
Management of Shirt Sewing Training Based on the Business and Industrial Sectors

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Abstract

This study aims to describe the management of shirt sewing training based on the Business and Industry Sectors (DUDI) at the Dessy Course and Training Institute (LKP) in Semarang Regency. The research method used is descriptive qualitative with data collection techniques in the form of observation, interviews, and documentation. The results of the study indicate that training management at LKP Dessy includes five main functions: planning, organizing, implementing, supervising, and evaluating. Planning is carried out systematically based on industry needs and refers to the Indonesian National Work Competency Standards (SKKNI). Organizing involves a clear division of tasks and the provision of adequate facilities. The implementation of training uses a variety of learning methods and strict evaluation of practices. Supervision is carried out by internal managers and external parties, including industry partners. Comprehensive evaluation includes assessment of the process, learning outcomes, and the impact of training on participants' work readiness. Supporting factors for the success of training include competent instructors, adequate facilities, and industry partnerships, while inhibiting factors include limited human resources and variations in participant abilities. Overall, this training program is effective in improving work competency and supporting workforce absorption in the garment industry.

Keywords: Business and Industrial Sectors, LKP, sewing shirts, training management

INTRODUCTION

Indonesia is currently still facing a very complex labor problem. The problem that often occurs is unemployment. According to (Mufida & Nasir, 2023) unemployment is a situation where a person who belongs to the labor force wishes to get a job but cannot get it. Unemployment occurs due to many interacting of the factors, one of which is the imbalance of the labor market, which is indicated by the applicant workforce far exceeding the required workforce. Indonesia's large population is one of the factors that cause unemployment because the number of labor force increases every year. The Open Unemployment Rate (TPT) in Semarang Regency in 2024 is 4.05% or around 30,375 people. One of the factors causing unemployment is the low quality of prospective workers so that they do not meet the criteria requested by the company. In addition, the mismatch between the ability of prospective workers and available job vacancies is also a factor in high unemployment.

Semarang Regency is one of the areas affected by the development and progress of the industrial sector, which makes Semarang Regency a center for the industrial sector in Central Java. The number of industrial companies in Semarang Regency is mostly engaged in the garment and textile industry (Dewi & Purnama, 2021). These companies are certainly able to contribute to economic development through the labor recruitment system. In textile and industrial companies, machine power and human power play an equally important role in the process of running the company's economy. So in recruiting prospective workers, a company must have its own criteria according to its needs for the survival of the company. This qualification is a problem because it is difficult for prospective workers to fulfill, which is why unemployment remains high in Semarang Regency.

Human resources is the overall potential of individuals, both physical and non-physical, including intelligence, skills, energy, emotions, and creativity, which can be utilized to achieve personal and organizational goals. Investment in HR development through strategic education and training will produce individuals who are competent, adaptive to the dynamics of technology, and productive in facing global challenges. Qualified human resources not only drive organizational performance, but also contribute to improving the quality of life of the community through access to education, health, and economic welfare. To achieve this, systematic human resources management is needed, including planning, developing, evaluating, and maintaining individual performance on an ongoing basis. As stated by (Asriyanti et al., 2024), human resource management is a strategic effort in managing human productivity through development programs that are aligned with the vision and goals of the institution or company effectively and efficiently.

Training and Course Institutions (LKP) constitute integral components of the non-formal education system, functioning as strategic entities that provide alternative educational pathways for the community. These institutions serve as vehicles for individual empowerment by delivering knowledge, functional skills, life competencies, and fostering positive attitudes essential for enhancing human capital. Their primary objectives encompass personal potential development, professional advancement, workforce readiness, entrepreneurial capacity-building, and the continuation of education to higher levels (Anggraeni *et al.*, 2024). With an emphasis on the acquisition of practical and applicable competencies, LKPs serve as instrumental agents in equipping learners with the ability to respond adaptively to the evolving challenges of the social, economic, and labor sectors. Through a holistic approach to individual empowerment, LKPs play a pivotal role in supporting national efforts to alleviate unemployment and reduce poverty. Beyond technical skill enhancement, these institutions instill values of professionalism, innovation, creativity, and accountability fostering the development of human resources capable of contributing effectively and efficiently to the attainment of organizational, industrial, and societal goals.

Semarang Regency has great potential in the garment industry, characterized by the large number of companies and MSMEs engaged in this field (Setyawan et al, 2022). This creates significant employment opportunities for the community, especially for those with sewing skills. Therefore, sewing training is an excellent option to implement in Semarang Regency, as it can equip the community with relevant skills needed by the fast-growing garment industry. By taking part in sewing training, the people of Semarang Regency can improve their competence and have a greater chance of gaining employment in the garment industry, which in turn will improve their economic welfare. Dessy Course and Training Institute is one of the non-formal education units organized for people who need provisions, skills, life skills and attitudes in developing themselves, developing professions, working and also independent businesses in the field of sewing. The

establishment of this institution was based on the number of industrial companies established in Semarang Regency. Dessy Course and Training Institute is under the auspices of the Semarang Regency Manpower Office and the Semarang Regency Education, Culture, Youth and Sports Office. Thus it can be concluded that LKP Dessy is an official institution in Semarang Regency that is expected to be able to create the best graduates who are competent in sewing.

Shirt is one of the type on clothing that has a high level of demand in the community. This causes the garment industry sector to produce many shirts to meet market needs. In addition, shirt clothing is considered to have a basic pattern that is relatively simple and easy to learn. This basic pattern can be a strong foundation for trainees to develop skills in making other clothing patterns, such as blouses, skirts, or pants (Saling & Zakaria, 2024). The need for skilled labor in the field of shirt sewing continues to increase along with the development of the garment industry. LKP Dessy as a training institution oriented to the needs of the labor market, sees this opportunity to contribute to improving the quality of human resources in the fashion sector. Therefore, LKP Dessy took the initiative to create a Shirt Sewing Training Program. This program is designed to provide participants with comprehensive knowledge and skills, ranging from sewing machine operation techniques to techniques for sewing shirt components according to industry standards. The curriculum is based on industry standards, so that graduates are expected to be able to immediately enter the workforce and adapt quickly. Thus, this training program not only provides benefits for individuals, but also for the garment industry as a whole.

METHOD

To research the topic “Management of Shirt Sewing Training Based on the Business and Industrial Sectors at LKP Dessy Semarang”, a qualitative research method was used because it is suitable for understanding the training management at LKP Dessy in depth. The purpose of this study was to describe training management and identify the inhibiting and supporting factors of training at LKP Dessy. The research uses a descriptive design to explore and clarify the social reality that occurs. The research location was at LKP Dessy, Semarang Regency, and was conducted on February 10-22, 2025, at 08.00-16.00.

The research subjects included the head manager, instructors, staff, and trainees who were purposively selected due to their direct involvement in the sewing training. Data were obtained from primary sources through in-depth interviews and observations with the subjects to understand their experiences and perceptions of the training program, as well as secondary sources in the form of documentation (Kusumastuti et al., 2025). Data collection techniques included direct observation of the training process, structured interviews with research subjects, and collection of relevant documents. Data validity was ensured through triangulation, extension of observation, and persistence of observation. Data analysis was conducted through data reduction, data presentation in descriptive form, and conclusion drawing and verification.

DISCUSSION

This study analyzes in depth the management process of shirt sewing skills training conducted at the Dessy Course and Training Institute (LKP), Semarang Regency. The study focused on the implementation of the five main functions of management, namely planning, organizing, implementing, monitoring, and evaluating in a series of training activities based on the needs of the Business and Industrial Sectors (DUDI). The training aims to produce graduates who not only have technical sewing skills, but are also able to adapt to the competitive working standards of the garment industry. Through a structured and systematic managerial approach, the training is directed so that participants acquire relevant, applicable, and work-ready work competencies. The training is thus part of a strategy to empower local human resources to improve labor competitiveness and reduce unemployment, particularly in the garment industry and apparel production. LKP Dessy was established in 2003 as a response to the community's need to acquire sewing skills amidst the rapid development of the garment industry sector in Semarang Regency. The institution has been accredited and runs its operations from 08.00 to 16.00 WIB by implementing strategic management that includes environmental observation, strategy formulation, program implementation, and evaluation to ensure the relevance of training to industry needs. With a professional approach and adequate facilities, LKP Dessy is committed to not only improving the technical skills of participants but also contributing to the regional

economy through the provision of skilled labor that can meet the needs of the growing garment industry. (Purwanti & Pandansari, 2023).

In the planning aspect, LKP Dessy sets training objectives that focus on providing shirt-making skills to trainees. This is based on the consideration that shirts are a type of clothing with high and sustainable demand, both in the local and export markets. This product is not only the main need of the community, but also a commodity that is mass-produced by the garment industry due to its universal nature and applicability in various market segments. Therefore, shirt-making training is considered relevant and strategic to bridge the needs of the business and industrial sectors. The training curriculum was prepared referring to the Indonesian National Work Competency Standards (SKKNI) No. 177 of 2020 which includes aspects of workplace preparation, sewing machine operation, and seam finishing techniques (Purwanti & Pandansari, 2023). The learning method planning used lecture, demonstration, hands-on practice, question and answer, and edutainment approaches to create an interactive and fun training atmosphere. In addition, the media used were also tailored to the needs of the participants. Training modules, PowerPoint presentations (PPT), and educational videos are the main tools used in the training. This diversity of media allows participants with various learning styles (visual, auditory, or kinesthetic) to still understand the material well (Zai & Mulyono, 2022).

LKP Dessy applies a strict selection process in selecting instructors, taking into account technical competence, industry experience, and teaching ability (Badarani, 2024). Instructors recruited by LKP Dessy already have training methodology certification from BNSP. This certification is a guarantee that they have good pedagogical skills in delivering training materials to participants. In addition, work experience in the garment industry is also one of the main requirements so that instructors can teach skills that are relevant to the needs of the company. In addition, budget planning is also carried out thoroughly, starting from the procurement of tools and materials, participant consumption, housing for participants outside the region, to training certificates and job placements to ensure that all training needs can be met properly without hampering the program (Muzzayyin et al., 2024).

Based on the findings obtained through data triangulation from in-depth interviews, participatory observations, and documentation analysis, LKP Dessy shows the implementation of the organizing function which is carried out systematically, thoroughly, and based on the principle of operational efficiency in the implementation of its training program. This organizing aspect includes a series of key elements, ranging from the hierarchical and functional distribution of tasks and responsibilities, strengthening the capacity of human resources in management positions, to the provision of training facilities that directly support the smooth learning process. One institutional strategy that stands out in this context is the establishment of a training committee structure, where each member is given a mandate and task description that has been designed in a detailed and structured manner, reflecting the application of the division of labor principle in the management of educational organizations. This initiative is not only intended to ensure the effectiveness of cross-role coordination within the work team, but also to ensure that each individual has a comprehensive understanding of his or her domain of responsibility, which in turn encourages the optimization of personal contributions to the achievement of collective goals. In line with (Zaky, 2023) view, clarity in the distribution of roles and work accountability contributes significantly to improving overall team performance, as well as being an important determinant in the achievement of collective goals.

The Head of LKP Dessy, Mrs. Sri Sulastri, S.Pd explained that the division of tasks in the training organization structure was carried out as an effort to improve work efficiency and facilitate the implementation of activities. In this case, administrative staff have an important role in managing documents, taking care of the filing process, and handling budgets related to students. On the other hand, training instructors are given the main responsibility in delivering the teaching materials effectively, guiding participants in the learning process, and ensuring that they actually master the skills targeted in the training program. Not only that, the participant recruitment stage has also been well organized, where public relations staff are given the responsibility to disseminate information about the training program, select prospective participants, and establish communication with relevant external parties. This structured division of tasks reflects a professional and result-oriented work system, where each individual in the training organization plays a mutually supportive and complementary role in order to achieve the ultimate goal of the program, which is the overall improvement of trainees' competencies (Ji & Yan, 2020).

The facilities provided are one of the important aspects in the organization carried out by LKP Dessy, along with the division of tasks and preparation of human resources. Facility readiness is proven to have a significant influence on the comfort of participants and the effectiveness of the learning process (Agustin, 2024). Realizing this, before the training begins, LKP Dessy proactively arranges the training room so that the learning environment is more conducive and conducts a thorough check of the main equipment such as sewing machines. To ensure that all machines are in optimal condition, LKP Dessy collaborates with expert mechanics from outside the institution who are responsible for checking and repairing problematic machines. In addition, the provision of training materials and tools, such as fabric, thread, and stationery, has also been done in advance so that participants can immediately practice the skills taught without logistical obstacles. These steps reflect careful planning and organization, where every supporting element of the training has been carefully prepared. The combination of a structured division of tasks, the readiness of managers, and the availability of adequate facilities enabled the training to run systematically and in accordance with the set objectives. However, the success of this organizing system depends not only on technical aspects, but also on coordination and communication.

Training implementation at LKP Dessy is the core stage in the program management cycle, where the plans that have been prepared begin to be implemented in a real and systematic manner. This stage includes recruitment of participants, implementation of training, and evaluation of learning outcomes, and requires coordination, supervision, and periodic evaluation so that program objectives can be achieved effectively (Widiyanto et al., 2025). Recruitment is carried out through various socialization strategies, especially through social media such as Facebook, Instagram, TikTok, and WhatsApp, which are considered effective in reaching participants widely and economically (Setiawan & Susanty, 2022). In addition to promotion by the institution, alumni also play a role in disseminating training information, reflecting community involvement and LKP Dessy's success in building networks with its graduates. Participant selection includes interviews, color blindness and vision tests to ensure participants are prepared and have no barriers to learning to sew (Sidiq, 2021). LKP Dessy also works closely with the HRD of partner companies to ensure that participants are accepted according to industry standards, so that they are able to understand professional recruitment procedures and are better prepared to enter the workforce after training.

After recruitment, the training was implemented according to an intensive two-week schedule, from Monday to Saturday, with long daily training sessions. Instructors used various methods such as lectures, demonstrations, hands-on practice, tutorials and edutainment to create a fun and effective learning process (Jannah & Shofiyah, 2024). Learning media such as projectors, whiteboards, educational videos, and supporting modules are provided to strengthen participants' understanding (Simanullang et al., 2024). Complete facilities are also prepared, including a practice room with sewing machines that have been inspected by expert mechanics and housing for participants from outside the region, to overcome geographical barriers and comfort during the training (Simanjuntak, 2024). In the final stage, a practice-based assessment is conducted, with a test to sew shirts within a certain time limit to measure the participants' real skills (Martha, 2021). During the entire implementation process, managers play an important role in ensuring the activities run smoothly and providing motivation to participants, especially for those who have difficulty adapting to the rhythm of the training (Setiyaningrum & Arinaningsih, 2023). With a structured implementation system and support from various parties, LKP Dessy is able to create a learning environment that is conducive, relevant to industry needs, and oriented towards tangible skill outcomes.

Supervision in the context of training management is a strategic component that not only functions as an operational control mechanism, but also as an evaluative instrument to ensure program implementation in accordance with established quality standards (Chantica et al., 2022). At LKP Dessy, the supervisory function is implemented periodically and in layers through the active involvement of the institution's leadership and management team, who directly monitor the dynamics of learning implementation, the effectiveness of the methodology applied by instructors, as well as the participation and discipline of participants during the training process. Not limited to internal monitoring, the control system is strengthened through cross-sector collaboration with influential external parties, including the Human Resource Development (HRD) of strategic partner companies, the Regional Technical Implementation Unit (UPTD) of Bergas Subdistrict, and the Semarang Regency Education Office through the Community Education sector. This multi-stakeholder involvement not only adds legitimacy to the supervision process, but also ensures that the substance and implementation of the training remain within the corridor of relevance to the real needs of the industry as well

as compatibility with the national non-formal education policy framework. Thus, the supervision system at LKP Dessy functions as both a control and adaptation tool, allowing the institution to maintain the professionalism of the training while remaining responsive to the needs of the industry.

In the practice of implementation, supervision in LKP Dessy includes interrelated technical and nontechnical dimensions. In the technical aspect, supervision is carried out on the application of learning methods such as lectures, demonstrations, hands-on practice, and edutainment approaches used by instructors, including the readiness and feasibility of supporting facilities such as sewing machines, teaching modules, and visual aids. Meanwhile, the non-technical aspect focuses on monitoring the attendance, discipline, and motivation of participants, considering that consistency of participation is a key indicator in achieving training success. When obstacles arise in the learning process (both individual and systemic) the manager not only acts as an administrative supervisor, but also appears as a facilitator and motivator who bridges communication between participants and instructors, and creates a supportive and conducive learning atmosphere. This personal approach by the manager reflects a humanistic management orientation, where interpersonal relationships become an important medium in maintaining the continuity of the teaching-learning process effectively and sustainably (Chantica et al., 2022).

Evaluation is a crucial stage in training program management, as it serves both as a benchmark for goal achievement and a basis for making decisions regarding program improvement. In the context of LKP Dessy, evaluation is carried out comprehensively to ensure that each training component functions effectively and aligns with the needs of participants and labor market demands. The evaluation process includes a review of training materials and participant comprehension, during which instructors assess the material before proceeding to the next stage and provide support to those who have not yet met the required competencies (Raihan et al., 2024). In addition, instructor performance is evaluated by program administrators through direct classroom observation to ensure that the teaching methods and media used are appropriate and effective in delivering the content (Kamarudin et al., 2024). Evaluation also covers the condition of training facilities and infrastructure, such as sewing machines, supporting tools, and the comfort of the training space, to prevent technical issues from disrupting the learning process (Noviar et al., 2025). Therefore, evaluation is not merely an assessment activity but also a reflective process involving a thorough analysis of every aspect of the training program (Panjaitan et al., 2023).

The entire learning system is also subject to evaluation in order to ensure the effectiveness of the training program implementation. This evaluation includes a review of participant-instructor interactions, the effectiveness of teaching methods, and the flexibility of the system in adapting to participants' needs (Laila, 2024). LKP Dessy actively adjusts its learning strategies whenever obstacles or mismatches are identified during the implementation process. In addition to evaluating the training process, the outcomes and impacts of the program are assessed through theoretical and practical tests to determine the extent to which participants have mastered sewing skills and are prepared to enter the workforce or establish their own businesses. Evaluation is conducted periodically throughout the program and at its conclusion to assess participants' overall readiness (Kholik & Sembiring, 2022). Furthermore, evaluation does not cease upon graduation; LKP Dessy also implements post-training assessments through alumni monitoring. Ongoing communication with graduates helps determine how well the acquired skills are applied in real-world settings and whether the training has had a long-term positive impact. This comprehensive evaluation process reflects LKP Dessy's strong commitment to delivering quality training that emphasizes sustainability and lasting benefits.

Overall, the shirt sewing training at LKP Dessy showed success in improving participants' skills and opening opportunities for them to enter the workforce or start a business independently. This success is inseparable from various supporting factors, such as high instructor competence, strategic partnerships with the garment industry, a family approach in the learning process that creates a conducive learning atmosphere, and the availability of adequate facilities and infrastructure. In addition, the implementation of systematic training management based on industry needs is a major strength in maintaining the relevance and quality of the program. Nevertheless, this training still faces several challenges, including limited human resources in terms of the number of instructors, less varied training materials, differences in the basic abilities of participants that hinder the uniformity of the learning process, and excessive repetition of material without adequate innovation in teaching methods. Therefore, although this training has had a positive impact, there needs to be a continuous effort to overcome the existing obstacles so that the effectiveness and sustainability of the training program can continue to be improved.

CONCLUSION

This study concludes that the implementation of shirt sewing training management at the Dessy Course and Training Institute (LKP) in Semarang Regency has implemented the five main functions of management integratively, namely planning, organizing, implementing, supervising, and evaluating, all of which are designed to answer the demands of the Business and Industrial Sectors (DUDI). Training planning oriented towards the Indonesian National Competency Standards (SKKNI), selection of certified instructors, use of varied learning methods, and continuous evaluation of training processes and outcomes show that training management at LKP Dessy is not only technical, but also strategic and adaptive to the dynamics of the labor market. These findings demonstrate the effectiveness of the industry needs-based vocational training management model as a contextual approach in reducing the workforce competency gap and improving community work readiness. Theoretically, this research contributes to the development of non-formal education management studies, especially in expanding understanding of the practice of managing training based on work competencies and industrial partnerships, as well as enriching the literature on the relationship between vocational education and local economic development.

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