



Mapping Strategy And Training Quality Development To Improve Graduate Competency At The Surabaya Job Training Center

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Abstract: *This study is intended to examine strategies in mapping and improving the quality of training applied at the UPT Job Training Center (BLK) Surabaya in order to produce graduates who have competence and are ready to enter the world of work. The research uses a qualitative descriptive approach with data collection methods through direct observation, document review, and interviews. The findings show that BLK Surabaya conducts regular quality mapping by evaluating the curriculum, learning methods, instructor qualifications, and completeness of training facilities and infrastructure. Efforts to improve quality are also carried out through curriculum revisions that refer to SKKNI, strengthening instructor competencies, utilizing digital technology, and synergy with the industrial sector. Despite still facing obstacles such as limited training equipment and slow administrative processes, BLK Surabaya continues to innovate to maintain the quality and relevance of its training programs.*

Keywords: *Quality Mapping, Job Training, Human Resource Development*

INTRODUCTION

National development that is still the center of attention until now is an effort to build the quality of human resources (HR), namely for the sake of accelerating development in any field. Therefore, improving the quality of human resources is the main prerequisite, improving the quality of human resources is a unit of the implementation of both education or training and development to increase the effectiveness of both individuals and organizations. Labor also has a very important role and position as actors and goals of national development, a quality workforce can encourage the economic development of a country. But on the contrary, the low quality of labor is an obstacle in the economic development of a country. One of the programs launched by the government that is predicted to be able to support it in this problem is the workforce training program (Rest, 2020).

Efforts to develop workforce human resources are the shared responsibility of all related sectors, namely central and regional government agencies, private or industrial parties, and other professional organizations. In the midst of the rapid and dynamic development of the world of



work, the need for a skilled and ready-to-use workforce is becoming more and more urgent. The industrial world not only needs a large number of workers, but also demands the quality of human resources who have competence in accordance with market needs. In this context, job training has an important role as a bridge between the world of education and the world of work (Serang et al., 2022).

The world of work is currently undergoing very rapid changes, both in terms of technology, labor needs, and the type of competencies needed by industry. This requires job training institutions to continue to make adjustments to their training programs. Otherwise, the training graduates will find it difficult to compete and do not have the skills to match the demands of the market. Therefore, job training must be designed in such a way as to truly answer the needs of the business world and the industrial world.

One of the important efforts to be made is to map the quality of training. This mapping aims to find out the extent to which the training program is in accordance with the Indonesian National Work Competency Standards (SKKNI) and the needs of the industrial world. This activity includes evaluation of training materials, teaching methods, instructor competencies, and the condition of facilities and infrastructure. In accordance with the Regulation of the Minister of Manpower No. 5 of 2019, job training must refer to SKKNI and be carried out on a competency-based basis so that the results are measurable and according to the needs of the business world.

Through quality mapping strategies, routine evaluations, and the development of targeted training standards, it is hoped that job training can produce graduates who are competent, professional, and according to industry needs. This research was conducted to see how the strategy is applied in practice, as well as the challenges and solutions that arise in the training quality development process.

UPT BLK Surabaya as one of the government-owned job training institutions has a great responsibility to prepare trainees to have relevant skills and be ready to enter the world of work. However, in practice, there are still several challenges faced, such as the mismatch between training materials and industry needs, limited training equipment, and wide variations in participants' abilities.



The quality of training at BLK Surabaya shows a strong commitment to quality improvement through various strategies, one of which is by referring to the Indonesian National Work Competency Standards (SKKNI). Each training program is regularly evaluated to see if it fits the needs of the industry. This evaluation involves aspects of the curriculum, teaching methods, quality of instructors, and the availability of facilities and infrastructure. In addition, training programs continue to be developed following job market trends, including digital marketing and green jobs. BLK also conducts data-based quality mapping, including tracer studies to monitor the success of alumni in the world of work.

To ensure this suitability, UPT BLK Surabaya periodically evaluates various important aspects in the training process. This evaluation includes the training curriculum, teaching methods used, the quality of instructors, and the availability and condition of training infrastructure. The evaluation process is carried out thoroughly in order to identify parts that need to be improved or adjusted to the latest technological developments and industry needs. In addition, this evaluation also helps in developing a more targeted training development plan.

To answer these challenges, the right strategy is needed in terms of mapping and developing the quality of training. Training mapping is useful to find out what the industry needs and the conditions of the participants before the training begins. Meanwhile, training quality development focuses on improving the quality of training processes and outcomes to meet industry standards. Through the right mapping strategy and training quality development, it is hoped that UPT BLK Surabaya can organize training that is more effective, adaptive, and able to produce graduates who are truly ready to work.

METHOD

The research method used is a qualitative descriptive approach. Qualitative descriptive research is a formulation of problems that guides research to explore or photograph social situations that will be studied comprehensively, broadly and deeply. According to Bogdan and Taylor quoted by Lexy.J. Moleong, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviors. Qualitative research focuses on social phenomena, giving voice to the feelings and perceptions of the participants under the study.



Qualitative research describes the meaning of data or phenomena that can be captured by researchers, by showing the evidence. The meaning of the phenomenon depends a lot on the ability and acuity of the researcher in analyzing it. Qualitative research does not seek to find evidence for hypothesis testing derived from theories, as does quantitative approaches. However, the researcher went to the field to collect various evidence through the study of the phenomenon and based on the results of the study then formulated a theory. So, qualitative research is bottom-up, unlike quantitative research that is top-down. Qualitative research method is a research method that is a description that will explain in detail and accurately where there is a difference from quantitative research that emphasizes more on numerical data analysis, inversely proportional to qualitative research that uses more nonnumeric data, especially in detailed and in-depth data parts (Safarudin et al., 2023).

RESULT AND DISCUSSION

More adaptive training quality mapping

Quality Mapping is mapping the quality of education in education units based on SNP through self-evaluation activities that produce quality maps (standard achievements), root problems faced and recommendations. In other words, quality mapping is the process of collecting, processing, and analyzing data collection, processing, and analysis activities about the achievement of meeting national education standards which will produce recommendations in the form of programs and subsequent quality fulfillment activities. Indicators of SPMI success can be seen from the indicators of process, output, outcome, and impact (Bagi et al., 2021).

Education quality mapping activities are the first step in the implementation of the Education Quality Assurance System which was developed by the government in 2016. Improving and ensuring the quality of education is the responsibility of each component in the education unit. In accordance with the applicable laws and regulations, each educational unit is obliged to carry out quality assurance according to its authority. Quality improvement in education units cannot run well without a quality culture in all school components. To improve the quality of the school as a whole, a special approach is needed so that all school components together have a quality culture. For this reason, an Education Quality Assurance Implementation program is needed in all schools in Indonesia with a whole school approach involving all school components (Yusuf, 2021).



Mapping the quality of training at the UPT Job Training Center (BLK) Surabaya is an important step to ensure that all training programs held are truly in accordance with the Indonesian National Work Competency Standards (SKKNI). This standard is a guideline in determining the skills and knowledge that must be possessed by trainees to be ready to enter the world of work. In addition, the training program must also be relevant to the needs of the business world and the industrial world (DUDI), so that graduates not only get certificates, but also be able to compete in an increasingly competitive job market. In order for this quality mapping to run optimally, UPT BLK Surabaya conducts periodic evaluations of various aspects in the training process. This evaluation includes the training curriculum, the teaching methods used, and the quality and competence of the instructors. In addition, training facilities and infrastructure are also a major concern. This is done to ensure that all elements of training support each other and produce an effective learning process that is in accordance with the needs of the business world and the industrial world.

However, in its implementation, the quality mapping process cannot be separated from various challenges. One of the main obstacles faced is the limited training equipment available. Many tools are outdated or inadequate to keep up with the latest technological developments. In addition, the rapid development of the industry is often not in line with the institution's ability to update curriculum and facilities. This has led to a gap between training materials and the skills currently needed by the job market.

To ensure this suitability, UPT BLK Surabaya periodically evaluates various important aspects of the training process. This evaluation includes the training curriculum, teaching methods used, the quality of instructors, and the availability and condition of training infrastructure. The evaluation process is carried out thoroughly in order to identify parts that need to be improved or adjusted to the latest technological developments and industry needs. In addition, this evaluation also helps in developing a more targeted training development plan.

The findings of the study show that BLK Surabaya conducts regular quality mapping through self-evaluation and analysis of industry needs. This mapping not only looks at whether the curriculum is in accordance with SKKNI, but also whether the skills taught are really relevant to the latest industry developments. For example, when the digital industry is on the rise, BLK



immediately adapts to the type of training such as digital marketing or the latest software-based graphic design.

In practice quality mapping is inseparable from various challenges. One of the main obstacles is the limitation of training equipment that is often outdated or inadequate, as well as limited budgets for the procurement of new equipment. On the other hand, the development of the industry is taking place very quickly, making the process of updating the curriculum often lag behind. To overcome this, UPT BLK Surabaya has begun to utilize digital technology in real-time quality monitoring. The use of this digital system is expected to help the evaluation process become faster, more accurate, and more responsive to changes, while ensuring that the training held remains relevant and of high quality.

Preparation and Implementation of Quality Improvement Plans

In improving the quality of education, quality education management has a very important role. Integrated quality education management is based on customer satisfaction as the main goal. Customers can be differentiated into internal customers and external customers. In the world of education, the customers include the managers of the educational institution itself, for example, managers, teachers, staff, and institutional administrators. Meanwhile, those included in external customers are the public, the government and the industrial world. So, an educational institution is called quality if there has been satisfaction with the services provided between internal and external customers (Rozi, 2016).

To support the implementation of the quality improvement plan to the maximum, it is necessary to have the active involvement of all elements of the training implementer. Instructors, for example, are not only required to understand the training material, but must also have methodological and pedagogical skills to be able to effectively deliver the material to participants who have different backgrounds and levels of understanding. Therefore, training and certification for instructors is an important part of the quality improvement system. Competent and certified instructors will increase the credibility of the training program while ensuring the quality of the learning process in the classroom and in the field practice.

UPT BLK Surabaya actively prepares a plan to improve the quality of training based on the results of periodic evaluations and direct input from the industrial world. Evaluation is carried out through surveys, tracer studies, and observation of the training process. The information collected



is used to see which areas still need improvement, such as the effectiveness of teaching methods, the suitability of the material with the needs of the work, and the readiness of the instructor. This is so that the training provided is always relevant and able to equip participants with the skills needed in the field.

Every year, the training curriculum is updated to keep pace with industry developments, including new trends such as Green Jobs that are oriented towards green jobs. In addition, the training program is also tailored to the needs of local and national workers. In the process of preparing this curriculum, UPT BLK Surabaya does not work alone, but involves the Regional Industrial Training Institute Communication Forum (FKLPID) to ensure the involvement of various parties, including the business world and the industrial world. This collaboration is important so that the training held is not only up to standard, but also really needed by the job market.

The process of preparing and approving quality improvement plans often faces time constraints. One of the main causes is the obligation to get approval from the Manpower Office before the plan can be implemented. This administrative procedure sometimes makes it take longer for designed innovations and updates to be implemented. However, UPT BLK continues to strive to keep the decision-making process running well in order to ensure optimal training quality and adaptive to the times.

After the training needs were mapped, BLK Surabaya prepared a quality improvement plan involving instructors, program managers, and industry representatives. Interestingly, the preparation of the curriculum is not carried out unilaterally, but through a discussion forum with FKLPID so that the training really answers the needs of the job market. The obstacle that arises is the process of ratifying the curriculum which is often hampered by bureaucracy, especially when it has to wait for approval from the relevant agencies. As a result, some training innovations are running slower than originally planned. However, BLK Surabaya continues to encourage the acceleration of coordination so that the quality improvement plan can be implemented immediately.

Implementation of Competency-Based Quality Fulfillment

The implementation of quality fulfillment is an important process carried out to ensure that



all training activities run in accordance with the standards that have been set. The main goal is to ensure that trainees actually gain relevant knowledge and skills, so that they are ready to compete in the world of work. This quality fulfillment is not only carried out at one stage, but includes the entire training process, from planning, implementation, to final evaluation and follow-up (General et al., 2024).

In an effort to meet the needs and demands of the market, job training instructors at BLK must have competence, namely, technical competence and methodological competence and be given the task and authority to carry out job training. The technical competence and methodological competence of the instructor is evidenced by the competency certificate. (Instructional competencies are a set of knowledge, skills, and behaviors that must be possessed, lived, mastered, and actualized by instructors in carrying out their professional duties (Cahyoadi et al., 2017).

According to Golemen, competencies are divided into two types, namely, soft competencies or types of competencies that are invisible, not visible outwardly, easily changing in various situations and conditions, not easy to learn and master, but their existence and strength exist and are real, and have a significant impact on the achievement of success. Soft competencies are closely related to the ability to manage work processes, relationships between humans such as imagination, emotions, attitudes, empathy, integrity, fighting power, emotional intelligence, social intelligence, spiritual intelligence and others. Furthermore, the second type of competency is hard competency or a type of competency whose existence and strength are visible so that it is easier to learn, develop, and measure growth. Hard competence is related to functional or technical abilities in a job. Examples of hard competencies are for example knowledge, skills, physical health, and so on.

To maintain and improve the quality of training, UPT BLK Surabaya consistently makes various efforts. One of them is to improve the competence of instructors through advanced training and certification. In addition, the implementation of Standard Operating Procedures (SOP) and the use of training standards based on the Indonesian National Work Competency Standards (SKKNI) are the main guidelines in the implementation of training activities so that they are more structured and in accordance with industry needs.



Evaluation of the training results is also carried out periodically to ensure the effectiveness of the program. UPT BLK Surabaya uses the tracer study method and participant satisfaction survey as a tool to assess how much graduates succeed in entering the world of work according to their field. The results of this evaluation are very useful to find out the strengths and weaknesses of the training program, as well as as a consideration in preparing a quality improvement plan in the future.

At the implementation stage, BLK Surabaya adopted a competency-based training model, where participants were not only tested in theory but also in practice. Instructors are also required to have competency certification according to their fields so that the learning process runs more professionally. Quality fulfillment is also carried out by strictly implementing SOPs, strengthening practice-based learning methods, and utilizing digital technology. Activities such as pre-test, post-test, and field observation are carried out to ensure participants master skills according to industry standards.

Monitoring, Evaluation and Tracking of Alumni

The training evaluation stage begins with determining training performance indicators based on improving competencies and improving work processes. Competency improvement is seen based on the level of attendance and participation of participants, the graduation rate of the competency unit and the level of skill mastery. Meanwhile, work process improvement is seen based on the level of errors or failures in the training process and the time required.

After that, evaluation data was collected consisting of the initial evaluation of participants, final evaluation of participants and evaluation of the implementation of training. The initial evaluation is carried out through a pre-test which is filled out in writing by the training participants. The final evaluation is carried out through post-tests which are carried out through observation by the training instructor of the participants and the evaluation of the implementation of the training is carried out through a questionnaire sheet filled out by the training participants, where the things evaluated include training materials, training instructors, facilities and infrastructure as well as facilities provided to the training participants (Indartha, AW; Malik, A; Siswanto, 2023).

Monitoring is a monitoring and monitoring process that is carried out systematically to



ensure that all training activities run in accordance with the plan, standards, and goals that have been set. This monitoring is an important part of the training quality management system, because it serves to detect early if there are obstacles or deviations in the implementation of training, so that it can be corrected immediately. Monitoring is usually carried out by the training management team or the person in charge of the program. They monitor various aspects, such as participant attendance and discipline, instructor performance, suitability of materials with the curriculum, use of practical tools, and the condition of training facilities. In addition, they also recorded the learning progress of participants, assessed the effectiveness of the training methods used, and collected feedback from participants and instructors (Yulzain, 2019).

Effective monitoring is greatly influenced by the quality of the instructor and the communication between the implementation team and the participants. Evaluation serves not only to look at results, but also as a reflection tool to identify gaps between training plans and their implementation in the field. If it is found that the training method is ineffective or the material is not in accordance with the needs of the industry, then improvements should be made immediately before the next training begins.

In order for the monitoring and evaluation process to run more optimally, it is necessary to integrate information technology in the training system. The use of digital systems such as web-based or mobile monitoring applications is very helpful in recording training data in real-time, including attendance, participant assessment, feedback, and reporting on the implementation of activities. With a system like this, data becomes faster, more accurate, and easier to analyze. Some job training in Indonesia have even begun to implement digital training dashboards as a tool to monitor the performance of participants and instructors as a whole (Diklat et al., 2020).

Monitoring and evaluation (monev) is a crucial stage because it is the basis for setting new standards. BLK Surabaya conducts monitoring through participant satisfaction questionnaires, instructor evaluations, and tracer studies to find out the extent to which graduates are accepted into the world of work. Even so, tracer studies do not always run smoothly because alumni are difficult to contact. The lack of response makes the data



incomplete, so BLK Surabaya is developing a more effective digital system for tracking graduates. This system is expected to record alumni data in real-time and simplify the evaluation process.

UPT BLK Surabaya implements a monitoring and evaluation system to ensure that the training provided really provides benefits for participants. One of the methods used is a tracer study, which is a tracking of alumni that is carried out about 2-3 months after they complete the training. In addition, participant satisfaction surveys are also conducted to assess the quality of training from the participant's point of view. The results of these two methods are an important reference in evaluating how well the training program is run and whether participants are successful in getting a job according to their skills.

This evaluation is very important because it helps the BLK in knowing the extent to which graduates can be absorbed in the world of work. With this data, BLK can make adjustments to the curriculum, teaching methods, and training facilities to be more relevant to industry needs. If many graduates succeed in working in their fields, it is an indicator that the training program has run well and on target.

However, in its implementation, alumni tracking does not always run smoothly. One of the main obstacles is the lack of alumni participation in providing information after they graduate. Many alumni are difficult to contact, or do not respond to the surveys sent. This condition makes the data tracer study incomplete and makes it difficult to evaluate the entire evaluation process. Even so, UPT BLK Surabaya continues to try to improve this system so that alumni tracking can be carried out more effectively in the future.

New Standards Setting and Industry-Based Development Strategies

The setting of new standards and improvement strategies is the process of updating training references to always be in line with the development of the industrial and technological world. The world of work is constantly changing, so training standards cannot be allowed to remain the same for a long time. This new standard is designed to ensure that the skills taught are really needed by companies in the field.

The first step usually starts with the results of evaluation or monitoring that show which parts of the training are no longer relevant. From there, a draft of standard changes was made



that included the content of the material, learning methods, training tools, and assessment methods. For example, if the industry begins to need a lot of labor in the field of renewable energy, then training begins to be directed there, and the curriculum is updated according to these needs.

After the new standard, a strategy is needed so that the changes can be implemented properly. This improvement strategy includes planning the procurement of tools, retraining for instructors, and adjusting learning methods to make them more acceptable to participants. In addition, the data from the evaluation results and feedback from the trainees and the industry are used as a basis for determining concrete improvement steps (Winanda, YR; Mubarak, 2020).

The preparation of this strategy was not carried out carelessly, but based on the results of previous evaluations. Usually, surveys or data collection are carried out from participants, instructors, and also the industry. The results are used to see what is missing and what needs to be improved. That way, the strategy created can directly touch the main problem and produce real changes. The setting of new standards and development strategies is an effort to ensure that training does not run on the spot. This is a form of continuous improvement so that the training remains relevant, participants have the necessary skills, and later it will be easier to absorb in the world of work (Nuraeni, 2023).

UPT Job Training Center (BLK) Surabaya shows a strong commitment to adapting to changing industrial needs. One of the concrete steps taken is to propose an update of training standards, both in terms of curriculum and teaching methods. This change is not made carelessly, but through a process of planning and mapping the quality of training based on the Indonesian National Work Competency Standards (SKKNI). That way, the training provided is not only relevant, but also produces graduates who are competitive and ready to enter the world of work.

The evaluation process of the training program is carried out periodically. This evaluation targets various important aspects, such as the suitability of teaching materials with industry developments, the effectiveness of teaching methods, and the competence of instructors. The results of this evaluation are the basis for improving the curriculum and improving the quality of teaching. In fact, to ensure the effectiveness of the training, a tracer study was also conducted



to find out the extent to which graduates were able to be absorbed in the industry and work according to the competencies obtained during the training.

In implementing the strategy of improving and developing the quality of UPT BLK Surabaya utilizing digital technology. One of the innovations carried out is the use of a real-time digital monitoring system, which allows management to see firsthand the suitability of the program with SKKNI and industry needs. This digitalization is also applied in the learning process, by developing interactive and flexible learning methods, which make it easier for trainees to understand the material more effectively.

Not only focusing on the technical aspect, UPT BLK Surabaya is also actively involved with stakeholders from the industrial world. This collaboration is essential so that any updates made truly reflect the needs of the field. Through consultation forums with industry, the input provided is directly integrated into curriculum planning. In addition, industry involvement is also seen in the process of drafting new standards and setting quality improvement strategies, so that training programs can follow the direction of the development of the job market dynamically.

Despite the various efforts that have been made, challenges remain. Some of them are limited facilities and budgets, as well as the pace of industrial development that is often faster than the ability to adjust the curriculum. However, this obstacle is not a reason to stagnate. UPT BLK continues to innovate and adapt, ensuring that the training system developed is able to produce the professional workforce that is really needed in today's world of work.

Based on the results of the evaluation, BLK Surabaya set new training standards and designed development strategies according to job market developments. For example, some of the training is directed at *the green jobs*, renewable energy, and digital technology sectors. This standard update is carried out so that graduates are not only competent but also highly competitive.

CONCLUSION

UPT BLK Surabaya has implemented a strategy of mapping and developing training quality in a systematic and sustainable manner to ensure that graduates have the competencies that are



really needed by the world of work. The mapping process is carried out through periodic evaluation of the curriculum, instructor competencies, learning methods, and the condition of facilities and infrastructure. This evaluation is an important foundation for adjusting the training program to the Indonesian National Work Competency Standards (SKKNI) and the dynamics of changing industry needs. The development of the quality of training at BLK Surabaya can also be seen from their efforts to update the curriculum, improve instructor competence through certification, utilize digital technology in teaching and monitoring, and expand cooperation with the business world and the industrial world. These measures have been proven to help ensure that the training provided is more relevant, applicative, and able to increase job opportunities for graduates.

There are still several obstacles that need to be addressed, such as the limitation of practical equipment that does not always keep up with technological developments, a fairly long administrative process in the ratification of the curriculum, and obstacles in the implementation of tracer studies due to the difficulty of tracking alumni. These obstacles show that the quality improvement system still needs strengthening, especially in the aspects of digitalization, coordination efficiency, and upgrading of training facilities. The mapping and quality development strategy implemented by UPT BLK Surabaya has had a positive impact on the quality of training and graduate competence. With strong commitment, cross-sector collaboration, and continuous innovation, BLK Surabaya has the potential to become a training institution that not only produces a competent workforce, but is also adaptive, professional, and ready to face the challenges of the modern world of work.

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