
PHENOMENON OF LEARNING IN COURSES AND TRAINING INSTITUTIONS (THE DESCRIPTION OF OBJECTIVE LEARNING CONDITIONS IN THE COVID 19 PANDEMIC ERA)

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Abstract: The purpose of this study is to describe learning activities in the Educational Units of Course and Training Institutions with a focus on the objective conditions of learning in the Covid 19 Pandemic Era. This research was conducted at the LKP Non-formal Education Unit in Gorontalo. The research method used is descriptive qualitative method with interactive data analysis which includes 1) data collection, 2) data reduction, 3) data presentation, 4) conclusion. The data collection of this research used the techniques of 1) observation, 2) interviews, 3) documentation. The sources of data were taken from course managers, instructors, course participants, and association administrators. The results of the study indicate that learning activities in courses and training institutions show the same learning activities in other Non-formal Education Units. The Covid-19 pandemic condition also affects learning activities at LKP (Course and Training Institutions), especially in the context of learning management, learning support facilities and the tendency to decrease learning absorption. There are a number of factors, both direct and indirect, that cause the phenomenon in question. It is recommended that optimal efforts from managers and instructors are needed to continue various learning innovations, therefore, learning activities at LKP can still be guaranteed in terms of management and the quality of learning outcomes for course participants.

Keywords: Learning; Course; Covid 19; Pandemic Era.

Introduction

One of the public education program services that can build a learning society is through the Course and Training Institute Program (LKP). Course and Training Institute is an educational unit outside of formal school or non-formal education that aims to help the community to further develop themselves and their profession to improve their skills. Through LKP, community members who have the opportunity to participate in the types and programs developed at LKP are expected to have knowledge and productive skills as an effort to increase income which in turn also improves their welfare and quality of life.

In accordance with article 26 paragraph (5) of Law No. 20 of 2003 concerning the National Education System, courses and training are held for people who need knowledge, skills, life skills, and attitudes to develop their professions, work, independent businesses, and/or continue their education to a higher level. Meanwhile, according to article 103 paragraph (1) of PP No. 17 of 2010 concerning about the Management and Implementation of Education, courses and training are held so that the community can develop professional personalities and improve the vocational competence of course participants.

Referring to the Laws and Government Regulations, the Education Unit through the LKP should strive to maintain the quality of management and service of all types of learning programs offered, hence, the LKP truly meets the learning needs of the community and the quality of its graduates, in order to compete in the world of work. In this regard, to run the LKP optimally, several efforts need to be made, including;

1. Availability of educational service programs.
2. Affordable education costs for the community.
3. The type and level of education is getting better.
4. There is no difference in educational services.
5. There is a guarantee for graduates in the world of work
(Directorate of Course and Training Development, 2017)

The above efforts are general criteria that must be owned by LKP and this is something that becomes a target to the management and learning services of LKP are as expected by the community. This also means that LKP is an institution that will accommodate the needs of the community in developing special knowledge and skills in order to compete in the era of industrial globalization, especially for people who want to continue their studies or work abroad.

As an educational institution based on expertise and skills, managers and instructors are adaptive to changes and developments, especially related to qualifications and competencies, therefore, the targets achieved by LKP in producing quality graduates are relevant to the expectations

of the community and/ or LKP participants. This is important because the influence on the management and learning services fostered in LKP will always occur and thus must be handled wisely at the level of implementation.

Learning conditions during the pandemic must be able to be utilized by changing patterns of thinking, learning patterns, patterns of scientific that are more meaningful in order to respond to the Covid 19 period can be maximized with productivity that characterizes meaningfulness. Phobia feelings are minimized by being optimistic that all activities will continue with the new normal health protocol, especially in the education sector segment, both in formal education and non-formal education/out-of-school education.

Every individual must be responsive to the limitations during the pandemic to remain productive in their field and interpret this pandemic condition as part of a change that still has to prioritize representative attitudes and behavior in the new order to create a more varied learning space. This also means that any changes in the learning system can design new conditions and have prospects with previous and future conditions, so each related element must be able to adapt to these changes to realize a learning process with comprehensive values.

Based on exploratory studies that have been conducted in several non-formal education/out-of-school education units, especially in Course and Training Institutions, it shows a different phenomenon compared to learning service activities before the Covid 19 pandemic. Conventional education took place with direct interaction between elements (educators, staff and students) now switch to indirect interaction learning. Restrictions on direct interaction in education sometimes occur in certain situations, but not in the context of social restrictions such as what people live currently in an effort to prevent the spread of the virus during the Covid 19 Pandemic.

These restrictions have both positive and negative impacts on the achievement of learning objectives. Social restrictions have an impact on education policy, learning must be pursued with various consequences. This is very influential in the adaptation period due to changes in strategies, mechanisms and learning systems.

The phenomenon shows that there are a number of factors that also influence the dimensions of LKP management and implementation, including management must demand a number of innovations, strategies and sustainable initiatives. The decrease in operational costs sourced from students, and the tendency to decrease the absorption of students in each learning event. The causes of these factors need to be found so that the true nature of the problem can be identified, which in turn will be conducted with appropriate solutions.

The study was conducted to determine the objective conditions of the implementation of the course and training institution service program, obtain data on actual problems in program management and types of LKP services and formulate recommendations for the findings of this study. In addition, this finding is expected to provide scientific information in formulating various strategies that can be used to improve the quality of learning for students (learning citizens).

This is in line with the statement that the urgency of improving the quality of education for learning citizens as the target of non-formal education efforts is expected to provide opportunities in implementing the learning process and contribute to assisting learning citizens in solving any problems they face in learning activities (Isa, A. H, et al. 2021)

Method

As stated in the previous description, this study aims to describe and analyze the objective conditions of the implementation of the LKP service program during the Covid-19 pandemic. It also identifies data on actual problems and efforts to manage programs and types of LKP services, formulate various efforts that can be used to improve the learning quality of learning residents. These are the recommendations of the findings of this study.

This research was conducted with a qualitative field study approach, but due to the Covid-19 pandemic conditions, the use of data collection techniques was adjusted to the good conditions of the observation, interview, and document processes while still complying with health protocols. This study uses a descriptive qualitative approach. Descriptive qualitative research is research that explains concrete, actual, realistic phenomena, because this research aims to describe systematically, factually and accurately the existing facts, properties, and relationships between the phenomena studied (Rukajat, 2018). The subjects in this study were managers, instructors and administrators of LKP/LPK associations.

In qualitative research, researchers are the main tool in research or human instruments (Mamik, 2015). The data analysis technique used in this study is the interactive analysis technique of Mils and Huberman. The data analysis technique uses an interactive approach following the Mils and Huberman formula (Ilyas, 2016) as follows: 1) Data collection. 2) Data reduction. 3) Data presentation. 4) Conclusions drawing/verification.

Result And Discussion

The Course and Training Institute as an educational forum in Non-formal Education/Out-of-School Education Units has a mission to educate the community through the content of productive knowledge and skills and are ready to be used as provisions for work or develop skills in the interest of relevant to the skills possessed. In line with the intended meaning that 'skills subjects have the function of developing creativity, developing a productive attitude, being independent and developing an attitude of respect for various types of skills/jobs and work results' (Arisansi, 2014; Supriyanti, 2013).

Today, there are plenty of skills that are being developed in schools, both public schools and overseas vocational schools. Skills in the context of learning is an attempt to acquire agile competence, quickly and precisely in dealing with problems. Therefore, the skills learning refers to competency learning, namely a learning model where the planning, implementation and assessment to master the competencies. This learning approach means that students can master the specified competencies.

In general, the benefits of learning skills for students are as a provision in dealing with and solving problems, both personally, in society and as citizens. While the main purpose of skills-based education is to increase the relevance of education to real-life values or to prepare students to have the abilities, willingness and skills needed to maintain survival and develop themselves.

Skills learning is basically learning that is directed; hence, learners can develop life skills. Because in everyday life, humans will always be faced with life problems that must be solved by using facilities and situations that can be utilized. In addition, skills learning also refers to competency-based learning, namely a learning model in which the planning, implementation, and assessment refers to the mastery of competencies.

In the context of education, learning about skills are part of learning skills. The content of learning skills will bring up other skills, both cognitive, affective and psychomotor. In the dimension of learning skills, it is more inclined to the psychomotor aspect. Through learning skills will be found a form of special skills that are in accordance with talents and interests and can be used as a basis for earning a decent income.

There are several things that need to be considered in learning, namely (1) mastery of competence by students, (2) mastery of student competencies must have commensurate with the competencies in which they are used, (3) student learning activities are individual, and (4) competency learning must enrich through materials for faster students and improvement programs for those who are slow, so that the different rhythms of students' learning rhythms are served (Arisansi, 2014 and Supriyanti, 2013).

In terms of associated with the skills that are fostered in LKP, the aspects stated above should be a concern for managers and instructors to manage learning well, therefore, students as individuals have learning skills, easily acquire various other additional skills, including skills for work which are part of the ability to work, and part of the creativity of the future life.

Objective conditions of the Course and Training Institute

Basically, the existence of a Course and Training Institute (LKP) in every region, both Regency/City and Province, is expected to produce more competent, multitalented and creative human resources that can reduce unemployment in our country and certainly can increase community productivity related to reduce unemployment, increase income and quality of life. Therefore, the commitment of all parties, including local governments, managers and instructors, to the role of LKP in providing quality learning becomes something that needs to be done on an ongoing basis.

Based on data obtained from relevant data sources regarding the objective conditions of the Course and Training Institute (LKP) and Job Training Center (BLK), especially in the Gorontalo area, as listed in the following table

Table : 1
 Current State of the Institute for Courses and Training/Job Training Center

No.	Region	LKP	BLK
1.	Gorontalo Province	-	1
2.	Gorontalo City	29	1
3.	Gorontalo Regency	17	1
4.	Bone Bolango Regency	7	-
5.	Gorontalo Utara Regency	1	-
6.	Boalemo Regency	4	1
7.	Pohuwato Regency	4	1

The data in the table 1 show that the Gorontalo region as a province has a government and development work area with 1 (one) city and 5 (five) regencies with a varying number of LKP and BLK. Province Gorontalo currently has 1 (one) BLK, Gorontalo City, Gorontalo Regency, Boalemo and Pohuwato Regencies each have 1 BLK while the other two regencies, namely North Gorontalo and Bone Bolango, do not yet have BLK. The presence of BLK in each region becomes a regional government policy because all interests related to the management and development of BLK are facilitated by the government, both facilities and infrastructure, operational financing, types of programs being fostered and also empowering BLK instructors.

Furthermore, the LKP data in this area shows that the number varies in each region, Gorontalo City with the most LKPs, namely 29 LKP, Gorontalo Regency with 17 LKP, Bone Bolango Regency 7 LKP, Boalemo and Pohuwato Regencies each 4 LKP and North Gorontalo Regency 1 LKP. From this data, it can be stated that the number of LKPs in each region is still open to opportunities to be developed, especially in areas where LKPs are still minimal. This is important because the existence of LKP in each area becomes an alternative for the community that can be utilized to develop their potential through learning relevant and productive skills, expertise. Apart from that, the presence of LKP in each region directly affects the more productive the community with the skills and expertise. In the end, it also has an impact on increasing income and quality of life.

For services, skills and expertise fostered at LKP include various types which are depend on the service focus of each institution, the availability of resources and development opportunities. The types of programs and specializations fostered in each LKP are as shown in the following table

Table 2
 Types of Programs Institutions Courses and Training

No.	Type of Program
1.	Office Apps
2.	Computer/Computer Operator
3.	Sewing/Fashion Design
4.	English
5.	<i>Meuble</i>
6.	Culinary
7.	Skin Care Beauty
8.	Bridal Makeup
9.	Hairstyling
10.	driving
11.	Automotive
12.	Nursing Assistant
13.	Embroidery Technique
14.	Motorcycle Engineering
15.	Mobile Engineering

Taking into account the data in table 2, it can be stated that in the Gorontalo area, the types of skills and expertise fostered in LKP that were identified during this research activity were 15 skills/expertise. It is realized, of course, that there are other types of skills/skills that are not included in this data because of various factors, one of which is the type of skill that has not been institutionalized in an LKP even though has met the requirements in accordance with applicable regulations.

Of the 15 types of skills/expertise in the LKP, the data shows that the participants' interest in the choice of skills varies. The types of skills that are dominantly in demand by participants include: Sewing/fashion design, Computer/Computer Operator, Office Applications, Catering, and Language skills. Some of these types of skills in LKP for current conditions are still in great demand by students with certain considerations both from participants and from the manager that show how important is the prospect of skills needed by users.

The phenomenon of management and learning activities in LKP and alternative development notes.

To identify data related to the phenomenon in question, a data search is conducted through data sources for managers, instructors and association administrators engaged in the LKP/LPK sector. Based on the information and documents obtained, it can be described as follows:

1. The Covid 19 Pandemic has a major impact on the management and implementation of LKP/Courses.
2. The LKP/Course Manager also feels the change caused by the current Covid 19 pandemic condition.
3. Government policies related to the Covid 19 pandemic (Lockdown, PPSB, Emergency PPKM Level 3-4 are currently affecting the overall implementation of LKP/Courses, especially the implementation of health protocol to avoid crowds.
4. The management and services of computer LKP are still normal. Referring to the government's policy within the PPKM framework, what is being done is limiting the number of participants at each meeting by implementing a strict process (5 M).
5. One of the course services which is a computer skills course must be conducted offline because skills require great attention and supervision for the achievement of participant competence. Except that participants are looking for jobs by LPK/courses.
6. The capacity of course participants that take part in learning at LPK is still stable, meaning that the influence of current conditions has not fully affected it. The important thing is that the attention of the manager/instructor to monitor each stage of learning must be more optimal.
7. The impact of the Covid 19 pandemic can be minimized, the important thing is how the manager provide tips to get out of uncomfortable conditions so that services can be conducted.
8. For the LPK/Computer courses, it needs to maximize services to participants, managers/instructors, even visiting residences at certain times. Meanwhile, the courses are in other fields: sewing, culinary arts, hair beauty, skin and bridal make-up, the service remains centered on the LKP/course institution.
9. The capacity of course participants to take part in learning at LPK is still stable, meaning that the influence of current conditions has not fully affected it. The important thing is that the attention of the manager/instructor to monitor each stage of learning must be more optimal.
10. The impact of the Covid 19 pandemic on the LPK/Course is currently divided into 2 (two) factors: the financing factor, the decline in people's purchasing power, the participants being unable to fulfill their obligations to pay course fees, and the decreasing absorption capacity of course participants towards the material being taught (a main factor that cause is still unknown).

Based on this data, in general, it can be stated that the management and learning of the type of program in each LKP / is still ongoing in a stable manner even though in practice it is still implementing health protocols because it must follow the current rules during the Covid 19 Pandemic. The learning approach used applies a pattern online and offline, for activities based on practice and training, they are conducted offline with certain arrangements.

From the data sources, information is also obtained that in learning services at LKP there are several factors that also influence, including; problems of operational costs, increasing gaps (facilities owned by students are different) and the tendency of decreasing absorption of course participants to the material being studied.

The implementation of learning in LKP requires serious attention, especially for managers to apply good organizational management as well as an approach based on clear considerations, particularly in services to students. The point is that managers must have initiation, creativity, therefore, LKP always has continuous innovation.

The research findings above require various approaches as alternatives to be considered in improving learning activities in the current stage of LKP. The notes that are part of the recommendations include; (1) the government continues to allocate stimulant assistance to underprivileged participants (for free) to participate in LPK/courses, (2) government facilities are needed regarding refreshment of the competence of Managers and Instructors related to strengthening competencies that must be developed. Providing assistance for infrastructure/skills facilities related to fields and programs in LKP/Courses, and (3) flexible and easier processing of institutional operational permits.

With regard to the implementation of learning at LKP in the current Covid-19 Pandemic situation, it is necessary to have strategies to be implemented in LKP, among others, as follows: (1). Optimizing teaching and learning supports and resources during school closures. This strategy explains that schools need to optimize all efforts to support teaching and learning activities as well as support in the form of a variety of learning resources as long as schools do not have face-to-face meetings. In essence, the absence of face-to-face learning should not reduce the essence of learning, including how teachers and schools can still monitor students' attitudes and character. (2). Offsetting the learning loss when schools reopen and fix the loss of student interest in learning when schools reopen. Long periods of time without face to face may cause many new problems, especially regarding the achievement of students' knowledge and skills. Schools in this case can make some additional hours for students who are indicated to be very behind in lessons (seen from the quality of the learning outcomes collected). (Djuanda, E L 2021).

The formula proposed by Djuanda can also be considered to be applied in the management and implementation of LKP, of course, it requires adjustment and alignment by taking into account the competence of managers, instructor qualifications, student characteristics and facilities and infrastructure contained in LKP. These elements are meant to be meaningful because through the activities developed in LKP, we hope that graduates actually have competencies that can be immediately implemented and compete in the world of work.

This is also in line with the statement that because in everyday life, humans will always be faced with life problems that must be solved by using facilities and situations that can be utilized. In addition, skills learning also refers to competency-based learning, namely a learning model in which the planning, implementation, and assessment refers to competency mastery (Arisandi, 2014).

This means that with the provision of skills students master a number of knowledge and skills that are ready and used in the field of work unless it becomes an alternative to face the next activity. Skills can provide the ability to do something well and carefully. The skills program is an advanced program that is intended to provide pre-vocational skills with awards so that they can be developed by themselves for the provision of working in the community if students are unable to continue their studies (Nur Kholifah, et al. 2020).

Conclusion

The management and learning of the type of program at each LKP continues in a stable manner even though in practice they still apply health protocols because they must follow the rules that apply during the Covid 19 Pandemic. The learning approach used applies online and offline patterns, for practice and practice-based activities then done offline with certain settings. It is recommended that optimal efforts from managers and instructors are needed to carry out various learning innovations so that learning activities in LKP can still be guaranteed in terms of management and quality of learning outcomes for LKP students.

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