

## Evaluation Of Craft Arts Productive Teacher Training Management at The Quality Assurance Development Center Vocational Education

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### KEYWORDS

Cultural Arts QADCVE, evaluation, management, training

### ABSTRACT

Government training institutions are very limited and management has not been accredited. The purpose of the study was to evaluate the quality of productive teacher training management at the Quality Assurance Development Center Vocational Education in Arts and Culture, Yogyakarta. Management analysis focused on the quality of programs, services, and instructors. The research method used qualitative methods. The subjects of the study were instructors and training participants. The object of the study was the management of the implementation of productive teacher training for arts and crafts. Data collection techniques through observation, interviews, and documents. Data validation using triangulation of sources and methods. Data analysis using descriptive techniques and mathematical analysis. Research results; (1) the quality of the training program is categorized as very satisfactory (average 93.31) with details; 10% of the assessment frequency is categorized as satisfactory and 90% of the assessment frequency is categorized as very satisfactory, (2) the quality of training services is categorized as very satisfactory (average 92.42) with details; 22.5% of service elements are categorized as satisfactory and 77.5% of service elements are categorized as very satisfactory, and (3) the quality of the instructors is categorized as very satisfactory (average 93.10), with the note; the lowest average value of instructors is in the wood craft expertise concentration (90.18) and the highest average value of instructors is in the ceramic craft expertise concentration (96.21). Judging from the quality of instructors; 12% are categorized as satisfactory and 88% are categorized as very satisfactory.

**KATA KUNCI:**  
BBPPMPV seni budaya, diklat, evaluasi, manajemen

*Evaluasi Manajemen Pelatihan Guru Produktif Seni Kriya di Pusat Pengembangan Penjaminan Mutu Pendidikan Kejuruan*

*Lembaga diklat pemerintah sangat terbatas dan manajemen belum terakreditasi. Tujuan penelitian yaitu mengevaluasi kualitas manajemen diklat guru produktif di Balai Besar Pengembangan Penjaminan Mutu Pendidikan Vokasi Seni Budaya Yogyakarta. Analisis manajemen difokuskan pada kualitas program, pelayanan, dan penatar. Metode penelitian menggunakan kualitatif. Subjek penelitian adalah penatar serta petatar (peserta penataran). Objek penelitian adalah manajemen penyelenggaraan diklat guru produktif seni kriya. Langkah penelitian; identifikasi masalah, pembatasan masalah, penetapan fokus masalah,*

pelaksanaan penelitian, pengolahan data, dan kesimpulan. Teknik pengumpulan data melalui pengamatan, wawancara, dan dokumen. Validasi data menggunakan triangulasi sumber dan metode. Analisis data menggunakan teknik deskriptif dan analisis matematis. Hasil penelitian; (1) kualitas program diklat berkategori sangat memuaskan (nilai rerata 93,31) dengan rincian; 10% frekuensi penilaian berkategori memuaskan dan 90% frekuensi penilaian berkategori sangat memuaskan, (2) kualitas pelayanan diklat berkategori sangat memuaskan (nilai rerata 92,42) dengan rincian; 22,5% unsur pelayanan berkategori memuaskan dan 77,5% unsur pelayanan berkategori sangat memuaskan, dan (3) kualitas penatar berkategori sangat memuaskan (nilai rerata 93,10), dengan catatan; nilai rerata penatar terendah pada konsentrasi keahlian kriya kayu (90,18) dan nilai rerata penatar tertinggi pada konsentrasi keahlian kriya keramik (96,21). Dilihat dari kualitas penatar; 12% berkategori memuaskan dan 88% berkategori sangat memuaskan.

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## Introduction

Quality Assurance Development Center Vocational Education in Arts and Culture (QADCVE) Cultural Arts Yogyakarta is a technical implementation unit of the Ministry of Education and Culture, tasked with organizing training to improve the quality of teachers and guaranteeing the quality of vocational education. The Ministry of Education and Culture has 140 education and training institutions and 38,288 training programs, but only 456 (1.19%) training programs have been accredited [SIPKA,2020]. Improving the quality of human resources (HR) of an organization is the main focus and must be carried out on an ongoing basis [Pasaribu, 2015]. Improving the quality of human resources can be done through training and or formal education. Obstacles in education management can be overcome by applying management principles to all components of education [Kusumawati dan Nila 2018]. Training management is needed so that training activities achieve targets and goals [Hasmin & Nurung, 20194].

Training is the most important investment for HR [Yudi, Feisyah, Bakti, & Sugandi, 2020], training is part of education [Karsiti, Sumadi, & Suntoro, 2014], and training is a concrete form of HR management activities in the aspect of development [Pasaribu, 2015]. Training is continuous education to improve competence, skills, entrepreneurship, and personality [Rochmawati, Timan, & Kusumaningrum, 2019]. The education and training focuses on increasing and perfecting the knowledge, skills and behavior of employees [Yamamoto & Zubaidah, 2021]. The problem is that the current number of education and training institutions cannot yet accommodate teachers as training participants and not all provinces have education and training institutions, so that distance, quotas, costs and opportunities become obstacles to improving teacher quality. Besides that, practice equipment and facilities are outdated, causing gaps with the world of work industry (Iduka).

The QADCVE Cultural Arts trainer consists of widyaiswara and instructors. The quality of the trainers is not known with certainty because they have never been audited independently and professionally. The number of QADCVE Cultural Arts instructors is small and does not meet the needs of the study program. There are 52 Widyaiswara people and (0) trainer, while the number of education and training activities is very large, thus exceeding the teaching obligations [BBPPMPV, 2021]. Petatar is an art and culture training participant (teacher). Cultural arts teachers throughout Indonesia are very small when compared to non-Arts and Culture vocational school teachers [Renstra, 2015-2019]. The lack of teachers with cultural arts backgrounds makes the teaching and learning process less effective [Fitriah, Laila, & Vivian, 2022]. Art, as a methodology, encourages teachers to broaden their horizons in introducing main subjects, by training imagination through works of art [Putraningsih, Titik, Lono, Simatupang, & Sayuti, 2020]. Art is a concept development activity that is thick with appreciative, creative and innovative nuances [Susatya, 2013].

The main problem of current education is the low quality of teachers and the relevance of teacher competence [Susatya, 2013]. Data from participants in the teacher competency test (TCT) showed that out of 206,416 new arts and culture teachers, 7,311 teachers took TCT, with TCT scores below the standard [Kemendikbud, 2015]. If schools want to have competent teachers according to standards, they must attend training [Rochmawati, Timan, & Kusumaningrum, 2019]. Training participants really expect quality education and training in terms of management and service itself [Dwipayana, 2013].

Quality education and training management has an impact on the quality of teachers and improves the quality of vocational high school (VHS) graduates. Research on training management needs to be carried out to improve the quality of continuous training, as a consideration for training institutions in making policies, research references, and management discussion materials.

## **Method**

### **Research Design**

The research design is descriptive qualitative. The reason for using this approach is because the research aims to analyze and explain the quality of the management of productive arts craft teacher training at QADCVE Cultural Arts Yogyakarta without changing the subjects studied. Samples and respondents were taken from productive craft training participants.

### **Data Colection**

Data collection techniques using natural settings, namely: observation, interviews, and documentation. The instruments were derived from aspects of education and training

management and interview guidelines based on the substance of training and education, as presented in table 1.

**Table 1.** Data Collection Technique

Research Problems	DataCollection Techniques	Research Media	Data Sources
Program quality, Service quality, Trainer quality.	Questionnaire distribution, Interview, document study.	Instrument, interview guidelines file or checklist.	Trainer, training participants training committee.

The education and training activities used as data sources and respondents are productive training for craft arts, consisting of a concentration of expertise; 12 teachers of wood crafts, 10 teachers of ceramic crafts, 10 teachers of textile crafts, 12 teachers of leather crafts, and 11 teachers of metal crafts. The interview substance grid, as shown in table 2.

**Table 2.** Research Questions Grid

Aspects of Management	Research media	Indicators
Program, quality	Instrument, interview guidelines.	The suitability of the program structure with the objectives of the activity, The suitability of the content of the activity material with the objectives of the activity, The suitability of the activity program with the needs of the participants, The suitability of the exam/task material with the material presented.
Service quality,		Availability of teaching materials/modules/handouts/presentation materials, Availability of training tools and materials, The comfort of the training room, Lodging comfort, Dining room comfort.
Trainer quality.		Presentation systematics, Mastery of the material, Presentation ability, Use of methods and media, Ability to build harmonious relationships.

## Research Procedure

The procedures used in the research, namely; (1) problem identification, (2) problem focus determination, (3) reference review, (4) research implementation, (5) data processing, and (6) reporting. Data analysis using descriptive and simple mathematical analysis. Data analysis was carried out at the time of data collection and after data collection. Qualitative descriptive analysis refers to the theory of Miles and Huberman, namely; (1) data collection, (2) data reduction, (3) data presentation, and (4) drawing conclusions. Testing the validity of the data using source and method triangulation techniques. Three sources of data collectors, namely; trainers, trainers, and training committees. While the three data collection methods, namely; observation, interview, and document study.

## Results and Discussion

Research is focused on quality elements; programs, services, and trainers. Data on the results of the program assessment are presented in table 3. Data on the results of the service assessment are listed in table 4. Data on the elements of the upgrading assessment and upgrading scores for the concentration of expertise in wood craft, ceramic craft, textile craft, leather craft, and metal craft are listed in table 5.

**Table 3.** Results of the Program Assessment

Program Elements	Average Value of Training Participants				
	Wood craft	Ceramic craft	Textile craft	Leather craft	Metal craft
The suitability of the program structure with the objectives of the activity,	90,17	95,36	89,50	93,80	94,38
The suitability of the content of the activity material with the objectives of the activity,	89,83	96,64	91,33	93,80	94,50
The suitability of the activity program with the needs of the participants,	90,50	96,00	94,17	94,00	94,50
The suitability of the exam material with the material presented.	91,25	95,55	92,17	94,20	94,63
<i>Class average</i>	<i>90,44</i>	<i>95,89</i>	<i>91,79</i>	<i>93,95</i>	<i>94,50</i>

Table 3 explains that the results of the assessment of the training participants on the elements of the craft art productive teacher training program at BBPPMPV Arts and Culture are in the category of very satisfactory. With details of the average class of the lowest class of wood crafts (90.44) and the highest ceramic crafts (95.89).

**Tabel 4.** Value of Service Quality

Service Elements	Average Value of Training Participants				
	Wood craft	Ceramic craft	Textile craft	Leather craft	Metal craft
Availability of teaching materials/modules/ /presentation materials,	89,75	95,91	92,00	92,50	94,63
Availability of training tools and materials,	90,83	96,73	93,00	93,50	92,63
The comfort of the training room,	91,17	96,27	91,83	93,50	92,88
Lodging comfort,	88,50	94,73	90,50	94,20	91,88
Dining room comfort,	90,25	94,73	87,50	94,90	93,38
Adequacy of consumption,	88,58	95,36	78,33	95,30	91,13
variety of food menu,	85,83	93,64	79,17	92,80	84,50
Committee service.	90,58	95,91	87,17	94,10	95,00
<i>Class average</i>	<i>89,44</i>	<i>95,23</i>	<i>89,74</i>	<i>94,14</i>	<i>93,56</i>

Table 4 informs that the results of the assessment of training participants on the elements of training services for productive crafts teachers at BBPPMPV Arts and Culture are in the category of satisfactory and very satisfactory. With details; Two skill programs rated as satisfactory (wood crafts 89.44 and textile crafts 89.74) and three skill programs rated as very satisfactory (ceramic crafts 95.23; leather crafts 94.14; and metal crafts 93.56). However, if taken as an average, the overall category is very satisfactory (92.42).

**Table 5.** Assess The Quality of: Wood Craftsmanship

Trainer Elements	The value of wood craft upgrading							
	A	B	C	D	E	F	G	H
Material mastery and development	89	91	92	90	87	91	89	91
Achievement of learning objectives	89	90	91	91	88	91	90	90
Serving systematics	89	90	91	91	87	91	89	90
Presentation ability	90	91	91	91	87	92	89	90
Relevance of material with learning objectives	89	90	91	91	87	91	89	90
Use of learning methods and media	90	90	90	90	88	91	89	90
Class control	90	91	91	91	87	91	89	91
Use of language and intonation of voice	90	90	91	90	87	91	89	90
Respond to map questions	91	91	91	91	88	91	89	90
Attitude and behavior	92	91	92	91	89	91	90	91
Providing motivation to trainee	90	91	92	91	88	90	89	90
Appropriate dress	92	91	92	91	89	91	90	90
Attendance discipline	92	91	92	91	89	92	90	91
Collaboration between trainers	90	91	92	92	88	91	90	90
<i>Class average</i>	<i>90,2</i>	<i>90,5</i>	<i>91,2</i>	<i>90,8</i>	<i>87,7</i>	<i>90,9</i>	<i>89,3</i>	<i>90,3</i>

Table 5 contains the assessment of training participants on the quality of the trainers of all expertise programs. The quality of the tartar is assessed by 14 elements as stated in the table.

The instructors of the wood craft skills program are eight people. The results of the training participants' assessment of the quality of the wood craft program showed that two were categorized as satisfactory and six were categorized as very satisfactory. The lowest score was 87.7 and the highest score was 91.2.

**Table 6. Ceramic Craftsmanship**

Trainer Elements	The value of ceramic craft upgrading		
	A	B	C
Material mastery and development	97	97	95
Achievement of learning objectives	97	97	94
Serving systematics	96	97	95
Presentation ability	97	97	95
Relevance of material with learning objectives	97	97	95
Use of learning methods and media	96	96	95
Class control	96	97	95
Use of language and intonation of voice	96	97	95
Respond to map questions	97	97	95
Attitude and behavior	97	97	95
Providing motivation to trainee	97	97	93
Appropriate dress	97	97	96
Attendance discipline	98	98	96
Collaboration between trainers	97	97	96
<i>Class average</i>	<i>96,71</i>	<i>96,94</i>	<i>94,97</i>

The instructors of the ceramic craft skills program are three people. The results of the training participants' assessment of the quality of the ceramic craft program instructors showed that all the instructors were very satisfactory. The lowest score was 94.97 and the highest score

was 96.94. The value of the ceramic craft program is the highest compared to other skill programs.

**Table 7. Textile Craftsmanship**

Trainer Elements	The value of textile craft upgrading				
	A	B	C	D	E
Material mastery and development	92	93	89	92	91
Achievement of learning objectives	89	92	88	91	91
Serving systematics	91	93	88	91	91
Presentation ability	90	92	89	91	91
Relevance of material with learning objectives	91	92	89	91	90
Use of learning methods and media	90	92	89	91	90
Class control	92	92	89	92	91
Use of language and intonation of voice	90	92	90	92	91
Respond to map questions	91	92	90	92	91
Attitude and behavior	91	94	90	91	91
Providing motivation to trainee	92	92	90	91	90
Appropriate dress	91	92	90	91	91
Attendance discipline	93	92	90	92	91
Collaboration between trainers	91	92	91	91	91
<i>Class average</i>	<i>90,92</i>	<i>92,15</i>	<i>89,39</i>	<i>91,24</i>	<i>90,93</i>

The instructors of the textile craft skills program are five people. The results of the training participants' assessment of the quality of the textile craft program instructors showed that four instructors were categorized as very satisfactory and one instructor was categorized as satisfactory. The lowest score was 89.24 and the highest score was 92.15.

**Table 8. Leather Craftsmanship**

	The value of textile craft upgrading			
	A	B	C	D
Material mastery and development	95	95	90	93
Achievement of learning objectives	94	94	90	95
Serving systematics	94	94	90	93
Presentation ability	94	94	89	93
Relevance of material with learning objectives	94	94	91	94
Use of learning methods and media	94	95	91	93
Class control	93	95	90	93
Use of language and intonation of voice	94	95	92	94
Respond to map questions	94	95	92	95
Attitude and behavior	96	95	92	95
Providing motivation to trainee	95	95	92	94
Appropriate dress	96	95	92	95
Attendance discipline	94	95	93	95
Collaboration between trainers	94	95	92	94
<i>Class average</i>	<i>94,35</i>	<i>94,59</i>	<i>91,20</i>	<i>94,06</i>

The instructors of the leather craft skills program are four people. The results of the training participants' assessment of the quality of the leather craft program instructors showed that all the instructors were very satisfactory. The lowest score was 91.20 and the highest score was 94.59.

**Table 9. Metal Craftsmanship**

Trainer Elements	The value of textile craft upgrading				
	A	B	C	D	E
Material mastery and development	93	94	94	96	96
Achievement of learning objectives	93	95	94	96	96
Serving systematics	93	95	94	96	96
Presentation ability	93	94	94	96	96

Trainer Elements	The value of textile craft upgrading				
	A	B	C	D	E
Relevance of material with learning objectives	93	95	94	96	96
Use of learning methods and media	93	95	94	96	96
Class control	94	95	94	96	96
Use of language and intonation of voice	92	94	93	96	95
Respond to map questions	93	96	94	96	96
Attitude and behavior	94	95	94	96	96
Providing motivation to trainee	94	96	94	96	96
Appropriate dress	94	95	94	96	96
Attendance discipline	94	96	94	96	95
Collaboration between trainers	93	95	94	96	96
<i>Class average</i>	<i>93,06</i>	<i>94,92</i>	<i>93,83</i>	<i>95,70</i>	<i>95,58</i>

The instructors of the metal craft skills program are five people. The results of the training participants' assessment of the quality of the metal craft program instructors showed that all the technicians were very satisfactory. The lowest score was 93.06 and the highest score was 95.70.

The discussion of elements of program, service, and instructor assessment uses descriptive and simple mathematical analysis to determine categories. Based on the Ministry of Education and Culture's training guidelines, the categories or predicates of evaluation of program evaluation, services, and trainers are listed in table 6.

**Table 10.** Categories of Program, Service, and Trainer

Number	Categories
90,01 – 100	Very satisfactory
80,01 – 90	Satisfying
70,01 – 80	Good
60,01 – 70	Not good
≤ 60	Not Qualified

The evaluation of the training program at the QADCVE Cultural Arts applies the context, input, process, and product (CIPP) evaluation model [Stufflebeam, & Zhang, 2014]. Context regarding needs, assets, goals, and policies. Inputs include; trainer experience, upgrading qualifications, facilities, and equipment. The process relates to organizing training. Products related to education and training results (grade scores) and student work.

The quality of the program was assessed by 55 graduates from the concentration of expertise in wood craft, ceramic craft, textile craft, leather craft and metal craft. Based on research data; Wood craft assesses the quality of the education and training program with a class average of 90.44 in the very satisfying category, but there is one element of the program worth 89.83 in the satisfactory category, namely element; suitability of the contents of the activity material with the objectives of the activity. Ceramic crafts assess the quality of the education and training program with a class average of 95.89 in the very satisfactory category with all elements of the program being in the very satisfactory category. Textile crafts assess the quality of the training program with a class average of 91.79 which is in the very satisfying category but there is one element of the program worth 89.50 which is in the satisfactory category, namely element;



suitability of the program structure with the objectives of the activity. Leather craft assesses the quality of the education and training program with a class average of 93.95 in the very satisfactory category with all elements of the program being in the very satisfactory category. Metal crafts assess the quality of the education and training program with a class average of 94.50 in the very satisfactory category with all elements of the program being in the very satisfactory category.

Based on mathematical analysis, the highest score was given by the ceramic craftsman (95.89) and the lowest was given by the wood craftsman (90.44). The average of all the students (55 teachers) is 93.31 which is in the very satisfactory category. The lowest value of the program element is the suitability of the program structure with the objectives of the ceramic craft activity (89.50), and the highest value of the program element is the suitability of the activity content with the objective of the ceramic craft activity (96.64). The results of this analysis can be used to improve program elements in the satisfactory category. In general, the quality of the craft productive training program is in the very satisfactory category. Program quality plays an important role in education and training management, because with good management, all educational devices can work together, so that activities are carried out according to plan [Kurniadin, Didin, & Machali, 2014].

The quality of education and training services is measured by nine elements and assessed by 55 training and education officers. The class mean quality shows that two classes (40%) score below 90 in the satisfactory category, three classes (60%) score above 90 which means they are in the very satisfying category. Service elements are in the satisfactory category, namely; availability of teaching materials/modules/handouts/presentation materials (1 assessment), comfort of lodging (1 assessment), comfort of the dining room (1 assessment), adequacy of consumption (2 assessments), variety of food menus (3 assessments), and committee services (1 evaluation). Calculated from the number of elemental frequencies; satisfying 9 frequencies (22.5%) and very satisfying 31 frequencies (77.5%). The lowest score occurred in wood craft, namely 89.44 and the highest in ceramic craft, 95.23. The lowest score for the element of service is consumption adequacy, which is 78.33 and the highest is for the availability of training tools and materials. The service element that appears the most with satisfactory ratings is a variety of food menus.

The quality of education and training services is rated the highest by the ceramic craftsman with a score of 95.23 in the very satisfying category without any element of service having a satisfactory value. Followed by the leather craft rating with a value of 94.14 in the very satisfactory category without any element of service with satisfactory value. The assessment of metal craft rating with a value of 93.56 is in the very satisfactory category but there is one element of service with satisfactory value. It was continued, the assessment of the textile craft rating with a value of 89.74 was in the satisfactory category but there were four elements of service with very

satisfying values. And finally, the assessment of the wood craft rating with a value of 89.44 is in the satisfactory category but there are four elements of service with very satisfying values. The results of this analysis can be used to improve the educational and training service elements in the satisfactory category. In general, the quality of productive training services for craft arts is in the very satisfactory category. Services are part of management, training management, including infrastructure, service, finance, implementation, scheduling, evaluation, and reporting [Mardjoeki, 2017], education and training management that is planned regularly by education and training institutions can achieve the goals set [Sukardi & Nurjanah, 2016].

Instructor quality is measured by 14 elements and evaluated by 55 upgrading according to the concentration of each expertise. Table 5 shows; wood crafts the number of instructors is 8 people and the number of instructors is 12 teachers; ceramic crafts the number of instructors is 3 people and the number of instructors is 10 teachers; textile crafts the number of instructors is 5 people and the number of instructors is 10 teachers; leather craft the number of instructors is 4 people and the number of instructors is 12 teachers; metal crafts the number of instructors is 5 people and the number of instructors is 11 teachers.

The results of the assessment of the level of wood crafts; two upgraders (25%) are in the satisfactory category and six upgraders (75%) are in the very satisfying category. The lowest score was 87.74, the highest was 90.95 and the average score for the wood craftsman was 90.18 in the very satisfactory category. The results of the assessment of the level of ceramic craftsmen; all (three) reviewers (100%) are in the very satisfactory category. The lowest score was 94.97, the highest was 96.94 and the average score for ceramic craftsmanship was 96.21 in the very satisfactory category. The results of the assessment of the assessment of the textile craftsmanship; one upgrader (20%) is in the satisfactory category and four upgraders (80%) are in the very satisfying category. The lowest score was 89.39, the highest was 92.15 and the mean value for the textile craftsman was 90.93 in the very satisfactory category. The results of the assessment of the level of leather crafts; all (four) reviewers (100%) are in the very satisfactory category. The lowest score was 91.20, the highest was 94.59 and the mean score of the leather craftsman was 93.55 in the very satisfactory category. The results of the rating assessment of metal craftsmen; all (five) reviewers (100%) are in the very satisfactory category. The lowest value is 93.06, the highest is 95.70 and the average value of metal craftsman is 94.62.

Based on the analysis above; The lowest average score of the instructor was at the concentration of wood craft expertise (90.18), the highest was at the concentration of ceramic craft expertise (96.21), and the average value of craft training was 93.10 in the very satisfactory category. Judging from the quality of the upgrading; three graders (12%) are in the satisfactory category and 22 graders (88%) are in the very satisfactory category. This analysis proves that the quality of instructors in craft arts training is very satisfactory and this is in line with research

which states that the quality of instructors is important in determining the quality of training graduates [Kravchenko, & Saienko, 2020].

## Conclusion

QADCVE Cultural Arts is a national level education and training institution tasked with organizing education and training for improving arts and culture teachers throughout Indonesia. Management standards and guidelines for the implementation of structured and quality education and training. This is evidenced by the quality of the program worth 93.31 in the very satisfying category. The quality of productive craft training services is in the very satisfactory category (score 92.42) with details; 9 (22.5%) service elements are in the satisfactory category and 31 (77.5%) service elements are in the very satisfying category. The quality of the upgrader is in the very satisfactory category (score 93.10). The lowest average score was at the concentration of wood craft expertise (90.18), the highest was at the concentration of ceramic craft expertise (96.21). Judging from the quality of the upgrading; three graders (12%) are in the satisfactory category and 22 graders (88%) are in the very satisfactory category.

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