



# Implementation of the clothing sewing training program at the Pemalang Regency manpower office job training center

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## ABSTRACT

This study aims to describe the implementation of a clothing sewing training program at the UPTD BLK Disnaker Pemalang Regency and analyze the factors influencing its success and obstacles in its implementation. Vocational training such as this is part of the government's efforts to improve community work skills, particularly in the garment sector, which offers quite high employment opportunities. This study uses a descriptive qualitative approach with data collection techniques such as observation, in-depth interviews, and documentation. Research informants consisted of the head of the BLK, instructors, and training participants. The results show that sewing training at the Pemalang BLK is implemented with systematic planning, competency-based learning materials, adequate facilities, and a dominant practice method that supports skill mastery. Success factors include the involvement of professional instructors, applicable learning methods, and complete facility support. While obstacles arise from the limited number of permanent instructors and the need to develop a digitalized registration system. Training evaluation is carried out through practical assessments, finished product testing, and tracer studies that indicate a high level of success, both in terms of participant skills and workforce absorption.

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## INTRODUCTION

The era of increasingly advanced globalization and rapid development affects various aspects of life, including the economy, politics, socio-cultural issues, and education. In Pemalang Regency, this progress is evident, particularly in industrial sectors such as agriculture, manufacturing, and services. In the context of globalization and industrial growth, the garment sector holds a strategic position in Pemalang's economy, especially when compared to other sectors in terms of labor absorption, as it serves as one of the primary contributors to employment opportunities in the region (Januarharyono, 2019). Communities and companies in this region face the challenge of adapting to ongoing changes. The workforce is required to possess relevant skills and be able to

adapt to constantly evolving new technologies. Technical skills and the ability to use information technology are crucial to meeting labor market demands. Technological advances are also impacting the way goods are produced and distributed. With automation and digitalization, production processes are becoming more efficient, but they also require a more skilled workforce (Haryati, 2019).

National workforce development policy in Indonesia emphasizes strengthening vocational training as a strategic effort to enhance the competitiveness and productivity of the labor force, focusing on competency-based training aligned with the Indonesian National Work Competency Standards (SKKNI) and industry needs. This direction is reflected in various central government programs that encourage collaboration between training institutions, industries, and local governments. The Pemalang Vocational Training Center (BLK) adopts this mandate by implementing an industry-oriented curriculum, prioritizing practical skills, and fostering partnerships with companies to ensure graduates are job-ready. In practice, the synchronization between national and local policies is evident in the alignment of training materials, certification standards, and evaluation mechanisms, although adaptation at the local level allows the BLK to address specific regional labor market demands while still adhering to national competency guidelines (Ridho, 2020).

Pemalang Regency faces challenges related to unemployment and the availability of skilled labor needed by industry. A significant issue is the high unemployment rate. In 2022, the Open Unemployment Rate (TPT) in Pemalang Regency was recorded at 6.5%, exceeding the average TPT for Central Java Province of 5.57%. This statistic highlights the gap between labor force growth and the number of available jobs (Putri Ayu & Kisworo, 2024). The unemployment problem in Pemalang Regency is worsening due to the skills gap between job seekers and labor market needs. A survey conducted by the Pemalang Regency Manpower Office revealed that approximately 40% of businesses experience difficulties finding workers with the required skills. This indicates a gap between the education and training system and the demands of the business world.

A significant factor influencing this situation is the low level of education of the workforce. In 2022, the average length of schooling for residents of Pemalang Regency was only 7.2 years, lower than the average for Central Java province of 7.8 years. This lack of quality human resources directly impacts the competitiveness of the local workforce. Furthermore, industrial growth in Pemalang Regency is relatively slow compared to other regencies in Central Java (Cynthia et al., 2022). Employment conditions in Pemalang Regency are worsening, primarily due to heavy reliance on the informal sector and the regional economy. Data from the Central Statistics Agency (BPS) reveals that more than 60% of the workforce in Pemalang works in the informal sector, which is often associated with low wages and productivity (Ridwan et al., 2023). This situation poses significant difficulties, especially for those with higher education degrees, as available job opportunities are quite limited. As a result, many workers find themselves in unstable employment situations, which negatively impacts their well-being and hinders broader economic growth in the region. This underscores the urgent need for more effective measures to improve the quality of jobs and expand opportunities for all levels of society (Imsar et al., 2023).

The primary factor contributing to the high unemployment rate in Pemalang Regency is the gap between the skills possessed by job seekers and those required by industry. Many job seekers possess only basic skills, while the modern job market demands workers with higher competencies. This situation creates a significant gap, with companies struggling to find qualified workers, while job seekers face challenges in finding satisfying employment. Therefore, the need for competency-based training has become increasingly clear as a solution to this problem. Focused training initiatives can improve the skills of the workforce, equip them to meet industry requirements, and ultimately help reduce unemployment. Investment in human resource training and development is crucial to improving the competitiveness of the workforce in Pemalang Regency and driving sustainable economic growth (Imam et al., 2023).

Pemalang Regency has made concrete efforts to tackle unemployment and skills mismatch through its 2021–2026 RPJMD, prioritizing human resource development, entrepreneurship, and job access. Key to this effort is the Vocational Training Center (UPTD) under the Manpower Office, which implements the Competency-Based Training Program (PBK) to equip participants with industry-relevant skills, especially in agriculture, manufacturing, and services. Success requires strong collaboration among government, private sector, and the community (Widihastuti, 2018).

The Competency-Based Program at the Pemalang Manpower Office's Vocational Training Center (Pusat Pelatihan Kerja Disnaker) began in 2018, aligning with the Ministry of Manpower's national policy on work competency standardization. This program covers various key economic sectors in Pemalang Regency, which collectively contribute more than 60% of the regency's GRDP. The implementation of the Competency-Based Program at the Pemalang Vocational Training Center (BLK) has shown several positive results. The employment rate of BLK graduates in the labor market increased from 65% in 2018 to 78% in 2022. Furthermore, employer satisfaction surveys indicate an improvement in the match between BLK graduates' skills and industry needs (Aisyiyah & Mulyono, 2021).

Program implementation is a specific process in implementing policies or activity plans and achieving expected goals. According to Van Meter and Van Horn (1975) in Fuziyah, W (2021), implementation involves the activities of various parties in the form of programs, projects, or other activities to implement policy decisions. Its success or failure is influenced by six main variables: (1) policy standards and objectives, (2) resources, (3) characteristics of implementers, (4) communication, (5) socio-economic and political conditions, and (6) implementer attitudes.

Vocational Training Centers (BLK) play a crucial role in developing skilled workers through various competency-based training programs, one of which is a clothing sewing program. In Pamarang Regency, this program is expected to empower the community, particularly women and job seekers of productive age, by equipping them with skills they can use in employment or to start independent businesses. Sewing skills are one of the most in-demand skills to meet ever-changing market demands. With the emergence of various fashion trends and consumer demand, good sewing skills have become a valuable asset for individuals and industries. The clothing sewing training program of the Vocational Training Center (BLK) is a solution to systematically develop these skills (Selviyanti et al., 2019).

Sewing training is a practical form of vocational education that directly strengthens local economies by equipping individuals with valuable skills for employment or entrepreneurship in the garment industry. In Pemalang Regency, where the industrial sector contributes 21.96% to the regional GDP (2022), large garment companies such as PT Mega Putra Garment and PT RITA provide significant employment opportunities. The Pemalang Vocational Training Center (BLK) offers sewing programs that cover technical skills, garment production, and entrepreneurship. However, challenges remain, including a shortage of qualified instructors, limited publicity, and weak post-training supervision. As noted by Sutarto (2013), training must be systematic and planned; Azzahra (2023) emphasizes the role of multiple factors in its success, while Sudjana (2004) outlines the importance of planning, implementation, and evaluation stages in ensuring effective outcomes.

Training is a carefully planned, systematic learning process aimed at improving a person's job skills and preparing them for the workplace and starting a business. Effective training must begin with an analysis of the needs and the world of work (Hafid, 2020). This is then implemented using a practical approach and active participant participation. Finally, a comprehensive evaluation of the training process and outcomes is conducted. Training not only provides technical skills but also helps develop work attitudes and independence, therefore improving the quality of human resources is crucial, especially in the context of institutions such as the Vocational Training Center (BLK). As a technical training institution, the BLK organizes job skills improvement programs tailored to local needs and regional economic potential. The BLK clothing sewing

training program includes mastery of basic and advanced sewing techniques, introduction to sewing tools and machines, understanding patterns and product manufacturing practices. Wahyuningtyas, W (2012) stated that well-managed sewing training not only produces skilled participants but also participants with a positive work attitude (Suryono et al., 2022).

The sewing training program at the Pemalang Manpower Office's Technical Implementation Center (UPTD BLK) generally lasts 25 days, using a hands-on learning approach (learning by doing). The material covered includes an introduction to sewing machines, basic sewing techniques, pattern making, and finished garment production. However, the training also faces challenges such as time constraints, limited sewing equipment, and a lack of intensive mentoring. Wahyuningtas, W (2012) suggests that training must be accompanied by adequate supervision to ensure optimal learning objectives (Nurhasanah & Suryaman, 2022).

Evaluation is a crucial step in assessing the effectiveness of training. Evaluation not only measures participants' skill development but also their satisfaction with the training process. In sewing training, assessment outcomes include sewing skill acquisition, pattern-making skills, and readiness to start an independent sewing business (Umam, U (2018)).

The success of the Pemalang Manpower Office's UPTD BLK sewing training also depends on many supporting factors, such as the availability of facilities and infrastructure (sewing machines, practice materials), the quality of the instructors, and the high motivation of the participants. Furthermore, collaboration with partner institutions such as local SMEs can also strengthen the training's impact through internships or post-training employment. Ulum & Syaputri (2022) stated that the training's effectiveness will be greater if participants also receive digital promotion training to market their sewing achievements through social media (Istadi et al., 2022). Technological developments and digitalization have also impacted the delivery and implementation of sewing training. Vocational training centers (BLK) need to not only train technical skills but also educate participants on various aspects of digital marketing as part of an economic empowerment strategy. Sewing training becomes more meaningful if it also equips participants with knowledge about social media promotion.

Despite its potential, the implementation of sewing training faces several challenges, including limited budgets for materials, a shortage of industry-experienced instructors, inadequate practice facilities, and participants' lack of digital business knowledge. Often, the absence of post-training support such as mentoring or startup capital prevents skills from translating into real production activities (Ibrahim, 2017). With Pemalang's growing garment industry, these issues highlight the need for sewing training to align with market demands. Therefore, a thorough evaluation of the program at UPTD BLK Disnaker Pemalang—covering its planning, execution, evaluation, and influencing factors—is essential to enhance its effectiveness and community impact (Nuraeni et al., 2022).

The purpose of this study is to provide a clear overview of the implementation of the clothing sewing training program organized by the Pemalang Regency Manpower Office's Vocational Training Center (BLK) Technical Implementation Unit (UPTD). This study also aims to identify and analyze various factors that influence the success and obstacles in the program's implementation process. By understanding these two aspects, it is hoped that the research results can contribute to the improvement and development of vocational training programs to make them more effective and targeted in the future.

## RESEARCH METHODOLOGY

This study uses a descriptive qualitative approach to gain an in-depth understanding of the implementation of the clothing sewing training program at the UPTD BLK Disnaker Pemalang Regency. This approach was chosen because it allows researchers to explore the processes, dynamics, and meanings contained in the training from the perspectives of the implementers and participants. The qualitative approach is naturalistic and emphasizes context, social interactions,

and subjective interpretations of experiences in the field (Sugiyono, 2022). The research location was determined purposively at the UPTD BLK Disnaker Pemalang Regency, Central Java, because this institution actively provides sewing training as a form of skill improvement for the local workforce (Sugiyono, 2021). The main focus of this research is the implementation of a sewing training program that includes four main aspects: (1) training program planning, including identification of needs, setting objectives, preparing a curriculum, and providing instructors and facilities; (2) implementation of the training program, including teaching methods, interaction between instructors and participants, and participant involvement in the learning process; (3) program evaluation, consisting of assessment of learning outcomes, training impact, and post-training monitoring; and (4) success factors and obstacles in program implementation, including resource support, policies, and technical and non-technical challenges faced (Rukminingsih, 2020).

This study involved key individuals in the sewing training program, including the UPTD BLK head, instructors, staff, and participants, selected through purposive sampling based on their relevance. Data were collected from primary sources (interviews and observations) and secondary sources (documents like syllabi, attendance lists, and evaluations). The main methods used were semi-structured interviews, direct observation, and documentation. Data validity was ensured through source triangulation and member checking to confirm findings with informants (Basra & Nurpadillah, 2023).

Data analysis was conducted using the Miles, Huberman, and Saldana (2014) model, which consists of three main stages: data reduction, data presentation, and conclusion drawing/verification. Data reduction involves selecting and simplifying relevant data for further analysis. Data presentation is done in narrative form, tables, or charts to facilitate understanding and tracing of relationships. Furthermore, conclusions are drawn based on the patterns, relationships, and meanings found in the data, and are continuously verified to ensure the accuracy of the findings. With this approach and method, it is hoped that the research results will be able to describe the implementation of the sewing training program comprehensively and contribute to the development of vocational training programs in the region.

## RESULTS AND DISCUSSIONS

The results of this study are presented based on the established primary focus, namely the implementation of a clothing sewing training program at the UPTD BLK Disnaker Pemalang Regency. Field findings were obtained through in-depth interviews, direct observation, and analysis of supporting documents. All data obtained has undergone a process of triangulation and verification to ensure its validity and legitimacy. The description of the research results covers four main aspects: planning, implementation, evaluation, as well as success factors and obstacles in the sewing training implementation. This presentation aims to provide a complete and comprehensive picture of how the training program was implemented, its effectiveness, and the obstacles encountered during the implementation process.

The findings reveal distinct differences between the teaching approaches of instructors from the civil service and those from vocational training institutions. In terms of methods, civil service instructors tend to apply more formal, theory-oriented approaches, often relying on structured lectures, official guidelines, and standardized materials. In contrast, vocational training instructors generally adopt more practical and hands-on methods, emphasizing direct skill application and real-world problem-solving. Regarding participant motivation, sessions led by vocational instructors often generate higher engagement due to their interactive and job-oriented nature, while civil service-led sessions attract participants motivated by certification, career advancement, or compliance with institutional requirements. In terms of final outcomes, vocational training participants typically demonstrate stronger technical skills and immediate workplace readiness, whereas civil service participants show a better grasp of regulatory knowledge, procedural compliance, and administrative competencies.

### Training Planning

- a. Identification and Analysis of Training Needs, the planning of sewing training at UPTD BLK Disnaker Pematang Rejang begins with a structured needs analysis to ensure alignment with workforce demands and local community needs. This process involves collaboration with industry partners, especially garment companies that regularly recruit BLK graduates. Needs are identified through discussions and direct interviews with HRD departments, where the BLK team gathers information on required technical skills—such as zigzag sewing, pattern making, and finishing—as well as desired worker traits like speed, accuracy, and endurance (Hafid, 2020).

As explained by the Head of BLK in an interview, *"Here, we have a TNA program, a training needs analysis, that's held at the beginning of each year, or at the start of training. So, at the beginning of the year, we conduct TNAs with companies in Pematang Rejang. For sewing companies, specifically garment companies. From there, we communicate or interact directly with HR to determine what the needs are in the industrial world, especially the garment industry. So, we can create a mix and match between industry needs and job seekers, who we're ready to channel into the workforce. That's how we adapt to the company's needs."* This statement shows that Pematang Rejang BLK is seriously trying to avoid a gap between the competencies of training graduates and the real needs of the world of work.

In addition to interviews with HRD, the BLK also conducted direct observations of partner companies. To ensure training relevance, the BLK conducted field observations at partner companies to understand production flows, machine usage, and required competencies. These observations helped align training materials with real industry practices and targets. Additionally, coordination with the Pematang Rejang Manpower Office provided employment data from musrenbang and agency reports, helping the BLK identify areas with high job-seeking potential and tailor training plans accordingly, *"To prepare the training schedule and requirements, the BLK does not conduct direct surveys, but obtains information from the results of village and departmental musrenbang."*

Based on this information, BLK carries out sewing training through the Mobile Training Unit (MTU) program to reach communities in remote areas. Based on the identification and needs analysis, the Vocational Training Center (BLK) took several strategic steps to develop a training curriculum tailored to industry needs.

The curriculum was designed to be work-based, emphasizing core competency units such as industrial sewing machine use, basic sewing techniques, and final product completion. The training objectives were designed to not only equip participants with technical skills but also encourage economic independence through entrepreneurship. Participant selection was conducted selectively for both regular and village-based classes. Collaboration between alumni placements and companies was also strengthened. These steps demonstrate that the Pematang Rejang BLK implements the principle of outcome-based training, namely training focused on tangible results in the form of employment and increased graduate competitiveness.

- b. Formulation of Training Objectives, the primary goal of this sewing training is to equip participants with basic and advanced sewing skills, including an understanding of sewing tools, basic sewing techniques, and the ability to assemble and complete garments. These skills encompass not only mechanical skills but also technical skills that meet garment industry standards.

The second goal is to prepare graduates for employment, particularly for garment companies in Pematang Rejang Regency that are partners of the BLK. Therefore, the training is designed to familiarize participants with industrial work patterns—including production targets, time efficiency, and product quality. The third goal is to empower participants to start independent businesses, such as home-based garment manufacturing or clothing alteration services. This goal is crucial, especially for participants living in rural areas or areas with limited access to formal employment. With sewing skills, participants are expected to become economically independent and create jobs for themselves and others. Pedagogically, the training objectives are broken down

into three main learning domains, namely: a) Cognitive aspect, namely participants understand the concept, working principles of tools, and clothing production processes; b) Affective aspects, namely participants have positive work attitudes such as accuracy, discipline, responsibility and cooperation; c) Psychomotor aspects, namely participants are able to operate sewing machines, make patterns, and sew clothes independently using the correct techniques.

These three objectives serve as the primary guidelines for developing the training curriculum, selecting practical teaching methods (learning by doing), and developing an evaluation system that objectively measures competency achievement. With these measurable and contextual objectives, sewing training at the Pemalang Vocational Training Center (BLK) produces graduates who are not merely "trained," but who are truly ready, competent, and adaptable to the needs of the workplace and opportunities for independent entrepreneurship. *Training objectives are formulated based on the Indonesian National Work Competency Standards (SKKNI). These objectives cover cognitive, affective, and psychomotor aspects.* (I: RW: W: H2).

- c. Curriculum Development, developing the sewing training curriculum at the Pemalang Regency Manpower Office's The sewing training curriculum at UPTD BLK Pemalang is developed collaboratively based on the Indonesian National Work Competency Standards (SKKNI) and input from local garment companies to ensure relevance to industry needs. It consists of 25% theory and 75% practice, emphasizing hands-on skills through structured jobsheets and a gradual learning schedule—from basic tool use and safety to pattern making and garment finishing. Key competency units include machine sewing, hand finishing, pressing, maintenance, measuring, cutting, and decoration. The flexible, competency-oriented curriculum is designed to adapt to diverse participant backgrounds and training locations (BLK and MTU), aiming to produce graduates ready for employment or entrepreneurship. *In curriculum development, we usually involve all stakeholders, including instructors, the organizing team, and also those from the DUDI, industrial world, or business world. We involve all those who have interests in the business world, in the industrial world.* (I: RW: W: H2).
- d. Provision of Facilities and Instructors, during the planning stage of sewing training at the UPTD BLK (Vocational Training Center) of the Pemalang Regency Manpower Office, providing facilities and instructors was crucial to ensuring the program's effectiveness. Interviews with the BLK head, implementing staff, and instructors revealed that these preparations were carried out systematically and tailored to actual needs. There are two types of classes: regular classes held in the fully equipped BLK building, and village classes through the Mobile Training Unit (MTU) that reach communities in remote areas. The MTU location was selected in coordination with the Manpower Office and based on data on the highest number of job seekers. Each class is limited to a maximum of 16 participants, who are strictly selected to ensure commitment and effectiveness of the training. This adjustment of class types and participant limitations makes the training more focused, intensive, and has a direct impact on improving participants' skills.



Figure 2. Training place

The UPTD BLK Pematang provides adequate facilities to support sewing training, with each class of 16 participants equipped with sewing machines, cutting tables, irons, and related tools. With three classes operating simultaneously, the facilities are prepared proportionally to ensure effective and comfortable learning. Instructors consist of certified civil servants and LPK partners, especially for village-based MTU classes. Recruitment is transparent, using social media and village coordination, with selection based on written tests and interviews to select the top 16 candidates. Training is offered in two formats: regular classes at the BLK and MTU classes in rural areas, both using standardized curricula to ensure quality. The training follows a 75% practical and 25% theoretical structure, focusing on technical industry skills. Theory covers topics like K3, sewing machines, pattern making, and finishing, while practical training progresses from basics to full garment assembly. Instructors apply interactive methods such as demonstrations, practice, and discussions, fostering an open and responsive learning environment. Adequate facilities and hands-on instruction ensure participants gain job-ready competencies

### **Evaluation**

The evaluation of participant competencies is the core of the skills training assessment process at the UPTD BLK Disnaker (Vocational Training Center) in Pematang Regency. The goal of this evaluation is to ensure that participants have truly mastered the skills taught and are ready to apply them in the workforce or in independent entrepreneurship. The evaluation is carried out in a tiered and comprehensive manner, following the competency unit structure set in the curriculum.

- a. Evaluation per Competency Unit, each training session focuses on a specific competency unit, such as basic sewing, pattern making, collar installation, and so on. After each unit is completed, participants are required to complete a practical task based on the jobsheet provided by the instructor.

The instructor then conducts a direct assessment using the following criteria: a) Accuracy of sewing techniques: whether participants use the correct techniques as instructed; b) Neatness of the final work: visual quality of stitching, seam alignment, and accuracy of form; c) Speed of completion: the extent to which participants complete the task within the allotted time; d) Independence: the ability to work without excessive reliance on the instructor.

This assessment is conducted objectively and in a structured manner using a predetermined observation format. The assessment results serve as the basis for determining the participant's level of competency achievement.

- b. Final Evaluation (Post-Test), after all competency units are completed, participants undergo a final evaluation or post-test, which includes: a) Independent practical test, where participants create a complete product (e.g., a shirt or men's suit); b) Final product quality assessment, including size accuracy, stitch neatness, and pattern conformity.

Instructors evaluate the final output using a standard scoring sheet and ensure that each participant meets the minimum competency threshold. This test determines whether the participant passes and serves as the basis for issuing a competency-based training certificate.

- c. Outcome Evaluation (Post-Training), after the training ends, the BLK's responsibility does not stop at awarding certificates. It continues with a tracer study to follow up on graduates. This reflects the BLK's commitment to outcome-based training, focusing on real-world impacts such as improving graduates' competitiveness and productivity.

### **Successes and Challenges**

- a. Successes, most participants showed significant progress, advancing from no prior skills to producing finished garments like shirts and suits. The hands-on approach (75%) effectively built both basic and advanced techniques, with final tests confirming their ability to meet industry standards. Instructor-participant interaction was highly communicative, with personalized support and active learning through Q&A, demonstrations, and practice. Complete facilities, including individual sewing machines and well-equipped training spaces,

ensured smooth learning. The program's success was evident in graduate placements at local garment companies and in participants starting their own tailoring businesses, reflecting a strong outcome-based approach.

- b. Challenges, instructors faced challenges due to participants' diverse backgrounds, ranging from complete beginners to those with basic sewing skills, which affected the pace of learning and required extra attention. The limited number of permanent instructors – only one ASN for sewing – meant BLK had to rely on LPK collaboration to run both regular and MTU classes, showing dependency on external support. Attendance issues also emerged, often due to economic pressures, domestic responsibilities, or lack of family support, especially among female participants. In response, instructors and staff actively motivated participants to stay committed and complete the training.

## CONCLUSION

The sewing training program at the UPTD BLK Disnaker Pematang Rejang Regency is systematically designed with an industry-based approach that directly aligns with the needs of the labor market. The planning process begins with identifying industry demands through collaboration with partner companies, direct field observations, and coordination with the Manpower Office. The curriculum is structured based on the National Competency Standards (SKKNI) and enriched with input from the business community, with a learning composition of 75% practical and 25% theoretical. The training is conducted openly and selectively, supported by adequate facilities and professional instructors from both permanent civil servants and LPK partners. The applicable and participatory teaching methods create a dynamic two-way interaction between instructors and participants, while comprehensive evaluation – through practical job sheets, product testing, and tracer studies – has consistently shown that 100% of alumni are successfully absorbed into the workforce or have started their own businesses.

These achievements are not only indicators of the program's immediate effectiveness but also contribute to broader macroeconomic benefits for the Pematang Rejang region. The high absorption rate of graduates into employment directly supports efforts to reduce local unemployment, while the entrepreneurial skills fostered through the training enable many participants to generate independent income. As alumni establish their own businesses or secure stable jobs, household income levels increase, indirectly boosting purchasing power and improving community welfare. In the long term, the program's success has the potential to strengthen the local economy by creating a skilled workforce aligned with industrial demands, thus reducing dependency on external labor sources and promoting sustainable regional economic growth.

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