

Enhancing Community Work Readiness Through Fashion Skills Training at LKP Yani 20 Bandung Regency

Ferry Rofiul Alim¹, Wawan Hermawan²

^{1,2} Universitas Islam Nusantara Bandung, Bandung, Indonesia.

Email: ferryralim@gmail.com, wawanhermawan@uninus.ac.id

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Abstract: This study explores the role of LKP Yani 20 in fostering a competent and competitive workforce through a fashion design skills training program. Employing a qualitative case study approach, data were gathered through in-depth interviews, direct observations, and document analysis involving institutional leaders, instructors, trainees, alumni, and members of the surrounding community. Thematic analysis was applied to capture patterns across the data. The findings reveal that the fashion training program substantially enhances participants' sewing skills, work readiness, and self-confidence. Practice-oriented learning, combined with sustained instructor guidance, plays a crucial role in shaping work ethics and promoting learner independence, both for employment in the garment industry and for self-employment initiatives. Program outcomes are further reinforced by strong institutional commitment, instructor expertise, and high participant motivation. Nevertheless, limitations related to training facilities and limited industry partnerships continue to constrain program optimization.

Keywords: Nonformal Education; Course And Training Institutions; Fashion Skills Training; Work Readiness.

Abstrak. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui wawancara mendalam, observasi langsung, serta studi dokumentasi yang melibatkan pimpinan lembaga, instruktur, peserta, alumni, dan masyarakat sekitar. Analisis data dilakukan secara tematik untuk menangkap pola dan makna yang muncul dari temuan lapangan. Hasil penelitian menunjukkan bahwa pelatihan tata busana memberikan kontribusi nyata terhadap peningkatan keterampilan teknis menjahit, kesiapan kerja, serta kepercayaan diri peserta. Pembelajaran yang menekankan praktik, disertai pendampingan instruktur secara berkelanjutan, berperan penting dalam membentuk etos kerja dan kemandirian peserta, baik untuk memasuki industri garmen maupun mengembangkan usaha mandiri. Keberhasilan program didukung oleh komitmen kelembagaan, kompetensi instruktur, dan motivasi peserta, meskipun masih dihadapkan pada keterbatasan fasilitas pelatihan serta lemahnya jejaring dengan dunia industri. Temuan penelitian ini menegaskan relevansi Human Capital Theory dan Competency-Based Training dalam pendidikan nonformal serta memberikan implikasi praktis bagi penguatan peran LKP dalam meningkatkan daya saing tenaga kerja.

Kata kunci: Pendidikan Nonformal; Lembaga Kursus Dan Pelatihan; Pelatihan Tata Busana; Kesiapan Kerja

Introduction

Low mastery of work competencies not only impacts limited employment opportunities but also affects an individual's social mobility and economic stability. A workforce with inadequate skills tends to be absorbed into the informal sector, which is unsustainable and economically vulnerable. Conversely, countries with robust job training systems generally exhibit higher employment absorption rates and relatively stable economic conditions. This fact affirms that

skill development is not merely an individual need but rather a strategic investment in economic development and community welfare. Therefore, vocational education and training serve as vital instruments in building workforce capacity to adapt to dynamic labor market changes (Riyanti et al., 2026).

Theoretically, this research is grounded in Human Capital Theory, which views knowledge and skills as productive assets with economic value. Rukmana and Kartowagiran (2019) assert that skill-based nonformal education plays a significant role in increasing an individual's economic value through the mastery of applicable work competencies. Along with the evolution of educational practices, this approach is reinforced by the competency-based training concept, which focuses on actual practical abilities as learning outcomes. This approach further solidifies the position of course and training institutions as strategic platforms for producing a workforce ready to face the professional world. In the context of the creative industry, fashion skills training becomes a relevant form of human capital development with tangible economic prospects (Kuswanda et al., 2026; Suherman et al., 2025).

However, the effectiveness of LKPs in enhancing community work readiness heavily depends on the implementation quality of the work skills training programs provided. Amriati et al. (2025) indicate that Work Skills Education programs can increase the work capacity of the nonformal community if designed based on participant needs and technological advancements. This finding aligns with Ramadhan et al. (2022), who state that entrepreneurial skills training at LKPs contributes to improved work competencies and business opportunities for participants. Nevertheless, achievement disparities across institutions indicate that not all LKPs are capable of optimizing their training potential evenly. Variations in local contexts, institutional management, and program execution are factors influencing these outcomes.

Fashion skills training is a form of vocational training that holds immense potential in fostering economic independence and work readiness. Hasibuan et al. (2025) reveal that sewing courses significantly contribute to the development of life skills and participant work competencies. Ramadhani et al. (2025) add that sewing instruction emphasizing intensive practice proves effective in improving technical skill mastery. Similar findings reported by Sulis Tiyaningsih (2025) show that structured sewing training positively affects LKP participants' work readiness. These various research outcomes confirm the relevance of fashion skills training to the needs of the professional world, particularly within the creative industry sector and independent enterprises.

The problem arises when some studies still focus on general program evaluations without contextually and deeply exploring the role of the LKP. Many studies highlight training output achievements, while the process aspects, institutional characteristics, and local contexts remain unexamined specifically. Suseno (2024) notes that the employment absorption rate of LKP graduates still varies, indicating challenges in aligning training programs with industry needs. This condition underscores the necessity for research more focused on a specific institution and a specific type of training to obtain a more comprehensive overview.

In the local context, LKP Yani 20, as a provider of fashion work skills training, possesses interesting characteristics to examine. This institution operates in a community setting that requires improved work skills as an effort to enhance welfare. Rachmawati (2024) emphasizes that the success of Work Skills Education programs is heavily influenced by curriculum alignment with participant needs and surrounding environmental conditions. Furthermore,

Pamungkas and Ningrum (2020) stress the importance of the *link and match* principle between training institutions and the industrial sector so that graduates possess sustainable competitiveness. These characteristics make LKP Yani 20 relevant as a research focus.

A research gap exists in the limited studies integrating the institutional role of LKP, fashion skills training, and competitive readiness in the workforce within a single, cohesive analytical framework. Most previous studies discuss vocational training in general or focus on skill areas outside of fashion design. Moreover, the approaches used tend to be evaluative and have not positioned LKP as a strategic actor in building community work competencies. This gap opens up a space for research novelty that positions LKP as the main driver of specific skill-based work competency development.

Based on the aforementioned description, this study aims to analyze the role of LKP in creating a competent community ready to compete in the workforce through the fashion work skills training program at LKP Yani 20. Theoretically, this research is expected to enrich studies on nonformal education and skill-based human capital development. Practically, the results are intended to serve as evaluation and program development material for LKPs and relevant policymakers in efforts to enhance community work readiness by optimizing the role of training institutions.

Method

This study employs a qualitative case study approach to examine the fashion skills training program at LKP Yani 20, conducted from December 2025 to January 2026. Participants, selected purposively, included institutional leaders, instructors, active trainees, alumni, and community members. Data was comprehensively collected through participant observation, document analysis, and semi-structured interviews tailored to each group's unique perspective on the training process, work readiness, and program outcomes. Data analysis directly followed the Miles, Huberman, and Saldaña model, involving data reduction, display, and conclusion drawing. To ensure strict validity, researchers applied source and technique triangulation alongside prolonged field engagement and careful verification.

Results and Discussion

1. The Socioeconomic Context and the Strategic Implementation of Fashion Skills Training

Comprehensive analysis of the empirical data indicates that the conceptualization and subsequent organization of the fashion work skills training program at LKP Yani 20 did not emerge in a vacuum; rather, it was a direct, strategic response to the pressing socioeconomic conditions of the surrounding community. This community, like many in rapidly developing regions, continues to face systemic barriers and limited access to decent, formal employment opportunities. Based on extensive, in-depth interviews conducted with the institutional leadership and the instructional staff, it was definitively found that the vast majority of prospective training participants were within their prime productive age brackets. However, despite their age and physical readiness to work, they critically lacked the specific, specialized, and practical work skills that are highly demanded by the modern business and industrial sectors, particularly within the localized garment and convection industries that characterize

the region's economic landscape. This fundamental lack of applicable skills severely limited their job prospects, trapping them in a cycle of low competitiveness and economic vulnerability.

The strategic selection of fashion design and sewing as the core focus of the training was deliberately calculated. Fashion skills were chosen because they are universally recognized as possessing relatively broad, flexible, and highly realistic employment opportunities for the local community demographic. The mastery of sewing skills acts as a versatile economic tool; it is not only a prerequisite for formal employment within the established garment and textile manufacturing industry, but it simultaneously serves as the foundational catalyst for independent business opportunities on a micro or home-industry scale. Furthermore, this specific skill set is inherently flexible. The pedagogical approach to teaching fashion can be tailored and dynamically adapted to accommodate the widely varying initial abilities of the participants, thereby allowing individuals from highly diverse formal educational backgrounds and fragmented professional experiences to participate fully, meaningfully, and optimally in the training process.

2. Formulating Program Objectives: Bridging the Competency Gap

Based on comprehensive dialogues and interviews with the strategic leadership of LKP Yani 20, the primary, overarching objective governing the organization of the fashion training program is unambiguously clear: to thoroughly equip participants with highly relevant, immediately deployable work competencies, ensuring they are fully prepared to either aggressively enter the competitive job market or successfully inaugurate and sustain independent business enterprises. This dual-pronged objective was not formulated arbitrarily; it was meticulously crafted by taking into deep consideration the highly specific, rapidly evolving needs of the local labor market, balanced against the complex socioeconomic realities and baseline capabilities of the target training demographic.

The research outcomes strongly demonstrate that this specific pedagogical design—which mirrors the core tenets of the competency-based training (CBT) approach—positively and profoundly impacts the participants' ultimate work readiness. The heavy dominance of practice-based, experiential learning allows participants to gain direct, tactile experience that simulates actual industrial working conditions. This specific learning pattern inherently makes participants vastly more adaptive, resilient, and responsive to modern workplace demands that relentlessly stress production speed, unyielding precision, and impeccable output quality. This specific finding corroborates and significantly expands upon the established opinion of Oktavia and Akbar (2022), who state that competency-based training frameworks are demonstrably more effective in tangibly enhancing workforce readiness when compared to traditional, anachronistic approaches that are purely oriented toward theoretical knowledge dissemination.

3. Pedagogical Interventions and the Pivotal Role of Instructors

The accumulated research results vividly illustrate that LKP Yani 20 prepares its training participants through a highly sophisticated, integrated competency-based approach that seamlessly weaves together hard technical skills, the formation of robust work attitudes, and the cultivation of profound mental and psychological readiness. This multi-layered approach is strictly implemented to guarantee that upon graduation, the alumni are not merely capable mechanics of a sewing machine, but rather fully rounded professionals, deeply prepared to navigate and conquer the multifaceted challenges of both the formal job market and the volatile landscape of independent entrepreneurship.

The role of the instructors in executing this complex training matrix has proven to be the absolute cornerstone of the program's success. The instructors function far beyond the traditional boundaries of material deliverers; they act as holistic mentors, life coaches, and technical guides who intensively accompany the participants through every emotional and technical hurdle of the learning process. This highly intensive mentorship model is what enables participants—even those starting with vastly different and sometimes disadvantageous initial abilities—to continue developing optimally and reaching standardized competency benchmarks. This clearly demonstrates that the quality, dedication, and pedagogical skill of the human resources managing and delivering the training are the primary, most vital determinants of the program's overall effectiveness. This observation strongly validates the postulations made by Amriati et al. (2025) in their critical study regarding the implementation of work skills training within nonformal educational institutions.

In the broader context of competitive readiness within the professional ecosystem, the research findings definitively show that the graduates of this fashion training program harbor two distinct, highly viable primary orientations: integration into the formal garment industry as skilled labor, or the pursuit of independent micro-entrepreneurship. For those participants who explicitly opt to seek employment within the established industry, the robust technical skills and industrialized discipline acquired during the training serve as their primary, highly competitive capital to meet and exceed stringent corporate work standards. Conversely, for those who choose to navigate the entrepreneurial path, the training has provided them with the necessary self-confidence, foundational business logic, and technical independence to successfully open and operate small-scale convection and tailoring businesses. This bifurcated outcome beautifully supports the theoretical framework proposed by Ramadhan et al. (2022), who assert that well-designed work skills training at LKPs inherently possesses the dual capability to simultaneously enhance formal employment opportunities while dynamically fostering long-term economic independence among participants.

4. Analytical Evaluation of Supporting and Inhibiting Factors

The research findings unequivocally reveal a multitude of systemic factors that strongly support the highly successful implementation of the fashion training program at LKP Yani 20. Arguably the most critical and foundational factor is the unwavering, visible commitment of the institutional leadership. The leadership team does not operate from a distance; rather, they manage the training program with relentless consistency, continuously steering the institutional focus toward the evolving needs of the participants and the market. The head of the LKP is deeply, personally involved in every phase of the operational lifecycle—from the initial strategic planning and curriculum design, through the daily oversight of execution, down to the granular evaluation of graduate outcomes.

In tandem with leadership, instructor competency serves as a phenomenally significant supporting pillar. The institution has successfully recruited instructors who possess not just academic credentials, but years of hardened, practical experience working directly in the commercial fashion and garment fields. This real-world background ensures they are capable of delivering complex, technical materials in a manner that is clear, highly relatable, and easily comprehensible to adult learners from varied backgrounds. The intensive, empathetic guidance provided by these seasoned professionals creates a highly conducive, psychologically safe learning atmosphere. This environment directly encourages active, fearless participant

engagement, drastically reducing the hesitation to make mistakes, which is a critical component of the experiential learning cycle.

Additionally, the internal, psychological landscape of the participants acts as a powerful catalyst. The participants possess a high degree of intrinsic motivation, driven by a profound, urgent need to radically improve their technical skills and, by extension, permanently elevate their socioeconomic conditions. This internal drive is significantly amplified by the external reality of the training's relevance; because the fashion skills being taught are visibly and directly linked to immediate, tangible employment opportunities in the immediate geographical surrounding area, participants are compelled to take the training exceptionally seriously, maintaining high levels of attendance, focus, and long-term commitment.

This complex dynamic of varying abilities and infrastructural constraints aligns perfectly with the empirical observations and subsequent findings of Pamungkas and Ningrum (2020). Their research authoritatively states that the ultimate success, efficiency, and scalability of any vocational job training initiative are highly, sometimes entirely, dependent on the fundamental readiness of the physical facilities and the nuanced management of the diverse characteristics and baseline abilities of the participant cohort. Furthermore, analyzing the longitudinal data regarding participant outcomes provides critical insights into the broader economic challenges facing the program.

Table 1: Analytical Breakdown of Training Participants at LKP Yani 20 (2022 to 2024)

Academic Year	Total Enrolled Participants	Successfully Employed (Formal)	Transitioned to Entrepreneurship	Untracked / No News / Unknown
2022	32	4	10	18
2023	24	4	3	17
2024	10	7	0	3

Analytical Insight from Table 1: The data presented in Table 1 reveals a complex narrative regarding enrollment trends and post-training tracking. There is a visible, sharp decline in total enrollment from 32 participants in 2022 down to merely 10 in 2024. This contraction may be indicative of external macroeconomic pressures, funding constraints within the LKP, or a saturation of the immediate local market for this specific demographic. However, what is highly notable is the shift in the *quality* of post-training outcomes and institutional tracking. In 2022 and 2023, the institution suffered from a massive data deficit, with 18 and 17 participants respectively falling into the "Unknown" category, representing a severe flaw in alumni tracking and post-training support systems.

Conversely, the 2024 data, despite a much smaller cohort (10 participants), shows a dramatically improved absorption and tracking rate, with 7 individuals successfully securing formal employment and only 3 remaining untracked. Interestingly, the transition to entrepreneurship, which peaked at 10 individuals in 2022, dropped to zero in the 2024 cohort, suggesting that the most recent iteration of the program may have pivoted heavily towards meeting the immediate demands of local garment factories rather than focusing on micro-business incubation, or perhaps reflecting an economic environment where participants preferred the perceived safety of formal wages over the risks of starting a business.

Finally, a highly critical systemic constraint identified is the relatively limited scope of *formalized, binding* cooperation with the broader business and industrial sectors. While LKP Yani 20 has successfully equipped its graduates with skills that are categorized as technically adequate for the market, the lack of formalized pipelines—such as guaranteed apprenticeships, direct recruitment memorandums of understanding (MoUs), or joint-curriculum development boards with local factories—remains a severe bottleneck in seamlessly distributing graduates into the formal job market. Consequently, not all graduates can be immediately or efficiently absorbed by the industry upon receiving their certificates, leading to transitional unemployment. This specific gap highlights a critical systemic vulnerability: the absolute necessity of institutionalizing the 'link and match' principle. The principle dictates that there must be a seamless, synchronized relationship between the producers of human capital (the training institutions) and the consumers of that capital (the professional/industrial world). The current situation at LKP Yani 20 indicates that while the internal training mechanics are sound, the external bridge to the industry still requires massive strengthening. Therefore, the aggressive development and formalization of strategic, long-term partnership networks with local and regional garment manufacturers is not merely a suggestion, but a vital, non-negotiable step toward fundamentally enhancing the relevance, efficiency, and long-term sustainability of future training programs.

Conclusion

This study demonstrates that the Course and Training Institution (LKP) Yani 20 serves as a vital catalyst for community empowerment and workforce development. Through its competency-based fashion skills training program, the institution effectively equips individuals with essential technical proficiencies, professional work ethics, and the psychological readiness required to navigate the modern labor market. By actively addressing localized skill mismatches, the program fosters significant economic independence, enabling graduates to either secure formal employment within the garment industry or successfully launch independent micro-enterprises. These outcomes strongly validate the efficacy of nonformal education in building a resilient and competitive human resource base.

However, several limitations constrain this study and the program's optimal execution. First, the research is confined to a single institution in Bandung Regency, restricting the generalizability of the findings to broader geographical or demographic contexts. Second, the program itself faces severe infrastructural constraints, specifically a shortage of industrial-grade sewing machines, which dilutes practical learning time. Third, pedagogical momentum is frequently challenged by highly disparate baseline abilities of the participants and fluctuating attendance driven by personal economic hardships. Most critically, the institution lacks formalized, binding partnerships with local industries. This weak "link and match" framework hinders the seamless absorption of graduates into formal employment pipelines. Future research must expand across diverse skill sectors and multiple institutions, while policymakers should prioritize strengthening infrastructure and institutionalizing industrial partnerships to maximize the sustainable impact of nonformal vocational training initiatives. Ultimately, bridging these systemic gaps will ensure true, long-lasting, and robust socioeconomic stability for all graduates..

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