



Challenges of Training Institutions in Accelerating The Availability of Graphic Design Online Classes for Trainees

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ABSTRAK

Kehadiran era digital saat ini berpengaruh terhadap aktivitas di dunia pelatihan. Penelitian ini bertujuan untuk menyelidiki tantangan yang dihadapi Lembaga pelatihan dalam mempercepat tersedianya kelas online bagi peserta pelatihan di masa kini. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Total partisipan sebanyak 126 orang yang berasal dari peserta pelatihan desain grafis. Kemudian, data yang dikumpulkan pada penelitian ini dengan metode menyebarkan angket kuesioner 4 skala, penilaian pretest posttest dan penggunaan lembar observasi Skala Likert dengan lima skala (0-4). Hasilnya menunjukkan bahwa peserta berpendapat baik dengan ketersediaan kelas online pada Lembaga pelatihan pada aspek penguasaan materi oleh instruktur, ketepatan penyajian presentasi, relevansi isi pelatihan dan kesesuaian terhadap kebutuhan peserta pelatihan. Nilai signifikansinya berdasarkan rentang usia, jenis kelamin dan status lulusan secara berturut-turut adalah 0.863, 0.094, 0.107. Hasil dari penilaian pretest-posttest juga mengalami peningkatan ketika menggunakan kelas online. Hasil positif juga berdampak pada peserta pelatihan dalam pemahaman materi desain grafis secara keseluruhan dengan tersedianya kelas online di Lembaga pelatihan. Hadirnya kelas online tersebut membawa banyak pengaruh positif di segala aspek namun masih belum sempurna karena terdapat tantangan yang perlu diselesaikan oleh Lembaga Pelatihan. Semakin cepat tersedianya kelas online di Lembaga Pelatihan maka semakin cepat juga pemenuhan kebutuhan pelatihan.

ABSTRACT

The digital era is currently affecting activities in the world of training. This study investigates the challenges training institutions face in accelerating the availability of online classes for today's trainees. This research uses a descriptive qualitative approach. A total of 126 participants came from graphic design training participants. Then, the data collected in this study was by distributing a 4-scale questionnaire, pretest-posttest assessment, and using a Likert Scale observation sheet with five scales (0-4). The results showed that the participants had a reasonable opinion of the availability of online classes at training institutions on the aspects of mastery of the material by the instructor, the accuracy of the presentation, the relevance of the training content, and its suitability for the needs of the training participants. The significance value based on age range, gender, and graduate status is 0.863, 0.094, and 0.107. The results of the pretest-posttest assessment also increased when using online classes. Positive results also impact training participants in understanding graphic design material as a whole with the availability of online courses at training institutions. The presence of this online class has had many positive influences in all aspects but still needs improvement because there are challenges that need to be resolved by the Training Institute. The faster the availability of online classes at the Training Institute, the quicker the fulfillment of training needs.

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1. INTRODUCTION

Online classes can be interpreted as learning using the Learning Management System (LMS) media (Cha & So, 2021; Mustopa & Hidayat, 2020). The definition of LMS itself is defined as a learning media in which it uses Information Communication and Technology or ICT-based devices obtain high-quality learning materials in various formats, provide a variety of interactive functions, and record student participation (Cheng et al., 2022; Desnanjaya & Arsana, 2021; Sumardi et al., 2021). As a training system based on electronic applications, online classes can consider providing feedback, group work and meetings via the Internet or as a useful strategy in training (Taghizadeh & Amirkhani, 2022). In other terms it is said that this LMS is part of E-learning which is an online learning system using internet technology and even the delivery of learning in a special and spacious room has three criteria, namely: (a) e-learning is one of the methods in a network in which there is an ability that can be used can also store and distribute and can share material as teaching and information, (b) conveying it can reach users through a communication tool that uses internet technology, (c)

which is more than online learning behind traditional learning that way information technology can be quickly optimized for training (Mustopa & Hidayat, 2020; Sanderson, 2002).

The current state of the world has moved towards digitalization which is increasingly attached to everyone (Wijaya et al., 2021). This development needs to be adapted to accelerate the progress of a nation. Starting from the Training World which needs to apply digital aspects in each part (Kebritchi et al., 2017; Rhim & Han, 2020); Yu, 2021). One of the important parts is the learning process (Coswatte Mohr & Shelton, 2017; Richardson et al., 2016). Currently, not many trainees know the benefits of having online classes (Lee & Martin, 2017). So that students also cannot feel the online learning experience as a whole (Lin et al., 2021; Troussas et al., 2020). This of course slows down the learning process in this fast-paced era. The COVID-19 pandemic is still ongoing with the number of infections which has spread throughout the country (as of 01.06.2022; Satuan Tugas Penanganan COVID-19, 2022), every day we still have to keep our distance when socializing and increase quarantine measures and lead to increased stress, boredom, not even a lot of self-injury drug use. There is ample evidence supporting psychological outcomes that are widely circulated on the internet with negative news results due to the COVID-19 pandemic (Brooks et al., 2020). Of course, we must not give up until here to the conditions that have occurred due to the impact of the virus (Staeck et al., 2022).

Training and development focused on changing or improving individual knowledge, skills, and attitudes (Harding et al., 2018; Vykrushch et al., 2020). Training usually takes the form of providing employees or non-employees with knowledge and skills to better perform their duties or jobs. Long-term development activities aim to develop the ability of employees to work independently in the future and to improve the ability of employees to carry out their current work (Hartoyo & Efendy, 2017; Nadeak, 2019). training is a series of activities designed to provide the knowledge and skills needed by trainees to be able to carry out their current work. Training is intended to provide the skills needed for new employees and existing employees in doing their jobs (Chaerudin, 2018; Copriady et al., 2021). Training and development are planned efforts by an organization to help employees learn a variety of job-related skills and behaviors (Daryanto et al., 2022; Kulanthaivel & Ulagamuthalvi, 2020). Training is any attempt to improve worker performance in the specific job they are responsible for (Prawiradilaga & Chaeruman, 2018). In her opinion, the word training is often equated with the word development, the difference is that training is directly related to job performance in the current job, while development is not necessarily because the scope of development is larger than that of training.

In order for the implementation of training and development programs to function more effectively and in accordance with the objectives, those implementing them must be guided by the principles that underlie the implementation of training and development programs (Chen et al., 2022; Sudira et al., 2022). Institutions that carry out training must be guided by the principles that each individual is different in talents, desires and educational background, interests and experiences (Harding et al., 2018; Sarwa et al., 2021). These things must be considered in planning a training program for human resources (Tang et al., 2022). By knowing these differences, it is possible to plan the appropriate time, nature, method of training and development and the method to be carried out, so that it is expected to get optimal results (Yuen et al., 2019). The use of online classes is expected to be one of the distinguishing factors that exist today.

The training program is designed in an online class for trainees to acquire knowledge, skills and competencies specific to a particular occupation, trade, or occupation or trade class (Agung, 2021; Alfaidi & Elhassan, 2020). It is actually practice-oriented by emphasizing the mastery skills lesson of training obtained from any workplace (Malik, 2018). In addition, the use of this technology is prepared for their needs (labor) so that they can participate in training properly (Khan et al., 2021). Organizational members are enabled to achieve goals in the workplace, it is necessary to have training programs in improving knowledge, skills & work attitudes, and improving individual abilities (Kulanthaivel & Ulagamuthalvi, 2020). Although traditional training is quite helpful over the years but are not as good as today's online classes are (Fadol et al., 2018). However, this method may not be suitable for future trends. When looking at the outside, traditional training still has limitations when it comes to facilitating participants in practicing knowledge and skills, such as expensive prices, time and requires a lot of energy (Chiang et al., 2022). Compared to conventional training, online classroom training can allow for a more professional experience (Rapanta et al., 2020).

This technology is very helpful, which shows a long process and leads participants to obtain learning experiences that were not available before (Al-Mamary, 2022)(Nicolaou et al., 2019). Simplified training with LMS, proved to be more helpful in reducing the cognitive task load of trainees (Upadhyay & Khandelwal, 2018). The above are some obtained from previous research sources. The researcher here aims to classify and summarize the availability of online classes at training institutions whether they are fully good. And if not, later it will be a challenge for training institutions to be able to provide online classes properly. The challenges found in this research are outlined for the Training Institution for the provision of appropriate online classes. The findings in this study are expected to be an update in the provision of online classes for Training Institutes in availability of training needs in the digital era. The ever-changing organizational environment encourages human resources to continue to practice in mastering their skills (Lee, 2022). Online classes training programs that are

developed in a renewable manner using digital learning models are currently present to answer these challenges so that the results of these training participants have skills that can be used in future work.

2. METHOD

This study is quantitative research of opinion and quasi-experimental to test efficacy through an opinion-related non-equivalent control group design (Sudira et al., 2022; Thyer, 2012). This study involved participants and alumni of graphic design training at Lembaga Pelatihan Kerja (LPK) Merdika, Madiun City. This study is a quantitative research conducted by using a data approach and then analyzing it using a t-test of three different methods. Researchers in determining instrument validation using statistical analysis with SPSS computer program. The process includes entering initial data and then testing it using existing statistical tests to determine the validity of the data. This is all done to measure the effectiveness of online classes used in training. Data was collected through questionnaires, pre-posttests, and direct observations. A total of 126 training participants and alumni at LPK Merdika participated as the subjects of this research which were divided into 63 subjects as test samples without using online classes (control samples) and 63 subjects using online classes (experimental samples). The following is the study sample data grouped with different aspects of each category, as shown in Table 1.

Table 1. Aspect of Study Sample

Aspects	Category	N (%)	
		With Online Class	Without Online Class
Age Level	≤24 years old	27 (21,43%)	28 (22,22%)
	25-30 years old	17 (13,49%)	14 (11,11%)
	31-36 years old	10 (7,94%)	9 (7,14%)
	>36 years old	9 (7,14%)	12 (9,53%)
Gender	Male	43 (34,13%)	36 (28,57)
	Female	20 (15,87%)	27 (21,43%)
Graduate Status	Unemployment	27 (21,43%)	38 (30,16)
	Worked	36 (28,57%)	25 (19,84%)

Collecting data used a questionnaire method to measure the opinions of trainees, the training result test method, and the observation method to measure the effectiveness of the training to improve the participants' skills in graphic design training. The first research tool used questions on four scales, namely very proper (VP), proper (P), not really (NP) and very poor (VNP). While the second instrument is a test of training results consisting of competency-based any questions ever encountered. The last instrument used is direct observation written on a worksheet by researchers with a total of 4 assessment criteria, namely Very Appropriate (VA), Good (A), Not Good (NA), and Very Poor (VNA). A grid of study indicators for assessing the design of the training plan showed in Table 2.

Table 2. Research Indicators

Aspects	Method and Source	Indicators	Item
Opinion	Questioner (Phillips & Phillips, 2016; Sudira et al., 2022)	-Instructor has mastered of materials/training	2
		-Quality of Instructor presentation & delivery materials	3
		-Material Bond while presented	2
		-Sustainable aspect of the material with is needed by the Training participants	2
Pretest- Posttest	Test (Aliyah & Wahjudi, 2021)	-High order thinking skill	2
		-Student orientation	3
		-Work time allocation	3
Work- draft	Observation (Guo et al., 2020; Pawar et al., 2020)	-Examples of implementation of online class	3
		-Conformity of the work with the objectives of Performance	2
		-Clear media and material use	2
		-Explication of scenarios in training	2
		-Comprehensiveness of training instruments	1
		-Accuracy in appraisal technique	2

The data obtained were then analyzed descriptively with statistical tools, namely IBM SPSS software. While Calculation of Standard Deviation, Mean and T-test were used to evaluate the results. Next one used statistical analysis paired samples ANOVA with Tukey's t-test, and independent samples t-test to analyze differences in mean and the effect between aspects (Sudira et al., 2022). Here criteria for average results presented in Table 3.

Table 3. Criteria for Average Results

Formula	Interval Score	Category
$M \geq Mi + 1,5 SDi$	40 – 50	Very Good
$Mi + 0,5 SDi \leq M \leq Mi + 1,5 SDi$	33,33 – 40	Good
$Mi - 0,5 SDi \leq M \leq Mi + 0,5 SDi$	26,67 – 33,33	Average
$Mi - 1,5 SDi \leq M \leq Mi - 0,5 SDi$	20 – 26,67	Not Really
$M < Mi - 1,5$	10 – 20	Bad

(Mardapi, 2017)

3. RESULT AND DISCUSSION

Result

Opinions of training participants who took online classes have been collected in an online survey that was carried out for 1 month. The opinion test of trainees consisting of active trainees and alumni aims to find out their opinions about the availability of online classes at training institutions and their suitability compared to previous classes without using online classes. This test involved 126 graphic design training participants at LPK Merdika. The aspects that were tested for their opinions were related to all aspects of delivering the material by the instructor. Meanwhile, the participants' opinion indicators were analyzed based on the mastery of the training material by the instructor, the quality of the presentation and delivery of the training material by the instructor, the relationship between the training material and instructional of objectives, and Sustainable aspect of the material with is needed by the Training participants. This opinion test involved 63 participants each from classes that were given online treatment and classes that were not treated online by being divided into three aspects, namely age range, gender, and graduate status. Point analysis of this opinion test uses descriptive qualitative statistics. The presentation uses a pie chart which is divided into 2 images, the first is the result of participants' opinions using online classes and the second image is the opinion of participants who do not use online classes. The entire diagram showed in Figure 1 and Figure 2.

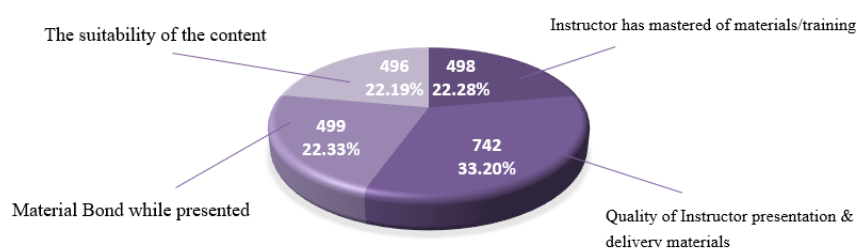


Figure 1. Online Class Participant Opinion

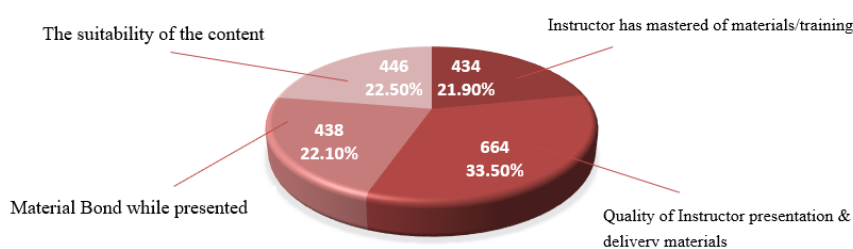


Figure 2. Without Online Class Participant Opinion

The diagram above shows the results of the opinions collected from all participants. In Figure 1 first the opinions of participants who use online classes. Then Figure 2 is the opinion of the participants without using

online classes. When compared, there are actually differences in the values of the two on the 4 survey indicators. We have to look further online classes that exist today are not fully above the traditional classes that already exist. By departing from these results, it is able to lead us to expand the conceptualization of things about online classes that will later be based as part of the need for research. The 4 survey indicators show the training participants have experienced so far, what they feel and will certainly follow up. The experience gained is an important key as the first step in starting to improve the improvement of online classes at training institutions. Total Skor Online Class Participant Opinion showed in Figure 3.

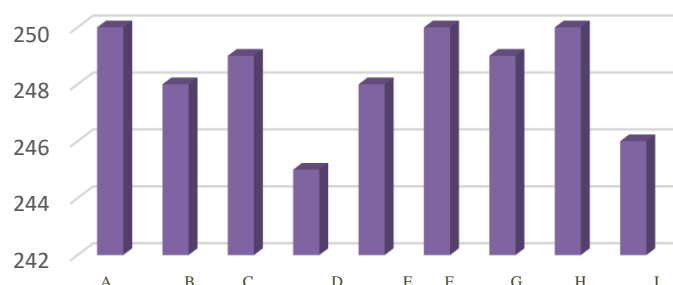


Figure 3. Total Skor Online Class Participant Opinion

The total score of the training participants' opinions on aspects of mastery of the material by the instructor, accuracy of presentation presentation, relevance of training content and suitability to the needs of training participants was 2235. The average was 35.48 included in the good category. Even though the results are good, it can be concluded that participants are only satisfied but not fully enthusiastic about the current online classes. The above opinions were disaggregated by age, gender and graduate status and were then analysed using an independent samples t-test analysis. An independent samples t-test was performed to partially test the research hypothesis regarding the independent variable is able to influence the dependent variable or not. For this reason, the results of research categorized by gender from the independent t test showed in Table 4.

Table 4. Independent Sample t-test on Participants Opinion by Gender

Gender	N	Mean	SD	t Value	t Table	Sig.	Decision
Male	43	35.47	0.767	-0.173	1.670	0.863	No Different
Female	20	35.50	0.688				

The results above show of the independent sample t-test on the aspect of gender, it is known that there is no significant difference of opinion between male and female trainees regarding the use of online graphic design classes. This means that this opinion is of equal value in the gender aspect of the online class that is carried out. The results of the opinion test which also uses an independent sample t-test on the status of the participants' graduates in graphic design training using online classes showed in Table 5.

Table 5. Independent Sample t-test on Participants Opinion by Status

Status	N	Mean	SD	t Value	t Table	Sig.	Decision
Unemployment	27	35.30	0.869	-1.702	1.670	0.094	No Different
Worked	36	35.61	0.599				

The results above show of the independent sample t-test on the aspect of the graduate status of the participants, the results obtained in the form of a calculated T value of -1.702 with a significance value of 0.094. The result is that there is no difference in the average opinion between participants who have not worked and participants who have worked. The results of ANOVA using the Tukey test on the aspect of the age range of participants in the online graphic design class showed in Table 6.

Table 6. ANOVA Tukey's Test on the Participants Opinion by Age Level

Age Level	N	Subset for alpha = 0,05	F	Sig.	Decision
≤24 years old	27	35.06	2.764	0.107	No Different
25-30 years old	17	35.59			
31-36 years old	10	35.67			
>36 years old	9	35.70			

In the ANOVA test results with the Tukey test above the aspect assessed is the age range, the calculated F value is 2.764 with a significance value of 0.107. It can be concluded that there is no significant difference in the mean opinion between participants aged ≤ 24 years old; 26-30 years old; 31-36 years old; and >36 years old during training. Then after testing our opinion, we move on to effectiveness, which in this case it refers to that the training participants have made improvements in taking online graphic design classes. The improvement achieved is skills in graphic design. This effectiveness test is carried out in two aspects: the trainee's understanding of the training material and a work produced after completing the practice of skills in taking an online graphic design class.

Pre-posttest data and skill practice scores were analyzed using the paired sample t-test and independent sample t-test, previously as a step towards the test with normality and homogeneity analysis first. After being tested for normality if the treatment has a significance value of more than 0.05, then the data is normally distributed for further analysis, namely paired sample t-test. Similarly, when the homogeneity has been tested, the significance value for all treatments is greater than 0.05, then the homogeneous variance data can be used for further analysis, namely the independent sample t-test. The tests in this study have gone through the series so that these prerequisites have been met. Then the steps taken after that will perform a paired sample t-test with alternative hypotheses. (Ha 1) "there is a good effect of the availability of online classes at training institutions on graphic design training at training institutions". (Ha 2) "there is a significant difference in the effect when online classes have been used on trainees in understanding adobe photoshop graphic design material". The tested hypotheses 1 and 2 will be shown in Table 7.

Table 7. Paired Sample t test Results

Tip	Mean	SD	t value	Sig
Pretest – posttest experiment	-21.984	10.796	-16.162	0.000
Pretest – posttest control	-19.762	9.690	-16.188	0.000
Initial Skill Task – practical skill task experiment	-17.175	11.480	-11.874	0.000
Initial Skill Task – practical skill task control	-10.159	10.924	-7.381	0.000

The data taken are pretest-posttest experimental and control classes. The significance value in the experimental class is 0.000 which is tested at a significance level of 5%. The significance value is smaller than 0.05. So H₀ is rejected and H_a 1 is accepted. It can be concluded that the availability of online classes at training institutions can have a positive impact on participants' training outcomes. This is also supported by higher pre-test scores for participants who use online classes than those who do not. Furthermore, the pretest-posttest significance value of the available control class is 0.000 at a significance level of 5%. The significance value is less than 0.05, so H₀ is rejected and H_a 2 is accepted. It was concluded that there was a difference between participants who used online classes and participants who did not use online classes at training institutions. Participants who used online classes had higher pretest-posttest scores than participants who did not use online classes. Next, test the hypothesis H_a 3, namely "there is a difference in the quality of online class availability between the experimental class and the control class". Independent sample t-test was used in this analysis to test the difference in the average between the experimental class and the control class. Then test the hypothesis H_a 4 "there is a difference in understanding of the adobe photoshop graphic design training participants between the experimental class and the control class". The explanation above, it will be shown in more detail in Table 8.

Table 8. Results of Independent Sample t-test

Aspects	Mean	t value	Sig	Decision
Availability of Online Class	1.540	7.294	0.000	There is a difference
Understanding of material	1.238	6.933	0.000	There is a difference

Independent sample t-test with its significance value on the aspect of the availability of online classes at training institutions is 0.000 at a significance level of 5%. The significance value is less than 0.05, so it is clear that there is a difference in the quality of training between the experimental class and the control class, especially from the results of the post-test and the practice of the skills tested. For this reason, the third hypothesis (H_a 3) which is an alternative is also acceptable. Graphic design training that provides online classes has been implemented well but also not completely good but at least better than graphic design training that does not use online classes. Furthermore, The significance value on the aspect of understanding the material obtained after conducting the independent sample t test at a significance level of 5% is 0.000. This value is smaller than 0.05 which means that H₀ is rejected and H_a 4 is accepted. So, graphic design training using online classes is proven to have a higher level of understanding of participants in understanding Adobe Photoshop material. This

is evidenced by the scores of online class training participants far above those of participants who do not use online classes.

Discussion

The training participants from the three characteristics aspects showed no significant difference in opinion between them in taking online classes at the Training Institute. But what is unfortunate is that there is still a gap in perfection in the implementation of the online class. This is evident from the score that is still on the "good" scale. Training participants still understand the availability of online classes that are currently available at training institutions. Many of them gave feedback that it was still not fun for online classes. Even though online classes that we know have many advantages over traditional face-to-face learning. Online classes do now have a broad reach than just watching videos, participating in live streaming and reading modules independently (Elfeky et al., 2020; Haryati et al., 2021; Wulandari et al., 2020). With this finding, online classes should be arranged optimally to improve the quality of training. Participants also voiced that the training materials available in the online class were power point material slides and video from lectures which the duration is longer and even dominates compared to other materials (Hanif Mukhlas, 2018). The trainees are made to make choices about each other's processes so that they are better. Experience in taking online classes should be sought in order to get positive results on achievement. While the results depending on their experience a person has in going through the training process itself (Syauqi et al., 2020). Online classes in training institutions can help to improve understanding of the material regardless of their age, gender or occupation after graduation. Everyone participates to be able to improve skills and knowledge about technology that is continuously updated so that people who have the talent are able to participate in a comfortable time and place ((Durrani et al., 2022; Pérez et al., 2019). Training loaded with online classes can encourage a new learning environment that is fresher than before and pay attention to the details of each activity with materials presented as needed so that students can build and develop their competencies (Hartoyo & Efendy, 2017; Vykhreshch et al., 2020).

We know that the unpreparedness of human resources and media in training institutions is one of the impacts of technological changes that are felt by instructors and training personnel in mastering it. One indicator of their professional competence is the mastery of information and communication technology and its implementation in training (AlAjmi, 2022; Hidayati, 2022). This inability clearly hinders the Training Institute from always being updated regarding learning media. This LMS is one of the many technologies that are developing rapidly but not always perfect (Anggriawan, 2019; Lwande et al., 2021). We must admit that technology must also be able to change the learning media to be fresh in the future (Dapica et al., 2022). Present technology is used to make teaching and learning activities better, effective, efficient and fun for the trainees (Surahman et al., 2020). This is actually useful for instructors who are required to be creative and innovative when developing training plans including the design of online classroom training that will be used later. This integration between instructors and students is important, they must be forced to try something new in the training process (Annisa, 2020). If it persists with the current pattern, it will be difficult to adapt to the current situation (Greenhow et al., 2022). At the moment innovation and technology in the world is one of the challenging factors for all, especially in an uncertain environment (Banmairuoy et al., 2022; Bervell et al., 2020).

There is a difference in results between the experimental class and the control class caused by the use of online classes which turned out to be very helpful in improving the competency skills of graphic design trainees that were effective and efficient (Abuhmaid, 2020). Although there are still many shortcomings, this point needs to be noted again that improvements are still needed in the provision of online classes can help them achieve 21st century skills by taking online class and getting good result from it (Wahyudi & Winanto, 2018; Yunus et al., 2021). There is in previous research that instructors must be able to adapt to the current situation where students do not participate in full learning activities due to other obstacles and that becomes a difference from the face-to-face learning system with online classes where face-to-face students can immediately receive What is delivered by a teacher to students that day (Rambe et al., 2022). Then another relevant study stated that online classes at the time of implementation required supporting devices such as smartphones, laptops, computers, and tablets that were connected to the internet . So that all these devices can be used to access information wherever they are as needed (Lu et al., 2021; Sophonhiranrak, 2021). What we know at this time is that not all participants are able to fulfill such a complete device. Furthermore, other researchers revealed that there is an internet network that is not / less stable. Because this online class depends on the network, good or not, if the network in the area is bad, it will be left behind (Nasution et al., 2022).

The training institute that organizes the online class must have understood the preparations so that the participants were satisfied with the training that was followed. This study also has limitations on the scope of training that is less broad in the vocational scale and non-formal fields. Both types of education should have a common goal and are interconnected so as to create a quality system (Pienimäki et al., 2021; Vykhreshch et al., 2020). Another limitation is that in training institutions there are many vocational courses available and carried

out also using online classes, not only graphic design training. The richness of online classes in each training program at a training institution is an attractive choice for students, of course, it is balanced with attractive learning designs (Panigrahi et al., 2018; Sudira et al., 2022). The model and syntax are also still limited to those used today, it has not been studied in depth whether the model or syntax also affects graphic design training using online classes. Many models are now an option to be developed, one of which is Project Based Learning (PjBL) which is rarely used in modern training programs (Muslim et al., 2020; Saad & Zainudin, 2022). For this reason, further research is expected to be able to provide a clearer picture and more comprehensive research results related to online classroom instructional design, especially using certain learning models or syntaxes that must be in accordance with current developments.

4. CONCLUSION

The availability of online classes at training institutions is still a lot of challenges to be faced. Starting in terms of human resources and also supporting facilities, including one of the media used. Training institutions are required to continue to update digital developments in their training programs so that they can be well received by the community. Graphic design training that has been running and implemented is an initial alternative because it already has online classes. This mature concept in designing online classes is expected to be well implemented so that the Training Institute is better prepared to engage as a provider of online classes in a training program. In addition, the right target of training participants according to the competency needs in the world of work, business and industry is a fundamental factor in the implementation of this graphic design training using online classes. In the future, training programs using online classes still have a wide reach to be accepted by the community. Especially with the added syntax / learning model which of course must also be relevant to today's needs.

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