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PE-ADI MODEL: MODEL DEVELOPMENT OF COMPETENCY-BASED TRAINING

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Abstract

Training models have not developed much. Unlike the case with learning models that almost every year increase in number because the development of learning models always exist. The growing number of learning models can be understood, because the learning process occurs in formal education, so there are more opportunities for needs than training needs. Every curriculum change requires a change in the learning model. All learning models that have been developed generally refer to the 4 learning models of Joyce and Walace, namely (1) Social Interaction Model, (2) Information Processing Model, (3) Personal Model, and (4) Behaviour Modification Model. This means that the development of learning models remains within the realm of educational technology that is rational, logical, and directed according to the needs of learning and teaching in formal education. So what about training models in non-formal education? Is there a model that can be formulated for the training implementation process? This research answers and discusses the above questions. Using the literature research method, this research found a model called the PE-ADI Model. As a development of Competency Based Training (CBT), PE-ADI is an acronym for Concept Understanding, Concept Exploration, Actualisation, Demonstration and Improvisation. The PE-ADI model training can be applied in training for child-friendly pesntren development teams.

Keywords: *Competency-based Training, PE-ADI Model*

INTRODUCTION

Training generally occurs in non-formal education channels. Training activities are usually carried out for a programme that will be implemented in various layers of society, in the world of work and other professional worlds (Fadhollah, 2016 ; Hidayat,2016). In the training process there is also a learning process. This means that the learning model can be used in the training process which is adapted or adjusted to the basis and purpose of training, namely changing behaviour in a better direction, formal or non-formal and informal. Training is also carried out for this purpose (Hamalik, 2021; Misko, J.2008 ; Natsir,A, 2021).

The difference between training and learning terminologically lies only in space, time and specific objectives. The training carried out is oriented more towards work tasks that are expected to be adopted by certain groups in accordance with the aims and objectives of the programme (Kamil, H. Mustofa, 2012 ; Lesort, T.at.al,2020 ; Albert

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et.al,2024 ;). While learning is carried out systematically in formal education channels that are arranged hierarchically starting from elementary, junior and senior high school, to highest education and the equivalent, in accordance with applicable regulations (Sudjana, D,1993 ; Kamil,H et. Al, 2012).

The implementation of training is more about skills and attitudes that will create competence in the duties and responsibilities of a person or group of people in a work organisation. Training programmes are often temporary and depend on developments and demands in the professional world. As we know, the teaching profession is one of the professions that in the implementation of its duties will always experience developments according to situational demands in the world of education (Otto,P.et.al,1970 ; Hodge,S, 2007 ; Mariani, A.,et.al, 2022 ;)

The development of training models always goes hand in hand with the launch of a particular programme, which begins with socialisation and ends with evaluation. A training programme is then developed to improve the effectiveness of the socialisation. This often happens because the evaluation of the programme usually shows unsatisfactory results.

Often a programme is launched for a specific purpose, but its implementation is not effective because the training process is not designed as a model that is embedded in the programme. Most of the time, training is simply replaced with socialisation. A training model is basically a miniature picture of a training process. Hamalik (2001) explains that a training model is a form of training implementation in which there is a training programme and procedures for its implementation. Of course, as needed, the existing training model also develops. The development of training models is always based on the background and objectives of the training itself.

One of the existing training models is Competency Based Training or abbreviated as PBK. Competency-based training is training that is oriented towards the competence or proficiency of participants towards what is their duty and obligation in the work. Blank (1982) sets out 12 stages in the implementation of PBK. Each stage is (1) identifying and defining tasks, (2) identifying initial abilities of trainees, (3) identifying and defining types of work according to function, (4) analysing task assignments, (5) formulating intermediate objectives, (6) sequencing task descriptions and final objectives to be performed by participants, (7) developing tests for performance development, (8) conducting written tests to assess performance, (9) developing drafts for learning guides, (10) testing tests and revising learning guides, (11) developing learning management systems, (12) implementation and evaluation of the training process. Conceptually, Blank has laid a schematic basis for the implementation of training aimed at improving the competence of trainees in accordance with the objectives of the training. However, how can the operational implementation of the 12-step sequence above be customised and developed as needed? The result of this development will be a specific training model that fits the existing substance. The PE-ADI model is a model that was born from the operation of Competency-Based Training (Brown,M et.al,1994 ; Craig,R,1997)

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RESEARCH METHOD

This research is descriptive-qualitative in nature that tends to use an inductive approach (Creswell,J W et.al 2008, Gall,M.D, 2010). Based on its type, this research is library research using the development method in which competency-based training models are analysed and developed with the main objective of finding a new development model.

RESULTS AND DISCUSSION

1. PE-ADI Training Model

The PE-ADI model is a training model that aims to increase the competence of trainees in accordance with the objectives of training implementation, by applying the stages of (1) Concept Understanding, (2) Concept Exploration, (3) Concept Actualisation, (4) Demonstration and (5) Improvisation. Like a model, the PE-ADI Model is equipped with a Handbook or Guide for Trainers as facilitators in the training process and a Handbook for Trainees containing training materials. The procedure for implementing or applying the PE-ADI Model training is organised in detail in the form of syntax during the training. The description of the training process consists of preparation, implementation and closing.

The purpose of the PE-ADI Model is to standardise the training process for trainees so that it runs optimally, is measurable and has an impact on the competence of trainees. The expected impact is that trainees have competence and are able to apply it in their place of duty.

2. Characteristics of Competency-Based Training (CBT) PE-ADI Model

In accordance with the purpose of the PE-ADI Model for competency improvement, the training implementation process is oriented towards the competence of the trainees. Therefore, the stages carried out contain steps that narrow or focus on achieving competencies that are relevant to the responsibilities or roles of the trainees.

The specification of this model is that there is a match between the training materials and processes and the outputs or objectives to be achieved. The objectives to be achieved relate to the competencies of the trainees that are directly related to the functions, responsibilities and tasks that must be completed personally within an organisation.

Blank (1982) argues that if competency-based training (CBT) is carefully developed and implemented, the training programme will be better than conventional training approaches. Blank's perspective, as a result of his research, is mainly related to the outcomes for trainees. In addition, PBK also has other advantages so that PBK can be said to be more effective and efficient training than other conventional training programmes (Pribadi, A.B.2020).

From some research results as stated by Fadollah (2016), it can be seen the difference between competency-based training and training using traditional or conventional approaches, including (1) trainees get higher test scores after the PBK process, (2) success in obtaining learning experiences for participants is experienced

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more quickly, so that their motivation to learn is high, (3) participants feel comfortable with training and accompanied by an increased self-concept, (4) low learning outcomes can be improved, along with drop-outs can be reduced, (5) participants are more responsible for themselves, (6) trainers or instructors can better serve participants according to their needs, even if the trainer or instructor has a breakdown, the programme can still continue to run well, (7) participants are more busy with their own tasks rather than doing things that are less useful.

More than anything else, Brown's research reported that the delivery of training programmes has become more professional, and has led to an increase in the morality of trainers or instructors, participants and administrators. Improvements in many of these areas depend on the effectiveness of the programme and how hard all those involved in the training programme work to carry out their duties.

In competency-based training, the goal is to achieve the skills required for the responsibilities and task demands of the participants. Competency-based training is conceptually not new. In 1982 Blank introduced the concept of competency-based training. According to him, there are several principles in competency-based training, namely (1) Identify and describe the type of work; (2) Determine the qualifications of participants; (3) Identify and verify the tasks to be done; (4) Analyse the tasks to be done while determining the knowledge and skills needed for the task; (5) Determine the purpose of the work to be done by participants; (6) Sequencing the task description and the final objectives to be performed by the participants; (7) Developing tests for performance assessment; (8) Conducting written tests to assess performance; (9) Developing a draft for the learning guide; (10) Test testing and revision of the learning guide; (11) Developing a learning management system; (12) Implementation and evaluation of the training process.

Furthermore, Brown (1994) developed this CBT into 13 steps, as follows: (1) Detail the competencies that are the subject matter of the training; (2) Measure the initial abilities of participants; (3) Identify and verify the tasks in a job; (4) Analyse the skill demands in a job and add the required knowledge; (5) Analyse job tasks and add the required knowledge; (6) Formulate the final objectives of the programme; (7) Sequence the tasks and the final objectives of the training; (8) Conduct an examination in the form of an action test; (9) Develop a written test; (10) Develop a training guide in the form of a syllabus and lesson plans, (11) Conduct trials, field tests, and revise the study guide; (12) Develop a training management system; (13) Implement and evaluate the training programme. Brown includes the need to analyse the skill demands of a job and the additional knowledge needed. According to him, this point is placed in step 4 before analysing job tasks. Sulipan (2009) more operationally details the steps of PfP as follows: (1) Determine training objectives (standard competencies); (2) Inventory the knowledge, skills and work attitudes required by a competency; (3) Design training strategies; (4) Prepare training materials and facilities; (5) Select training strategies, approaches, methods and techniques and testing; (6) Select reliable instructors; (7) Prepare training schedules; (8) Carry out the training process; (9) Testing/assessment (10) Awarding Certificates. In general,

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the specifications and characteristics of the PE-ADI PBK model consist of systematic and coherent steps in the process of implementing the training programme. This step is translated into a training syntax that is not rigid in its development.

3. Specifications of the PE-ADI Model

In PE-ADI, which is a development of PBK, 15 detailed processes have been produced which are arranged or explained from 3 (three) main stages in the form of preparation, implementation and closing. In addition, the PE-ADI model ensures the introduction of concepts to the implementation stage. Each is described in the training syntax.

The PE-ADI model is a training model implemented to improve the competence of trainees by performing the PE-ADI stages. PE-ADI is an acronym for 'Understanding, Exploration, Actualisation, Demonstration and Improvisation'. In this training model, there are the following stages: (1) concept understanding; (2) concept exploration; (3) concept actualisation; (4) demonstration; (5) improvisation. In taking each stage, trainees and trainers are guided through modules in the form of material books or handbooks for participants. In addition, trainers are also equipped with a handbook that they use as a reference in the implementation of training. The skills consisting of cognitive, affective and psychomotor aspects obtained by the trainees can also be measured. In detail, each stage of PE-ADI is explained as follows.

4. Concept Understanding

At the stage of understanding concepts, trainees carry out learning activities and gain learning experiences to remember and understand the concepts of each material. In Bloom's Taxonomy revised by Anderson and Krathrowlh, understanding is at level 2 (two) or abbreviated as C2 (competency level 2). C2 is the level after remembering which is abbreviated as C1.

This means that in concept understanding, what happens is the process of remembering and understanding. This is the initial step before participants are able to go to C3, C4, C5 and C6 (Mulatsih, B: 2021). Consider the following picture.

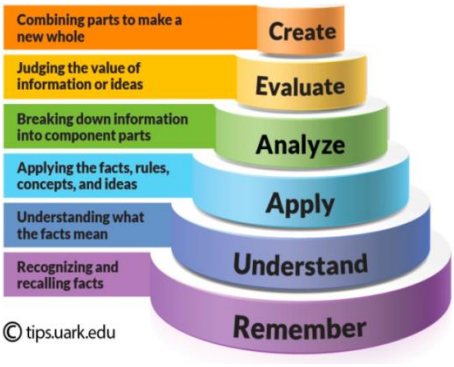


Figure 3 Hierarchical Knowledge (Anderson & Krathwolh, 2011)

The picture shows the hierarchical competence of a person that can be upgraded through the process of learning and learning. Starting from a person's ability to remember (C1), then understand (C2). After understanding, then able to apply (C3), analyse (C4), to evaluate (C5) and create (C6).

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PE-ADI is one of the stage models in the learning process that takes an approach in synthesising teaching materials into skills sequentially from C1 - C6.

Each stage is measured by the abilities that can be demonstrated by trainees. The measurement process at the trainee's competency level is outlined in the tasks provided in the training material book held by the trainee. At the C1 level, remembering, trainees will be able to (1) Detail; (2) Explain; (3) Name. At the C2 level, understanding, trainees will be able to (1) describe; (2) distinguish; (3) describe. The ability of participants to detail, explain, name, and describe, differentiate, elaborate is used as an indicator of the assessment of each material in the participant book (training material).

5. Concept Exploration

The 'concept exploration' stage is carried out to improve the trainees' understanding towards the ability to apply each of the materials. In other words, this stage is a bridge from the ability to understand concepts to 'concept application'. At this stage, trainees explore the reality that occurs in the field or their respective places of duty. After obtaining the results of the exploration of the conditions in each place of duty, then each participant will connect the understanding of the concepts that have been obtained with the reality that occurs. The achievement of the Concept Exploration stage will be determined by the trainees' achievement of level C2: Understanding. So that the trainees are able to (1) Explain; (2) Distinguish; (3) Describe.

6. Concept Actualisation

At this stage, the trainees are already at level C3, Apply. An indication of the achievement of this C3 level is if the trainees are able to (1) Determine; (2) Sort; (3) Apply.The 3 indications are contained in the tasks that have been prepared in each material so that indicators to measure skills in the actualisation of this concept can be done.

7. Demonstration

The demonstration stage is the stage where trainees have been able to reflect the results of their learning activities concretely. At the demonstration stage, trainees also analyse and evaluate the learning outcomes they have understood. At the demonstration stage, trainees have certainly reached the C4 and C5 levels, namely analysis and evaluation. At the C4 level, trainees will be able to (1) Analyse; (2) Integrate; (3) Relate; While at the C5 level, trainees are able to (1) Assess; (2) Compare; (3) Choose.

8. Improvisation

At the improvisation stage, trainees have been able to reach the highest level in the knowledge hierarchy, which is C6. Level C6 is Creation. Trainees' proficiency for this stage is indicated or characterised by their ability to: (1) Designing; (2) Connecting; (3) Composing. The 3 indications are indicators of achievement measured by independent tasks in each of the materials in the training/learning activities. So that each stage passed during the training process can be measured and detected clearly which will determine whether the stage is continued or will be repeated. This

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is where the trainer's main role comes in. The trainer must ensure that each stage has been completed by each participant and meets the standards of achieving the training learning objectives. If not, then the trainer facilitates the participants to repeat the learning activities, and conducts intense mentoring.

9. Training Materials in the PE-ADI Model

In order for the PE-ADI model's concept for a particular programme to be implemented, it is necessary to have materials that are appropriate to the tasks and responsibilities of the trainees in the places where they work. The relevant materials consist of 3 (three) themes, namely (1) Introduction to the Training Programme; (2) Indicators of the training programme; (3) Implementation of the training programme. The arrangement of the materials was systematic, starting with the introduction of the programme, followed by the indicators in the programme. With these two materials, the basic concepts of the programme can be understood so that participants can easily enter the third material, namely implementation. In the implementation material, there are sub-materials.

10. Relationship between PE-ADI Stages and Taxonomy C1 - C6.

The PE-ADI stages are considered relevant to the process and outcomes of competency-based training because each stage has a correlation with the competencies in the knowledge taxonomy first initiated by Bloom. Schematically, the PE-ADI stages in the learning activities are described in the following figure.

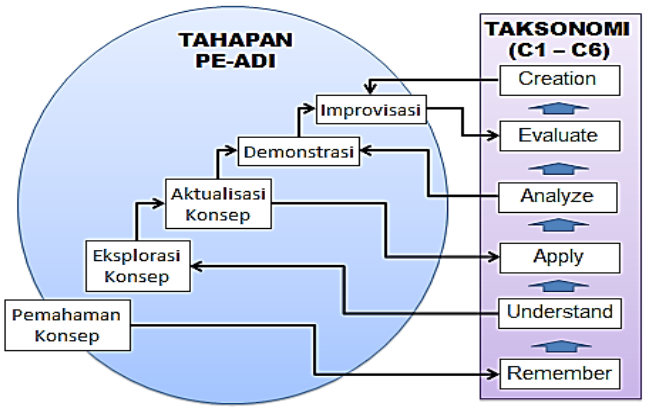


Figure 4 Schematic Relationship of PE-ADI Stages with Taxonomy C1-C6

Figure Description:

The circles on the left in the figure are the stages of PE-ADI, while the squares on the right are the C1-C6 taxonomy. It can be seen that the first stage of PE-ADI is 'Concept Understanding'. At this stage trainees are trained to 'remember' which in the taxonomy of competence is located at the bottom or earliest (C1) in the form of 'remember'.

After the trainees are able to remember, then the trainees will enter the realm of 'understand' at level 2 or C2. At this stage, trainees explore the concepts of the training programme that have been understood to enter the 'Concept Actualisation' stage.

At the 'Concept Actualisation' stage, trainees have been able to apply the

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training programme concepts to their respective work situations. This is possible because the participants have explored the concept.

The ability of trainees at the 'Concept Actualisation' stage then refers to level 3 or C3, namely 'apply'. What happens to trainees after being at C3 is an increase in level towards 'analyse' at level C4. Here the trainees have analysed the concept of the training programme which they will eclectically translate into reality in the form of a 'demonstration'.

The 'demonstration' stage will move to the 'improvisation' stage as the last stage of the PE-ADI model. At this stage, trainees conduct 'evaluation' and 'creation' as a refinement or revision of what was improvised.

11. The role of the trainer

The role of the trainer who functions as a facilitator in the training using the PE-ADI PBK model is to guide the participants in participating in the training. In addition to guiding the trainees in following the learning steps in the training module/materials held by the participants, as well as acting as a person who guides the participants in accordance with the instructions in the module.

In addition, the trainer ensures that the learning process occurs in accordance with the content and steps in the module based on the effectiveness of the time specified in the module. In certain cases, the trainer can take tactical steps as needed in the training process in case of unplanned events such as punctuality, and accuracy in performing tasks and worksheets. A specific role of the trainer is to determine the follow-up training activities for the trainees based on the evaluation of the tasks. The assignment reflects the participants' achievement in understanding, exploring, actualising, demonstrating and creating. In terms of formative tests, the role of the trainer does not exist. It is the trainees themselves who evaluate the results of the formative test. Trainees will follow the direction of the sheets in the module regarding the formative test and the results of the assessment of the formative test.

12. Final Objectives and Competencies to be Achieved

The ultimate goal of the learning process in training using the PE-ADI model is in accordance with the Training Outcomes. In detail, these outcomes are (1) Able to describe the concept of a training programme, according to its components and indicators and determine how the reality of its implementation; (2) Able to apply and integrate the principles and components of the training programme into policy; (3) Able to assess and select facilities and infrastructure; (4) Able to design and compile work activity tasks; (5) Able to implement training programmes in the place where trainees are assigned. At the 'Concept Understanding' stage, point 1 was achieved. At the 'Concept Exploration' stage, point 2 was achieved. At the 'Concept Actualisation' stage, point 3 was achieved. At the 'Demonstration' stage, the goal of point 4 was achieved. While at the final stage 'Improvisation' point 5 is achieved.

The PE-ADI stages in the module have been designed for trainees to perform step by step so that there is an increase in C1 to the next C until it reaches C6. At each C level, the trainees proved their ability to understand and have the competence to describe, determine, analyse, assess and arrive at the ability to design.

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The tabulated relationship between the PE-ADI stages and the Coaching Outcomes is described in Table 1 below.

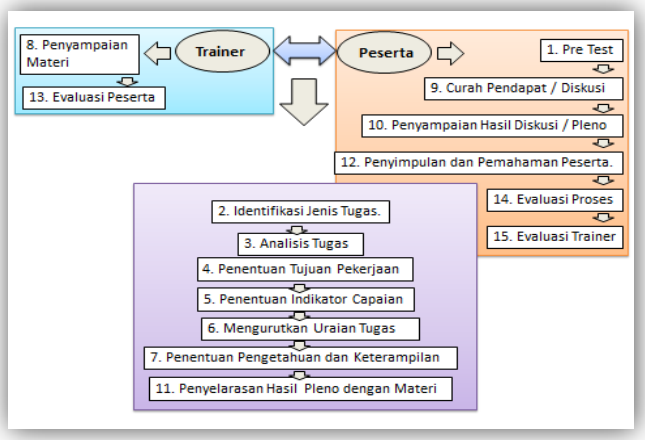
No	PE-ADI Stages and Level C on Bloom's Taxonomy	*Coaching Outcome*
1	Concept Understanding (C1: Remembering and C2: Understanding)	Able to describe the concept of training programmes according to the components and indicators and how the reality of its application in the trainees' workplace.
2	Concep Exploration (C3 : Aplication)	Able to apply and integrate the principles and components of training programmes into work practices.
3	Concep Actualisation (C4 : Analysis)	Able to assess and select facilities and infrastructure based on the training programme.
4	Demonstration (C5:Evaluation	Able to design and structure learning that integrates the values of the training programme in the place where the trainees work.
5	Improvisation (C6 : Creation)	Able to implement the training programme in the place where the trainee works

Table 1 Relationship between PE-ADI Stages and Coaching Outcomes

13. Delineation of Role Domains in the PE-ADI Model

What is meant by role domain delineation is what are the tasks in the training process, and who performs them. Simply put, delineation is answering the question of what is done by whom. In this case there are two main subjects, the trainer and the participants. Each subject has a specific role or task. Take a look at the following picture.

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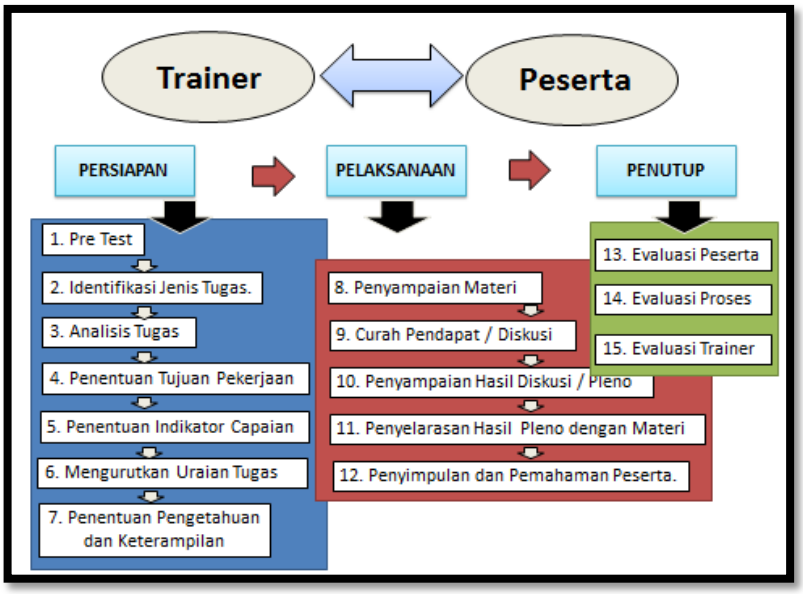


Fiqure 5 Delineation of Task Domains in the PE-ADI Mode (Sourch : Research Results, Albert, 2023)

The figure above shows how trainers and trainees have their own functional roles. There are 3 (three) large boxes in which each small box is contained. The large box on the left side is the box that is the main task of the trainer. The box in the centre is the task performed by trainers and participants in a collaborative and participatory manner. The large box on the right is the box that contains what the trainees do during the training process. Each box contains a small box with a number and an activity. Each is a sequence of activities in each stage. The sequence continues from number 1 to number 15.

14. PE-ADI Step Modelling

PE-ADI Step Modelling is an operational miniature representation of the PBK - PE-ADI Model. This modelling is presented in the following figure.



Picture 6 Modelling Stages of the PE-ADI Model(Sourch : Research Results Albert, 2023)

Figure 6 shows the PE-ADI Model training process which has 3 (three) main

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stages. The main stage is the destination stage. The main stages are divided into (1) preparation, (2) implementation and (3) closing. Each of the main stages contains several stage components that must be completed at each main stage. The main stages shown in the figure contain 7 (seven) sequential processes from number 1 to 7. The last stage in the form of the closing stage consists of 3 (three) which are sequenced from numbers 13 to 15. Each process is carried out and mechanised from the first main stage to the second to third main stages.

15. Components of the PE-ADI Model

The components of the PE-ADI Model as a model are (1) syntax, (2) reaction principles, (3) social system and (4) support system. Each is described as follows :

A. The syntax

Syntax of the PE-ADI Model is as follows: (1) Conduct a pre-test; (2) Identify and determine the type of task or job; (3) Analyse the task / job to be done; (4) Determine the objectives of the work to be done by the participants; (5) Determine the indicators of achievement of the work to be done by the participants; (6) Sort the task description and the final goal to be done by the participants; (7) Determine the knowledge and skills required for the task; (8) Carry out the core process in the form of material delivery; (9) Carry out group discussions and brainstorming among participants; (10) Submit the results of group discussions to plenary discussions; (11) Align the results of plenary discussions with the subject matter; (12) Participant summarisation and understanding; (13) Participant evaluation; (14) Process evaluation; (15) Trainer evaluation.

B. Reaction Principles

The reaction principles are outlined in tabular form as follows:

No.	Stages	Trainer	Training Participants
1	Doing pre test	Distributing pre test questions	Working pre test instructions
2	Identifying and establish ing the typse of work	Describing the type of work to be performed by each participant according to his/her position in the job. Describing in detail about these tasks	Comprehending the types of work that correspond to each position in the organisational structure. Each participant recognises the job description
3	Analysing the task at	Asingk one of the	Actively sharing their

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	hand	participants to elaborate on the tasks that each group has written down.	opinions on the task at hand
4	Defining the purpose of the work to be done by the participants	Equalising participants' perception of the objectives to be worked on	Having a common perception of the purpose of the job as it relates to the purpose of the job task.
5	Determining the achievement indicators of the work to be done by the participants	Invite participants to determine the indicators of achieving the objectives of the work.	Raising and agreeing on indicators of goal achievement
6	Outlining the task description and the end goal that participants will work towards	Sequencing the tasks of each field. The trainer continued with the priority order to be done according to the stages of work tasks.	Understanding the sequence of tasks to be performed in accordance with the stages of the job task.
7	Determining the knowledge and skills required for the task	Facilitating participants to actively express their opinions on the knowledge and skills needed to carry out the tasks that have been sorted.	Understanding the knowledge and skills required to carry out the sorted tasks
8	Carrying out the core process in the form of delivering material	Presenting material about the training programme and providing opportunities for questions	Pay attention, listen and ask if there is something that is not understood

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9	Carrying out group discussions and brainstorming among participants about the training material and its stages	Guiding the discussion and brainstorming process	Conducting group discussions and brainstorm with each other
10	Submissing of group discussion results to the plenary discussion	Asking each group to present the results of the discussion	Presenting the results of the group discussion
11	Alignment of plenary discussion results with subject matter	Facilitating the understanding of all participants on the conclusion of the subject matter	Participants understand the subject matter
12	Summarisation and Understanding	Guiding the process of drawing conclusions by participants and the understanding gained	Participants or representatives from the group will summarise and determine the line of understanding.
13	Participants Evaluation	Distributing post tes questions	Doing post test question
14	Process Evaluation	Distribiuting form process evaluation forms	Filling in the process evaluation form
15	Trainer Evaluation	Distributing trainer evaluation forms	Filling in trainer evaluation forms.

Table 2 Reaction Principle of the PE-ADI Model PBK

C. Social System

Training is a part of education which is a means of career development and coaching as well as an effort to improve the quality of human resources in accordance with work needs. As one of the educational processes, the training model clearly requires a pattern of social relationships that exist in the training process. The pattern of relationships that exist and are formed in the training process is one of the components of the model called the social system.

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A social system is a network of patterns of relationships that form a coherent whole that exists between individuals, groups and institutions. It is the formal structure of roles on the example of social status that can form in small stable groups, which in this case is the training group. In the PE-ADI model of PBK training, the pattern of relationships will be formed of 2 components, namely:

Relationship between Trainers and Participants

The relationship between trainers and participants in the PE-ADI training model is more of a learning partner relationship. This means that a trainer is not positioned or identified as a teacher who provides teaching materials to trainees. In practice, a trainer tries to facilitate the needs of participants in learning. So that the relationship formed is where the trainer acts as a facilitator. In addition, the trainer also provides instructions in the learning process so that participants perform some activities related to the training steps. In this role, the trainer can also be referred to as an instructor.

Meanwhile, the trainees will feel motivated, facilitated and mediated by the trainer in the learning process of the training. An intimate and friendly relationship is the hallmark of competency-based training. Rigid and closed relationships are avoided during the training process.

Relationships between Participants and Other Participants

The same is true in terms of relationships between fellow participants. There is often a very close relationship between one participant and another. They will share opinions and suggestions as well as arguments in criticising each other. This relationship should be maintained and optimised to create a warm and friendly atmosphere during the training process. In this case, the role of participants is required to be able to master the situation and interactions in the training room. Trainers will easily master this by following the systematic or each stage in the PBK model - PE-ADI. Each stage will provide feedback to determine whether it can move to the next stage, or still remain in the current stage.

D. Support System

The support system in the PBK -PE-ADI training model is all the tools and media as well as facilities and infrastructure needed by the trainees to be able to explore appropriate information to achieve the training objectives. It is called a system because one aspect will be functionally related to other aspects during the training process. The support system referred to in this training is a (a).Training Material Book for Participants.The material book for trainees is a collection of information that has been made in the form of a book submitted to trainees. This book is a source and learning media that will be used together during the training process guided by the trainer. (b) In foccus and Plano Paper. In Foccus is used to display information both in the form of images, audio visuals and so on. In addition, flipchart paper is also needed as a medium for participants to express their opinions. In this case, flipchart paper is used as a medium for participant elaboration by the trainer. (c). Laptop and Stationery. Laptop is used as a tool to display material on the in foccus screen, according to the training needs per

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session referring to the syllabus by the trainer. Stationery in the form of markers and pens are also used by participants and trainers in writing the results of each step and stage of the training process.

16. Child Friendly Pesantren Developing Team

Child Friendly Pesantren Developing Team is a working group in pesantren. This team is given the mandate to carry out an educational condition that prioritizes child friendliness. The child-friendly conditions in question occur or are organized in pesantren in Indonesia. Of course, the team members must have specific competencies in accordance with the achievement indicators and objectives mandated by the applicable Child-Friendly Pesantren Program (PPRA) (Erni.E, 2020 ; Salim, A.,et.al, 2020 ;).

So far, the training for the PRA Team has never been measured in terms of the process and results of the training. This means that the process and results of the training have not been known at all. In addition, the training model used has not referred to a clear and standardized model (Irwandi, et.al 2007 ; Natsir, A. et.al, 2023) Every resource person who conducts training is only socializing the program in a monologue or one-way manner. Training participants only get information without being able to improve their competence on the material presented. Therefore, a training model is needed to be used in carrying out the training process for the PRA Team in the context of implementing the PRA Program. The PE-ADI model developed is of course a model that is able to answer the existing problems.

CONCLUSIONS

Competency-based training (CBT) of the PE-ADI model is feasible to use to improve trainees' competence. This is possible because the PE-ADI model departs from the training needs analysis and is oriented towards training objectives.

The technical application of the PE-ADI Model for competency improvement is realised in a training programme. The implementation of this programme is outlined in the Trainer's Manual and the Training Materials Book which serve as handbooks for trainees as an integral part of this training model book. The purpose of the training is to improve the competence of trainees in accordance with the responsibilities and tasks carried out by trainees.

The PE-ADI model training can be applied in training for child-friendly pesantren development teams. So that the child-friendly pesntren developing team in each pesantren has competences in implementing the indicators of the success indicators of the child-friendly pesantren program.

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