

Technical Guidance For Improving The Quality Of Private Skills And Training Institutions In Karanganyar Synergize, Innovate, And Accreditate

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kirim: 29 Nopember 2025 di terima: 27 Maret 2026 di publikasikan: 30 Maret 2026

DOI: <https://doi.org/10.47942/jpttg.v5i3.1793>

Abstrak : Angkatan tenaga kerja yang tinggi dengan penyediaan lapangan yang terbatas menuntut Lembaga Pendidikan dan Pelatihan harus bisa menyiapkan tenaga kerja yang betul-betul siap kerja yang mampu menjawab tuntutan masa depan, untuk itu tim pelaksana kegiatan pengabdian masyarakat ini menyelenggarakan bimbingan teknik untuk meningkatkan kualitas sehingga mempunyai akreditasi yang diakui dunia usaha dan industri. Adapun kegiatan Pengabdian Kepada Masyarakat ini bertujuan memberikan bimbingan teknis dalam pencapaian akreditasi lembaga sehingga benar-benar berkualitas baik dengan pemberian pengetahuan dan ketrampilan kepada para peserta terutama administrasi lembaga dalam memenuhi 8 kriteria standar akreditasi. Lembaga Pelatihan Kerja yang belum terakreditasi dilakukan pendataan berikut pemberian pengarahan pemanfaatan akreditasi yang bisa meningkatkan kualitas tingkat nasional yang berguna dalam menciptakan peserta didik yang mumpuni. Hasil yang diperoleh dalam bimbingan teknis ini didapat sebanyak 35 lembaga yang aktif, resmi dan berijin dari Dinas Sosial dan Tenaga Kerja, baru kurang lebih 15 lembaga yang baru terakreditasi, antusias dari lembaga pelatihan kerja dalam memperoleh akreditasi sangat kuat sehingga mengikuti bimtek dengan sungguh-sungguh sampai selesai pelaksanaan bimbingan teknis ini, tidak sampai disini bimbingan ini akan berlanjut diberikan tim pelaksana sampai betul-betul diperoleh hasil yang optimal.

Kata Kunci : Bimbingan teknis, akreditasi, berkualitas, lembaga pelatihan kerja

Abstract : The high labor force with limited job opportunities demands that Education and Training Institutions must be able to prepare a truly work-ready workforce that is able to answer future demands, for that reason the implementing team of this community service activity held technical guidance to improve quality so that it has accreditation recognized by the business world and industry. The Community Service activity aims to provide technical guidance in achieving institutional accreditation so that it is truly of good quality by providing knowledge and skills to participants, especially institutional administration in meeting 8 accreditation standard criteria. Unaccredited Job Training Institutions were recorded and given guidance on the use of accreditation that can improve national level quality which is useful in creating qualified students. The results obtained in this technical guidance were obtained as many as 35 active, official and licensed institutions from the Social and Manpower Office, only approximately 15 institutions have just been accredited, the enthusiasm of job training institutions in obtaining accreditation is very strong so that they follow the technical guidance seriously until the completion of this technical guidance implementation, not only here this guidance will continue to be provided by the implementing

team until optimal results are truly obtained.

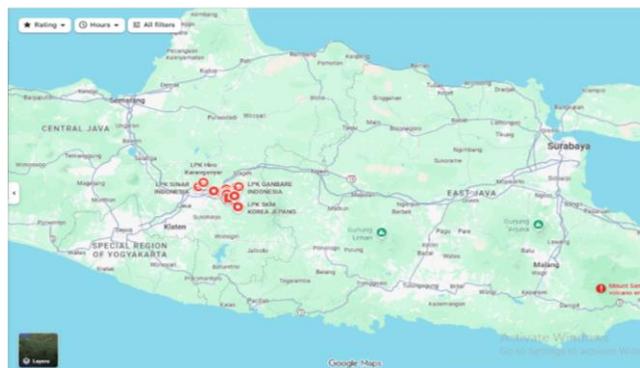
Keywords: Technical guidance, accreditation, quality, job training institutions

Introduction

According to data from the Central Statistics Agency (BPS), the number of unemployed in Indonesia in August 2025 was recorded at 7.46 million people, or 4.85% of the workforce. This figure represents a slight decrease compared to August 2024 (7.47 million people), but an increase compared to February 2025 (7.28 million people)...(Ketenagakerjaan & Redaksi, 2023).

Education is a very basic and fundamental need for all children of the nation to be able to realize a noble ideal that we all dream of, namely the creation of a just and prosperous society, both physically and spiritually, based on Pancasila and the 1945.(1945, 1945) Constitution, because education can lead the nation's children to maturity which is expected to be able to produce an independent and skilled generation to face the future equipped with adequate knowledge.

A Job Training Institute (LPK) is a non-formal educational institution that equips students with a variety of knowledge, insights, skills, and ethics. To develop human resources, it must be systematic, planned, and directed to ensure the quality of human resources aligned with their competencies....(Dan et al., 2023)..



Picture 1. Map of the Distribution of Job Training Institutions in Karanganyar Regency

Specific data on the number of workers in Karanganyar Regency is not available in detail in the search results, but the total population is recorded at 939,808 in 2021. Potential workers exist in various sectors such as industry, agriculture, tourism, fisheries, and trade. Based on this large workforce, Vocational Training Institutions play a crucial role in creating a qualified and work-ready workforce..(Karanganyar, n.d.)..

The Job Training Institutes in Karanganyar Regency are Private Job Training Institutions (LPKS) with expertise in makeup and beauty, hairdressing, fashion (sewing), automotive engineering, welding, English, hospitality, and other areas within the Karanganyar region. According to records from the Karanganyar Regency Social and Manpower Office, there are approximately 35 registered and active LPKS.

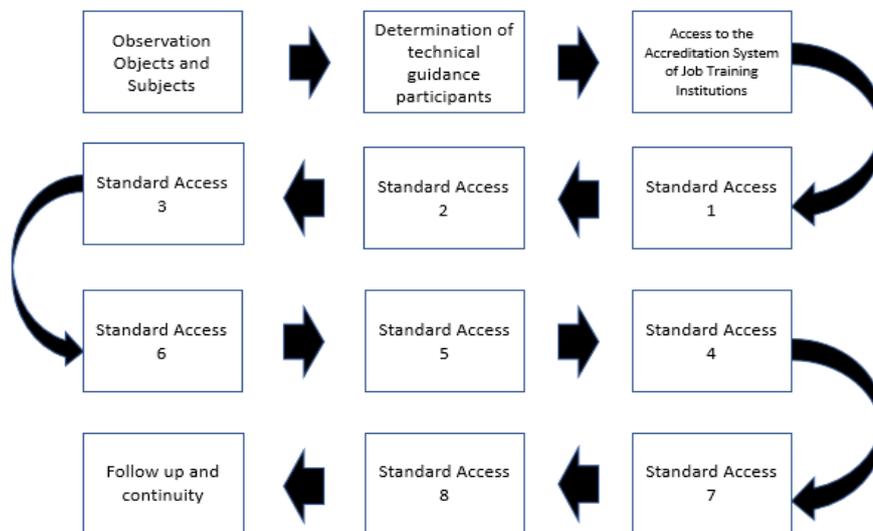
Based on this, the Karanganyar Regency Private Vocational Training Institute (LPKS)

participates in reducing unemployment in the regency and surrounding areas by organizing community education and training activities annually.

By providing Technical Guidance for Quality Improvement, the Karanganyar Private Vocational Training Institute (LPKS) is expected to synergize, innovate, and be accredited, and all institutions will be properly accredited, which will impact the creation of a competent workforce in their respective fields.

Method

The technical guidance provided by the community service implementers involves providing theory and practice. The theory covers basic knowledge and the importance of Job Training Institutions in improving quality through accreditation in accordance with government rules and regulations, ensuring the smooth and effective operation of the institutions.



Picture 2. Community Service Activity Flow

In carrying out this community service activity, previously held discussions with partners....(Timor, 2025) the community service implementer provided theory and practice as was done in the previous community service which was carried out in homestay technical guidance in Girikerto, Ngawi Regency, East Java Province, which had provided improvements and changes in mindset with the introduction of integrated practices.(Surakarta & Surakarta, 2024)

The mentoring process during the training involved a variety of technically designed and structured activities to ensure active participation from the teachers. The training consisted of three full days of activities tailored to the teachers' needs and abilities. (Dicky et al., 2024)

Result

Job training is provided by government-owned and/or private-sector job training institutions that have obtained permits to register their activities with the local government agency responsible for employment.

Data obtained through community service implementation during observations up to the 2025 fiscal year shows that in Karanganyar Regency, Central Java Province, there are approximately 35 private job training institutions with 11 training programs. These include programs in sewing, automotive, computers, foreign languages, driving, beauty, mobile phone engineering, welding, babysitting, nursing assistants, hospitality, and others. The aforementioned private job training institutions in Karanganyar Regency have obtained establishment permits from the Karanganyar Regency Manpower and Transmigration Office...(2003, 2003).

Many private job training institutions in Karanganyar Regency remain unaccredited due to numerous internal and external obstacles and barriers, making it difficult to foster innovation and creativity. Following this technical guidance, which included theoretical and practical accreditation applications to improve both the quality and quantity of training, the community service implementation team provided participants with the knowledge, skills, and attitudes necessary to prepare for their initial accreditation application.

Law number 13 of 2003 is a regulation that regulates employment in Indonesia. The definition of Job Training as written in Article 1 number 9 of the Manpower Law is all activities to provide, obtain, improve and develop work competencies, productivity, discipline, attitudes and work ethics at a certain level of skills and expertise according to the level and qualifications of the position or job so that it can be seen that job training aims to improve the quality of the workforce so as to advance national development...(Feladi & Lesmana, 2018).

In the national job training system as stipulated in the Government Regulation of the Republic of Indonesia Number 31 of 2006 concerning the National Job Training System, all job training institutions must refer to thi.(RI, 2006)..in organizing job training, the institution must have permission from the government as stipulated in the Regulation of the Minister of Manpower of the Republic of Indonesia Number 17 of 2016 concerning licensing and registration of Job Training Institutions.(RI, 2016a)...In implementing training, job training institutions must be accredited which shows the quality and progress of the institution as stipulated in the Government Regulation of the Republic of Indonesia Number 34 of 2006 concerning Accreditation of Job Training Institutions.(RI, 2016b)



Picture 3. Implementation of Technical Guidance Community Service Activities

The implementation activities for "TECHNICAL GUIDANCE FOR IMPROVING THE QUALITY OF PRIVATE TRAINING AND SKILLS INSTITUTIONS (LPKS) KARANGANYAR SYNERGIZE, INNOVATE AND ACCREDITATE, are as follows::

1. Access the link: Accreditation of Job Training Institutions (LA-LPK).

In this implementation, each LPKS in Karanganyar Regency is provided with guidance on how to access the link and register in accordance with the provisions and regulations stipulated by the Ministry of Manpower of the Republic of Indonesia.



Figure 4. Registration guidance at LA-LPK

2. Standard Access 1 (One)

In this Standard Access 1, the institution, in this case the institution's administrative operator, can enter data reports based on existing and previously conducted job training institutions, including:

Standard 1

- 1.1. A. TNA (Training Needs Analysis) Report
- B. TNA (Training Needs Analysis) Discussion Meeting
- 1.2. A. Copy of SKKNI
- B. Competency Unit Selection Meeting



Picture 5. Participants' Enthusiasm in Participating in Technical Guidance

3. Standard Access 2 (Two)

In this Standard 2 access, the institution, in this case the institution's administrative operator, can enter data reports based on existing and past work training programs, including:

Standard 2

- 2.1. A. PBK Program
- B. Curriculum
- C. Syllabus
- D. Lesson Plan and Session Plan
- E. OJT (On-the-Job Training) Curriculum
- 2.2. A. Curriculum Document, List of Theory and Practical Lesson Hours
- B. Training Ratio Document
- C. Annual Capacity Document
- 2.3. A. SOP Document and Curriculum Review Form
- B. Curriculum Review Report Document
- 2.4. A. Cooperation Agreement with Related Parties (MOU)
- B. SOP for Partnership Arrangements

4. Standard Access 3 (Three)

In this Standard 3 access, the institution, in this case the institution's administrative operator, can enter data reports based on existing and previously conducted job training institutions, including:

Standard 3

- 3.1. A. Textbook Module
- B. Training Materials (Practice)
- 3.2. A. SOP Documents
- B. Module Review Documents

5. Standard Access 4 (Four)

In this Standard 4 access, the institution, in this case the institution's administrative operator, can enter data reports in accordance with existing and previously conducted work training institutions, including:

Standard 4

- 4.1. A. Assessment Guidelines Document
- B. Assessment Materials
- C. Assessment Moderation Meeting (Student Graduation Discussion Meeting)
- D. Assessment Results Approval Document
- E. Special Needs Assessment Form (For Students with Special Needs/If Any)
- F. Assessment Review Document
- 4.2. A. Assessment Recording/Guidelines Document
- B. SOP Document and Appeal Form
- C. Assessment Results Summary Notes

6. Standard Access 5 (Five)

In this standard access, the institution, in this case the institution's administrative operator, can enter data reports in accordance with existing and previously conducted job training institutions, including:

Standard 5

- 5.1. A. Instructor Technical Qualification Document
- B. Training Methodology Qualification Document
- C. Instructor Checklist/Verification
- D. Instructor CV Document
- E. Instructor Job Description
- 5.2. A. Employee Job Description Document
- B. Admin and Management Requirements Document.

7. Standard Access 6 (Six)

In this Standard 6 access, the institution, in this case the institution's administrative operator, can enter data reports according to existing and previously conducted job training institutions, including:

Standard 6

- 6.1. A. List of Equipment and Machinery Owned by the LPK (Inventory List)
- 6.2. A. Building Ownership Status & Land Certificate
- B. Office Access / Floor Plan
- C. Classroom Access
- D. Practice Room Access
- E. Supporting Infrastructure Access
- 1) Restroom Access
- 2) Worship Place Access
- 3) Security Regulations Access
- 4) List of Equipment Used
- 5) Inventory Book
- 6) Assembly Point / Directions
- 7) Equipment Maintenance Schedule

8. Access Standard 7 (Seven)

In this Standard 7 access, the institution, in this case the institution's administrative operator, can enter data reports according to existing and past work training institutions, including:

Standard 7

- 7.1 A. Permit Documents/OSS Verification
- B. Student Code of Conduct
- C. New Student Admissions SOP
- D. Brochures, Website, Social Media
- E. Processes and Procedures
- 1) New Training Programs

- 2) Industry & Community Involvement
- 3) Curriculum Review
- 4) Module Review
- 5) Employee Recruitment
- 6) Employee Quality Verification
- 7) Equipment Procurement
- 8) Financial Governance
- 9) Assessment Material Review
- 7.2 A. Quality Training Process
 - B. Training Process Flowchart
 - C. Monitoring & Evaluation Process
- 7.3 A. Vision and Mission Document
 - B. Work Plan Document
- 7.4 A. LPK Organizational Structure
 - B. Job Descriptions for All Positions
- 7.5 A. Internal Audit SOP / Management Review
 - B. Evaluation Process
 - 1) LPK Management Process
 - 2) Curriculum Development
 - 3) Module and Material Development
 - 4) Training Process Evaluation
 - C. Procedure Evaluation
 - 1) Student Feedback
 - 2) Instructor Feedback
 - 3) Management Feedback
 - 4) Admin Staff Feedback
 - 5) Stakeholder Feedback



Picture 6. Providing Instructions in Technical Guidance

9. Standard Access 8.

In this Standard Access 8, the institution, in this case the institution's administrative operator, can enter data reports according to existing and past data from the job training institution, including:

Standard 8

- 8.1. A. Funding Source Recording Document
B. Available Funds Budget Document
C. Operational Cost Document
- 8.2. A. Income and Expenditure Budget Document
B. Annual Financial Report Document
- 8.3. A. Unearned Revenue Protection System Document
B. Student Advance Receipts (Receipts)
C. Unearned Fee Refund SOP



Figure 7. Technical Guidance Participants Follow Carefully

Discussion

The implementation of this community service activity, reviews the participation of LPKS Karanganyar district which is included in HILLSI membership which has not been accredited, can improve the quality of nationally standardized training with a curriculum that is in accordance with the National SKKNI so that it becomes an independent, innovative and quality institution that can be relied upon by having good accreditation.



Picture 8. Synergy of Participants in Discussion Tasks

In this technical guidance, participants are taught how to register through the LA-LPK website and then prepare the necessary items for the accreditation process. This guidance

guides participants through online registration.

Each step must be carried out precisely, patiently, and thoroughly to avoid errors. Rules and regulations must be adhered to, and actual data must be prepared to avoid errors and ensure the data matches the facts and data provided by the job training institution.

In the accreditation of job training institutions established by the accreditation agency for training and employment institutions, there are eight standards that must be met if an institution is to obtain accreditation. Standard 1 (one) contains the TNA and the Indonesian National Work Competency Standards used. This is based on the institution having a training program that aligns with the SKKNI and the resulting world of work. Standard 2 (two) focuses more on the curriculum and syllabus, Standard 3 (three) emphasizes Textbooks and SOPs as teaching and learning guidelines, Standard 4 (four) focuses on assessment and institutional data guidelines, Standard 5 (five) focuses on instructor quality and employee job descriptions, Standard 6 (six) focuses on the institution's inventory and infrastructure, Standard 7 (seven) focuses on the institution's permits and vision and mission, Standard 8 (eight) achieves the Job Training Institution's funding sources, budget, and financial income.

Conclusion

The technical guidance activities in Community Service with the theme "IMPROVING THE QUALITY OF PRIVATE TRAINING AND SKILLS INSTITUTIONS (LPKS) KARANGANYAR SYNERGIZE, INNOVATE AND ACCREDITATE" can be concluded as follows :

1. A Vocational Training Institute is a non-formal educational institution whose primary goal is to provide a competent workforce.
2. A Vocational Training Institute must equip students with knowledge, skills, and attitudes.
3. A Vocational Training Institute must continually improve the quality of the teaching and learning process, consistently innovate, and collaborate with the business and industrial world.
4. A Vocational Training Institute must undergo the government's accreditation process as proof that the institution is active, legal, and of high quality, thus gaining public trust.

Acknowledgements

Improving the quality of LPKS must be continuously carried out to create and equip students after graduation with good knowledge, skills and attitudes, ready to work and enter the world of business and industry, all parties have facilitated the necessary needs, both the government, associations and industries that receive workers, for that we, the implementers of this community service activity, express our many thanks to those we mention below.

1. The Deputy Regent of Karanganyar Regency, who granted permission to implement the activity and permit the use of the pavilion building for this event.
2. The Head of the Social and Manpower Office and staff who facilitated this activity from beginning to end.
3. The Chairperson of the Regional Leadership Council of the Association of Indonesian Training Institutions, who opened the training.
4. The Chairperson of the Branch Leadership Council of the Association of Indonesian Training Institutions, who is responsible for implementing this training.
5. All parties whose names cannot be mentioned individually, for their moral and material

support.

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