UPT BLK Surabaya Quality Assurance Strategy In Increasing The Relevance Of Training To Industry Needs

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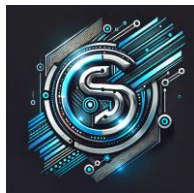*Correspondence Email: alfihasanah796@gmail.com*

Abstract: *This study aims to analyze the quality assurance strategy implemented by the UPT Job Training Center (BLK) Surabaya in increasing the relevance of training to industrial needs. The research approach uses a descriptive qualitative method, with data collection techniques through observation, interviews with the Head of Training and Certification (Mr. Yudo Sembodo Hastoro Langgeng, S.Kom.), and examination of internal documents of the institution. The results of the study show that UPT BLK Surabaya has implemented a training quality assurance system based on the Indonesian National Work Competency Standards (SKKNI) and is oriented to the real needs of the industrial world. The main strategies include mapping the quality of training, the preparation of quality improvement plans based on cooperation with FKLPID and the business world and industry, the implementation of quality fulfillment through instructor and participant certification, monitoring and tracer studies of alumni, to the establishment of new standards that are adaptive to industry trends, including the green job sector. The main challenges faced include limited facilities and budgets, as well as the speed of industrial technological change that often exceeds the curriculum renewal process. Nevertheless, UPT BLK Surabaya's commitment to continue to strengthen collaboration with the business world and industry and integrate digital technology in training has proven to be effective in increasing the competitiveness of graduates. These findings confirm that a systematic, data-based, and responsive quality assurance system is key to producing a competent and job-ready workforce.*
Keywords: Quality Assurance, Job Training, Industry Relevance, UPT BLK Surabaya

INTRODUCTION

Changes in the structure of the global economy and industrial technological advances have driven a major shift in labor needs. The business world and the industrial world now not only require workers who have formal diplomas, but also require technical competence and practical skills in accordance with industry standards. This condition requires job training institutions in Indonesia to innovate, ensuring that the training process is truly relevant to the needs of the labor market (Wispandono & Purnomo, 2024)**.**

The Surabaya Job Training Center (BLK) UPT which is under the Manpower and Transmigration Office has a strategic role in preparing skilled human resources who are ready to enter the world of work. To meet these needs, UPT BLK Surabaya implements the Training Quality

Assurance System (SPMP) as the main tool to maintain and improve the quality of training implementation. Through this system, each training program is required to refer to the Indonesian National Work Competency Standards (SKKNI) and adapt to industry developments, both at the local and national levels.

In addition, UPT BLK Surabaya also seeks to strengthen cooperation with the Communication Forum of Regional Industrial Training Institutions (FKLPID**),** as well as establish strategic cooperation with the industrial world in the process of curriculum planning, training evaluation, and participant certification. This aims to ensure that every graduate has the competencies that are really needed in the workplace. However, the implementation of the training quality assurance system is inseparable from various challenges. Limited infrastructure, limited budget, and the speed of industrial technology change are often obstacles to optimizing the quality of training. In addition, the establishment of new standards by the Manpower Office has also slowed down adaptation to industrial changes.

In the midst of these dynamics, job training institutions are no longer enough to only provide programs that meet technical standards. They must also ensure that the learning process takes place effectively, flexibly, and truly in accordance with the needs of the industrial world. This condition requires quality management that is well planned, evaluated measurably, and implemented in a sustainable manner at every stage of training implementation starting from curriculum formulation, improving instructor competence, using creative training methods, to assessing participant learning outcomes (Hafid, 2025). In line with this, UPT BLK Surabaya needs to always monitor and analyze the development of industrial competency needs, such as the advancement of digitalization, automation, and the emergence of green jobs, so that the programs offered remain relevant and able to increase the competitiveness of participants. Therefore, the implementation of the training quality assurance system is an inseparable part of UPT BLK Surabaya's efforts in producing graduates who are truly competent, able to adapt, and ready to face competition in the midst of increasingly rapid and complex industrial changes.

METHOD

According to Cresswell, qualitative research is research that involves important efforts, such as asking questions, collecting specific data from informants, analyzing data inductively, ranging
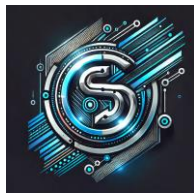
from specific themes to general themes, and interpreting the meaning of data. Qualitative research is a research method that is carried out directly in the original environment of the object to explore in depth an event, behavior, or problem related to humans. In this method, researchers are present in the field as the main instrument, collecting data through interviews, observations, and documents, then processing it in the form of narrative descriptions, not numbers. The qualitative approach seeks to understand the phenomenon holistically, listen to the participants views without changing them, and formulate meaning based on their experiences (Abdussamad, 2021). In this study, the researcher asked questions and collected relevant data from the resource person, namely Mr. Yudo Sembodo as the Head of the training and certification section.

RESULT AND DISCUSSION

Quality Assurance Strategy of UPT Blk Surabaya in Increasing the Relevance of Training to Industry Needs

UPT BLK Surabaya implements the Training Quality Assurance System (SPMP) through the PPEPP (Determination, Implementation, Evaluation, Control, and Improvement) cycle which is carried out systematically and continuously. The entire process in this cycle is designed to ensure that the training program always meets national competency standards and remains relevant to the needs of the business world and the industrial world.

At the quality mapping stage, BLK Surabaya assesses the suitability of the curriculum with SKKNI, evaluates facilities, practical equipment, instructors, and SOPs, and monitors changes in industry needs through cooperation with the business world and the industrial world and FKLPID. The mapping results show that the level of training suitability has reached 80-90%, although there are still some equipment that needs to be adjusted to the latest technological developments. Based on the results of the mapping, BLK prepares a quality improvement plan through an Annual Work Plan (RKT) prepared using SMART principles. This planning includes curriculum updates, facility improvements, and recommendations from industry as a basis for improving training programs.

The stage of implementing quality fulfillment is carried out by implementing SOPs consistently starting from the participant registration process to competency tests. Training is provided by certified instructors, and participants are directed to take BNSP certification as a benchmark for competency achievement. Furthermore, BLK conducts periodic monitoring and
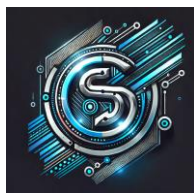
evaluation through participant satisfaction surveys, instructor evaluations, and the implementation of tracer studies to determine the absorption of graduate work. The results of this evaluation are the basis for quality control and program improvement in the next period (Mahartaty, 2023).

At the stage of setting new standards, BLK Surabaya updated the curriculum and SOPs based on the dynamics of industrial needs, especially in growing fields such as modern automotive, digital marketing, green jobs, and solar PV. The new standard was also submitted to the Manpower Office for ratification. These strategies are strengthened by increasing the capacity of instructors through advanced training, certification, and the involvement of guest instructors from industry so that the learning process is more in line with real practice in the field. The results of the interview with Mr. Yudo Sembodo Hastoro Langgeng emphasized that the PPEPP cycle has been implemented consistently every year, so that the quality of training at UPT BLK Surabaya continues to be maintained and increasingly relevant to the needs of the labor market (Nurlaili et al., 2024). With the implementation of a comprehensive quality assurance system and a strong collaboration strategy with the business world and industry, UPT BLK Surabaya is able to ensure that the training provided not only meets national standards, but also is truly in accordance with the demands of the ever-evolving industry.

The quality assurance strategy of UPT BLK Surabaya shows that this institution does not only carry out training routinely, but also implements quality standards that are measurable, adaptive, and integrated with industry needs. With the PPEPP approach, intensive collaboration with the business world, the implementation of CBT, digitalization of the training system, periodic quality audits, and the improvement of instructor competence, BLK Surabaya is able to maintain the relevance of training even though the industry is changing very quickly. This strategy also makes BLK Surabaya a model of a quality-based job training institution that can be replicated by other institutions (PRABOWO, 2023). The success of this strategy is reflected in the increasing rate of job absorption of graduates and the high level of industry satisfaction with BLK alumni. Thus, quality assurance is not only an administrative obligation, but an instrument to increase national competitiveness through improving the quality of human resources.

Obstacles and Challenges in the Implementation of the Training Quality Assurance System

In implementing the training quality assurance system, UPT BLK Surabaya faces various obstacles and challenges that affect the optimization of training implementation. One of the main
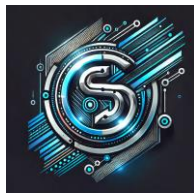
obstacles is the limited training facilities and equipment that have not fully kept up with the latest technological developments used in the industry. Some equipment has aged, so it does not support practice-based learning according to industry standards. In addition, the rapid development of industrial technology is also a challenge because curriculum updates cannot always keep up with these changes in real time.

BLK Surabaya also faces budget limitations, especially in the procurement of equipment, instructor certification, and competency development, so that some quality improvement needs cannot be met optimally. From the administrative aspect, the process of submitting training standard updates to the Manpower Office often takes a long time, resulting in delays in the implementation of new standards. Another challenge arises in the implementation of tracer studies, because alumni tracking does not always run effectively due to the change of residence and low alumni response. All of these obstacles illustrate that efforts to ensure the quality of training at BLK must continue to be improved and adjusted to the dynamics of industrial needs (Rahmia_Hilmi, 2014).

Delays in updating facilities cause participants to not gain practical experience equivalent to real conditions in the industry, thus affecting their level of job readiness. This challenge also has an impact on instructors' ability to deliver the latest material because the limitations of the tools make them less exposed to new technologies. In the context of quality assurance, the non-conformity of facilities with industrial needs is a serious obstacle that requires strategic solutions to keep training relevant (Mukhlis et al., 2025).

The next challenge is the low participation of participants in carrying out industrial work culture such as time discipline, physical readiness, and compliance with safety SOPs. Many trainees come from different educational backgrounds, and not all of them are familiar with the strict training patterns. This causes differences in motivation and discipline that affect the effectiveness of learning. For example, some participants are not consistent in showing up on time, are less active in practicum activities, or do not follow the instructor's instructions well. Not all participants have the mental readiness to face industry work standards that are very demanding of discipline.

In the context of quality assurance, the participant factor is a challenge in itself because the quality of the training results does not only depend on the instructor or equipment, but also the
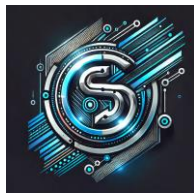
seriousness of the participants (Abdi, 2019). In addition, there are participants who only take training to obtain certificates without having a strong motivation to improve their competence. This mindset makes it difficult to implement CBT methods that require the active involvement of participants. This gap in motivation and discipline causes the quality of graduates to be uneven. Therefore, additional efforts are needed to foster the character of the participants to be in harmony with the demands of modern industry.

In addition to internal challenges, the rapidly changing dynamics of the industry are also external challenges that directly affect the relevance of training. Technological developments such as artificial intelligence, Internet of Things (IoT), robotics, automated manufacturing, and big data have changed work patterns in many industrial sectors. Meanwhile, the renewable energy industry, digital logistics, and creative industries are also growing rapidly (Muh.Lutfi, 2019). If BLK is not able to keep up with this technological development, then graduates will experience a significant competency gap.

Some industries demand new competencies such as basic coding skills, digital marketing automation, or IoT device maintenance that are not yet fully covered in BLK training. This makes the relevance challenge even more complex. BLK Surabaya must be able to anticipate industry changes, but without complete job market data support, training updates can become untargeted. This challenge underscores the need for stronger collaboration between BLK and industry in the preparation of future competency maps.

The last challenge that is no less important is the gap in instructor competencies with the needs of the industry. Although BLK has experienced instructors, not all instructors have the opportunity to take the latest technology training due to budget and time constraints. This causes some instructors to not master the technology used by the industry today. For example, in the modern automotive field, instructors must master the latest electronic injection systems, hybrid vehicle diagnostics, and automotive computerized devices. But not all instructors have direct access to learn the latest devices (lubis, 2019).

In the field of digital marketing, instructors must understand algorithm changes, new platforms, and data analytics capabilities. The limited competence of instructors can have a negative impact on the learning process and the quality of graduates. In addition, not all instructors have the latest professional certifications as per BNSP's demands. In the context of quality
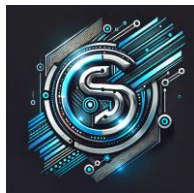
assurance, instructor quality is an important indicator that must be constantly updated. This competency gap is a serious challenge that requires a continuous program of instructor competency development through industry cooperation, TOT training, new technology workshops, or industrial attachment internships.

UPT BLK Surabaya's Efforts in Overcoming Obstacles to Improve Training Quality

To overcome various obstacles and challenges in the implementation of training quality assurance, UPT BLK Surabaya has made a number of strategic efforts. One of the main steps is to strengthen cooperation with the industry through MoU, joint training, equipment donations, internship programs, and the provision of guest instructors so that the training process is closer to real industry practices. In addition, BLK also digitizes the training and quality assurance system, including digitizing tracer studies, participant evaluations, and managing cloud-based training databases that facilitate the monitoring process (Darwin & Efendi, 2025).

Efforts to improve the quality of instructors are carried out through advanced training, professional certification, as well as upskilling and reskilling activities so that instructors are able to keep up with the latest technological developments. BLK also prioritizes budgets for superior programs that have high job opportunities and require more up-to-date equipment, such as modern automotive, solar PV, and digital-based training. To maintain a smooth quality assurance cycle, BLK sets curriculum updates more quickly and adaptively, no longer waiting for a five-year period. Routine evaluations every six months are carried out more rigorously, and the results are followed up as a basis for further training improvements. Through these efforts, BLK Surabaya tries to ensure that its training programs remain quality, relevant, and able to answer the needs of the world of work (Ratna, 2024).

In many developed countries, such as Germany through the *dual system*, industry plays a 50% role in the implementation of training, so graduates are highly relevant and quickly absorbed into work. This concept has begun to be adopted in many TVET (Technical and Vocational Education and Training) in Southeast Asia, including Indonesia, because it has been proven to significantly improve the quality of training. With direct industry involvement, training institutions can access the latest technology, understand the latest competency needs, and ensure their curriculum is always updated. In addition, industry partnerships also help overcome limited resources, as the industry can provide equipment, practice spaces, or software that are difficult for

training institutions to purchase due to budget constraints (Izzah & Firdaus, 2022). This form of cooperation also allows *for joint training* programs that combine training institution instructors and industry technicians. Globally, UNESCO and ILO research show that training institutions with strong partnerships have a 40–70% higher rate of graduate uptake than institutions with weak partnerships. Therefore, in the context of quality assurance, strengthening industrial partnerships is the most strategic solution to overcome technological barriers, facilities, curriculum relevance, and job placement.

Digitalization is one of the most effective solutions in improving the quality of training and overcoming various administrative, logistical, and pedagogical obstacles. Globally, training institutions implement Learning Management Systems (LMS), interactive e-learning, digital modules, software-based practice simulations, and computer-based exams. Digitalization makes it easier for training institutions to quickly update materials, store learning recordings, and provide participants with unlimited access to materials. More than that, digitalization makes it easier to implement PPEPP or similar quality systems in other countries, because the process of evaluation, monitoring, tracer study, audit, and documentation can be carried out automatically and integrated.

With the digitization of tracer studies, for example, training institutions can track alumni in real-time through a cloud-based database. This increases alumni response, while improving the accuracy of job absorption data. In the field of teaching, simulation technologies such as *virtual welding*, *digital automotive diagnostics*, and *PLC simulation software* allow participants to practice without having to use expensive physical tools. Digitization also improves administrative efficiency because activity reports, attendance lists, instructor assessments, and training evaluations can be automated. This reduces the administrative burden on instructors and allows them to focus more on teaching. In general, digitalization is the most practical approach to overcome the cost constraints of equipment procurement, limited practice spaces, and the complexity of the curriculum that is constantly changing (Pangestu et al., 2024).

Instructors are a determining factor for the success of a training, so continuous improvement of instructor competencies is a strategic effort that must be made by training institutions. Globally, training institutions in various countries implement a *continuous professional development* (CPD) scheme to ensure that instructors' abilities are always up to date with industry developments. CPD includes TOT training, professional certification, the latest technology workshops, industrial
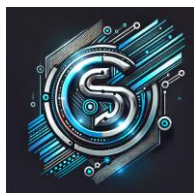
internships, to modern pedagogic training such as *competency-based training* (CBT), *project-based learning*, and *blended learning*. A major challenge in many training institutions is that some instructors do not get adequate exposure to the latest technologies used by the industry. Therefore, the best solution is an *industrial attachment* program, which is the sending of intern instructors directly to the company.

The program allows instructors to learn the latest tools, work procedures, industry culture, and modern management patterns. In addition, improving instructor competencies can also be done through online training, digital learning communities, and collaboration with industry practitioners. ILO research shows that training institutions with strong CPD programs have better learning quality, more consistent teaching standards, and higher certification pass rates. Thus, instructor development is a fundamental effort for all training institutions to maintain the relevance and quality of the program (Giovanni & Ali, 2024).

One of the important solutions in strengthening the quality assurance of training institutions is the renewal of the curriculum based on the latest industry needs. At the international level, the TVET curriculum renewal model is carried out through three mechanisms: (1) *labor market intelligence* (analysis of labor market needs), (2) *skills forecasting* (prediction of future competencies), and (3) *industry consultation* (direct consultation with industry). These three approaches allow training institutions to adjust the curriculum more quickly and accurately. Competency-based curriculum has become an international standard because it breaks down skills into measurable units of competence. This model makes it easier for institutions to make revisions to certain competency units without having to change the entire curriculum. Curriculum optimization also includes the integration of soft skills such as communication, time management, problem solving, and teamwork, as modern industries require not only technical skills, but also professional work behavior. In addition, the curriculum must be flexible to technological changes, such as incorporating basic digital competencies, cyber security awareness, or the use of data analytics, even if the main areas of training are different (Ratna Ayu Rizqiyah, 2016). This approach is known as transversal skills integration. Thus, curriculum updates are not just about adding material, but ensuring that graduates are ready to face the rapidly changing job market.

General job training institutions in the world are increasingly emphasizing the integration of new technologies such as green jobs, artificial intelligence (AI), Internet of Things (IoT), and

renewable energy. This effort aims to overcome the competency gap between today's workforce and the needs of the future industry (Safitri et al., 2024). For example, solar energy training (PLTS) is now the standard of training in many TVETs due to the increasing demand for renewable energy technicians. Similarly, AI and IoT are starting to be integrated into automation technician modules, smart manufacturing, and digital marketing. The integration of new technologies is a long-term solution to the challenge of training relevance. Training institutions can leverage open source software, simulation platforms, as well as learning modules from various international institutions to reduce costs. This strategy allows training institutions to provide a modern learning experience without having to buy expensive physical equipment. By adopting the technology of the future, the training institute not only solves the current obstacles, but also builds a training system that is ready to face the needs of the more complex industries of the future.

CONCLUSION

Based on the results of the discussion on the implementation of quality assurance and strategies to increase the relevance of training at UPT BLK Surabaya, it can be concluded that this institution has implemented a comprehensive, systematic, and sustainable training quality assurance system through the implementation of the PPEPP cycle (Mapping, Planning, Implementation, Evaluation, and Standard-Setting). This cycle not only ensures that the curriculum, instructors, facilities, and training SOPs are in accordance with SKKNI standards, but also serves as the main mechanism to adjust the implementation of training to the needs of the industrial world. Through strong partnerships with the business world and industry and FKLPID, UPT BLK Surabaya is able to accurately map competency needs, update the curriculum according to technological developments, and carry out competency-based training supported by BNSP professional certification.

In the implementation there are still a number of obstacles and challenges, such as the limitation of equipment that has not fully followed the latest technology, limited budgets for the development of facilities and the improvement of instructor competencies, as well as industry dynamics that change faster than the ability to update training standards. Administrative constraints, such as the length of the process of ratifying new standards, also affect the timeliness
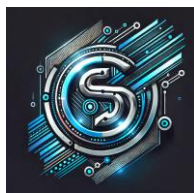
of curriculum updates. Another challenge is the effectiveness of tracer studies in tracking alumni development, which is often hampered by a lack of feedback (Syunu Trihantoyo, 2024).

To overcome these obstacles, UPT BLK Surabaya has made various strategic efforts, including strengthening cooperation with industry, improving instructor competence through certification and advanced training, and digitizing the quality assurance system and training evaluation process. BLK also prioritizes equipment updates for flagship programs that have high industry needs, as well as updating the curriculum more quickly and adaptively. These measures have been proven to support the improvement of the quality of training and ensure that the resulting graduates retain competencies that are relevant to the demands of the job market.

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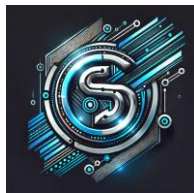
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