

Learning Management in Improving the Quality of Graduates at Job Training Institutions

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Received: 03-04-2025

Revised: 13-05-2025

Accepted: 23-06-2025

KEYWORDS

Job training institutions (LPK); Management; Quality of graduates.

ABSTRACT

The phenomenon of the Open Unemployment Rate (OUR) data released at the national, provincial, and district levels remains a significant concern. One contributing factor is the low quality of the workforce required by the Business and Industrial World (DUDIKA). Therefore, there is a pressing need for Job Training Institutions (LPK) capable of producing high-quality graduates. The achievement of student quality in training institutions is largely determined by the institution's mastery of learning management. The purpose of this study is to describe and analyze learning management in improving the quality of graduates at LPK CTI Ciamis District and LPK CBI Kawali District, which can contribute to reducing the unemployment rate in Ciamis Regency. This study utilizes a descriptive qualitative research method. Data collection was conducted through observation, interviews, and documentation. The data analysis process employs an interactive model analysis consisting of data reduction, data presentation, and conclusion drawing. The framework relies on the management principles of Planning, Organizing, Actuating, and Controlling. The results indicate that: (1) Learning management at LPK CTI Ciamis District is functioning well. This is evidenced by learning plans based on the SKKNI Curriculum, Lesson Plans/Syllabi, and Session Plans (RPP); organized structures based on established Standard Operating Procedures (SOP); conducive learning implementation aligned with initial planning; and continuous supervision and evaluation until students are declared competent. (2) The graduate quality at LPK CTI Ciamis District has increased year by year, as seen from the number of high-achieving graduates successfully entering DUDIKA. In conclusion, efforts to produce quality graduates have been successful due to the implementation of excellent learning management.

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Introduction

Management within an educational institution heavily determines the success or failure of learning activities, both in formal and non-formal settings. The ability of a teacher in a formal school or an instructor in a non-formal institution to plan learning activities, organize the classroom for a conducive atmosphere, implement appropriate methods, provide adequate materials and infrastructure, and evaluate learning outcomes is crucial (Anwar & Umam, 2020; Sulastri et al., 2024).

Referring to Presidential Regulation No. 68 of 2022 concerning the Revitalization of Vocational Education and Vocational Training, the objective is to prepare competent, productive, and competitive Human Resources (HR) for Golden Indonesia 2045 (Peraturan Presiden No. 68, 2022). In addition to regulating the Labor Market Information System to assist educational units in understanding the need for a competent workforce, organizing competency-based vocational schools, promoting link-and-match programs, and establishing centers of excellence, this regulation also mandates the government, the Business and Industrial World (DUDI), and other stakeholders to collaboratively prepare a high-quality Indonesian workforce.

However, the current phenomenon highlights a persistently high unemployment rate in Indonesia. Unemployment is an essential and crucial issue that requires immediate solutions, as it can lead to social vulnerabilities that disrupt public peace. Data released by the Ministry of National Development Planning/Bappenas in 2018 indicated that the growth rate of Indonesia's labor productivity was still far below that of Malaysia, Vietnam, and Thailand. Furthermore, Open Unemployment Rate (TPT) data reveals that vocational (SMK) and senior high school (SMA) graduates significantly contribute to these numbers. With limited job availability, a severe imbalance between supply and demand occurs. Similarly, in West Java Province, the Open Unemployment Rate remained at 6.91%, according to the West Java Statistics Agency data released on May 6, 2024.

This study describes and analyzes learning management in improving the quality of graduates at the Citra Buana Indonesia (CTI) Job Training Institution in Ciamis District and the Citra Buana Indonesia (CBI) Job Training Institution in Kawali District in 2023. According to data from the Ciamis Regency Manpower Office, out of a population of 1.21 million, the Open Unemployment Rate was initially 5.06% and later decreased to 3.75% within the same year. This reduction is closely linked to the existence and contribution of 70 Job Training Institutions (LPK) in Ciamis Regency, including LPK CTI and LPK CBI.

Given the TPT data, an educational institution—formal or non-formal—must possess a concept and mechanism capable of organizing and optimizing various educational components and resources. High-quality graduates are a direct reflection of an institution's educational quality, which fundamentally relies on sound learning management, as the learning process is the most critical aspect in producing competent students.

According to Law No. 20 of 2003 concerning the National Education System, Article 13 paragraph (1) states: "Educational pathways consist of formal, non-formal, and informal education that can complement and enrich each other" (Pemerintah Republik Indonesia, 2003). Job Training Institutions (LPK) serve as a vital non-formal educational pathway. To support national educational goals, an effective learning management system must be implemented to create high-quality graduates while anticipating rapid environmental changes in today's era of disruption (Sagita et al., 2019).

Learning management involves managing the processes of planning, organizing, implementing, and evaluating activities related to student learning by integrating various resources to achieve educational goals. Sunardi et al., (2019) demonstrated that effective classroom management focuses heavily on planning, organizing, actuating, and controlling to enhance student learning quality.

An excellent learning process requires a solid framework. Creating quality graduates demands effective management to ensure that systematically structured and executed learning directly supports the achievement of educational goals, primarily the enhancement of graduate quality.

Method

This study utilizes a descriptive qualitative research method within a constructivist paradigm to deeply explore and interpret the management dynamics within the institutions. Following the methodologies outlined by Sugiyono (2008) and incorporating standard qualitative frameworks (Creswell, 2015), this approach is used to examine natural object conditions where the researcher serves as the key instrument. Data collection was systematically conducted through observation, in-depth interviews, and documentation review. The data analysis process utilized an interactive analysis model encompassing data reduction, data presentation, and conclusion drawing. This approach comprehensively addresses the core management functions—Planning, Organizing, Actuating, and Controlling—as articulated (Terry & Leslie W, 2021).

Results and Discussion

Results

1. Internal Dynamics and Existing Human Resources: The Transformation Path of Salafiah Islamic Boarding Schools

The foundational aspect of learning management at both LPK CTI (led by Nanang Suciono, S.Kom., M.Kom.) and LPK CBI (led by Acim, S.E., M.M.) is a robust and forward-looking planning mechanism. The leadership at both institutions operates as the top management echelon, driving strategic initiatives. Document analysis reveals that both institutions possess well-defined, long-term visions and missions. These strategic foundations are not merely rhetorical; they are operationalized by stakeholders into concrete short-term, medium-term, and long-term institutional programs. The implementation of these work programs is further perfected through the formulation of an Institutional Budget Detail Plan (Rencana Anggaran Pembelanjaan Lembaga or RAPBL). This document serves as the absolute benchmark for all financial allocations, detailing required activities, necessary facilities, and infrastructure needs.

Crucially, the formulation of the vision, mission, work programs, and RAPBL is not conducted unilaterally by the leadership. It is a highly collaborative process involving instructors and administrative staff, typically executed during the annual coordination meeting held every January. This comprehensive coordination meeting encompasses eight systematic steps: (1) establishing a formulation team consisting of the leadership, instructors, and administration; (2) conducting a situational analysis encompassing geographical, demographic, economic, and student-input factors; (3) setting definitive annual targets; (4) identifying real-world challenges by contrasting current conditions with targeted outcomes, aligned with the eight national education standards; (5) drafting the annual budget allocation; (6) formulating program execution strategies; (7) designing supervision, monitoring, and evaluation frameworks; and (8) creating a definitive implementation schedule.

The resulting RAPBL encompasses sixteen critical operational areas, adhering to the National Education Standards (SNP). These include curriculum revision with industrial partners (DUDI), new student admissions, learning evaluations, remedial programs, healthcare facilities (UKS), procurement of learning infrastructure and resources, instructor capacity building (BIMTEK/workshops), staff honorariums, hygiene supplies, meeting consumption, electricity, telephone, water, internet, and marketing costs.

Furthermore, pedagogical planning is meticulously crafted by the instructors corresponding to their specific vocational programs. These instructional plans, approved by the leadership, are strictly rooted in the National Work Competency Standards (SKKNI) issued by the Ministry of Manpower, alongside direct input from the Business and Industrial World (DUDI). This macro-curriculum is then distilled into detailed Syllabi (Lesson Plans) and further operationalized into Session Plans (RPP). The RPP comprehensively dictates the instructional sequence: time allocation, apperception, opening greetings, attendance tracking, pre-tests, pedagogical methods, material utilization, and infrastructure alignment. Instructors prepare all worksheets and evaluation rubrics well in advance. As an empirical example, a single program package, such as the Computer Operator course, requires an intensive 232 Learning Hours (JPL), systematically distributed over a three-month semester.

2. The Framework of Institutional Organizing

The organizing function at LPK CTI and LPK CBI is characterized by a highly logical division of labor, explicit lines of responsibility, clear delegation of authority, and measurable performance indicators. The organization of the learning process involves a structured hierarchy designed to maximize educational output. The Institutional Leader holds ultimate accountability for the entire learning process and stakeholder coordination. The leader actively engages with both internal and external entities, including instructors and the Ciamis Regency Manpower Office, to ensure institutional alignment with regional goals.

To prevent administrative bottlenecks, specific duties are delegated strategically. Senior Instructors are assigned supplementary responsibilities, such as managing the curriculum, overseeing infrastructure (sarpras), handling public relations, and managing student affairs. This strategic delegation ensures that experienced personnel handle critical operational pillars. The institutional Treasurer bears the vital responsibility of managing all financial administration, ensuring that every transaction strictly adheres to the established financial management system and the RAPBL. Simultaneously, the Secretary functions as the administrative backbone, responsible for archiving, correspondence (incoming and outgoing letters), meeting invitations, minute-taking, drafting decree letters, and maintaining comprehensive student data records.

At the instructional level, specific Instructors are appointed as Coordinators for various class levels. These coordinators are tasked with designing, executing, coordinating, and evaluating specific departmental duties, reporting directly to the leadership. The core Instructors are explicitly responsible for the continuity and quality of the learning process within the classroom, while also coordinating with peer instructors sharing the same classes.

While each staff member operates within their designated job description, the overarching organizational culture at both LPK CTI and LPK CBI is defined by solid, harmonious collaboration across all learning programs. This cross-departmental synergy ensures that isolated organizational units do not operate in silos. The ultimate objective of this meticulously structured organization is to align all individual efforts toward a singular institutional goal: maximizing institutional effectiveness and significantly elevating the quality of graduating students. The organizational structure is formalized through Standard Operating Procedures (SOPs), which provide a rigid yet adaptable framework for daily operations, ensuring that the institution functions as a cohesive, well-oiled educational machine capable of meeting the dynamic demands of the labor market.

3. Actuating and Implementing the Learning Process

The execution of the learning process (actuating) is fundamentally driven by the leadership's proactive monitoring and continuous motivation. Institutional leaders assign duties while simultaneously providing guidance, instruction, training, and motivation to ensure operations align with the predetermined plans. A key indicator of effective implementation is administrative discipline; every instructor is equipped with comprehensive teaching administration, including Annual, Semester, Monthly, and Weekly Programs derived from the SKKNI. They utilize standardized Lesson Plans, Session Plans (RPP), worksheets, information sheets, and standardized grading books.

A prominent strength observed at both LPKs is the cultivation of mutual trust, peer assistance, and exceptional teamwork among the instructional staff. This collaborative ethos is highly visible in how instructors communicate and collectively resolve pedagogical challenges. Instructors are granted the autonomy and authority to troubleshoot classroom issues independently. However, if a problem escalates beyond their capacity, the institutional leadership directly intervenes, facilitating a *musyawarah* (deliberative consensus) to find an optimal solution.

Leadership involvement extends far beyond administrative oversight. In a powerful display of motivational leadership, the directors of both institutions actively participate in fieldwork, particularly during inter-LPK competitions or public events. By mingling with

instructors, students, and parents, the leadership fosters a highly inclusive and supportive institutional culture. The researchers frequently observed the leadership's direct presence during institutional activities. This approach directly impacts staffing efficiency; by placing the right individuals in roles that match their expertise (the "right man on the right job" principle), the implementation of programs becomes highly effective. This motivational leadership style has propelled LPK CTI to become a premier training center, evidenced by numerous student achievements in regional competitions, which in turn serves as a primary magnet for prospective students and their parents.

Furthermore, implementation is safeguarded by strict disciplinary frameworks. The leadership establishes comprehensive student codes of conduct divided into seven core areas: (1) study hours, (2) uniform regulations, (3) teaching and learning process etiquette, (4) cleanliness standards, (5) absenteeism protocols, (6) competition participation, and (7) prohibitions against excessive jewelry and a strict anti-narcotics policy. Student learning contracts explicitly outline obligations, general academic rules, pick-up/drop-off protocols, and sanctions. To sustain high performance, the leadership continuously invests in instructor capacity building. This includes providing training in Science and Technology (IPTEK), facilitating workshops on DUDI-aligned curriculum development, and delegating staff to external training programs crucial for institutional advancement. Monthly instructor meetings also serve as a primary platform for continuous motivation and operational realignment.

4. Controlling, Evaluation, and Impact on Employment Outcomes

The controlling and evaluation function at LPK CTI and LPK CBI is rigorously conducted by the institutional leadership to monitor staff attendance, instructor performance, and overall institutional productivity. Daily monitoring of teaching activities and routine pedagogical supervision are standard practices. Leadership assesses instructor performance against standardized performance metrics. Document analysis confirms that daily and monthly leadership work programs include strict audits of instructor and educational staff attendance registers. Furthermore, the controlling function extends to financial oversight; the leadership continuously monitors the treasurer's cash flow to ensure all expenditures align precisely with the agreed-upon RAPBL, culminating in a transparent year-end financial accountability report to all stakeholders.

At the classroom level, controlling is executed through continuous student evaluation. Instructors conduct formative assessments from the inception of the course to its conclusion, utilizing oral tests, written exams, assignments, and practical demonstrations to measure cognitive, psychomotor, and affective domains. These evaluations are accumulated throughout the three-month semester and culminate in a rigorous final competency test. This summative assessment dictates whether a student is deemed "competent" or "not yet competent." Students failing to meet the standards are mandated to undergo remedial sessions and additional tutoring until competency is achieved, after which they are awarded an institutional competency certificate.

Post-competency testing, instructors report their pedagogical outcomes to the leadership. This triggers semesterly evaluation meetings to analyze student grades and graduation rates. Furthermore, an annual institutional meeting is held to measure the overall achievement of the institutional work programs and to oversee the new student admission committee's performance. Evaluation is treated not as a punitive measure, but as a mechanism for continuous quality improvement, allowing the institution to identify operational strengths and rectify deficiencies.

The empirical outcome of this stringent management is evident in the regional demographic data. In 2023, Ciamis Regency, with a population of 1.21 million (spanning various educational backgrounds from uneducated to doctoral degree holders), faced an Open Unemployment Rate (TPT) of 5.06%. Due to the macro-economic interventions and the direct contributions of 70 LPKs in the region, this rate decreased significantly to 3.75%. Data from the Manpower Office indicates that from the 50% of LPKs reporting their data, 1,046 students graduated, with 9.7% successfully absorbed into the DUDIKA sector. Notably, LPK CTI

(Institution No. 9) and LPK CBI (Institution No. 32) stood out as massive contributors, each successfully graduating up to 150 highly competent participants per semester, significantly outperforming other institutions and directly contributing to the regional reduction in unemployment.

Discussion

The findings of this study vividly illustrate that the successful enhancement of graduate quality in non-formal educational settings is inextricably linked to the rigorous application of comprehensive management principles. The operational dynamics observed at LPK CTI Ciamis and LPK CBI Kawali align perfectly with the foundational management theories posited by (Terry & Leslie W, 2021), which emphasize that institutional objectives are achieved through the systematic execution of Planning, Organizing, Actuating, and Controlling (POAC). The implementation of these four pillars at the investigated institutions provides an empirical blueprint for how Job Training Institutions can directly mitigate regional unemployment.

Firstly, the robust planning mechanisms (*Perencanaan*) observed at both institutions serve as the critical starting point for educational efficacy. The formulation of the Institutional Budget Detail Plan (RAPBL) and the alignment of learning plans with the National Work Competency Standards (SKKNI) and DUDI requirements demonstrate a highly strategic approach to non-formal education. This corroborates the assertions made by Evina et al. (2022), who highlight that effective classroom and institutional management must begin with anticipatory and resource-aligned planning. By conducting situational analyses and drafting Session Plans (RPP) that specifically target industry needs, LPK CTI and LPK CBI ensure that their educational output is not theoretical, but immediately applicable to the labor market. This strategic alignment is a fundamental requirement for vocational institutions aiming to bridge the gap between educational supply and industrial demand, as mandated by national vocational revitalization policies (*Peraturan Presiden Nomor 68 Tahun 2022 Tentang Revitalisasi Pendidikan Vokasi Dan Pelatihan Vokasi*, 2022).

Secondly, the organizational structures (*Pengorganisasian*) at these institutions reflect a high degree of operational maturity. The clear delineation of job descriptions—from the institutional leader down to the class coordinators—prevents role ambiguity and fosters an environment of structured accountability. Emphasizes that effective leadership in educational institutions relies heavily on the ability to organize human resources efficiently (Mulyasa, 2013). The practice of assigning senior instructors to handle complex portfolios such as curriculum development and public relations is a testament to the "right man on the right job" philosophy. Furthermore, the harmonious teamwork and cross-departmental coordination observed directly support (Halimahturrafiah et al., 2022; Suherman et al., 2025), who argue that classroom management is not an isolated instructional task but an organizational effort that requires synchronized support from all institutional elements.

Thirdly, the actuating phase (*Pelaksanaan*) highlights the profound impact of transformational leadership and disciplinary frameworks on educational outcomes. The direct involvement of the institutional leaders in daily operations, problem-solving, and external competitions serves as a powerful motivational catalyst for both instructors and students. Ni'mah & Sari, (2022) note that the nature and type of educational leadership significantly dictate the institutional climate. By fostering mutual trust and facilitating continuous professional development (e.g., IPTEK training for instructors), the leadership ensures that the teaching staff remains competent and motivated. Simultaneously, the enforcement of strict student codes of conduct and learning contracts creates a disciplined environment that simulates real-world industrial expectations, thereby shaping the professional character required by the DUDIKA sector.

Finally, the controlling and evaluation mechanisms (*Pengawasan*) provide the necessary feedback loop to ensure continuous quality improvement. The rigorous monitoring of both administrative/financial processes (RAPBL audits) and academic outcomes (competency testing and remedial programs) ensures that quality standards are strictly maintained. This aligns with Siahaan, (2023), who argues that learning management must

culminate in measurable evaluations to guarantee educational quality. The refusal of these LPKs to pass students who do not meet competency standards protects institutional integrity and ensures that only highly qualified individuals enter the workforce (Maryati et al., 2025).

The macro-level impact of these management practices is clearly reflected in the employment data of Ciamis Regency. The reduction of the Open Unemployment Rate (TPT) from 5.06% to 3.75% in 2023 among a population of 1.21 million is a significant macroeconomic achievement. While multiple factors contribute to this decline, the data explicitly highlights the vital role of non-formal education. With 70 LPKs operating in the region, the fact that LPK CTI and LPK CBI managed to graduate up to 150 students per semester—far exceeding the regional average—proves that superior internal management directly correlates with institutional capacity and output. As Dacholfany (2018) noted, empowering the community through high-quality non-formal education is a critical strategy for regional development. By producing graduates who are not only certified but actually absorbed by the business and industrial sectors, LPK CTI and LPK CBI demonstrate that meticulous learning management is the definitive catalyst for improving graduate quality and solving real-world socioeconomic challenges.

Conclusion

In conclusion, this study demonstrates that the effective implementation of learning management significantly enhances the quality of graduates at Job Training Institutions (LPK), specifically at LPK CTI Ciamis and LPK CBI Kawali. By systematically applying the core management principles of Planning, Organizing, Actuating, and Controlling, these institutions have successfully cultivated a conducive, industry-aligned educational environment. Consequently, they produce highly competent graduates who are rapidly absorbed into the Business and Industrial World (DUDIKA). This robust pedagogical management not only fulfills institutional objectives but also plays a crucial macro-economic role by directly contributing to the significant reduction of the Open Unemployment Rate in Ciamis Regency.

Despite its significant findings, this study acknowledges several limitations. Primarily, the research employs a descriptive qualitative methodology confined to only two specific institutions within a single regency. Therefore, the findings are highly context-dependent and cannot be broadly generalized to all vocational training centers across different regions with varying socio-economic dynamics. Furthermore, the reliance on self-reported data from interviews and qualitative observations may introduce inherent researcher or participant biases. Future studies should address these constraints by incorporating quantitative methodologies, expanding the sample size across diverse geographic locations, and empirically assessing the long-term career trajectories of the alumni.

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