

IMPLEMENTATION OF WORK SKILLS LEARNING IN THE PROGRAM CAREGIVER TRAINING AT LPK HAINARA GAKUIN, BENGKULU CITY

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Abstract

This study aims to describe the implementation of work skills learning in the Caregiver Training Program at the Hainara Gakuin Job Training Institute (LPK) in Bengkulu City. The research focuses on the implementation of learning methods, the use of media and learning resources, educational interactions between instructors and participants, and the implementation of learning evaluations. This study uses a qualitative approach with descriptive methods. Data collection techniques were conducted through in-depth interviews, observation, and documentation studies. Research informants consisted of managers, instructors, and caregiver training participants. Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions. The results showed that the learning methods used included lectures, demonstrations, direct practice, questions and answers, and repetitive exercises (drills) tailored to the characteristics of the work skills material. Learning media utilized included projectors, laptops, and audio-visual media, while learning resources came from caregiver books, training modules, and the instructors' direct experiences. Educational interactions between instructors and participants were two-way and supported active participant participation in learning. Learning evaluation was conducted through theory and practical exams, but the practical assessment was not yet equipped with a systematic written assessment instrument.

Keywords: workskills, learning, caregiver training

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pembelajaran keterampilan kerja pada Program Pelatihan *Caregiver* di Lembaga Pelatihan Kerja (LPK) Hainara Gakuin Kota Bengkulu. Fokus penelitian meliputi pelaksanaan metode pembelajaran, penggunaan media dan sumber belajar, interaksi edukatif antara instruktur dan peserta, serta pelaksanaan evaluasi pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan studi dokumentasi. Informan penelitian terdiri atas pengelola, instruktur, dan peserta pelatihan caregiver. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa metode pembelajaran yang digunakan meliputi ceramah, demonstrasi, praktik langsung, tanya jawab, dan latihan berulang (*drill*) yang disesuaikan dengan karakteristik materi keterampilan kerja. Media pembelajaran yang dimanfaatkan meliputi proyektor, laptop, serta media audio visual, sedangkan sumber belajar berasal dari buku caregiver, modul pelatihan, dan pengalaman langsung instruktur. Interaksi edukatif antara instruktur dan peserta berlangsung secara dua arah dan mendukung partisipasi aktif peserta dalam pembelajaran. Evaluasi pembelajaran dilakukan melalui ujian teori dan ujian praktik, namun penilaian praktik belum dilengkapi dengan instrumen penilaian tertulis yang sistematis.

Kata kunci: keterampilan kerja, pembelajaran, pelatihan bagi pengasuh

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INTRODUCTION

According to PP Number 31 of 2006 concerning the National Job Training System, 2006. Job training is the overall activity to provide, acquire, improve, and develop work competency, productivity, discipline, attitude, and work ethic at a certain level of skill and expertise according to the level and qualifications of the position or job. Job training institutions are government agencies, legal entities, or individuals that meet the requirements to provide job training. Job Training Institutions (LPK) are places that function to provide training to improve a person's abilities and competencies, according to what is needed in the labor market. The goal of the Professional Skills Training Institute (LPK) is to develop a skilled, competitive, and work-ready workforce through competency-based training programs. These programs encompass technical and managerial training, as well as specialized skills development aligned with industry developments. Furthermore, LPK frequently collaborates with governments, companies, and educational institutions to ensure the training curriculum aligns with the latest standards and needs (Marjani Sultan, 2022). LPK can also provide officially recognized certificates, enhancing the credibility of its graduates in the workforce (Nuraeni, 2019).

Today, the world's aging population continues to increase as life expectancy increases and birth rates decline, creating significant challenges for long-term care providers. In Japan, the aging population is reaching a crisis point: according to data from the Japanese Ministry of Internal Affairs and Communications, the proportion of people aged 65 and over will reach 29.4% of the total population by September 15, 2025. This high proportion of elderly people creates a significant need for caregivers capable of assisting them in their daily activities. Furthermore, the increasing elderly population in Japan reinforces the urgency of attracting foreign caregivers to support Japan's kaigo system (Tokyo Antara, 2025).

The Indonesian Ministry of Health (Kemenkes) and the Japan International Cooperation Agency (JICA) have initiated a technical collaboration through the "Project for Enhancing Caregiver (Kaigo) Competency" to address the need for caregivers in Japan and to increase the capacity of elderly care human resources in Indonesia. According to Dr. Yuli Farianti (Director General of Health Human Resources, Ministry of Health), this collaboration is essential because Japan desperately needs caregivers who are not only technically competent but also adapt to Japan's highly professional and standardized "kaigo" system (Tokyo Antara, 2025). Therefore, many Indonesian workers want to work in Japan, especially in the kaigo sector because it has broad job opportunities, so there is a need for job training institutions (LPK) capable of providing caregiver training.

Based on this background, this study aims to describe the implementation of work skills learning in the Caregiver Training Program at LPK Hainara Gakuin, Bengkulu City, specifically reviewed from the aspects of learning methods, learning media, learning resources, educational interactions, and forms of learning evaluation.

METHODS

This research uses a qualitative approach with a descriptive method. This approach was chosen to obtain an in-depth overview of the implementation of work skills learning in the Caregiver Training Program. The research subjects consisted of caregiver training managers and instructors at the Hainara Gakuin LPK in Bengkulu City. Data collection techniques were conducted through in-depth interviews, observation, and documentation. Interviews were used to gather information about the learning process, methods, media, and evaluation applied. Observations were conducted to observe closely, Direct implementation of learning in the

classroom and in the practice room. Documentation is used to supplement data in the form of training schedules, modules, and photos of learning activities. Data analysis techniques were carried out through data reduction, data presentation, and conclusion drawing. Data validity was maintained through triangulation of sources and techniques.

RESULTS AND DISCUSSION

Results

Implementation of Work Skills Learning Methods

The research results show that the work skills learning methods applied in the *Caregiver Training Program* at LPK Hainara Gakuin include lectures, demonstrations, hands-on practice, questions and answers, and drills. Lectures are used to convey basic concepts of elderly care, while demonstrations are conducted by instructors before participants begin the practice. During the practice phase, participants practice care procedures directly with the instructor's guidance. The instructor provides direction, correction, and re-examples if participants make mistakes. Practice is repeated until participants can execute the procedure correctly.

Furthermore, coercion and hands-on practice are the primary methods in caregiver training. The instructor first demonstrates standard elderly care procedures, then asks students to implement them directly under the instructor's guidance and supervision. Practice is conducted in shifts so that all participants have an equal opportunity to apply the skills learned. With this combination, trainees not only gain theoretical knowledge but also have the opportunity to interact, share experiences, and teach those skills (Ulfasari & Khairi, 2024).

Use of Media and Learning Resources to Support Learning

The results of the study indicate that the learning media used included projectors (infocus), laptops, instructional videos, and visual media. These media were used to display materials, work procedures, and examples of elderly care practices. Learning resources included *caregiver* books from the Japan Foundation, SKKNI-standardized training modules, and the instructors' hands-on experience. Furthermore, various practical equipment was available, such as wheelchairs, patient beds, blood pressure monitors, thermometers, adult diapers, and other care aids.

Furthermore, audiovisual and videovisual media are also used in the learning process. These media serve to present concrete examples of eldercare activities, including simulations of caregiver actions, how to communicate with the elderly, and work procedures that align with Japanese caregiver practice standards. Through audiovisual media, participants can directly see and hear examples of correct practices, thereby helping to improve understanding and retention of the material. Learning media are tools used to convey learning messages, thereby stimulating students' thoughts, feelings, attention, and interest in the learning process (Rusman, 2021).

Educational Interaction between Instructor and Participants

The research results showed that the educational interaction between the instructor and participants was two-way. The instructor provided explanations, posed questions, and gave participants the opportunity to ask questions and express their opinions. During the practice, the instructor provided direct guidance, error correction, and immediate feedback. Participants were seen actively responding to instructions and following directions throughout the learning process.

Instructors don't just deliver material. in a one-way manner, but also provide opportunities for participants to ask questions, discuss, and share their opinions and learning experiences. This interaction is conducted actively and continuously, so that participants are directly involved in the learning process and the classroom atmosphere becomes more lively and conducive.

This is also supported by the opinion expressed by Uno and Mohamad (2017), who emphasized that good educational interaction is characterized by a reciprocal relationship between educator and student, where both influence each other in achieving learning objectives. In the context of skills training, educational interaction is crucial because it allows participants to gain deeper understanding through questions and answers, discussions, and hands-on practice.

Learning Evaluation

The research results show that learning evaluation is conducted through theory and practical exams. The theory exam is conducted in writing to measure participants' understanding of the material. The practical exam involves participants practicing maintenance procedures in front of an instructor. Practical assessment is based on the instructor's direct observation of participants' ability to carry out work procedures. However, practical assessment has not been equipped with a systematic written assessment instrument.

However, the practical exam in the Caregiver Training Program at LPK Hainara Gakuin is currently still conducted based on direct instructor observation without the use of standardized written assessment instruments. Assessment relies entirely on the instructor's subjectivity and experience in assessing whether participants have understood and are able to correctly execute work procedures.

Therefore, the final exam, conducted through hands-on practice, provides a comprehensive overview of participants' learning success. This exam serves not only as a means of determining graduation but also as a means of ensuring participants' readiness to enter the workforce as professional caregivers. Based on these findings, it can be concluded that the practical exam is a relevant and effective form of evaluation for measuring the competency achievement of caregiver training participants at LPK Hainara Gakuin.

Discussion

The Implementation of Work Skills Learning in the Caregiver Training Program at LPK Hainara Gakuin, Bengkulu City, shows that the implementation of the learning method has combined theory and practice in an integrated manner. The lecture method serves to build conceptual understanding, while demonstration and practice directly trains participants' psychomotor skills. The use of the drill method strengthens mastery of work skills through repeated practice. This combination of methods supports the characteristics of job training, which emphasizes applicative and gradual mastery of competencies, especially in practical methods. This opinion is reinforced by Kamil Mustofa (2012), who explains that job training requires the application of practice-oriented learning methods (learning by doing). Furthermore, according to Sanjaya (2016), the drill method helps students achieve a high level of skill when applied in a focused manner and accompanied by feedback from the instructor.

Furthermore, the learning media used in the implementation of the Caregiver Training Program at LPK Hainara Gakuin in Bengkulu City has been adapted to technological developments and the learning needs of participants. Learning media are tools used to convey learning messages

so they can stimulate students' thoughts, feelings, attention, and interests in the learning process (Rusman, 2021). The use of these learning media aims to help students understand the material more clearly, engagingly, and contextually, both in theory and practice. Additionally, audio-visual and video-visual media are also used in the learning process.

Furthermore, the primary learning resource used was a Japanese book on caregivers, compiled and published by relevant institutions such as the Japan Foundation. This book was deemed relevant because the material presented illustrates work standards, elderly care procedures, and the work culture of caregivers in Japan. This finding is supported by a similar opinion expressed by Caffarella and Daffron (2021), who stated that learning resources in skills training programs need to be tailored to the characteristics of adult participants, training objectives, and workplace needs. Furthermore, learning modules based on the National Skills Standards (SKKNI) were also used as supporting learning resources. The findings also indicate that the instructors' direct experience Those who have worked in Japan as caregivers are a crucial learning resource in the training process. Instructors use this experience to provide real-life examples, demonstrate how caregivers work in Japan, and explain situations and challenges participants might face in the workplace. This finding aligns with Kolb's (2020) opinion, which states that effective learning occurs when participants learn through direct experience (experiential learning).

Research findings indicate that instructors at LPK Hainara Gakuin in Bengkulu City have consistently and continuously implemented educational interactions with training participants in the learning process. These educational interactions are established through two-way communication between instructors and participants, both during the delivery of theoretical material and during practical elderly care activities. In the context of modern learning, the quality of instructor-participant interactions significantly influences participant engagement and well-being, which in turn influences learning outcomes. Instructors not only deliver material in a one-way manner but also provide opportunities for participants to ask questions, discuss, and share their opinions and learning experiences. These interactions are carried out actively and continuously so that participants are directly involved in the learning process and the classroom atmosphere becomes more lively and conducive.

However, research findings also indicate obstacles in the learning process. The main obstacle encountered was the use of a foreign language in delivering the material, which required instructors to repeat and explain the material in greater depth to ensure participants understood it well. The findings of this study support Noe's (2017) opinion, which states that in competency-based training, barriers such as language barriers and participant attendance are common challenges. Therefore, training institutions need to anticipate these conditions by providing supporting strategies, such as reviewing materials, providing additional guidance, and providing access to learning resources that participants can use independently. This ensures that all participants have an equal opportunity to achieve the targeted competencies.

The final exam for caregiver training at LPK Hainara Gakuin is not a written test, but rather a hands-on practical exam. The previous evaluation used a pre-test and post test to gauge participants' understanding of the theory presented. In the practical phase, participants are divided into small groups of two, then take turns playing the roles of patient and caregiver. This exam format is designed to simulate real-life work conditions, allowing participants to directly demonstrate their abilities. implement elderly care procedures according to the standards learned during training.

In line with Mardapi's (2020) opinion, skills assessment in vocational education and training should be conducted through performance assessment, which involves directly observing participants perform a work task. This assessment allows evaluators to comprehensively assess the accuracy of procedures, tool use, and participant work attitudes. This aligns with research findings that instructors assess tool readiness, the accuracy of care steps, and participant attitudes during caregiver practical exams.

CONCLUSION

Based on the research results, it can be concluded that the implementation of work skills learning in the Caregiver Training Program at LPK Hainara Gakuin has been carried out by integrating theoretical and practical methods. The learning methods, the use of media and learning resources, and educational interactions between instructors and participants have supported the creation of an active and applicable learning process. Regarding the final exam, research results indicate that it is administered in a hands-on format, rather than a written exam. Participants are tested through a paired eldercare simulation, demonstrating their ability to realistically apply skills, work attitudes, and care procedures according to caregiver standards. This exam format is considered effective in measuring participants' work readiness.

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