Implementation of Post-Training Evaluation (Case Study of Motorcycle Automotive Technique Training at Erlangga Blitar Course and Training Institute)

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Abstract

Becoming an automotive technician requires a deep understanding of the workings of the engine and the function of each part of a motorcycle. However, not all technicians have the opportunity to take part in Light Vehicle Engineering (TKR) training. One of the institutions that implements TKR training is the Erlangga Blitar Course and Training Institute (LKP), which has a program that is very relevant to the needs of students. However, evaluation is still needed in its implementation. Therefore, this study was conducted to identify the post-motorcycle automotive engineering training evaluation process at LKP Erlangga Blitar, identify the Standard Operating Procedure (SOP) for post-motorcycle automotive engineering training evaluation at LKP Erlangga Blitar, and analyze the use of post-training evaluation for the development of training programs at LKP Erlangga Blitar motorcycle automotive engineering training. This study uses a qualitative research method, with a case study research type. The research location is at LKP Erlangga Blitar. The data sources for this study consist of two (2) sources, namely primary data sources and secondary data sources. The primary data sources are the managers of LKP Erlangga Blitar and DUDI (Business World and Industry World). Meanwhile, secondary data sources are LKP Erlangga Blitar's social media and LKP Erlangga Blitar's profile. The data collection techniques used by the researcher are interviews, observations, and documentation studies. Data analysis was carried out since entering the field, while in the field, and after finishing in the field. During entering the field, the data analysis used by the researcher to analyze the interviewee's answers refers to the Miles & Huberman model analysis, where this data analysis consists of data reduction, data presentation, and verification. The validity test uses internal validation, external validity, reliability, and objectivity. The results of the study showed that the implementation of the post-training evaluation of motorcycle automotive engineering at LKP Erlangga Blitar began during the PKL report exam. After the PKL report exam session was completed, a question and answer session was continued. If the learners have been recruited for work, then the data is recorded in the tracer study. When the learners have been declared to have passed, the LKP Erlangga Blitar organizers asked for alumni testimonial videos and DUDI testimonials. The results of the post-training evaluation of Motorcycle Automotive Engineering at LKP Erlangga Blitar were used to develop the Motorcycle Automotive Engineering curriculum. In general, the implementation of post-training evaluation at the Automotive Motorcycle Engineering Training LKP Erlangga Blitar has become the institution's capital of excellence in building public trust, so that its graduates are absorbed in DUDI relatively quickly based on the skills they have, and helping partnerships with other institutions. The implication of this study is that the evaluation model that the institution already has can be used by other institutions based on partnerships with LKP, so that its graduates are absorbed in DUDI.

Keywords : Post Training Evaluation, Course and Training Institution, Non-Formal Education

1. Introduction

The emergence of information technology that has a major impact on human life is one result of the progress of industrial technology 4.0. Information technology now plays an important role in various activities in various sectors of life and makes a significant contribution to structural transformation in the fields of organization, education, transportation, health, banking, and industry (Purba, 2019:160). In running an online transportation business, such as

Go-Jek, Uber and Grab, which shows the integration between human activities and information technology, land transportation such as cars and motorbikes are needed. Both types of transportation are products of the automotive industry that have utilized information technology, especially in the field of computer technology. Automotive is a field of study that focuses on knowledge about land transportation that uses engines, especially car and motorbike engines (Purba, 2019:161). Meanwhile, the automotive industry includes the design, development, production, marketing, and sale of motor vehicles worldwide (Meidiaswati & Mundriani, 2021:66).

The progress of the automotive industry, especially in the motorcycle sector in the world and in Indonesia, has experienced rapid growth. Based on data from the International Organization of Motor Vehicle Manufacturers (2022), global motor vehicle production in 2022 reached 85.16 million units. In the Southeast Asia region, Indonesia is ranked second as a country producing motor vehicles with a total of 1,470,146 units after Thailand, where motorcycle production in Thailand in 2022 reached 1,883,515 units. Since previous years, motor vehicle production in Indonesia has continued to show an increase. In 2019, motorcycle production in Indonesia reached 1,286,848 units. However, in 2020, production figures decreased to 690,176 units. In 2021, Indonesia was ranked sixth (6) as the largest motor vehicle producer in Asia with a total production of 1.12 million units.

Motorcycles are one of the means of transportation widely used by the Indonesian people (Mawardi, dkk., 2022:127). Currently, various models and designs of motorcycles are available on the Indonesian market. Quoted from Otosia.com (2023), various types of motorcycles that can be found on the Indonesian market today are mopeds, scooters, automatic motorcycles, sport motorcycles, sport touring motorcycles, dual purpose or adventure motorcycles, naked bikes, dirt bikes, supermotos, crisers, and electric motorcycles. These various types of motorcycles are produced by several leading manufacturers in Indonesia, such as Yamaha, Honda, Suzuki, and Kawasaki (Yunianto, dkk., 2021:432).

Maintaining and repairing a motorcycle certainly requires expertise and the right place, not just any person or location that is less qualified. To maintain and repair a motorcycle requires vehicle repair techniques. Vehicle repair techniques are maintenance methods carried out after the sale of a vehicle, either at an authorized workshop or a general workshop in the vehicle maintenance section (Surat Keputusan Menteri Ketenagakerjaan Republik Indonesia Nomor 147 Tahun 2019 Tentang Penetapan Standar Kompetensi Kerja Nasional Indonesia Kategori Perdagangan Besar dan Eceran, Reparasi dan Perawatan Mobil dan Sepeda Motor Golongan Pokok Perdagangan, Reparasi dan Perawatan Mobil dan Sepeda Motor Bidang Teknik Sepeda Motor, 2019).

Effective maintenance and being able to adapt to advances in automotive technology are important skills that a motorcycle technician must have. A technician is an individual with in-depth technical knowledge in a particular field, which makes him an expert in his job (Hutahaean & Hutagalung, 2022:846). Therefore, a motorcycle technician needs to have a deep understanding of automotive, so that the quality of maintenance that is improved can have a positive impact on the satisfaction of vehicle users and extend the life of the vehicle.

Opening a private motorcycle repair shop or becoming a technician at a well-known automotive company requires a deep understanding of how the engine works and the function of each part of the motorcycle. Someone who has the confidence to enter this world must be skilled in carrying out regular motorcycle maintenance. For individuals who want to be successful in this field, having a strong understanding of the basic principles of how a motorcycle engine works is important for them to master. This understanding includes in-depth knowledge

of the combustion system, cooling, lubrication, transmission, and other crucial components found on a motorcycle. The ability to diagnose and repair problems quickly and efficiently on a motorcycle will be a competitive advantage for a motorcycle technician. In addition to technical expertise, good communication with customers is also very important. Being able to explain clearly and in a friendly manner about the problems faced by the motorcycle and provide appropriate maintenance advice can build customer trust.

Alternative automotive education for individuals who want to add or complete their knowledge and skills in motorcycle maintenance, especially for individuals who do not have the opportunity to take Light Vehicle Engineering (TKR) education in formal education at Vocational High Schools (SMK)/materials have not been presented or have not been conveyed in detail at SMK in the TKR department, can be taken through the Non-Formal Education (PNF) pathway in the community. As stated in Pasal 26 ayat 1 Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, "Non-Formal Education is organized for members of the community who need educational services that function as a substitute, addition, and/or complement to formal education in order to support lifelong education", and quoted from the same Law, which is stated in Pasal 26 ayat 2, states that "Non-formal education functions to develop the potential of students with an emphasis on mastery of functional knowledge and skills as well as the development of professional attitudes and personalities". One of the non-formal educational institutions in the community that provides skills training and work education in certain fields is the Course and Training Institute (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 81 Tahun 2013 Tentang Pendirian Satuan Pendidikan Nonformal, 2013).

For those who wish to improve individual and group skills and competencies so that they can adapt to changes in technology today by taking courses and training at the Course and Training Institute (Sunarni, 2023:223). The Course and Training Institute (LKP) is "a non-formal educational unit organized for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop their profession, work, independent business, and/or continue their education to a higher level" (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 81 Tahun 2013 Tentang Pendirian Satuan Pendidikan Nonformal Pasal 1 ayat 4). In this context, LKP as non-formal education functions as a complement and support for formal education.

One of the LKP in Blitar City that offers expertise programs in the automotive field, especially focusing on motorcycle repair and maintenance is LKP Erlangga Blitar (dispendikkotablitar, 2023). LKP Erlangga Blitar is an educational institution that offers learning programs with a specific vocational focus for a period of 1 year (LKP Erlangga Blitar, 2021). Vocational education is a series of learning activities designed to prepare students to be ready to enter the workforce after completing their studies (Anam, 2021:112). Through the motorcycle automotive education and training program at LKP Erlangga Blitar, students can gain knowledge and skills about motorcycle mechanics, maintenance techniques, and motorcycle repair. Students can also develop the practical skills needed to work in the field of motor vehicle maintenance. In addition, this non-formal education can be a solution for individuals who have limited time or other conditions that hinder participation in formal education.

Training management plays a crucial role in ensuring the smooth running of the learning process at LKP. One of the important components in training management, according to Sudjana (1996) in Kamil (2012:17-19) is the implementation of training program evaluation. Evaluation is an inseparable element of all stages in a training program. Syamsu Mappa (1984) in Sudjana

(2006:21) defines evaluation of Out-of-School Education programs as activities that aim to determine the success or failure of a program. Program evaluation is very important to do, starting from the stage before training, during training, to after training (Ricaesar & Siregar, 2023:400). This is in line with the view of Supriyono (2013:14) who states that program evaluation can be done at the beginning of the planning process, in the middle of the planning process, at the end of the program implementation, or after program participants enter the world of work.

As a Course and Training Institution that is oriented towards creating competent, work-ready and independent human resources, after graduating from the training program at LKP Erlangga, of course the knowledge, skills and attitudes that have been learned at the training location will be applied in the workplace of the students. Based on the researcher's initial interview with the head of LKP Erlangga Blitar, namely Mrs. Ida Sulistyowati on Saturday, September 30, 2023 at the LKP Erlangga Blitar Office, the post-training evaluation was carried out by asking for testimonials from alumni. The testimonials were in the form of videos stating that the alumni had worked at the motorcycle automotive company A. In addition, after the alumni got a job at automotive company A, the management of LKP Erlangga Blitar also asked the alumni students whether they felt comfortable or not while working. The activity was carried out within a period of six (6) months after graduating from the training program. Based on the theory of post-training evaluation, there is a gap between the theory and what is implemented by the LKP management. Where, in theory, post-training evaluation is an evaluation process carried out after the training is completed with the aim of measuring the effectiveness and efficiency of training and alumni performance after participating in training (Ladimu, 2023:1). Effective means optimizing output by using limited resources, whether in the form of money, energy, or time. Meanwhile, efficient refers to efforts to achieve predetermined goals with a special emphasis on time accuracy as one of its critical elements. As a training organizer, to be able to evaluate post-training is to measure the application of participant learning outcomes during the training implemented in the workplace of the learners.

In addition, (1) LKP Erlangga Blitar does not have data on what training is needed by learners; (2) LKP Erlangga Blitar only carries out training that only focuses on the implementation of training, while the effectiveness of the training is not yet detailed; (3) LKP Erlangga Blitar does not yet have sufficient data related to training material competencies according to the needs of learners; (4) LKP Erlangga Blitar does not have sufficient data on training alumni who are absorbed anywhere; (5) Based on the implementation of the training, the competencies possessed by the learners have not been mapped; (6) LKP Erlangga Blitar has not positioned the learners as learning partners; and (7) In the training, LKP Erlangga Blitar does not have an evaluation SOP. Therefore, it is necessary to conduct in-depth research on the implementation of training evaluation, especially on the post-training evaluation of motorcycle automotive techniques at LKP Erlangga Blitar, the Standard Operating Procedure (SOP) for post-training evaluations conducted at LKP Erlangga Blitar in motorcycle automotive techniques training. as well as the use of post-training evaluations in further program development at LKP Erlangga Blitar in motorcycle automotive techniques training.

2. Method

The research method applied in this study is qualitative research, with a case study type of research. This research was conducted at LKP Erlangga Blitar. The data sources for this research consist of two (2) sources, namely primary data sources and secondary data sources. The primary data sources are the managers of LKP Erlangga Blitar and DUDI (Business World

and Industry World). While the secondary data sources are LKP Erlangga Blitar social media, and LKP Erlangga Blitar profiles. The data collection techniques used by the researcher are interviews, observations, and documentation studies. Data analysis was carried out since entering the field, while in the field, and after finishing in the field. During entering the field, the data analysis used by the researcher to analyze the answers interviewed refers to the Miles & Huberman model analysis, where this data analysis consists of data reduction, data presentation, and verification. Validity testing uses internal validation, external validity, reliability, and objectivity.

3. Results and Discussion

1. Implementation of Post-Training Evaluation of Motorcycle Automotive Engineering LKP Erlangga Blitar

The Motorcycle Automotive Engineering Training at LKP Erlangga Blitar is one of the 1-year vocational education programs of LKP Erlangga Blitar which is designed to develop the knowledge, skills and attitudes of students in the field of motorcycle automotive engineering. This program lasts for 1 year, with 9 months of learning and 3 months of Field Work Practice (PKL) in the industry (workshop).

The general objective of Motorcycle Automotive Engineering training is to produce graduates who are experts and professionals in the field of motorcycle mechanisms. This means that this program aims to produce students who have high competence in the field of motorcycle automotive engineering, and are ready to work in the motorcycle automotive industry. While the main objectives of Motorcycle Automotive Engineering training are: 1) Knowledge: Students have in-depth knowledge of various aspects of motorcycles, including electricity, chassis, engines, K3 (Occupational Safety and Health); 2) Skills: Students have the skills needed to understand and practice aspects of motorcycles, such as motorcycle maintenance and repair; and 3) Attitude: Students have additional attitudes needed to work in the industry. These attitudes include character education, entrepreneurship, workshop management, public speaking, workshop management, and personality development. The objectives of the training can cover or fulfill the differences between the knowledge, skills, and attitudes that will be required to become a motorcycle technician. This statement is in line with that put forward by Leslie Rae (2002:77) in Supriyono (2013:7), that the aim of training is to fulfill or cover the differences between the knowledge, skills and attitudes possessed by a worker and the knowledge, skills and attitudes required in the job.

The benefits obtained by students in participating in Motorcycle Automotive Engineering Training are: First, because the learning is 20% theory and 80% practice, students are experts in the field of motorcycle mechanisms. The expertise in motorcycle mechanisms in question is that students will have the ability to perform maintenance and repair of motorcycle engines, students will be able to perform maintenance and repair of motorcycle power transmission systems, students will have the ability to perform maintenance and repair of motorcycle chassis and suspensions, and students will be able to perform maintenance and repair of motorcycle electrical systems; Second, get entrepreneurial guidance for students who one day want to create jobs. This training program provides entrepreneurial guidance for students who want to create jobs. This guidance includes training in character education, entrepreneurship, workshop management, public speaking, workshop management, and personality development, all of which are very important to prepare students to become entrepreneurs; and Third, to gain experience working in the industrial world, students will participate in internships/Field Work Practices (PKL). Students will do Field Work Practices (PKL) for 3 months in the industry

(workshop). It aims to provide direct experience in applying the knowledge and skills that have been acquired during learning. This PKL is very important to prepare students to work in industry or become entrepreneurs.

Educators/instructors of LKP Erlangga Blitar consist of academics and practitioners, who are divided into several groups, including: 1) Vocational High School teachers, so they have a deep formal educational background in their fields; 2) Lecturers, so they have practical experience in the field of automotive engineering, which can provide broader insights and are relevant to industry needs; 3) DUDI (Business World and Industry World), so they have direct experience in managing workshops and understand industry needs; 4) Permanent instructors of LKP Erlangga Blitar who have been certified by LSK and BNSP, so they have high competence and have been proven in teaching; and 5) Guest teachers, where someone who has knowledge, skills, and experience can motivate students in moving towards the world of work or entrepreneurship.

The students of LKP Erlangga Blitar consist of those who have dropped out of school, high school graduates/equivalent who do not continue their education or go to college, and those who want to quickly get a job according to their desired field. Based on this statement, it can be concluded that the students come from formal education or non-formal education, who want to gain knowledge and skills according to their desired field; and LKP Erlangga Blitar designs programs and provides programs that are in accordance with the needs of the students. This conclusion is in line with the meaning of identifying learning needs from Kamil (2012:17), that identifying learning needs is an activity of searching, finding, recording, and processing data about the learning needs desired or expected by training participants.

To develop the knowledge, skills and attitudes of students in the automotive field, LKP Erlangga Blitar has a number of materials that are studied by students during the training. The Motorcycle Automotive Engineering Training Materials of LKP Erlangga Blitar consist of electricity, chassis, engine, K3 (Occupational Health and Safety), character education, entrepreneurship, workshop management, public speaking, and personality development. In the material: 1) Electricity, includes knowledge of the motorcycle electrical system, including introduction, maintenance, and repair of the electrical system; 2) Chassis, includes knowledge of the structure and maintenance of the motorcycle chassis, including maintenance and repair of the suspension and control system; 3) Engine, includes knowledge of motorcycle engines, including introduction, maintenance, and repair of engines; 4) K3 (Occupational Health and Safety), includes knowledge of occupational safety and health in the automotive field, including safety rules and procedures; 5) Character education, includes character education needed to become a good mechanic, including work ethics, discipline, and responsibility; 6) Entrepreneurship, covering entrepreneurship required to become an entrepreneur, including business introduction, planning, and management; 7) Workshop management, covering workshop management required to manage a workshop effectively, including stock management, machine maintenance, and employee management; 8) Public speaking, covering how to communicate well in various situations, including presentations, negotiations, and communication with customers; and 9) Personality development, covering self-development required to become a successful mechanic, including soft skills development (communication skills, teamwork, time management, problem solving). These materials are compiled by LKP Erlangga Blitar based on the objectives of Motorcycle Automotive Engineering Training, and are used by instructors in delivering the materials.

To support the implementation of learning and teaching activities between instructors and students, learning resources and learning media are needed to introduce learning materials.

Learning resources and media used as an introduction to training materials for the Motorcycle Automotive Engineering Program include: 1) Modules, are teaching materials specifically designed to help instructors present training materials. This module contains structured and systematic training materials, so as to help students understand the concepts taught by the instructor; 2) Internet, used as a learning resource to obtain additional information and access various sources relevant to the training materials; 3) Youtube, is an important learning resource because there are many video tutorials available that help students understand technical concepts in practice; 4) Articles, as a learning resource to obtain more specific and up-to-date information; 5) SKL (Graduate Competency Standards), used as a guide to determine the competency standards that must be achieved by students; 6) Indonesian National Work Competency Standards (SKKNI), used as a guide to determine the work competency standards that must be achieved by students; and 7) Workbooks, owned by each student, which contain theoretical assignments, practical assignments, and attitude observations that must be completed in each chapter by the student.

The training models used by LKP Erlangga Blitar are: 1) Internship model, where this model combines theory with direct practice. Students do internships in industry or workshops, which allows them to apply the knowledge and skills they have acquired during learning. Through internship activities, it helps students develop their skills and prepares them to work in the industrial world; 2) Job training model, where this model develops skills and knowledge through direct practice in workshops or industries. Students do direct work practice in workshops or industries, which allows them to apply the knowledge and skills they have acquired during training; and 3) Entrepreneurship training model, in this model develops entrepreneurship and business skills. Students receive education on entrepreneurship, workshop management, and business management. This model helps students develop their abilities to become entrepreneurs.

The learning methods used in the training model consist of: 1) Case study method, used to study cases relevant to the field of motorcycle automotive engineering. This helps students understand the concepts taught through real examples; 2) Discussion method, used to help students discuss and exchange opinions on various topics taught. This allows students to think critically and develop communication skills; 3) Project method, used to provide students with the opportunity to work on projects relevant to the field of motorcycle automotive engineering. This helps students apply the knowledge and skills they have acquired; 4) Role-playing method, used to provide students with the opportunity to act as mechanics or workshop owners in relevant situations. This helps students develop communication and management skills. The form of simulation of the role-playing method to become a mechanic at LKP Erlangga Blitar is in the 'Cheap Motorcycle Service' activity; and 5) Demonstration method, used to provide students with the opportunity to demonstrate the skills they have acquired in the field of motorcycle automotive engineering. This helps students develop practical skills. The application of this method is in PKL activities.

The learning method is chosen by the instructor in each meeting. The purpose of implementing the learning method is to facilitate students and instructors in the learning process, where students have the opportunity to think critically, communicate, and apply the knowledge and skills they have acquired; while instructors have the opportunity to choose a learning method that suits the needs of students.

Before the post-training evaluation stage, there is a learning evaluation that must be passed by the students. The following is the process of evaluating the learning of Automotive Motorcycle Engineering LKP Erlangga Blitar:

Daily Assessment. Each meeting has a daily assessment based on one of the learning methods chosen by the instructor for the material at that meeting. The instructor can choose one of the learning methods to assess the material at that meeting. These learning methods include case studies, discussions, projects, role-playing, or demonstrations. These learning methods are chosen based on the needs and context of learning. In the daily score, there is a Minimum Completion Criteria (KKM) score, which is 75. If the daily score has not reached the KKM, the learners will evaluate the learning outcomes the next day. This evaluation is carried out by the evaluation coordinator, not the instructor. The evaluation coordinator is the learner who has the best score and has better knowledge and skills than their peers. These evaluation coordinators are divided based on the number of groups created by the instructor, where in 1 group there is 1 coordinator. Thus, each group has a different evaluation coordinator, who helps in the evaluation and learning process.

Exams. Exams are an important component in the learning process at LKP Erlangga Blitar, which aims to measure the level of knowledge and skills of students. The following is an in-depth analysis of the exam system implemented, based on the research findings that have been presented.

At LKP Erlangga Blitar, the exams are divided into two main types based on the implementation period. First, in period 1 there is the Mid-Term Exam (UTP) 1 and the Final Exam (UAP) 1. While in period 2 there is the Mid-Term Exam (UTP) 2 and the Final Exam (UAP) 2. The implementation of the Mid-Term Exam 1 and Mid-Term Exam 2 are only theory exams, while the implementation of the Final Exam Period 1 and Final Exam Period 2 are theory exams and practical exams. The theory exam is carried out online to evaluate the knowledge that has been mastered by the students. Meanwhile, the practical exam is carried out by students advancing one by one according to the order of absence in front of the examiner. The purpose of the practical exam is to measure the skills and expertise that have been obtained by each student. The exam questions are prepared and evaluated by the instructor, ensuring that the material being tested is relevant and in accordance with the curriculum that has been taught. After the exam is carried out, all scores obtained from the daily assessment, UTP, and UAP are accumulated to get the final score. Based on Decree No. 043/ERLANGGA/XII/2023, the composition of the final assessment is as follows: 40% of the daily value, 20% of the UTP, and 40% of the UAP. The results of the accumulation of these final values will be included in the training certificate, where the certificate is given for formal recognition of the achievements of the students. The implementation of UTP 1, UAP 1, UTP 2, and UAP 2, when reviewed based on Kirkpatrick's evaluation model theory, is included in level 2 evaluation (learning evaluation). At this level, what is measured and evaluated is the change in knowledge, skills, and attitudes of the participants after receiving the lesson; and what is wanted to be known at this level is how the training program affects the learning outcomes of the participants or the increase in knowledge, skills, and improvement of participants' attitudes in the classroom (Sari, 2021:270).

After the training learning process is completed and the Final Exam Period 2 has been carried out, the students carry out Field Work Practice in the industry (workshop). Before the students go into the field to carry out PKL (Field Work Practice), the students carry out a feasibility test. The feasibility test is a theory and practice test from semester 1 to semester 2 material. The aim is to assess how ready the students are to implement the knowledge, skills, and attitudes they have acquired during training at LKP Erlangga Blitar. The test is carried out for 1 month. During this period, students will be given exam questions made by LKP Erlangga Blitar. These questions will cover material from semester 1 to semester 2, which includes theory and practice. The assessment of the results of the feasibility test is not carried out by the

instructor, but by colleagues selected by the instructor to be coordinators. The criteria for the coordinator are for those who have better knowledge and skills than their peers. Thus, this assessment is expected to be more objective and fair. If the feasibility test has been declared feasible, then the students can be declared to go into the field for PKL. These graduation criteria indicate that students are ready to implement the knowledge and skills they have acquired during the training.

Next, the students carry out Field Work Practice (PKL) activities, which are carried out for 3 months. Towards the PKL stage, students will receive provisions and motivation in implementing PKL which is included in the Career Development Center (PPK) activities. The Career Development Center (PPK) is a career guidance/service for students and career consultations. The main objectives of PPK are: 1) Monitoring Graduates: PPK is responsible for monitoring the development of LKP Erlangga Blitar graduates after they complete the training. This includes collecting data on job placement and career progress of graduates; and 2) Distributing Work: PPK functions as a bridge between students and the industrial world, helping to channel graduates to workplaces that are in accordance with the skills and knowledge they have learned. The following is a more in-depth explanation of the functions of PPK: 1) Provision and motivation before PKL: Before starting PKL, students receive provisions that include training materials (practical knowledge and theory relevant to the work they will do in the field), and providing motivation to increase students' self-confidence in facing challenges in the world of work; 2) Career guidance: Career guidance is one of the main services offered by PPK. This process is carried out with different approaches for students who have not graduated and those who have graduated. Guidance for students who have not graduated, career guidance is carried out in groups, where students can share experiences and learn from each other. This creates a collaborative atmosphere that supports mutual learning. While guidance for graduates, after graduation, career guidance is carried out personally. This approach allows graduates to get more specific advice and is in accordance with their individual career goals. Usually, graduates already have their own views on where they want to work, so guidance can be focused on job search strategies and career development; 3) Career Consultation: Students can consult on various work-related issues, including employment issues (discussions about challenges faced in finding a job or adapting to a new work environment), job search (helping students formulate effective job search strategies, including resume writing, interview preparation, and developing professional networks), and counseling for graduates (for graduates, PPK also offers counseling services to help them overcome problems that may arise after entering the workforce, such as adjustment and further career development).

After the Field Work Practice (PKL) activity, there is a PKL report exam. Students make a report on activities during the PKL. The report will later be presented independently by the students. After the presentation is complete, if the student is declared recruited for work, it will be recorded in the tracer study. If they have not found a job, students can do career guidance independently. If the PKL report exam has been completed, students will receive a certificate of having completed the PKL exam.

To measure and ensure the competency of students in the field of Motorcycle Automotive Engineering, LKP Erlangga Blitar recommends students to take the Motorcycle Automotive Engineering Competency Test (if the scheme is opened in their class). Usually, LKP Erlangga Blitar carries out an assessment for Motorcycle Automotive Engineering students every year. The competency test is carried out by the Competency Certification Institute (LSK) at the Motorcycle Automotive Engineering Competency Testing Place (TUK) of LKP Erlangga Blitar. LKP Erlangga Blitar was appointed as the Motorcycle Automotive Engineering TUK because the

facilities and infrastructure in the Motorcycle Automotive Engineering Training are complete. The exam schedule follows the government, but the location is at LKP Erlangga Blitar. The examiners (assessors) are also appointed by the government. During the exam, the assessee (participant in the competency test) does: 1) Theory test: The assessee takes a theory test which includes questions that test their theoretical knowledge of motorcycle automotive engineering; 2) Practical test: The assessee undertakes a practical test that includes tasks that test their practical skills in maintaining and repairing motorcycles; and 3) Question and answer session between the assessee and the assessor: The assessee interacts with the assessor in a question and answer session that tests their ability to answer questions relevant to the field of motorcycle automotive engineering. After completing the competency test, the assessee will receive information about the test results. If the test results are declared 'competent', then the assessee (participant in the competency test) will receive a competency certificate indicating that they have the competency required to work in the automotive industry. If the test results are declared 'not competent', then the assessee will not receive a competency certificate.

For the implementation of the post-training evaluation of Automotive Motorcycle Engineering LKP Erlangga Blitar, there is no official one. The organizers look at it based on a tracer study for almost 1 year after graduating from the training. The tracer study was also carried out during the PKL report exam, because some students had been recruited for work during the PKL. Included in the tracer study data are the names of graduates, date of birth, date of graduation, competency test certificate (available/not), name of the company where they work, position in the job, start date of work, and salary received by alumni. Tracer studies are carried out to track alumni, where the meaning of alumni according to Juwita, et al. (2019) in Antares, et al. (2021:1) is a product produced by an educational institution that describes how the vision and mission of the alumni's institution of origin are achieved. If students have been recruited for work, it will become the branding of the institution that is uploaded on LKP Erlangga Blitar's social media. In addition, after the training, the organizers also asked for testimonials from alumni who had worked, both in the industrial world (mechanics at official workshops or general workshops) and as entrepreneurs (setting up workshops); and ask for testimonials to DUDI, because it is a place of work for alumni. Based on the results of the testimonials, alumni from the Automotive Motorcycle Engineering Program LKP Erlangga Blitar have good performance and are competent in their fields (when viewed in terms of skills as initial provisions for entering the Industrial World and Business World). However, in terms of communication and mentality, improvements are needed. In addition, it would be better if LKP Erlangga Blitar also added equipment for injection, namely an injection scanner. This injection scanner is a tool for checking injection vehicles, where its use can be directly from the tool or connected to a computer.

As a Course and Training Institution whose orientation is to prepare graduates ready to work, if after PKL the students have been recruited to work in DUDI or after graduating from LKP Erlangga Blitar within approximately 1 year have been recruited to work in DUDI, if viewed from the evaluation theory based on Kirkpatrick's evaluation model theory, it is included in level 4 evaluation (result/impact evaluation). It is concluded as an impact evaluation because the organizer knows the influence of the training provided by the institution on the students.

Based on the explanation above, in general, the implementation of post-training evaluation at the Automotive Motorcycle Engineering Training LKP Erlangga Blitar has become the institution's capital of excellence in building public trust. Thus, its graduates are absorbed in DUDI relatively quickly based on the skills they have, and help partnerships with institutions. The implication of this study is that the evaluation model that the institution already has can be

used by other institutions based on partnerships with LKP Erlangga Blitar, so that its graduates are absorbed in DUDI.

2. Standard Operating Procedure (SOP) for Post-Training Evaluation of Motorcycle Automotive Engineering LKP Erlangga Blitar

Institutionally, there is no Standard Operating Procedure (SOP) for post-training evaluation of Motorcycle Automotive Engineering LKP Erlangga Blitar. However, based on the interview results, the evaluation SOP exists. When viewed from the data collection, the SOP for post-training evaluation of Motorcycle Automotive Engineering LKP Erlangga Blitar is: First, Final Exam. Second, Eligibility Test. Third, Internship Report Exam; when the Internship/Internship report exam is finished, the students will move on to the question and answer session for student data collection/tracer study. The measuring tool is through the number of those recruited for work. Fourth, Competency Test. Fifth, tracer study; In the tracer study, data is collected regarding their workplace, salary, job description, start date of work, and others. The results of the tracer study, almost 85%-90% of alumni of Motorcycle Automotive Engineering LKP Erlangga Blitar work, the rest are entrepreneurs (open workshops), and some choose not to work due to other factors. After the students have been declared to have graduated, the LKP Erlangga Blitar organizers ask for alumni testimonial videos; and if the students have been recruited for work, the LKP Erlangga Blitar organizers ask for a 'DUDI testimonial' video regarding the performance of LKP Erlangga Blitar alumni who work at the company. In the DUDI testimonials, only a few are selected, then uploaded to LKP Erlangga Blitar's social media.

3. Utilization of Post-Training Evaluation Results for Further Program Development in Motorcycle Automotive Engineering Training at LKP Erlangga Blitar

The results of the post-training evaluation of Motorcycle Automotive Engineering LKP Erlangga Blitar are used to develop the Motorcycle Automotive Engineering curriculum. The Motorcycle Automotive Engineering curriculum LKP Erlangga Blitar is compiled based on SKL (Graduate Competency Standards) based on KKNI (Indonesian National Qualification Framework) and SKKNI (Indonesian National Work Competency Standards); and is given input from DUDI (Business World and Industry World), professional associations, the Education Office, and Erlangga internal. The curriculum includes various components that are important for learning, including training subjects, learning objectives, content of learning objectives, learning methods/strategies, number of learning hours, and sources/references that will be used for learning. The Business World and Industry World (DUDI) have an important role in synchronizing this curriculum. Therefore, curriculum synchronization is carried out between the world of Education and the world of industry, which is expected to make the curriculum in accordance with the development of DUDI and when implemented in learning can prepare students to be ready for work. This statement is reinforced by the opinion of Lestari & Pardimin (2019:102) that with an education system that is oriented towards preparing graduates who are ready to work or vocational education, the education system is able to prepare and develop Human Resources (HR) who can work professionally in their fields and are competitive in the world of work, so that the education system must be in line with the demands of the world of work.

This curriculum synchronization is carried out once a year, before the new school year. In its implementation, the organizer (LKP Erlangga Blitar) invites industry parties, such as Honda and Yamaha, to attend the curriculum synchronization meeting. Usually, those who come

are instructor practitioners from DUDI who teach at LKP Erlangga Blitar. When the meeting day arrives, all ranks of LKP Erlangga Blitar along with DUDI representatives discuss the previous curriculum. Then DUDI is asked about what input is appropriate for the development of the curriculum. If input is received from the industrial world, then input from the industrial world will be considered and improved in the curriculum, so that the output of LKP Erlangga Blitar is in accordance with DUDI's expectations.

In addition to being used for curriculum development, after being reviewed in more depth, the results of the post-training evaluation are also used as accreditation of the institution's reputation, and as provisions for alumni to get decent jobs.

4. Conclusion

Based on the results of the discussion that the researcher has outlined in the previous chapter, it can be concluded that:

1. o get to the post-training evaluation process of Automotive Motorcycle Engineering LKP Erlangga Blitar, there is a series of learning evaluation processes that must first be passed by the students. Evaluation in this program is carried out continuously through various tests and assessments, including daily assessments, Mid-Term Exam 1 (UTP 1), Final Exam Period 1 (UAP 1), Mid-Term Exam Period 2 (UTP 2), Final Exam Period 2 (UAP 2), feasibility test before undergoing PKL, and PKL report exam. Post-training evaluation begins during the PKL report exam. After the PKL report exam session is complete, a question and answer session is continued. If the students have been recruited for work, then they are recorded in the tracer study.
2. The Standard Operating Procedure (SOP) for the post-training evaluation of Automotive Motorcycle Engineering LKP Erlangga Blitar is when the PKL/Internship report exam is finished, the students will move on to the question and answer session for student data collection/tracer study. After the students have been declared to have graduated, the organizers of LKP Erlangga Blitar ask for alumni testimonial videos and DUDI testimonials.
3. The results of the post-training evaluation of Motorcycle Automotive Engineering LKP Erlangga Blitar are used for the development of the Motorcycle Automotive Engineering curriculum, as an accreditation of the institution's reputation, and as provisions for alumni to get decent jobs.

Suggestions

Based on the results of research conducted by researchers on the Motorcycle Automotive Engineering Program LKP Erlangga Blitar, researchers provide input that is expected to improve the quality of this program. The following input is addressed to:

1. Leaders of LKP Erlangga Blitar

It would be better if the leaders of LKP Erlangga Blitar have one of the training evaluation models applied to their training programs. One simple and easy-to-understand training evaluation model is the Kirk Patrick model. Where, this evaluation model consists of 4 levels, namely level 1, namely reaction, level 2, namely learning, level 3, namely application, and level 4, namely impact. Evaluation at level 1 aims to measure the level of satisfaction of training participants with the training organizer. Evaluation at level 2 aims to measure the level of participant understanding of the training material or the extent to which the training participants absorb the training material that has been provided; Evaluation at level 3 aims to measure changes in the work behavior of training participants after they return to their work environment; and evaluation at level 4 aims to determine the impact of changes in the work behavior of training participants on the company's productivity level. However, as an Education and Training Institution, it would be better to also implement level 1 evaluation, namely measuring the level of satisfaction of training participants with the training organizer, which is

carried out after the training is completed. By implementing level 1 evaluation, the organizer can see what training components can be updated, so that the quality of the training organizer can improve. In addition, because the organizer has carried out level 2 evaluation, namely measuring the absorption of training participants to the material that has been provided, it would be better to also carry out level 3 evaluation, namely measuring changes in the work behavior of training participants after participating in the education and training program. In this case, the organizer can measure when the learners carry out PKL. After level 3 is implemented, level 4 evaluation can be implemented. The implementation of this level 4 evaluation, when reviewed in the implementation at LKP Erlangga Blitar, is when the organizer asks for testimonials to DUDI.

2. For the Head of the LKP Erlangga Blitar Program
    a. For personal development material, especially the part about communicating with customers, it would be better to deepen it further;
    b. Based on the results of the researcher's interview with the instructor from DUDI, to support the learning activities of Motorcycle Automotive Engineering, and because the development of motorcycles is very rapid, especially injection motorcycles, it would be better to add equipment for injection. The equipment for injection in question is an injection scanner. This tool is used to check injection vehicles. If the tool is already owned by LKP Erlangga Blitar, it would be better to maintain it and be careful when using it, because it is expensive.

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