components, processes and objectives. The Paradigm training skills Program is conducted by the Vocational Training Center (VTC) of Gorontalo city.

Designing training courses such as mapping trips or making trips. Design training is essentially an outline of all the details of "What, where, who, when and how" of training for use by coordinators, curriculum developers, and coaches (Hamza, 2012). Planning activities include: (1) The recruitment of trainees, trainees are raw inputs in training activities at the Vocational Training Center (VTC). (2) Recruitment Facilitator, a facilitator is an instrumental input for training Center for Vocational Training Center (VTC) in the framework of training activities. Like the recruitment of prospective

trainees, the recruitment of facilitators through administrative procedures has been fulfilled. (3) Preparation of training administration, administration prepared by the Vocational Training Center (VTC) in the context of education skills training in the form of training programs such as learning schedule, and attendance list of facilitators, and Learning willingness. Early conditioning of training before core training was initiated by researchers as the facilitator regulates the opening of training with the intent to (a) create a conducive atmosphere for learning; (b) Provide an understanding of the learning steps that must be pursued during the course of the training; (c) Convey the benefits of joining the training activities; and (d) identify the initial ability of the trainees (Sutisna & Trisnamasyah, 2010). The achievement of the training objectives has three indicators, namely the ability of participants to understand the training, motivation participants to follow the next training and ability of participants to practice skills (Irwan, 2017).

Organizing activities include the Division of task organizers and facilitators. The fact shows that the organiser's arrangement of assignments and facilitators is conducted by the Vocational Training Center (VTC) manager. It does not follow participatory training principles that prioritize joint involvement. The existence of organizers and facilitators for non-formal education units such as vocational training centres (VTC) is needed, where organizers have the task to facilitate training and facilitators as training activities. The. For this reason, involvement in organizing tasks is necessary to produce a clear, proportional and precise job description.

Based on the explanation, it is understandable that in the Vocational Training Center (VTC) of Gorontalo City, the implementation of training activities is not optimal in planning, organizing, implementing, evaluation and development. Each phase of its activities tends to only meet the requirements of administrative procedures relating to the training approach chosen, methods, techniques and mechanisms of work that have not been carried out optimally. Improving the competence of convection assistance

in training has not been a priority. Likewise, the concept of entrepreneurship has not received enough portions, so the trainees are only limited to knowing what they have learned, yet to achieve the benefits of what they have learned to become independent trainees.

Development of mentoring training model to improve competency for convection assistant

Development of training model mentoring to improve the competency of the convection assistant arises from the idea to provide solutions about how educational skills training activities conducted in the Vocational Training Center (VTC) in the city Gorontalo so far. The steps of the activity are as follows: (1) Analyzing development needs, (2) determining the elements to be developed, (3) regulating the development of the model, (4) Validating model developments with non-formal education experts, Non-formal educational practitioners and colleagues, (5) Devise a mentoring model to improve the competency of the convection trainee. Training activities can be increased: (a) The learning process, consisting of working collaboratively, confident in giving opinions, participating, commitments, and self-learning; (B) Ability to make lesson plans (Novitasari & Sugito, 2018).

Need analysis is done to get information about learning needs. Based on the results of the analysis, obtained various facts such as objective conditions and problems that occur in entrepreneurship skills training in the Vocational Training Center (VTC) in the city of Gorontalo, in this case, the implementation of mentoring Education training has not been optimal in terms of planning, organizing, implementing, evaluation and development. The condition has not been able to support the training process characterized by improved entrepreneurship and competence. For that, it is necessary to design a mentoring training model to improve the competence of convection assistants. Development of training model mentoring to improve the competence of convection assistants based on the consideration of (a) existing training models need to be

perfected through model development activities, (b) training is one of the educational programs aims to provide certain training skills as a provision for earning a living and improving welfare.

The development of models was conducted by researchers based on preliminary studies, needs analysis, and determination of the developed components. Broadly, the results of the design development model of action mechanisms including (1) planning, activities consist of prospective recruitment, identification needs, resources, and constraints, prospective recruitment facilitator, arranging training programs, organizing the training rules. (2) Organizing, activities include responsible form training, organizing the task of a manager of Vocational Training Center (VTC), training organizer, facilitator and trainee. (3) Implementation, activities include (a) orientation for organizers and facilitators, concerning training providers (b) The training process is divided into opening activities, core activities, and closure activities using andragogy and participatory (4) Such activities include internal coaching conducted by the manager of Vocational Training Center (VTC), training organizer and facilitator, external coaching conducted by the technical institution which is the education office in the District/district/ Provincial level, (5) Assessment, activities include evaluation of learning activities, evaluation of trainees, post-study evaluation, (6) development, activities include increased knowledge, skills and attitudes/behaviours.

Development of training model mentoring to improve the competency of the training convection Assistant is considered successful if the application shows an indicator that is intentionally set as a success criterion. Namely: (1) The criteria in the training process (a) at least 70% of the contents of this training model can be understood, accepted and applied by trainees, facilitators, and programs at the Vocational Training Centre (VTC), (b) at least 70% of the participants Training and facilitators during the training process feel conducive condition, pleasant atmosphere, mutual respect and high will to learn and share, (c) At least 70% of the trainees find the appropriate materials

With the needs of trainees so that by following the training process can be beneficial and beneficial to their future lives, (d) at least 70% of the trainees are actively participating in the training process and will not be Resigned because they found the material to be inappropriate or uncomfortable and unhappy due to training activities, (e) At least 70% of the trainees ' experience increases knowledge, attitudes, and skills compared before they Attending training, (2) post-study criteria, including (a) at least 70% of the trainees may reconstruct the skills they have learned without the guidance/direction of others, (b) at least 70% of the participants have thought Orientation to become a good convection assistant in convection management, (c) At least 70% of the trainees can apply their learning outcomes at their workplace, (d) at least 70% of the trainees have good competence that demonstrated in their activities to undertake guidance, coaching and briefing on convection, (e) At least 70% of the trainees participated in the social activities and community development related to the training activities.

Review Implementation

The model effectiveness study was conducted through review when the training model was implemented. Implementation of the model is conducted through two trials, namely the two phases of the trial conducted in the Vocational Training Center (VTC) of Gorontalo City from 2011 October to 2011 November, the results of this trial showed that there is a positive impact not only for Training participants, but also for the managers of the Vocational Training Center (VTC), the training organizer, and the facilitator. They have gained new insight into the training process of educational skills at a vocational training centre (VTC), which is a training model that integrates an understanding of knowledge and skills about convection assistance that Oriented towards increased competency.

The manager of the Vocational Training Center (VTC) and the training organizer provide a positive appreciation for the tested model. They reveal that (1) the steps taken in systematic proceedings are very precise

because they start from recruitment to development, (2) The activities involve managers and organizers primarily on the planning, Organizing, implementing, evaluating and developing stages, (3) material scope divided into mentoring and entrepreneurial material, this provides an opportunity for trainees to fully learn the skills and concepts of entrepreneurship, (4) pedagogical approaches, participatory methods, and individual guidance can foster a pleasant learning atmosphere demonstrated by the presence of active trainees, never absent and always use their right to speak and Demonstrate the theories they possess acquired, (5) The assessment system comparing stage I and stage II can provide clear information on the ability of trainees who implement the development of training models that have been implemented by the center Vocational Training (VTC) (6) In selecting training materials using quality and productivity concepts.

The facilitator as a technical source and facilitator in the training feels that: (a) The training model is systematic, practical, simple, and easy to understand so that the facilitator can apply it properly and precisely, (b) the process of its activities, Both at the planning, organizing, implementation, evaluation and development phases involving various parties so that the results are better, more perfect and cultivate a sense of responsibility together, (c) This training model seems intact and qualified , because it began its treatment through recruitment to the development stage, (d) The assessment system compares pre-Test and post-Test in phase I tests and phase II can provide clear information about the ability of trainees applying model development With training where training activities implement a training model that has been implemented by a vocational training centre (VTC).

The trainees feel: (a) The training can encourage high motivation for learning, as almost all stages involve the learning community, so that the trainees feel appreciated, at the same time cultivating a common attitude from Responsibility to the training organization, (b) andragogy approach, participatory methods and individual guidance can foster a more enjoyable learning atmos-

where, participants do not feel depressed, they freely use their right as Participants to ask questions or show their learning outcomes, (c) The trainees easily understand what the facilitator described, so that the trainees have mastered perfectly how to design the model and develop Convection, (d) sorting material consisting of mentoring and entrepreneurial material can provide a new understanding for trainees in terms of specific skills, in this case, the development of design and convection, also understand the mentoring concept, (E) Scoring system comparing phase I and phase II. Phase I test can provide clear information about the ability of trainees who implement the development of training models that implement training model development training activities that have been implemented so far, (f) Construction Provided by management, organizers, and from government agencies make the quality of training guaranteed, because, among trainees, vocational training centre Manager (VTC), organizers, and facilitators feel supervised.

The concept of enhancement of Convection Assistant competency, implementation of this model of training can provide new knowledge for trainees about the concept of knowledge utilization, skills, and attitude in managing convection. In particular, following this training, the trainees can also perform mentoring and coaching that they cannot do before. During this time, the trainees assumed that the convection management was conducted on a large scale with the training they participated, introducing them to new knowledge on how to manage the convection well to increase revenue Family and welfare convection. Mastery of the skill concept learned, in this case, the skill to manage convection is quantitatively seen from the evaluation value done at the end of the training, where all trainees have good and well-categorized values.

Concerning the concept of entrepreneurship, implementation of this training model can provide new knowledge to trainees about entrepreneurship. By learning the concept of entrepreneurship, the trainees know how to become entrepreneurs. The draft mastery of the trainees' entrepreneurial concept

is quantitatively demonstrated by the scoring value at the end of the training activity, where all trainees receive good and good grades. Entrepreneurship training can also encourage motivation to develop the quality and productivity, indicated by a) the willingness of Training participants to become a member of the business group that is cultivated by a vocational training centre (VTC), (b) There is a suggestion/desire for trainees to manage and develop convection to have high-quality products.

The Effectiveness of The Training Model

The effectiveness of this training model is demonstrated by activities that have been conducted in the learning process that can produce learning achievement for the trainees, where the value gained by the trainees after conducting good trial and superior evaluation is given (mastery level 60% to 100%) Good mentoring materials and entrepreneurial material. Pre-test scores earned by training participants in the stage I test were 22.25 while the average posttest value was 24.38. The pre-trial score gained by the trainees in the phase II trial is 23.00 while the average posttest value is 25.14. Also, by looking at the comparison of observations on the competence of the convection assistants before and after the training increased by 28%, where the competence of the convection assistant before training was 44% and after the training 72%.

Based on the discussion, it is understandable that the research has found a model of mentoring training to increase the competence of convection assistants who have been tested for eligibility and have received a positive response from the central manager Vocational training (VTC), training organizers, facilitators and trainees. Targeted mentoring training include the growth of entrepreneurs in the field of convection so that business activities become competitive with other areas of business. Convection organization has a good administrative system so that the convection organization has high accountability, both in front of members and outside organizations that can support the development of convection business. When employees have positively

used and applied the knowledge, skills, and attitudes learned from the training, it will then affect their satisfaction with their work (Zumrah et al., 2013).

The emergence of new entrepreneurs in the world of convection, the realization of the synergistic empowerment process between the needs of external programs and the needs of citizens, and the realization of the network of entrepreneurs (individuals and organizations) among the community increased revenues Community. To create a training atmosphere that can form competent trainees in a particular field, apply them in the world of Business (entrepreneurship) by utilizing existing potential, then the required training model that can accommodate various Interests above. This model of training is a training model that follows the characteristics of both non-formal education on approaches and mechanisms.

CONCLUSIONS

Based on the problems and objectives of the research related to the development of the training model, in general, the following conclusions are drawn: (1) The initial condition of the competency assistant convection in the city of Gorontalo generally follows the standards of the assistant Convection. In convection, competence has not been seen because the convection assistant has not received optimal assistance training. The assistance provided is still in the form of instruction to carry out convection activities on how to sew and market it. Also, model assistance to improve the competence of convection assistants obtained through observation, interviews, and documentation studies by looking at planning, organizing, implementing, and stage development. (2) The development of model mentoring training in order to increase the competency of the convection assistant is done through the phases of activities conducted by researchers to develop a mentoring training model that analyzes the needs of development, Determination of elements to be developed, development model mentoring to improve quality and productivity, validate model development with non-formal education experts, non-formal education practi-

tioners, and associates, and prepare models End. (3) Implementation of assistance model is conducted through test and application Model test. This help model trial was done twice on the mentoring model. From the results, it can be concluded that the expected characteristics of development model assistance can be seen. This test implementation procedure is carried out through three main activities, including the formation of experimental groups and control groups that refer to the steps of each learning model, the implementation of learning, and provide post-test to Experimental groups and control groups with the same test material. (4) Test of the effectiveness of learning models conducted through mentoring model testing. Based on statistical testing, the developed training model has a significant impact on cognitive, affective and psychomotor aspects of the trainees.

Some recommendations made based on the results of this study are as follows: (1) to develop convection, it is necessary to build sectors such as cooperative economic actors in the convection to promote the growth and progress of convection in City of Gorontalo. (2) for the convection manager, it is better to provide continuous relief. Recognizing that the convection assistants employed have no adequate knowledge, skills and attitudes/ behaviours in carrying out the convection of work. (3) For assistance, it is better to apply assistance to workers carefully by paying attention to the characteristics of workers so that good results are obtained. Furthermore, always develop competence by receiving guidance from mentors. Also, develop the skills owned through the implementation of convection work in the workplace. (4) Because this research has many shortcomings and is based on convection efforts, it is necessary to have further development research and follow-up of this research and other fields.

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