

Implementation of Education and Training Programs (Diklat) at the Main Harbor Office of Tanjung Perak Surabaya



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ABSTRACT: Human resources are the main factor in determining the success of effective organizational implementation. To improve the quality of human resources, it is necessary to organize education and training. Therefore, Education and Training is one of the investments in the Human Resources Sector, including at the Tanjung Perak Main Kesyahbandaran Office in Surabaya. This research aims to analyze the implementation of the Education and Training Program (Diklat) at the Tanjung Perak Main Maritime Office in Surabaya with a discussion regarding the fulfillment of program implementation indicators based on the implementation theory put forward by Edward III. This research method is qualitative, and data collection is done by interview, observation, and documentation techniques. The results obtained were then collected, reduced, and drawn conclusions. The results of this study indicate that the implementation of the Education and Training Program (Diklat) at the Tanjung Perak Surabaya Main Maritime Office has generally fulfilled the criteria for measuring program implementation according to Edward III, but there are still things that have not been done optimally. Especially at the program evaluation stage, Education and Training (Diklat) is only carried out when the program is completed, but there is no follow-up on how to apply the skills that have been obtained in an effort to utilize the skills that are truly mastered professionally.

KEYWORDS: Implementation, Policy, Program, Education and Training

INTRODUCTION

The development of a nation requires basic assets called resources, both natural resources and human resources. Both resources are very important in determining the success of a development. Talking about human resources, we can actually see from two aspects, namely quantity and quality. Quantity concerns the number of human resources (population) which is less important in terms of its contribution to development, compared to the quality aspect. Even the quantity of human resources without being accompanied by good quality will be a burden on the development of a nation. (Arif Rohman, 2014)

Human resources are the main factor in determining the success of effective organizational implementation. With the support of adequate facilities and infrastructure with reliable human resources, agency activities will be completed properly, including in government agencies. The performance of State Civil Apparatus (ASN) employees in carrying out their duties or work is not only required to be able to improve the quality of government apparatus that is more efficient, clean, effective and accountable. As Law Number 5 of 2014 concerning State Civil Apparatus in article 12 which states that ASN employees have a role to plan, implement and supervise the implementation of general government duties through professional policies and public services, free from political intervention, and clean from corruption, collusion and nepotism practices "(Edy Sutrisno, 2011).

This is in accordance with the provisions of Government Regulation Number 101 of 2000 which states that increasing knowledge, skills and attitudes to be able to carry out the duties of structural positions professionally based on the personality and ethics of Civil Servants (PNS) in accordance with the needs of the institution, creating an apparatus that is able to play a role as a reformer and adhesive of national unity and integrity "(Handayani, D, 2019). To improve the quality of human resources, it is necessary to organize education and training. This step is what is meant by human resource development. Human resource development is an activity that must be carried out by an organization or institution, so that their knowledge, abilities and skills are in accordance with the demands of the work they do. With this development activity, it is hoped that it can improve and overcome deficiencies in carrying out work better, in accordance with the development of science and technology used by the institution (Mujizatullah, et al, 2019).

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Education and training is carried out in an environment where the State Civil Apparatus to gain knowledge related to skills, knowledge and behavior in doing work. Education and training usually focuses on adding specific expertise for the State Civil Apparatus in correcting their performance, which is expected to affect work implementation (Haryono, Setiono, B., & Agus, 2012). Among those who manage human resources, there is often a perception that distinguishes training and development. The distinction essentially says that training is intended to help improve the ability of employees to carry out current tasks, while development is more oriented towards increasing the work productivity of workers in the future. However, the distinction does not need to be emphasized because the benefits of training undertaken now can continue throughout a person's career. This means that training can be developmental for the employee concerned because it prepares him to assume greater responsibilities in the future (Malisan, J., & Tresnawati, W, 2019).

Education and training is an effort to develop human resources, especially to develop intellectual abilities and human personality. The use of the terms education and training in an agency or organization is usually united into training (education and training). Education (formal) in an organization is a process of developing abilities in the direction desired by the organization concerned. Meanwhile, training is often confused with practice/exercise, which is part of an educational process, the purpose of which is to improve the abilities or special skills of a person or group of people. Meanwhile, training is one way to acquire certain skills, for example dance training, bicycle riding training, marching training, and so on (Nur Rasyid Muh, Nurqalbani Andi, 2020).

Training is a vehicle to build human resources towards a challenging era of globalization. Therefore, training activities cannot be ignored, especially in entering an era of increasingly fierce, sharp, heavy competition in this millennium. In this regard, we realize that training is fundamental for employees. This training and education is carried out both for new employees (in order to be able to carry out the new tasks assigned) and for old employees (in order to improve the quality of the performance of their current or future duties). Thus it is clear that the training and education program for employees in the organization/institution concerned, especially if knowledge and technology are growing rapidly (Mandala, E., et al, 2016).

Training as part of education that involves the learning process to acquire and improve skills outside the applicable education system in a relatively short time with methods that prioritize practice over theory. Training is very important for new employees and old employees. Training is the process of systematically changing employee behavior to achieve organizational goals. Training is related to the skills and abilities of employees to carry out current work. (Malisan, J., & Tresnawati, W, 2019)

This is also the case at the Tanjung Perak Main Maritime Office in Surabaya. Kantor Kesyahbandaran Utama Tanjung Perak Surabaya is a Government agency under the Ministry of Transportation, specifically the Directorate General of Sea Transportation. Based on Government Regulation Number 189 of 2015 concerning Organization and Work Procedures of the Ministry of Transportation, the Directorate has the task of formulating and implementing policies and technical standardization in its field, by carrying out the functions of formulating ministerial policies, implementing ministerial activities, preparing norms, standards, procedures and criteria, providing technical guidance and evaluation and implementing administration in its field (Rosidah, R., et al, 2019).

In accordance with the Decree of the Minister of Transportation Number 36 of 2012 dated June 01, 2012, the Tanjung Perak Main Kesyahbandaran Office has the task of carrying out the provision of Traffic and Sea Transportation services, security and safety in port waters to facilitate sea transportation. In carrying out the main task above, the Tanjung Perak Main Kesyahbandaran Office outlines its organization based on the Minister of Transportation Regulation Number KM. 135 Year 2015. In carrying out operational / technical shipping and maritime tasks, it is guided by existing provisions / regulations, namely Law No. 17 of 2008 concerning Shipping. In addition to the guidelines for Law No. 17 of 2008 mentioned above in carrying out government duties, the Tanjung Perak Main Kesyahbandaran Office is also guided by the regulations / provisions for the implementation of Law No. 25 of 2009. In carrying out this task, the Tanjung Perak Main Kesyahbandaran Office provides services, to the community, especially the maritime community.

In carrying out its duties, the Tanjung Perak Surabaya Main Kesyahbandaran Office is led by the Head of the Main Kesyahbandaran Office, assisted by the Head of Administration, Head of Sailing Safety, Head of Legal Status and Ship Certification, and Head of Guarding, Patrol and Investigation. Under the Head of Division there are several Heads of Subdivisions, Section Heads and staff. In 2023, the number of employees at the Tanjung Perak Main Kesyahbandaran Office was 208 employees. To improve the competence of employees at the Kesyahbandaran Office, the Directorate General of Sea Transportation under the Jakarta Sea Transportation Training and Education Center carries out Functional Technical Education and Training Activities. The following is the Schedule of Functional Technical Education and Training Activities of the Jakarta Sea Transportation Education and Training Center for Fiscal Year 2023.

That there are 18 Education and Training (Diklat) organized by the Directorate General of Sea Transportation of the Ministry of Transportation, namely Marine Inspector Type B, ISPS Code, Port State Control (PSC), Handling of Dangerous Cargo, Maritime English, Integrated Technical Sea Transportation, Basic Initial Techniques, Class B Harbormaster, Ship Measurement, Ship Registration and Nationality, Marine Inspector Type A, Port and Authority Implementation, Class A Harbormaster, Level 1 Pollution Countermeasures, Public Radio Operator (ORU), Pollution Prevention, Guidance Supervisor and ISPS Code Auditor. It can be explained that there are 11 types of training attended by employees of the Surabaya Main Harbor Office. The training facility

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is one of the solutions to various problems related to human resources that have been experienced by the Surabaya Tanjung Perak Harbor Office, including the need to improve skills or skills for new employees or old employees who have rotated (moved) positions; the development of information technology which results in changes in work systems and patterns, and the need for 'refresh' for old employees in the Office so that they can adapt to changes in the work environment at the Port of Tanjung Perak Surabaya.

Therefore, Education and Training is one of the investments in the Human Resources Sector, including at the Tanjung Perak Main Maritime Office in Surabaya. This is because Education and Training has a strategic role in achieving organizational goals, besides that Education and Training is prioritized for the Apparatus to be able to improve knowledge, expertise, skills and attitudes to be able to carry out tasks with professionalism. With this in mind, this thesis research takes the title "Implementation of the Education and Training Program Policy (Diklat) at the Tanjung Perak Main Harbormaster Office in Surabaya".

RESEARCH METHOD

This research uses qualitative research methods. The method was chosen because this research seeks to obtain a view of human resource development at the Tanjung Perak Main Harbormaster's Office Surabaya. researchers want to know more about the implementation of the Education and Training program at the Tanjung Perak Main Harbormaster's Office Surabaya. As a theoretical basis in understanding the qualitative approach based on the opinion of Bogdan and Taylor in Moleong (2006) defines qualitative methods as research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior. According to them, this approach is directed at the setting and the individual holistically (whole).

Corbin and Strauss in Ghoni (1990) mention that many studies have switched to qualitative research from quantitative research, because this approach is seen as more capable of examining phenomenological matters. And can reveal the facts hidden behind the phenomenon (hidden value). So it is very suitable for research in social sciences and applied sciences. It is for this reason that the author uses qualitative research methodology in this study. This is in line with what Moleong (2006) stated that qualitative methods are used because of several considerations. First, adjusting qualitative methods is easier when dealing with multiple realities; second, this method presents directly the nature of the relationship between researchers and respondents; and third, this method is more sensitive and more able to adjust to many joint influences and to the value patterns encountered.

Data analysis is done by organizing data, breaking it down into units, synthesizing, arranging into patterns, choosing which ones are important and which ones will be studied, and making conclusions.

John W. Creswell suggests several important points that need to be considered in analyzing qualitative data, including:

- 1) Qualitative data analysis can be done simultaneously with the data collection process, and other narrative writing.
- 2) Make sure that the qualitative data analysis process that has been carried out
- 3) Convert the reduced data into matrix form.
- 4) Identify the coding procedure used in reducing information into themes or categories.
- 5) The results of data analysis that have passed the reduction procedure that has been converted into a matrix form that has been coded (coding), then adjusted to the selected qualitative model.

RESULTS AND DISCUSSION

Based on the results of field findings using interviews, some observations and documentation, the findings are obtained in the form of narratives and supported by the existence of documentation in the form of pictures / photos and related documents to reinforce the meaning and validity of the data obtained. The education and training stage is divided into 5 steps, namely:

1. Training Need Assessment

In Analyzing Training Needs there are 3 stages of analysis types, namely:

a. Organizational Analysis

In order to improve the competence of employees at the Tanjung Perak Main Kesyahbandaran Office, the Head of Office analyzes the education and training needs of each Sub-Division and then submits them to the Directorate General of Sea Transportation under the Jakarta Sea Transportation Training and Education Center to carry out Functional Technical Education and Training Activities.

b. Job Analysis

This job analysis is carried out to determine the type of work and in what sub-sections have and have not received education and training from the Directorate General of Sea Transportation under the Jakarta Sea Transportation Training and Training Center. And what is experienced by staff in carrying out daily tasks at the Tanjung Perak Main Harbor Office. So that it can be proposed to get education and training so that in carrying out daily work it can be more effective.

That in analyzing the education and training needs of the Tanjung Perak Main Kesyahbandaran Uama Office in addition to holding a meeting with each Head of Subdivision also provides a questionnaire that must be filled in so that the successes and obstacles experienced in carrying out daily tasks that have been seen so far can be seen so that the form of education and training needed by staff and duty officers at the Main Kesyahbandaran Office can be clearly identified.

c. Personal Analysis

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The personal analysis carried out by the Tanjung Perak Main Kesyahbandaran Office is by adjusting to each ability and field in each Subdivision carried out by each staff, because not all education and training is the same, sometimes there is some education and training specifically for staff who carry out certain tasks. Analyzing this person is done to find out what should be taught or given in education and training must be clear.

2. Setting Training Objectives

In the process of setting goals in training, the Head of the Tanjung Perak Main Kesyahbandaran Office also explained that: "In determining the objectives of the education and training program, we must first know what is needed by the staff. In my opinion, the purpose of education and training is to improve the quality of skills in carrying out daily tasks as well as to change the mindset of staff in carrying out their daily duties, and it is hoped that it will increase work professionalism. The education and training program prepared is relevant to the needs of improving staff competence in carrying out daily tasks. So that the program prepared is in accordance with the needs that must be met by the staff."

Based on the description above, it can be seen that the objectives to be achieved by the Tanjung Perak Main Maritime Office are clearly oriented towards changing the quality of staff performance in carrying out their daily duties. As stated by the Head of the Tanjung Perak Main Maritime Office regarding the determination of training objectives. Training objectives must be clear, performance-oriented, and quantitatively measurable. Good objectives are not limited to technical content, but are more action-oriented and suitable for the workplace. Determination of the objectives of the training program is also adjusted to the form of training to improve staff competencies, based on the documentation of the program at the Tanjung Peak Main Harbormaster's Office, almost all of them are in accordance with staff competencies, but there are still shortcomings in making media and learning tools.

3. Preparation for Training Implementation

The implementation of education and training generally includes administrative activities, including:

1) Develop syllabus and training schedule

Schedules are compiled based on goals and programs. Based on an interview with the Head of the Tanjung Perak Main Kesyahbandaran Office, the preparation of this schedule can change according to the level of need that is most important to implement.

2) Invitation of prospective training participants

Prospective training participants are the main factor in the success or failure of a training and employee development program, meaning that the company must really select prospective employees to be trained. Determine the terms and number of participants who can take part in the development. For example, age, gender, work experience, and educational background. Development participants should have a relatively homogeneous background and an ideal number, so that smooth development is guaranteed. Calling prospective training participants, the Tanjung Perak Main Kesyahbandaran Office always strives for all staff to be able to take part in training if the one holding the training is internal to the agency, but if the training is external, the agency provides a task order for one or more staff who are considered in accordance with their fields.

3) Contacting teachers and trainers

Appoint trainers or instructors who meet the requirements to teach each training material so that development goals are achieved. The appointment of trainers or instructors should be based on objective ability (theoretical and practical) not based on friends or relatives. In terms of appointing education and training institutions, the Tanjung Perak Main Harbormaster's Office coordinates with the BP2TL BP2TL Sea Transportation Education and Training Center which is considered capable and in accordance with the competencies in providing education and training needed by staff from the Tanjung Perak Main Harbormaster's Office in carrying out daily tasks as conveyed by the Head of the Tanjung Perak Main Harbormaster's Office.

4) Training Site Preparation

The training location is the place to provide training, whether outside the agency or inside the agency. The influence of the environment such as the comfort of the training venue supported by adequate facilities and infrastructure will certainly provide more positive results. Prepare the place and tools that will be used in the implementation of the development. The provision of places and tools must be based on economic principles and guided by the development objectives to be achieved. For example: the place of development should be strategic, quiet, comfortable, and not disturb the environment. The machines used in development are the same type as the machines that will be used in work. The development facilities and infrastructure needed for training are lacking or not good. For example, books, tools, and machines that will be used for practice are lacking or non-existent. This will complicate and hinder the smooth running of the development.

Training can be done on site or off side training. There are advantages and disadvantages to using both onsite and off side training. To choose the more appropriate one, the company must consider the factors in each type of training. The advantages of on-site training are: a. Reduce training costs, b. Eliminate transportation costs, c. Flexible training schedules, d. Reduce disruption to daily operations. Reduced disruption of daily operations. The advantages of off-side training are: a. Gives employees the impression that quality is so important that the company conducts training outside the company, b. Fewer distractions, c. Fewer interruptions, d. Educational setting is more suitable for class composition.

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4. Implementation of Education and Training (Diklat)

Based on the results of interviews with staff employees at the Tanjung Perak Main Kesyahbandaran Office in carrying out the division of tasks and the person in charge of each training activity. The person in charge of the program is an individual appointed to coordinate the implementation of training in accordance with their field. Furthermore, the Head of the Tanjung Perak Main Maritime Office explained that each training program that has been prepared includes the name of the person in charge of the program and the coordinator of each division. This is determined based on a joint meeting.

In the interview results, it can be seen that the learning system in the implementation of training at BP2TL is divided into three sessions. The first two weeks participants do classroom learning. Then the second two weeks of training participants are invited to go to the field in order to apply the results of learning in the classroom. And then for the last two weeks, training participants are invited to make visits to take sampling and then put it in writing called individual work papers which are then tested orally by examiners from BP2T.

From the results of the interview above, it can be concluded that the facilities and accommodation supporting training activities at BP2TL are very adequate. Very supportive of the training participants when they are conducting learning activities or when they return to their respective dormitories to rest. But even so, there are still obstacles that Mr. Hendra feels when in learning activities. That is the suitability between the material explained and the real situation in the field. In the interview, Mr. Hendra explained that the material presented in the training activities was still too normative so that when applied in daily tasks in the field there was a mismatch.

5. Evaluation

In evaluating the training activities, the following evaluations were used:

a) Evaluation of the Process

The process of evaluating education and training activities at the Tanjung Perak Main Kesyahbandaran Office in general with the evaluation process during the training itself. Evaluation of the training process itself, BP2TL has arranged a coordinator for each field in the training. The coordinator ensures the process of the training itself with regard to administration, consumption and other needs during the training. This is in accordance with the theory put forward by Soekidjo Notoatmodjo that in the process evaluation it is related to administrative readiness, consumption, space and so on so that the training runs optimally, it is necessary to appoint a coordinator to ensure matters relating to the implementation of the training itself.

b) Evaluation of results

Evaluation of training starts with a clear statement of objectives. Clear objectives will not be confused with more specific training objectives. Training objectives are broad concepts that need to be translated into more specific and measurable objectives. The purpose of training is to improve employees' knowledge, skills and attitudes, and to improve the quality and productivity of the organization as a whole so that the organization becomes more competitive.

Valid training is training that is consistent with the training objectives. Evaluating the validity of training is a two-stage process. The first stage is to compare the written documentation of the training (course outlines, lesson plans, curriculum, etc.) with the training objectives. The second stage is to determine whether the training provided is actually consistent with this documentation.

Training that is considered successful is training that can provide additional knowledge, skills or changes in the attitudes and behavior of participants. Therefore, in training, pre-tests and post-tests are often held as stated by the Head of the Tanjung Perak Main Harbormaster's Office that the evaluation stage is an important step in knowing the understanding of the trainees, a test is held before the training begins then after the training is completed, another evaluation is held or called pretests and post tests. Overall, based on the results of the research that has been carried out and the data analysis that has been described, it can be seen overall that the implementation of education and training is quite good, including steps in implementing education and training, namely, training needs analysis (Taining Need Assessment), setting training objectives, preparing for training, implementing education and training and evaluation.

Taining Need Assessment includes three things, namely organizational analysis, job analysis and personal analysis. The Head of the Tanjung Perak Main Kesyahbandaran Office takes several steps in analyzing needs, namely setting targets in the implementation of the program, especially the budget and other supporting facilities and also involving all teachers to share information about the form of training programs needed by teachers and the madrasah also provides a questionnaire to be able to measure what has been implemented by the staff. Setting training objectives, the Main Kesyahbandaran Office of Tanjung Perak is oriented towards changing the quality of teacher performance in learning in addition to improving the quality of competence as well as to change the mindset of teachers in preparing for learning, implementing learning, and evaluating learning outcomes.

Preparation for the implementation of training includes: preparing a syllabus and training schedule based on the objectives and training program, contacting students/trainers, preparing training materials and providing reference materials, and preparing the venue. Implementation of education and training, the madrasah office divides tasks and is responsible for each training activity based on a joint meeting, and also prepares infrastructure facilities that can facilitate participants in the training process. Evaluation of training evaluation carried out by the Tanjung Perak Main Ksyahbandaran Office through two stages of evaluation, namely evaluation of the process and evaluation of results. However, the evaluation of the results is not sustainable and the implementation

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is only at the training site, and is not accompanied by a follow-up on how to apply the skills that have been obtained in an effort to utilize the skills that are truly professionally mastered.

CONCLUSION

1. Training Need Assessment includes three things, namely organizational analysis, job analysis and personal analysis. The Head of the Tanjung Perak Surabaya Main Kesyahbandaran Office took several steps in analyzing the needs, namely setting targets in the implementation of the training program, especially the budget and other supporting facilities and also involving all Heads of Subdivisions to share information about the form of training programs needed by staff and the Tanjung Perak Surabaya Main Kesyahbandaran Office also provided a questionnaire to be able to measure what was the obstacle for staff in carrying out their daily work, so that the program could be right on target.
2. Setting training objectives, the Tanjung Perak Surabaya Main Kesyahbandaran Office is oriented towards changing the quality of the performance of staff in the professionalism of carrying out daily work in addition to improving the quality of competence as well as to change the mindset of staff in carrying out their daily duties.
3. Preparation for the implementation of training carried out includes: compiling a syllabus and training schedule based on the objectives and training program, coordinating with the Marine Transportation Education and Training Center as the training organizing agency, preparing training materials and providing reference materials, and preparing the venue.
4. Evaluation of training conducted by the Tanjung Perak Surabaya Main Kesyahbandaran Office through two stages of evaluation, namely evaluation of the process and evaluation of results is not sustainable and its implementation is only at the training site, and is not accompanied by a follow-up on how to apply the skills that have been obtained in an effort to utilize the skills that are truly mastered professionally.

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