



COURSE AND TRAINING INSTITUTION (LKP) LEADERS' STRATEGIES TO ENHANCE COURSE PARTICIPANTS' COMPETITIVENESS IN THE DIGITAL ERA

STRATEGI PEMIMPIN LEMBAGA PELATIHAN DAN PELATIHAN (LKP) UNTUK MENINGKATKAN DAYA SAING PESERTA KURSUS DI ERA DIGITAL

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Abstrak

Seiring dengan revolusi teknologi terhadap paradigma pendidikan tradisional, terdapat kebutuhan mendesak bagi lembaga kursus dan pelatihan (LKP) untuk beradaptasi, tidak hanya dengan mengintegrasikan teknologi digital tetapi juga dengan mendefinisikan ulang strategi pendidikan untuk mempersiapkan peserta didik menghadapi tantangan di era digital. Studi ini bertujuan untuk mengkaji strategi yang dilakukan oleh kepala lembaga kursus dan pelatihan untuk meningkatkan daya saing peserta kursus di era digital. Dengan menggunakan pendekatan kualitatif dan metode studi kasus, penelitian ini meneliti tiga lembaga pelatihan yang berbeda di Bandung Barat. Melalui wawancara semi-terstruktur yang mendalam dengan kepala Lembaga kursus dan pelatihan (LKP), bersama dengan observasi dan analisis dokumen, penelitian ini mengkaji berbagai perspektif dalam mengimplementasikan strategi di lingkungan pendidikan untuk mengatasi tantangan era digital. Temuan penelitian mencakup: 1) strategi yang dilakukan oleh kepala LKP yaitu dengan mengintegrasikan materi yang relevan dengan industri, 2) menggunakan metode pembelajaran yang berpusat pada peserta kursus yang inovatif, 3) penekanan pada literasi digital, dan 4) penggunaan teknologi digital interaktif dalam pembelajaran. Studi ini juga menemukan bahwa kombinasi dari pendekatan-pendekatan tersebut sangat penting dalam meningkatkan daya saing peserta di era digital. Dengan menyelaraskan kebutuhan industri, mengadopsi metode pengajaran yang inovatif, dan berfokus pada literasi digital, lembaga kursus dan pelatihan dapat lebih baik mempersiapkan peserta didik untuk ekonomi digital. Temuan ini memiliki implikasi signifikan bagi pendidik, pembuat kebijakan, dan pemangku kepentingan di sektor pendidikan, menyediakan wawasan berharga tentang strategi kepemimpinan yang efektif dan berkontribusi pada pengembangan tenaga kerja yang kompeten secara digital.

Kata Kunci: Daya Saing di Era Digital; Strategi Kepemimpinan Lembaga Kursus dan Pelatihan; Peserta Kursus

Abstract

As technology revolutionizes traditional educational paradigms, there is a pressing need for institutions to adapt, not only by integrating digital tools but also by redefining educational strategies to equip learners for the challenges of the digital age. This study aimed to delve into the gap in understanding how course and training institution leaders can develop effective strategies to foster an environment conducive to enhancing course participants' competitiveness in the digital era. Utilizing a qualitative approach with case study method, this research examines three distinct training institutions in Bandung Barat. Through in-depth, semi-structured interviews with institution heads, alongside observations and document analyses, the study uncovers diverse perspectives on implementing strategies in educational settings to overcome the digital era challenges. The findings highlight a range of strategies including the integration of industry-relevant materials, innovative participant-centered learning methods, emphasis on digital literacy, and the use of interactive digital technologies. The study reveals that a combination of these approaches is crucial in enhancing participant competitiveness in the digital era. By aligning with industry needs, adopting innovative teaching methods, and focusing on digital literacy, training institutions can better prepare learners for a digital economy. The findings have significant implications for educators, policymakers, and stakeholders in the education sector, providing valuable insights into effective leadership strategies and contributing to the development of a digitally competent workforce.



Keywords: *Competitiveness in the Digital Era; Course and Training Institution Leadership Strategies; Course Participants'*

INTRODUCTION

In the swiftly evolving landscape of the digital era, the role of education and training institutions is more pivotal than ever. As technology continues to redefine job markets and skill requirements, there is an urgent need for training institutions to adapt and evolve (García-Pérez et al., 2021; Iskandar, Winata, Kurdi, et al., 2023; Nurhayati, 2021). This transformation is not just about integrating digital tools into the learning environment but also about fundamentally rethinking strategies to ensure that course participants are competitively equipped for the challenges of the digital age.

While the digital revolution offers immense opportunities, it also presents significant challenges for training and education institution leaders (Musa, Nurhayati, Jabar, et al., 2022; Nurhayati et al., 2021). One of the key challenges is developing and implementing effective strategies that not only impart digital skills but also foster an environment conducive to comprehensive digital competency. Research on training within educational institutions often focuses on vocational and professional development aspects. Studies by Nurmawati et.al (2021) and Intadiyah et.al. (2021) emphasize the importance of aligning training programs with industry needs, ensuring that the skills taught are relevant and applicable in real-world settings. Additionally, the role of experiential learning in training, as explored by Nurhayati (2018), underscores the significance of practical, hands-on experiences in skill development. From a theoretical perspective, the literature on training often incorporates adult learning theories, such as Knowles' Theory of Andragogy, which suggests that adult learning is self-directed and based on personal experiences (Cacam et al., 2023; Musa & Nurhayati, 2021; Nurhayati, 2015; Tiarawati et al., 2023).

This theory is particularly relevant in the context of professional training, where learners bring their own professional backgrounds and seek practical, applicable knowledge. Furthermore, the concept of competency-based training, which focuses on the development of specific skills and competencies to meet defined standards, is prevalent in the literature. Competency-based approaches are seen as particularly effective in vocational and professional training settings, as they align closely with industry requirements (Hidayat & Nurhayati, 2023; Musa, Nurhayati, & Zubaedah, 2022; Nurhayati & Rakhman, 2017; Winarti et al., 2022).

Leadership within educational institutions in the digital age is a complex dynamic that has been extensively studied such as by Musa et.al (2022) which found challenges in the digital era faced by the school leaders. One of the challenge faced by educational leaders is improving the learners' and also alumni competitiveness. The notion of competitiveness in the digital age, particularly in the context of education, is another area extensively explored in recent literature. Competitiveness, in this context, refers to the ability of institutions and their learners to adapt, innovate, and excel in an increasingly digital world (Nurmawati, Nurhayati, & Hasbi Noor, 2021). Institutions that effectively integrate digital tools and learning methods are better positioned to equip students with necessary 21st-century skills (Ghofur & Nurhayati, 2023; Iskandar, Winata, Haluti, et al., 2023; Nurhayati et al., 2023; Suharyat et al., 2022). Such skills are essential for competitiveness in the modern workforce, which increasingly values digital



literacy and adaptability. Furthermore, research by Baichang et.al. (2021) focuses on the digital divide and its impact on educational competitiveness. They assert that equitable access to digital resources is critical for ensuring that all learners, regardless of their socioeconomic background, can compete effectively in a digital economy.

While existing literature provides insights into digital education tools and methods, there is a notable absence of comprehensive studies specifically targeting the strategies of training and education institution leaders to enhance students' digital competitiveness. Most research does not address the holistic role of leadership in adapting institutional strategies, culture, and practices to meet the demands of the digital era.

This paper seeks to address the critical question: "How can heads of training institutions strategize to enhance the competitiveness of course participants in the digital era?" The focus is on uncovering strategic approaches that can be employed by leaders of training institutions to better prepare their learners for the demands of the digital world. Understanding these strategies is not only vital for the institutions themselves but also for policymakers, educators, and stakeholders in the broader education sector. By identifying and analyzing effective leadership strategies in training institutions, this research aims to contribute valuable insights that can help shape future educational policies and practices. This, in turn, will aid in preparing a workforce that is not just digitally literate but also digitally competitive, thereby enhancing both individual career prospects and the broader socio-economic landscape.

METHOD

This study employed a case study research method with qualitative approach to investigate the strategies used by heads of training institutions to enhance the competitiveness of course participants in the digital era. The case study approach was specifically chosen for its strength in providing an in-depth understanding of a complex issue within its real-life context. This method is particularly effective in education research where the aim is to explore nuanced practices and experiences.

The research focused on three distinct cases, each representing a different training institution led by its head in Bandung Barat. These institutions were selected purposively to provide diverse perspectives on the implementation of digital strategies in educational settings. The criteria for selection included the institution's reputation for innovative approaches to digital education and the head's experience in integrating technology and modern teaching methodologies. This diversity ensured a comprehensive understanding of the subject matter across different educational environments and management styles.

In-depth, semi-structured interviews, observation, and document study were the primary data collection method. Each interview, conducted with the head of a respective training institution, lasted approximately 45-60 minutes. The interviews were held via video conferencing to accommodate geographical constraints and to ensure a comfortable setting for open and detailed discussions. The interview questions were designed to explore several key areas: integration of industry-relevant content, innovative learning methods, digital technology use, digital literacy emphasis, instructor training, personalized learning approaches, and strategic partnerships. To supplement the interview data, additional materials such as institutional documents, curriculum samples, and online educational resources used by the institutions were reviewed. This triangulation of data sources enriched the depth and reliability of the findings.



Data from the interviews and additional materials were analyzed using thematic analysis. This involved transcribing the interviews verbatim, followed by coding and identifying themes that emerged consistently across the cases. The analysis process was iterative, involving constant comparison between the data and emerging themes to ensure a comprehensive and accurate representation of the strategies used by the institutions.

DISCUSSIONS

The empirical data provides comprehensive insights into the strategies employed by heads of training institutions to enhance the competitiveness of course participants in the digital era. The empirical findings highlighted several key strategies. The primary strategy, as one interviewee mentioned, revolves around "presenting materials that are relevant to the needs of the industry." This approach ensures that the curriculum aligns with current technological trends and industry requirements, making participants more marketable in the job landscape. This relevance is essential in an era characterized by rapid technological advancements.

A significant shift in educational strategies was noted in response to the advent of the digital era. One respondent emphasized the use of "innovative and participant-centered learning methods," such as project-based, problem-based, and online learning. This approach not only caters to diverse learning styles but also enhances participant engagement and skill development. By focusing on methods that "help course participants to better understand the material and improve their skills," training institutions are adapting to the changing educational landscape. The effective use of digital technology is a cornerstone of these strategies. Interactive learning technologies, including "videos, audio, and simulations on platforms like YouTube, WhatsApp, and Instagram," were cited as particularly effective. This integration of technology into learning is not just about keeping up with the times; it's about enhancing the learning experience and making it more accessible and engaging for participants.

Digital skills form an integral part of the curriculum. Adding material about "basic digital skills, such as using computers and the internet, and specific digital skills, like using certain software or creating digital content," prepares participants for the digital marketplace. This focus on digital literacy is further emphasized by the importance placed on understanding the functionalities of mobile phones and social media. The role of digital collaboration tools in teaching strategies was also highlighted. These tools are not just about facilitating remote learning; they "help course participants to work together on projects or assignments," thereby enhancing teamwork and collaboration skills, which are vital in today's digital work environment.

Instructors play a crucial role in this digital transition. Training for instructors includes "basic digital training" and "training on digital teaching methods," equipping them to effectively navigate and teach in a digital environment. This ensures that the teaching staff are not just disseminators of information, but facilitators of a modern, digital learning experience. Furthermore, the responses indicate a proactive approach to adapting to rapid technological changes. Innovations like "developing new online learning platforms using VR and AR technologies" not only keep the curriculum current but also provide immersive and interactive learning environments. The interviews also revealed the importance of personalized learning in the digital era. Utilizing digital technologies to tailor learning materials to individual needs is not just about personalization for its own sake; it's about enhancing the effectiveness of the learning experience. This approach is critical in an era where one-size-fits-all solutions are increasingly



inadequate. Finally, strategic partnerships with various organizations and industries, as one interviewee mentioned, are crucial. These collaborations provide practical and industry-relevant training, bridging the gap between theoretical knowledge and practical skills. In essence, the strategies identified reflect a holistic and adaptive approach, focusing on digital literacy, innovative teaching methods, and a strong emphasis on participant-centered learning. These strategies serve as a model for other training institutions aiming to improve their competitiveness in the digital age. The continuous adaptation to technological advancements and effective use of digital platforms are essential for maintaining relevance and effectiveness in the evolving digital landscape.

The analysis of the interview data, when aligned with current research in the field of digital education and training, presents a coherent picture of how training institutions are adapting to the evolving demands of the digital era. Contemporary academic literature underscores the crucial need for educational content that aligns with industry requirements, emphasizing its importance in enhancing employability and meeting the job market's changing demands (Intadiyah et al., 2021; Nurmawati, Nurhayati, & Noor, 2021). This resonates with the strategy highlighted in the interviews, where the emphasis on presenting industry-relevant materials reflects an acute awareness of market needs. Such an approach ensures that the training provided is not just theoretical but also practical and applicable in real-world scenarios.

Further aligning with modern pedagogical trends, the interviews reveal a commitment to innovative and participant-centered learning methods. This is in line with the findings of Dwiyani et al. (2021), and Noor and Nurhayati (2023) who advocates for learner-centered approaches, including project-based and problem-based learning. These methods are recognized for their effectiveness in enhancing engagement and fostering critical thinking skills. The use of such methods, as reported by the interviewees, reflects a progressive approach to education, prioritizing active learning and student involvement.

The integration of digital media and interactive tools in education, a significant trend noted in recent studies, is also evident in the interview responses. The use of interactive digital media, such as videos, simulations, and social media platforms, aligns with these findings, suggesting that the institutions are effectively adopting current technological trends to enhance engagement and learning outcomes (Ghofur & Nurhayati, 2023; Iskandar, Winata, Kurdi, et al., 2023; Milyane et al., 2023; Nuraeni & Nurhayati, 2023; Nurhayati et al., 2023; Nurmalia et al., 2022; Patimah & Nurhayati, 2023). Digital literacy, including basic computer skills and the ability to navigate various digital platforms, is increasingly recognized as essential in the digital age (Marsegi et al., 2023; Nurhayati & Falah, 2020; Setiadi et al., 2023; Winarti et al., 2022). The interview data reveals a similar focus, with a curriculum that integrates digital skills, aligning with the research highlighting the growing need for such competencies.

The importance of training educators for digital learning environments is well-documented, emphasizing not only technical skills but also pedagogical adaptability (Musa, Nurhayati, Jabar, et al., 2022; Novitasari & Fauziddin, 2022; Winarti et al., 2022). The interviewees' emphasis on comprehensive instructor training reflects this trend, acknowledging the critical role of skilled educators in digital learning settings. Personalized learning, aided by digital technologies, is lauded for its ability to cater to individual learning styles and needs (Tiarawati et al., 2023; Widyawati & Nurhayati, 2023; Yosfiani & Nurhayati, 2023). The interviews align with this approach, indicating an adoption of personalized learning strategies,



which is increasingly seen as vital in contemporary education. Lastly, the role of strategic partnerships between educational institutions and industry in enhancing education's relevance and applicability is a growing focus in research (Musa, Nurhayati, Jabar, et al., 2022; Suharyat et al., 2023). This is mirrored in the interview responses, where the mention of strategic partnerships underscores their importance in preparing participants for the digital workforce. In essence, the strategies identified in the interview data are well-aligned with current research trends in digital education. They demonstrate a comprehensive approach that includes industry relevance, innovative teaching methods, digital literacy, personalized learning, and strategic partnerships, ensuring that participants are effectively prepared for the digital era.

CONCLUSION

The research findings elucidate a range of strategies employed by heads of training institutions to enhance the competitiveness of course participants in the digital era, aligning closely with contemporary academic trends and industry needs. The integration of industry-relevant materials, adoption of innovative and participant-centered learning methods, effective use of digital technologies, emphasis on digital literacy, and strategic industry partnerships emerge as key elements in this endeavor. A critical implication of these findings is the necessity for training institutions to continuously evolve and adapt their curricula and teaching methodologies to stay abreast of technological advancements and market demands. The focus on personalized and interactive learning experiences, facilitated by digital media, addresses the diverse learning needs and preferences of modern learners. Furthermore, the training of instructors in digital pedagogies is essential to ensure effective delivery of these innovative educational practices. For future research, it would be valuable to explore the long-term impact of these strategies on the career success and adaptability of course participants in the digital workforce.

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