

THE EFFECTIVENESS OF THE SEWING TRAINING PROGRAM AT THE VOCATIONAL AND PRODUCTIVITY TRAINING AGENCY OF SAMARINDA CITY IN IMPROVING COMMUNITY ECONOMIC SKILLS AND INDEPENDENCE

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Abstract

This study examines the effectiveness of the Sewing Training Program at BPVP Samarinda in strengthening participants' vocational skills and promoting economic self-reliance. Using a qualitative descriptive approach, data were gathered through interviews, observations, and documentation involving program managers, instructors, and trainees. Data analysis followed the Miles and Huberman interactive model, including data condensation, display, conclusion drawing, and verification through triangulation and member checking. Coding was conducted deductively based on Competency-Based Training (CBT), andragogy, and Maslow's motivation theory, and then refined inductively to generate stable categories. Findings indicate that the training plan was developed in alignment with SKKNI standards and local labor market demands, ensuring curriculum relevance. Implementation reflected CBT and adult learning principles through practice-oriented sessions, demonstrations, individualized guidance, and adaptive instructional strategies. Evaluation was conducted formatively and summatively, with most participants achieving targeted competencies. The program's impact is evident in improved technical proficiency, increased self-confidence, shifts in career orientation, and the establishment of home-based sewing businesses. However, strengthening facilities, enhancing business literacy, and expanding partnerships with industry and digital platforms remain essential for sustaining long-term empowerment outcomes.

Keywords: Training, community economic skills and independence

Abstrak

Penelitian ini mengkaji efektivitas Program Pelatihan Menjahit di BPVP Samarinda dalam memperkuat keterampilan vokasional peserta dan mendorong kemandirian ekonomi. Dengan pendekatan deskriptif kualitatif, data dikumpulkan melalui wawancara, observasi, dan dokumentasi yang melibatkan manajer program, instruktur, dan peserta pelatihan. Analisis data mengikuti model interaktif Miles dan Huberman, termasuk pengkondensasian data, penyajian, penarikan kesimpulan, dan verifikasi melalui triangulasi dan pengecekan anggota. Pengodean dilakukan secara deduktif berdasarkan Pelatihan Berbasis Kompetensi (CBT), andragogi, dan teori motivasi Maslow, kemudian disempurnakan secara induktif untuk menghasilkan kategori yang stabil. Temuan menunjukkan bahwa rencana pelatihan dikembangkan sesuai dengan standar SKKNI dan permintaan pasar tenaga kerja lokal, memastikan relevansi kurikulum. Pelaksanaan program mencerminkan prinsip CBT dan pembelajaran dewasa melalui sesi berorientasi praktik, demonstrasi, bimbingan individual, dan strategi instruksional adaptif. Evaluasi dilakukan secara formatif dan sumatif, dengan sebagian besar peserta mencapai kompetensi yang ditargetkan. Dampak program terlihat dalam peningkatan keterampilan teknis, peningkatan kepercayaan diri, perubahan orientasi karier, dan pendirian usaha jahit berbasis rumah. Namun, memperkuat fasilitas, meningkatkan literasi bisnis, dan memperluas kemitraan dengan industri dan platform digital tetap menjadi hal yang esensial untuk mempertahankan hasil pemberdayaan jangka panjang.

Kata kunci: pelatihan, Keterampilan ekonomi dan kemandirian komunitas

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INTRODUCTION

Human resource development is a strategic priority in Indonesia's national education system. One of the government's efforts is through strengthening vocational education and training that provides practical skills, expands employment opportunities, and improves community welfare (Zulkarnaen, 2024). Vocational education is an important path because it provides access to skills learning for people who want to enter the world of work or develop an independent business.

The Vocational and Productivity Training Center (BPVP) acts as an institution that organizes competency-based training according to the needs of the industry and the development of the creative economy sector. At BPVP Samarinda, the sewing training program is one of the leading vocational programs in the field of fashion technology. This training is intended for participants who need new skills (skilling), want to improve competence (upskilling), or switch to different skill fields (reskilling). The training curriculum is prepared based on the Indonesian National Work Competency Standards (SKKNI) so that participants can be equipped with skills that are in accordance with industry standards. This training emphasizes hands-on practice with a proportion of about 70% practice and 30% theory, to ensure participants actually master the necessary competencies (Arkam et al., 2022).

The implementation of the training is influenced by various factors, including the characteristics of the participants, motivation, and the quality of interaction with the instructor. The characteristics of the participants are an important factor because the majority of BPVP Samarinda participants are adults with diverse backgrounds, experiences, and learning needs. As adult learners, participants bring with them previous life experiences and skills that affect the way they receive new information, develop skills, and face practical challenges (Soraya & Muarifuiddin, 2025). Thus, the learning process cannot be one-way or overly theoretical, but must be experience-based, relevant to real needs, and allow participants to actively participate in practice.

Several previous studies in the field of Community Education and vocational training have shown that the success of skills training programs is not only determined by the material taught, but also by the learning approach, evaluation system, and relevance of the training to the economic needs of participants. A number of studies emphasize the importance of adult learning approaches in skills training, where participants are positioned as individuals who have prior learning experiences, practical goals, and needs that are contextual with daily life. This approach is considered to be able to increase the active participation of participants and accelerate the mastery of applicative skills. Previous research has also highlighted that the evaluation of vocational training programs needs to be carried out on an ongoing basis and not limited to the final assessment only. Evaluation during the training process is seen as important to ensure participants obtain timely feedback, while post-training evaluation is necessary to assess the extent to which the skills acquired are actually utilized in the participant's economic life. In addition, several studies show that vocational training has great potential in increasing the economic capacity of communities, especially when the training is designed according to the social context of participants and the employment opportunities available in the surrounding environment (Mustangin et al., 2021).

Although many studies discuss vocational training, studies that assess sewing training comprehensively, starting from planning, implementation, evaluation, to its impact on participants' economic independence are still limited. Previous research rarely used multiple perspectives (organizers, instructors, and participants) and rarely associated findings with relevant theoretical frameworks, particularly competency-based, andragogy, and motivational learning theories. Field factors such as variations in participant motivation, dominance of middle to upper age, limited facilities, and the need for collaboration with industry have also not been widely discussed (Novitasari et al., 2022).

This research is based on several relevant theoretical frameworks. First, Competency-Based Training (CBT) used by BPVP Samarinda in the preparation of a curriculum based on SKKNI. CBT emphasizes that the mastery of participants' competencies must be proven through real performance, so that training is designed with a more dominant proportion of practice than theory. This approach emphasizes the effectiveness of learning through hands-on experience and the suitability of competency standards with the needs of the world of work (Zulkarnaen, 2024).

Second, Knowles' Andragogi Theory emphasizes the importance of appropriate learning approaches for adult participants. This approach includes six main concepts, namely the need to know, self-concept, experience, learning readiness, learning orientation, and motivation. The application of the principles of andragogy encourages the learning process to be dialogical, reflective, and relevant to the participants' life experiences, thereby increasing participants' participation and involvement in training (Destiani et al., 2023). Third, the Motivation Theory adapted from Maslow and the Self-Determination Theory (SDT) emphasized that the motivation of the participants played a significant role in the success of the training. Maslow's theory highlights the need for participants to feel safe, valued, and achieve self-actualization, while SDT theory emphasizes that intrinsic motivation arises when participants feel autonomy, competence, and social connectedness with the instructor and fellow participants (Natusion et al., 2023). The application of motivation theory is relevant to overcome the issue of variation in participants' motivation and increase discipline, involvement, and seriousness in participating in training (Siswahyudi et al., 2022).

The scope of analysis in this study integrates four main aspects, planning, implementation, evaluation, and impact of the program on economic independence by utilizing empirical data obtained from organizers, instructors, and participants. Such an approach provides a more complete understanding of the effectiveness of sewing training at BPVP and allows for a thorough identification of technical and non-technical factors that affect the success of the program (Silamat et al., 2025). Based on this urgency, this study is directed to analyze the effectiveness of the Sewing Training Program at BPVP Samarinda in preparing a competent workforce and improving the skills and economic independence of participants. This study provides an assessment of the planning, implementation of training, evaluation mechanisms, and the impact of the program on participants' ability to work and develop a sewing business. In addition, this study also identifies barriers that arise during training as well as the need for follow-up support so that the skills acquired can be used sustainably.

METHODS

This study uses a qualitative approach with a descriptive method. A qualitative approach was chosen to describe the phenomenon of sewing training in depth and understand the subjective experiences of the instructors and participants. The descriptive method is used so that the research findings can be systematically compiled and provide an accurate contextual picture of the planning, implementation, evaluation, and impact of the training on the economic independence of the participants (Aprinawati & Pebriana, n.d.)

Based on a qualitative approach, informants were selected purposively. The BPVP Samarinda program coordinator was designated as a key informant because he understood the policy direction, SKKNI-based curriculum design, and the flow of training implementation. Sewing training instructors are the main informants because they are directly involved in the learning process, the application of a proportion of 30% theory and 70% practice, guidance strategies, and evaluation of participants' abilities. Meanwhile, several sewing training participants were selected as supporting informants to explore their experiences of participating in training, motivation, obstacles, and the impact of training on business opportunities. The criteria for informants include active involvement during the training period, readiness to provide information, and suitability of the role to the needs of the research. Data were collected through observation, semi-structured interviews, and documentation studies. Observations were carried out in the sewing practice room to observe the learning process, the dynamics of instructor-participant interaction, the readiness of facilities, and the application of competency-based learning principles. The instrument in the form of observation sheets was prepared based on the theory of Competency-Based Training (CBT) which emphasizes real performance, as well as Knowles' andragogy principles such as problem-solving orientation, learning experience, and autonomy needs of adult participants. Semi-structured interviews are used to dig up information from key, main, and supporting informants. The interview guide was prepared with reference to Competency-Based Training (CBT) theory to identify the application of competency standards in training, andragogy theory to assess the suitability of learning strategies with the characteristics of adult participants, and motivational theories (Maslow and Self-Determination Theory) to understand internal factors that affect participants' participation and engagement during training. This interview approach allows researchers to explore in depth the process of planning and implementing training, learning dynamics, participant experiences, obstacles faced, and the impact of training on economic independence after the program is completed. The documentation study was carried out to complete and verify the data through the training curriculum, SKKNI-based modules, attendance lists, photos of activities, practice assessment sheets, and program evaluation reports. Instruments in the form of document study guidelines were used to assess the suitability of the material with the needs of work skills and evidence of participants' learning outcomes.

Data analysis uses the Miles & Huberman (2018) model which includes: (1) data condensation, which is the initial coding process that is carried out deductively—based on the concepts of CBT, andragogy, and motivational theory—then enriched through inductive open coding until it reaches saturation; (2) the presentation of data in the form of a matrix or thematic network to map the relationship between categories; and (3) drawing and verifying conclusions through cross-source comparison and consistency of findings (Miles et al., 2018). The validity of the data is maintained by triangulation of techniques (observations, interviews, documents), triangulation of sources (managers, instructors, participants), member checking of key informants to ensure the accuracy of interpretation, and trail audits to track the analysis process transparently (Sa'adah et al., 2022). Research ethics are fulfilled through informed consent, confidentiality of informant identities, and the use of data solely for academic purposes. This

method allows the research to comprehensively capture the sewing training process and assess how competency-based training can improve the technical skills and economic independence of BPVP Samarinda participants (Endah et al., 2022).

RESULTS AND DISCUSSION

This study aims to analyze in depth the effectiveness of the Sewing Training Program at BPVP Samarinda in improving the skills and economic independence of the community. Based on the results of interviews with BPVP organizers, training instructors, and participants, it was found that sewing training not only functions as a means of transferring technical skills, but also becomes a learning process that involves motivational dynamics, adult learning readiness, and institutional support that affects the success of participants. These findings include four main aspects of program implementation, namely planning, implementation, evaluation, and impact that can be seen from how the program is designed, run, assessed its success, and perceived benefits by participants.

Field findings show that BPVP implements a competency-based training approach through a skilling, upskilling, and reskilling scheme based on SKKNI. Instructors play an important role in facilitating the learning process through intensive practical tutoring, while participants demonstrate a variety of backgrounds, learning orientations, and motivations that determine their achievements. In addition, the interviews revealed various factors that support and inhibit the implementation of the training, including the quality of facilities, limited resources, the need for post-training support, and the participants' expectations for business opportunities and industry collaboration.

The following are presented the results of the field findings and their discussion which are analyzed through the perspective of Competency-Based Training (CBT) theory, andragogy theory, and motivation theory in the context of vocational education and training.

Planning Internship

Planning of the Sewing Training Program at BPVP Samarinda is carried out systematically through several main stages, namely the analysis of training needs, the formulation of competency standards, the preparation of curriculum and training materials, the preparation of supporting resources, and the planning of participant recruitment strategies. This planning stage is prepared to ensure the compatibility between the needs of participants, the demands of the job market, and the goals of community economic empowerment. The first stage is the analysis of training needs, which is carried out by considering the socio-economic conditions of the community, the potential of the local creative economy sector, as well as job and business opportunities in the garment sector. This need analysis is the basis for determining the relevant types of skills to develop. This approach is in line with the principles of Competency-Based Training (CBT) which emphasizes that training should be designed based on the real competency needs needed in the world of work, not solely on theoretical material (Ridwan et al., 2023). The following are the results of field observations and documentation studies conducted by the researcher at the planning stage of the Sewing Training Program at BPVP Samarinda, especially related to the tutor's explanation of the objectives, program structure, and competencies that will be achieved by the participants, as shown in the following figure:



Figure 1. Tutor Explains Program Planning

The second stage is the formulation of competency standards and training objectives, which refer to the Indonesian National Work Competency Standards (SKKNI). The determination of SKKNI as a reference ensures that the targeted competencies have national legitimacy and are relevant to industry standards. In CBT theory, the determination of competency standards is a key element because the entire learning process, from materials, methods, to assessments, is directed to achieve measurable final competencies through performance (Sunarso & Paryanto, 2014). The third stage is the preparation of curriculum and training materials that are designed in stages, including basic to advanced materials such as fashion design, pattern making techniques, and the use of simple technology in clothing production. The curriculum is structured with a dominant proportion of practice to ensure participants have an applicative learning experience. This curriculum planning reflects the integration between competency standards, learning design, and assessment systems as emphasized in the CBT framework (Hartanto, 2020).

The fourth stage is participant planning and recruitment strategy, which is carried out openly through cooperation with the village, local communities, and the use of social media. Participants come from diverse backgrounds, such as housewives, job seekers, teenage dropouts, and individuals looking to switch skills. This diversity reflects the characteristics of adult learners. In the perspective of Knowles' andragogy theory, adult education planning needs to accommodate previous learning experiences, different learning objectives, as well as the need for learning that is relevant to real life. Inclusive recruitment patterns indicate that BPVP considers andragogy principles in the planning stage (Nur et al., 2025).

The fifth stage is the preparation of facilities, infrastructure, and supporting resources, including the availability of sewing machines, practical materials, learning modules, and learning spaces that support practice-based learning. In the principle of CBT, the learning environment must allow participants to interact directly with work equipment so that competence can be achieved through real performance. However, the limited number of instructors and some non-technical support facilities are still a challenge in program planning, as also found in research conducted by (Nihe et al., 2025) related to vocational training institutions. In addition, program planning is also directed at skilling, upskilling, and reskilling policies in response to labor dynamics. This orientation is in line with the concept of the adaptive training framework from (UNESCO-UNEVOC, 2022) which emphasizes the importance of flexibility and adaptation of training programs to changes in the labor market and technological developments. Elements of digitalization are starting to be considered in planning, such as the use of design applications and hybrid-based learning plans, which support strengthening participants' digital literacy (Febrian & Ashadimas, 2025).

From a motivational theory perspective, program planning that provides open access, tiered curriculum, and self-development opportunities reflects efforts to meet the basic needs of participants, particularly the need for economic security as described in Maslow's hierarchy of needs. In addition, the training design that provides space for participants to learn according to their respective rhythms supports the fulfillment of autonomy and competence needs in Self-Determination Theory (SDT). This shows that the motivational aspect has been considered from the planning stage. Thus, the planning of the Sewing Training Program at BPVP Samarinda has a clear and structured form, including needs analysis, determination of competency standards, curriculum preparation, participant recruitment, as well as resource preparation and policy orientation. The integration between CBT principles, andragogy theory, and motivational theory makes the planning of this program an important foundation for the implementation of vocational training that is relevant, adaptive, and oriented towards increasing the economic independence of the community.

Stage Of Implementation

The implementation of sewing training at BPVP Samarinda lasted for several weeks with a blended learning approach that combined theory and practice sessions. The delivery of the material is designed to ensure that participants understand the basic principles of sewing while being able to demonstrate skills in a concrete way. Instructors apply short lectures, demonstrations, practical exercises, and one-on-one tutoring. This learning model is in accordance with the concept of vocational education that places practical experience as the core of the skill mastery process (Megasari et al., 2025).

The structure of the training activities illustrates the application of the principles of Competency-Based Training (CBT). Learning activities are directed so that participants achieve competence gradually through repetitive and structured exercises. CBT requires participants to show real work so that the dominance of practice and the involvement of the instructor as a technical supervisor become an important element in the learning process. In the context of sewing training, this structure can be seen from various exercises such as making skirts, children's clothing, robes, as well as completing product details such as zipper installation and pattern alignment. The instructor provided technical explanations as well as monitored the work process of participants to ensure that the products produced met SKKNI-based competency standards.

The role of the instructor is relevant to the theory of andragogy which views adult learning as a process that requires mentoring that respects previous experiences, prioritizes problem-solving, and encourages independence. The majority of participants are in the adult age range so instructor guidance must be able to adapt to their needs. The interaction created through guided explanations, step-by-step demonstrations, and personal mentoring reflects the application of the principles of andragogy that emphasize the relevance of tasks, learning maturity, and collaboration in the classroom. The following are the results of the researcher's observation and documentation study on the implementation of sewing classes at BPVP Samarinda which reflect the learning process between instructors and participants during training, as can be seen in the following image:



Figure 2. Implementation of Sewing Classes at BPVP Samarinda

The implementation of the training shows the development of the technical skills of the participants in real terms. Many participants who initially did not know the basic techniques of sewing were then able to produce a suitable product after a few weeks of training. These developments are reinforced by a conducive learning environment, the availability of tools and materials, and instructor feedback provided at each stage of the work. A research study conducted by (Wardhana et al., 2025) emphasizes that contextual and applicative vocational training is able to encourage increased participant confidence, and similar conditions are seen in this program.

The implementation of the program also presents challenges related to the variety of characters and motivations of the participants. Some participants showed high perseverance and initiative, while other participants experienced decreased motivation when facing tasks of higher difficulty. This phenomenon can be explained using Maslow's theory of motivation. Participants who are still focused on meeting basic needs such as economic security are more likely to experience emotional distress when learning challenges increase. When psychological needs such as a sense of ability or a sense of appreciation have not been met, learning consistency can decrease. This condition explains why instructors emphasize the importance of a learning approach that considers the character and motivational condition of the participants individually.

The training program also showed low involvement of participants from the younger age group. Participants were dominated by middle-aged individuals who had strong economic motivation to acquire practical skills. The low participation of the younger generation suggests that BPVP needs to design communication strategies and repackaging training so that sewing skills are seen as part of a creative industry relevant to digital interests and lifestyles. This idea is in line with the view (Setiawati & Shofwan, 2023) about the importance of displaying vocational education as a creative activity that is attractive to millennials and Gen Z. Thus, the implementation of sewing training at BPVP Samarinda shows the integration between CBT principles, andragogy theory, and motivation theory. The combination of intensive practice, responsive instructor guidance, and adaptation of approaches to participants' needs results in effective program implementation, although it still faces challenges in terms of variation in motivation and participant engagement from a young age.

Evaluation Internship

The implementation of the evaluation of the sewing training program at BPVP Samarinda is carried out continuously from the training process until after the training activities are completed. Evaluation is carried out through two main stages, namely formative evaluation during the training process and summative evaluation at the end of the program, all of which are directed to monitor the achievement of participants' competencies in real terms. Formative evaluation is carried out by the instructor during the learning activity through direct observation

of the participant's participation, accuracy, and independence in completing practical tasks. The instructor actively monitors the work process of the participants, provides immediate corrections when technical errors are found, and provides re-examples if the participants experience difficulties, such as at the stage of pattern making, sewing machine operation, and neatness of the stitches. This evaluation practice reflects the application of the principles of Competency-Based Training (CBT), where competency mastery is achieved through continuous monitoring and direct improvement during the learning process.

The implementation of formative evaluations also shows conformity with the principles of andragogy, especially the needs of adult participants for clear, relevant, and immediately applicable feedback. Based on field findings, participants who had limited learning experience showed improved skills when instructors gave hands-on directions accompanied by practical demonstrations. Immediate feedback helps participants understand mistakes while increasing confidence in completing practical tasks. In terms of motivation, the implementation of formative evaluations also shows that participants with strong economic needs tend to need sustained support and affirmation to remain confident in facing increasingly complex practical tasks, as can be explained through Maslow's hierarchy of needs

. The summative evaluation is carried out at the end of the training program through a practical exam that assesses the ability of participants to produce clothing products according to the standards set by the institution. The assessment was carried out using technical indicators that included pattern accuracy, seam neatness, shape proportions, precision of detail completion, and efficiency of processing time. In addition to the assessment of product results, several participants were also asked to explain the production process, design selection, and stages of work carried out. The implementation of this evaluation shows that the assessment does not only focus on the final product, but also on understanding the work process and technical logic of the participants (Setiadi & Asri, 2024). The following are the results of field observations and documentation studies conducted by researchers related to the implementation of evaluations with the organizers of the Sewing Training Program at BPVP Samarinda, as shown in the following figure:



Figure 3. Evaluation with the organizers of the Samarinda BPVP sewing program

The results of the summative evaluation showed that most of the participants were able to meet the minimum competency standards set based on SKKNI. In fact, some participants displayed design creativity and neatness of work that was above the minimum standard. These findings indicate that a practice-oriented training structure, accompanied by intensive instructor guidance, is capable of generating skills improvement in a relatively short period of time. This condition is consistent with the findings (Maulana, 2021) which states that vocational training designed according to the context and needs of participants contributes significantly to improving job skills.

The implementation of evaluations at BPVP Samarinda has also begun to be directed to post-training evaluation through an alumni tracking mechanism. Alumni tracking is carried out simply through digital forms and self-reporting to find out the sustainability of skill utilization after training. Although the system is not yet fully structured, it is a first step in building a long-term evaluation of the program's impact. This approach emphasizes the importance of alumni feedback as a basis for curriculum refinement and subsequent program planning (Mustangin et al., 2021).

In addition, BPVP has begun to initiate cooperation with industry, MSME actors, and the employment office as part of strengthening impact evaluation. The involvement of external parties is seen as important so that the evaluation does not only focus on the internal achievements of the training, but also reflects the need for competencies in the world of work. These field findings are in line with research (Bahri & Tohani, 2024) which confirms that the effectiveness of vocational training increases when the evaluation process involves external partners who understand the needs of the job market. Overall, the implementation of the evaluation of the sewing training program at BPVP Samarinda shows the integration between the principles of CBT, the needs of adult learners, and the dynamics of participant motivation. Formative evaluations play a role in ensuring continuous improvement during the training process, while summative evaluations and alumni tracking provide an overview of the program's success in the medium and long term. This evaluation structure is an important foundation for improving the quality of training programs and strengthening their impact on the economic independence of participants.

CONCLUSION

This research shows that the Sewing Training Program at BPVP Samarinda plays an important role in improving skills and building economic independence of participants. Based on interviews with organizers, instructors, and participants, this training runs through SKKNI-based planning and a Competency-Based Training approach that ensures participants master skills through intensive practice. The implementation of the training reflects the application of the principles of andragogy, where instructors facilitate adult learning with a practical, contextual, and problem-solving-oriented approach. The evaluation process involving formative and summative assessments showed that the majority of participants successfully met the set competency standards. The impact of the program is evident through the increase in participants' skills, the growth of confidence, and the emergence of small business initiatives based on sewing services. Some participants have started home production and received orders from the surrounding environment, showing that this training can be a means of economic empowerment. However, there is still a need to strengthen supporting facilities, increase participants' business literacy, and build partnerships with industry and digital marketing platforms. Post-training strengthening efforts are considered important so that the skills acquired can develop into a sustainable source of livelihood. Thus, sewing training at BPVP Samarinda has made a real contribution to community empowerment, but it still needs further development so that its impact is more optimal.

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