

The Triple Skilling Program: Implementation Design, Suitability of the Implementation, and Evaluate Program

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Abstract. The unemployment rate is increasing due to the problem of a mismatch between skills and work needs. The Ministry of Manpower has developed a triple-skilling program as a solution to the above problems. The aim of the study was to analyze the implementation design, suitability of program implementation, and evaluate the implementation of the triple skilling program. The method is qualitative phenomenology. Re-search subjects include program managers, training instructors, and training participants. The research results explain the planning, by analyzing the needs of DU/DI, selecting training participants, compiling a curriculum, establishing a training strategy. Implementation for 1.5 to 3 months. The material provided by training instructors is 30% theory and 70% practice. Evaluation, it can be seen from tracer alumni that 70% are absorbed by the industrial world, 20% are entrepreneurs, and 10% do not work according to their fields. In conclusion, the planning of the triple skilling program has been adapted to the TNA in the world of work, the implementation of the program is in accordance with the SKKNI standards, and most of the training participants are absorbed by jobs according to their fields. The triple skilling program can help solve the problem of matching skills with work needs.

Key words: training management, evaluation program, triple skilling program

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INTRODUCTION

Indonesia is a developing country that has a very high population. According to BPS (Central Statistics Agency) data, the population of productive age (aged 15-65 years) reached 185.22 million or about 68.7% of the total population in Indonesia (<https://www.bps.go.id>). The BPS data shows that Indonesia is in a demographic bonus where the number of productive age is greater than the number of people who are not productive. The increasing number of productive populations is a great opportunity for the Indonesian people to move the wheels of the community's economy.

Along with these opportunities, Indonesia needs to strengthen human resources towards superior human beings who are correlated to encourage work productivity and compete in the midst of rapid changes in the world of business, political economy and culture. This is in accordance with research conducted by Aqsa (2016) explaining that the quality of Human Resources (HR) greatly determines the performance and success of the institution, agency, or company where the community works or the business, they want to develop in facing the flow of technological developments, free trade and increasingly fierce competition in the world market.

The quality of human resources in Indonesia in 2020 is already better than in 2018, but the Open Unemployment Rate (TPT) is still quite high due to skill mismatches with the needs of DU/DI, low

community competence in the field of digitalization, and the replacement of human labor with machine power (automation) in industrial era 4.0 (GTCI, 2020). This can be seen from the level of Open Unemployment (TPT) in Central Java which currently increases to 5.96% which is domiciled in Semarang City. The Open Unemployment Rate in Semarang City currently reaches 9.57%, where the Open Unemployment Rate in Semarang City is higher than other areas in Central Java (BPS, 2020).

The above statement is in line with previous study conducted by Obedgiu (2017) which explains that human resources which initially had functions that were dominated by transactional workers, the development of the era of globalization, company consolidation, and advances in human resource technology are currently focused on strategic initiatives. The development and progress of today's era requires human resources to be able to adapt their skills to the needs of industry and current technological advances, so that human resources can compete in the world of work (Fakhrudin & Shofwan, 2019).

The efforts to improve the quality of qualified human resources in the industrial revolution 4.0 era and overcome the gap between skills and the needs of DU/DI, namely through developing human resource skills and strengthening local production in the upstream and middle sectors through capacity building and acceleration of technology adoption. In addition, there is a need for government cooperation to implement industrial zone policies and there is a

need for public awareness of the current era (Rizky & Conscience, 2019). One of the government's efforts in developing HR skills is through certified training, with certified training it is hoped that HR will become skilled and productive. Siregar Siagian & Sudjiman (2021) explained that there was a significant effect of training and motivation on work productivity, where community participants or employees who take part in the training will gain new knowledge, experience, and skills that the trainees have never had, so as to improve the quality of the trainees to compete in the world of work and industry. This proves that training is one of the strategies to help improve the skills and productivity of today's human resources.

Training is teaching or providing experience to someone to develop knowledge, skills, and attitudes to achieve what they want (Robinson, 2010: 174). The results of research from Yudianto, et al. (2021) explained that the effect of training on improving people's work abilities was very significant. This means that training is very influential in improving and developing community skills, where it is hoped that later people will have skills that are in accordance with the world of work and can compete in the world of work. This training can be obtained by the community through government and private institutions that organize training according to the needs of the community.

One of the effective trainings to overcome the problem of skills mismatches with needs is Competency-Based Training (PBK). However, in 2019 the government together with the Ministry of Manpower developed PBK into a Triple Skilling program as an effort to overcome the above problems. The Ministry of Manpower hopes that the Triple Skilling program can act as a link and match with the job market. The Triple Skilling Program was formed by the Ministry of Manpower with the aim of producing human resources who are ready to work, can be competitive in the era of the industrial revolution 4.0, and have skills that are in line with the demands of the labor market.

Almushally (2020) explained that the planning for the implementation of the triple skilling program is based on the TNA and is carried out in accordance with the SKKNI, besides that the triple skilling program can create a skilled workforce according to industry needs, increase the competence of trainees and obtain professional certification to find work. This Triple Skilling program consists of skilling, up-skilling, and re-skilling. Skilling is training for the workforce who do not yet have certain skills and want to acquire skills. Up-Skilling is training for workers who want to improve their skills. Re-

Skilling is training for workers who want to acquire new skills or change professions.

The implementation of the triple skill program consists of planning, implementing, and evaluating. The implementation of this study aims to analyze the design of the triple skilling program implementation, analyze the suitability of the triple skilling program learning implementation with established standard, and analyze the achievements of the triple skilling program implementation in basic sewing training (skilling), junior secretary training (up-skilling), and welding training (re-skilling) at BBPVP Semarang

METHOD

This study uses a qualitative phenomenological research method. Qualitative research is a method for exploring and interpreting a number of individuals or groups of people towards the phenomena that occur (Creswell, 2007). A qualitative approach to phenomenology is a research method that produces descriptive data from a particular phenomenon in the form of written or oral data. The subjects of this study consisted of 2 triple skilling program managers, 4 triple skilling program training instructors, and 6 triple skilling program training participants.

The data collection techniques used by researchers include observation, interview, and documentation techniques. The researcher's observation technique observed directly the interaction of the trainees with the training instructor in the process of implementing the triple skill training. In addition, researchers also observed the physical facilities of BBPVP Semarang as the location for the triple skilling training program which includes theoretical classrooms, practical classrooms, instructor rooms, other supporting facilities, and infrastructure used during the training.

The interview technique was conducted by researchers on several informants who understood the implementation of the triple skilling program at BBPVP Semarang which consisted of program organizers, training instructors and training participants. In-depth interviews were conducted to collect data including determining TNA, recruiting training participants, developing curriculum, determining training strategies, implementing the triple skilling program, and achieving the results of the triple skilling program. Meanwhile, the documentation technique is used to collect supporting documents for the implementation of the triple skilling program which consists of training modules, training schedules, schedules for teaching and learning activities, training curriculum, training participant data, alumni

tracer data, photographs, and so on.

Furthermore, to measure the validity of the data that has been owned by the researcher, the researcher uses the source triangulation technique and the method triangulation technique. Triangulation of sources, the data obtained by the researcher was checked again by equating the results of in-depth interviews with program managers, training instructors, and trainees of the triple skilling program, observation data, and documentation data at different times.

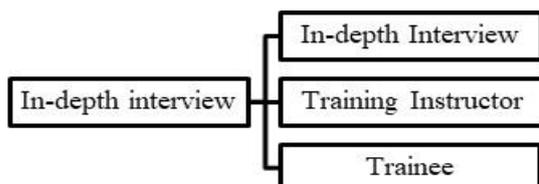


Figure 1. Triangulation of Source

Triangulation method, researchers used interviews, observation, and documentation to analyze the implementation of the triple skilling program at BBPVP Semarang. The in-depth interview method was used to reveal the data from respondents to collect data on the implementation of the triple skilling program starting from planning, implementation and evaluation which was shown to program organizers, training instructors, and training participants.

The participatory observation method was used to improve the results of the interviews, increase the validity of the data and strengthen the validity of the data with the theories used. The documentation method is used to simplify and strengthen primary data from interviews with respondents. The documentation method used by the researcher is shooting activity.

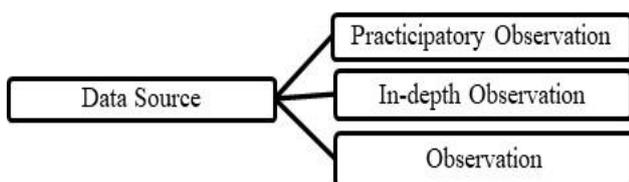


Figure 2. Data Triangulation

After measuring the validity of the data, the researcher conducted data analysis to analyze and describe the data that had been obtained in the field based on the theories that had been previously determined. The researcher's data analysis process used the Miles and Huberman interactive data analysis model. According to Miles & Hubermann (2008: 16) the analysis consists of four flows of activities,

namely data collection, data reduction, data presentation, conclusion drawing or verification. In the data collection stage, the researcher collected data about the components of planning, implementation, and evaluation of the triple skilling program by using in-depth interview techniques with program managers, training instructors, and trainees of the triple skilling program, observation techniques, and documentation techniques through supporting data of triple skilling training.

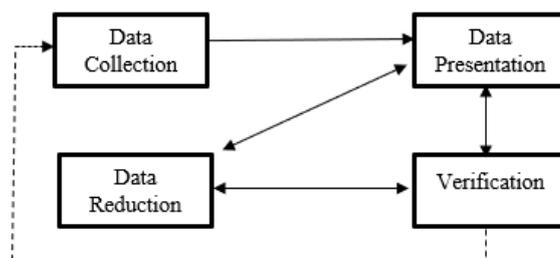


Figure 3. Miles and Huberman's Interactive Data Analysis Model

In the data reduction stage, researchers searched for and compiled data systematically from data obtained during interviews and data obtained from field notes regarding the implementation of the triple skilling program starting from the planning, implementation, and evaluation stages. Presentation of data, compiling information that had been analyzed and concluded components of planning, implementation, and evaluation of the triple skilling program. The last stage of drawing conclusions, the researcher concluded the data obtained and re-verifies the data obtained through field notes, triangulation of sources obtained through in-depth interviews, observation, documentation, and discussions with colleagues, namely with program managers and training instructors for the triple skilling program.

RESULTS AND DISCUSSION

The Center for Vocational and Productivity Training (BBPVP) Semarang is one of the training institutions that is currently implementing a triple skilling program. BBPVP organizes a triple skilling program on the basis of developing CBT (Competency-Based Training) into a triple skilling program as an effort by the government and the Manpower Ministry to produce productive, competitive human resources, as well as link and match with DU/DI in the 4.0 revolution era. The implementation of the triple skilling program held at BBPVP Semarang includes identification and analysis of industrial needs (TNA), selecting training participants through

the Sisnaker platform, compiling a triple skilling program curriculum, compiling materials and determining training strategies, carrying out training according to the curriculum and evaluating the implementation of the triple skilling program.

There are three important parts in the implementation of training, namely planning, determining strategy and analyzing industrial needs (TNA) (Kara, 2014). The training held is always made according to the needs of the industry (TNA) because it is hoped that the training held can help trainees improve their skills to compete in the industrial world (Osewe & Gindicha, 2021). In addition to being able to compete in the industrial world, trainees who take part in the training will experience changes in attitudes, skills, and behavior so that they can help trainees to improve their economy. (Ismael et al., 2021).

This triple skilling program is organized by involving the Head of Organizing and Empowerment, Head of Program and Evaluation at BBPVP Semarang, training instructors at BBPVP Semarang, and DU/DI which will provide employment opportunities for alumni of the triple skilling program training. BBPVP Semarang organizes a triple skilling program, based on the presence of competent training instructors in the areas of skill required by DU/DI and the availability of tools and materials to conduct a triple skilling program. The triple skilling program has a great opportunity to be implemented because there are still many fresh graduates who do not have the skills according to the needs of DU/DI and the increasing unemployment rate in the Central Java region during the covid-19 pandemic. The implementation of the triple skilling program also takes into account the obstacles that will be faced, namely the implementation of training that must continue to be carried out during the pandemic and the ineffectiveness of training during the pandemic, to overcome these obstacles BBPVP Semarang organizes blended training and maintains health protocols during the training.

The triple skilling program is divided into three programs, namely skilling, up-skilling, and re-skilling. Skilling is training given to people who do not yet have skills that are in accordance with the needs of DU/DI. Up-skilling is training given to people who want to improve their skills to support productivity in the workplace. Re-skilling is a skill given to people who want to change professions or people who have been laid off. One of the triple skills training programs organized by BBPVP Semarang is basic sewing, junior secretarial, and welding training. Basic sewing training is included in the skilling program, junior secretarial training is included in the up-skilling program, and welding train-

ing is included in the re-skilling program.

This is in line with the opinion expressed by Rowie & Saputra (2020) that the triple skilling program consists of skilling, up-skilling and re-skilling. Skilling is a training that aims to help fresh graduates to have skills according to the needs of DU/DI. Up-skilling is training provided to people who want to develop skills according to their needs and improve their careers (Maheasy et al., 2021). Re-skilling is vocational training provided to people who have the potential to be laid off and provides skills to people who want to switch professions (Fairman et al., 2020).

The triple skilling program that was held was aimed at developing human resource skills, producing skilled and competent human resources, and being competitive in the world of DU/DI. This is in line with research conducted by Jatinegara (2021) explaining that the triple skilling program can help to develop human resource skills and increase the competitiveness of Indonesian human resources. Yana (2021) explains that the triple skilling program can build the quality of human resources to be competitive in the world of work and provide great opportunities for training participants to be absorbed in the job market.

The results of this study aim to collect information that can be used as feedback for program managers and training instructors at the planning, implementation, and evaluation stages of the triple skilling program. The evaluation phase of the implementation consists of aspects of reaction, learning, and behavior. The implementation of training is never separated from the stages of planning, organizing, and controlling training activities that aim to improve skills, attitudes, and behavior (Putri et al. 2020). This statement follows the concept of training management which includes planning, organizing, activating, coaching, assessing, and developing (Herwina & Miradj, 2021).

The statement above is in line with research conducted by Widiasih & Suminar (2015) which explains that the training component consists of input facilities, raw input, environmental input, other inputs, learning process, output, and impact of training. The results from the training program have three aspects of change, namely cognitive, attitude, and psychomotor aspects that can be obtained by training participants after completing the training. Darmawan (2016) that the process of implementing the training can be seen from the planning, implementation, and evaluation stages by paying attention to SOP standards. Charisma et al. (2019) explain that the components of training management consist of planning, organizing, and evaluating.

This is in line with the research conducted by Sholih et al. (2018) which explains that to find out the implementation of training can be seen through the planning, implementation, and evaluation stages. Nasution et al. (2021) explained that evaluating the implementation of the training program can be done by using the ADDIE training model, namely Analysis, Design, Development, Implementation, and Evaluation. The ADDIE training model aims to evaluate the implementation of planning, implementation, and evaluation of a training program.

Planning

The planning stage in the implementation of the triple skilling program consists of analyzing and identifying the needs of DU/DI TNA (Training Needs Assessment), selecting training participants, providing infrastructure for the implementation of the triple skilling program, compiling a triple skilling program curriculum, compiling training materials and strategies. The results of the study explain that for every training held by BBPVP Semarang, program organizers and training instructors conduct needs analysis and identification (TNA) in DU/DI, so that program organizers and training instructors can provide skills according to the needs of DU/DI. Before implementing the triple skilling program, BBPVP Semarang always checks the feasibility of facilities and infrastructure to support the training process, so that the training can run well and in accordance with the training objectives.

The recruitment process for training participants is carried out through the Sisnaker platform, after the prospective training participants are declared to have passed the first stage of selection, then participants will conduct the second stage of selection, namely an interview test which is selected directly by the BBPVP Semarang training instructor. Each vocational training held at BBPVP Semarang only accommodates 16 training participants. After selecting the training participants, the training instructor makes a triple skilling program curriculum that is adapted to the SKKNI standard and is formed according to the results of the TNA from the current needs of DU/DI.

The last aspect in planning the triple skill program is the determination of training materials and strategies. The material to be delivered by the training instructor must be in accordance with the company SOP and SKKNI standards, if some of the material provided still has shortcomings, the training instructor will provide additional material to the training participants so that the training instructor must be competent in his field in order to master the material that will be given later to trainees. So, it is

necessary to have a selection of Human Resources including academic and managerial selection so that the training can run smoothly (Alshahrani et al., 2023).

The training strategy is formed by the training instructor so that the training to be held runs smoothly and according to the objectives. The implementation of the training lasts for 1.5 months to 3 months according to the vocational and training curriculum, the training is held every Monday to Saturday and every day is held for 9 hours from Monday to Friday, while 5 hours for Saturday. The training instructor uses a learning strategy by providing material first to the trainees in the first week of training, then providing theory and practice in the following week until the last week of training before taking the competency test held by the BBPVP Semarang and the BNSP institution.

This is in line with Andzarini & Sutarto (2020) explaining that the training planning stage consists of the objectives of the training, training instructors, recruitment of training participants, procurement of infrastructure, and financing. Sutarto et al. (2017) explained that before planning a training, a program manager must conduct a TNA first to find out the needs of the IDUKA world, recruitment of training participants, training plans, preparation of facilities and infrastructure, training methods, and learning media in the training process. Rifa'i (2020) explained that at the planning stage it is necessary to pay attention to several steps including the formulation of curriculum objectives, considering human resources (trainees and training instructors), considering training infrastructure, making strategic implementation steps, operational development steps, and implementation steps.

Implementation

In the implementation stage of the triple skilling program, BBPVP Semarang adjusts to SKKNI standards. The implementation of the training begins with the trainees participating in a two-day character education training in Ambarawa to prepare the trainees physically and mentally. The training process in the triple skilling program begins with the training instructor checking the trainees who were present at that time, motivating each trainee to be active in learning, conveying the material to be studied, conveying K3 procedures during training, conveying the objectives and results of the training for each time of the meeting, and explained the duration of the training, namely training was carried out from Monday to Saturday, for every Monday to Friday the training was held at 07.45-15.45 and Saturday was held at 07.45-12.00.

During the training implementation process, the training instructor explains the materials and tools that will be used during the practical implementation and explains how to use the tools and materials during the training process. The training instructor sets an example for the trainees so that the trainees can follow the example given by the training instructor and complete the tasks given by the training instructor. During the implementation process, the instructor provides the opportunity for the trainees to conduct a question and answer session to help solve the problems that are being faced by the trainees during the training.

The training was carried out by using lecture, practice, trial and error methods. The training media used in the triple skill training program are blackboard, LCD, training equipment. BBPLK Semarang has two training rooms, namely a training room for theory and a training room for practice. The tools and materials for training preparation have been adequate and each training participant has received materials for training and the Balai has provided adequate tools for conducting the training. The training instructor gives theory to the trainees by 30% in the first week of training and then 70% theory and practice.

During consolidation or application, trainees apply directly the theories that have been given by the training instructor and trainees are given the opportunity to ask the training instructor about the problems faced by the trainees during the practice of making a work. After the trainees practice and produce a work, the trainees present their work directly to other friends and share obstacles and solutions when making the work.

After the training, the training instructor always gives time to evaluate the progress of the trainees every day. The training instructor evaluates the ability of the trainees at each meeting through a daily work report book. So, the training participants are expected to fill out a work report book and fill in how the skills of the trainees develop through the practices that the trainees do every day. If there are trainees who have not mastered the material provided by the instructor, the instructor will guide and direct the trainees until they really master the material provided.

The daily report book of the training participants that had been done was collected to the training instructor after completion of the training. After the training had been completed, the trainees were given the responsibility of cleaning and rearranging the practice room so that the trainees were accustomed to when they enter the world of work. After cleaning the classroom, the training instructor reviewed the

material provided and provided motivation to increase the enthusiasm of the trainees in learning. So, the implementation of the triple skill program learning process is in accordance with the SKKNI standard. This is in line with the research of Zulfikar et al. (2020) explained that using a full face-to-face pattern and the results of the training evaluation ended with a post-test program.

The implementation of the program runs conductively following the plans that have been prepared and following the SKKNI standard provisions. The training program will run conductively if the manager can condition the learning climate which includes interactive communication, division of tasks for training instructors according to their competence, training participants' motivation, supervision, and coaching so that the implementation of the program does not deviate from the plans and standards that have been set (Suminar, et.al, 2021)

Evaluation

The achievement stage of implementing the triple skilling program uses the Krik Patrick evaluation model. Krik Patrick's evaluation model has 4 levels, namely reaction, learning, behavior and result. The Krik Patrick evaluation model is also carried out by Benziane & Houcine (2021) which explains that there are four levels of Krik Patrick, namely to measure the level of happy reactions, the ability to learn behavior change, the results used in the research carried out produced significant results for training in the Bechar area. Of the four levels in the Krik Patrick evaluation model, researchers only used 3 levels, namely reaction, learning, and behavior. The reason the researcher used 3 levels of Krik Patrick's evaluation model is because the researcher has a goal to evaluate the input, product and output of the triple skilling program. The researcher did not evaluate at the results stage because the researcher did not evaluate the final results of the trainees who took part in the training with the trainees who did not attend the training or the outcome stage.

This is in accordance with the research conducted by Pratiwi & Supiana (2021) explaining that to evaluate the training program, the Kirkpatrick evaluation model consisting of the reaction, learning and behavior levels in sewing training at SKB went well. Aryanti et al. (2015) explain that the Krik Patrick training model consisting of reaction, learning, and behavior can be used to evaluate the implementation of a training program at the planning, implementation, and evaluation stages of Financial Education and Training. From the research conducted by Pratiwi and Ariyanti, it becomes the benchmark for researchers in evaluating the triple skillig program

with the Krik Patrick model. In addition, Krik Patrick's evaluation model is one of the evaluation models used to evaluate training programs.

The reaction stage is the stage to measure the satisfaction of the training participants with all aspects during the implementation of the training (King et al., 2000). The results of the research on the reaction aspect explained that the trainees who took part in the training felt happy during the training, motivated, and enthusiastic about participating in the training, because it was the hope that the trainees, after completing the training, could be absorbed in the workforce, improve their previously possessed skills, and be able to open your own business. The trainees who take part in the training are serious about participating in the training because of the desire of the trainees to upgrade themselves and improve their economy. Training participants who take part in the training will make the trainees into quality human resources in accordance with the needs of the world of work (Estiwinengku et al., 2019).

Aspects of learning, learning outcomes in the training process can be seen in terms of attitudes, knowledge, and skills. The training participants who have attended the triple skilling program training at BBPVP Semarang experienced a change in attitude, initially the trainees lacked discipline and responsibility, because they were given direction by the training instructor for each training implementation, the trainees were disciplined and responsible for using training tools and materials and completing tasks provided by the training instructor in a timely manner. Changes in student knowledge can be seen from the trainees' daily work report books. In the book, the training participants are required to fill out training activities and complete the tasks contained in the work report book every day.

The trainees who participated in this training experienced changes because during the training the training instructor provided new knowledge. In addition, the practical implementation of the training provided new knowledge as well. Changes in the skills of the trainees were seen from the beginning that the trainees did not master the material given by the training instructor, gradually the trainees became skilled and could practice the material provided by the training instructor. The learning outcomes of the trainees after attending the training had three aspects, namely aspects of skills, cognitive, and attitudes (Alsalamah & Callinan, 2021). Changes in this aspect could help trainees to compete in the world of work (Granado, 2019) and (Brion, 2020).

The behavior stage is the stage for measuring behavioral changes in post-training trainees (Krikpatrick, 1996). Behavioral aspects, in this study, explain

the absorption of training participants in employment and the improvement of the economy of trainees after participating in the triple skilling program training. The training participants who took part in the triple skilling program were 70% absorbed in employment, 20% open their own businesses, and 10% had not been absorbed in employment. In addition, the triple skilling program helped trainees who wanted to improve their skills and trainees who had been laid off so that they could have skills that were in accordance with the needs of DU/DI and helped improve the economy of the trainees. Most of the training participants could apply the knowledge and skills acquired during the training properly, so as to improve the skills and economy of the trainees (Sutadji et al., 2022).

The implementation of the results of the training that was attended by the training participants for 1-3 months can be seen from the absorption of training alumni in DU/DI. In addition, the enthusiasm for adult learning in participating in training is one of the benchmarks for achieving the training objectives (Hettle et al., 2020). From the tracer results, the alumni of the basic sewing training participants were 70% absorbed in the garment industry, 20% became entrepreneurs, and 10% worked not in their fields. Tracer alumni of junior secretary training participants resulted that 80% of alumni were able to improve their positions in the companies where they worked and 20% of alumni were absorbed in jobs according to their fields. Meanwhile, the results of tracer alumni in welding training 70% of alumni were absorbed in the world of the welding industry, 30% become entrepreneurs. The training provided to the trainees had a positive effect, because the trainees will have good competence towards the development of work careers and work performance of the trainees, and can improve the economy of the trainees (Garaika, 2020). This is confirmed by research conducted by Urbancová et al., (2021) which explains that training can help improve the quality of human resources in competing in the industrial world.

CONCLUSION

The conclusions obtained, the planning of the triple skilling program is carried out by analyzing and identifying Training Needs Assessment, selecting training participants through the Sisnaker platform, providing adequate infrastructure, compiling curriculum, materials, and training strategies that have been adapted to SKKNI and industry needs. The implementation of the triple skilling program is carried out for 1.5 months to 3 months. The method used is lec-

ture and practice. Training materials are provided by training instructors of 30% theory at the beginning of the training and 70% practice in the second week to the final week of the training. Evaluation of the triple skilling program can be seen from tracer alumni that 70% of the trainees are absorbed in the industrial world, 20% become entrepreneurs, and 10% do not work according to their fields.

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