



Analysis of the Implementation of Training and Development Program Policies at the UPTD Vocational Education Development Center of the South Sumatra Provincial Education Office

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ARTICLE INFO

Keywords: Policy Implementation, Training and Development, Vocational Education, Public Administration

Received : 30, March

Revised : 16, April

Accepted: 09, May

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ABSTRACT

Human resource development is an important factor in improving the quality of education, especially in vocational education which is oriented towards strengthening the competence of educators and education personnel. This study aims to analyze the implementation of training and development program policies implemented by the UPTD Vocational Education Development Center of the South Sumatra Provincial Education Office. This study uses a qualitative approach with a descriptive method. Data collection techniques are carried out through interviews, observations, and documentation. The research informants consist of training program managers, instructors, and trainees. Data analysis is carried out through data reduction, data presentation, and conclusion drawn. The results of the study show that the implementation of the training program policy has been running but has not been optimal. This can be seen from the uneven aspects of policy communication, limited resources, and still obstacles in coordination between stakeholders. In addition, training facilities and infrastructure still need to be improved to support learning effectiveness. This study concludes that the success of the implementation of training policies is greatly influenced by communication factors, resources, implementing disposition, and bureaucratic structure. Therefore, it is necessary to improve institutional coordination, strengthen the capacity of human resources, and improve the training system based on competency needs.

INTRODUCTION

Education is one of the strategic sectors in national development because it has an important role in improving the quality of human resources. Through quality education, a country can create a society that has strong intellectual abilities, skills, and character to face various development challenges. Therefore, the government continues to strive to improve the quality of the education system as part of a sustainable national development strategy (Tilaar 2012).

In the context of human resource development, vocational education has a very important role because it is oriented towards the development of job skills that are in accordance with the needs of the business world and the industrial world. Vocational education emphasizes not only the academic aspect, but also on the mastery of practical skills that can be directly applied in the workplace. This makes vocational education one of the important instruments in increasing the competitiveness of the workforce at the national and global levels (Sudira 2016).

Strengthening vocational education is inseparable from the role of educators and education personnel who have professional competence. Teachers and education personnel in the vocational education environment are required to have adequate pedagogic, professional, social, and personality skills in order to be able to carry out an effective learning process. Therefore, improving the competence of educators is one of the priorities in education development policies (Mulyasa 2013).

One of the efforts that can be made to improve the competence of educators is through training and development programs. Training programs are activities that are systematically designed to improve individual abilities, knowledge, and skills in carrying out their duties and responsibilities. Through well-planned training, individuals are expected to be able to improve performance and adapt to the development of science and technology (Noe 2017).

From the perspective of public administration, training and development programs are part of public policies designed to improve the quality of public services. The policy is not only oriented towards increasing individual capacity, but also on improving the overall performance of the organization. Thus, training and development are important instruments in bureaucratic reform and improving the quality of governance (Dunn 2018).

The implementation of a public policy is not only determined by the quality of policy formulation, but also by the success of its implementation. Policy implementation is a complex process because it involves various actors, resources, and coordination mechanisms between institutions. Without effective implementation, even a well-formulated policy will not be able to achieve the expected goals (Hill and Hupe 2014).

The success of policy implementation is influenced by various interrelated factors. Edwards III (1980) stated that there are four main variables that affect policy implementation, namely communication, resources, executive disposition, and bureaucratic structure. These four variables are important elements in ensuring that policies can be implemented effectively in the field.

Communication in policy implementation is related to how policies are delivered to implementers and related parties. Clear and consistent communication is essential so that the objectives of the policy can be well understood by all parties involved in its implementation. If communication does not go well, there will be misunderstandings that can hinder the policy implementation process (Edwards III 1980).

In addition to communication, the resource factor is also an important element in policy implementation. The resources in question include human resources, budget, information, and facilities and infrastructure needed in the implementation of the program. Without adequate resource support, well-designed policies will be difficult to implement optimally (Grindle 1980).

The disposition or attitude of policy implementers also has a significant influence on the success of policy implementation. Policy implementers who have high commitment, integrity, and motivation will be better able to carry out policies in accordance with the goals that have been set. On the other hand, if policy implementers do not have a strong commitment, policy implementation tends to experience various obstacles (Mazmanian and Sabatier 1983).

Bureaucratic structure is also an important factor in policy implementation. Bureaucratic structures that are too complex can hinder the coordination and decision-making process. Therefore, a clear organizational structure and effective coordination mechanisms are needed for policy implementation to run smoothly (Ripley and Franklin 1986).

In the education sector, the implementation of training and development policies has an important role in improving the quality of educators. Effective training programs can help teachers improve pedagogic and professional competencies so that they are able to organize a more innovative and quality learning process. Thus, training and development are one of the important strategies in improving the quality of education (Mulyasa 2013).

The Government of Indonesia has made various efforts to improve the quality of vocational education through various strategic policies and programs. One of these efforts is the implementation of training programs for teachers and education personnel on an ongoing basis. This program aims to improve the competence of educators to be able to keep up with technological developments and changing industry needs.

The implementation of the training program involves various educational and training institutions under the coordination of the local government and the central government. These institutions have the responsibility to design and implement training programs that are in accordance with the needs of educators in the field.

One of the institutions that has a strategic role in the implementation of the training program is the Regional Technical Implementation Unit (UPTD) of the Vocational Education Development Center which is under the Provincial Education Office. This institution has the task of organizing various training and development activities for teachers and education personnel in the field of vocational education.

The Vocational Education Development Center UPTD acts as a competency development center for educators in the vocational education environment. Through various training programs held, this institution is expected to be able to improve the quality of educators so that it can support the improvement of the overall quality of vocational education.

The training program organized by the UPTD Vocational Education Development Center covers various areas of competence that are relevant to the needs of vocational education. The program is designed to improve the technical, pedagogical, and managerial skills of educators.

Although various training programs have been implemented, in practice there are still various obstacles faced in the implementation of the program. These obstacles include limited human resources, budget limitations, and limited facilities and infrastructure that support training activities.

In addition, coordination between training organizing institutions and various stakeholders also needs to be improved. Less effective coordination can cause the implementation of the training program to not run optimally.

Another problem that often arises in the implementation of training programs is the lack of compatibility between training materials and the competency needs of educators in the field. This can cause training programs to have less significant impact on improving participants' competencies.

This condition shows that the implementation of training and development program policies still requires comprehensive evaluation. The evaluation is needed to identify various factors that affect the success and obstacles in the implementation of the training program.

Through the analysis of policy implementation, it can be known to what extent the training and development program policies have been implemented in accordance with the goals that have been set. In addition, the analysis can also provide an overview of various aspects that need to be improved in the implementation of the training program.

Research on the implementation of training and development policies is important because it can contribute to the development of education policies in the future. The results of the research are expected to be the basis for policy makers in formulating more effective strategies to improve the quality of vocational education.

With a study on the implementation of training and development program policies, it is hoped that various solutions can be found to increase the effectiveness of the program. This is important so that the training program is really able to improve the competence of educators and have a positive impact on the quality of learning in schools.

Based on this description, this study aims to analyze the implementation of training and development program policies at the UPTD Vocational Education Development Center of the South Sumatra Provincial Education Office. This research is expected to provide a comprehensive overview of the implementation of training policies and the various factors that affect its success.

LITERATURE REVIEW

Public policy is a series of decisions or actions taken by the government to overcome various public problems and achieve certain goals in the administration of government. Public policy is not only related to the policy formulation process, but also includes the implementation and evaluation stages of policy. Dunn (2018) explained that public policy is a pattern of actions that are systematically designed to solve public problems through government intervention.

In the public policy process, the implementation stage is a very important stage because it determines the success or failure of a policy. Policy implementation can be understood as the process of applying policy decisions that have been formulated by policymakers into concrete actions taken by various actors involved in the implementation of the policy (Hill and Hupe 2014). Without effective implementation, well-designed policies will not be able to achieve the expected goals.

One of the policy implementation models that is widely used in public administration research is the policy implementation model proposed by Edwards III. According to Edwards III (1980), the success of policy implementation is influenced by four main variables, namely communication, resources, the disposition or attitude of the implementer, and the bureaucratic structure. These four variables are interrelated and play an important role in determining the success of the implementation of a policy.

Communication in policy implementation is related to how policies are delivered to policy implementers and parties related to the implementation of the policy. Clear, consistent, and targeted communication is essential so that the objectives of the policy can be well understood by all parties involved in its implementation. Without effective communication, policy implementation often encounters various obstacles such as misunderstandings or different interpretations of policies (Edwards III 1980).

In addition to communication, the resource factor is also an important element in policy implementation. The resources in question include human resources, budgets, information, and facilities needed in the implementation of the program. Grindle (1980) stated that the successful implementation of policies is highly dependent on the availability of adequate resources to support the implementation of the policy.

The disposition or attitude of policy implementers is also a factor that affects policy implementation. Disposition is related to the commitment, integrity, and motivation of policy implementers in carrying out their duties. Policy implementers who have a high commitment to policy objectives will be better able to implement policies effectively compared to implementers who do not have a strong commitment (Mazmanian and Sabatier 1983).

Another factor that affects policy implementation is the bureaucratic structure. The bureaucratic structure is related to the division of tasks, coordination mechanisms, and work procedures that govern the implementation of policies. Bureaucratic structures that are too complex can hinder the

coordination and decision-making process so that policy implementation becomes less effective (Ripley and Franklin 1986).

In the context of human resource development, training and development is one of the important strategies that can be carried out by organizations to improve individual competencies. Training is a learning process designed to improve individual knowledge, skills, and attitudes in carrying out their duties (Noe 2017). Through a well-planned training program, organizations can improve employee performance and the quality of services provided to the community. In the education sector, the training and development of educators has a very important role in improving the quality of the learning process. Teachers who have good professional competence will be able to create a more effective and innovative learning process so that they can improve the overall quality of education (Mulyasa 2013).

METHODOLOGY

This study uses a qualitative approach with a descriptive method. A qualitative approach is used to understand in depth the implementation of training and development program policies at the UPTD Vocational Education Development Center of the South Sumatra Provincial Education Office. This approach was chosen because it is able to comprehensively describe social phenomena based on the perspective of the informants involved in the implementation of the policy. The research location was conducted at the UPTD Vocational Education Development Center of the South Sumatra Provincial Education Office. The selection of the research location is based on the consideration that the institution has an important role in the implementation of training and development programs for educators in the field of vocational education.

The data sources in this study consist of primary data and secondary data. Primary data was obtained through in-depth interviews with informants involved in the implementation of the training program, while secondary data was obtained through official documents, activity reports, and various literature relevant to the research topic. The data collection techniques used in this study include interviews, observations, and documentation. In-depth interviews were conducted with research informants to obtain information about the implementation of training and development programs. Observations were carried out to directly observe the process of implementing training activities. Meanwhile, documentation was carried out by collecting various documents related to the training program organized by the UPTD Vocational Education Development Center.

Research informants are selected purposively based on the consideration that they have knowledge and experience relevant to the implementation of training and development programs. The research informants consist of the head of UPTD, the manager of the training program, the training instructor, and the trainees. The data analysis technique used in this study is qualitative data analysis with an interactive analysis model proposed by Miles and Huberman.

Data analysis is carried out through three stages, namely data reduction, data presentation, and conclusion drawn.

RESEARCH RESULTS

The results of the study show that the implementation of the training and development program policy at the UPTD Vocational Education Development Center of the South Sumatra Provincial Education Office has generally been implemented in accordance with the provisions and guidelines that have been set by the local government. This training program is designed as an effort to improve the competence of educators and education staff in vocational high schools so that they are able to adapt to the development of science, technology, and the needs of the world of work. The implementation of the training program is carried out periodically by involving various related parties, including instructors who have competence in their fields and training participants from various vocational schools in the South Sumatra Province area. The training program included various materials related to improving pedagogic competence, mastery of learning technology, and developing technical skills relevant to each participant's field of expertise.

From the communication aspect, the results of the study show that the process of delivering information about training and development programs has been carried out through various communication mechanisms involving the UPTD Vocational Education Development Center, the Provincial Education Office, and the schools that are the target of the program. Information about the implementation of training is generally conveyed through official letters, coordination meetings, and other communication media used by the organizers. However, in practice, there are still several obstacles in the process of delivering this information. Some informants stated that information about training schedules, participant requirements, and training materials sometimes has not been conveyed evenly to all educators in schools. This condition causes there are still teachers who do not get the opportunity to participate in optimal training due to the limited information received.

From the aspect of resources, the implementation of the training program is supported by instructors who have competence and experience in the field of vocational education. Instructors involved in training activities generally come from academics, industry practitioners, and experts who have special expertise in accordance with the field of training provided. The presence of competent instructors makes a positive contribution to the quality of training implementation because participants can gain knowledge and skills that are relevant to the needs of the world of work. In addition, support from the UPTD management is also an important factor in ensuring that the implementation of the training can run according to the plan that has been set.

However, the results of the study also show that the implementation of training programs still faces some limitations related to resources. One of the main obstacles faced is the limitation of facilities and infrastructure that support training activities. Some training facilities such as practice rooms, laboratory equipment, and learning technology devices still need to be improved in order

to support the training process more effectively. In addition, budget limitations are also one of the factors that affect the number and frequency of training that can be held every year. This condition has an impact on the limited number of educators who can participate in training programs on an ongoing basis.

From the aspect of the disposition or attitude of policy implementers, the results of the study show that the organizers of the training program have a fairly good commitment in carrying out their duties and responsibilities. This can be seen from their efforts in designing training programs that suit the needs of participants and ensuring that each training activity can run smoothly. The program implementers also showed an open attitude to various inputs and suggestions from the trainees to improve the quality of training in the future. This commitment is one of the important factors that support the successful implementation of training and development programs within the UPTD Vocational Education Development Center.

In addition, the trainees also showed quite high enthusiasm in participating in the training activities held. This can be seen from the level of participation of participants in various training sessions as well as their involvement in discussion and practice activities carried out during the training. The training participants generally considered that the training program organized by the UPTD Vocational Education Development Center provided considerable benefits in improving their knowledge and skills as educators in the field of vocational education. Meanwhile, from the aspect of bureaucratic structure, the implementation of training and development programs has been supported by a clear organizational structure and a structured division of tasks within the UPTD Vocational Education Development Center. Each work unit has different responsibilities in supporting the implementation of training programs, from program planning, implementation of activities, to training evaluation. This clear organizational structure facilitates the coordination process between work units so that the implementation of training programs can run more systematically.

However, the results of the study also show that coordination between the UPTD of the Vocational Education Development Center and several related parties, such as schools and other agencies that play a role in the development of vocational education, still needs to be improved. Less than optimal coordination can affect the effectiveness of the implementation of training programs because various activities carried out require support from various parties involved in the vocational education system. Therefore, more intensive efforts are needed to strengthen cooperation and coordination between institutions so that the implementation of training programs can run more effectively and sustainably.

Overall, the results of the study show that the implementation of training and development program policies at the UPTD Vocational Education Development Center of the South Sumatra Provincial Education Office has made a positive contribution to improving the competence of educators in the field of vocational education. However, there are still several obstacles that need attention, especially related to communication aspects, availability of resources, and coordination between institutions involved in the implementation of the program. With improvements in these various aspects, it is hoped that the

training and development program organized by the UPTD Vocational Education Development Center can run more effectively and be able to have a greater impact on improving the quality of vocational education in South Sumatra Province.

DISCUSSION

Based on the results of the research that has been obtained, the implementation of training and development program policies at the UPTD Vocational Education Development Center of the South Sumatra Provincial Education Office can be analyzed using the policy implementation model proposed by Edwards III which includes four main variables, namely communication, resources, implementing disposition, and bureaucratic structure. These four variables are very closely related in determining the success of the implementation of a policy. Using this analytical framework, the discussion of this study seeks to explain in depth how each factor affects the implementation of training and development programs implemented by the UPTD Vocational Education Development Center.

From the communication aspect, the results of the study show that the delivery of information about the training program has been carried out through various formal communication mechanisms involving the UPTD Vocational Education Development Center, the South Sumatra Provincial Education Office, and the schools that are the target of the program. Information about the implementation of training is usually conveyed through official letters, coordination meetings, and various communication media used by related agencies. However, the effectiveness of the communication is still not fully optimal because there are still some educators who have not obtained comprehensive information about the training programs held. This condition shows that the communication system used in the implementation of the training program still needs improvement so that the delivery of information can reach all parties who are the target of the program more evenly. This finding is in line with the view of Edwards III (1980) who stated that ineffective communication can lead to information distortion in policy implementation so that policy objectives cannot be achieved optimally.

Furthermore, from the aspect of resources, the results of the study show that the implementation of training and development programs at the UPTD Vocational Education Development Center is supported by human resources who have competence and experience in their fields. Instructors involved in training activities generally have educational backgrounds as well as professional experience relevant to the field of training provided. The presence of competent instructors makes a significant contribution to the quality of training implementation because participants can gain knowledge and skills that suit the needs of the world of work. However, this study also found that the implementation of training programs still faces some limitations related to the availability of facilities and budgets. Limited training facilities and infrastructure such as practical equipment and laboratory facilities can affect the effectiveness of the training process carried out. In addition, budget limitations also have an

impact on the number and frequency of training that can be held every year. This condition is in line with the opinion of Grindle (1980) who stated that the availability of adequate resources is one of the important factors in supporting the successful implementation of policies.

From the aspect of the disposition or attitude of policy implementers, the results of the study show that the organizers of the training program have a fairly high commitment in carrying out their duties and responsibilities. The program implementers strive to carry out training activities in accordance with the plan that has been set and try to provide the best service to the training participants. The positive attitude shown by the policy implementers is one of the factors that support the successful implementation of training and development programs. The high commitment of the policy implementers is also reflected in their efforts in evaluating training activities and correcting various shortcomings found during the implementation of the program. These findings support the view of Mazmanian and Sabatier (1983) who stated that the attitude and commitment of policy implementers are important factors that affect the success of policy implementation.

In addition, the level of participation and enthusiasm of the trainees also shows that the training program organized by the UPTD Vocational Education Development Center has a fairly high relevance to the needs of educators in the field of vocational education. The trainees generally gave positive responses to the training materials provided and considered that the program could help them in improving their professional competence as educators. This shows that the implementation of the training program has made a significant contribution in supporting the improvement of the quality of human resources in the vocational education sector. Meanwhile, from the aspect of bureaucratic structure, the results of the study show that the implementation of the training program has been supported by a fairly clear organizational structure and a structured division of tasks within the UPTD Vocational Education Development Center. A clear organizational structure allows each work unit to understand its own roles and responsibilities in the implementation of the training program. In addition, the existence of established work procedures also helps to ensure that each stage of the implementation of the training program can run systematically and well coordinated. However, this study also found that coordination between institutions involved in the implementation of training programs still needs to be improved. Suboptimal coordination can hinder the planning process and implementation of training programs so that the goals that have been set cannot be achieved optimally. This is in line with the opinion of Ripley and Franklin (1986) who stated that an effective bureaucratic structure must be supported by a good coordination mechanism so that the implementation of policies can run optimally. Overall, the results of this study show that the implementation of training and development program policies at the UPTD Vocational Education Development Center of the South Sumatra Provincial Education Office has gone quite well, but there are still several aspects that need to be improved so that the implementation of the program can run more effectively. Communication factors, resource availability, commitment of policy implementers, and

coordination in the bureaucratic structure are important elements that interact with each other in determining the success of the implementation of the policy. Therefore, efforts to improve these various aspects need to be carried out on an ongoing basis so that the training and development programs organized by the UPTD Vocational Education Development Center can have a greater impact on improving the competence of educators and improving the quality of vocational education in South Sumatra Province.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussions that have been carried out, it can be concluded that the implementation of the training and development program policy at the UPTD Vocational Education Development Center of the South Sumatra Provincial Education Office has basically been implemented in accordance with the policies that have been set by the local government. The training program held has the aim of improving the competence of educators and education personnel, especially in the vocational education environment. The implementation of this program has made a positive contribution to improving the knowledge, skills, and professional abilities of the trainees. This shows that the training and development programs implemented by the UPTD Vocational Education Development Center have an important role in supporting the improvement of the quality of human resources in the field of vocational education.

However, the results of the study also show that the implementation of the training and development program policy has not been fully running optimally. This is influenced by several factors related to policy implementation as described in the Edwards III policy implementation model, namely communication, resources, executive disposition, and bureaucratic structure. From the aspect of communication, the delivery of information about the training program to all educators is still uneven, so there are still some teachers who have not obtained optimal information about the training activities held. From the aspect of resources, limited training facilities and infrastructure and budget limitations are one of the obstacles that affect the effectiveness of the implementation of training programs. Meanwhile, from the aspect of the attitude of the implementers, the organizers of the training program show a good commitment in carrying out training activities and strive to provide optimal service to the training participants. From the aspect of bureaucratic structure, although there has been a clear division of duties in the implementation of training programs, coordination between institutions involved in the development of vocational education still needs to be improved so that the implementation of the program can run more effectively.

Based on this conclusion, there are several recommendations that can be given to improve the effectiveness of the implementation of training and development program policies at the UPTD Vocational Education Development Center. First, it is necessary to improve the communication system and disseminate information about the training program to all educators so that every teacher has the same opportunity to participate in the training activities held.

Second, it is necessary to increase resource support, both in the form of providing more adequate training facilities and infrastructure and increasing budget allocation to support the implementation of training programs in a sustainable manner. Third, it is necessary to increase coordination and cooperation between the UPTD Vocational Education Development Center and various related parties, including schools, government agencies, as well as the business world and industry, so that the training programs held can be more relevant to the needs of vocational education and the development of the world of work. Fourth, it is necessary to conduct periodic evaluations of the implementation of training and development programs to ensure that the programs implemented really have a significant impact on improving the competence of educators and improving the quality of vocational education as a whole. With these various improvement efforts, it is hoped that the implementation of training and development program policies at the UPTD Vocational Education Development Center can run more effectively and be able to make a greater contribution to improving the quality of vocational education in South Sumatra Province.

ADVANCED RESEARCH

Future research is recommended to examine the effectiveness of training and development program policies using broader and more comprehensive approaches, including the influence of digital transformation, stakeholder collaboration, and industry needs on vocational education quality. Comparative and longitudinal studies are also needed to provide deeper insights into sustainable policy improvement and the enhancement of educators' competencies in vocational education institutions.

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