



Inhibiting Factors in Automotive Courses at the Job Training Centre

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ABSTRAK

Indonesia menghadapi masalah pengangguran dan ketenagakerjaan. Pada Februari 2021, jumlah pengangguran usia 15 tahun ke atas di Indonesia mencapai 8,7 juta. Di sisi lain, pandemi COVID-19 telah mengganggu aktivitas ekonomi, ketidakpastian, dan 6,4 juta pekerja terpaksa di-PHK. Tingkat pengangguran merupakan salah satu masalah yang dihadapi Indonesia, terutama di masa pandemi COVID-19. Pemerintah melalui Menteri Tenaga Kerja berupaya mengendalikan angka pengangguran di masa pandemi COVID-19 dengan melakukan berbagai pelatihan berbasis kompetensi dan produktivitas melalui program Diklat yang diselenggarakan oleh Balai Latihan Kerja (BLK) dan program pengembangan untuk perluasan kesempatan kerja bagi pekerja atau buruh yang terkena dampak pandemi. Penelitian ini bertujuan untuk mendeskripsikan faktor-faktor penghambat selama pelaksanaan kursus otomotif dan bagaimana pengaruh faktor penghambat tersebut terhadap pengelolaan kursus otomotif di BLK di masa yang akan datang. Responden terdiri dari 17 guru dan pengelola BLK bidang otomotif. Pengumpulan data menggunakan kuesioner berupa kuesioner yang diuji menggunakan Product-moment Person, expert judgement, dan koefisien Cronbach's Alpha. Hasil penelitian menunjukkan bahwa faktor penghambat antara lain kurikulum 65,11%, guru 54,67%, peserta kursus 57,22%, pengelola 65,52%, fasilitas 78,31%, dana atau anggaran 54,12%, pemerintah 51,18%, dan masyarakat 60,71%. Penelitian dibatasi pada guru dan pengelola BLK bidang otomotif di Yogyakarta. Selanjutnya, penelitian selanjutnya diharapkan dapat melibatkan berbagai pihak yang terlibat dan faktor pendukung di luar aspek yang telah diteliti.

ABSTRACT

Indonesia faces unemployment and employment problems. In February 2021, the number of unemployed people aged 15 years and over in Indonesia reached 8.7 million. On the other hand, the Covid-19 pandemic has disrupted economic activity, uncertainty, and 6.4 million workers were forced to be laid off. The unemployment rate is one of the problems that Indonesia's problems, especially during the Covid-19 pandemic. The government, through the Minister of Manpower, seeks to control the unemployment rate during the Covid-19 pandemic by conducting various competency and productivity-based training through Education and training programs organized by the Vocational Training Centre (BLK) and the development program for expanding job opportunities for workers or laborers affected by the pandemic. This study aims to describe the inhibiting factors during the implementation of automotive courses and how the impact of these inhibiting factors on the management of automotive courses in BLK in the future. Respondents consisted of 17 teachers and managers in the automotive sector BLK. Data was collected using a questionnaire in the form of a questionnaire tested using Product-moment Person, expert judgment, and Cronbach's Alpha coefficient. The findings show that the inhibiting factors include the curriculum with 65.11%, teachers 54.67%, course participants 57.22%, managers 65.52%, facilities 78.31%, funds or budget of 54.12%, the government by 51.18%, and the community by 60.71%. The research was limited to teachers and BLK managers in the automotive sector in Yogyakarta. Furthermore, future research is expected to involve various parties involved and supporting factors outside the aspects that have been studied.

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1. INTRODUCTION

Indonesia faces unemployment and employment problems (Kurniawan et al., 2021). In February 2021, the number of unemployed people aged 15 years and over in Indonesia reached 8.7 million. Based on education level, the highest open unemployment rate is in secondary education (SMA and SMK), which is 9.72 percent. On the other hand, the COVID-19 pandemic has disrupted economic activity, uncertainty, and 6.4 million workers were forced to be laid off (Hidayatullah et al., 2020; Thomas, 2020; Casady & Baxter, 2020; Amalia, 2020; Kholifah et al., 2020) stated that the COVID-19 pandemic had put quite intense pressure on companies that have never been faced before, even partnerships that have caused project failures and resulted in many companies laying off their work relationships. As a result, the economic sector also increases the number of closed components (Bauer & Weber, 2020; Rizal, 2020; Alon et al., 2020). Thousands of workers lament the fate of being fired from their companies. The innovation and skills must be considered as quickly as possible to produce the maximum benefits from the economic paralysis in front of us.

According to local data from the Central Statistics Agency for the Special Region of Yogyakarta (DIY) in August 2020, Law Number 13 of 2012 concerning the Privileges of the Special Region of Yogyakarta which consists of 4 districts, namely Sleman Regency, Bantul Regency, Kulon Progo Regency and Kidul Regency. It was noted that the number of open unemployment problems in Sleman Regency reached 35,843 people, Bantul Regency 24,783 people, Yogyakarta City 22,624 people, Kulonprogo Regency 10,055 people, and Gunungkidul Regency 8,591 people. Through the Minister of Manpower, the government seeks to control the unemployment rate during the pandemic. It conducts various competency and productivity-based training with the BLK program and the development program for expanding job opportunities for workers or laborers affected by the pandemic, such as labour-intensive and entrepreneurship programs (Hanifa & Fisabilillah, 2021; Astutik, 2021). Government Regulation Number 73 of 1991 concerning Education Outside of School explains that the function of providing education through education outside of school is as a substitute, complement, and addition to the implementation of education in the education pathway in schools. According to (Husna, 2015; Rosantono et al., 2021; Asshiddiq, 2017; Septi P.S, 2021), Functionally, the BLK is a place that accommodates training activities that function to provide, obtain, add, and develop skills, productivity, discipline, work attitude, and work spirit. Whose implementation is more specialized in practice than theory. It is hoped that it will provide solutions for job seekers, school graduates, and victims of layoffs because one of the contributing factors is the lack of skills or abilities possessed by job seekers and not following the criteria desired by the labour market (Nurtanto et al., 2020; Sugianto & Permadhy, 2020; Yulinda et al., 2021).

Based on the recapitulation of the Manpower Office of the Special Region of Yogyakarta (2019), there are 121 LPKs spread over four districts in the Special Region of Yogyakarta. In addition, BLK provides several vocational programs, including automotive, metal machinery, hospitality, electric welding, building, electronics, computers, sewing, and others. One of the most popular programs is the automotive course program. Of the four vocational training centers in the Special Region of Yogyakarta, the automotive program ranks at the top of several courses offered to course participants. The high public interest in the automotive course program is because the Industrial Sector offers various benefits by companies, both salary, health insurance, and other benefits (Stalmaľekovľ et al., 2017; Strenitzerovľ, 2015; Strĩček & Štofkovľ, 2013). The development of automotive science and technology causes people to think that automotive has good prospects or hopes in the future. However, the public's high expectations for the automotive courses held at the BLK met with existing obstacles and constraints. The existence of BLK is recognized as positive and effective enough to provide skills. The BLK has an essential role in helping the government reduce the unemployment rate with graduates who can be absorbed into the world of work (Nurhidayanto, 2021; Gumilar et al., 2016; Mutohhari et al., 2021).

However, there are problems that hinder the implementation of education outside of school, namely not getting proportional understanding and attention from the government and the community, both related to regulations and budget support; the number and quality of professionals are still limited in management and development; and there are still limited facilities and infrastructure, both those that support the implementation and the learning process (Kuswandari, 2002; Nurhidayanto, 2021; Gumilar et al., 2016). Education outside of school faces structural, cultural, financial, individual, socio-ethical barriers and challenges, social conflicts, environmental conditions, and the COVID-19 pandemic, one of the challenges of education outside of school as a factor of opportunity to raise awareness. Its existence is during the declining function of formal education. Education outside of school can have the opportunity to be a compliment as well as a substitute when the COVID-19 pandemic fills roles and vacancies that cannot be filled by formal education (Pranoto et al., 2021; Junaedi, 2020).

Based on the potential debates and problems in the Human Resources development sector through training programs facilitated by the BLK as a solution from the government for the community to improve skills and increase work productivity. The factors that influence the increase in unemployment and the competitiveness of the people of Yogyakarta are not only in terms of education but from the BLK factor as a forum to improve

the quality of Human Resources as a constraint. Thus, the emergence of this debate is a unique phenomenon that is seen in the case of the factors inhibiting the development of automotive courses and how the position of each element affects the progress of automotive course management at the BLK's in four districts of the Special Region of Yogyakarta including Sleman, Gunung Kidul, Bantul Regency & Kulon Progo Regency. This study focuses on finding out the causes of training barriers in the Job Training Agency for all districts of the Special Region of Yogyakarta to work in industries influenced by income expectations, attention, willingness, and environment. Therefore, a study can be carried out to determine the factors that hinder the development of automotive courses because it is one of the programs of interest to the public at the BLK's in all districts in the Special Region Yogyakarta.

2. METHOD

This study focuses on the theoretical debate about the factors that hinder the Automotive Course at the Balai Pendidikan. This debate was obtained from the results of the synthesis of theories from published journals, according to (Wiejers, 2013), claiming that scholarly debate is an ability that only the West has. Academic debate (scholastic disputation) requires an argumentation skill that meets the rules of logic and is used to find the truth or at least the correct answer to a problem. This debate is then reflected on the survey data to answer the issues in this research. The type of research used is a quantitative type with a descriptive approach. Descriptive quantitative selected in this study is based on research that wants to reveal a problem and situation and emphasizes the description of facts or variable conditions about the factors that hinder the development of the automotive department at the training center in the Special Region of Yogyakarta by making respondents' responses in quantitative or numerical form. The variables in this study are the factors that hinder the development of the study program in BLK and are the single variable. These variables breakdowns into 8 (eight) sub-variables, namely curriculum factors, teacher factors, course participants factors, management factors, funding factors, government factors, and community factors (society). The distribution of data in this study is presented in Table 1.

Table 1. Distribution of data

Name of BLK	Status	Administrators and Instructors (%)
BLK of Bantul Regency	Public (government)	3 (17.64)
BLK of Sleman Regency	Public (government)	5 (29.41)
BLK of Gunungkidul Regency	Public (government)	5 (29.41)
BLK of Kulonprogo Regency	Public (government)	4 (23.52)
Total		17 (100.00)

The population in this study was seventeen people consisting of teachers and course managers of automotive BLK in 4 districts in the Special Region of Yogyakarta. The data collection technique was carried out using a questionnaire method containing statements related to the inhibiting factors of the automotive course at BLK. The questionnaire is a questions list that will be answered and filled out by respondents, and The Researchers have provided the choice of answers. The questionnaire is a collection of questions that will be answered or filled out by respondents whose answers have been provided by the researchers through providing some written questions in a structured manner to the respondents related to their responses to the various variables studied (Kriyantono, 2010); (Muchlis et al., 2019). The research instrument used a questionnaire with a Likert scale design using four answer scales, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Statements within the instrument are based on the variables and indicators of inhibiting factors in the automotive course at BLK. Following is a lattice of the inhibiting factors for the automotive course in BLK shown in Table 2.

Table 2. Items and indicators in research

Inhibiting Factors	Indicators	Item
Curriculum	Completeness	[1 – 22]
	Suitability	
	The proportion of theory and practice	
	Implementation	
	Evaluation	

Inhibiting Factors	Indicators	Item
Instructor	Number and educational background	[23 – 39]
	Discipline	
	Experience and Training	
	Performance	
	Honor and Welfare	
Course Participants	Regeneration	[40 – 50]
	Admission and administration	
	Number of participants	
	Discipline	
	Course Fee	
Management or Administrator	Graduates	[51 – 68]
	Organizational structure	
	Job description and administration	
	Performance and Commitment	
	Work program	
Facilities	Activities (Management Role)	[69 -80]
	Completeness	
	Quantity and Condition	
	Update	
	Planning	
Funding	Implementation and Monitoring	[81 – 95]
	Reporting	
	Attention	
	Coaching	
	Fund (Budget)	
Government	Supervision	[96 – 100]
	Participation	
	Participation	
Public or society		[101 -107]

The data analysis technique used is descriptive and percentage. The data obtained from the questionnaire results are then sorted based on the highest score to the lowest score. The descriptive quantitative research method is a research method that describes a problem whose results can be generalized systematically and measurably (Sarwono, 2015; Kriyantono, 2010).

3. RESULT AND DISCUSSION

Result

The results of the calculation of the average and percentage of overall factors is presented in Table 3.

Table 3. Results of the calculation of the average and percentage of overall factors

Respondent	Number of Items	N	Score	Average (1-5)	%	Classification
Instructors and Administrators	22	17	974	2.60	65.11	Inhibit
Instructors and Administrators	17	17	632	2.19	54.67	Inhibit
Instructors and Administrators	11	17	428	2.29	57.22	Inhibit
Instructors and Administrators	18	17	802	2.62	65.52	Inhibit
Instructors and Administrators	12	17	639	3.13	78.31	Very Inhibiting
Instructors and Administrators	15	17	552	2.16	54.12	Inhibit
Instructors and Administrators	5	17	174	2.05	51.18	Inhibit
Instructors and Administrators	7	17	289	2.43	60.71	Inhibit

First factor is curriculum consists of 22 statement items. From these 22 statements, the answer score is 974, and the expected answer score is 1496. The expected answer score is obtained by multiplying the number of respondents by the number of items in factor 1 (curriculum). The highest expected value is four, so $17 \times 22 \times 4$ is obtained. The expected score is 1496. The mean of 2.60 comes from the answer score divided by the number of respondents. The number of items in factor 1 (curriculum) is 974: (17×22) . A percentage of 65.11% is obtained from the answer score divided by the expected answer score then multiplied by 100%, namely $974 : 1496 \times 100\%$. Second factor is instructor consists of 17 statement items. From the 17 statements, the answer score is

632, and the expected answer score is 1156. The expected answer score is obtained by multiplying the number of respondents by the number of items in factor 2 (instructor). The highest expected value is four, so $17 \times 17 \times 4$ is obtained. The expected score is 1156. The mean of 2.19 comes from the answer score divided by the number of respondents. The number of items in factor 2 (instructor) is 632 (17×17). 54.67% was obtained from the answer divided by the expected score multiplied by 100%, namely $632: 1156 \times 100\%$.

Third factor is course participants consists of 11 statement items. From these 11 statements, the answer score is 428, and the expected answer score is 748. The expected answer score is obtained by multiplying the number of respondents by the number of items in factor 3 (course participants). The highest expected value is 4, $17 \times 11 \times 4$, the expected score is 748. The mean of 2.29 comes from the answer score divided by the number of respondents times the number of items in factor 3 (course participants) which is 428: (17×11), a percentage of 57.22% is obtained from the answer score divided by the answer score expected and multiplied by 100% which is $428:748 \times 100\%$. Fourth factor is management or administrator consists of 18 statement items. From these 18 statements, the answer score is 802, and the expected answer score is 1224. The expected answer score is obtained by multiplying the number of respondents by the number of items in factor 4 (administrators). The highest expected value is four, so $17 \times 18 \times 4$ is obtained. The expected score is 1224. The mean of 2.62 comes from the answer score divided by the number of respondents times the number of items in factor 4 (administration) which is 802 (17×18). A percentage of 65.52% is obtained from the answer score divided by the expected answer score then multiplied by 100%, namely $802: 1224 \times 100\%$. Fifth factor is facilities consist of 12 statement items. From these 12 statements, the answer score is 639, and the expected answer score is 816. The expected answer score is obtained by multiplying the number of respondents by the number of items in factor 5 (facilities). The highest expected value is four, so $17 \times 12 \times 4$ is obtained. The expected score is 816. The mean of 3.13 comes from the answer score divided by the number of respondents. The number of items in factor 5 (facilities) is 639 (17×12). A percentage of 78.31% was obtained from the answer divided by the expected answer score multiplied by 100%, namely $639: 816 \times 100\%$.

Sixth factor is funding consists of 15 statement items. From the 15 statements, the answer score is 552, and the expected answer score is 1020. The expected answer score is obtained by multiplying the number of respondents by the number of items in factor 6 (funding), and the highest expected value is four so that $17 \times 15 \times 4$ is obtained. The predicted score is 1020. The mean of 2.16 comes from the answer score divided by the number of respondents times the number of items in factor 6 (funding) which is 552 (17×15). A percentage of 51.18% was obtained from the answer score divided by the expected answer score and multiplied by 100%, namely $552: 1020 \times 100\%$. Seventh factor is government consists of 5 statement items. From these five statements, the answer score is 174, and the expected answer score is 340. The expected answer score is obtained by multiplying the number of respondents by the number of items in factor 7 (government). The highest expected value is four, so $17 \times 5 \times 4$ is obtained. The expected score is 340. The mean of 2.05 comes from the answer score divided by the number of respondents. The number of items in factor 7 (government) is 174: (17×5). A percentage of 51.18% was obtained from the answer score divided by the expected answer score and multiplied by 100%, namely $174: 340 \times 100\%$. Eighth factor is society consists of 7 statement items. From these seven statements, the answer score is 289, and the expected answer score is 476. The expected answer score is obtained by multiplying the number of respondents by the number of items on factor 8 (society). The highest expected value is four, so $17 \times 7 \times 4$ is obtained. The expected score is 476. The mean of 2.43 comes from the answer score divided by respondents. The number of items in factor 8 (society) is 289: (17×7). A percentage of 60.71% was obtained from the answer score divided by the expected answer score and multiplied by 100%, namely $289: 476 \times 100\%$.

Discussion

The Factor of Curriculum

Factors that hinder the development of automotive courses at the Yogyakarta Special Region Work Training Centre derived from curriculum factors are obtained by a percentage of 65.11%. The results obtained indicate that the curriculum factor is one factor that hinders the development of automotive courses at the Yogyakarta Special Region Job Training Centre. (Husna, 2015; Abbas, 2013), the curriculum aims to make job training directed and organized according to the goals to be achieved. A training curriculum is several packaged competency units consisting of general competencies, core competencies, and particular competencies learned by trainees in a training process in 2009.

The curriculum is a system that has specific components. Furthermore, the Curriculum system consists of four components: the objective component, curriculum content, implementation method or strategy, and evaluation component (Nawanksari et al., 2021; Susilana, 2010; van Woerkum et al., 2011). As a system, each component must be related to the other. This strategy is because BLK cannot keep up with the rapid growth and development of the automotive industry. Due to limited facilities, the BLK curriculum still applies to the automotive curriculum, which has not incorporated new technology in the automotive sector. Based on the

results of this study, it concludes that the BLK, an institution that organizes automotive course programs, must have a complete curriculum document. A complete curriculum, able to follow the development of automotive science and technology and supported by complete practicum facilities or equipment and able to follow the development of the automotive industry by reviewing the curriculum used regularly will make course participants or course graduates able to compete in the industrial world.

The Factor of Instructor

Factors that hinder the development of automotive courses at the Yogyakarta Special Region Work Training Centre derived from the instructor factor the percentage is 53.67%. Overall, from the research subjects, namely teachers and managers of automotive courses, it was found that the teaching factor was one of the factors that hindered the development of automotive courses at the Vocational Training Centers in all districts of the Special Region of Yogyakarta. This problem is due to the number of existing instructors, where the number of instructors is only a few. This finding follows what was stated by Besar Setyoko (Secretary-General of the Ministry of Manpower and Transmigration), who said that ideally, the Ministry of Manpower and Transmigration needs 5,050 instructors. However, the number of instructors recorded as of August 2009 is only 2,800. This number will soon be reduced because many are entering retirement age. (Subandi, 2009; Laksana et al., 2017; Harasim, 2017) explained the importance of the role of the instructor in training. The instructor serves as a facilitator, trainer, technical advisor, and supervisor to deliver training materials to trainees at LPK or work during the training process. Second, not all instructors' education and training efforts can be carried out because the instructor training program is less intensive and sustainable. This policy depends on the budget provided by the BLK, which is dependent on the government budget. In addition, less attention is paid to the welfare of instructors, namely the size of the budget for excess teaching hours. The automotive course program must have educators who meet the competencies according to the standards set. No less important is the regeneration of instructors to improve quality and increase the number of teachers (quantity). With an adequate number of instructors and supported by good quality, courses in vocational training centers will be able to develop and create a skilled workforce.

The factor of Course Participants

The inhibiting factor for the development of automotive courses at the Vocational Training Center in all districts of the Special Region of Yogyakarta originating from the aspect of course participants was 57.22%. Overall, it was found that the factors of course participants were included in the category of hindering the development of automotive courses at the Yogyakarta Special Region Job Training Centre. First, the obstacles faced were the interest of the course participants who registered not all could be accommodated and took automotive courses at the BLK. This problem is due to the dependence on the government's limited budget and program packages. As for the self-funding program for course participants who want to take automotive courses is not going well. The community's economic capacity is discouraged from taking courses on a self-funded basis, so the only way is to wait for a program package from the government. Second, course participants lack discipline during training or practice and do not comply with the rules in undergoing automotive courses at the Job Training Centre. According to (Davidescu et al., 2020; Sarwani, 2016; Widayanto et al., 2021), work discipline will affect the performance of human resources in a company or company because if you apply work discipline, you are expected to have awareness and willingness to carry out your duties and responsibilities properly. Meanwhile, according to (Jyrki & Jutarat, 2014; Hamalik, 2011; Dadi & Arifin, 2010) that motivation in learning situations is the main interest in this contribution, so everything students do in the training process must be based on their interests and motivation, otherwise, in the learning process, the results achieved will not be optimal. This challenge causes the planned learning program does not run entirely.

The Factor of Management or Administrator

The management factor that hinders the development of automotive courses at the Special Region Work Training Center in all Yogyakarta districts is 65.52%. The results showed that the problems felt by the respondents were. First, there was a mismatch between the number of administrators and their workload. For example, there is a BLK with only one administrator, while there are many tasks. Second, there is a lack of cooperation between management. For example, there are BLKs where only one administrator handles all problems. Third, the management does not have the initiative to create a long-term work program for the course institution to develop its fosters. The slow progress is because the management only waits for the program package from the government without paying attention to long-term development, for example, the development of the management's welfare, the development of the number of equipment and repair of damaged equipment, and regeneration efforts. (Indriyanto, 2012; Halim, 2015) explains that there are formalized rules of the game in an organization, and the leader has a role in regulating the process. The role of the leader determines the direction of allocation and mobilization of available resources in an organization. This argument is supported by

previous study explaining that education management manages educational resources to obtain optimal results (Dangara, 2016). The optimization process can also be an obstacle in managing the educational goals in an organization.

The Factor of Facility

The facility factor inhibits developing automotive courses at the Yogyakarta Special Region BLK. The percentage is 78.31%. Overall, from the two subjects, namely instructors and administrators, it was found that the facility factor in the category significantly hampered the development of automotive courses in all districts of the Yogyakarta Special Region BLK. This factor is due to the lack of equipment or equipment available. Barriers that often occur are the frequent breakdown of course equipment not to be used for practice. In addition to the facilities' completeness, the up-to-date equipment and the funds available for facility repairs are also not given much attention. The entirety of the facilities in question is the availability of training equipment, valuable equipment, and workshops where the practice is inadequate. Up-to-date equipment, namely the available equipment, is modern equipment that can support the practice and practice process. The availability of funds in question is for the course institution's operational activities, such as practical activities and facility improvement. The learning media or facilities are available at BLK. The implementation of training is a learning process that involves various elements such as students, educators, managers, facilities and infrastructure, curriculum, and other necessary components (Yulianingsih, 2017). Facilities and infrastructure are some of the fundamental factors that influence optimally (Black et al., 2019; Gillani, 2021). Complete learning facilities and infrastructure used will increase the motivation of course participants to learn automotive learning activities, in their research, describes the implementation of the process of managing facilities and infrastructure as well as supporting the teaching and learning process optimally to improve the quality of education (Hartoni, 2018, Fauzi et al., 2019). Facilities and infrastructure are based on planning, procurement, distribution, use, maintenance, inventory, and elimination. This achievement can be concluded that learning facilities affect the learning of course participants that have not been completed and have not been implemented, thus hampering the development of automotive courses.

The Factor of Funding

The inhibiting factor for the development of automotive courses at Work Training Centers in all districts of the Special Region of Yogyakarta, which comes from the funding factor, according to the information of the instructors and administrators, the percentage is 54.12%. From the statements of the instructors and administrators, it was concluded that the funding factor was included in the category of hindering the development of automotive courses at the Yogyakarta Special Region Job Training Centre. The dominant element is the availability of operational funds and course program budget funds. The nature of state finances in higher education is essential. Worldwide, the higher education sector is considered a significant contributor to skills development and labor productivity, which positively impacts employment and helps to drive overall economic development. Public funding for higher education is an essential element in the success and development of the life of educational institutions (Kim et al., 2017; Elbasir & Siddiqui, 2018). In addition, there is also a lack of supervision regarding the use of budget funds. The availability of funds includes operational funds, equipment repairs, and welfare funds for instructors and administrators who depend on government funds, namely APBD and APBN. In addition, the organizers of the automotive course program should have documents (bookkeeping) of receipts and disbursements of funds. Clear accounting and bookkeeping documents regarding income and expenditure funds will make management transparent and accountable. The training management function is a series of training processes managed through various procedures or activities, including planning, implementation, evaluation, human resources, information, systems, and funding sources (Kusmana & Riyanto, 2020; Ing & Vadila, 2020).

The Factor of Government

Factors that hindered the development of automotive courses at the Yogyakarta Special Region Work Training Centre came from government factors, according to the instructors and administrators obtained a percentage of 51.18%. The results obtained indicate that government factors are one of the factors that hinder the development of automotive courses. The chief obstacle is the process of coaching and providing funds. There is no government support and guidance, so BLK is not optimal in running courses. Sufficient budget and training of course programs are expected to make automotive courses run well. It would be even better if the course management budget were increased. Course management, improvement of facilities, the capacity of course participants was increased, and an increase in the welfare budget for administrators and instructors would make courses at BLK better and able to develop (Hadi et al., 2020; Hamid & Susilo, 2015). In general, the government needs to play a role in its implementation to increase growth. The government's role that must be carried out includes the role of allocation, distribution, and consolidation. Government consumption spending that is too

small will harm economic growth, and proportional government spending will increase economic growth. The government funds invested in most developing countries proved insufficient to expand access to modern infrastructure & education in rural areas because they have not been managed with good managerial skills local governments (Sovacool, 2013).

The Factor of Public or Society

Factors that hindered the development of automotive courses at the Yogyakarta Special Region Work Training Centre came from community factors. According to the statements of the instructors and administrators obtained a percentage of 60.71% included in the inhibiting category. The research results show that the dominant community factors that hinder the development of automotive courses are the lack of cooperation between BLK and the industrial world, and it is because the factor of student placement after training contributes to the success of the training (Bhat et al., 2020; Sulistyanto et al., 2021; Gupta et al., 2014). The Job Training Centre (BLK) has a strategic function to improve the quality of human resources in the regions. For the training to be more optimal, there needs to be cooperation between the BLK and the company or industry. Second, the lack of public trust in the automotive industry in using BLK graduates and BLK as a supporting institution to make strides in the quality of the automotive industry workforce. For example, many industrial institutions do not take their workforce to BLK.

4. CONCLUSION

Based on the findings describe the inhibiting factors in the development of automotive courses at BLK Yogyakarta, Indonesia including the curriculum, instructors, course participants, management or administrators, facilities, findings, government and the public or society. The three most important inhibiting factors are facilities as large as 78.31%, management by 65.52%, and society by 60.71% and the overall average of inhibiting factors is 65.11%. The research was limited to teachers and BLK managers in the automotive sector in Yogyakarta. Furthermore, future research is expected to involve various parties involved and supporting factors outside the aspects that have been studied.

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