

MANAGEMENT OF COMPUTER TRAINING PROGRAMS IN IMPROVING THE LIFE SKILLS OF TRAINEES AT LPK TEKNOSS CIRUAS SERANG: A SYSTEMATIC LITERATURE REVIEW

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ABSTRAK

This research was conducted to try to answer problems related to the implementation of Out-of-School Education programs, especially in computer training programs for improving the knowledge and skills of training residents. Through this research, it is expected to provide input for out-of-school education program organizers in finding alternatives in organizing programs that can empower the community. The method used in this research is using the Systematic Literature Review (SLR) method. The research was conducted at LPK Teknoss, Ciruas, Serang. The results of the research on training programs show that computer training in several LPKs and similar fields has been able to increase the knowledge and skills of learning citizens in the computer field so that they can play a role in keeping pace with technological developments and can improve their standard of living. However, in the implementation of training there are still some obstacles that become material for improvement for the next implementation, including the lack of personnel in the field of computer technicians, limited training funds, and the low motivation of the learners to take part in the training.

Keywords: *Computer Training, LPK TEKNOSS, Life skill*

INTRODUCTION

Education is fundamental in shaping individuals, especially adolescents, to optimize the skills and competencies needed in everyday life. In today's digital era, the ability to utilize computers and information technology has become increasingly important as a support for personal and professional success. Their ability to use computers not only impacts their technical skills, but also affects their ability to cooperate, think critically and solve problems in everyday life.

The role of education is becoming increasingly important as a result of technology-induced regeneration and development. Existing businesses and jobs are increasingly disrupted by the transformation of modern education in the 4.0 century. The transformation process from physical to virtual, automation is increasing. This is a benchmark for society to be able to adapt and adjust to technological advances, especially in the field of education. The needs in the modern era encourage independent, skilled, and ready human resources. Education becomes very important in dealing with such circumstances and needs.

So that development goals can be achieved successfully, a workforce proficient in various types of work is required. In order to solve problems and improve the abilities and skills of individuals, empowerment, training, and training programs are required. The National Education System Law No. 20, enacted in th. 2003, provides the legal basis for the development of national education through the application of the principles of justice, autonomy, democracy, and upholding human rights. It is hoped that the provisions of the law will support efforts to resolve educational problems, which can lead to conflict.

Included in the national education system, non-formal education plays an important role in providing education for the community because it is needed. Non-formal education aims to provide

community empowerment and help them develop with their own skills. Out of School Education (PLS) states that all efforts to provide education outside the school system that takes place throughout life are carried out regularly, and planned (Sudjana, 2004, p. 44). which intends for the manifestation of human potential (work, action, and attitude) so that the whole human being can be created.

(Herlinda, Hidayat, & Djumena, 2017) revealed that the results of training can improve life skills which include personal, social, academic, and vocational skills. The definition of life skills according to (Depdiknas, 2002) is the ability a person has to dare to face the problems of life and life naturally without feeling depressed, then proactively and creatively seek and find solutions so that they are finally able to overcome them. According to UNESCO in (Anwar, 2006), the life-skills program adheres to the four pillars of learning, namely learning to acquire knowledge (learning to know), learning to be able to do/work (learning to do), learning to be a useful person (learning to be), and learning to be able to live together (learning to live together).

Only primary and junior secondary school education levels affect the unemployment rate. This is the case for the residents of Pelawad, which is located in Ciruas Subdistrict, Serang Regency. The quantity of job seekers that exceeds the maximum limit rather than the number of jobs available are some of the main causes of unemployment. Therefore, Indonesia must have an education system that is in line with the times to reduce this problem. Formal and non-formal education is expected to improve a person's skills and abilities.

Starting from the many outputs of educational institutions that are less productive in meeting the needs of human resources and have not been able to achieve local content in accordance with the needs of the community, therefore LPK Teknoss tries to catch up and regress or master science and technology dynamically and progressively so that it can meet the demands of society through education that leads to the development of life skills. Therefore, managers and teachers work together to run and implement computer training.

Skills Training Institution (LPK) has a vital role in providing training to adolescents to improve their life skills, including computer skills. Previous research has shown that computer training can improve adolescents' creativity, problem-solving skills, communication skills, and critical thinking skills. However, not many studies have specifically concentrated on computer training in LPKs or how it can improve adolescents' life skills. Consequently, this study investigates in depth and systematically how computer training in LPK can improve various life skills of teenagers. The results are expected to help LPKs, education practitioners, and policy makers create better training programs to improve teenagers' life skills in the digital era.

RESEARCH METHODS

Research on the management of computer training programs in LPK is not a new study. However, there is still a lack of comprehensive studies that examine the latest findings related to how the management and impact of training. This study aims to answer the following research question "How is the human and computer interaction paradigm implemented in various fields?" The method used in this literature review is Systematic Literature Review (SLR). Systematic literature review is a method used to determine, evaluate, and interpret all findings of research problems in answering predetermined questions. The systematic literature review (SLR) approach is structured and follows stages, rules, and is able to avoid subjective understanding from researchers (Kitchenham et al., 2007).

RESULTS AND DISCUSSION

Result

Nowadays, it is considered important that everyone has the necessary skills and abilities. Computer skills are important skills that are indispensable for living in this sophisticated and advanced age. It is expected that everyone has the ability to operate a computer. In addition, proficiency in the world of digitization is required to master current and future technological developments. Trainees will be taught about computer devices during the training. The purpose of this training is to prepare trainees to face the digitalized world of work with rapid technological advances in the future.

Life skills education programs rely heavily on the idea that education should be able to solve problems. The computer course program offered at LPK TEKNOSS depends on individual abilities. The course teaches graphic design, computer installation and repair, and skills such as Microsoft Word,

Excel and PowerPoint. As a result, students will have the ability to develop their own skills and work on their own.

DEFINITION OF TRAINING PROGRAM

Training according to KBBI means skill development. Training is "a process of learning activities between experiences to develop a person's behavior patterns in the field of skills, knowledge, and attitudes to achieve certain standards", Kenneth R. Robinson (Soebagio Atmodiwiryo, 2002). From some of these definitions, training can be defined as a systematic and organized process for learning technical skills and knowledge.

The purpose of training is something that is expected or to be achieved after participating in a series of training activities. The objectives of the training will influence all aspects of training implementation. Usually, training objectives are designed at the beginning of training planning. The definition of management as stated by Prajudi (1994:3) concerns the supervision and utilization of all resource components necessary for planners to achieve work objectives.

CONCEPT OF LIFE SKILLS

The concept of life skills is the focus of analysis when creating a research curriculum that focuses on life and work skills. The word Life literally means life while Skills means skill. So life skills means life skills. Life skills are skills that can equip a person when overcoming the problems of life lived. These skills consist of knowledge, attitudes including physical and mental, and aspects of honesty related to the development of skills taught in the LPK.

Life skills are a collection of knowledge that a person needs to solve problems effectively. Life skills are a person's ability to act adaptively and proactively to effectively cope with the needs and challenges of everyday life, as well as proactively develop solutions to these problems when feeling stressed and the ability to explore and discover creatively.

The development of life skills is not only done through formal education but can also be obtained from training, internships, and seminars. So that life skills education can be used as an effort to equip humans both who are in formal education or who are in non-formal institutions. There are 5 types of Life Skills:

Personal Skills

These skills include self-recognition skills and rational thinking skills. This self-knowledge skill is a form of human appreciation as a creature of God and as an asset in improving themselves as individuals who are beneficial to themselves and their environment. In addition, it is a tool for individuals to develop their potential through learning skills.

Social Skills

These skills include communication skills with empathy, and empathetic cooperation skills, an understanding attitude and the art of two-way communication. These skills help a person to be socially competent. Social skills that are important to develop in the learning process include the competence of working in groups, showing social responsibility, controlling emotions and interacting in society. In addition, social skills are also able to increase physical potential and cultivate sportsmanship, discipline, cooperation, and healthy living.

Academic Skills

Academic skills are also called the ability to think scientifically as self-development to be able to think rationally which is still general in nature. This skill is more directed towards activities that are academic / scientific in nature.

Vocational Skills

Vocational skills are commonly referred to as vocational skills, which are skills associated with certain fields of work found in society.

Thinking Skills

These thinking skills include the ability to explore and find information, the ability to process information, and make decisions and creative problem-solving skills.

According to Soedihardt, the purpose of life skills education is to equip students with skills that are useful for themselves and society so that they are able to enter the world of work and overcome life's challenges. According to Muhammad Takdir Ilahi, there are 5 steps taken to improve students' life skills:

- 1) Teaching the importance of life skills
- 2) Teaching the ability to live alone
- 3) Providing knowledge
- 4) Provide development and training in preparing for the world of work
- 5) Provide necessary facilities.

In particular, the development of life skills has several objectives, among others:

1. Malayani citizens to grow and develop as early as possible and throughout their lives in order to improve their dignity and quality of life.
2. Malayani citizens to grow and develop as early as possible and throughout their lives in order to improve their dignity and quality of life.
3. Designing education to be functional for the lives of learners in facing life in the future.
4. Provide schools with the opportunity to develop flexible learning.
5. Optimizing the utilization of resources in the school environment by providing opportunities to utilize existing resources in the community.
6. Equipping learners with skills so that they can be independent, productive and contribute to society.

COURSE AND TRAINING INSTITUTION

Courses and Training Institutions (LKP) are two units of non-formal education as stated in article 26 paragraph (4) of Law No.20 2003 concerning national education. In general, Article 26 paragraph (5) explains that courses and training are organized for people who need knowledge, skills, life skills and attitudes to develop themselves, develop professions, work, independent businesses and continue their education to a higher level.

According to Triyana as quoted by Nawaroh Mahmudah, the Institute of Courses and Training (LKP) reveals that the course and training institution is a non-formal education unit that functions as a bridge for people who wish to gain knowledge, as well as attitudes to develop themselves, professions and independent businesses. Triyana further stated that the course is a continuation of formal education which aims to hone and develop abilities, skills, talents and improve technical qualifications and professionalism.

Based on the explanation above, the Course and Training Institution (LKP) that the author means is a concrete form of a non-formal education institution organized for the community to develop themselves, gain knowledge, skills, life skills and attitudes to develop self-capacity managed by the community and fostered by the education department.

Table 1. Previous Research on the Management of Computer Training Programs in Improving Life Skills of Trainees

| No | Previous Research | Research Results |
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| 1 | Research conducted by Aghwa Nurul Aeni (2023) with the title " <i>LIFE SKILL DEVELOPMENT IN INCREASING SANTRI RESILIENCE IN PONDOK PESANTREN MIFTAHUL HUDA PESAWAHAN KEC. RAWALO KAB. BANYUMAS</i> " | Efforts made by the Miftahul Huda Pesawahan Islamic boarding school in developing students' life skills are formed with several extracurricular activities including Khitobah, Qiro'ah, Calligraphy, Entrepreneur and Hadroh Al-Banjari. In addition to the activities mentioned, the BLKK which has been associated with the boarding school is also a means of developing the life skills of the students. In this BLKK there are programs that facilitate students in developing their skills, such as at BLKK PP Tahfidzul Qur'an with a batik training program, while at BLKK |

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| | | Miftahul Huda there is a computer science engineering training program (Ms. Office and Graphic Design). |
| 2 | Research conducted by Risma Sri Anggari (2020) with the title "IMPLEMENTATION OF COMPETENCY-BASED COMPUTER COURSE PROGRAMS ON REGULAR AND NON REGULAR CLASS STUDENTS ON STUDENT MOTIVATION". | The competencies created in the computer course program at PKBM AL-Istiqomah are graduates who are quite superior and skilled in the field of computerization and graphic design as well as screen printing. Differences can be seen from the characteristics of learning citizens in each class, in non-regular learning citizens, learning citizens have a diligent and tenacious attitude in learning and practice as well as on time. Unfortunately, this attitude only exists when preparing for the National Examination, outside of that their enthusiasm for learning tends to be less stable. One of the factors is the goal of learning citizens which is indicated only to get a certificate and the implementation is also free of charge which results in them often being negligent in learning and ignoring their attendance in class. |
| 3 | Research conducted by Bhakti Kusuma Wardani (2023) in the Lifelong Education Journal with the title "Management of the Microsoft Office Computer Course Training Program at the GOLEVAT Course Institute in Semarang City". | Based on the results of the research and discussion, it can be concluded that the management of the Microsoft Office computer course training program at the Golevat Course Institute in Semarang City includes the stages of planning, implementation, and evaluation. The community's need to improve skills in the field of technology drives Golevat to become an institution providing training courses in the field of digital technology. Program planning includes the formulation of background objectives for the establishment of the Golevat institution, then the objectives of the Microsoft Office course program, then there is instructor recruitment, determination of program objectives, determination of program location and time related to the selection of program types, which will also differ from course program rates, media methods used based on Microsoft standard curriculum, facilities and infrastructure. |
| 4 | Research conducted by Sinlae, A, et al (2022) in the Indonesian Journal of Community Service with the title "Computer Management Training as an Open Source Based Server for the East Penfui Village Youth Group". | Based on the results of the research, this socialization and training activity can increase the understanding of the participants, in this case the members of the youth organization regarding computer management as an open source-based server where this operating system is a free / unpaid licensed operating system. The participants' thinking patterns and creativity are also increasingly honed through this training activity. Hopefully, after this activity, the participants can have special skills in computer management so that it can become an independent business field or open new jobs. |
| 5 | Research conducted by Suhesti Ningsih, et al (2020) in the Budi Mas Journal with the title "HUMAN RESOURCE IMPROVEMENT THROUGH MICROSOFT EXCEL COMPUTER TRAINING FOR WIROGUNAN VILLAGE DEVICES". | Community Service activities, namely training on Human Resources Improvement through Microsoft Excel Computer Training for Wirogunan Village Devices, Wirogunan Village, Kartasura District, Sukoharjo Regency, have been carried out well and without significant obstacles. Partners were very enthusiastic during the socialization and training as evidenced by the large number of participants and the many questions asked to the service team. With the good cooperation of the service team and the active participation of the instructors / resource persons in this service activity, everything has gone as expected and hopes to provide benefits to community service partners. The results of the service to be achieved are that with computer training on the Microsoft Excel program, participants can understand and improve their skills in operating Microsoft Excel to carry out the task of compiling reports and also in serving the community. The limited number of props, namely computer devices, has become a slight obstacle in implementation so that the expected achievements of this activity cannot be maximized. |

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| 6 | <p>Research conducted by Endi Permata, et al (2021) in the Journal of Community Service with the title "Microsoft Office Computer Training and Animated Learning Media to Improve the Competence of SDIT Al Muhajirin Teachers".</p> | <p>This community service activity aims to improve the competence of information and communication technology (ICT) through Microsoft Office computer training and animated learning media at Al Muhajirin Integrated Islamic Elementary School Cilegon Banten. The output of this program has an impact on the creation of teachers who are skilled in using technology in learning, trained teachers who are able to use technological tools appropriately, especially about optimizing Microsoft Office and animated learning media, and it is hoped that teachers who take part in this training will gain a lot of knowledge about using Microsoft office and learning media. In this training, SDIT Al Muhajirin Cilegon Bantegon teachers were trained on Microsoft office as well as the theory and principles of animation as learning media. Furthermore, the training continued with intensive mentoring of SDIT Al Muhajirin Cilegon Bantegon teachers to choose themes and practice making learning animations. With the training held at SDIT Al Muhajirin Cilegon Banten, it has been achieved that elementary school teachers who are participants in this community service understand the benefits of continuing professional development in assessing teacher performance achievements. Teachers are able to master how to create animated media for learning using Microsort PowerPoint. Teachers at SDIT Al Muhajirin Cilegon Bantang who are participants in the community service are trained to understand the features and functions in Microsoft PowerPoint which are used to create animated media in learning. From the results of community service activities carried out at SDIT Al-Muhajirin Cilegon Banten, it can be concluded that the average participant's ability assessment is around 84.15% and has mastered and understood the Microsoft office material and learning animation delivered in community service activities.</p> |
| 7 | <p>Research conducted by Khofiannida Nor Rahma, et al (2023) in the Journal of Out-of-School Education with the title "Computer Program Training Management at the Gama Nusantara Kudus Course and Training Institute (LKP)".</p> | <p>The planning of computer training programs at LKP Gama Nusantara Kudus includes identifying training needs, preparing training objectives, preparing curriculum, determining materials and determining learning media in training. The implementation of computer training programs at LKP Gama Nusantara is included in the category of success with the planning and needs of each trainee can be met At the evaluation stage LKP Gama Nusantara conducts an evaluation when the material is given at the end of the meeting session on that day and is carried out when the overall computer training program is completed.</p> |
| 8 | <p>Research conducted by Nahda Almas, Suherman, Dadan Darmawan (2023) in the Jambura Journal of Community Empowerment with the title "Computer Training Program Management at LKP Lautan Cendikia Mulia Global Academy".</p> | <p>Despite challenges in participant commitment, the strategy of providing practice or simulation was successful in overcoming these obstacles. The program evaluation, conducted through computer training simulation practice tests, showed significant improvements in participants' skills, some of whom have gone on to become successful independent computer entrepreneurs. The impact evaluation and certificate award provided a comprehensive picture of the program's contribution to participants' career development. This research highlights the success of Computer Training Program Management at LKP Lautan Cendikia Mulia Global Academy Tangerang City, while providing a foundation for recommendations for future improvement and development.</p> |
| 9 | <p>Research conducted by Caturia Berliantin, Dr. Achmad Rifai RC, M.Pd (2017) in the Journal of the Existence of Out-of-School Education with the title "Management of computer course</p> | <p>The purpose of implementing the LKP ALFABANK computer course program is to provide educational services and provide community-based computer science, and provide knowledge for students. The target in implementing the LKP ALFABANK computer course program is students. Learning resources in the implementation of the LKP ALFABANK computer course program are the director, chairman and admin. The material</p> |

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| | programs in the field of expertise at LKP Alfabank Semarang." | provided in learning activities at LKP ALFABANK is material about computer course institution education in the field of expertise. Methods used in the implementation LKP ALFABANK's computer course program is the lecture method. The time of learning activities began in January 1995, learning activities are carried out every day and the schedule has been adjusted to students in their respective fields of expertise. The media used in learning activities at LKP ALFABANK are computer tools and media. |
| 10 | Research conducted by Hani Nurandini Hidayatulloh (2019) in the Community Education Journal with the title "Implementation of Computer Training Programs for Package C Learning Citizens at PKBM Bina Terampil Mandiri Kertawang". | The results of the evaluation of the implementation of the training program show that computer training at PKBM Bina Terampil Mandiri has been able to improve the knowledge and skills of learning citizens in the field of computers so that they can play a role in keeping pace with technological developments and can improve their standard of living. However, in the implementation of training there are still some obstacles that become material for improvement for the next implementation, including the lack of personnel in the field of computer technicians, limited training funds, and still low motivation in learning citizens to take part in training. |
| 11 | Research conducted by Mardish Kumala Dewi (2020) in the Journal of Community Education with the title "THE PROCESS OF SEWING TRAINING IN INCREASING LIFE SKILL AT THE AISYAH COURSE TRAINING INSTITUTION". | The trainees participated in the program at the Institute due to their lack of knowledge and their desire to have skills. The purpose of trainees participating in sewing training is their desire to work, open their own business to improve the family economy. The approach provided by the tutor was fairly maximum for trainees, using theoretical and practical learning methods, the learning stages were carried out from the opening stage to the assessment stage with adequate facilities. With the increase in knowledge about sewing skills and changes in attitude that become more confident and able to socialize make trainees able to fulfill life skills by working and opening a business that can help in the family economy. |
| 12 | Research conducted by Triyono, et al (2022) in the Progress Journal of Public Administration with the title "IMPLEMENTATION OF THE WORKABILITY PROGRAM (PKK) AT THE CENTER OF COMMUNITY LEARNING ACTIVITY (PKBM) "BUGENVIL" FOR WARGA BINAAN LEMBAGA PEMASYARAKATAN CLASS II KALIANDA SOUTH LAMPUNG DISTRICT". | The purpose of this study is to describe the problems of the implementation process of the PKK "Bugenvil" PKBM Work Proficiency Program which is less than optimal which has an impact on the fostered residents. The research method used is qualitative. The results of the study that the implementation of PKK at PKBM "Bugenvil" has been carried out well based on the content of the policy and the existing situation with the Implementation Model approach by Meriee. S. Grindle. In the Implementation of the Work Proficiency Program (PKK) there are inhibiting factors, namely; lack of role of government, tutors, managers and policy supporters by the local government. Therefore, the local government is expected to pay special attention to the implementation of the PKBM "Bugenvil" Work Proficiency Program (PKK) by training, socialization, supervision, providing direction, motivation, advice, and improving communication with PKBM administrators. |

DISCUSSION

Based on the results of several literature studies that have been found, there are several findings related to the topic of computer training management. From some of the journals, not all of them explain the management of computer training in detail. However, it can be concluded that from some of these literature sources, more or less each LPK has different management according to the objectives of each LPK. The motivation of trainees is also sometimes less than optimal. One of the factors is the goal of the trainees who are indicated only to get a certificate and the implementation is also free of charge which results in them often neglecting to learn and ignore their attendance in class. The limited number of props, namely computer devices, has become a slight obstacle in implementation so that the expected

achievements of this activity cannot be maximized. The inhibiting factor is the limited learning time which is very short so that the time allocation does not match the material load received by the learners. Different levels of education where learning citizens who take courses at LKP have elementary, middle and high school education, late funds from the government hamper the implementation of learning. Inadequate learning space because the study room uses the LKP owner's living room so that it disturbs the comfort of the learning community.

CONCLUSIONS

Related to the previous research above, there is a similarity in the topic of research variables, namely both analyzing LKP, but there are some that raise training other than computer training. Based on the description of the results of several literature studies that have been selected and read, several conclusions are found, namely computer training in several LPKs and similar fields have been able to increase the knowledge and skills of learning citizens in the computer field so that they can play a role in keeping pace with technological developments and can improve their standard of living. However, in the implementation of training there are still some obstacles that become material for improvement for the next implementation, including the lack of personnel in the field of computer technicians, limited training funds, and the low motivation of the learners to take part in the training.

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