

**PENGEMBANGAN PELATIHAN BERBASIS *BACKWARD DESIGN* PADA
MATA DIKLAT *LEARNING DESIGN* UNTUK KOMPETENSI *TRAINING
NEEDS ANALYST* BAGI PROFESI *LEARNING DESIGNER* DI IODA
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ABSTRAK

The Future of Jobs Report 2025 mencatat 85 % perusahaan bermaksud melakukan peningkatan keterampilan (*upskilling*) hal ini dikarenakan 39% keterampilan inti pekerja global diperkirakan mengalami perubahan sebelum 2030. *Upskilling* umumnya dapat dilakukan melalui program pelatihan yang dirancang oleh profesi *Learning Designer*. Di lembaga pelatihan nonformal seperti Ioda Academy, pelatihan untuk calon *Learning Designer* sudah ada, namun belum disusun dengan desain pembelajaran yang sistematis dan terukur, sehingga hasilnya kurang selaras dengan kebutuhan industri. Penelitian ini bertujuan (1) mendeskripsikan proses pengembangan pelatihan profesi *Learning Designer* berbasis *Backward Design* yang berfokus pada kompetensi *Training Needs Analysis* (TNA) dan (2) menilai kelayakan pelatihan tersebut melalui validasi ahli dan uji coba kelompok kecil. Penelitian ini menggunakan metode pengembangan (R&D) dengan model ADDIE yang terdiri dari tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Data yang digunakan yaitu kuantitatif dan kualitatif dan diperoleh analisis dokumen SKKNI, penelusuran lowongan kerja, serta wawancara praktisi, kemudian produk pelatihan divalidasi oleh tiga ahli yaitu ahli desain pembelajaran, andragogi, dan pelatihan berbasis kompetensi, serta diuji pada lima peserta Ioda Academy melalui uji kelompok kecil. Analisis dilakukan secara deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa (1) proses pengembangan pelatihan dilakukan melalui tahapan ADDIE dan menghasilkan empat komponen utama: *training charter* (kurikulum), modul digital, asesmen proyek berbasis kompetensi, dan panduan fasilitator. (2) Validasi pelatihan oleh tiga ahli menunjukkan pelatihan berada dalam kategori sangat baik, dengan skor berturut-turut 94,29 % (desain pembelajaran), 91,43 % (*expert trainer*), dan 88,57 % (ahli pelatihan berbasis kompetensi), seluruhnya melampaui ambang kelayakan 75 %, sehingga tidak diperlukan revisi mayor. Uji kelompok kecil oleh lima peserta menghasilkan skor keterpakaian 92 %, yang menunjukkan bahwa materi pelatihan mudah digunakan dan relevan dengan tugas kerja. Dengan demikian, pelatihan dinyatakan layak diterapkan.

Kata kunci: *Backward Design, Learning Designer, Training Needs Analysis, Andragogi*

**DEVELOPMENT OF BACKWARD DESIGN-BASED TRAINING IN THE
LEARNING DESIGN COURSE FOR TRAINING NEEDS ANALYST
COMPETENCY FOR LEARNING DESIGNER PROFESSION AT IODA
ACADEMY**

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ABSTRACT

The Future of Jobs Report 2025 states that 85% of companies plan to implement upskilling initiatives, driven by the projection that 39% of core skills among the global workforce will change by 2030. Upskilling is commonly facilitated through training programs designed by Learning Designers. At non-formal training institutions like Ioda Academy, training programs for prospective Learning Designers already exist but lack a systematic and measurable instructional design, resulting in outcomes that are not fully aligned with industry needs. This study aims to (1) describe the development process of a Backward Design-based training program for the Learning Designer profession, focusing on Training Needs Analysis (TNA) competency, and (2) assess its feasibility through expert validation and small group trials. The research employed a Research and Development (R&D) method using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation phases. Both quantitative and qualitative data were collected through SKKNI document analysis, job vacancy reviews, and practitioner interviews. The training product was validated by three experts in instructional design, andragogy, and competency-based training, and was trialed with five participants from Ioda Academy in a small group test. Data were analyzed descriptively using both qualitative and quantitative methods. The results show that (1) the training development process followed the ADDIE stages and produced four main components: a training charter (curriculum), digital modules, competency-based project assessments, and a facilitator guide. (2) Expert validation categorized the training as excellent, with scores of 94.29% (instructional design expert), 91.43% (expert trainer), and 88.57% (competency-based training expert), all exceeding the feasibility threshold of 75%, thus requiring no major revisions. The small group trial with five participants yielded a usability score of 92%, indicating that the training materials were user-friendly and relevant to job tasks. Therefore, the training program is deemed feasible for implementation.

Keywords: *Backward Design, Learning Designer, Training Needs Analysis, Andragogy*