

# Fast Method Training Read the Qur'an Bilhikmah for the Tutor Candidate of the Mosque al-Furqan of UPI and the Mosque Around It

Muhammad Wildan Yahya\*, Asep Ahmad Siddiq,  
Parihat Parihat  
Faculty of Dakwah  
Universitas Islam Bandung  
Bandung, Indonesia  
\*wildan\_yahya@yahoo.com

Munawar Rahmat  
Department of General Education  
Universitas Pendidikan Indonesia  
Bandung, Indonesia

**Abstract**—It requires every Muslim to read the Quran. This is one aim of Islamic Religious Education (IRE) in higher education so that students can read the Quran. Only about 70% of students cannot achieve this educational goal. One reason, mistakenly applying the learning method. Bilhikmah is a fast method of reading the Quran, which is proven effective. This training activity aims to provide the Bilhikmah method to prospective tutors (instructors) of the Al-Furqan Mosque of UPI. The target is that 70% of 80 prospective tutors can implement this method. The training uses a variety of methods, namely presentations, questions and answers, demonstrations, practices, a small group guidance, and individual guidance. The results of the training almost all participants mastered this method. During the activity, the participants seriously listened to the advantages of this method. They also seriously practiced small groups on how to teach this method. Almost all trainees (90%) were then recruited to become tutors at the UPI Mosque. Thus, this training exceeded the target. Each of them then guided 10 tutorial participants. After being guided for three months, 7 out of 10 participants can read the Quran. The implication is that training on the Bilhikmah method needs to be continued in university mosques.

**Keywords:** fast read the Quran, method bilhikmah, the Islamic tutor candidate

## I. INTRODUCTION

Reading the Qur'an has become a Muslim tradition. In the past, especially in some religious areas, the *Khatam* (graduation) of the Qur'an was the pride of Muslims. They support children to immediately "be able to" read the Qur'an well and correctly, then read it regularly every day, and as a response celebrated. They parade children who have finished the Qur'an around the village in a festive celebration. In fact, in some areas, they use the Qur'an as a prerequisite for a wedding [1].

Year 1978-1990 as a decade of lethargy to read the Qur'an. We can say the voice of reciting the Qur'an from the *maghrib* (sunset) which used to echo in previous years to be quiet in those decades. Along with the reduction in the number of Qur'an teachers, television is not only owned by rich people and in urban areas but is entering the villages and homes of the

poor. Even children don't read the Qur'an. Not because there are no Qur'an teachers, but the main thing is their interest in television shows.

The urge to recite the truth does not decline. But children from that decade wanted an instant program. Though the method of reading the Qur'an was still *Baghdadi*, namely the Spelling Method, which took over one year to read the Qur'an. Children in the previous era did not really feel the saturation of the Qur'an for years, because they usually read the Qur'an while playing. But in this era television shows are more interesting than children's games in mosques. As a result, the number of student participants dropped sharply. There are so many children who cannot study the Qur'an. As an illustration, the number of UPI students who can read the Qur'an in 1987-1992 on average is only about 10% -15%. Compare with 2001-2010, the number of children who can read the Qur'an reaches an average of 40%-50%. But recently there has been a decline. For example, between 2001-2010 UPI students who could read the Qur'an reached an average of 50%. But in the last three years (2016-2018) the number of students who can read the Qur'an only reached an average of 30% [2].

Islamic Religious Education, in particular UPI, requires being able to read and write the Qur'an to pass the Islamic Religious Education (IRE) exam. But, because of the lack of institutionalized efforts to eradicate illiteracy of the Qur'an, each lecturer applies his own discretion. Maybe only a handful of lecturers have conducted this ability test along with their literacy efforts. Some lecturers only stopped at the desire, but the not effort to improve the ability to read the Qur'an. They only limit it to suggesting that student's study at Tutorial Centre Masjid Al-Furqan UPI, or at mosques near student residences, or study at students who can read the Qur'an. Some lecturers did not even mention this matter for different reasons. However, all lecturers agree that students need to read the Qur'an [2].

The problem of students' inability to read and write the Qur'an is already a problem in almost all universities and schools. We found in two departments that around 48% of students could not read the Qur'an. Almost the same as in

UNHAS, in 1998 around 47% of students could not read the Qur'an. Likewise, in elementary school, secondary school, and high school in Bandung City, over 60% of students cannot read the Qur'an [3].

The Bilhikmah Method has been used for years at the Islamic University of Bandung (Unisba). At this university there are Student Boarding Schools. They train this boarding school students, including in reading and writing the Qur'an. As a result, 100% of Unisba students can read and write the Qur'an. The results of the Action Research and the quasi-experiment (1995-1999) conducted by IRE Unisba lecturers, only 90 minutes in 12 meetings students who were still zero became able to read the Qur'an, with a ratio of 1 lecturer: 30 students. Students who are able, they even less than 12 meetings [4].

UPI does not have a Student Islamic Boarding School. But now, the General Education Department of UPI FPIPS has collaborated with the Al-Furqan Mosque PAI Tutorial Program and the mosques around the UPI campus established the Quran Reading Quick Tutorial Centre. The goal, especially to eradicate illiteracy of the Qur'an. This department together with the Baitul Hikmah Indonesia Foundation (YBHI) almost every semester brings together about one hundred UPI students adept at reading to become tutors in the tutorial program. Previously, we trained them to master the Bilhikmah books and how to teach them. We also trained them in the Placement Test of Reading Al-Qur'an Bilhikmah which had a construct, empirical, and predictive validity. *Kutab* (Al-Quran Smart Reading Program) Bilhikmah has tried to hold a Placement Test of reading the Al-Qur'an for all UPI students taking part in IRE lectures every semester. Then efforts were made to eradicate the illiteracy of the Qur'an to all these students. This data will be used further in this study.

The main problem of this research is how is the effectiveness of the Bilhikmah method in teaching reading the Qur'an to students?

The Bilhikmah book consists of three thin volumes (pocket books) how to quickly learn reading the Qur'an, which is 22 pages each for the first volume, 22 pages for the second volume, and 34 pages for the third volume. Much thinner than the whole guide books, various methods of quickly reading the Qur'an. Looking at the thickness of the manual and previous studies, the Bilhikmah Method will also be used successfully at UPI. This research will answer it. Relevant studies have found that training programs that have clear benefits and objectives prove successful.

The training program is one of the corporate/organizational strategies in improving the quality of the competencies of its employees. Through this systematic activity, they encourage employees to improve their knowledge, skills, attitudes and behaviour to actively and positively contribute to achieving every goal and a goal to be achieved by the company/organization where they work. As a process, the training program should equip an individual or employee to get competencies suitable for their work, both now and for the future, through the process of acquisition and development of skills are under knowledge and attitudes to contribute efficiently and productively [5]. They also intend the training

program to improve the quality of work life of employees and organizational development [6], where besides providing knowledge and skills to employees, this program it also aims this program at making their work satisfying [7].

Training on making web-based learning media by using open source CMS for teachers of SMK-SBI (Vocational High School, International Schools) in Yogyakarta has proven to be effective [8]. The training program has been proven effective in increasing the technical competence of employees of a government agency in West Java [9]. Research outside Indonesia also found the same results. Training for mentors in India succeeded not only as a provider of organizations, but the participants thoroughly mastered the training material [10]. Research on Italian students about entrepreneurship training in lethargic economic situations proved to particularly interest students [11]. Pre and in-service training outside formal vocational education institutions in Australia has proven to be truly effective in increasing participant competence [12].

Operationally, this research will answer the following questions: (1) What is the level of student skills in reading the Qur'an before following the guidance with the Bilhikmah method? After this question can be answered, i.e. by identifying the position of the Qur'an reading skills of the students through the "Placement Test" (Cannot read, basic, or already able to read), the next question arises; and (2) To what extent is the acceleration of increasing the position of students in reading the Qur'an? and (3) How is the effectiveness of *Kutab Bilhikmah* in eradicating the illiteracy of the Qur'an for UPI students? As for the specific targets to be achieved with this training, at least 70% of trainees can teach reading the Qur'an with the fast-reading method of Bilhikmah.

## II. METHOD

The subjects of the trainee were 80 UPI students, prospective tutors of the Islamic Religious Education (IRE) of Al-Furqan Mosque and mosques around the UPI campus. The training uses a variety of methods, namely: lecture/presentation, question and answer, a demonstration, a practice, a small group guidance, and individual guidance. The training stages are:

- Lectures/presentation, questions and answers, and discussions about various methods/approaches of reading the Qur'an. Also discussed the advantages of the method of fast reading Al-Quran Bilhikmah based on the results of research and logical analysis.
- Introduction, demonstration, and practice teaches reading Al-Quran with a fast method of reading Al-Quran Bilhikmah. The stages begin with Book One Bilhikmah, continued with Book Two, and end with Book Three.
- Introduction, demonstration, and practice teaches a practical knowledge of *Tajweed* (procedures for reading letters and sentences of the Qur'an correctly) with fast methods of Practical Knowledge of *Tajweed* Bilhikmah. The stages start from the beginning teaching the reading of the Qur'an, which is a teaching Book One always accompanied by practical recitation and so on until

Book Three. Then proceed with the most basic and practical theory of recitation.

- After that, small group guidance in the form of practice teaches reading Al-Quran with the fast reading method of Al-Quran Bilhikmah. We carried this activity out after the completion of the training activities in the form of classes until at the same time as the IRE tutorial activity at UPI Al-Furqan Mosque and mosques around the campus. Coincidentally, the IRE tutors also served as Qur'an teachers in mosques around the campus.

### III. FINDINGS AND DISCUSSION

The focus of implementing the training method of fast reading Al-Quran Bilhikmah is that participants master books 1, 2, and 3 completely. After that, the skills to teach it. In order for the Islamic Religious Education tutor candidates to master the three books of the Bilhikmah method, we carry the training stages out:

#### A. *Bilhikmah Book Mastery Training*

Book One mastery training, namely by:

- The instructor introduced the sound of *hijaiyah* letters based on the *makharijul*-letter method, while being associated with the sound of familiar designations. It allows participants to look for other examples, other than those needed, but also must pay attention to their harmony with the *makharijul*-letter method.
- We do not allow prospective tutors to spell *hijaiyah* letters in society. Read directly, rather pressured to avoid the occurrence of long reads on short readings.
- *Hijaiyah* letters must be memorized. The instructor reads them well and correctly in a grouped and tiered manner, then participants imitate and repeat several times. To the participants were reminded, later in one memorization at least two sets of letters and a maximum of four sets of letters.
- To introduce the character of the letters, it reminded participants, besides using sound associations, also using picture associations.
- If later there is a tutorial participant who mistakenly mentions letters, give a memory note by associating it with sound or image. If there is something wrong or not good at saying it, it should be corrected immediately.
- The instructor reminded; prospective tutors should check the mastery of tutorial participants on letters by randomizing them. Avoid mastering letters based on memorization of the mouth without recognizing the writing.
- Prospective tutors must introduce a combination of readings by paying attention to the position code of the community. Don't forget, the *makharijul*-letters are always considered.
- The instructor reminded, if the tutorial participants already knew a particular reading key, then the next reading was simply told to read on their own. Be reminded, each section has a test. Prospective tutors must pay close attention to the abilities of each participant. If there are errors immediately corrected, do not proceed until everything is correct.
- The instructor reminded, if there were tutorial participants who wanted to master the reading of the Quran very quickly, then they were simply introduced to the reading keys. Themselves do the exercises, and the tutors immediately check their reading exercises.

Book Two mastery training, namely by:

- The instructor introduced the key to the summary of *hijaiyah* letters continued by introducing changes in *hijaiyah* letters on the feet and shapes. It also reminds tutor candidates of the existence of some *hijaiyah* letters which cannot be connected at the beginning and in the middle.
- The instructor introduced the application of conjunctions by emphasizing the position and the code, from independent letters to connect letters at the beginning, in the middle and at the end. In introducing this conjuncture application, the instructor uses audio-visual aids. The instructor candidates also instructed them to always use teaching aids.
- The instructor reminded prospective tutors to practice and test varied and turns. Be reminded, if there are certain difficulties in recognizing conjunctions, we remind participants to look back at the letter character sketch (key). If the difficulty is because of the similarity of letters, then the prospective tutor needs to emphasize the different forms of letters and their sounds.
- The instructor emphasizes how to teach breadfruit reads (dead) in one word or at the end of a sentence. In order to make it easier for participants to understand, we remind prospective tutors to emphasize their differences with vowels (no breadfruit) with examples.
- The instructor emphasized how to teach alif lam qomariyah, that is, we clearly read the *lam* letters dead. The instructor gave an example of his reading while recognizing the letters of *hijaiyah* that were collected in the reading of *alif lam qomariyah*.
- The instructor emphasizes how to teach *tasyid* by first closing the *tasyid* sign by comparing it with reading sentences that are not *tasyid*. Then, when the tashid sign is released, the instructor emphasizes reading in the *tasyid* letters steadily. The instructor gives several examples until the prospective tutor really understands.
- The instructor emphasized how to teach alif lam syamsiyah, i.e. the *lam* letters were not read. The instructor gives an example of reading while observing the letters *hijaiyah* that are collected in the reading of *alif lam syamsiyah*.
- Finally, the instructor asks prospective tutors to pay close attention to the ability of the tutorial participants

in combining breadfruit reading, *tasyid* and harakat variation. The prospective tutor is reminded, if later there are participants who get into trouble, then reminded to look back at a glance sketch (key).

Book Three mastery training, namely by:

- The instructor introduces a sketch of a two-page long reading by giving a few examples and comparing the difference with a short reading. The instructor reminded prospective tutors to make the participants aware so they would avoid reading errors between the long and the short, because it would risk the meaning of the reading and the value of one's worship.
- The instructor reminded prospective tutors that tutorial participants should practice well and carefully in each section. If the tutorial participant gets an error, the tutor must immediately reprimand him and the participant immediately corrects it.
- The instructor emphasized how to teach a combination of reading critical letters, the letters that have the complexity of *makhraj*. The instructor gave an example with a loud voice, prospective tutors then imitated which.
- The instructor explained and gave examples of *layyin* readings (read short AE and AU) when not meeting waqaf. The instructor also explained long reads but read short when meeting breadfruit or *tasyid*. The instructor then teaches the amalgamation of breadfruit into a tashid if there is a meeting between the two.
- The instructor explains the sketch of waqaf and gives examples of how to read it. The instructor also explained the reading that contained the "f" a sign read "m" in the previous community. The instructor also teaches reading "qof" and "kaf" which is read thick nasally when meeting with *num-sukun* or *tanwin*.
- The instructor explains and gives examples of length reading of 6 pages if there is a '~' sign. The instructor also teaches how to read the letters at the beginning of the letter.
- The instructor reminded prospective tutors to test each lesson carefully and in full discipline.
- Finally, the instructor teaches makharijul letters in the style found at the end of the page in a loud voice. The instructor then reminded prospective tutors to check one by one the ability of the tutorial participants. If the participant still faces difficulties in pronouncing *hijaiyah* letters, the tutor needs to practice his *makhraj* on each participant in the tutorial. Have the tutorial participants repeat the *Makhraj* style in a loud voice.

**B. Training Results**

This training was successful because all the training participants (prospective PAI tutors at UPI Al-Furqan Mosque and mosques around campus) could teach reading the Koran with the fast reading method of Al-Quran Bilhikmah. The benchmarks for the success of this training are the answers to

all the formulation of the problem and the achievement of the objectives of the activity.

- Participants (prospective tutors) attend training activities from the beginning to the end. They follow well in every stage of the activity. Especially in individual and small group guidance, all participants followed it well. There were also some participants who could not attend the large group training. But they get training materials and then get explanations in the guidance of small groups. The participants who could not attend the large group training were specifically grouped into small groups to get specific guidance.
- Participants master how to teach book 1, book 2 and book 3 Bilhikmah. They even mastered practical recitation. We can note the results of their evaluation in the following table.

TABLE I. TRAINING PARTICIPANTS' MASTERY OF THE BILHIKMAH METHOD

No	Book Bilhikmah	Mastering	Not mastering	Total
1	Book One	80	0	80
2	Book Two	80	0	80
3	Book Three	72	8	80
4	Tajweed practical	72	8	80

Books 1 and 2 Bilhikmah are controlled by all training participants (100%), while Books 3 and Tajwid Practical are controlled by 72 participants (90%).

- Almost all participants (90%) were recruited as UPI Al-Furqan Mosque Tutors. Each tutor guides 10 students who cannot read the Koran. After being guided for 10 weeks, 7 out of 10 students can successfully read the Koran. Thus, the Bilhikmah method training increased the ability to read Al-Quran to UPI students.

**C. Discussion**

The results of the training are in line with other research findings. Among the successes of this training was that participants had a strong motivation to master the Bilhikmah method. Compare with training on making web-based learning media conducted for teachers of SMK-SBI Yogyakarta. Training in using open source-based CMS (Content Management System) software. The activity process begins with the registration of participants on the condition that they have the motivation to take part in training and are at least able to operate computers properly [8]. Also compared with the results of research in Italy about entrepreneurship motivation factors among students. Using data from a survey of 941 Italian students and adopting Ajzen's planned behaviour theory, this paper uses a structural equation model to identify factors that explain students' entrepreneurial intentions. The findings show that attitudes, subjective norms and perceived behavioural control positively shape the intentions of Italian students. In

addition, these findings signify that the skills gained during the university pathway play an important role in encouraging students to consider entrepreneurial choices. This paper extends and complements academic and policy debates in entrepreneurship, which offers a comprehensive investigation of the factors influencing entrepreneurial intentions. This also allows us to argue that higher education may have an important role in growing young entrepreneurial intentions. This is very important given the current global economic conditions and the importance of an updated entrepreneurial strategy [9]. Almost similar to the findings of the study, the students who took part in the Bilhikmah method training felt uneasy with the condition of the students, most of whom could not read the Koran. Therefore, they are called to master this method and eradicate illiteracy of the Koran for their juniors. Similarly, if students in Italy attend entrepreneurship training because of economic downturn, they need to master entrepreneurial skills; while the students taking part in the Bilhikmah training felt uneasy with the condition of Muslim students who could not read the Koran.

The new method factor is influential on the success of this training. Bilhikmah is a new method compared to other Qur'anic reading methods. In fact, it is not just new, the Bilhikmah method is simpler and superior compared to other methods. Because of that, the participants were very enthusiastic about wanting to master this new method. This was discovered by Mulyono and Meilani. To optimize the technical competence of employees, every element in the training program, especially training methods, must be designed to be attractive, innovative, and under the needs of employees in carrying out their duties and functions. They have proven the training program to increase employee technical competency. The results of data analysis show that the training program for government officials in West Java has a positive effect on technical competence, especially in terms of the ability to think, influence, manage, perform and act [10].

We carried another success out in stages starting from the mastery of Book 1, followed by Books 2 and 3, and finally the mastery of practical recitation. After that we assigned the participants to teach reading the Koran with the Bilhikmah method with the instructor's help. Whenever there is a difficulty, the instructor always provides practical solutions. The order of giving such material is in line with the training in making learning media. Provision of material begins with introducing the internet and website and the server installation process and the installation of CMS software. After that, they give the core material about how to make web-based learning media by using open source CMS. The next material is uploading a website on the internet. The material presentation was ended by giving independent assignments for each participant to create their own web-based learning media tailored to the participants' teaching areas. In making independent assignments, they give participants help in the form of consultations for those who experience difficulties. They use the independent task as the basis for determining the achievement of the competency of participants. From the participants with 11 teachers, all of them can take part in the training from beginning to the end. In addition, all teachers can

complete independent tasks well, which can create web-based learning media [8].

Another factor is whether the training is just to fill an employee vacancy or more. The participants of the Bilhikmah method are serious about taking part in the training activities because they are not just a provider of tutorial activities to read the Koran, they also really need to master the Bilhikmah method for their interests as religious students. This finding is like the results of research by Rekha and Ganesh in India. They conduct research on the orientation of a mentor's learning goals in a mentoring training activity. The question he asked was whether a mentor attended training just to be an organization provider or more than that? Research found mentors were not merely providers but actually learned to master all training materials [11].

Another factor for the success of this training is that the UPI Tutorial Program has held a kind of pre-service training for prospective tutors since the first and second semesters. Then when going to run tutorial assignments, the UPI Tutorial Program held another kind of in-service training and by inviting professional institutes of training to quickly read the Koran Bilhikmah method from Unisba. This finding is in line with the findings of Smith et al who analysed the results of a research project on current trends in employer training in Australia. While the formal vocational education and training (VET) system is well researched, day-to-day training occurring in the workplace is relatively under-examined in Australia. Using the results of several entrepreneur surveys conducted in 2015, this paper describes and analyses employer-based training in various fields of industry. This survey includes a group of questions about a variety of things, including the reasons entrepreneurs train, and how this relates to entrepreneurs' perceptions about their operating environment, and the structure they have for managing and organizing training. They provide detailed data on three forms of special training: in-house training and learning. Employer's use of external training providers; and employers use nationally recognized training - training from the VET system. Finally, this paper reports what managers say about obstacles to providing more training. This paper analyses findings related to the literature and identifies changes over time in training practices in Australian companies [12]. This research found that pre-service and in-service training outside formal vocational education institutions has proven to be effective in increasing participant skills.

As a whole, the success of the Bilhikmah training was because of the integrated planning, implementation and evaluation. So far, the training is only partial. The training also involved previous Al-Quran tutors who were involved in planning, implementing, and testing directly in the training activities. The previous tutors quite knew of the weaknesses and strengths of the tutorial program he had done. Now they are both team assistants and training participants with prospective tutors. Thus, this training program is like a hermitage to produce superior Al-Quran tutors. This finding is in line with research and development findings on the effectiveness of training by examining its planning, implementation, and evaluation in developing a model of training management and character education focused on

character building to produce prospective teachers and young vocational teachers who excel in disseminating the noble character of the nation. The study used the Locus Padepokan Character Department of PPKn FIS Unnes. The subjects of the study were freshly graduated Unnes students and young teachers in Semarang City, Central Java Province. The factual model of training management and character education development that has been running so far contains weaknesses in various aspects, from planning to implementation to an evaluation of activities. Based on an analysis of several weaknesses of the factual model, they then carry out a conceptual model reconstruction based on a review of ethical and emic factors. The conceptual model was further refined by accommodating the results of focus group discussions with stake holders and using the potential and resources possessed by character groups in the Department of Politics and Citizenship Education at UNNES. This model has integrated various aspects of training, ranging from refinement of the weaknesses of the factual model, consideration of ethical and emic factors, and the aspirations and needs of stakeholders, so it is feasible to conduct trials in a broader domain [13].

#### IV. CONCLUSION

The main conclusion, the Bilhikmah method training activity was successful. Almost all trainees mastered the fast reading method of the Bilhikmah Al-Quran. We then recruited them to become Tutors of the UPI Al-Furqan Mosque. After becoming tutors, they improved the ability to read the Koran 7 out of 10 students he mentored.

We measure the conclusions of this training activity from the main questions and main objectives of the training:

- The trainees have insight and knowledge about several theories and approaches in reading the Koran, especially the fast reading method of the Koran Bilhikmah complete with its advantages.
- Almost all trainees have a good understanding of books 1, 2 and 3 quickly read the Al-Quran Bilhikmah; also mastered the practical recitation of Al-Quran Bilhikmah.
- Participants who mastered Books 1, 2, and 3 and the practical recitation of Bilhikmah were all recruited to become the PAI UPI Tutorial Al-Quran Tutor. They also improved the ability to read the Koran as much as 7 out of 10 students he mentored.

#### ACKNOWLEDGMENT

We would like to thank Rector and Head of the Research Institute and Community Service Universitas Islam Bandung (UNISBA) for supporting this training in 2019.

#### REFERENCES

- [1] M. Rahmat and U. Supriadi, "Studi Efektivitas Kutab Bilhikmah dalam Meningkatkan Kemampuan Membaca Al-Quran pada Mahasiswa UPI Peserta Tutorial PAI." Artikel Hasil Penelitian. Departemen Pendidikan Umum FPIPS UPI, 2011.
- [2] U. Supriadi, "Tingkat Kemampuan Membaca Al-Quran Mahasiswa UPI Bandung," Laporan Penelitian. Program Tutorial PAI Departemen Pendidikan Umum UPI, 2018.
- [3] U. Supriadi, "Tingkat Kemampuan Membaca Al-Quran Mahasiswa UPI Bandung," Laporan Penelitian. Program Studi Ilmu Pendidikan Agama Islam UPI, 2012.
- [4] M.W. Yahya, "Efektivitas Metode Bilhikmah dalam Memberantas Buta Huruf Al-Quran Anak TK dan Mahasiswa UNISBA," Laporan Penelitian. Fakultas Ushuluddin UNISBA, 2010.
- [5] G.A. Cole, *Personnel and human resource management*. Great Britain: Ashford Press, 2004.
- [6] M.S. Pallavi and P. Kulkarni, "A Literature Review On Training," *Journal of Arts, Science & Commerce*, vol. IV, no. 2, pp. 136-143, 2013.
- [7] M. Armstrong, *Armstrong's handbook of human resource management practice*. London: Kogan Page (11 ed.), 2009.
- [8] D.B. Hertanto, D. Hariyanto and N. Yuniarti, "Pelatihan dan Pendampingan Pembuatan Media Pembelajaran Berbasis Web dengan Menggunakan CMS (Content Management System) Open Source Bagi Guru-Guru SMK-SBI Se-Propinsi DIY," *Artikel Jurnal. Lembaga Pengabdian Kepada Masyarakat Universitas Negeri Yogyakarta*, 2008.
- [9] L. Ferri, G. Ginesti, R. Spano and A. Zampella, "Exploring factors motivating entrepreneurial intentions: the case of Italian university students," *International Journal of Training and Development (Online ISSN:1468-2419)*, vol. 22, no. 3, pp. 202-220, 2019.
- [10] T. Mulyono and R.I. Meilani, "Dampak Program Pelatihan Terhadap Tingkat Kompetensi Teknis Pegawai," *MANPER – Jurnal Pendidikan Manajemen Perkantoran*, vol. 1, no. 1, pp. 167-175, 2016.
- [11] K.N. Rekha and M.P. Ganesh, "Factors influencing mentors' learning from mentoring relationships: insights from a serial mediation study in India," *International Journal of Training and Development*, vol. 22, no. 3 pp. 221-239, 2019.
- [12] E. Smith, V. Callan, J. Tuck and A. Smith, "Employer training in Australia: current practices and concerns," *International Journal of Training and Development*, vol. 22, no. 2, pp. 169-183, 2019.
- [13] M. Rachman, Masrukhi, A. Munandar and A. Suhardiyanto, "Pengembangan Model Manajemen Pelatihan Dan Pengembangan Pendidikan Karakter Berlokus Padepokan Karakter," *Jurnal Refleksi Edukatika*, vol. 8, no. 1, pp. 16-26, 2017.