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Curriculum Design for Technical Training in Public Transportation Management at the BPSDM of West Java Province

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ABSTRACT

The development of the competency of State Civil Apparatus (ASN) through training programs is an important strategy in improving the quality of public services. This study aims to analyze the problems and design a curriculum update for the *Public Transportation Management Technical Training* at the BPSDM of West Java Province using the Tyler (2013) curriculum model which includes the formulation of objectives, selection of learning methods, preparation of materials, and evaluation. The research method used is descriptive qualitative through interviews and document reviews, with informants consisting of heads of divisions, training organizers, instructors, and training participants. Data analysis was carried out through the stages of reduction, presentation, and drawing conclusions. The results of the study identified three main problems: (1) the training was not based on needs analysis so that the curriculum did not fully reflect the competency gaps of participants, (2) the curriculum structure still emphasized the knowledge aspect with limited learning methods and minimal practice, and (3) the evaluation only measured the cognitive aspect through *pre-tests* and *post-tests* without assessing applicative skills. The alternative curriculum design was carried out by referring to the Tyler model, including the formulation of clearer learning objectives, the preparation of materials based on the needs of participants, the application of varied learning methods, and evaluation based on learning levels through *mini projects* or implementation tasks. This study recommends that the resulting curriculum design can be used as a reference in organizing training, with an emphasis on analyzing specific competencies according to job groups and strengthening implementation-based evaluation to increase the relevance and usefulness of training results .

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1. INTRODUCTION

resources (HR) are a fundamental factor in ensuring the effectiveness of public organizations (Zinatifar, 2025). In the context of government, State Civil Apparatus (ASN) not only play an administrative role but also determine the quality of public services and the success of policy implementation. Therefore, developing ASN competencies is a strategic necessity in realizing a professional, responsive, and accountable bureaucracy. This is in line with Law Number 20 of 2023 concerning ASN, which emphasizes the obligation of ASN to continuously improve their competencies through education and training.

At the regional level, one of the institutions playing a role in developing civil servant competencies is the West Java Provincial Human Resources Development Agency (BPSDM). This agency organizes various training programs, both technical and managerial, one of which is *the Public Transportation Management Technical Training* facilitated by the Core Technical Competency Development Division (PKTI). This program is designed to strengthen the capacity of civil servants to supervise, manage, and evaluate the public transportation system in West Java. The urgency of this program is inseparable from the complexity of transportation problems, such as the high accident rate, operational inefficiency, and low public trust in the safety and quality of public transportation services (Joewono, 2025).

Despite its high urgency, the implementation of the training still faces several problems. First, training participants tend to be heterogeneous, ranging from staff to senior officials, without a clear analysis of needs and competency prerequisites (Blanchard,2023). Second, the existing curriculum emphasizes knowledge over practical skills, with monotonous learning methods and materials that do not fully adhere to competency standards. Third, training evaluation is limited to *pre-* and *post-tests* that only measure cognitive aspects without assessing practical skills or attitudes. Furthermore, the review results indicate that the curriculum has not been systematically developed: specific objectives are still predominantly cognitive, *blended learning* is not optimally utilized, core material is theoretical with a disproportionate time allocation, and evaluation does not cover all competency domains. These conditions indicate that the curriculum tends to be administrative in nature and does not function as a comprehensive competency development instrument (McGaghie, 1978).

Theoretically, (Tyler, 2013) emphasized that curriculum design must go through four main stages, namely the formulation of objectives, selection of learning methods, preparation of materials, and evaluation. By referring to this framework, the design of the training curriculum is expected to be carried out more systematically, relevantly, and measurably. Based on this background, this study focuses on: (1) analyzing problems in the *Public Transportation Management Technical Training curriculum* at the BPSDM of West Java Province, and (2) formulating an alternative curriculum design by referring to Tyler's model. The results of this study are expected to contribute to improving the quality of training at the BPSDM of West Java and become a reference for other government agencies in developing competency-based training programs.

2. METHOD

study uses a descriptive qualitative approach. Qualitative research was chosen because it focuses on exploring meaning, understanding, concepts, and social phenomena in depth (Yusuf, 2014). Meanwhile, a descriptive approach aims to systematically describe real conditions through data in the form of words, sentences, and documents, thereby providing a comprehensive understanding of the problems studied (Sugiyono, 2013). This approach is relevant to describing the implementation of the *Public Transportation Management Technical Training* at the BPSDM of West Java Province and formulating a curriculum design that suits the needs of participants.

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Research informants were determined using *purposive sampling techniques* , namely selecting subjects based on certain considerations in accordance with the research objectives (Sugiyono, 2013). Key informants include:

1. Head of Core Technical Competency Development Division, selected because of his strategic role in training planning and policy.
2. The training organizers were selected because they were directly involved in the preparation, implementation and evaluation of the program.
3. Widyaiswara, was chosen because of his role in delivering material and determining learning methods.
4. The land transportation department employees were selected because they were training participants and those who directly experienced the benefits and challenges of the training.

The data sources consisted of primary and secondary data. Primary data were obtained through structured interviews with key informants, both face-to-face and online via *Zoom Meetings* and *WhatsApp* . Secondary data were obtained from training reports, curriculum documents, archives, and relevant literature (Fiantika et al., 2022).

Data analysis was carried out using the interactive model of Miles and Huberman (in Sugiyono, 2013) which includes three stages:

1. data reduction, namely simplification and focusing on relevant data;
2. data presentation, namely the arrangement of data in the form of narrative descriptions, tables or charts; and
3. drawing conclusions or verification, namely formulating findings based on patterns and relationships that emerge from the data.

To ensure data validity, source triangulation techniques were used, comparing interview results between informants and matching them with available documents. This step was taken to ensure the consistency, credibility, and validity of the research data.

By using a descriptive qualitative approach, *purposive sampling technique* in determining informants, and the application of source triangulation, this study is expected to be able to provide a comprehensive picture of the implementation of *Public Transportation Management Technical Training* at the BPSDM of West Java Province. The results of the study are focused on formulating a training curriculum design that is more systematic, relevant, and in accordance with the competency needs of the apparatus, so that it can be a reference for the implementation of similar training in the future .

3. RESULTS AND DISCUSSION

3.1. RESULTS

results indicate that the *Public Transportation Management Technical Training curriculum* for Fiscal Year 2024 has not been optimally designed to support the development of civil servant competencies. Based on document reviews and interviews with informants, it was found that the curriculum had not been developed comprehensively and systematically from the outset. This is evident in the problems encountered in the training implementation, including objectives, methods, materials, and evaluation. The findings of this study provide an overview of the root causes of the curriculum and the ongoing training implementation .

The curriculum has not been structured optimally and systematically

The curriculum was not systematically developed before the training, but rather developed after the event. This situation indicates that the training implementation was more oriented towards the activity schedule than using the curriculum as the primary reference. As a result, several curriculum components were incomplete, for example, the formulation of learning objectives still focused on knowledge aspects and underemphasized skills and

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attitudes. Furthermore, the core material tended to be theoretical with minimal practice, the learning methods were relatively monotonous, and evaluation was limited to *pre-* and *post-tests* .

The research further illustrates that the curriculum was not based on an adequate Training Needs Analysis (AKP). Participant prerequisites were not clearly defined, resulting in training attended by participants with heterogeneous job backgrounds. However, competency standards differ for each position. Consequently, participant competency achievement was inconsistent because it was not based on actual competency *gaps* .

Components of Formulating Objectives

objective of the training states that participants are expected to possess knowledge, skills, and attitudes. However, the formulation of specific objectives is still dominated by achievements at the level of knowledge and understanding, while only one objective addresses the implementation level. This imbalance indicates that the goal formulation is not comprehensive and does not pay enough attention to aspects of practical skills (psychomotor) and work attitudes (affective). Furthermore, the formulation of training objectives is not based on a formally documented Training Needs Analysis (AKD), but rather solely follows the requests of the user agency .

Learning Method Components

methods used were still monotonous, dominated by lectures and discussions without activities that encouraged active participant participation. *Benchmarking activities* at PT. Transjakarta, which should have been practical, were carried out only through observation without direct participant involvement. The utilization of *blended learning methods* was also suboptimal, as only one of the five days of training was conducted face-to-face (Atwa,2022). This situation was exacerbated by technical constraints, such as unstable internet connections and other work interruptions during online sessions, resulting in low levels of participant engagement .

Learning Material Components

The structure of the training material is divided into three groups, namely basic, core and supporting material.

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Figure 3.1 List of Learning Materials

PELATIHAN TEKNIS PENGELOLAAN ANGKUTAN UMUM								
22 November – 2 Desember 2024								
No	Program/ Materi		Mata Pembelajaran	Alokasi Waktu				Keterangan
				T	P	PL	JMLH	
I	Umum/Dasar	1	*Overview*	1	0	0	1	Tatap Muka / Daring
		2	Ceramah Kebijakan Pengelolaan Angkutan Umum	3	0	0	3	Tatap Muka / Daring
II	Pokok/Inti	1	Entitas Regulator dan *BRT Operation Management*	4	0	0	4	Tatap Muka / Daring
		2	Tujuan dan Situasi Setempat	4	0	0	4	Tatap Muka / Daring
		3	Perencanaan dan Pengembangan Koridor, rute, serta integrasi dan transportasi publik	4	0	0	4	Tatap Muka / Daring
		4	Kapasitas dan Kecepatan Sistem BRT, Perhitungan Struktur Biaya Operasional, Tarif dan Diskon	4	0	0	4	Tatap Muka / Daring
		5	Perencanaan dan Penyusunan SPM	4	0	0	4	Tatap Muka / Daring
		6	Standar Pelayanan Minimum Beserta Pengawasan dan Peninjauan	4	0	0	4	Tatap Muka / Daring
		7	Proses Pengadaan Barang dan Jasa untuk BRT yang berkelanjutan dan Operasional & Pengelolaan BRT	4	0	0	4	Tatap Muka / Daring
		8	Pengelolaan Resiko dan Dampak Pengadaan Barang & Jasa	4	0	0	4	Tatap Muka / Daring
		9	Struktur Biaya Operasional Transport	4	0	0	4	Tatap Muka / Daring
III	Penunjang	1	*Design Thinking (Problem Solving)*	2	0	0	2	Tatap Muka / Daring
		2	Pencegahan Tindak Pidana Korupsi	2	0	0	2	Tatap Muka / Daring
		3	Pembekalan Rencana Tindak Lanjut untuk Implementasi	4	0	0	4	Tatap Muka / Daring
		4	*Building Learning Commitment* (BLC)/Dinamika Kelompok	2	0	0	2	Tatap Muka / Daring
		5	*Benchmarking* : Pengelolaan Layanan Angkutan Umum (Ke PT. Transportasi Jakarta)	0	10	0	10	Visitasi
IV	Evaluasi	1	*Pre Test*	1	0	0	1	Tatap Muka / Daring
		2	*Post Test*	1	0	0	1	Tatap Muka / Daring
TOTAL JAM PELAJARAN				52	10	0	62 JP	

Figure 3.1 shows that the core material group lacks practical content, even though the competencies required by participants encompass technical skills in the field. Practical training subjects are instead placed within the supporting materials. This discrepancy indicates that the material selection is not fully aligned with the learning objectives or the needs of participants in the field. This is in line with interview results, which stated that the material provided was too theoretical and lacked contextual cases. Furthermore, the duration of each training subject exceeded the ideal limit of 8 training sessions, preventing optimal absorption of the material .

Evaluation Components Learning

The evaluation was limited to the knowledge aspect through *pre-* and *post-tests* . Based on the evaluation results, only a small proportion of participants achieved the Minimum Completion Criteria (KKM). The evaluation did not include skills and attitudes, both of which are crucial for measuring overall competency achievement. Furthermore, the evaluation instrument was not designed to assess the achievement of training objectives 7 and 8, which emphasize the implementation of concepts in the workplace. This situation indicates that the evaluation system has not been designed to assess learning outcomes holistically and sustainably.

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Overall, the research findings confirm that the implementation of training will be more effective if the curriculum is refined first, considering that the curriculum is the main reference in organizing training .

3.2. DISCUSSION

Results The results of the study indicate that the curriculum of *Public Transportation Management Technical Training* at BPSDM West Java Province is not ideal and still faces a number of problems, so improvements are needed. This condition is interesting to be analyzed further and developed by referring to Tyler's (2013) curriculum development theory, which includes four main components, namely: (1) formulation of learning objectives, (2) determination of learning methods, (3) preparation of learning materials, and (4) evaluation of learning outcomes.

Determining learning objectives

The general objective of the training is formulated to equip participants with the knowledge, skills, and attitudes necessary for managing public transportation. This formulation aligns with technical training guidelines, which emphasize outcomes up to the implementation stage. Therefore, competencies encompassing knowledge, skills, and attitudes can be considered appropriate as a reference for curriculum development.

However, the specific objectives do not explicitly include implementation outcomes. Most of the specific objectives remain limited to the cognitive domain, focusing on knowledge and understanding, without emphasizing participants' ability to practice directly. A review of the curriculum documents, which include brief descriptions, learning outcomes, learning indicators, and core and sub-topics, indicates that most of the materials contain application elements that have the potential to support implementation skills, but this is not fully reflected in the formulation of the specific objectives.

Determining learning methods

methods in the Public Transportation Management Technical Training curriculum for Fiscal Year 2024 were initially limited to lectures, discussions, and questions and answers. This approach was deemed ineffective in encouraging active participant engagement, particularly in online learning sessions, resulting in low competency achievement. Improvements to the learning methods focused on implementing a more varied and contextual approach, aligned with the training objectives and material characteristics. For conceptual material, interactive lectures and questions and answers continued to be used as an introduction. Meanwhile, for technical material, learning was supplemented with group discussions, case studies, simulations, practice, and guided observation to provide participants with a more practical learning experience. Additionally, additional *icebreakers* through educational games could be implemented to increase participation, build class dynamics, and foster collaboration among participants. This variety of methods is expected to strengthen competency achievement, not only in the realm of knowledge, but also in practical skills and work attitudes.

Compiling learning materials

are structured into three groups: basic materials, core materials, and supporting materials. Basic materials serve as an introduction and provide a conceptual foundation, while core materials should be the primary focus because they directly relate to the technical competencies to be achieved. However, the analysis shows that the material structure is not proportional. The

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core materials are still dominated by theoretical explanations, while application content is placed in the supporting materials.

Furthermore, the allocation of time between materials is also unbalanced. Some basic materials receive a significant portion of time despite being merely introductory, while core materials requiring more in-depth discussion are limited in duration. This imbalance results in limited opportunities for participants to deepen their technical knowledge and practice in the field.

Curriculum improvements need to be directed so that core material encompasses not only conceptual aspects but also practical content, such as route planning simulations, operational cost calculations, and case analysis of public transportation management. The duration allocation should also be adjusted, allocating a greater portion of time to core material compared to basic and supporting materials. This will create a more balanced relationship between specific objectives, material, and duration, allowing participants to gain both conceptual understanding and applicable skills relevant to their job requirements.

Evaluating learning outcomes

evaluations were conducted solely through pre- and post-tests, focusing on knowledge. The evaluation results showed that only a small proportion of participants met the minimum completion criteria, while skills and attitudes were not measured. This indicated that the evaluation system was not yet capable of providing a comprehensive picture of participants' competency attainment.

Improvements to the evaluation system are aimed at encompassing three main domains: knowledge, skills, and attitudes. Knowledge measurement remains conducted through written tests, but is supplemented by practical evaluations through simulations, case studies, and mini-project assignments that represent real-world conditions. Work attitudes can be assessed through observations of participant engagement in discussions, ability to work collaboratively in groups, and adherence to training procedures.

Furthermore, evaluations need to be designed with reference to *learning level standards* , so that training outcomes don't just focus on theoretical mastery but also reflect participants' implementation skills and behavioral changes in the workplace. This way, evaluations serve a more holistic function, assessing competency achievement while ensuring its relevance to job requirements .

4. CONCLUSION

This research resulted in a Public Transportation Management Technical Training curriculum design that is relevant to the needs of improving the competency of apparatus in the BPSDM environment, which is reflected in its suitability to organizational needs, completeness of materials, appropriate learning methods, and an evaluation system that supports improving the quality of training. The advantages of this curriculum lie in its adaptive, applicable, and contextual nature with organizational demands, so that it is able to provide clarity of learning outcomes, integration of relevant materials, and flexibility in the application of learning methods that make it potentially effective as a reference for organizing training at BPSDM.

The main findings of this study indicate that the developed curriculum design has the potential to address employee competency needs, increase learning effectiveness, and serve as

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a strategic recommendation for developing staff capacity through more targeted training. Therefore, it is recommended that the Human Resources Development Agency (BPSDM) consider this curriculum design in its annual training planning and supplement it with competency analysis results for specific, homogeneous employee groups to ensure more targeted results. Furthermore, a more comprehensive learning outcome evaluation system needs to be strengthened to measure not only knowledge but also participants' skills and work attitudes. Further research requires a more in-depth study of the evaluation of this curriculum's application across various training types to develop a more comprehensive and sustainable curriculum model.

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