International Labour Organization

Tracer Study of Graduates of BBPVP Bekasi's Motion Graphics and Computer Networks Blended Learning Courses

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Tracer study of graduates of BBPVP Bekasi's motion graphics and computer networks blended learning courses

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Abbreviations and acronyms

BBPVP	Balai Besar Pelatihan Vokasi dan Produktivitas / Vocational training centres
BBPLK	Balai Besar Pengembangan Latihan Kerja / Vocational training centres
BLK	Balai Latihan Kerja / Vocational training centres
BNSP	Badan Nasional Sertifikasi Profesi (National Professional Certification Agency)
ICT	information and communication technology
LSP	Lembaga Sertifikasi Profesi (Professional Certification Agency)
MOM	Ministry of Manpower
UPTD	Unit Pelaksana Teknis Daerah (Technical Implementing Service Unit of Local Government)
UPTP	Unit Pelaksana Teknis Pusat (Technical Implementing Service Unit of Central Government)

1

Introduction

ILO Jakarta's InSIGHT II project and UNIQLO projects – funded, respectively, by the Government of Japan and Fast Retailing Co., Ltd. – have implemented a project focusing on digital skills and distance learning development. The project started with a rapid assessment of information and communication technology (ICT) skills demand in industry in Indonesia, which was published in October 2020. Based on the assessment's findings concerning the most highly demanded ICT skills and further discussions with the Ministry of Manpower (MOM) and MoM's Centre for Vocational and Productivity Training in Bekasi (hereafter referred to as "BBPVP Bekasi"[1]) on their resources, two digital skills were selected: motion graphics skills and computer network skills.

The project then developed two blended learning courses on motion graphics and computer networks for the MOM, which were finalized in mid-2021. The courses are now available on the MOM's e-training platform (www.e-training.kemnaker.go.id) and aim to be utilized by the MOM's vocational training centres (BLK UPTP).

The ILO, by engaging Binus University, designed the computer networks and motion graphics courses by referring to the MOM's existing syllabus and technical guidance (*Petunjuk Teknis or Juknis*). All requirements as stated in those two documents were followed, including but not limited to the:

- number of learning hours (*jam pelajaran*, or JP);
- percentage of self-learning and Zoom (online) sessions;
- percentage of in-person (offline) sessions; and
- number and nature of quiz questions.

Course design started with improvement of the existing curriculum and syllabus. Only after the curriculum and syllabus were finalized were training materials developed. These training materials consist of videos, modules, quizzes and guidance for instructors. Once all training materials were finalized, they were uploaded onto the MOM's e-training platform, again following MOM requirements concerning details such as font type and size, and links were created to access the videos. The training courses were considered to be finalized and ready to use upon a final check and clearance by the MOM's master administrator.

When the training courses were ready to use, the ILO and Binus University organized a training of trainers for BBPVP Bekasi's computer networks and motion graphics course instructors. The training of trainers discussed in detail each course's curriculum, syllabus and technical contents. A session was also dedicated for the MOM to train instructors on how to utilize the e-training platform. In addition to this, the ILO also organized an online training on "how to design and deliver a distance learning course" for all BLKs (UPTP, UPTD and Komunitas) across Indonesia. Due to the high number of applicants, a strict selection process was implemented. Some instructors from BBPVP Bekasi were selected to participate in this training.

1 BBPVP is the abbreviation for Balai Besar Pelatihan Vokasi dan Produktivitas. At the time when the blended learning courses were organized, the BBPVP Bekasi was known as BBPLK Bekasi, or Balai Besar Pengembangan Latihan Kerja Bekasi (Bekasi Job Centre for Training Development), and therefore that is the term that graduates would have recognized and the one that appears in the questionnaires included in Appendices 1 and 2 below. However, the main body of the report will use the centre's current name, that is, BBPVP Bekasi.

Throughout these processes, the ILO involved industry representatives, specifically CISCO for the computer networks course and AINAKI (Indonesia Animation Industry Association) for the motion graphics course, as well as industry practitioners, specifically network engineers and motion graphics artists. The ILO also involved BBPVP Bekasi instructors and MOM platform administrators throughout the process, with the former focusing on the learning content and the latter focusing on compatibility with the MOM's e-learning platform.

The courses' syllabuses contain detailed information on the competency units that are to be learned and the specific prerequisites for participants to enrol in the training course, including the specific devices required. Besides the core technical materials of the courses, additional materials on "soft skills" and "entrepreneurship" were also developed by the ILO and included. The soft skills and entrepreneurship materials may or may not be learned by training participants and participants will not be graded on their knowledge of these materials. They are still included, however, in consideration of the importance of soft skills in the world of work, as shown by the aforementioned ILO rapid assessment of ICT skills demand (2020), as well as the fact that many BLK graduates decide to be self-employed.

Both the motion graphics and the computer networks courses took a blended learning approach comprised of three methods:

1. online self-learning through videos available on the MOM's e-training platform;
2. online sessions with instructors via Zoom; and
3. in-person sessions held at BBPVP Bekasi.

The motion graphics blended learning course and the computer networks blended learning course were planned to be piloted in three rounds: the first round consisting of one class for each course in Q4 2021; the second round consisting of two more classes in Q1 2022; and the third round consisting of two more classes in Q2 2022. The first round was implemented by BBPVP Bekasi and concluded in November 2021. The second and third rounds had not yet been implemented as of the time this report was written. To compensate for the absence of these subsequent rounds, the ILO – in collaboration with the MOM, BBPVP Bekasi and Binus University – organized a series of webinars for the public in June/July 2022 that discussed the computer networks and motion graphics professions. Representatives from the MOM and BBPVP Bekasi delivered a session on BLK's skills training courses and how interested individuals could register. Practitioner and industry representatives also delivered sessions, each from their point of view.

During the implementation of the blended learning courses by BBPVP Bekasi, the ILO provided additional support in the form of:

1. additional online sessions by lecturers from Binus University;
2. Adobe Creative Cloud[2] subscriptions for the motion graphics class; and
3. coaching on the utilization of Adobe programmes through a WhatsApp group.

The ultimate goal of the skills training courses is to strengthen participants' skills and improve their employability. To identify whether the two courses can achieve this goal, the ILO project carried out a tracer study targeting the course graduates of the first pilot phase (Q4 2021) to gather information on and an understanding of graduates' current employment statuses.

The importance of the tracer study is its ability to highlight the relevance and quality of the courses offered by the training centre. The information gathered in this tracer study will be used for minimizing any possible challenges and maximizing any positive aspects in terms of content, delivery and relevance of the blended

2 Adobe Creative Cloud is a suite of applications and services that gives subscribers access to a collection of software used for graphic design, video editing, photography, and other creative pursuits.

learning courses, as well as to help further the development of the MOM's vocational training centres. Technical and vocational education and training (TVET) institutions, employers and policymakers will benefit from the tracer study, since it will help them be better aware of the content of the trainings, as well as the outcomes and results of the trainings.

1.1. Study objectives

The study aimed to trace and evaluate graduate employability among students who completed the two digital skills pilot training courses in November 2021. This study gathered quantitative information from the 32 former participants of the two training courses in the first pilot round as well as qualitative information from eight selected respondents. The generated knowledge from this study might be used by the BBPVP Bekasi and the MOM to improve the two digital skills blended learning courses with an eye towards improving participants' employability as well as improving students' quality of life within blended learning courses at BLKs.

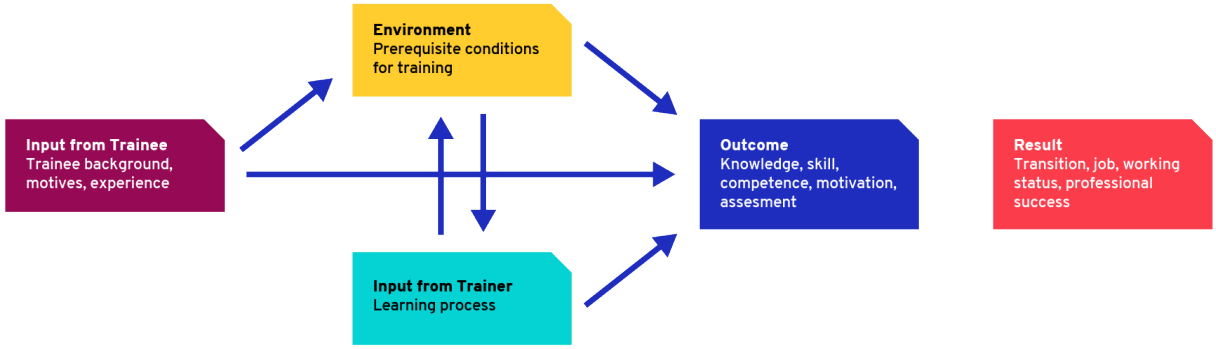
2

Framework of the tracer study

This study identifies and adopts several relevant aspects of the ETF, Cedefop and ILO publication *Carrying out Tracer Studies* (Schomburg 2016).

Tracer studies are standardized surveys of graduates of education/training institutions conducted after graduation or after completion of training. The topics of tracer studies can be manifold, but generally research topics include the development of learning/training, transition to work, job recruitment, career progression, competencies used, and current jobs held.

Figure 1. Basic framework for a tracer study of graduates



Source: Schomburg 2016, 39.

Tracer studies of training graduates can provide insights into different aspects of the training. These aspects can be examined to identify lessons learned and develop policy recommendations, including individual study preconditions, training resources, study conditions and study provisions, processes of teaching and learning, development of competencies, and the transition from education to work and career.

3

Study design

The approach used by this tracer study is one that has been widely used, especially in educational institutions, to track and keep records of students or training participants once they graduate from the institution. The objective is to evaluate graduates' progress up to the time they get a job and beyond. Trace studies can be viewed as a simple tool designed to measure the relevance of vocational training and also to help monitor the delivery of training.

3.1. Study participants

The study was carried out to cover all the graduates of the two blended learning ICT skills courses – namely motion graphics and computer networks – who completed their training in November 2021, that is, at the end of the first round of the pilot project. There were 16 training participants in the motion graphics course and 16 training participants in the computer networks course. As the number of the population was small (just 32 in total), this study aimed to gather information from all of the graduates.

3.2. Methodology

The study employed both quantitative and qualitative methods. For the quantitative approach, all 32 graduates were contacted and invited to participate in an online survey. For the qualitative approach, 8 graduates were interviewed.

3.2.1. Quantitative method

Quantitative data was gathered through a survey questionnaire delivered via an online survey platform (Google Forms). The questionnaire (see Appendices 1 and 2) was developed based on terms of reference developed with the ILO and from the aforementioned guide *Carrying out Tracer Studies* (Schomburg 2016).

The steps for carried out to collect quantitative data were as follows:

1. Develop a questionnaire and Google Form with support from ILO Jakarta.
2. A consultation on the questionnaire was conducted with the MOM and BLK.

3. The target graduates were invited to a WhatsApp group. The contact details of the graduates were provided by BBPVP Bekasi.
4. The graduates were sent a link to the Google Form with the questionnaire.
5. The data collection process was frequently monitored and follow up messages (through phone or email) were sent to participants who had not filled out the questionnaire. Requests for confirmation/clarification were made to survey participants if there were any unclear responses.
6. Once collected, the data was cleaned and compiled to enable analysis and reporting.
7. Compensation of 50,000 rupiah was provided to respondents after they filled out the questionnaire form.

The questionnaire covered the following broad topics:

1. respondent's personal details;
2. respondent's education and training background before attending BBPVP training;
3. respondent's employment history before attending BBPVP training;
4. respondent's training experience; and
5. respondent's employment experience after attending BBPVP training.

Graduates were first sent the questionnaire in early May 2022 and had two weeks to complete the survey. This time period roughly corresponds to six months following their graduation in November 2021.

3.2.2. Qualitative method

In-depth interviews covered similar topics about respondents' current job or work activity and their training experience, but provided an opportunity for more detailed insights about some key issues. The interviews were conducted with 8 selected respondents after they completed the online survey. The respondents were selected based on several characteristics identified from the quantitative survey, such as employment history (before and after training) and gender. The in-depth interviews were carried out from between 20 May and 2 June 2022, or roughly six months after the interviewees had graduated from their training course in November 2021.

3.3. Limitations

Since this study aims to specifically trace the graduates of the two digital courses at BBPVP Bekasi through a small number of participants, the results presented cannot be generalized across a larger sample or the population as a whole. Thus, the results displayed below will be descriptive rather than inferential statistics. In addition, given the small size of the target population (just 32 persons), the few non-responsive graduates may have a sizeable effect on the overall results. Mitigation steps were taken to minimize the risk of having a high number of non-responsive graduates, such as intensively contacting the graduates through various communication channels.

4

Results

4.1. Quantitative results

4.1.1. General characteristics

This section describes the demographic characteristics of the graduate respondents to the quantitative questionnaire. The information on background characteristics includes age, gender, place of residence, education and previous training experience. As noted above, the survey was carried out over two weeks in May 2022, or roughly six months after the target group had graduated from BBPVP Bekasi in November 2021. Out of 32 graduates, 27 (84.4 per cent) filled out the online quantitative survey prior to the data intake deadline. There were 14 respondents from the motion graphics course, and 13 respondents from the computer networks course.

More than half of the respondents (15) were aged 18–21 years old; 8 respondents were aged 22–25; and 4 respondents were more than 25 years old (figure 2). Of the 27 respondents, only 3 were female and the rest were male.

The majority of the respondents (16) lived in Bekasi City; 6 lived in Bekasi Regency; and 5 were from other cities. Most respondents' highest level of educational attainment was vocational high school (15 respondents), followed by higher education (7) and senior high school (7).

More than half of the respondents aged less than 23 years old had never attended another training before taking their course at BBPVP Bekasi. Meanwhile, six respondents aged above than 23 years old had attended another training before attending courses at BBPVP Bekasi. Previously, they took courses on graphic design, office application, Microsoft Office, industrial electronics automation operator, garments, and computer assembly. After these previous trainings were over, four respondents received certificates from the training institutions and two respondents held certificates from BNSP/LSP.

Concerning the working experience of respondents, most had never worked before attending training at BBPVP Bekasi (17 respondents). This was because they have not found a suitable job yet, had failed in the recruitment process, or were still in school. However, 10 respondents did have work experience, whether they had worked for others/companies, were self-employed, or both, and three respondents have worked for others/companies: as refrigerator technician assistant, video editor, and production operator. For those who were self-employed prior to the training (four respondents), the previous fields of their business were culinary, freelance graphic designer, beverages (selling bubble tea), and video editor.

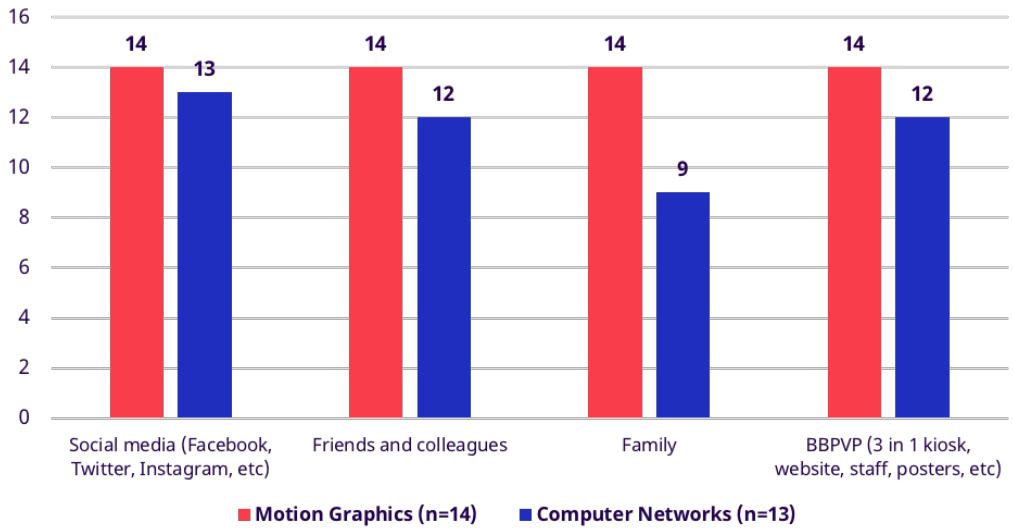
▶ Figure 2. Socio-demographic and previous training and work experience of surveyed graduates

4.1.2. Training experience

To learn about graduates' training experience at BBPVP Bekasi, the survey respondents were asked how they came to sign up for training, details concerning how they participated in the training, and details of the benefits they received from the training.

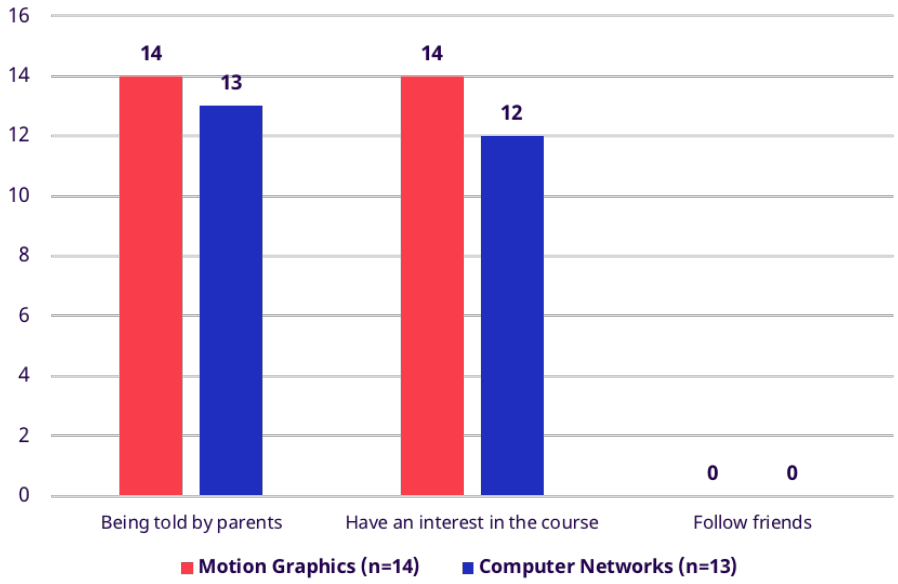
Concerning where they received information about the courses prior to enrolment, respondents from both courses generally had access to training information through a number of channels or sources (figure 3). Though only a few of the respondents from the computer networks course received any information about the course from their family.

▶ Figure 3. Information sources used by graduates to learn about the training courses



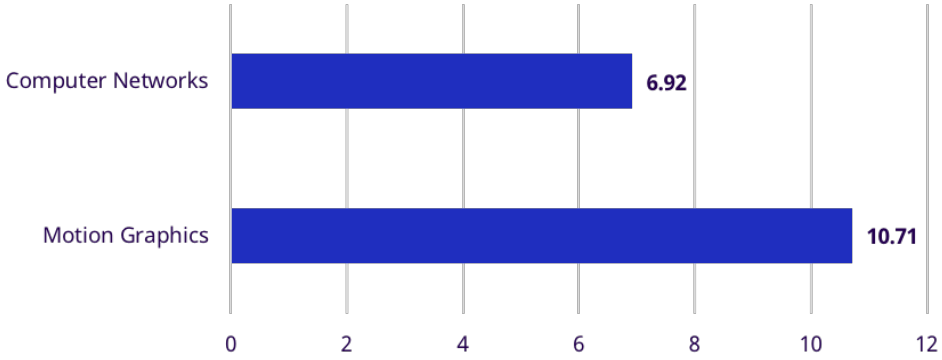
Concerning the reasons why they enrolled in the courses, nearly all of the respondents expressed a combination of personal interest and parental pressure. None of the respondents attended the training by following their friends (figure 4).

▶ Figure 4. Graduates' reasons for choosing their course



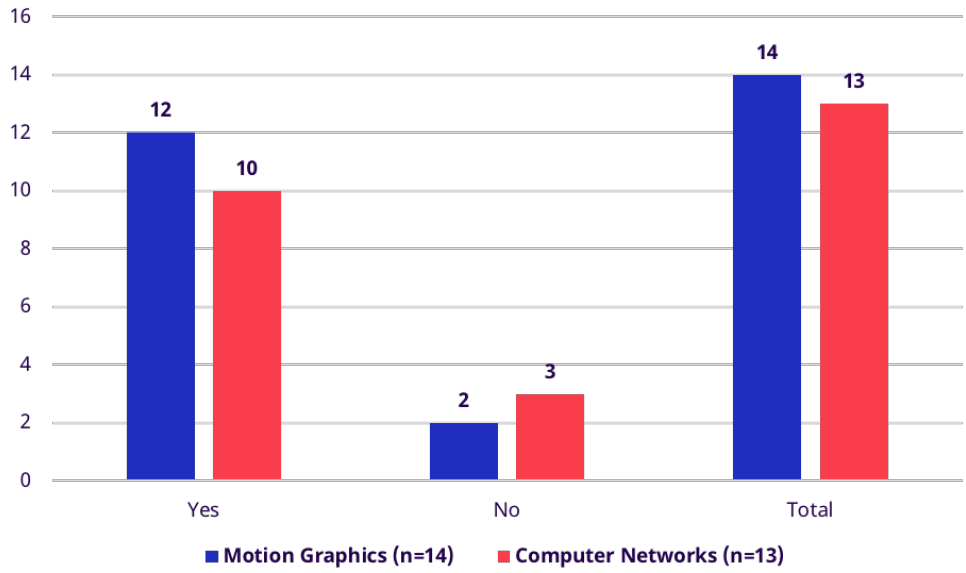
The data also showed that the average time between signing up for a training course and actually attending the training course was different depending on the course they took (figure 5), though only by a matter of a few days. The difference was due to some respondents from the motion graphics course signing up earlier than computer networks course respondents. Five respondents from the motion graphics course signed up between 10 and 20 days before training started, and nine respondents signed up one week before or less. Conversely, just one respondent from the computer networks course signed up 20 days before training started, while all the rest signed up within the final week before the course began. In all, course participants generally signed up for the courses within the final week before they started.

▶ Figure 5. Average time between signing up for the training and attending the training (days)

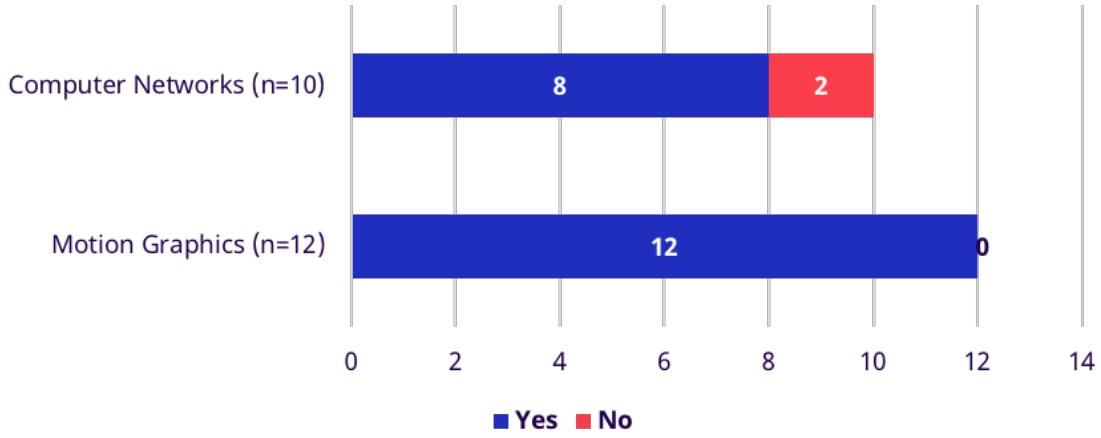


As noted above, the two courses applied a blended learning method that involved three delivery approaches – online self-learning, online Zoom sessions, and in-person sessions. In online self-learning the graduates learned on their own by watching videos on an online platform that had been prepared by the MOM (www.e-training.kemnaker.id). Of the 27 respondents who filled out the survey, 22 stated that they were aware of the existence of the self-learning platform (figure 6). Most of the respondents who knew the platform watched the videos (20 out of 22 respondents). The two who knew of the platform but did not watch the videos were from the computer networks course (figure 7). According to these two respondents, their instructors had already explained the materials during online Zoom sessions, so they did not feel the urge to access the videos as well. Among the 20 respondents who did watch the videos, 13 accessed the self-learning online platform through a laptop or PC, and 7 accessed it via mobile phone.

▶ Figure 6. Graduates' awareness of the self-learning online platform



▶ **Figure 7. Whether graduates watched the videos from the self-learning online platform**



Note: This figure only presents the responses of the 22 graduates who were aware of the existence of the self-learning online platform (see figure 6 above).

The second learning method was through the online sessions with instructors delivered via the Zoom application. Participants were required to join the Zoom application to attend the training sessions. All of the surveyed graduates attended the Zoom sessions, with 16 accessing them through a laptop or PC and 11 via mobile phone. For the third method, the in-person sessions, all participants were required to attend offline classes at BBPVP Bekasi. As with the Zoom sessions, all respondents attended the in-person sessions; this might be due to the fact that the participants were required to fill in an attendance list for both.

To engage in online self-learning and to join the Zoom sessions, students should access both by using a personal laptop or computer – not a mobile phone. BBPVP Bekasi should have informed students of this requirement during registration. Twenty-two respondents recalled that they had been informed about the device requirement but the other five respondents claimed they were not informed. Regardless, some of the graduates who were informed of this requirement did not abide by it, as the number of respondents who reported accessing the self-learning videos and Zoom sessions via mobile phone was greater than five.

During training at BBPVP Bekasi, the respondents were taught and trained for skills according to the competency units in the syllabus. However, for respondents from the motion graphics course, there were some competency units in the syllabus that were not tested and thus, not listed in the course certificate given to graduates, namely points k to r in table 1 below. A complete syllabus of the motion graphics course can be accessed in Appendix 4 and a copy of motion graphics course certificate issued by BBPVP Bekasi can be seen in Appendix 6.

Meanwhile, for respondents from the computer networks course, the competency units in the syllabus completely match the competency units displayed on the course certificate (table 2). A complete syllabus of the computer networks course can be accessed in Appendix 5 and a copy of the course certificate issued by BBPVP Bekasi can be seen in Appendix 7. In general, almost all respondents could recall the competency units as shown on their certificates.

▶ Table 1. List of competency units for the motion graphics course

Syllabus	Certificate
a. Applying basic design principles	a. Applying basic design principles
b. Applying the basic principles of communication	b. Applying the basic principles of communication
c. Creating digital object motion	c. Creating digital object motion
d. Creating hardsurface-based 3D models	d. Creating hardsurface-based 3D models
e. Creating a layout of assets on a 3D field	e. Creating a layout of assets on a 3D field
f. Creating artistic 3D camera viewpoints	f. Creating artistic 3D camera viewpoints
g. Creating artistic 3D lighting	g. Creating artistic 3D lighting
h. Making 3D material properties settings (shading)	h. Making 3D material properties settings (shading)
i. Creating a 2D layer technique visual asset merge	i. Creating a 2D layer technique visual asset merge
j. Doing final image editing	j. Doing final image editing
k. Operating design software	
l. Creating design works	
m. Evaluating design works	
n. Creating puppeteer 2D image assets (cut out animation)	
o. Creating an artistic arrangement of visual assets 3D layer technique (Post 3D composition)	
p. Creating initial animated scenes (3D previsualization)	
q. Creating digital image imaging (rendering)	
r. Operating animation production equipment	

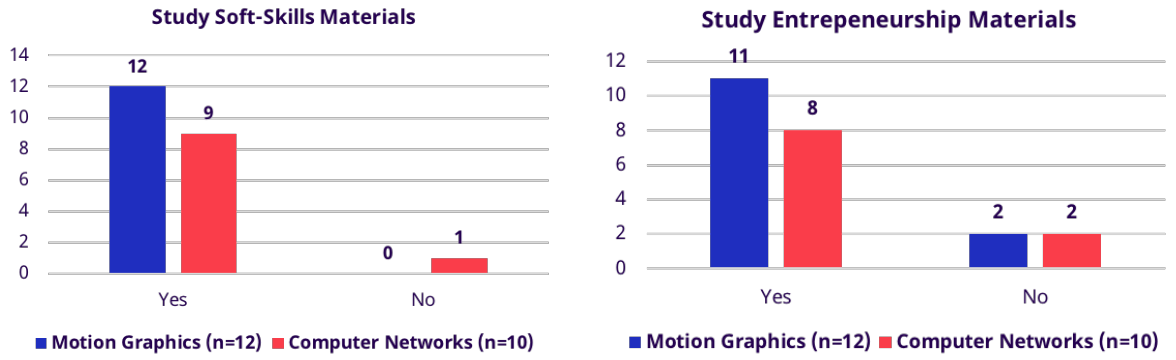
▶ Table 2. List of competency units for the computer networks course

Syllabus	Certificate
a. Gathering the technical needs of users using the network	a. Gathering the technical needs of users using the network
b. Collecting appropriate technology network equipment data	b. Collecting appropriate technology network equipment data
c. Designing network topology	c. Designing network topology
d. Designing network addressing	d. Designing network addressing
e. Defining network device specifications	e. Defining network device specifications
f. Installing network cables	f. Installing network cables
g. Setting up a wireless network	g. Setting up a wireless network
h. Configuring switches on the network	h. Configuring switches on the network
i. Configuring routing on network devices in one autonomous system	i. Configuring routing on network devices in one autonomous system
j. Configuring routing on network devices between autonomous systems	j. Configuring routing on network devices between autonomous systems

During the training period, all participants were able to access additional materials on soft skills and entrepreneurship. Nevertheless, not all the participants knew these materials existed. One respondent from motion graphics and three respondents from computer networks stated they did not know about the additional materials.

The majority of respondents who knew about the additional materials studied both materials (figure 8). The respondents stated that they accessed the soft skills material because they wanted to improve their skills and knowledge, because they thought it would beneficial for them in applying for jobs, and because they did not want to "waste" any available materials. One respondent, however, claimed they were not interested in these soft-skill materials. Regarding the entrepreneurship materials, respondents accessed them because they viewed them as helpful for setting up future businesses and to learn more about business opportunities. Some respondents did not access the entrepreneurship materials because they were not interested, not ready to start a business, or did not have an opportunity to study the material.

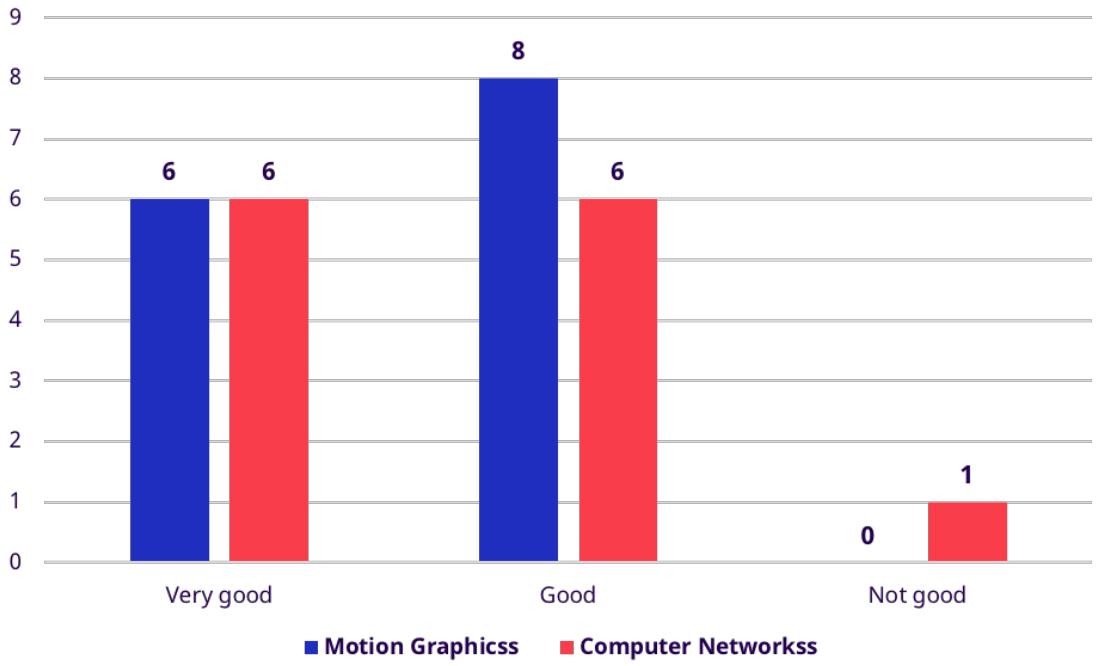
▶ Figure 8. Whether graduates studied the soft-skills and entrepreneurship materials



Note: This figure only presents the responses of those graduates who were aware of the existence of these materials, which was 12 motion graphics graduates and 10 computer networks graduates.

In the training experience section of the survey, graduate respondents were also asked about the quality of their instructors. For both courses, almost all of the respondents stated that the instructors were either good or very good (figure 9).

▶ Figure 9. Graduates' rating of the quality of instructors



During training, all respondents also received an allowance to purchase internet quota [3], a transportation allowance, and meals, which were provided by BBPVP Bekasi. However, two respondents could not recall whether or not they were ever given the transportation allowance or meals.

4.1.3. Employment experience

In the employment experience section of the survey, respondents were asked about their employment activities both before and after the training course. At the time of the survey, more than half of the respondents were currently working – 15 respondents total: 12 worked for others/company; 1 was self-employed; and 2 worked for others/company in addition to also being self-employed.

Of the 14 motion graphics graduates, 7 had worked before attending the training, and 8 graduates were working after graduating from BBPVP Bekasi (that is, at the time of the survey – see table 3). Meanwhile, out of 13 computer networks graduates, 3 had worked before attending the training and 7 were working after graduating (table 4). In general, there was an overall increase in work participation among graduate respondents compared to before they attended training at BBPVP Bekasi.

3 The internet quota refers to a data package that allows the holder to access the internet and stream, download and upload a certain amount of data at no cost.

▶ Table 3. Motion graphics graduates: Work status comparison, before and after training

Work status after training	Work status before training				
	Worked for others	Self-employed	Worked for others and self-employed	Not working	Total
Working for others/company	1	1	1	3	**6**
Self-employed	–	1	–	–	**1**
Working for others/company and self-employed	–	–	1	–	**1**
Not working	1	1	–	4	**6**
Total	**2**	**3**	**2**	**7**	**14**

– =nil.

▶ Table 4. Computer networks graduates: Work status comparison, before and after training

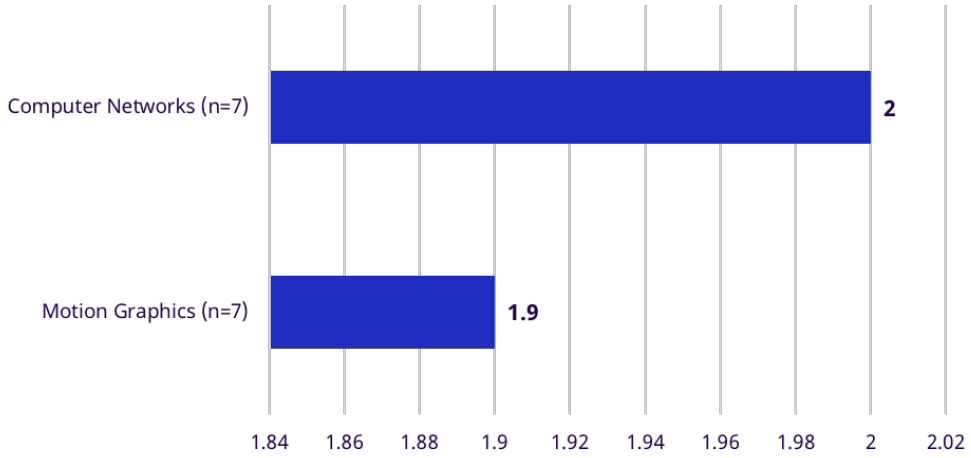
Work status after training	Work status before training				
	Worked for others	Self-employed	Worked for others and self-employed	Not working	Total
Work for others/company	–	1	–	5	**6**
Self-employed	–	–	–	–	**–**
Work for others/company and self employed	–	–	1	–	**1**
Not working	1	–	–	5	**6**
Total	**1**	**1**	**1**	**10**	**13**

– =nil.

The lag time between graduation and finding employment can be informative with regard to the ease or difficulty experienced by graduates in finding employment after graduation. Survey respondents who had found a job were asked to state the length of time after graduating that they had been looking for work prior to securing their current job. Figure 10 shows the average time to needed for these respondents to secure a job was between one and two months after graduation. There was ultimately little difference in the average lag time between the two training courses, with computer networks graduates taking a bit longer time to find a job than the motion graphics graduates. Graduates were asked about what they did during this period between graduation and employment; some of activities they engaged in include helping their parent with daily tasks, actively being involved in Karang Taruna (a youth community organization), enrolling in other

trainings, preparing to start their own business, starting a family, and applying for internships. It should be noted, however, that while those survey respondents who had found employment generally managed to do so within two months, a large minority of graduate respondents – 12, or 44 per cent – were still not working at the time of the survey, which took place six months after graduation.

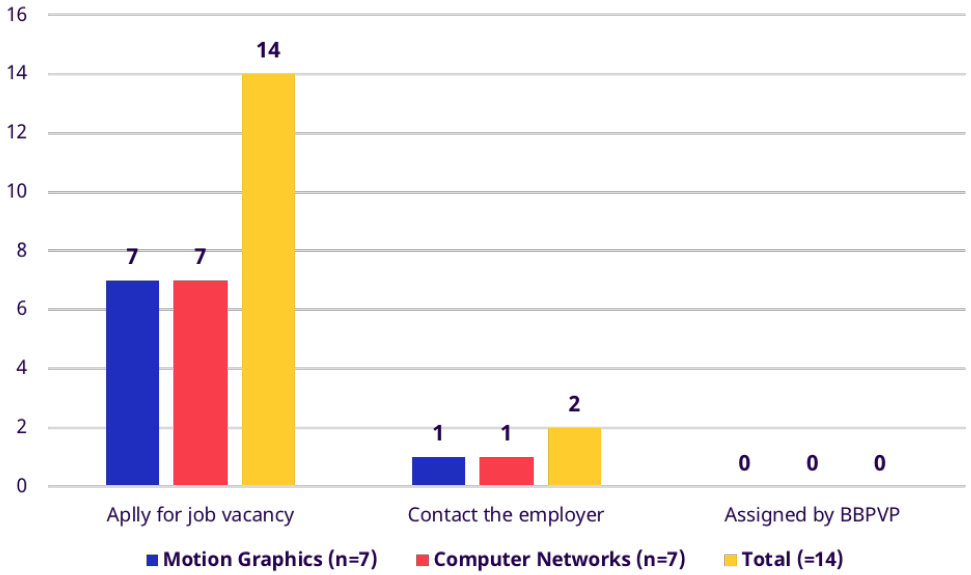
▶ Figure 10. Average time needed after completion of training to successfully find a job (months) – Employed graduates only



Note: This figure only includes the responses of those graduates who were working for someone else/a company at the time of the survey (7 motion graphics graduates and 7 computer networks graduates, see tables 3 and 4 above).

The methods used by graduates to get a job could be critical in linking vocational training institutions to available jobs. Figure 11 shows that the predominant methods used by working graduates to get their job were applying for a job vacancy (14 respondents) and contacting the employer (2 respondents). None of the respondents reported getting a job with information and/or references from BBPVP Bekasi.

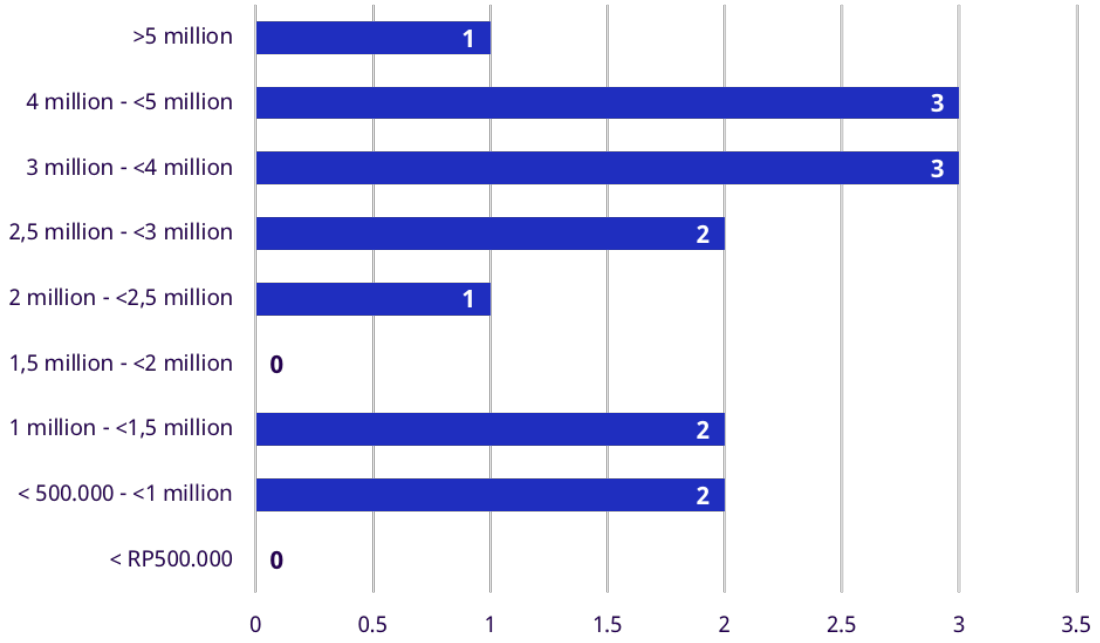
▶ Figure 11. Approaches used by employed graduates to secure their first job after training



Note: This figure only includes the responses of those graduates who were working for someone else/a company at the time of the survey (7 motion graphics graduates and 7 computer networks graduates, see tables 3 and 4 above). More than one response possible.

Figure 12 shows average earnings from the 14 graduate respondents who were working for a someone else/a company at the time of the survey. Only one graduate reported an income that is definitely higher than the minimum monthly wages of Bekasi City and Bekasi Regency in 2022, which are 4,816,921 and 4,791,843 rupiah, respectively (*Kompas.com* 2022). Of the 14 respondents there were 2 who had two jobs or income sources (as workers for someone else/a company and as a self-employed worker). The respondent who had the highest average earnings was one of these persons with two jobs – as a production operator and working in aquarium production (self-employed). It should be noted that this respondent with the highest earnings stated that their current work was not aligned with the skills learned at the BBPVP Bekasi.

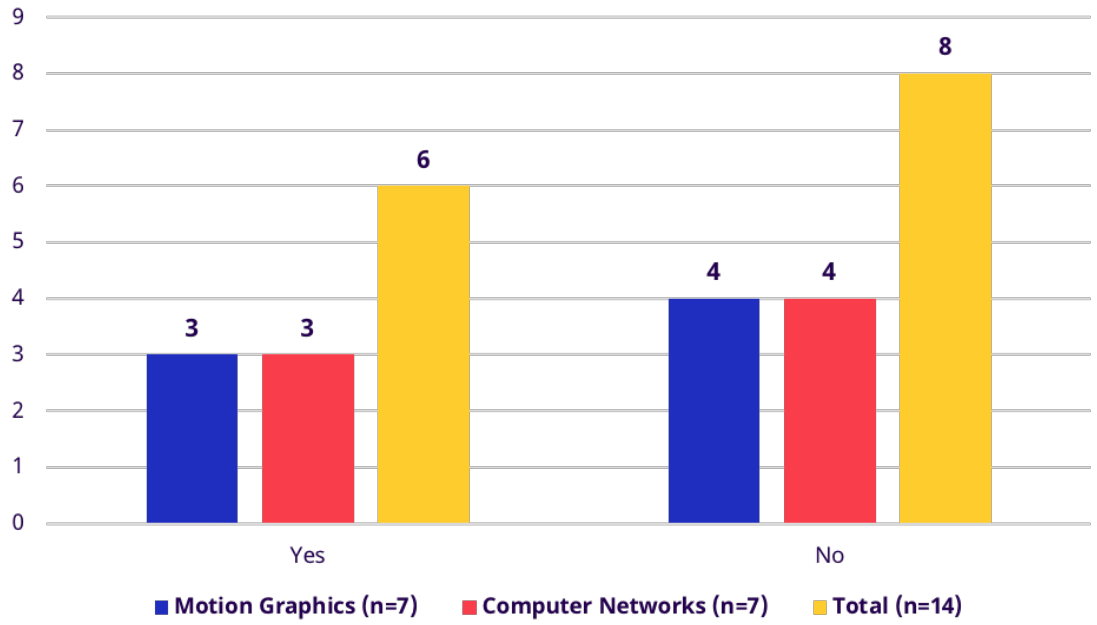
▶ Figure 12. Average monthly income of employed graduates after training (rupiah)



Out of the 14 respondents who worked for someone else/a company, 8 were working in a field that did not match the skills taught in their training course (figure 13). The jobs held by these eight graduates included front officer, legal consultant, production operator and shopkeeper. The only self-employed respondent was, however, working in a field that match the skills taught in their training course. They were a graduate of the motion graphics course and worked as a video editor. This means that 53.3 per cent (8 out of 15) of respondents who were working at the time of the survey were not utilizing the skills their learned in the course in their jobs. When the 14 employed respondents were asked about whether they were in need of additional skills, 8 responded that they need additional skills and 6 stated that their skill set was adequate (figure 14).

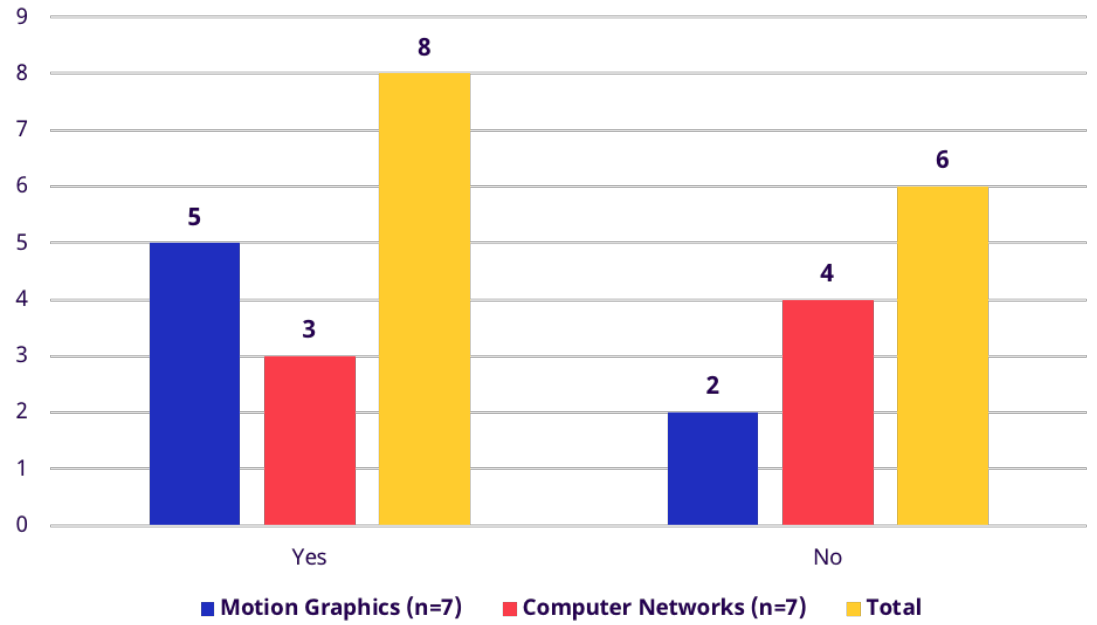
As noted above, a substantial minority of surveyed graduates (12, or 44 per cent of the survey sample) were not working at the time of the survey. The reasons they provided for their lack of employment are summarized in figure 15. Most of the respondents stated that they did not work because they have not yet found a suitable job (seven respondents); followed by failing in the recruitment process (three respondents); their certificate not being recognized (one respondent), and "other" reasons (one respondent).

▶ Figure 13. Employed graduates' response to being asked whether the skills they learned in the training course match the skills needed for their current job



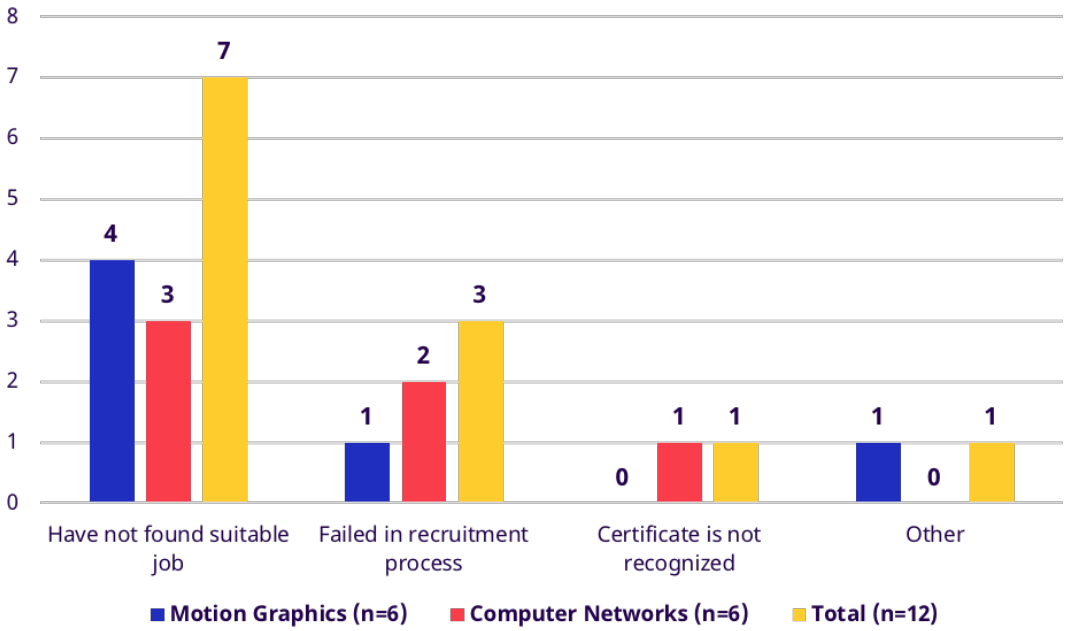
Note: This figure only includes the responses of those graduates who were employed by someone else/a company at the time of the survey (7 motion graphics graduates and 7 computer networks graduates, see tables 3 and 4 above).

▶ Figure 14. Employed graduates' response to being asked whether they need additional skills



Note: This figure only includes the responses of those graduates who were employed by someone else/a company at the time of the survey (7 motion graphics graduates and 7 computer networks graduates, see tables 3 and 4 above).

▶ Figure 15. Graduates' reasons for not working



Note: This figure only includes the responses of those graduates who were not employed at the time of the survey (6 motion graphics graduates and 6 computer networks graduates, see tables 3 and 4 above).

Quick finding of the tracer study, around 50% are employed. This is consistent with MoM's figures as well as INSIGHT II survey to employers on how many their employees are BLK graduates. It is necessary, however, to investigate whether the employment actually utilizes the skills they study in BLK. This will be available in the study report.

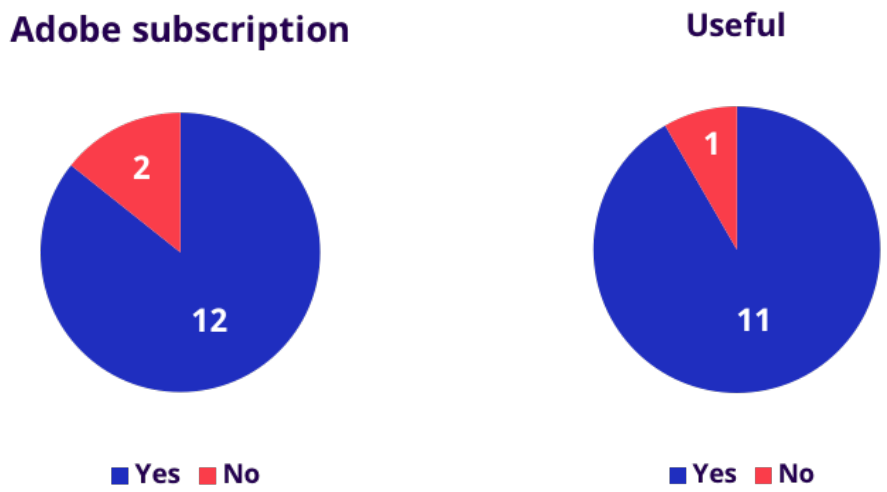
4.1.4. Support from the ILO

For the training, the ILO provided some additional support, such as Adobe Creative Cloud subscriptions for all students in the motion graphics course, and an additional Zoom sessions from Binus University for both courses.

Concerning the Adobe Creative Cloud subscription, most respondents from the motion graphics course (12 out of 14) stated they received the subscription, while 2 respondents claimed they did not receive it, despite subscription proof provided by the ILO for all 14 respondents (figure 16). Among the 12 respondents who got the subscription, 11 respondents found the Adobe programmes useful. One respondent claimed the opposite since the respondent's personal computer was not compatible with Adobe's software (further explanation is presented in the qualitative results section below).

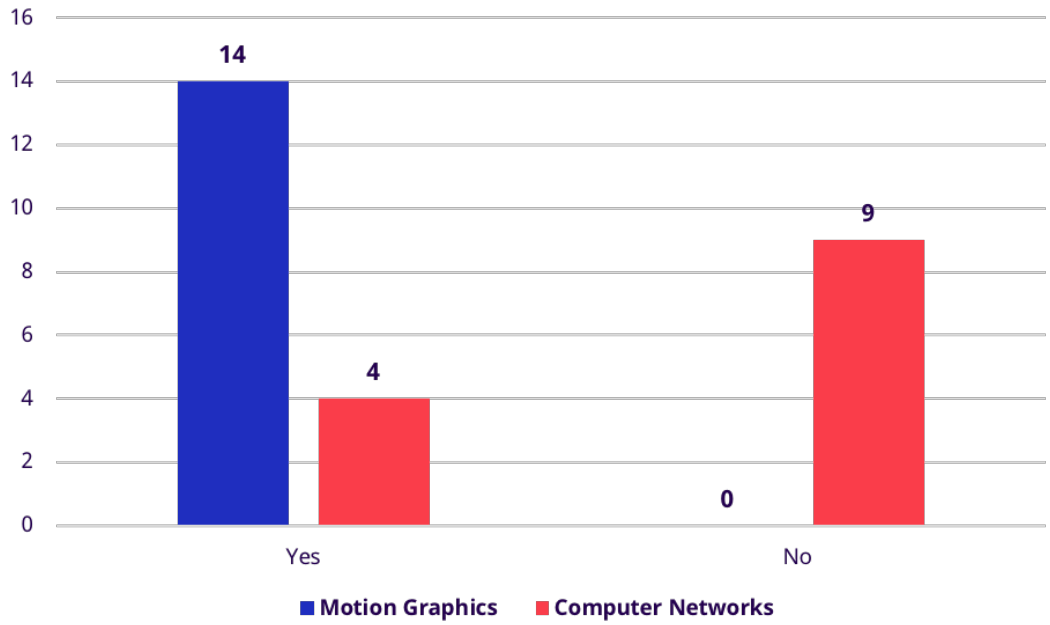
The Zoom sessions with Binus University were special additional online sessions that covered topics on the technical subject (that is, motion graphics and computer networks), and on the professions that come with those skills and how training participants should prepare themselves before getting into the world of work (for example, as an animator for motion graphics graduates and as a network/IT operator for computer networks graduates). In all, two-thirds of respondents had attended the sessions, including all 14 motion graphics respondents but just 4 computer networks respondents. Among those who attended, all found the additional sessions useful.

▶ Figure 16. Motion graphics graduates' acquisition of an Adobe Creative Cloud subscription and its usefulness



Note: The pie chart for "Useful" only considers those 12 graduates who did acquire an Adobe Creative Cloud subscription.

▶ Figure 17. Graduates' attendance at additional Zoom session by Binus University



4.2. Qualitative results

As noted above, in depth interviews with eight graduates – four from the computer networks course and four from the motion graphics course – were conducted between 20 May and 2 June 2022, about six months after they completed their training at BBPVP Bekasi. The interviews were conducted remotely through phone call or WhatsApp call, and these eight graduates were selected by considering their current activity. Tables 5 and 6 provide a brief overview of the graduates interviewed.

Table 5. In-depth interview participants: Computer networks graduates

Sex	Working before training?	Working after training?
Female	No	Yes
Male	No	Yes
Male	No	No
Male	No	Yes

Table 6. In-depth interview participants: Motion graphics graduates

Sex	Working before training?	Working after training?
Female	Yes	No
Male	No	Yes
Male	Yes	Yes
Male	Yes	Yes

The interviews aimed to obtain more detailed information about the various experiences of training participants during the pre-training, training and post-training periods, specifically in relation to working activity and their training experiences. The qualitative data derived from these interviews was to be used to develop a better understanding of participants' skills and employability. Moreover, it was hoped that the qualitative data might offer new perspectives about the new context of blended learning being piloted in the two training courses.

The in-depth interview subjects ranged from 18–29 years of age with education levels ranging between senior high school/vocational high school and an undergraduate degree. A majority of the interviewees lived in Bekasi City (five respondents), with the others living in Bekasi Regency, Jakarta, and Padang (one respondent in each region). The interviews also sought to obtain the perspective of women learners by selecting two out of the three female respondents to the quantitative survey to be interviewed. This has enabled the study to provide some insight that will be useful for female training participants. This section is divided into two parts, the first examining the interviewees' training experience and the second examining their working experience. In order to protect the privacy of the interview subjects, the analysis below will refer to interviewees by assigning them a letter (Respondent A, Respondent B, and so on). Respondents A–D are all graduates of the computer networks course, and Respondents E–H are all graduates of the motion graphics course.

4.2.1. Training experience

Interviewees prior backgrounds and interests contributed to their individual decisions to choose the course they enrolled in. Among the computer networks course graduates, three of the four interviewees had a linear background with their previous education. Respondents C and D were vocational high school graduates in computer networks, and Respondent A was a vocational high school graduate in computer software. Among motion graphics graduates, the interviewees' main consideration was their interest in art/media. Respondent E had an interest in multimedia, Respondent F in drawing, Respondent G in animation, and Respondent H video editing. The motion graphics course was perceived by interviewees as a learning opportunity that could accommodate their interests.

There were few cases where the interviewees involuntarily chose the course the enrolled in because their preferred course had already filled up. For example, Respondent B intended to enrol in hotel, barista, or cooking courses (hospitality). Because of full quotas in those courses, Respondent B chose computer networks because they figured that knowledge of computing would generally be useful in the world of work. In another case, the motion graphics course was chosen by Respondent F because they did not get a seat in a graphic design course, prompting them to select a similar course.

Since these courses need specific hardware and software, the absence of practical and supporting wares affect how the participants feel about the courses. Three of the motion graphics interviewees shared similar feelings concerning the self-learning sessions becoming a challenge due to the unavailability of a decent personal computer on which to practice motion graphics. Two of these interviewees had problems due to the low specs of their computers and the other did not even have a personal computer. Two strategies were utilized by these respondents to overcome this challenge. First, they tried to make up the learning gap through in-person sessions at BBPVP Bekasi, where they had the opportunity to learn actively using the hardware and software available at training centre. Second, during online sessions (self-learning and Zoom), they used hand drawing methods to create their motion graphics projects.

The fact that not all participants have hardware and software with the same minimum requirements seems to correlate with the fact that BBPVP Bekasi training applicants were not equally and consistently informed of these requirements. One respondent had this to say:

> *"There was some issue in the enrolment process in the motion graphics course. The interview process does not seem to have the same standards as others. One [applicant]'s interviewer made a laptop as compulsory to have and another [applicant]'s did not make a laptop compulsory. This will cause problems considering the course, in the online sessions, requires a laptop or PC to practice. For trainees who have no laptop or PC, they had practice in online session by hand drawing."* (Respondent F, motion graphics)

The problem of computer requirements in the motion graphics course could be avoided if BBPVP Bekasi strictly follows the syllabus, in which it states that ownership of a personal computer with certain specifications is obligatory for the trainees (see Appendix 4 for the motion graphics course syllabus). As raised in the quote above from Respondent F, the interviewers may not know about the specific requirements for trainee candidates as stated in the syllabus. It is thus recommended for BBPVP Bekasi to strengthen its commitment to sticking with the requirements laid out in the syllabus during the enrolment process and to adequately and uniformly inform interviewers and recruiters of any requirements.

In the computer networks course, infrastructure limitations such as personal devices and internet connections were stated as the main problems. Respondents B and C faced unstable internet connections during Zoom learning. Meanwhile, the mobile phone that Respondent A used as their main tool for accessing online sessions had a tendency to overheat. Respondent D, however, expresses a different complaint with the course, noting that they often felt bored because the learning only focused on concepts without any actual practice.

Overall, course instructors had been perceived in positive ways by the interviewees, though there were some constructive inputs that could be considered. In the computer networks, accommodative gestures were made by the instructors in their delivery of the course. Respondent B said they were constantly cheered on by instructors, especially when the course materials were hard to understand. Respondent D was under the impression that the instructors were welcoming and keen to help explain the materials and share their experience. The personalities of the instructors offered the excitement of learning among respondents. Respondents B and C categorized the instructors as having an easy-going style with a combination of humour and seriousness when focusing on materials. There were some critical comments concerning the instructors that offer pathways for improvement. Respondent C noted that the instructors tended to only provide surface-level explanations of concepts, and that there was a need for them to go more technically in depth with the course materials. Respondent A noted that more interactive engagement is needed in the Zoom sessions, as they were typically delivered as lectures that could get dull and lose audience interest.

In motion graphics, the interviewees presented bigger challenges in regard to course delivery and engagement. The demand for more learning time in Adobe Creative Cloud applications was expressed by Respondent H. Another view by Respondent G emphasized that the material should focus not only on introductory concepts, but also on more advanced skills such as "hard surfaces". Zoom sessions were also found to be less interactive and were not quite as elaborative as interviewees wished. Another reason why Zoom sessions were less interactive, according to Respondent F, was that the online sessions were just a repetition of the modules that they were required to learn prior to Zoom sessions.

Although some views from interviewees indicate a need for improvement in certain areas, overall, respondents considered the motion graphics instructors to be quite helpful in accommodating trainee learning. Respondent F said that the instructors actively offered assistance to training participants who experienced difficulties with online learning. A similar view was expressed by Respondent G, who stated that instructors were always open to discussing motion graphics topics that were not immediately available in the course modules.

The instructors in both courses had a strategic role in encouraging the training participants to access self-learning materials. Respondent E opened the self-learning materials because the instructors asked specifically to learn about tutorials in motion graphics. The instructors also taught the self-learning material in online and in-person sessions, as was confirmed by Respondents F, G and H. In the early days of training, the self-learning materials could not be accessed due to account trouble. For example, Respondent A could not open the website to access the materials. In another case, Respondent F could only resolve the trouble after contacting the account administrator. This suggests that the e-training platform may need upgrading and/or improvement.

Concerning ILO support to the training courses, seven of the eight interviewees were aware of the ILO's support through various efforts. In motion graphics, one respondent acknowledged the benefits of having Adobe Creative Cloud programmes. However, the programme was not fully explored during the training process because of some factors. The first reason was due to the use of computers with inadequate specs, as confirmed by Respondents E, F and G. The second reason is that respondents said that they preferred to focus on specific skills that are not related to Adobe Creative Cloud. For example, Respondent H never used the Adobe programmes because they wanted to focus on the 3D modelling software Blender. The third reason that the Adobe programmes were not fully explored was because only a very limited number of Zoom sessions and in-person sessions were devoted for learning or practicing Adobe programmes. While the syllabus (see Appendix 4) said otherwise, Respondent H said that, based on what instructors actually taught, a bigger portion of the training was focused on Blender. Respondent E added that they heard from instructors and other trainees that competence in Blender software can open up job opportunities. However, they wished to have more learning sessions on Adobe software (particularly After Effects and Premiere Pro) in order to have a wider set of skills.

In addition to the support from the ILO, training participants were also given meals, a transportation allowance, and an allowance for purchasing an internet quota by BBPVP Bekasi. These supports were perceived by interviewees to be beneficial and helpful for the participants. Some interviewees highlighted their positive experience from these supports.

As a final summary, table 7 below provides a brief overview of each interviewee's overall perception about their training experience.

▶ Table 7. Summary of in-depth interview participants' perception of the training

Respondent	Course	Key messages	Overall perception
A	Computer networks	Making friends and developing knowledge and skills were the happy side of training. On the other side, online learning became challenging because it consumed a lot of their internet qouta, heated their phone, and they sometimes felt dizzy staring at the screen.	Positive
B	Computer networks	Happy with the training because they gained experience and friends. In addition, the instructors accomodated them despite their having no computer networks background.	Positive
C	Computer networks	Pleased with the learning activities, which did not make him feel bored. The training also taught the student to be more disciplined and to respect others.	Positive
D	Computer networks	Happy with the training because they made friends, secured knowledge, and because of the transportation allowance. Students' discipline was trained by attending morning parade and greeting everybody at BBPVP Bekasi.	Positive
E	Motion graphics	Happy with the training. But regretted that the course that mainly taught about Blender software and less on Adobe programmes.	Positive
F	Motion graphics	Sometimes the training fulfilled their expectations and sometimes not. Therefore, being active by asking questions of the instructors helped to maintain their expectations.	Positive
G	Motion graphics	The overall training was good. But, there were some materials not being taught. BBPVP Bekasi addressed all aspects of animation in the motion graphics course, but it was only the basics. There should be further courses to advance in this area.	Positive
H	Motion graphics	Overall happy with the training. But, as a self-employed video editor, not all the training materials were fully aplicable. As a consequence, searching for tutorials on YouTube remained an option.	Positive

4.2.2. Employment

4.2.2.1. Transition from training to the job market

Certification plays a crucial role in helping individuals land a job. Graduates of the computer networks course receive two certificates, a BBPVP certificate (issued by the training provider) and a BNSP certificate (issued by the National Certification Agency). However, graduates of the motion graphics course only receive a BBPVP certificate. They were not given sufficient explanation by BBPVP Bekasi as to why they did not receive a BNSP certificate. Having only a BBPVP certificate or BBPVP and BNSP certificates, however, is still not sufficient to secure a job.

For example, Respondent D, a computer networks graduate, felt their additional certificate (Microtic certification in computer networks) really helped them to get a job after BBPVP training. Respondents A and C, who did not have additional certification, were still searching for a job at the time of their interviews. Respondent B, who also did not have additional certification, was working as shopkeeper, a job that does not require computer networks skills.

Concerning the motion graphics graduates, certification and external factors such as securing business funding and internship opportunities contributed to interviewees getting a job related to motion graphics. For example, Respondent G attended additional training in another training centre, majoring in animation (which complemented their motion graphics training), after they graduated from BBPVP Bekasi. Respondent G then received a job offer to be a 3D modeller from an instructor in that other training centre. Respondent E worked as 3D modeller intern because he applied to and got selected for the ILO and Indonesian Association of Animation Industry (AINAKI)'s internship programme. Although Respondent E had a certificate from BBPVP, the company still required them to attend additional training. Respondent H opened their own video editing business after getting investment funds from their friend. Although the training at BBPVP Bekasi has been useful to Respondent H's business in some respects, they had to continue exploring video editing tutorials in order to update their skills for use in the business. Respondent F was still looking for a job related to motion graphics at the time of their interview.

The certificate from BBPVP Bekasi has not automatically translated into employment due to a few barriers. First, many computer networking jobs demand qualifications beyond that which BBPVP Bekasi can provide. For example, Respondent A did not attach their computer networks certificate to their job applications because the jobs they were applying mostly required university-level qualifications. Respondent A believed that, as vocational high school graduate, their certificate did not have added value in the eyes of potential employers. Instead, they considered seeking a job as an operator or in quality control because these roles are open to vocational high school qualification holders.

Second, limited project experience or the lack of a work portfolio hinder BBPVP Bekasi graduates from successfully applying for jobs in the motion graphics industry. According to Respondent G, some animation studios do not demand high-level qualifications or even certificates; rather, they search for applicants with good portfolios as the main hiring requirement. How good one's portfolio needs to be depends on the scale of the studio. Bigger studios demand more complex and realistic assets (for example, in 3D modelling). The main challenges faced by BBPVP Bekasi graduates in making a portfolio were lack of access to the facilities and equipment needed to make one, such as a decent laptop/PC, and the learning process at BBPVP Bekasi, which focused on a modular approach rather than a project-based approach. This is something that BBPVP Bekasi needs to pay attention to, as the syllabus clearly encouraged the production of a project by training participants by going through pre-production, production and post-production phase. If this approach is followed, that project can be included in the training participants' portfolio.

Third, there can be a gendered aspect to jobseeking. For example, one interview respondent stated that she never applied for any of the vacancies relevant to her training because the ones that were shared with her were strictly for male candidates (that is, there was a discriminatory sex qualification).

4.2.2.1. Transition from training to the job market

4.2.2.1.1. Currently working

Six of the eight interviewees were working at the time of the interview. Among the six working interviewees, only two had a written contract: Respondent D, who worked for an internet provider service, and Respondent E, who was an intern at an animation studio. Four interviewees had verbal job agreements, including Respondent A, who worked as a freelance graphic designer, Respondent B as shopkeeper, Respondent H as a self-employed video editor and Respondent G as a 3D modeler. Table 8 below summarizes the jobs of these six interviewees, as well as the compatibility between the skills the respondents learned at BBPVP Bekasi and their current jobs.

▶ Table 8. Summary of in-depth interviewees' current jobs and the compatibility of those jobs with the skills taught in their training course

Respondent	Course	Current job	Job compability with training course
A	Computer networks	Freelance graphic designer	Not matched
B	Computer networks	Shopkeeper	Not matched
D	Computer networks	IT help desk	Matched
E	Motion graphics	Intern 3D modeller	Matched
G	Motion graphics	3D modeller	Matched
H	Motion graphics	Self-employed video editor	Matched

Note: This table only includes those in-depth interview participants who were working at the time of the interview.

Based on Table 8, four of the working interviewees had secured work that utilized skills learned in the training course and two had jobs that were not related to their training.

In terms of the skills match between the interviewees' current job and their education profile prior to the training course, it seems that motion graphics course offered greater flexibility to graduates, allowing them to switch to new career paths. All three working motion graphics interviewees had jobs radically different from what they had studied prior to taking the training course: Respondent H had a bachelor's degree in mechanical engineering; Respondent E had studied motorcycle engineering at a vocational high school; and Respondent G had started but not finished a geography undergraduate degree. But following their training at BBPVP Bekasi, all three were working in jobs related to motion graphics. This might be because they chose the motion graphics course out of their interest and passion, and thus were particularly determined to find a job in their chosen field. The picture is less clear among the working computer networks graduates. As

noted above, Respondent D was working at an IT help desk, which is in line with their computer networks training at BBPVP Bekasi as well as the previous network and computer training they received at a vocational high school, suggesting a direct throughline connecting their current work and all of their schooling. Both Respondent A (freelance graphic designer) and Respondent B (shopkeeper) were engaged in work that was unrelated to their previous studies – Respondent A had undertaken vocational training in computer software and Respondent B had completed senior high school – but their jobs were also unrelated to their computer networks training at BBPVP Bekasi.

Working interviewees offered a variety of reasons when they were asked why they chose their current jobs. Respondent A said that their freelance graphic designer job offers time flexibility. Respondent B chose to work as a shopkeeper because it was the only job that they were offered. Respondent D chose their IT help desk job due to the clarity of its daily tasks. Respondent E thought that their internship presented an opportunity to create a portfolio that would be important in moving forward their 3D modeler career. Last, Respondents G and H chose their current jobs due to their passion for the work.

Networking by graduates can be considered as an effective tool for getting job opportunities. Respondent A and B both learned about their current jobs from friends. Respondent H's work as a self-employed video editor was made possible after a friend provided a fund injection to start the business, and Respondent G was offered their job by an instructor in another training centre they attended after BBPVP Bekasi. Respondents D and E, however, got their job information from job portals and through the ILO and AINAKI's internship programme, respectively.

There were four interviewees who had previous work experience before their current job. Respondent A had worked as an operator and as an administrative intern. Respondent A could not continue their previous job due to not receiving a contract extension. Respondent D's first job after graduating from the computer networks course was as IT support in a parking company in early 2022, but they left the job because of the workload involved. Some other respondents who had previous work experience had been impacted by COVID-19. Respondents E and H had been laid off early in the pandemic in 2020. Previously, Respondent E had worked as a food server at a mall and Respondent H had worked as production supervisor at a textile factory.

In terms of their future work plans, some interviewees said they wanted to focus on their current jobs, while others were already planning to secure another job. Respondents B and D wanted to stay in their current jobs because they had just come on board and wanted to gain work experience. Respondent H was not actively searching for a job since their goal was to expand their current business, which had already received a significant investment. Conversely, Respondent A was applying for new jobs at the time of the interview. Respondent E was waiting for their internship to end and would apply for another job if the company did not offer a more permanent job. Last, Respondent G wanted to apply for work at a bigger animation studio in the future.

4.2.2.1.2. Currently not working

Both of the respondents who were not working at the time of the interview had previous job experience. Following their graduation from the computer networks course at BBPVP Bekasi, Respondent C had worked as money sorting technician from December 2021 to February 2022. The respondent resigned from the job since the salary was not enough to fulfil their daily needs (mainly for transportation).Meanwhile, following their graduation from the motion graphic course, Respondent F had a variety of job experiences from 2017 to 2021 working as a fashion designer and art teacher. The respondent was laid-off during the COVID-19 pandemic.

For both Respondent C and Respondent F, social media and job portals were the channels they relied on most during their job searches. Respondent C had applied to jobs they learned about from Instagram, submitting approximately 20 applications since February 2022 (the end of their last job). Respondent C believed that the failure of their applications failure was due to their lack of experience and skills. At the time of their interview, Respondent C was in the midst of the recruitment process of an automobile company, and was waiting for the next phase after passing the company's psychological test. The respondent had learned about the company vacancy from the internet and had applied through one of their neighbours. Should the respondent secure this role, it would suggest that their connection to their neighbour might be a key factor, demonstrating again the importance of utilizing networks when engaged in a job search, and not relying entirely on the internet and social media.

After completing motion graphics training at BBPVP Bekasi, Respondent F tried applying for jobs they found via social media, submitting more than 50 applications. For some job applications, Respondent F advanced to the interview phase, but for others, they did not receive any further feedback. Respondent F expressed a belief that they were lacking in some of the skills needed in a design career.

5

Key findings

1. Of the 32 individuals who graduated from the two training courses in November 2021, 27 (84.4 per cent) participated in the online survey and 8 participated in in-depth interviews.
2. Most course participants were relatively young, male, lived in Bekasi area, and were vocational school graduates (SMK). The majority of them had never attended any previous training at BBPVP Bekasi and had never worked prior to attending training at BBPVP Bekasi.
3. Before attending training, 10 out of the 27 respondents had previously worked. After graduated from training, 15 out of the 27 respondents were working at the time of the survey (either for others/a company or self-employed).

Training experience

4. In terms of sources of information around training, respondents from both courses had access to training information through social media, friends/colleagues, family and BBPVP Bekasi. In terms of respondents' motivation for enrolling in the courses, none of them attended training because they followed a friend. Rather, having their own interest in the subject or receiving encouragement from family/parents were the common reasons among the respondents to sign up for the training. Insight from in-depth interviews shows that interviewees' interest in their chosen course was often strengthened by their prior background, especially among those for whom the training represented a linear progression from their previous education.
5. Overall, most participants in the two courses signed up in the final week before the training started. However, five respondents from motion graphics course signed up between 10 and 20 days prior to the training; this was true of just one computer networks respondent (who signed up 20 days before the course started) .
6. Most of the respondents we aware of the existence of the courses' self-learning platform, and among those who knew, most had watched the videos on that platform. Those who did not watch the videos mentioned that the video topics had already been covered in Zoom sessions by the instructors. However, the instructors did have a strategic role in encouraging participants to access self-learning materials.
7. As for the Zoom and in-person sessions, all respondents attended the respective sessions, as they were required to fill in the attendance list.
8. The online self-learning materials and the Zoom sessions of both courses required a personal computer, as stated in the course syllabus, and trainees should had been informed of this by BBPVP Bekasi during the selection process. While most respondents said they have been informed of this requirement, others had not been. Since these courses demand specific hardware and software, it is imperative that such a requirement be communicated by BBPVP Bekasi. As the study finds, the

availability of practical and support facilities affects how participants feel about and evaluate their training courses, as well as how they utilize training materials. If such practical and support facilities are available, respondents were more positive toward the training course and utilized the training materials more optimally. Likewise, when such facilities are not available, participants are more likely to provide a negative evaluation and stated that their utilization of learning materials was less than optimal. The problem of the computer requirements for the courses could be avoided if BBPVP Bekasi followed the syllabus during the recruitment/enrolment process, as it clearly states that trainees are obliged to own a personal computer with certain specifications. The commitment to sticking with syllabus during the enrolment process should be strengthened.

9. The majority of respondents who were aware of the additional learning materials on soft skills and entrepreneurship studied both. The respondents accessed the soft-skills material because they wanted to improve their skills and knowledge, considered it to be beneficial for them in applying for jobs. Regarding the entrepreneurship materials, respondents accessed them because they saw it as helping them to prepare for future business endeavours and to figure out how to take advantage of business opportunities. Some respondents did not access the entrepreneurship materials because they were not interested, not ready to start business, or claimed that they did not have opportunity to learn the material.

10. For both courses, instructors had been perceived positively by the respondents. Instructors were seen as helpful and encouraging. Nevertheless, some constructive inputs from respondents could be considered, especially regarding training delivery and the elaboration of learning content. Interactive communication during online sessions between instructors and participants is vital for the learning process, as confirmed by respondents. In addition, respondents have high expectations to learn in detail the subjects outlined in the syllabus (for example, by optimizing the use of self-learning materials).

11. Regarding the further course support offered by the ILO, the majority of respondents from both course attended the additional lecture sessions (through Zoom) from Binus University, and they found the additional sessions useful. All respondents from the motion graphics course received an Adobe Creative Cloud subscription and coaching on Adobe applications through a WhatsApp group, and found these additional supports useful. However, as probed in interviews, the Adobe programmes were not fully explored during the course despite the syllabus indicating that they would be a focus of the course. This was a result of: trainees' computers having inadequate specs; preference among some trainees to learn software other than Adobe's; and there being only limited sessions arranged by instructors to specifically learn or practice Adobe programmes.

Employment experience

12. The lag time between graduation and employment can be informative regarding the ease and/or difficulty experienced by graduates in finding work. Among those respondents who were working at the time of the survey, the average time needed to secure a job after graduation was roughly 1–2 months, slightly less than the average time spent job searching in Indonesia, which is 2.8 months (Safitri and Afiatno 2020). However, two important caveats should be kept in mind. First, the sample in this study is small, and therefore it cannot and should not be concluded nor generalized that graduates from BBPVP have a job-search period shorter than the average Indonesian. Second, the duration cited above is only for those graduates who did find work, but a sizeable number (12, or 44 per cent) were not working at the time of the survey.

13. The predominant methods used by working graduates to get a job were applying for job vacancies (14 respondents) and contacting the employer directly (2 respondents). Information on job vacancies were drawn from advertisements. No information regarding job vacancies was received from BBPVP Bekasi.

14. Networking by graduates can be considered an effective tool for getting job opportunities. Four out of the six in-depth interview respondents who were working at the time of their interview stated they were able to secure a job with support and help from their networks.
15. Certification plays a crucial role in helping individuals land a job. However, the certificates from BBPVP and/or from BNSP do not automatically translate into jobs in the labour market because of certain barriers. First, many jobs demand university-level qualifications, especially for computer networks jobs. Second, many jobs demand a minimum level of experience and/or a portfolio, especially for motion graphics jobs. Third, a gendered (and discriminatory) aspect of many job vacancies, particularly in computer networks, requires male applicants. While the gender discrimination aspect is better to be addressed in the industries themselves, the level of qualifications offered and the ability for trainees to develop experience and a portfolio can and should be addressed by BBPVP Bekasi.
16. Having extra certificates is also beneficial for the BBPVP graduates, as it allows them to have additional value when applying for jobs. For example, additional certificates from specific design courses or specific topics within computer networks.
17. Among the 15 respondents who were working at the time of the survey, 12 worked for others/a company; 1 respondent was self-employed; and 2 respondents did both types of work. Some respondents wanted to stay in their current jobs and others wanted to apply for better jobs. Seven of 15 working respondents had jobs that were in accordance with their training course, but the remaining 8 respondents took jobs that were not in line with the skills they learned at BBPVP Bekasi.
18. The respondent with the highest income (> 5 million rupiah per month) had two jobs, and neither of these jobs were directly related to the skills they learned at the BBPVP Bekasi. The respondent with the lowest income earned less than 500,000 per month and took a job in accordance with the skills learned at BBPVP Bekasi. Overall, respondents whose jobs were in line with the skills they learned at BBPVP Bekasi earned various levels of income. This shows that job and skills matching does not guarantee respondents to have a high(er) income.
19. Improving an individual's employability must also be accompanied by strengthening the labour market ecosystem. Concerning the 12 respondents who were not working, this was due to: (a) their believing they had not found a job suitable with their qualifications; (b) they failed in recruitment process; (c) their certificate was not recognized by the employer (1); they did not have skills required by industries/employers, and (e) they were laid off during the COVID-19 pandemic.

6

Recommendations

In general, the results show that training participants had a positive response toward the training courses. There are, however, challenges that emerged during the training process and during the transition period from training to the job market. This study proposes several recommendations:

1. The blended learning model used in motion graphics and computer networks must be piloted in more classes and with more participants, so that we have more information regarding the effectiveness of blended learning courses and their employment outcomes.
2. Any tracer study of graduates should take place no sooner than two months after their completion of a training course. This allows time for the graduates to seek a job and for the study to better understand their efforts, including the ups and downs of seeking a job.
3. The commitment to stick with the syllabus during the enrolment process should be strengthened. This means the management of BBPVP Bekasi (and other BBPVPs that implement blended learning) must inform instructors and interviewers who are involved in enrolment and selection processes of all the prerequisite conditions as stated in the syllabus, such as the specific minimum requirements of applicants and their personal gadgets/tools (particularly computer specifications).
4. The commitment to stick with the syllabus should also be strengthened in delivery of the training course. As found in the study, jobseekers – including graduates of BBPVP Bekasi training courses – are expected by industry to have a minimum level of experience and a portfolio of work. The courses' syllabuses were designed to this end, that is for training participants to create a project throughout the course and to come up with a final project output at the end of the training course. When this approach is followed, training participants will have a project that they can include in their portfolio to show potential employers.
5. Instructors must be encouraged to: (a) create a space that allows for more interactive communication between the instructor and participants; (b) explore the concepts in the syllabus in a more detailed and specific manner to invite curiosity, deepen the learning process (including optimizing the use of self-learning materials), and encourage the use of Adobe programmes or other programmes discussed in the materials; and (c) dedicate more time to following the course syllabus so that training participants can produce a project at the end of the training course that they can include in their portfolio.
6. Instructors' capacities should be built on a regular basis. This should not only be done through training, but also through practicums and apprenticeships with industry.
7. A separate study on instructors is recommended to better understand their views, insights and capacities, and how best to support them in designing and delivering digital skills training courses and blended learning courses.

8. The MOM will need to consider upgrading the e-training platform, so that students will not have problems accessing it at any time and from anywhere.
9. Upgrades to the e-training platform should include ways for instructors and training participants to interact more actively and interactively; and for these interactions to be captured by the platform so that both trainees and instructors can be graded on their in-class performance and participation.
10. To increase the relevance of training courses at BBPVP Bekasi, industry must be involved throughout the process of developing the materials and in delivering the training courses.
11. To increase the employability of the graduates, training providers must offer more information on job vacancies and/or apprenticeship opportunities to help them link more effectively with the labour market. BBPVP Bekasi might improve its collaboration with industry and other relevant institutions in this respect.

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Appendices

Appendix 1. Survey questionnaire in Bahasa Indonesia

STUDI PENELUSURAN

LULUSAN BBPLK BEKASI PROGRAMME PELATIHAN

MOTION GRAPHIC DAN JARINGAN KOMPUTER

Selamat pagi/siang/malam, Ibu/Bapak/Saudara,

Saat ini, *International Labour Organization* (ILO) Jakarta, sedang melakukan Studi Penelusuran Lulusan BBPLK Bekasi yang telah mengambil pelatihan *Motion Graphic* dan Teknisi Jaringan Utama Komputer pada tanggal 11 Oktober sampai dengan 29 November 2021.

Oleh sebab itu kami mohon kesediaan Ibu/Bapak/Saudara untuk berpartisipasi dalam studi ini. Pengisian kuesioner untuk studi ini akan memakan waktu sekitar 10 menit. Bagi Bapak/Ibu/Saudara yang sudah mengisi dengan lengkap, kami akan memberikan kompensasi sebesar Rp.50.000 yang akan kami kirimkan dalam bentuk GoPay / kuota internet/uang tunai ke rekening bank Bapak/Ibu/Sdr.

Kami menjamin kerahasiaan semua informasi yang dikumpulkan.
Jika Bapak/Ibu/Sdr memerlukan tambahan informasi dan keterangan lebih lanjut mengenai kegiatan ini, silakan menghubungi Rihlah Romdoniah di nomor WA 085659738848.

SEKSI ID – DATA RESPONDEN		
ID01	Nama lengkap	.....
ID02	Sebutkan nama kejuruan yang sudah Anda ikuti	1. Motion Graphic 2. Teknisi Jaringan Utama Komputer
ID03	Domisili tempat tinggal	1. Kota Bekasi 2. Kabupaten Bekasi 3. Lainnya, sebutkan.....
ID04	Jenis Kelamin	1. Laki-laki 2. Perempuan
ID05	Umur berdasarkan ulang tahun terakhir	[ ][ ] Tahun

SEKSI ET- INFORMASI PENDIDIKAN DAN PELATIHAN YANG PERNAH DIIKUTI		
ET01	Apa jenjang pendidikan tertinggi yang pernah diikuti?	1. <= SD Sederajat/ Paket A 2. SMP Sederajat/ Paket B 3. SMA/ MA/ Paket C 4. SMK/ MAK 5. Akademi (D1/D2/D3/D4) 6. Sarjana (S1) 7. S2/S3
ET02	Apakah Anda mengikuti pendidikan tersebut hingga tamat?	1. Ya 2. Tidak
ET03	Apakah Anda pernah mengikuti kegiatan pelatihan lain **sebelum** mengambil pelatihan *Motion Grafik* atau Teknisi Jaringan Utama Komputer di BBPLK Bekasi?	1. Ya 2. Tidak ⇨ **lanjut seksi AC**
ET04	Berapa jumlah pelatihan yang pernah Anda ikuti sebelumnya?	☐☐
ET05	Apa bidang pelatihan yang pernah Anda ikuti sebelumnya? (jawaban bisa lebih dari satu)	....
ET06	Dimana Anda mengikuti pelatihan tersebut? (jawaban bisa lebih dari satu)	a. BLK/BBPLK b. LPKS (Lembaga Pelatihan Kerja Swasta) c. Lainnya, ...
ET07	Apakah Anda mengikuti pelatihan di BBPLK Bekasi hingga mendapatkan sertifikat pelatihan?	1. Ya 2. Tidak ⇨ **lanjut seksi AC** 3. Lainnya, ...
ET08	Apakah jenis sertifikat yang Anda peroleh saat itu?	1. Sertifikat dari Lembaga Pelatihan 2. Sertifikat dari Badan Sertifikasi Profesi (BNSP)/ Lembaga Sertifikasi Profesi (LSP) 3. Lainnya, ...

SEKSI AC- KEGIATAN SEBELUM PELATIHAN Jelaskan kegiatan Anda dalam kurun waktu *1 tahun terakhir SEBELUM mengikuti pelatihan di BBPLK Bekasi.*		
AC01	Sebelum mengikuti pelatihan Motion Graphic atau Teknisi Jaringan Utama Komputer di BBPLK Bekasi, apa kegiatan Anda?	1. Bekerja untuk orang lain/ perusahaan 2. Bekerja membuka usaha sendiri ⇨ **lanjut ke AC07** 3. Bekerja untuk orang lain/perusahaan **DAN** membuka usaha sendiri 4. Tidak bekerja ⇨ **lanjut AC09**
AC02	Saat Anda pertama kali menghadiri pertemuan pelatihan Motion Graphic atau Teknisi Jaringan Utama Komputer di BBPLK Bekasi, apakah saat itu Anda masih bekerja atau sudah berhenti kerja?	1. Sudah berhenti dari pekerjaan sebelumnya 2. Masih bekerja ⇨ **lanjut ke AC05**
AC02a	Apa pekerjaan Anda sebelumnya?	.....
AC03	Mengapa Anda berhenti dari pekerjaan sebelumnya? (jawaban boleh lebih dari satu)	a. Mengundurkan diri karena ingin mencari tantangan baru b. Mengundurkan diri / resign karena pindah tempat tinggal c. mengundurkan diri karena ngin mengikuti pelatihan d. PHK karena pandemi COVID-19 e. PHK karena alasan lain f. Lainnya, ...
AC04	Berapa lama Anda bekerja pada pekerjaan tersebut hingga Anda berhenti bekerja?	[ ][ ][ ] Bulan **Lanjut ke AC06**
AC05	Apa pekerjaan Anda saat itu?	.....
AC05a	Apakah Anda kemudian memutuskan berhenti bekerja?	1. Ya 2. Tidak ⇨ **Lanjut ke AC06**
AC05b	Berapa lama Anda bekerja pada pekerjaan tersebut hingga Anda berhenti bekerja?	[ ][ ][ ] Bulan

AC06	Saat Anda pertama kali menghadiri pertemuan pelatihan *Motion Graphic* atau Teknisi Jaringan Utama Komputer di BBPLK Bekasi, apakah saat itu Anda sedang menjalankan usaha sendiri?	1. Ya 2. Tidak ⇨ **Lanjut ke seksi PP**
AC07	Apa bidang usaha yang Anda jalankan saat itu?	.....
AC08	Apakah usaha tersebut masih berjalan?	1. Ya 2. Tidak **Lanjut ke seksi PP**
AC09	Mengapa Anda tidak bekerja sebelum mengikuti pelatihan?	1. Belum menemukan pekerjaan yang cocok 2. Gagal masuk seleksi pekerjaan 3. Sedang menyiapkan usaha 4. Masih bersekolah 5. Lainnya, ...
SEKSI PP – PENDAFTARAN PELATIHAN DI BBPLK BEKASI		
PP01	Darimana Anda mengetahui programme pelatihan *Motion Graphic* atau Teknisi Jaringan Utama Komputer di BBPLK Bekasi? (pilihan boleh lebih dari satu)	a. Media Sosial (*Facebook. Twitter, Instagram, dll*) b. Teman dan kolega c. Keluarga d. Informasi dari BLK (Kios 3in1, website, pegawai, selembaran, dll) e. Lainnya, ...
PP02	Mengapa Anda memilih programme pelatihan yang Anda ikuti?	a. Disuruh orang tua b. Karena minat c. Ikut teman d. Lainnya, ...
PP03	Berapa lama masa tunggu antara saat Anda mendaftar hingga Anda mengikuti pelatihan?	[ ] [ ] Hari
PP03a	Apakah BBPLK menginformasikan syarat bahwa Anda harus memiliki akses terhadap Komputer untuk mengikuti pelatihan?	1. Ya 2. Tidak
PP04	Apakah ada pembayaran yang Anda lakukan saat mendaftar ke BBPLK?	1. Ya 2. Tidak ⇨ **Lanjut seksi KP**

PP04a	Sebutkan besaran biaya pendatfaran pelatihan di BBPLK Bekasi	....

SEKSI KP- PELATIHAN DI BBPLK BEKASI

Jelaskan bagaimana Anda mengikuti proses pelatihan selama 1.5 bulan di BBPLK Bekasi. Mulai dari pembelajaran mandiri dengan mempelajari video pembelajaran melalui *platform online*/ daring Kemnaker/BLK, pelatihan jarak jauh melalui *platform Zoom*, dan pelatihan langsung secara tatap muka di BBPLK Bekasi

KP01	Apakah anda tahu bahwa Anda bisa belajar sendiri dengan menonton video-video pembelajaran melalui *platform online*/ daring pelatihan Kemnaker/BLK?	1. Ya 2. Tidak ⇨ **Lanjut KP06**
KP02	Dari mana Anda mengetahui mengenai hal tersebut?	1. Instruktur 2. Teman 3. ILO
KP03	Apakah Anda menonton dan mempelajari video pembelajaran yang tersedia di *platform online*/ daring pelatihan?	1. Ya 2. Tidak ⇨ **Lanjut KP05**
KP04	Apa perangkat yang Anda gunakan untuk mengakses materi video pembelajaran?	1. HP 2. Laptop/PC 3. Lainnya, ...
KP04a	Berapa minggu Anda menonton video pembelajaran di *platform online*/ daring Kemnaker/BLK?	[ ][ ] Minggu **Lanjut KP06**
KP05	Mengapa Anda tidak mengakses video pembelajaran tersebut?	....
KP06	Apakah mengikuti pelatihan sesi *Zoom* dengan Instruktur BBPLK?	1. Ya 2. Tidak ⇨ **Lanjut KP10**
KP07	Berapa lama Anda mengikuti pelatihan sesi *Zoom* per hari?	[ ] Jam
KP08	Berapa minggu Anda mengikuti pelatihan sesi *Zoom*?	[ ][ ] Minggu

KP08a	Apa perangkat yang Anda gunakan untuk mengikuti pelatihan sesi *Zoom*?	1. HP 2. Laptop/PC 3. Lainnya, ...
KP09	Apakah pelatihan sesi *Zoom* membahas materi-materi video pembelajaran yang ada di *platform online*/ daring Kemnaker/BLK?	1. Ya 2. Tidak 3. Tidak tahu karena saya tidak mempelajari videonya
KP10	Mengapa Anda tidak mengikuti pelatihan sesi *Zoom*?	....
KP11	Apakah Anda mengikuti pelatihan sesi tatap muka di BBPLK Bekasi?	1. Ya 2. Tidak ⇨ **Lanjut KP16**
KP12	Berapa lama Anda mengikuti pelatihan sesi tatap muka di BBPLK Bekasi per hari?	| | Jam |
KP13	Berapa minggu Anda mengikuti pelatihan sesi tatap muka di BBPLK Bekasi?	| | | Minggu |
KP14	Apakah pelatihan sesi tatap muka membahas materi-materi yang ada di sesi *Zoom*?	1. Ya 2. Tidak 3. Tidak tahu karena saya tidak mengikuti sesi *Zoom*
KP15	Apakah pelatihan sesi tatap muka membahas materi-materi video pembelajaran yang ada di *platform online*/ daring Kemnaker/BLK?	1. Ya 2. Tidak 3. Tidak tahu karena saya tidak mempelajari videonya **Lanjut KP17**
KP16	Mengapa Anda tidak mengikuti pelatihan sesi tatap muka di BBPLK Bekasi?	....
KP17	Sebutkan unit kompetensi yang Anda kuasai? (jawaban boleh lebih dari satu)	a. Mengaplikasikan Prinsip Dasar Desain b. Menerapkan Prinsip Dasar Komunikasi c. Membuat Pergerakan (Motion) Objek Digital d. Membuat Model 3D berbasis Hardsurface

KP17	Sebutkan unit kompetensi yang Anda kuasai? (jawaban boleh lebih dari satu)	e. Membuat Susunan (Layout) aset pada Bidang 3D f. Membuat Artistik Sudut Pandang Kamera 3D g. Membuat Artistik Pencahayaan 3D h. Membuat Setting Sifat Bahan 3D (Shading) i. Membuat Penggabungan Aset Visual Teknik layer 2D j. Melakukan Penyuntingan Gambar Akhir k. Mengoperasikan Perangkat Lunak Desain l. Menciptakan Karya Desain m. Mengevaluasi Hasil Karya Desain n. Membuat Aset Gambar 2D Puppeter (Cut Out Animation) o. Membuat Penyusunan Artistik Aset Visual Teknik Layer 3D (Post 3D Composition) p. Membuat Reka Adegan Animasi Awal (3D Previsualisasi) q. Membuat Pencitraan Gambar Digital (Rendering) r. Mengoperasikan Perangkat Produksi Animasi s. Mengumpulkan kebutuhan teknis pengguna yang menggunakan jaringan t. Mengumpulkan data peralatan jaringan teknologi yang sesuai u. Merancang topoogi jaringan v. Merancang pengalamatan jaringan w. Menentukan spesifikasi perangkat jaringan x. Memasang kabel jaringan y. Memasang jaringan nirkabel z. Mengkonfigurasi switch pada jaringan aa. Mengkonfigurasi routing pada perangkat jaringan dalam satu autonomous system ab. mengkonfigurasi routing pada perangkat jaringan antar autonomous system ac. lainnya

KP18	Apa saja materi dan keterampilan yang ingin Anda pelajari selama pelatihan di BBPLK Bekasi, namun ternyata tidak Anda dapatkan?	....
KP19	Apakah Anda tahu ada materi mengenai *soft skill* dan kewirausahaan/bisnis?	1. Ya 2. Tidak ⇨ **Lanjut KP22**
KP20	Apakah Anda mempelajari materi-materi *soft skills* yang tersedia?	1. Ya 2. Tidak
KP20a	Mengapa	....
KP21	Apakah anda mempelajari materi-materi kewirausahaan yang tersedia?	1. Ya 2. Tidak
KP21a	Mengapa?	....
KP22	Menurut Anda, apakah instruktur mampu menyampaikan materi dengan baik?	1. Sangat baik 2. Baik 3. Kurang baik 4. Tidak baik
KP23	Apa saja manfaat atau fasilitas yang Anda dapatkan selama mengikuti pelatihan?	1. Kuota internet 2. Uang transpor 3. Makan 4. Lainnya, ...
KP24	Apakah Anda mengikuti pelatihan hingga mendapatkan sertifikat pelatihan?	1. Ya 2. Tidak
KP25	Apakah jenis sertifikat yang Anda peroleh?	1. Sertifikat dari BBPLK Bekasi 2. Sertifikat dari Badan Sertifikasi Profesi (BNSP)/ Lembaga Sertifikasi Profesi (LSP) 3. Keduanya

SEKSI KR- KEGIATAN SAAT INI

Jelaskan kegiatan atau pekerjaan Anda sejak menyelesaikan pelatihan di BBPLK Bekasi hingga saat ini.

KR01	Apakah kegiatan Anda saat ini?	1. Bekerja untuk orang lain/ perusahaan 2. Membuka usaha sendiri ⇨ **Lanjut ke KR11** 3. Bekerja untuk orang lain/ perusahaan **DAN** membuka usaha sendiri 4. Tidak bekerja ⇨ **lanjut ke KR19**
KR02	Apa pekerjaan Anda saat ini?	....
KR03	Apakah pekerjaan ini sesuai dengan bidang pelatihan yang Anda ambil di BBPLK Bekasi?	1. Ya 2. Tidak
KR04	Berapa lama Anda mencari pekerjaan setelah lulus pelatihan? (isikan 0 jika kurang dari 1 bulan)	[ ] [ ] Bulan
KR04a	Bagaimana Anda bisa mendapatkan pekerjaan ini? (jawaban bisa lebih dari satu)	a. Saya melamar pekerjaan yang ditampilkan di iklan b. Saya menghubungi perusahaan tempat saya bekerja saat ini c. Ditempatkan BBPLK d. Lainnya, ...
KR05	Berapa rata-rata penghasilan Anda per bulan dari pekerjaan ini? (jika tidak ingat persisnya, kosongkan bagian ini)	....
KR06	Berapa rata-rata penghasilan Anda per bulan?	1. Di bawah Rp500.000 2. Rp500.000- di bawah Rp1 juta 3. Rp1 juta- di bawah Rp1,5 juta 4. Rp1,5 juta- di bawah Rp2 juta 5. Rp2 juta- di bawah Rp2,5 juta 6. Rp2,5 juta- di bawah Rp3 juta 7. Rp3 juta- di bawah Rp4 juta 8. Rp4 juta- di bawah Rp5 juta 9. Di atas Rp5 juta

KR07	Apakah Anda merasa masih membutuhkan tambahan keterampilan untuk pekerjaan di pekerjaan Anda sekarang?	1. Ya 2. Tidak ⇨ **Lanjut KR08**
KR07a	Apa tambahan keterampilan yang masih Anda butuhkan?	....
KR08	Apakah Anda puas dengan pekerjaan saat ini?	1. Ya 2. Tidak
KR09	Mengapa?	....
KR10	Apakah Anda saat ini menjalankan usaha sendiri?	1. Ya 2. Tidak ⇨ **Lanjut ke seksi SI**
KR11	Apa usaha yang Anda jalani saat ini?	....
KR12	Kapan Anda mulai membuka usaha sendiri?	mm/dd/yyy
KR13	Berapa keuntungan bersih per bulan dari usaha ini? (dalam rupiah)	.....
KR14	Berapa rata-rata keuntungan bersih yang Anda terima per bulan?	1. Di bawah Rp500.000 2. Rp500.000- di bawah Rp1 juta 3. Rp1 juta- di bawah Rp1,5 juta 4. Rp1,5 juta- di bawah Rp2 juta 5. Rp2 juta- di bawah Rp2,5 juta 6. Rp2,5 juta- di bawah Rp3 juta 7. Rp3 juta- di bawah Rp4 juta 8. Rp4 juta- di bawah Rp5 juta 9. Di atas Rp5 juta

KR15	Apakah bidang usaha yang anda jalankan ini sesuai dengan bidang pelatihan yang Anda ambil di BBPLK Bekasi?	1. Ya 2. Tidak
KR16	Apakah Anda merasa masih membutuhkan tambahan keterampilan dalam menangani bidang usaha Anda sekarang?	1. Ya 2. Tidak
KR17	Apakah Anda puas dengan usaha saat ini?	1. Ya 2. Tidak
KR18	Mengapa?	.... **Lanjut seksi SI**
KR19	Mengapa saat ini Anda tidak bekerja?	1. Belum menemukan pekerjaan yang cocok 2. Gagal lulus seleksi pekerjaan 3. Sedang menyiapkan usaha sendiri 4. Sertifikat pelatihan tidak berlaku 5. Lainnya, ...

SEKSI SI- DUKUNGAN ILO

ILO melalui INSIGHT-2 Project bekerja mendukung progam pemerintah melalui BBPLK Bekasi untuk menyelenggarakan programme pelatihan Motion Graphic dan Teknisi Jaringan Utama Komputer. Materi pelatihan dalam kedua programme tersebut disiapkan oleh ILO bekerja sama dengan Universitas Bina Nusantara.

SI01	Apakah Anda mendapat langganan programme *Adobe*	1. Ya 2. Tidak ⇨ **Lanjut ke SI03**
SI02	Menurut pendapat Anda, apakah programme *Adobe* tersebut bermanfaat?	1. Ya 2. Tidak
SI03	Apakah Anda mengikuti sesi *Zoom* tambahan dari Universitas Bina Nusantara (Binus)?	1. Ya 2. Tidak ⇨ **Lanjut ke SI05**
SI04	Menurut pendapat Anda, Apakah sesi *Zoom* tambahan dari Binus bermanfaat?	1. Ya 2. Tidak
SI05	Adakah dukungan lain yang Anda harapkan dari ILO?	....

INSENTIF	
Sebagai ucapan terima kasih kami, kami akan mengirimkan kompensasi berupa uang atau pulsa. Silakan pilih bentuk kompensasi yang Anda kehendaki.	1. Gopay 2. Kuota Internet 3. Transfer Bank
Nomor HP (untuk menerima Gopay atau Kuota Internet)	....
Informasi nama Bank, nomor pemilik rekening, dan nomor rekening (kosongkan bagian ini jika Anda memilih Gopay / kuota internet)	....

Appendix 2. Survey questionnaire in English

TRACER STUDY

BBPVP BEKASI GRADUATES

MOTION GRAPHICS AND COMPUTER NETWORKS PROGRAMMES

Good morning/afternoon/evening, Mr/Ms.

Currently, the International Labour Organization (ILO) Jakarta is conducting a tracer study for BBPVP Bekasi graduates who have attended training in motion graphics and computer networks courses from 11 October until 29 November 2021. We ask for your willingness to participate in this study.

Filling out the questionnaire for this study will take approximately 10 minutes. For those who filled out completely, we will provide compensation of Rp 50.000, which will be sent to as GoPay/internet quota/ cash to your bank account.

We guarantee all the information collected is confidential.

If you need further information about this study, please contact Mrs Rihlah Romdoniah by WhatsApp at 085659738848.

SECTION ID – DATA RESPONDENT		
ID01	Full name	.....
ID02	Course	1. Motion graphics 2. Computer networks
ID03	Residence	1. Bekasi City 2. Bekasi Regency 3. Other, please specify .....
ID04	Gender	1. Male 2. Female
ID05	Age-based on last birthday	[ ][ ] Years old

SECTION ET – INFORMATION AND OTHER TRAINING BEFORE ATTENDED IN BBPVP BEKASI		
ET01	What is the highest education level that you have attended?	1. <= Elementary school or equivalent 2. Junior high school or equivalent 3. Senior high school or equivalent 4. Senior vocational school or equivalent 5. Academy (D1/D2/D3/D4) 6. Bachelor's degree (S1) 7. Master's degree or Doctoral degree
ET02	Did you attend that education level until graduation?	1. Yes 2. No
ET03	Have you attended another training before attending the motion graphics course and the computer networks course at BBPVP Bekasi?	1. Yes 2. No ⇨ **skip to the AC section**
ET04	How many other trainings did you attend before?	[ ] [ ] Times
ET05	In what kinds of fields were the other trainings you attended?	....
ET06	Where did you attend these other trainings?	a. BLK/BBPLK b. LPKS (Private training institute) c. Other, please specify .....
ET07	Did you attend these other trainings until getting the training certificate?	1. Yes 2. No ⇨ **skip to section AC** 3. Other, please specify .....
ET08	What kind of certificate did you get at that time?	1. Certificate from the training institution 2. Certificate from BNSP or LSP 3. Other, please specify .....

SECTION AC – ACTIVITY BEFORE ATTENDING TRAINING *Describe your activity in the last year before attending training at BBPVP Bekasi*		
AC01	Before attending the motion graphics or computer networks training at BBPVP Bekasi, what was your activity?	1. Work for others/company 2. Self-employed ⇨ **skip to AC07** 3. Work for others/company AND self-employed 4. Not working ⇨ **skip AC09**
AC02	When you first attended training in motion graphics or computer networks at BBPVP Bekasi, did you still work or did you stop?	1. Have quit the previous job 2. Still working ⇨ **AC05**
AC02a	Please describe your previous job	.....
AC03	Why did you quit your previous job? (more than one answer can be given)	a. Resigned for looking for a new challenge b. Resigned to moving residence c. Resigned to attend training d. Layoffs due to the COVID-19 pandemic e. Layoffs for other reasons f. Other, please specify .....
AC04	How long did you work in your previous job?	[ ][ ][ ] months **Skip to AC06**
AC05	What was your job title at that time?	.....
AC05a	Did you then decide to quit the job?	1. Yes 2. No ⇨ **Skip to AC06**
AC05b	How long did you work in your previous job before you decide to quit?	[ ][ ][ ] months
AC06	When you first attended training in motion graphics or computer networks at BBPVP Bekasi, were you running your own business?	1. Yes 2. No ⇨ **skip to the section PP**

AC07	Please describe your business at that time	.....
AC08	Is the business still running?	1. Yes 2. No **Skip to the section PP**
AC09	Why didn't you work before attending the training at BBPVP Bekasi?	1. Hadn't found a suitable job 2. Failed in the recruitment process 3. Preparing for business 4. Still in school 5. Other, please specify .....
SECTION PP – TRAINING REGISTRATION AT BBPVP BEKASI		
PP01	Where did you get the information about the training course (motion graphics or computer networks) at BBPVP Bekasi? (more than one answer can be given)	a. Social media (Facebook, Twitter, Instagram, etc.) b. Friends or colleagues c. Information from BBPVP (Kios 3 in 1, website, staff, flyer, etc.) d. Other, please specify .....
PP02	Why did you choose the training course that you attended?	a. Being told by parents b. Have an interest in the course c. Follow friends d. Other, please specify .....
PP03	How long was the waiting period between signing up until attending the training?	| | | Days |
PP03a	Did the BBPVP inform you about the course requirement of having access to a computer?	1. Yes 2. No
PP04	Was there any fee or payment when you signed up for the training?	1. Yes 2. No ⇨ **skip to the section KP**
PP04a	How much was the registration fee for attending the training at BBPVP Bekasi	....

KP SECTION – TRAINING AT BBPVP BEKASI Describe the training process during the 1.5 months at BBPVP Bekasi. Start with self-learning by watching learning videos through an online platform that has been prepared by MOM (www.e-training.kemnaker.id), and then move on to online training through the Zoom platform and in-person training at BBPVP Bekasi.		
KP01	Did you know that you can do self-learning by watching learning videos through an online platform that has been prepared by MOM?	1. Yes 2. No ⇨ **Skip to KP06**
KP02	How did you learn about that?	1. Instructors 2. Friends 3. ILO
KP03	Did you watch and learn the learning videos that were provided?	1. Yes 2. No ⇨ **Skip to KP05**
KP04	What devices did you use to access the learning video materials?	1. Mobile phone 2. Laptop/PC 3. Other, please specify .....
KP04a	For how many weeks did you watch the learning videos?	[ ] [ ] Weeks **Skip to KP06**
KP05	Why didn't you access the learning videos?	....
KP06	Did you attend the Zoom training sessions with instructors from BBPVP Bekasi?	1. Yes 2. No ⇨ **skip to KP10**
KP07	For how many hours did you attend the Zoom sessions per day?	[ ] hours
KP08	For how many weeks did you attend the Zoom sessions?	[ ] [ ] Weeks
KP08a	What devices did you use to attend the Zoom sessions?	1. Mobile phone 2. Laptop/PC 3. Other, please specify .....

KP09	Did the Zoom sessions discuss the learning video materials?	1. Yes 2. No 3. Don't know because didn't learn the videos
KP10	Why didn't you attend the Zoom sessions?	....
KP11	Did you attend the in-person sessions at BBPVP Bekasi?	1. Yes 2. No ⇨ **Skip to KP16**
KP12	For how many hours per day did you attend the in-person sessions at BBPVP Bekasi?	[ ] Hours
KP13	For how many weeks did you attend the in-person at BBPVP Bekasi?	[ ] [ ] Weeks
KP14	Did the in-person sessions discuss the materials from the Zoom sessions?	1. Yes 2. No
KP15	Did the in-person sessions discuss the learning video materials?	1. Yes 2. No 3. Don't know because didn't learn the videos
KP16	Why didn't you attend the in-person sessions?	....
KP17	Name the competency units that you took.	a. Applying basic design principles b. Applying the basic principles of communication c. Creating digital object motion d. Creating hard surface-based 3D models e. Creating a layout of assets on a 3D field f. Creating artistic 3D camera viewpoints g. Creating artistic 3D lighting h. Making 3D material properties settings (shading) i. Creating a 2D layer technique visual asset merge

KP17	Name the competency units that you took.	j. Doing final image editing k. Operating design software l. Creating design works m. Evaluating design works n. Creating puppeteer 2D image assets (cut out animation) o. Creating an artistic arrangement of visual assets 3D layer technique (Post 3D composition) p. Creating initial animated scenes (3D previsualization) q. Creating digital image imaging (rendering) r. Operating animation production equipment s. Gathering the technical needs of users using the network t. Collecting appropriate technology network equipment data u. Designing network topology v. Designing network addressing w. Defining network device specifications x. Installing network cables y. Setting up a wireless network z. Configuring switches on the network aa. Configuring routing on network devices in one autonomous system ab. Configuring routing on network devices between autonomous systems ac. Other, please specify .....
KP18	What kind of materials and skills did you want to get at BBPVP Bekasi, but you didn't get?	....
KP19	Were you aware of any materials on soft skills and entrepreneurship?	1. Yes 2. No ⇨ **Skip to KP22**
KP20	Did you study the available soft-skills materials?	1. Yes 2. No

KP20a	Why?	....
KP21	Did you study the available entrepreneurship materials?	1. Yes 2. No
KP21a	Why?	....
KP22	In your opinion, did the instructors deliver the materials well enough?	1. Very good 2. Good 3. Quite good 4. Not good
KP23	What kind of incentives did you get during the training?	1. Internet quota 2. Transportation allowance 3. Lunch 4. Other, please specify .....
KP24	Did you attend the training at BBPVP Bekasi until you received the training certificate?	1. Yes 2. No
KP25	What kind of certificate did you get at that time?	1. Certificate from BBPVP Bekasi 2. Certificate from BNSP or LSP 3. Both
SECTION KR – CURRENT CONDITION Describe your activities since graduating from BBPVP Bekasi until now		
KR01	What are your current activities?	1. Work for others/company 2. Self-employed ⇨ **skip to KR11** 3. Work for others/company AND self-employed 4. Not working ⇨ **skip KR19**
KR02	What is your current job?	....

KR03	Is this job related to the fields of the training that you attended at BBPVP Bekasi?	1. Yes 2. No
KR04	How long did you look for a job after graduating from the training? (fill 0 if less than 1 month)	| | | Months |
KR04a	How did you get the job?	a. Applied for a job vacancy b. Contacted the employer c. Assigned by BBPVP Bekasi d. Other, please specify .....
KR05	How much are your average earnings per month from this job? (if you don't remember the exact amount, please leave this blank)	....
KR06	How much are your average earnings per month from this job?	1. < Rp500.000 2. Rp500.000 – < Rp1 million 3. Rp1 million – < Rp1,5 million 4. Rp1,5 million – < Rp2 million 5. Rp2 million – < Rp2,5 million 6. Rp2,5 million – < Rp3 million 7. Rp3 million – < Rp4 million 8. Rp4 million – < Rp5 million 9. > Rp5 million
KR07	Do you feel you still need additional skills for this job?	1. Yes 2. No ⇨ **Skip to KR08**
KR07a	What kind of additional skills do you need?	....
KR08	Do you feel satisfied with this job?	1. Yes 2. No
KR09	Why?	....

KR10	Are you currently running your own business?	1. Yes 2. No ⇨ **Skip to the section SI**
KR11	What is your current business?	....
KR12	When did you start the business?	mm/dd/yyy
KR13	How much are your average profits per month from this business? (if you don't remember the exact amount, please leave this blank)	....
KR14	How much are your average profits per month from this business?	1. < Rp500.000 2. Rp500.000– < Rp1 million 3. Rp1 million – < Rp1,5 million 4. Rp1,5 million – < Rp2 million 5. Rp2 million – < Rp2,5 million 6. Rp2,5 million – < Rp3 million 7. Rp3 million – < Rp4 million 8. Rp4 million – < Rp5 million 9. > Rp5 million
KR15	Is this business related to the fields of the training you attended at BBPVP Bekasi?	1. Yes 2. No
KR16	Do you feel you still need additional skills for this business?	1. Yes 2. No
KR17	Do you feel satisfied with this business?	1. Yes 2. No
KR18	Why?	.... **Skip to section SI**

KR19	Why are you currently not working?	1. Haven't found a suitable job yet 2. Failed in the recruitment process 3. Preparing for business 4. Certificate is not recognized 5. Other, please specify .....

SECTION SI – SUPPORT FROM THE ILO

The ILO, through the INSIGHT-2 Project, works to support government programmes in conducting training courses at BBPVP Bekasi, specifically the motion graphics and computer networks training courses. The training materials for both courses are provided by the ILO in collaboration with Bina Nusantara University.

SI01	*Do you have a subscription to the Adobe programme?*	1. Yes 2. No ⇨ **Skip to SI03**
SI02	In your opinion, is the Adobe programme useful?	1. Yes 2. No
SI03	Did you attend an additional Zoom session with Bina Nusantara University (Binus)?	1. Yes 2. No ⇨ **Skip to SI05**
SI04	In your opinion, was the additional session from Binus useful?	1. Yes 2. No
SI05	What other support do you expect from the ILO?	....

INSENTIF

	As an expression of appreciation for your contribution to this study, we will send compensation. Please choose the kind of incentive that you want.	1. GoPay 2. Internet quota 3. Cash transferred to your bank account
	Mobile phone number (to receive GoPay or internet quota)	....
	Bank account details	....

Appendix 3. In-depth interview guidelines

Topic	Questions	Probing questions
Current's Job / Work activity	Are you working now?	
	What do you do?	
	Are you a permanent or contract worker?	How is the working relationship in your current job? Do you work part time or full time? Do you have a written contract?
	Is this your current main job? Do you have side job?	
	Why did you choose this job?	Does your current work/ type of work fit with your previous digital training (motion graphics or computer networks)?
	What do you feel about this job? Are you happy with this job?	
	How did you land this job? Was it a difficult process for you?	
	How is the salary? Are you satisfied with the salary amount? Why/why not?	
	Compared to your previous work experiences (if any), which job is better? Why/why not?	Have you ever worked BEFORE you attended training at BBPLK? Have you ever worked AFTER you attended training at BBPLK? Is this current job your first ever job after attending training? How do you find your current job compared to your previous job(s)?
	Do you have any plans to apply for other job soon? Why/why not?	
Training experience	What do you feel about the training you attended at BBPLK Bekasi?	Are you happy with the training you attended at BBPLK Bekasi?

Topic	Questions	Probing questions
	Did you find it helpful for your career / in finding jobs?	
	How and why did you choose the course?	Did someone or a public figure inspire you to choose the course?
	What do you feel / think about the blended learning course?	
	During training, were you able to ask or discuss with the instructor about things you would like to know more about?	During in-person sessions – were you able to actively engage with your classmates and the instructor? During online sessions – were you able to actively engage with your classmates and the instructor?
	Do you know your classmates / other participants? How did you interact with them?	
	What are the (+) and (-) of the training and the blended learning course?	The training was conducted both in-person and online. What are the (+) and (-)?
	Did BBPLK inform you about the career or job options?	Did BBPLK provide any counselling and coaching? Did BPPKL inform you about any job vacancies?
	How did you get to the training centre? Was it far from your home?	
	If you could, would you choose to attend an additional training course? Why/why not?	
	Would you want to do this additional training at BBPLK Bekasi? Why or why not?	
	Any input / feedback for training organization? ▶ course module ▶ duration ▶ infrastructure ▶ instructure, and so on	

Appendix 4. Complete syllabus of the motion graphics course

Judul	Motion Graphic Artist
Deskripsi	Setelah mengikuti pelatihan ini peserta kompeten dalam motion graphic artist, yang meliputi membuat gerak digital non character, membuat model digital hardsurface 3 dimensi, membuat pencitraan gambar digital (rendering), membuat komposisi teknik layer 2 dimensi (2D compositing), membuat pencitraan cahaya digital, membuat pencitraan sifat permukaan (shading), membuat sudut pandang kamera digital, membuat komposisi teknik layer 3 dimensi (3D compositing), melakukan penyuntingan gambar akhir (online editing) dan membuat gambar sketsa karakter.
Tujuan (based on Qualifaction Framework level 4 AINAKI)	1. Mampu menyelesaikan tugas berlingkup luas dan kasus spesifik dengan menganalisis informasi secara terbatas, memilih metode yang sesuai dari beberapa pilihan yang baku, serta mampu menunjukan kinerja dengan mutu dan kualitas yang terukur 2. Menguasai beberapa prinsip dasar bidang keashlian tertentu dan mampu menyelaraskan dengan permasalahan faktual dibidang kerjanya 3. Mampu bekerjasama dan melakukan komunikasi, menyusun laporan tertulis dalam lingkup terbatas dan memiliki inisiatif 4. Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas hasil kerja orang lain
Unit Kompetensi (based on KKNI 2020)	**KOMPETENSI INTI** 1. Mengaplikasikan Prinsip Dasar Desain 2. Menerapkan Prinsip Dasar Komunikasi 3. Membuat Pergerakan (Motion) Objek Digital 4. Membuat Model 3D berbasis Hardsurface 5. Membuat Susunan (Layout) aset pada Bidang 3D 6. Membuat Artistik Sudut Pandang Kamera 3D 7. Membuat Artistik Pencahayaan 3D 8. Membuat Setting Sifat Bahan 3D (Shading) 9. Membuat Penggabungan Aset Visual Teknik layer 2D 10. Melakukan Penyuntingan Gambar Akhir **KOMPETENSI PENDUKUNG** 11. Mengoperasikan Perangkat Lunak Desain 12. Menciptakan Karya Desain 13. Mengevaluasi Hasil Karya Desain 14. Membuat Aset Gambar 2D Puppeter (Cut Out Animation) 15. Membuat Penyusunan Artistik Aset Visual Teknik Layer 3D (Post 3D Composition) 16. Membuat Reka Adegan Animasi Awal (3D Previsualisasi) 17. Membuat Pencitraan Gambar Digital (Rendering) 18. Mengoperasikan Perangkat Produksi Animasi

Judul	Motion Graphic Artist
Pelatihan	Blended / Full Online
Komposisi Pelatihan - Modul Motion Graphic	Daring: 40% Luring: 60%
Komposisi Pelatihan Keseluruhan Modul (Technical Skill + Soft Skill + Kewirausahaan)	Daring: 48% Luring: 52%
Durasi	Asynchronous: 128 JP Synchronous: 192 JP
Syarat mengikuti pelatihan	▶ Butuh komputer/ PC yang dapat digunakan dirumah (Asinkronus). Spesifikasi komputer adalah Low tier pc gaming. ▶ Jaringan internet yang cukup utk membuka akses video, dan mengerjakan tugas di platform kemenaker ▶ Menginstall aplikasi yang ditetapkan
Nilai Minimum Kelulusan	80% (Synchronous + Asynchronous)
Pembobotan Nilai (Total dari ketiga komponen 100%)	Ujian Akhir 20% Kuis 20% Projek Akhir 60%

Delivery: Asynchronous diselesaikan terlebih dahulu; kemudian Synchronous

Part 1 Delivery: Asynchronous

Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Aplikasi yang digunakan (Open Source/ Free)	Sumber Belajar		Penilaian			Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
				Bahan Bacaan	Presentasi (PPT atau Infographics, dll)	Video	Kuis	Tugas	Sync	ASync	Sinkronus (Sesi Tatap Muka Onsite)	Asinkronus (Daring/ Online)	
		A. 2D MOTION LOGO							0	31			
		Modul 1 - 2D Motion Logo - Pre Production Design:											
M.74100.001.02 Mengaplikasikan Prinsip dasar desain	Mampu membuat konsep design terkait penentuan durasi & visual style motion logo dengan menggunakan metode vector dan raster (bitmap)	Konsep Motion Logo	WORD/PDF/PPT	√		√				4		√	
M.74100.002.02 Menerapkan Prinsip Dasar Komunikasi		Visual Thinking	WORD/PDF/PPT	√		√				2		√	
M.74100.001.02 Mengaplikasikan Prinsip dasar desain		Styleframe pada tahap 2D Motion Logo	GIMP/PSD	√		√		√ (konsep MotionLogo)		4		√	
		Kuis 1 : 2D Motion Logo - Pre Production Design					√			1		√	
		Modul 2 - 2D Motion Logo - Production											
J.59ANM01.038.2 Membuat penggabungan Aset Visual Teknik Layer 2	Mampu membuat layout design untuk motion logo, pergerakan visual elemen, sudut pandang serta animasi pergerakan kamera digital	Penyusunan Scene	AE	√		√				4		√	
J.59ANM00.003.2 Membuat pergerakan (Motion) Objek Digital		Pembuatan Animasi logo		√	√ (PPT - Pembuatan Animasi Logo)	√				4		√	
M.74100.009.02 Mengoperasikan Perangkat Lunak Desain		Peletakan dan Gerakan Kamera Digital		√		√		√ (penyusunan komposisi footage)		4		√	
		Kuis 2 : 2D Motion Logo - Production Design					√			1		√	
		Modul 3 - 2D Motion Logo - Post Production:											
J.59ANM01.038.2 Membuat penggabungan Aset Visual Teknik Layer 2D	Mampu menyusun layer dalam sebuah scene dan menggerakkannya serta melakukan penyuntingan untuk hasil akhir motion graphic logo	Membuat Komposisi Teknik Layer 2 Dimensi	AE	√		√				2			
J.59ANM02.051.2 Melakukan Penyuntingan Gambar akhir		Melakukan Penyuntingan Gambar Akhir		√		√				4			
		Kuis 3: 2D Motion Logo - Post Production Design					√			1		√	

Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Aplikasi yang digunakan (Open Source/ Free)	Sumber Belajar				Penilaian	Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
				Bahan Bacaan	Presentasi (PPT atau Infographics, dll)	Video	Kuis	Tugas	Sync	ASync	Sinkronus (Sesi Tatap Muka Onsite)	Asinkronus (Daring/ Online)	
		B. EXPLAINER	blender/AE						0	62			
		Modul 4 - Explainer - Pre Production Design:											
M.74100.001.02 Mengaplikasikan Prinsip dasar desain	Mampu membuat konsep design terkait dengan pesan yang akan disampaikan secara visual dengan menggunakan Voice Over, pergerakan visual elemen dan karakter dalam workflow/alur kerja 2D	Konsep Motion Graphic Explainer		√	√ (PPT - Konsep Motion Graphic Explainer)	√		√ (konsep Video Explainer)		4		√	
M.74100.010.01 Menciptakan Karya Desain		Scheduling Time for a Project		√	√ (PPT - Scheduling Time for a Project)	√				2		√	
M.74100.001.02 Mengaplikasikan Prinsip dasar desain		Styleframe pada explainer		√		√				6		√	
M.74100.009.02 Mengoperasikan Perangkat Lunak Desain		Recording Voice Over	Audacity	√		√		√ (perekaman audio)		1		√	
M.74100.009.02 Mengoperasikan Perangkat Lunak Desain		Cutting an Animatic/Storyboard		√		√				6		√	
M.74100.009.02 Mengoperasikan Perangkat Lunak Desain		Previsualization		√	√ (PPT - Previsualization)	√				2		√	
M.74100.009.02 Mengoperasikan Perangkat Lunak Desain		Membuat Style Frames pada explainer		√	√ (PPT - Membuat Style Frame)	√				4		√	
M.74100.010.01 Menciptakan Karya Desain		Seni Mengembangkan Cerita Melalui Logline		√	√ (PPT- Seni Membangun Cerita Melalui Logline)	√				2		√	
J.59ANM00.003.2 Membuat pergerakan (Motion) Objek Digital		Animating From Storyboard		√		√		√ (membuat animatic)		8		√	
		Kuis 4 : Explainer - Pre Production Design					√			1		√	
		Modul 5 - Explainer - Production											
J.59ANM01.027.2 Membuat Aset Gambar 2D Puppeter (Cut Out Animation)	Mampu membuat scene berisi 2D karakter yang berfungsi untuk menyampaikan pesan yang berupa edukasi, iklan, company profile dan lain sebagainya yang sesuai dengan kaidah design	Pembuatan karakter 2D		√		√		√ (membuat karater 2D)		2		√	
J.59ANM01.027.2 Membuat Aset Gambar 2D Puppeter (Cut Out Animation)		Rigging Karakter 2D	AE	√		√				2		√	
J.59ANM01.038.2 Membuat penggabungan Aset Visual Teknik Layer 2D		Penyusunan scene/composition		√		√				2		√	
J.59ANM00.003.2 Membuat pergerakan (Motion) Objek Digital		Animasi Karakter 2D	AE	√		√				2		√	
J.59ANM00.003.2 Membuat pergerakan (Motion) Objek Digital		Animasi/ peletakan kamera digital	AE	√		√				4		√	
M.74100.009.02 Mengoperasikan Perangkat Lunak Desain		Using MoGraph for Good		√		√				2		√	
M.74100.010.01 Menciptakan Karya Desain		Directing Voice Over		√	√ (PPT - Directing Voice Over)	√				1		√	
M.74100.010.01 Menciptakan Karya Desain		Sound Design & SFX		√		√		√ (pembuatan VO dan BG)		1		√	
		Kuis 5 : Explainer - Production Design					√			1		√	

Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Aplikasi yang digunakan (Open Source/ Free)	Sumber Belajar			Penilaian		Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
				Bahan Bacaan	Presentasi (PPT atau Infographics, dll)	Video	Kuis	Tugas	Sync	ASync	Sinkronus (Sesi Tatap Muka Onsite)	Asinkronus (Daring/ Online)	
		Modul 6 - Explainer- Post Production											
J.59ANM01.038.2 Membuat penggabungan Aset Visual Teknik Layer 2D	Mampu menyunting scene footage video dan audio untuk video Explainer dengan menggunakan metode 2D	Membuat komposisi teknik layer 2 dimensi (2D compositing)		√		√		√ (footage compositing)		4		√	
J.59ANM02.051.2 Melakukan Penyuntingan Gambar akhir		Melakukan penyuntingan gambar akhir (online editing)		√		√		√ (pengeditan)		4		√	
		Kuis 6 : Explainer - Post Production Design					√			1		√	
		C. COMBINATION 3D & 2D PROJECT (3D MOTION LOGO)							0	35			
		Modul 7 - Combination 3D & 2D Project (3D Motion Logo) - Pre Production Design											
M.74100.001.02 Mengaplikasikan Prinsip dasar desain	Mampu membuat konsep design terkait dengan pesan yang akan disampaikan secara visual dalam workflow/alur kerja 3D	Konsep Desain		√	√ (PPT - Konsep Desain)	√		√ (konsep Mograph)		2		√	
M.74100.001.02 Mengaplikasikan Prinsip dasar desain		Konsep Desain		√	√ (PPT - Konsep Desain)	√		√ (konsep Mograph)				√	
M.74100.002.02 Menerapkan Prinsip Dasar Komunikasi		Styleframe pada tahap 3D Motion Logo		√		√				4		√	
		Kuis 7 : Combination 2D & 3D Project (3D Motion Logo) - Pre Production Design					√			1		√	
		Modul 8 - Combination 3D & 2D Project (3D Motion Logo) - Production											
J.59ANM01.028.2 Membuat Model 3D berbasis Hardsurface	Mampu membuat komposisi scene footage video untuk motion graphic dengan metode 3D	Membuat model digital hardsurface 3 dimensi	blender	√		√		√ (membuat Object 3D)		4		√	
J.59ANM01.034.2 Membuat susunan (Layout) aset pada bidang 3D		Membuat gerak digital non character		√		√		√ (membuat animasi 3D)		4		√	
J.59ANM03.052.2 Membuat Seting sifat Bahan 3D (Shading)		Membuat pencitraan sifat permukaan (shading)		√		√		√ (shading & texturing)		4		√	
J.59ANM01.036.2 Membuat Artistik pencahayaan 3D		Membuat pencitraan cahaya digital		√		√		√ (lighting scene)		2		√	
J.59ANM03.053.2 Membuat Pencitraan gambar digital (Rendering)		Membuat sudut pandang kamera digital		√		√		√ (footage compositing)		2		√	
J.59ANM01.035.2 Membuat Artistik sudut pandang kamera 3D		Membuat pencitraan gambar digital (rendering)		√		√		√ (rendering footage)		2		√	
		Kuis 8 : Combination 2D & 3D Project (3D Motion Logo) - Production Design					√			1		√	

Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Aplikasi yang digunakan (Open Source/ Free)	Sumber Belajar			Penilaian		Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
				Bahan Bacaan	Presentasi (PPT atau Infographics, dll)	Video	Kuis	Tugas	Sync	ASync	Sinkronus (Sesi Tatap Muka Onsite)	Asinkronus (Daring/ Online)	
		Modul 9 - Combination 3D & 2D Project (3D Motion Logo) - Post Production											
J.59ANM01.039.2 Membuat penyusunan Artistik Aset Visual Teknik Layer 3D (Post 3D Composition)	Mampu menyunting scene footage video dan audio untuk video Explainer dengan menggunakan metode 3D	Membuat komposisi teknik layer 3 dimensi (3D compositing)		√		√				4		√	
J.59ANM02.051.2 Melakukan Penyuntingan Gambar akhir		Melakukan penyuntingan gambar akhir (online editing)		√		√				4		√	
		Kuis 9 : Combination 2D & 3D Project (3D Motion Logo) - Post Production Design					√			1		√	
								Total Jam Pelajaran	0	128			
								Total Days	0	16			

Part 2 Delivery: Synchronous

Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Aplikasi yang digunakan (Open Source/ Free)	Sumber Belajar			Penilaian		Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
				Bahan Bacaan	Presentasi (PPT atau Infographics, dll)	Video	Milestone Tugas	Tugas	Sync	ASync	Sinkronus (Sesi Tatap Muka Onsite)	Asinkronus (Daring/ Online)	
		A. 2D MOTION LOGO							16	0			
		Modul 3 - 2D Motion Logo - Post Production:											
J.59ANM01.038.2 Membuat penggabungan Aset Visual Teknik Layer 2D	Mampu menyusun layer dalam sebuah scene dan menggerakkannya serta melakukan penyuntingan untuk hasil akhir motion graphic logo	Membuat Komposisi Teknik Layer 2 Dimensi	AE	√				√ (footage compositing)	6		√		
J.59ANM02.051.2 Melakukan Penyuntingan Gambar akhir		Melakukan Penyuntingan Gambar Akhir		√				√ (pembuatan motion logo)	8		√		
		Milestone Tugas ke-1 - 2D Motion Logo					√		2		√		

Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Aplikasi yang digunakan (Open Source/ Free)	Sumber Belajar			Penilaian		Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
				Bahan Bacaan	Presentasi (PPT atau Infographics, dll)	Video	Milestone Tugas	Tugas	Sync	ASync	Sinkronus (Sesi Tatap Muka Onsite)	Asinkronus (Daring/ Online)	
		B. EXPLAINER	blender/AE						80	0			
		Modul 5 - Explainer - Production											
J.59ANM01.027.2 Membuat Aset Gambar 2D Puppeter (Cut Out Animation)	Mampu membuat scene berisi 2D karakter yang berfungsi untuk menyampaikan pesan yang berupa edukasi, iklan, company profile dan lain sebagainya yang sesuai dengan kaidah design	Pembuatan karakter 2D		√				√ (membuat karater 2D)	10		√		
J.59ANM01.027.2 Membuat Aset Gambar 2D Puppeter (Cut Out Animation)		Rigging Karakter 2D	AE	√				√ (Persiapan karater 2D)	10		√		
J.59ANM01.038.2 Membuat penggabungan Aset Visual Teknik Layer 2D		Penyusunan scene/composition		√				√ (penyusunan komposisi footage)	10		√		
J.59ANM00.003.2 Membuat pergerakan (Motion) Objek Digital		Animasi Karakter 2D	AE	√				√ (membuat animasi karater 2D)	10		√		
J.59ANM00.003.2 Membuat pergerakan (Motion) Objek Digital		Animasi/ peletakan kamera digital	AE	√					8		√		
M.74100.009.02 Mengoperasikan Perangkat Lunak Desain		Using MoGraph for Good		√				√ (penyusunan komposisi footage)	6		√		
M.74100.010.01 Menciptakan Karya Desain		Directing Voice Over		√	√ (PPT - Directing Voice Over)				2		√		
M.74100.010.01 Menciptakan Karya Desain		Sound Design & SFX		√					2		√		
		Modul 6 - Explainer- Post Production											
J.59ANM01.038.2 Membuat penggabungan Aset Visual Teknik Layer 2D	Mampu menyunting scene footage video dan audio untuk video Explainer dengan menggunakan metode 2D	Membuat komposisi teknik layer 2 dimensi (2D compositing)		√				√ (footage compositing)	10		√		
J.59ANM02.051.2 Melakukan Penyuntingan Gambar akhir		Melakukan penyuntingan gambar akhir (online editing)		√				√ (pengeditan)	10		√		
		Milestone Tugas ke-2- Explainer					√		2		√		
		C. COMBINATION 3D & 2D PROJECT (3D MOTION LOGO)							96	0			
		Modul 7 - Combination 3D & 2D Project (3D Motion Logo) - Pre Production Design											
M.74100.002.02 Menerapkan Prinsip Dasar Komunikasi	Mampu membuat konsep design terkait dengan pesan yang akan disampaikan secara visual dalam workflow/alur kerja 3D	Styleframe pada tahap 3D Motion Logo		√	√ (PPT - Membuat Style Frame)				6		√		

Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Aplikasi yang digunakan (Open Source/ Free)	Sumber Belajar			Penilaian		Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
				Bahan Bacaan	Presentasi (PPT atau Infographics, dll)	Video	Milestone Tugas	Tugas	Sync	ASync	Sinkronus (Sesi Tatap Muka Onsite)	Asinkronus (Daring/ Online)	
		Modul 8 - Combination 3D & 2D Project (3D Motion Logo) - Production											
J.59ANM01.028.2 Membuat Model 3D berbasis Hardsurface	Mampu membuat komposisi scene footage video untuk motion graphic dengan metode 3D	Membuat model digital hardsurface 3 dimensi	blender	√				√ (membuat Object 3D)	12		√		
J.59ANM01.034.2 Membuat susunan (Layout) aset pada bidang 3D		Membuat gerak digital non character		√				√ (membuat animasi 3D)	12		√		
J.59ANM03.052.2 Membuat Seting sifat Bahan 3D (Shading)		Membuat pencitraan sifat permukaan (shading)		√				√ (shading & texturing)	12		√		
J.59ANM01.036.2 Membuat Artistik pencahayaan 3D		Membuat pencitraan cahaya digital		√				√ (lighting scene)	12		√		
J.59ANM03.053.2 Membuat Pencitraan gambar digital (Rendering)		Membuat sudut pandang kamera digital		√				√ (rendering footage)	12		√		
J.59ANM01.035.2 Membuat Artistik sudut pandang kamera 3D		Membuat pencitraan gambar digital (rendering)		√				√ (footage compositing)	12		√		
		Modul 9 - Combination 3D & 2D Project (3D Motion Logo) - Post Production											
J.59ANM01.039.2 Membuat penyusunan Artistik Aset Visual Teknik Layer 3D (Post 3D Composition)	Mampu menyunting scene footage video dan audio untuk video Explainer dengan menggunakan metode 3D	Membuat komposisi teknik layer 3 dimensi (3D compositing)		√				√ (footage compositing)	8		√		
J.59ANM02.051.2 Melakukan Penyuntingan Gambar akhir		Melakukan penyuntingan gambar akhir (online editing)		√				√ (pengeditan)	8		√		
		Milestone Tugas ke-3 - Combination 2D & 3D Project (3D Motion Logo)					√		2		√		
								Total Jam Pelajaran	192	0			
								Total Days	24	0			

Appendix 5. Complete syllabus of the computer networks course

SILABUS PELATIHAN	**SKKNI Bidang Jaringan Komputer**	
Judul	**Teknisi Utama Jaringan Komputer**	
Deskripsi	Setelah mengikuti e-training ini peserta kompeten dalam merancang jaringan, topologi, spesifikasi perangkat, mengkonfigurasi jaringan, mengoptimalkan kinerja jaringan, dan mengevaluasi jaringan komputer.	
Pelatihan	Blended Learning	
Komposisi Pelatihan	Daring: 30% Luring: 70%	72 JP 168 JP
Durasi	240 JP	
Syarat mengikuti pelatihan	'Butuh komputer/ PC yang dapat digunakan di rumah (asynchronous), dengan spesifikasi: PC minimum processor i3, RAM minimum 4GB, OS minimum Windows 8. 'Menginstall aplikasi Packet Tracer 7.x	
Nilai Minimum Kelulusan	70%	
Pembobotan Nilai (Total dari ketiga komponen 100%)	Tugas 20%	
	Kuis 40%	Rundown: *) Asynch: Peserta melihat VBL (Video-based Learning) informasi detail pada setiap unit kompetensi, lalu diikuti *) Synch: Presentasi oleh Instruktur (Peserta mendapat bahan Diklat digital untuk dibaca), lalu Praktek Keterampilan, lalu mengisi Kuis atau Tugas sesuai materi. *) Pada pertemuan membahas Unit Kompetensi #10, diinformasikan akan adanya Proyek Akhir, yang harus dikerjakan pada saat Praktek (melalui Packet Tracer untuk masing-masing peserta) dan nilai proyek akhir akan langsung diketahui setelah selesainya membuat Proyek Akhir.
	Proyek Akhir 40%	

MODUL TEKNIS : RPP Versi 2

Delivery: Asynchronous & Synchronous
*) async dan synch dilakukan secara selang seling

No	Unit Kompetensi	Elemen Kompetensi	Capaian Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Sumber Belajar		Penilaian			Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
						Bahan Bacaan	Video	Kuis	Tugas	Proyek Akhir	Synch	Asynch	Synchronous (Sesi Tatap Muka Onsite)	Asynchronous (Daring/Online)	
1	Mengumpulkan kebutuhan teknis pengguna yang menggunakan jaringan (J.611000.001.01)				**Kebutuhan Teknis Pengguna**						7	3			
		1.1 Peserta mampu melakukan survei teknis	1.1.1 Daftar kebutuhan pengguna telah ditentukan. 1.1.2 Informasi yang dibutuhkan ditentukan. 1.1.3 Dokumen survei teknis dirancang	▸ Dapat menjelaskan daftar kebutuhan pengguna jaringan ▸ Mampu menentukan kebutuhan pengguna jaringan. ▸ Harus teliti, rapih dan cermat ▸ Dapat menjelaskan informasi yang dibutuhkan oleh pengguna ▸ Mampu menjelaskan informasi yang dibutuhkan oleh pengguna ▸ Dapat merancang dokumen survei teknis ▸ Mampu merancang dokumen survei teknis	Menjelaskan mengenai daftar kebutuhan, informasi dan dokumen survei	√	√	√	√		3	1	**Tatap Muka:** 1. ViCon Awal perkenalan/ penjelasan: program, jadwal, tata pelaksanaan pelatihan, dst. 2. ViCon Pendalaman Materi	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Menentukan kebutuhan jaringan - Menentukan informasi pengguna jaringan - Membuat rancangan dokumen survei teknis 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	Minggu ke-1
		1.2 Peserta mampu membuat daftar kebutuhan teknis pengguna jaringan	1.2.1 Tabel untuk merangkum hasil survei teknis telah dipersiapkan. 1.2.2 Kebutuhan teknis pengguna yang menggunakan jaringan dibuat. 1.2.3 Daftar jumlah kebutuhan pengguna dibuat.	▸ Dapat menjelaskan cara mempersiapkan tabel hasil survei teknis ▸ Mampu merangkum tabel hasil survei teknis ▸ Dapat menjelaskan kebutuhan teknis pengguna yang menggunakan jaringan ▸ Dapat membuat daftar jumlah kebutuhan pengguna ▸ Mampu membuat daftar jumlah kebutuhan pengguna	Menjelaskan mengenai tabel survei kebutuhan, kebutuhan teknis jaringan dan daftar jumlah kebutuhan pengguna						4	2	**Tatap Muka:** 1. ViCon pendalaman materi	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Menentukan kebutuhan jaringan - Menentukan informasi pengguna jaringan - Membuat rancangan dokumen survei teknis 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	
2	Mengumpulkan data peralatan jaringan dengan teknologi yang sesuai (J.611000.002.01)				**Data Peralatan Jaringan**						7	3			
		2.1 Peserta mampu membuat daftar teknologi dan perangkat jaringan saat ini (existing)	2.1.1 Daftar teknologi yang saat ini dipakai disusun. 2.1.2 Daftar perangkat jaringan yang ada beserta kinerjanya disusun.	▸ Dapat menjelaskan daftar kebutuhan teknologi yang dipakai saat ini ▸ Mampu menjelaskan daftar kebutuhan teknologi yang dipakai saat ini. ▸ Dapat menyusun daftar perangkat jaringan yang ada beserta kinerjanya ▸ Mampu menyusun daftar perangkat jaringan yang ada beserta kinerjanya	Menjelaskan mengenai daftar teknologi dan daftar perangkat jaringan	√	√	√	√		3	1	**Tatap Muka:** 1. ViCon pendalaman materi	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - menjelaskan daftar kebutuhan teknologi yang dipakai saat ini - menyusun daftar perangkat jaringan yang ada beserta kinerjanyan dokumen survei teknis 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	Minggu ke-1
		2.2 Peserta mampu membuat daftar teknologi yang dapat memperbaiki kinerja jaringan	2.2.1 Perkembangan yang ada dari semua teknologi yang dipakai dirangkum. 2.2.2 Teknologi yang berpotensi meningkatkan kinerja jaringan ditentukan.	▸ Dapat merangkum perkembangan teknologi saat ini ▸ Dapat menentukan teknologi yang berpotensi meningkatkan kinerja jaringan	Menjelaskan mengenai perkembangan semua teknologi yang dipakai, teknologi untuk meningkatkan kinerja						4	2	**Tatap Muka:** 1. ViCon pendalaman materi	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - merangkum perkembangan teknologi saat ini - menentukan teknologi yang berpotensi meningkatkan kinerja jaringan 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	

No	Unit Kompetensi	Elemen Kompetensi	Capaian Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Sumber Belajar		Penilaian			Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
						Bahan Bacaan	Video	Kuis	Tugas	Proyek Akhir	Synch	Asynch	Synchronous (Sesi Tatap Muka Onsite)	Asynchronous (Daring/Online)	
					Perancangan Topologi Jaringan						7	3			
		3.1 Peserta mampu membuat daftar teknologi dan perangkat jaringan saat ini (existing)	3.1.1 Ruang lingkup jaringan diidentifikasi sesuai dengan usulan. 3.1.2 Besarnya kapasitas jaringan dihitung berdasarkan kebutuhan bisnis.	▸ Dapat menjelaskan cara mengidentifikasi ruang lingkup jaringan sesuai dengan usulan ▸ Mampu ruang lingkup jaringan sesuai dengan usulan ▸ Dapat menghitung besar kapasitas jaringan berdasarkan kebutuhan bisnis ▸ Mampu menghitung besar kapasitas jaringan berdasarkan kebutuhan bisnis	Menjelaskan Ruang Lingkup jaringan, kapasitas jaringan berdasarkan kebutuhan bisnis						3	1	**Tatap Muka:** 1. ViCon pendalaman materi	LMS e-Training: 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - membuat ruang lingkup jaringan sesuai dengan usulan - menghitung besar kapasitas jaringan berdasarkan kebutuhan bisnis 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	
3	Merancang topologi jaringan (J.611000.003.02)	3.2 Membuat spesifikasi topologi jaringan	3.2.1 Besaran bandwidth setiap segmen telah ditentukan. 3.2.2 Topologi lokasi penempatan perangkat jaringan telah dipilih dengan mempertimbangkan jarak dan jumlah pengguna. 3.2.3 Fitur-fitur fisik dipertimbangkan sebagai hasil dari desain jaringan. 3.2.4 Peta jaringan sesuai dengan keadaan gedung/ lapangan dibuat. 3.2.5 Rancangan kebutuhan perkabelan disusun. 3.2.6 Biaya keseluruhan diperhitungkan. 3.2.7 Analisis proyeksi pengembangan jaringan dibuat.	▸ Dapat menentukan besaran bandwidth setiap segmen ▸ Mampu menentukan besaran bandwidth setiap segmen ▸ Dapat memilih topologi lokasi penempatan perangkat jaringan berdasarkan jarak dan jumlah pengguna ▸ Mampu memilih topologi lokasi penempatan perangkat jaringan berdasarkan jarak dan jumlah pengguna ▸ Dapat mempertimbangkan fitur-fitur fisik desain jaringan ▸ Mampu mempertimbangkan fitur-fitur fisik desain jaringan ▸ Dapat membuat peta jaringan sesuai dengan keadaan gedung/lapangan. ▸ Mampu membuat peta jaringan sesuai dengan keadaan gedung/lapangan ▸ Dapat menyusun rancangan kebutuhan kabel ▸ Mampu menyusun rancangan kebutuhan kabel ▸ Dapat mempertimbangkan biaya keseluruhan ▸ Mampu mempertimbangkan biaya keseluruhan ▸ Dapat membuat analisis proyeksi pengembangan jaringan ▸ Mampu membuat analisis proyeksi pengembangan jaringan	Menjelaskan bandwidth, topologi, fitur-fitur fisik, peta jaringan, kebutuhan perkabelan, biaya keseluruhan, analisis proyeksi	√	√	√	√		4	2	**Tatap Muka:** 1. ViCon pendalaman materi	LMS e-Training: 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Menentukan besaran bandwidth setiap segmen - Memilih topologi lokasi penempatan perangkat jaringan berdasarkan jarak dan jumlah pengguna - mempertimbangkan fitur-fitur fisik desain jaringan - membuat peta jaringan sesuai dengan keadaan gedung/lapangan - menyusun rancangan kebutuhan kabel - Mempertimbangkan biaya keseluruhan - membuat analisis proyeksi pengembangan jaringan 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	Minggu ke-1

No	Unit Kompetensi	Elemen Kompetensi	Capaian Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Sumber Belajar		Penilaian			Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
						Bahan Bacaan	Video	Kuis	Tugas	Proyek Akhir	Synch	Asynch	Synchronous (Sesi Tatap Muka Onsite)	Asynchronous (Daring/Online)	
					Perancangan Pengalamatan Jaringan						7	3			
4	Merancang pengalamatan jaringan (J.611000.004.01)	4.1 Mengidentifikasi sistem operasi pada jaringan	4.1.1 Sistem operasi yang berjalan di jaringan diidentifikasi. 4.1.2 Informasi cara menginstal dan mengkonfigurasi jaringan pada sistem operasi yang dipakai dikumpulkan.	▸ Dapat mengidentifikasi sistem operasi yang berjalan di jaringan. ▸ Mampu mengidentifikasi sistem operasi yang berjalan di jaringan. ▸ Dapat mengumpulkan informasi cara menginstal dan mengkonfigurasi sistem operasi pada jaringan ▸ Mampu mengumpulkan informasi cara menginstal dan mengkonfigurasi sistem operasi pada jaringan	Menjelaskan sistem operasi, instal dan konfigurasi jaringan pada sistem						2	1	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Mengidentifikasi sistem operasi yang berjalan di jaringan - mengumpulkan informasi cara menginstal dan mengkonfigurasi sistem operasi pada jaringan 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	
		4.2 Membagi alamat jaringan pada perangkat jaringan	4.2.1 Jumlah node (host) jaringan ditentukan berdasarkan kebutuhan pengguna. 4.2.2 Kelas atau segmen alamat jaringan ditentukan berdasarkan besarnya jumlah node (host) jaringan. 4.2.3 Node atau perangkat jaringan diberi alamat jaringan.	▸ Dapat menentukan jumlah node (host) jaringan berdasarkan kebutuhan pengguna ▸ Mampu menentukan jumlah node (host) jaringan berdasarkan kebutuhan pengguna ▸ Dapat menentukan kelas atau segmen alamat jaringan berdasarakan besarnya jumlah node (host) jaringan ▸ Mampu menentukan kelas atau segmen alamat jaringan berdasarakan besarnya jumlah node (host) jaringan ▸ Dapat memberi alamat jaringan node atau perangkat jaringan ▸ Mampu memberi alamat jaringan node atau perangkat jaringan	Menjelaskan jumlah node jaringan ditentukan, kelas segmen , node atau perangkat jaringan	√	√	√	√		2	1	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - menentukan jumlah node (host) jaringan berdasarkan kebutuhan pengguna - menentukan kelas atau segmen alamat jaringan berdasarakan besarnya jumlah node (host) jaringan - memberi alamat jaringan node atau perangkat jaringanngkonfigurasi sistem operasi pada jaringan 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas"	Minggu ke-1
		4.3 Mendokumentasikan pengalamatan jaringan.	4.3.1 Alamat masing-masing node atau perangkat jaringan dicatat. 4.3.2 Dokumentasi pengalamatan jaringan dibuat.	▸ Dapat mencatat alamat masing-masing node atau perangkat jaringan ▸ Mampu mencatat alamat masing-masing node atau perangkat jaringan ▸ Dapat membuat dokumentasi pengalamatan jaringan ▸ Mampu membuat dokumentasi pengalamatan jaringan	Menjelaskan alamat masing-masing node, dokumentasi jaringan						3	1	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - mencatat alamat masing-masing node atau perangkat jaringan - membuat dokumentasi pengalamatan jaringan 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas"	

No	Unit Kompetensi	Elemen Kompetensi	Capaian Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Sumber Belajar		Penilaian			Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
						Bahan Bacaan	Video	Kuis	Tugas	Proyek Akhir	Synch	Asynch	Synchronous (Sesi Tatap Muka Onsite)	Asynchronous (Daring/Online)	
					Spesifikasi Perangkat Jaringan						7	3			
5	Menentukan spesifikasi perangkat jaringan (J.611000.005.02)	5.1 Mempersiapkan peralatan dan bahan/materi yang diperlukan.	5.1.1 Topologi jaringan yang membutuhkan perangkat baru ditentukan. 5.1.2 Daftar perangkat jaringan dan rancangan kapasitasnya dibuat. 5.1.3 Perangkat komputer yang akan terhubung ke jaringan dipersiapkan.	▸ Dapat Menyebutkan dan Menjelaskan Topologi Jaringan ▸ Dapat menyebutkan dan menjelaskan perangkat baru yang dibutuhkan ▸ Mampu menentukan topologi jaringan yang dibutuhkan ▸ Mampu menentukan perangkat baru ▸ Dapat menjelaskan cara membuat daftar Perangkat jaringan dan rancangan kapasitasnya ▸ Mampu membuat daftar perangkat jaringan dan rancangan kapasitasnya ▸ Dapat menjelaskan cara mempersiapkan perangkat komputer yang terhubung ke jaringan ▸ Mampu mempersiapkan perangkat komputer yang terhubung ke jaringan	Menjelaskan topologi jaringan perangkat baru, daftar perangkat jaringan, perangkat komputer terhubung ke jaringan						2	1	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - menentukan topologi jaringan yang dibutuhkan - Menentukan perangkat baru - membuat daftar perangkat jaringan dan rancangan kapasitasnya - mempersiapkan perangkat komputer yang terhubung ke jaringan 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	
		5.2 Mengumpulkan informasi mengenai perangkat jaringan yang ada di pasaran	5.2.1 Daftar perangkat jaringan yang dapat memenuhi kebutuhan dari berbagai vendor dibuat. 5.2.2 Rentang kapasitas yang mencakup perangkat jaringan yang ada di pasaran dituliskan. 5.2.3 Nilai kapasitas yang dapat dipenuhi oleh beberapa vendor ditentukan.	▸ Dapat menjelaskan cara membuat Daftar perangkat jaringan yang dapat memenuhi kebutuhan dari berbagai vendor ▸ Mampu membuat Daftar perangkat jaringan yang dapat memenuhi kebutuhan dari berbagai vendor ▸ Dapat menjelaskan Rentang kapasitas yang mencakup perangkat jaringan yang ada di pasaran ▸ Mampu Menuliskan Rentang kapasitas yang mencakup perangkat jaringan yang ada di pasaran ▸ Dapat menjelaskan cara Menentukan Nilai kapasitas yang dapat dipenuhi oleh beberapa vendor ditentukan ▸ Mampu Menentukan Nilai kapasitas yang dapat dipenuhi oleh beberapa vendor ditentukan	Menjelaskan topologi jaringan perangkat baru, daftar perangkat jaringan, perangkat komputer terhubung ke jaringan	√	√	√	√		3	1	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Membuat Daftar perangkat jaringan yang dapat memenuhi kebutuhan dari berbagai vendor - Menuliskan Rentang kapasitas yang mencakup perangkat jaringan yang ada di pasaran - Menentukan nilai kapasitas yang dapat dipenuhi oleh beberapa vendor 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	Minggu ke-2
		5.3 Menuliskan spesifikasi perangkat jaringan untuk keperluan pengguna.	5.3.1 Dokumen spesifikasi perangkat jaringan dibuat. 5.3.2 Spesifikasi yang sesuai dengan pasar dan kebutuhan dikumpulkan	▸ Dapat menjelaskan cara membuat dokumen spesifikasi perangkat jaringan ▸ Mampu membuat dokumen spesifikasi perangkat jaringan ▸ Dapat menjelaskan cara mengumpulkan Spesifikasi yang sesuai dengan pasar dan kebutuhan ▸ Mampu mengumpulkan Spesifikasi yang sesuai dengan pasar dan kebutuhan	Menjelaskan topologi jaringan perangkat baru, daftar perangkat jaringan, perangkat komputer terhubung ke jaringan						2	1	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - membuat Dokumen spesifikasi perangkat jaringan - mengumpulkan Spesifikasi yang sesuai dengan pasar dan kebutuhan 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas"	

No	Unit Kompetensi	Elemen Kompetensi	Capaian Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Sumber Belajar		Penilaian			Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
						Bahan Bacaan	Video	Kuis	Tugas	Proyek Akhir	Synch	Asynch	Synchronous (Sesi Tatap Muka Onsite)	Asynchronous (Daring/Online)	
					Pemasangan Kabel Jaringan						15	5			
6	Memasang kabel jaringan (J.611000.009.02)	6.1 Merencanakan pengkabelan horizontal	6.1.1 Prosedur instalasi jaringan yang aman baik dari segi elektris maupun konstruksi disiapkan. 6.1.2 Diagram jalur perkabelan dibuat. 6.1.3 Jadwal dan urutan penyelesaian pekerjaan ditentukan.	▸ Dapat menjelaskan cara menyiapkan prosedur instalasi jaringan yang aman baik dari segi elektris maupun konstruksi ▸ Mampu menyiapkan prosedur instalasi jaringan yang aman baik dari segi elektris maupun konstruksi. ▸ Dapat menjelaskan cara membuat diagram jalur perkabelan. ▸ Mampu membuat diagram jalur perkabelan. ▸ Dapat menjelaskan cara menentukan jadwal dan urutan penyelesaian pekerjaan. ▸ Mampu menentukan jadwal dan urutan penyelesaian pekerjaan.	Menjelaskan prosedur instalasi jaringan, diagram jalur pengkabelan, jadwal dan urutan penyelesaian pekerjaan						5	2	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Menyiapkan prosedur instalasi jaringan yang aman baik dari segi elektris maupun konstruksi. - Membuat diagram jalur perkabelan. - Menentukan jadwal dan urutan penyelesaian pekerjaan 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	
		6.2 Menginstalasi pengkabelan horizontal	6.2.1 Soket RJ-45 dipasang pada dinding di wiring closet. 6.2.2 Perangkat dalam wiring closet dipasang. 6.2.3 Terminal utama (main distribution frame) atau terminal cabang (intermediate distribution frame) dipasang jika diperlukan. 6.2.4 Jalur kabel disiapkan. 6.2.5 Pelabelan kabel dilakukan dengan benar.	▸ Dapat menjelaskan cara memasang soket RJ-45 pada dinding di wiring closet. ▸ Mampu memasang soket RJ-45 pada dinding di wiring closet. ▸ Dapat menjelaskan cara memasang perangkat dalam wiring closet. ▸ Mampu memasang perangkat dalam wiring closet. ▸ Dapat menjelaskan cara memasang terminal utama (Main Distribution frame) atau terminal cabang (Intermediate distribution frame) jika diperlukan. ▸ Mampu memasang terminal utama (Main Distribution frame) atau terminal cabang (Intermediate distribution frame) jika diperlukan. ▸ Dapat menjelaskan cara menyiapkan jalur kabel. ▸ Mampu menyiapkan jalur kabel. ▸ Dapat menjelaskan cara melakukan pelabelan kabel dengan benar. ▸ Mampu melakukan pelabelan kabel dengan benar.	Menjelaskan RJ-45, perangkat wiring, terminal utama, jalur kabel dan pengkabelan yang dilakukan dengan benar	√	√	√	√		5	2	**Tatap Muka:** 1. Praktik Onsite	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Memasang soket RJ-45 pada dinding di wiring closet - Memasang perangkat dalam wiring closet. - Memasang terminal utama (Main Distribution frame) atau terminal cabang (Intermediate distribution frame) jika diperlukan. - Menyiapkan jalur kabel - Melakukan pelabelan kabel dengan benar. 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	Minggu ke-2
		6.3 Membuat dokumentasi pengkabelan terstruktur horizontal	6.3.1 Topologi fisik jaringan digambarkan. 6.3.2 Topologi logis jaringan digambarkan. 6.3.3 Outlet dan jalur kabel dicatat. 6.3.4 Perangkat, MAC address dan IP address didokumentasikan.	▸ Dapat menjelaskan cara menggambarkan topologi fisik jaringan. ▸ Mampu menggambarkan topologi fisik jaringan ▸ Dapat menjelaskan cara menggambarkan topologi logis jaringan. ▸ Mampu menggambarkan topologi logis jaringan. ▸ Dapat menjelaskan cara mencatat outlet dan jalur kabel. ▸ Mampu mencatat outlet dan jalur kabel. ▸ Dapat menjelaskan cara mendokumentasikan peranglat MAC address dan IP address. ▸ Mampu mendokumentasikan peranglat MAC address dan IP address	MenjelaskanTopologi fisik, topologi logis, outlet dan jalur kabel, perangkat MAC						5	1	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Menggambar-kan topologi fisik jaringan. - Menggambar-kan topologi logis jaringan. - Mencatat outlet dan jalur kabel - Mendokumen-tasikan peranglat MAC address dan IP address. 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	

No	Unit Kompetensi	Elemen Kompetensi	Capaian Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Sumber Belajar		Penilaian			Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
						Bahan Bacaan	Video	Kuis	Tugas	Proyek Akhir	Synch	Asynch	Synchronous (Sesi Tatap Muka Onsite)	Asynchronous (Daring/Online)	
					Pemasangan Jaringan Nirkabel						20	10			
7	Memasang Jaringan Nirkabel (J.611000.010.02)	7.1. Menentukan spesifikasi Perangkat	7.1.1 Kebutuhan detail dari perangkat ditetapkan sesuai dengan kebutuhan jaringan saat ini dan masa yang akan datang. 7.1..2 Kapasitas jaringan saat ini dan masa yang akan datang ditetapkan sesuai dengan kebutuhan jumlah pengguna saat ini dan masa yang akan datang. 7.1.3 Kebutuhan keamanan dan manajemen jaringan ditetapkan sesuai dengan kebutuhan jaringan.	▸ Dapat menjelaskan cara menetapkan Kebutuhan detail dari perangkat sesuai dengan kebutuhan jaringan saat ini dan masa yang akan datang ▸ Mampu menetapkan Kebutuhan detail dari perangkat sesuai dengan kebutuhan jaringan saat ini dan masa yang akan datang ▸ Dapat menjelaskan cara menetapkan Kapasitas jaringan saat ini dan masa yang akan datang sesuai dengan kebutuhan jumlah pengguna saat ini dan masa yang akan datang ▸ Mampu menetapkan Kapasitas jaringan saat ini dan masa yang akan datang sesuai dengan kebutuhan jumlah pengguna saat ini dan masa yang akan datang ▸ Dapat menjelaskan cara menetapkan Kebutuhan keamanan dan manajemen jaringan sesuai dengan kebutuhan jaringan. ▸ Mampu menetapkan Kebutuhan keamanan dan manajemen jaringan sesuai dengan kebutuhan jaringan	Menjelaskan kebutuhan detail perangkat, kapasitas jaringan, kebutuhan kemanan dan manajemen						6	3	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - menetapkan Kebutuhan detail dari perangkat sesuai dengan kebutuhan jaringan saat ini dan masa yang akan datang - menetapkan Kapasitas jaringan saat ini dan masa yang akan datang sesuai dengan kebutuhan jumlah pengguna saat ini dan masa yang akan datang - menetapkan Kebutuhan keamanan dan manajemen jaringan sesuai dengan kebutuhan jaringan. 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	
		7.2. Menginstalasi perangkat	7.2.1 Perangkat dengan fitur yang tepat dipilih berdasarkan kebutuhan teknis. 7.2.2 Perangkat dipasang sesuai dengan kebutuhan teknis. 7.2.3 Perangkat nirkabel dikonfigurasi untuk dapat berinteraksi dengan perangkat jaringan lainnya.	▸ Dapat menjelaskan cara memilih Perangkat dengan fitur yang tepat berdasarkan kebutuhan teknis ▸ Mampu memilih Perangkat dengan fitur yang tepat berdasarkan kebutuhan teknis ▸ Dapat menjelaskan cara memasang Perangkat sesuai dengan kebutuhan teknis ▸ Mampu memasang Perangkat sesuai dengan kebutuhan teknis ▸ Dapat menjelaskan cara mengkonfigurasi Perangkat nirkabel untuk dapat berinteraksi dengan perangkat jaringan lainnya ▸ Mampu mengkonfigurasi Perangkat nirkabel untuk dapat berinteraksi dengan perangkat jaringan lainnya	Menjelaskan perangkat dengan fitur, perangkat kebutuhan teknis, nirkabel dikonfigurasi untuk berinteraksi dengan perangkat jaringan lainnya	√	√	√	√		7	4	**Tatap Muka:** 1. Praktik Onsite	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Memilih Perangkat dengan fitur yang tepat berdasarkan kebutuhan teknis - memasang Perangkat sesuai dengan kebutuhan teknis - mengkonfigurasi Perangkat nirkabel untuk dapat berinteraksi dengan perangkat jaringan lainnya 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	Minggu ke-2 sampai Minggu ke-3
		7.3. Menguji perangkat	7. 3.1 Rencana pengujian ditetapkan berdasarkan standar pengujian yang berlaku. 7.3.2 Penyesuaian jaringan dilakukan	▸ Dapat menjelaskan cara menetapkan rencana pengujian berdasarkan standar pengujian yang berlaku. ▸ Mampu menetapkan Rencana pengujian berdasarkan standar pengujian yang berlaku ▸ Dapat menjelaskan cara melakukan Penyesuaian jaringan sesuai dengan hasil pengujian ▸ Mampu melakukan Penyesuaian jaringan sesuai dengan hasil pengujian	Menjelaskan pengujian dan penyesuasian jaringan						7	3	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - menetapkan rencana pengujian berdasarkan standar pengujian yang berlaku. - melakukan penyesuaian jaringan sesuai dengan hasil pengujiansuai dengan kebutuhan jaringan. 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas"	

No	Unit Kompetensi	Elemen Kompetensi	Capaian Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Sumber Belajar		Penilaian			Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
						Bahan Bacaan	Video	Kuis	Tugas	Proyek Akhir	Synch	Asynch	Synchronous (Sesi Tatap Muka Onsite)	Asynchronous (Daring/Online)	
					Konfigurasi Switch Pada Jaringan						20	10			
8	Mengkonfigurasi Switch pada Jaringan (J.611000.012.02)	8.1. Menentukan spesifikasi switch	8.1.1 Kapasitas jaringan disesuaikan berdasarkan dokumentasi kebutuhan bisnis saat ini. 8.1.2 Tipe dan jumlah switch ditetapkan berdasarkan kebutuhan jaringan saat ini.	▸ Dapat menjelaskan penyesuaian kapasitas jaringan berdasarkan dokumentasi kebutuhan bisnis saat ini. ▸ Mampu menyesuaikan kapasitas jaringan berdasarkan dokumentasi kebutuhan bisnis saat ini. ▸ Dapat menjelaskan tipe dan jumlah switch berdasarkan kebutuhan jaringan saat ini ▸ Mampu menetapkan tipe dan jumlah switch berdasarkan kebutuhan jaringan saat ini.	Menjelaskan kapasitas jaringan, tipe dari jumlah switch berdasarkan kebutuhan						5	2	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - menyesuaikan kapasitas jaringan berdasarkan dokumentasi kebutuhan bisnis saat ini. - Menetapkan tipe dan jumlah switch berdasarkan kebutuhan jaringan saat ini. 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas"	
		8.2. Memilih switch yang tepat	8.2.1 Switch dengan fitur yang cocok dipilih sesuai kebutuhan. 8.2.2 Jumlah port disesuaikan dengan kebutuhan jaringan.	▸ Dapat menjelaskan switch dengan fitur yang cocok sesuai kebutuhan. ▸ Mampu memilih switch denga fitur yang cocok sesuai kebutuhan ▸ Dapatmenjelaskan cara menyesuaikan jumlah port dengan kebutuhan jaringan. ▸ Mampu menyesuaikan jumlah port dengan kebutuhan jaringan.	Menjelaskan switch, jumlah port dengan kebutuhan jaringan						5	3	**Tatap Muka:** 1. Praktik Onsite	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Memilih switch dengan fitur yang cocok sesuai kebutuhan - Menyesuaikan jumlah port dengan kebutuhan jaringan. 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas"	
		8.3. Memasang switch	8.3.1 Switch dan perangkat pendukungnya dipasang berdasarkan kebutuhan jaringan. 8.3.2 Hubungan antar switch atau perangkat jaringan dibuat dengan menyambungkan kabel jaringan. 8.3.3 Switch dikonfigurasi berdasarkan kebutuhan jaringan. 8.3.4 Switch ditempatkan di area yang aman.	▸ Dapat menjelaskan pemasangan switch dan perangkat pendukung kebutuhan jaringan ▸ Mampu memasang switch dan perangkat berdasarkan kebutuhan jaringan ▸ Dapat menjelaskan cara membuat hubungan antar switch atau perangkat jaringan dengan menyambungkan kabel jaringan. ▸ Mampu membuat hubungan antar switch atau perangkat jaringan dengan menyambungkan kabel jaringan. ▸ Dapat menjelaskan langkah-langkah konfigurasi switch berdasarkan kebutuhan jaringan. ▸ Mampu mengkonfigurasi switch berdasarkan kebutuhan jaringan ▸ Dapat menjelaskan cara menempatkan switch di area yang aman. ▸ Mampu menempatkan switch di area yang aman.	Menjelaskan switch perangkat pendukung dan hubungan antar perangkat jaringan	√	√	√	√		5	3	**Tatap Muka:** 1. Praktik Onsite	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Memasang switch dan perangkat berdasarkan kebutuhan jaringan. - Membuat hubungan antar switch atau perangkat jaringan dengan menyambungkan kabel jaringan. - Mengkonfigurasi switch berdasarkan kebutuhan jaringan - Menempatkan switch di area yang aman. 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	Minggu ke-3
		8.4. Menguji switch pada Jaringan	8.4.1 Perangkat switch diuji berdasarkan petunjuk pengujian. 8.4.2 Perangkat switch dipastikan terhubung dengan perangkat jaringan yang lain.	▸ Dapat menjelaskan langkah-langkah pengujian perangkat switch berdasarkan petunjuk pengujian. ▸ Mampu menguji perangkat switch berdasarkan petunjuk pengujian ▸ Dapat menjelaskan cara menghubungkan perangkat switch dengan perangkat jaringan yang lain. ▸ Mampu menghubungkan perangkat switch dengan perangkat jaringan yang lain.	Menjelaskan switch perangkat pendukung dan hubungan antar perangkat jaringan						5	2	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Menguji perangkat switch berdasarkan petunjuk pengujian - Menghubungkan perangkat switch dengan perangkat jaringan yang lain. 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	

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						Bahan Bacaan	Video	Kuis	Tugas	Proyek Akhir	Synch	Asynch	Synchronous (Sesi Tatap Muka Onsite)	Asynchronous (Daring/Online)	
					"Konfigurasi Routing pada Perangkat Jaringan dalam Satu Autonomous System"						35	15			
9	Mengkonfigurasi Routing pada Perangkat Jaringan dalam Satu Autonomous System (J.611000.013.02)	9.1. Menyiapkan perangkat jaringan	9.1.1 Konfigurasi routing diidentifikasi. 9.1.2 Akses konfigurasi ke perangkat jaringan ditentukan.	▸ Dapat menjelaskan cara mengidentifikasi konfigurasi routing ▸ Mampu mengidentifikasi konfigurasi routing ▸ Dapat menjelaskan cara menentukan akses konfigurasi ke perangkat jaringan ▸ Mampu menentukan akses konfigurasi ke perangkat jaringan	Menjelaskan perangkat routing, dan konfigurasi antara perangkat	√	√	√	√		8	3	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Mengidentifikasi konfigurasi routing - Menentukan akses konfigurasi ke perangkat jaringan 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas"	Minggu ke-3 sampai Minggu ke-4
		9.2. Mengkonfigurasi router pada perangkat jaringan	9.2.1 Interface pada router dikonfigurasi. 9.2.2 Hubungan antar router dikonfigurasi. 9.2.3 Routing diaktifkan pada router. 9.2.4 Default routing dikonfigurasi.	▸ Dapat menjelaskan cara mengkonfigurasi interface pada router ▸ Mampu menjelaskan cara mengkonfigurasi interface pada router ▸ Dapat menjelaskan cara mengkonfigurasi hubungan antar router ▸ Mampu mengkonfigurasi hubungan antar router ▸ Dapat menjelaskan cara mengaktifkan routing pada router ▸ Mampu mengaktifkan routing pada router ▸ Dapat menjelaskan cara mengkonfigurasi default routing ▸ Mampu mengkonfigruasi default routing	Menjelaskan interface konfigurasi, router konfigurasi, routing konfigurasi						9	4	**Tatap Muka:** 1. Praktik Onsite	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Mengkonfigurasi interface pada router - Mengkonfigurasi hubungan antar router - Mengaktifkan routing pada router - Mengkonfigurasi default routing 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas"	
		9.3. Menguji routing pada perangkat jaringan	9.3.1 Koneksi antar perangkat yang terhubung ke jaringan dibangun. 9.3.2 Koneksi perangkat yang terhubung ke jaringan dengan perangkat lain di luar jaringan yang telah valid dicoba melalui default routing. 9.3.3 Hasil percobaan default routing diidentifikasi.	▸ Dapat menjelaskan cara membangun koneksi antar perangkat yang terhubung ke jaringan ▸ Mampu membangun koneksi antar perangkat yang terhubung ke jaringan ▸ Dapat menjelaskan cara mencoba koneksi perangkat yang terhubung ke jaringan dengan perangkat lain di luar jaringan yang telah valid melalui default routing ▸ Mampu mencoba koneksi perangkat yang terhubung ke jaringan dengan perangkat lain di luar jaringan yang telah valid melalui default routing ▸ Dapat menjelaskan cara mengidentifikasi hasil percobaan default routing ▸ Mampu mengidentifikasi hasil percobaan default routing	Menjelaskan perangkat terhubung jaringam, koneksi perangkat, default routing						9	4	**Tatap Muka:** 1. Praktik Onsite	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Membangun koneksi antar perangkat yang terhubung ke jaringan - Mencoba koneksi perangkat yang terhubung ke jaringan dengan perangkat lain di luar jaringan yang telah valid melalui default routing - Mengidentifikasi hasil percobaan default routing 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas"	
		9.4. Mendokumentasikan konfigurasi routing	9.4.1 Konfigurasi routing disimpan. 9.4.2 Dokumentasi konfigurasi routing dibuat.	▸ Dapat menjelaskan cara menyimpan konfigurasi routing ▸ Mampu menyimpan konfigurasi routing ▸ Cara membuat dokumentasi konfigurasi routing ▸ Mampu membuat dokumentasi konfigurasi routing	Menjelaskan routing, konfigurasi routing						9	4	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Menyimpan konfigurasi routing - Membuat dokumentasi konfigurasi routing 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas"	

No	Unit Kompetensi	Elemen Kompetensi	Capaian Unit Kompetensi	Kriteria Capaian	Pokok Pembahasan	Sumber Belajar		Penilaian			Durasi (JP)		Kegiatan Pelatihan		Jadwal Mingguan
						Bahan Bacaan	Video	Kuis	Tugas	Proyek Akhir	Synch	Asynch	Synchronous (Sesi Tatap Muka Onsite)	Asynchronous (Daring/Online)	
10	Mengkonfigurasi Routing pada Perangkat Jaringan antar Autonomous System (J.611000.014.02)			▸ Dapat menjelaskan cara mendefinisikan Local AS number pada router. ▸ Mampu mendefinisikan Local AS number pada router. ▸ Dapat menjelaskan cara mendefinisikan remote/neighbour AS number pada router. ▸ Mampu mendefinisikan remote/ neighbour AS number pada router. ▸ Dapat menjelaskan cara mendefinisikan seluruh jaringan lokal (LAN) pada router. ▸ Mampu mendefinisikan seluruh jaringan lokal (LAN) pada router. ▸ Dapat menjelaskan cara mengakases seluruh jaringan lokal (LAN) oleh jaringan lain diluar AS dan sebaliknya ▸ Mampu mengakases seluruh jaringan lokal (LAN) oleh jaringan lain diluar AS dan sebaliknya ▸ Dapat menjelaskan cara membuat dokumentasi konfigurasi routing pada stub AS ▸ Mampu membuat dokumentasi konfigurasi routing pada stub AS	**Mengkonfigurasi Routing pada Perangkat Jaringan antar Autonomous System**						35	15			
		10.1. Mengkonfigurasi router pada stub AS	10.1.1 Local AS number didefinisikan pada router. 10.1.2 Remote/neighbour AS number didefinisikan pada router. 10.1.3 Seluruh jaringan lokal (LAN) didefinisikan pada router. 10.1.4 Seluruh jaringan lokal (LAN) dapat diakses jaringan lain di luar AS dan sebaliknya. 10.1.5 Dokumentasi konfigurasi routing pada stub AS dibuat.		Menjelaskan local AS, remote AS, LAN, Jaringan LAN, seluruh jaringan LAN, dokumentasi AS						11	5	**Tatap Muka:** 1. Praktik Onsite 2. ViCon (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Mendefinisikan Local AS number pada router - Mendefinisikan remote/neigh-bour AS number pada router. - Mendefinisikan seluruh jaringan lokal (LAN) pada router. - Mengakases seluruh jaringan lokal (LAN) oleh jaringan lain diluar AS dan sebaliknya - Membuat dokumentasi konfigurasi routing pada stub AS 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	
		10.2. Mengkonfigurasi router pada multi-home AS	10.2.1 Semua remote/ neighbour AS didefinisikan pada router. 10.2.2 Access list dan filter didefinisikan pada router sehingga jaringan tidak digunakan sebagai transit trafik antar AS lain. 10.2.3 Seluruh jaringan lokal (LAN) dapat diakses jaringan lain di luar AS dan sebaliknya. 10.2.4 Dokumentasi konfigurasi routing dibuat.	▸ Dapat menjelaskan cara mendefinisikan semua remote/neighbour AS pada router ▸ Mampu mendefinisikan semua remote/ neighbour AS pada router ▸ Dapat menjelaskan cara mendefinisikan access list dan filter pada router sehingga jaringan tidak digunakan sebagai transit trafik antar AS lain. ▸ Mampu mendefinisikan access list dan filter pada router sehingga jaringan tidak digunakan sebagai transit trafik antar AS lain ▸ Dapat menjelaskan cara mengakases seluruh jaringan lokal (LAN) oleh jaringan lain diluar AS dan sebaliknya. ▸ Mampu mengakases seluruh jaringan lokal (LAN) oleh jaringan lain diluar AS dan sebaliknya. ▸ Dapat menjelaskan cara membuat dokumentasi konfigurasi routing. ▸ Mampu membuat dokumentasi konfigurasi routing.	Menjelaskan Semua neighbor AS, access list, seluruh jaringan LAN, Dokumentasi routing	√	√	√	√	Setelah selesai mengikuti materi pelatihan 10.3, maka peserta harus mengikuti Proyek Akhir yang dikerjakan pada saat Praktek (melalui Packet Tracer untuk masing-masing peserta) dan nilai proyek akhir akan langsung diketahui setelah selesainya membuat Proyek Akhir.	12	5	**Tatap Muka:** 1. Praktik Onsite	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Mendefinisikan semua remote/ neighbour AS pada router - Mendefinisikan access list dan filter pada router sehingga jaringan tidak digunakan sebagai transit trafik antar AS lain - Mengakases seluruh jaringan lokal (LAN) oleh jaringan lain diluar AS dan sebaliknya - Membuat dokumentasi konfigurasi routing. 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	Minggu ke-4 sampai Minggu ke-5
		10.3. Mengkonfigurasi router pada core AS	10.3.1 Local AS number didefinisikan pada router core AS. 10.3.2 Neighbour router yang berada pada jaringan yang sama terdefinisi access list untuk peering dengan AS lain didefinisikan sesuai dengan konfigurasi peer yang diinginkan. 10.3.3 Seluruh neighbour AS dapat diakses. 10.3.4 Dokumentasi konfigurasi routing dibuat.	▸ Dapat menjelaskan cara mendefinisikan local as number pada router core AS ▸ Mampu mendefinisikan local as number pada router core AS kerusakan yang terjadi. ▸ Dapat menjelaskan cara mendefinisikan neighbour router yang berada pada jaringan yang sama oleh acces list untuk peering dengan AS lain ▸ Mampu mendefinisikan neighbour router yang berada pada jaringan yang sama oleh access list untuk peering dengan AS lain	Menjelaskan Semua neighbor AS, access list, seluruh jaringan LAN, Dokumentasi routing						12	5	**Tatap Muka:** 1. Praktik Onsite 2. ViCon Akhir Evaluasi (Review, Kuis)	**LMS e-Training:** 1. Mengakses materi pelatihan (Video, Ebook) dari website e-training: - Mendefinisikan local as number pada router core AS kerusakan yang terjadi - Mendefinisikan neighbour router yang berada pada jaringan yang sama oleh access list untuk peering dengan AS lain 2. Mengikuti forum diskusi 1x24 jam 3. Mengerjakan kuis dan tugas	
										Jumlah JP	**160**	**70**	**160**	**70**	
										Total hari		**24**	**17**	**7**	**Total: 5 Minggu**
										(1 hari 10 JP) - info dari BBPLK					

Appendix 6. Example of motion graphics course certificate issued by BBPVP Bekasi.

BKS 025156

KEMENTERIAN KETENAGAKERJAAN REPUBLIK INDONESIA
DIREKTORAT JENDERAL PEMBINAAN PELATIHAN VOKASI DAN PRODUKTIVITAS
BALAI BESAR PENGEMBANGAN LATIHAN KERJA BEKASI
Jl. Guntur Raya No.1, Bekasi – 17144, Telp 021-8841147, Fax 021-8841146

SERTIFIKAT

Nomor : STF.1522/BBPLK-BKS/IV/2021

Kepala Balai Besar Pengembangan Latihan Kerja (BBPLK) Bekasi berdasarkan Surat Keputusan Penyelenggaraan Pelatihan Nomor : ST.716/BBPLK-BKS/IV/2021 tanggal 27 September 2021 menyatakan, bahwa :

Nama : [redacted]
Nomor Peserta : [redacted]
Tempat/ tanggal lahir : [redacted]
Alamat : [redacted]

TELAH MENGIKUTI

Pelatihan Berbasis Kompetensi (PBK) Program Motion Graphic Artist Blended Non Boarding 2 Kejuruan Teknologi Informasi dan Komunikasi dari tanggal 11 Oktober 2021 sampai dengan 29 November 2021 selama 340 Jam Pelatihan dan dinyatakan **KOMPETEN.**

Bekasi, 29 November 2021
Kepala,

Hernadi Bija, S.T., M.Si.
NIP. 1971[illegible]199803 1 001

DAFTAR UNIT KOMPETENSI YANG DICAPAI

NO.	UNIT KOMPETENSI	KODE UNIT
1	Membuat Gerak *Digital Non Character*	J.591120.004.01
2	Membuat Model *Digital Hardsurface* 3 Dimensi	J.591120.008.01
3	Membuat Pencitraan Gambar *Digital* (*Rendering*)	J.591120.012.01
4	Membuat Komposisi Teknik Layer 2 Dimensi (*2D Compositing*)	J.591120.019.01
5	Membuat Pencitraan Cahaya *Digital*	J.591120.020.01
6	Membuat Pencitraan Sifat Permukaan (*Shading*)	J.591120.021.01
7	Membuat Sudut Pandang Kamera *Digital*	J.591120.031.01
8	Membuat Komposisi Teknik Layer 3 Dimensi (*3D Compositing*)	J.591120.022.01
9	Melakukan Penyuntingan Gambar Akhir (*Online Editing*)	J.591120.026.01
10	Membuat Gambar Sketsa Karakter	J.591120.040.01
	JUMLAH	**10 UNIT KOMPETENSI**

Bekasi, 29 November 2021
Koordinator Bidang Penyelenggaraan dan Pemberdayaan

Iman Agung, S.I.P., M.Si.
NIP 19751107 200312 1 002

BKS 025156

Appendix 7. Example of computer networks course certificate issued by BBPVP Bekasi.

BKS 025060

KEMENTERIAN KETENAGAKERJAAN REPUBLIK INDONESIA
DIREKTORAT JENDERAL PEMBINAAN PELATIHAN VOKASI DAN PRODUKTIVITAS
BALAI BESAR PENGEMBANGAN LATIHAN KERJA BEKASI
Jl. Guntur Raya No.1, Bekasi – 17144, Telp 021-8841147, Fax 021-8841146

SERTIFIKAT

Nomor : STF.1506/BBPLK-BKS/IV/2021

Kepala Balai Besar Pengembangan Latihan Kerja (BBPLK) Bekasi berdasarkan Surat Keputusan Penyelenggaraan Pelatihan Nomor : ST.716/BBPLK-BKS/IV/2021 tanggal 27 September 2021 menyatakan, bahwa :

Nama : [redacted]
Nomor Peserta : [redacted]
Tempat/ tanggal lahir : [redacted]
Alamat : [redacted]

TELAH MENGIKUTI

Pelatihan Berbasis Kompetensi (PBK) Program Teknisi Jaringan Utama Komputer Blended Non Boarding 1 Kejuruan Teknologi Informasi dan Komunikasi dari tanggal 11 Oktober 2021 sampai dengan 16 November 2021 selama 260 Jam Pelatihan dan dinyatakan **KOMPETEN.**

Bekasi, 16 November 2021
Kepala,

Herman Bitaya, S.T., M.Si.
NIP. 19711107 199803 1 001

DAFTAR UNIT KOMPETENSI YANG DICAPAI

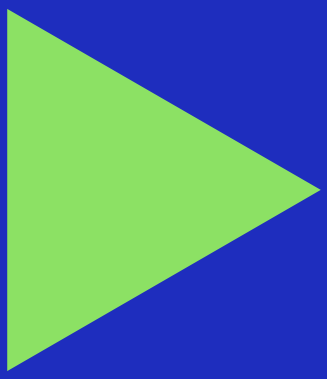
NO.	UNIT KOMPETENSI	KODE UNIT
1	Mengumpulkan Kebutuhan Teknis Pengguna yang Menggunakan Jaringan	J.611000.001.01
2	Mengumpulkan Data Peralatan Jaringan dengan Teknologi yang Sesuai	J.611000.002.01
3	Merancang Topologi Jaringan	J.611000.003.02
4	Merancang Pengalamatan Jaringan	J.611000.004.01
5	Menentukan Spesifikasi Perangkat Jaringan	J.611000.005.02
6	Memasang Kabel Jaringan	J.611000.009.02
7	Memasang Jaringan Nirkabel	J.611000.010.02
8	Mengkonfigurasi *Switch* pada Jaringan	J.611000.012.02
9	Mengkonfigurasi *Routing* pada Perangkat Jaringan dalam Satu *Autonomous System*	J.611000.013.02
10	Mengkonfigurasi *Routing* pada Perangkat Jaringan Antar *Autonomous System*	J.611000.014.02
	JUMLAH	**10 UNIT KOMPETENSI**

Bekasi, 16 November 2021
Koordinator Bidang Penyelenggaraan dan Pemberdayaan

Iman Agung, S.I.P., M.Si.
NIP 19751107 200312 1 002

BKS 025060

Advancing social justice, promoting decent work



International Labour Organization (ILO)
Jakarta Office

Menara Thamrin Lt. 22
Jalan MH Thamrin Kav. 3
Menteng, Jakarta Pusat
Jakarta 10250
Telp. 021 3913112

ilo.org/jakarta