

## Management of Fashion Design Upgrading Program in BBPVP Semarang

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**Abstract:** BBPVP Semarang is a leading center for Fashion Technology and includes a subunit dedicated to Instructor Development for both government and private sectors, particularly in the field of Fashion Technology with a focus on Fashion Design Programs. It is the only work unit that offers an *Upgrading Program* in Fashion Design. The purpose of the upgrading program is to enhance knowledge in Fashion Design, which evolves annually based on trend forecasting and aligns with the needs of the business and industrial sectors. This study aims to describe and analyze the management of the upgrading program implemented by the Balai Besar Pengembangan Vokasi dan Produktivitas (BBPVP) Semarang, focusing on the planning, implementation, and evaluation phases. This research employs a qualitative approach using a case study method. Data collection techniques include interviews, observations, and documentation. The research uses source triangulation, involving 2 echelon 3 and 4 officials, 2 administrative staff members from Intala, 2 instructors, and 20 upgrading participants. Data were analyzed using an interactive analysis model, which includes data collection, data presentation, and drawing conclusions. The results show that the planning of the upgrading program at BBPVP Semarang involves identifying training needs, determining the training program, system, location, schedule, and methods, participant recruitment and selection, preparing human resources, training facilities, training schedule, and organization. The implementation of the upgrading program includes preparation, execution, assessment, responsibilities, and the issuance of training and competency certificates. The evaluation of the upgrading program includes aspects such as training materials, instructors, facilities and infrastructure, training materials, job readiness, meals, and boarding. In conclusion, the program management is running effectively and involves all elements, receiving positive appreciation from the participants.

**Keywords:** Evaluation, Implementation, Management, Planning, pgrading

### 1. Introduction

In accordance with the direction of government policy, human resource development is a medium and long-term national development priority. Building human resources is a shared responsibility between the Central Government, Regional Governments, the Business World and the Industrial World. Therefore, all stakeholders must collaborate and synergize with each other in order to prepare competent human resources towards advanced Indonesia.

Based on the Regulation of the Minister of Manpower number 8 of 2017 concerning Work Training Center Standards, training human resources consist of Instructors. Based on the Minister of Manpower and Transmigration Regulation number 8 of 2014 concerning Competency Based Training, it is required that instructors have

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methodological competence and technical competence. The Ministry of Manpower as an instructor supervising agency in government, private and company job training institutions has the task of facilitating the implementation of training to improve the competence of training resources. And Instructor Upgrading Training aims to improve or update instructor competencies to match the competencies needed by the business world and the industrial world.

In accordance with Permenaker RI number 17 of 2016, an instructor or other designation is someone who has technical and methodological competence, and is given the task of authority to carry out training activities. Furthermore, the Training Institution, hereinafter abbreviated as LPK, is a government agency, legal entity or individual who is qualified to organize job training.

In accordance with Permenaker Number 1 of 2024, Competency Improvement of Instructors and Training Personnel is carried out by UPTP Center for Vocational and Productivity (BBPVP) Directorate General of Binalavotas Kemnaker. Activities carried out at BBPVP Semarang carry out one of the tasks of carrying out instructor competency improvement in the form of Upgrading Instructors of Private Training Institutions with a Fashion Design Design Program. And the only work unit that organizes Fashion Design Design Upgrading. Upgrading LPKS instructors carry out vocational programs, namely specific skills and knowledge in accordance with the business world and the industrial world. According to Arifah A. Ariyanto (2003), fashion design design is a design of a fashion model in the form of a picture using elements of line, shape, silhouette, size, texture that can be realized as clothing.

Law number 20 of 2003 concerning the National Education System mandates that the function of non-formal education (PNF) is as a substitute, supplement, and or complement to formal education, in order to support lifelong education to develop the potential of students with an emphasis on mastering functional knowledge and skills and developing professional attitudes and personalities.

In accordance with Satrohadiwiryono's opinion (2002: 205) the organization of training consists of: 1) Identification of Training Needs: Determining training needs based on job analysis, required competencies, and gaps between existing labor capabilities and desired standards, 2) Training Planning: Develop a training plan that includes objectives, materials, methods, schedules, budgets, and training facilities, 3) Training Implementation: Implementing the planned training program. At this stage, it is important to ensure that trainers, methods and facilities support the achievement of training objectives, 4) Training Evaluation: Assessing the effectiveness of the training by measuring the extent to which the trainees have achieved the set objectives.

Therefore, the success of an upgrading program depends on how to manage the upgrading program. To reveal the matter of describing and analyzing the upgrading program management starting from planning, implementation, and evaluation, the researcher will conduct research on the upgrading program management of fashion design design at BBPVP Semarang.

## **2. Literature Review**

### **2.1 Management**

Sutarto's (2013) opinion on training management is that the components in a plan include program objectives, learning materials, methods used in learning, facilities and infrastructure, learning resources or tutors, students, learning outcomes assessment system, time, and place of activity.

### **2.2 Program**

Siagian's opinion (2008) Program is a series of interrelated activities directed at achieving certain goals.

### **2.3 Upgrading Planning**

According to the Director General of Vocational Training and Productivity Development no 1/338/HK.05/II/2023 concerning technical guidelines for organizing competency upgrading training for instructors, competency upgrading for instructors aims

to improve or update instructor competencies to match the competencies needed by the business world and the industrial world.

## **2.4 Upgrading Implementation**

Hidayat's (2000) opinion is that implementation is the stage where the policies that have been prepared are implemented through the right procedures, techniques, and tools to achieve the desired results.

## **2.5 Upgrading Evaluation**

Arikunto's opinion (2012) evaluation is a process to determine the value of something. In the context of education, evaluation aims to determine the extent to which learning objectives are achieved.

## **2.6 Fashion Design**

According to Widarwati (1993), design is a design or description of an object or object that is formed based on the composition of lines, shapes, colors and textures. There are two kinds of designs, namely: a) structural design, which is a design that must exist in every design, namely the S, A, H, I, Y silhouette and bustle silhouette, 2) decorative design is a design to embellish structural design in the form of collars, pockets, decorative ribbons, buttons and so on.

## **3. Methods**

This research uses qualitative research (Sugiyono 2015) argues that descriptive research is research that aims to provide a systematic, factual, and accurate description or description of the facts or properties of an object under study. And using a case study design is used to analyze a phenomenon, draw conclusions, and identify certain patterns, trends, and directions that are expected to be the basis for predicting future developments (Muhadjir, 1990: 62). Which aims to describe and analyze the management of fashion design upgrading at BBPVP Semarang.

According to Moleong (2010:132), research subjects are defined as informants, namely individuals used to convey information about the situation and conditions of the research location. The subjects in this study are employees of Intala BBPVP Semarang,

including echelon 3 officials, namely the Coordinator of the Implementation of Competency Improvement of Instructors and Training Personnel, as well as trials of Vocational Training Programs, Systems and Methods and Productivity Improvement, echelon 4 officials, namely the Subcoordinator of Competency Improvement of Instructors and Training Personnel, then 2 administrative staff employees, 2 instructors and 20 participants of Fashion Design Design upgrading at BBPVP Semarang who are informants in the research to be studied. Located at jl Brigjen Sudiarto no 118 Pedurungan Semarang.

The data collected in this study can be categorized into two types, namely Primary data and secondary data. Primary data was obtained directly from informants who were actively involved in the activities. Primary data sources collected and obtained from research through observation and interviews. Secondary data is data collected by researchers to support primary data in the form of documents on fashion design upgrading activities at BBPVP Semarang. (Sugiyono 2017). Primary data sources in this study are echelon 3 officials, namely the Coordinator of the Implementation of Competency Improvement of Instructors and Training Personnel, as well as testing of Vocational Training Programs, Systems and Methods and Productivity Improvement, echelon 4 officials, namely the Subcoordinator of Competency Improvement of Instructors and Training Personnel, then 2 administrative staff employees, 2 instructors and 20 Fashion Design Design upgrading participants.

Data collection techniques using interviews, observation and documentation. (Sugiyono 2013) Interviews, observations and documentation to explore information about upgrading program planning include identifying training needs, determining training programs, systems, places, times and training methods, membership, recruitment and selection, preparing human resources, training facilities, training schedules, and organization. The implementation of the upgrading program includes preparation, implementation, assessment, duties and responsibilities, and training certificates and competency certificates. While the evaluation of the upgrading program includes materials,

instructors, facilities and infrastructure, training materials, ready to work, consumption and boarding.

Data validity techniques (Denzin 1978) source triangulation which means in this study are echelon 3 officials, namely the Coordinator of the Implementation of Competency Improvement of Instructors and Training Personnel, as well as testing the Program, System and Method of Vocational Training and Productivity Improvement, echelon 4 officials, namely the Subcoordinator of Competency Improvement of Instructors and Training Personnel, then 2 administrative staff employees, 2 instructors and 20 Fashion Design Design upgrading participants and Triangulation of Methods, namely by interview, observation and documentation.

The data analysis technique used is interactive data analysis (Miles and Huberman 1994), namely Collecting data and information through observation and interviews, the data obtained from the research location is then reduced by summarizing, sorting, and simplifying, presenting data and drawing conclusions from research obtained from Program Management research at BBPVP Semarang.

#### **4. Results and Discussion**

##### **a. Planning of upgrading program in BBPVP Semarang**

BBPVP Semarang has applied various methods in identifying instructor upgrading needs to ensure the effectiveness and relevance of the programs provided. Using the Decree of the Director General of Vocational Training and Productivity Development no 2/338/HK.05/II/2023 on Technical Guidelines for Organizing Competency Upgrading Training for Instructors, the methods used are institutional level and individual level.

The process of preparing training programs uses work competency standards, namely SKKNI as a reference, which is a formulation of work abilities that includes aspects of knowledge, skills and / or expertise and work attitudes that are relevant to the performance of tasks and job requirements determined in accordance with statutory provisions.

The selection of systems such as face-to-face face-to-face, the place used in the Fashion Technology workshop by meeting the requirements of having a classroom with a capacity of at least 20 participants and having the equipment needed according to the upgrading program, using a face-to-face system, 80 JP (training hours) upgrading time and varied learning methods such as presentation-based learning, discussion and group work and practice, in accordance with the theory developed by Hasibuan (2016).

Determination of trainees at BBPVP Semarang must meet the following requirements: a. Instructors of vocational training institutions, b. Have occupied the position of instructor and proven by the intala identification number, involving performance evaluation, c. Have teaching or training experience of at least 2 years, d. Proposed by authorized officials, e. Willing to follow the upgrading from start to finish, f. Willing to take the competency test, g. Not on other duties or leave. Relevance of upgrading to work, as well as the potential for career development. This is in line with Sutrisno's (2011) theory of improving skills or abilities possessed by the workforce or a system.

The process of implementing recruitment and selection, namely a. Disseminating information on training programs to be implemented and their requirements, b. Registering prospective participants, c. Preparing a list of recapitulation of prospective participants, d. Carrying out selection of participants based on proposals from vocational training institutions so as to select prospective participants in accordance with the specified requirements. Establish clear criteria based on the upgrading training technical guidelines, performance analysis and career development potential, as described in the Training Transfer Model theory of Baldwin and Ford (1988).

Preparation of human resources such as research shows that BBPVP Semarang has implemented strategic steps such as 1. the committee includes a. Making letters and sending correspondence for activities, b. Coordinating recruitment and selection of participants, c. Confirmation and summoning of training participants, d. Preparation of administrative completeness of upgrading activities, e. Preparation of accommodation and upgrading consumption, f. Coordinating with instructors during the activity process, g.

Making completeness of financial administration accountability, h. Instructors must have methodological competence and technical competence in accordance with their fields and competency assessors will facilitate the assessment process or competency tests meet the following requirements a. have a valid competency assessor certificate, b. assigned by the LSP chairman, c. Able to carry out the face-to-face assessment process according to appropriate BNSP guidelines and implemented with instructor upgrading technical guidelines. This is relevant to the theory of Sutarto (2013) the importance of resources in the implementation of non-formal education programs.

Finally, in terms of training organization, BBPVP Semarang has conducted careful planning, including effective coordination, starting from DG Binalavotas and DG Bina Intala in the case of Government upgrading or directly from the organizing Training Institution, namely BBPVP Semarang and the Professional Certification Institute. This finding is consistent with Schwalbe's (2015) theory that upgrading involves planning steps that involve evaluating old technology, prioritizing new needs, and integrating new systems or solutions to achieve better business goals.

#### b. Implementation of upgrading program in BBPVP Semarang

In preparation for upgrading the instructor must ensure: 1) know the competency capacity of all participants based on the selection results, 2) all participants have received training modules, 3) Materials and equipment are available in the workshop or workshop or place of practice, and 4) the learning implementation plan has been validated for its suitability. This is in accordance with the theory of Soedirja (1993) that implementation is the operational stage of the established policy, where my resources are channeled to achieve the desired goals.

In the implementation of upgrading, this study found that interactive approaches, such as individual, which allows participants to learn individually at their own pace and if they have difficulty learning, they can meet the instructor, group, which allows interaction between participants and instructors and practice, increase the effectiveness of learning. As in BBPVP Semarang, independent learning includes making designs according to



moodboards, making technical drawings, making patterns, sewing etc., group learning includes making moodboards, making design concepts, making inspirational titles etc. and practice includes sewing according to designs that have been accredited by the instructors. This finding supports Kolb's theory (1984).

Assessment is assessing the ability of participants according to indicators that have been formulated to decide “pass” and “not pass” and the requirements for carrying out assessments or certification, while assessment is assessing the ability of participants directly by competency assessors assigned by LSP P3 BBPVP Semarang in accordance with competency indicators by fulfilling VRFA (Validity, Reliability, Flexible, Fair). Evaluation is carried out through participant feedback and analysis of training results, which is in line with Arikunto (2012) a process to determine value and aims to determine the extent to which the learning objectives are achieved.

The Certificate of Completion of Training is issued by the organizer while the Certificate of Competence is issued by BNSP. With the certificate, participants feel valued and more confident in developing their careers. in accordance with Salim's theory (2008: 75) A certificate is written evidence issued by an official institution as recognition of certain rights or qualifications for individuals or legal entities.

#### c. Evaluation of upgrading program in BBPVP Semarang

In the evaluation stage of training materials according to Dewey (1938) states that learning must be relevant to the real experience of participants so that they can understand and apply the material effectively. The aspects evaluated in the material of the satisfaction index in the Public Service Implementation Unit obtained “Very Adequate” in the form of: 1) The quality of training materials can increase the level of skills, 2) The stages of training material are sequential from basic level material to advanced level material, 3) The training material is easy to understand and easy to apply in practice, d) The training material is in accordance with expectations.

Instructors have an important role in the learning process according to Malcolm Knowles (1980) who emphasizes that teachers in adult training must have experience and

skills that support the practice-based learning process. The aspects evaluated in the instructor are 1) The instructor masters the theoretical and practical training materials, 2) The instructor always demonstrates and explains the jobsheet in accordance with work procedures, 3) The instructor presents the lesson clearly and the language is easy to understand, 4) The instructor always accompanies the trainees during the training process, 5) The instructor provides opportunities for trainees to ask questions or express opinions, 6) Instructors encourage the participation of trainees in discussions, demonstrations, demonstrations and experiments, 7) Instructors pay attention to the cleanliness of the environment and the safety of practical equipment / materials, 8) Instructors are present on time according to schedule, 9) Instructors wear work clothes when teaching practice, 10) Instructors set an example both inside and outside the classroom / workshop. Based on the results of the questionnaire analysis of instructor Wika Watiningsih, S.T., in the LPKS 2 Instructor Skills Upgrading Program - Fashion Design Design, a score was obtained indicating the instructor's performance in the "very competent" category. Overall, the results of this evaluation reflect that the instructor has carried out her duties professionally and effectively, so that participants are satisfied with the teaching methods and approaches applied during the upgrading.

In learning management theory, adequate facilities contribute significantly to the success of upgrading. The assessment of supporting facilities in the LPKS Instructor Skills Upgrading Program 2 - Fashion Design Designing, obtained an average of 'Very Adequate' Aspects evaluated: a) Workshop which is still in the "Adequate" category, but shows an opportunity for further improvement in the completeness or comfort of the practice area, b) Theory Room also received a high score indicating that the condition of the classroom is comfortable and suitable for learning activities, c) Electricity with the highest score is the feasibility of electrical facilities indicating that the electrical infrastructure in the training environment is very good and adequate to support learning activities, d) Bathrooms and Toilets which are also in the "Adequate" category, although there is a possibility of minor improvements to improve participant comfort, e) Supporting Facilities.

The training materials used at BBPVP Semarang are carefully selected and kept up-to-date to keep pace with industry developments. The aspects assessed are: 1) Availability of training materials used, 2) E-modules received by the participants, 3) Equipment received by participants. The training materials scored 92.98, with “very adequate” indicating that the training materials are very good and adequate to support upgrading activities.

The quality of consumption or food for upgrading participants is also a major concern at BBPVP Semarang. Aspects evaluated: 1) Variety of menu served, 2) Taste of the menu in general, 3) Cleanliness of food and serving method, 4) Cleanliness of cutlery, 5) Condition of the dining room (cleanliness, air conditioning, lighting). Consumption scored 81.89, indicating that consumption is “adequate” and there is a need for quality improvement in consumption.

The boarding and room assignment process for trainees at BBPVP Semarang takes into account comfort factors and individual needs, including personal preferences and the number of participants in a room. Aspects evaluated: 1) Recruitment with 93.86 which is “very adequate”, 2) Participant Admission with 92.76 which is “very adequate”, 3) Participant Room Distribution with 92.11 which is “very adequate”, 4) Participant Re-registration with “93.42” which is “very adequate”, 5) Dormitory Facilities and Infrastructure with 92.11 which is “very adequate”.

## 5. Comparison

- a. (Levena and Safrida, 2022) aims to find out the extent to which the Job Training Center at the Transmigration and Manpower Office, West Aceh Regency manages management and supervision of instructors / teachers to trainees in each of their vocations.
- b. (Kamarudin et al, 2024) the purpose of describing and analyzing the application of strategic human resource management in the Technical Implementation Unit of the Balai Latihan Kerja Office in facing the industrial era 4.0.

- c. (Eko, 2020) the purpose of knowing the management of curriculum development for out-of-school education at the BP-PAUD SUMUT' early childhood education lab site.
- d. (Nurdiyanti and Nurmalasari, 2020) the purpose of knowing the pattern of skills management at the Community Learning Activity Center in improving the competence of graduates of its learning citizens.

## 6. Conclusion

- a. The planning of upgrading program in BBPVP Semarang is done systematically by identifying training needs through Institution level to obtain performance information, Position Level to obtain task information and task details in training institutions and Individual Level to analyze the level of knowledge, skills, and attitudes so that competency needs can be determined.
- b. The implementation of the upgrading program at BBPVP Semarang is carried out with careful preparation, such as instructors knowing the capacity of the participants, the modules provided, materials and equipment and a validated plan.
- c. Evaluation of the Upgrading program at BBPVP Semarang shows that the training has been effectively designed to improve participants' skills and readiness.
- d. Overall, the program has run well and received appreciation from participants, although there are still certain aspects that can be improved to support a more optimal learning experience.

**Author's Contribution:** The author formulates problems related to the effectiveness of the management of the fashion design upgrading program at BBPVP Semarang and sets research objectives to evaluate and provide recommendations for the current program. The author conducted an in-depth literature study related to the theories of training program management and fashion design. In addition, the author also designed research instruments and collected data through interviews, observations, and documentation at BBPVP Semarang. The author was responsible for analyzing the qualitative data collected, including categorizing the findings, identifying obstacles, and evaluating the managerial strategies used in the upgrading program. The author actively communicated and coordinated with BBPVP Semarang and other relevant sources to ensure data accuracy and information validity.

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**Data Availability Statement:** Data supporting the findings in this study are available upon request to the correspondence author. Primary data were collected through interviews, observations, and internal documentation that are limited in nature and not publicly available due to ethical considerations relating to the privacy of interviewees and institutional policies of BBPVP Semarang.

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**Conflict of Interest:** I declare that in the implementation of the research “Management of Fashion Design Upgrading Program at BBPVP Semarang”, there are no personal or group conflicts of interest that may affect objectivity, integrity, and professionalism in the process

of planning, implementing, and evaluating the program. If in the future there is a conflict of interest that has not been revealed, I am willing to take full responsibility in accordance with applicable regulations.

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