



Enhancement of Work Competence Through Work Training Programs

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<http://dx.doi.org/10.47814/ijssrr.v6i4.1011>

Abstract

This research aims to describe and analyze the influence of job training programs in improving work competence based on Malang Regency Regional Regulation Number 8 of 2016 Regarding the Implementation of employment. The type of research used is quantitative research with the location used in this research, namely at the Department of Labor of Malang Regency, East Java. The results of this study indicate that the policy of the Department of Labor of Malang Regency Number 8 Year 2016 Concerning implementation of employment in the Malang Regency Department of Labor has been well implemented from the influence of job training programs in increasing work competence, the influence of job training programs in increasing work competence, the influence of job training programs can also be seen from the increase in terms of knowledge, abilities, and skills, and policies of Malang Regency Regional Regulation Number 8 Year 2016 Concerning Implementation employment in the Department of Labor of Malang Regency it has been implemented well. However, there are still some obstacles to its implementation.

Keywords: *Job Training; Work Competency; Policy PERDA*

Introduction

The low level of education and knowledge of the workforce causes the low quality of the workforce. Economic development requires a skilled workforce; in other words, skills and education are the most critical factors in the success of economic development. Therefore, the development of human resources, in this case, the workforce, is directed to be one aspect of human resource development to improve quality and competence in economic development and protect their rights and interests as citizens. The 1945 Constitution article 27, paragraph 2, which reads, "Every citizen has the right to work and a life worthy of humanity,"

Based on terms of human resource development, various efforts must be made to enhance the quality and competence of job seekers in order for them to be in line with the expanding economy. In addition, these efforts can be utilized as enhancements and safeguards for achieving their welfare. Job training can be used to enhance both quality and competence at work. According to Law No. 13 of 2013, job training is a comprehensive activity designed to provide, obtain, improve, and develop work

competence, productivity, discipline, attitude, and work ethic at a specific level of skill and expertise based on the level and qualifications of the position or job. The availability of quality human resources can be achieved through formal education and non-formal education.

Developing sustainable human resources through training that has been designed in such a way as to suit both long-term and short-term needs is urgently needed. The government, in implementing job training, has a vital role. One of them is facilitating the workforce to have competence so that they get work opportunities at home and abroad through their talents, interests, and abilities. This is in accordance with Malang Regency Regional Regulation No. 08 of 2016 article 9 which reads "Every workforce has the right to obtain and improve or develop work competencies in accordance with their talents, interests, and abilities through job training".

In carrying out job training, the government can organize or cooperate with job training institutions. Job training institutions can be through government or private job training institutions. Job Training Institutes organize job training for workers to meet the specified requirements. This definition is stated in the Malang Regency Regional Regulation Number 8 of 2016 concerning Employment Implementation.

The Malang Regency Regional Regulation Number 8 of 2016 for Employment Implementation contains all employment implementation regulations. Such as employment training and placement. By this regulation, the Department of Labor of Malang Regency administers job training programs. Some training is conducted in partnership with work training centers. The existence of vocational training centers is one solution for enhancing the labor force quality, particularly for those with only a junior or senior high school education, who typically have low skills and are unable to continue their education.

Literature Review

1. Public Policy Evaluation

Carl J. Federick, as cited by Leo Agustino (2008: 7) in the book Daras Public Policy, defines policy as a series of actions or activities proposed by a person, group, or government in a specific environment where there are obstacles (challenges) and opportunities for implementing the proposed policy in order to achieve specific goals. While Jonnes (1977) considers public policy to be a continuation of government activities from the past, with only minor modifications, The government's gradual modification of a public policy is an act/attitude of evaluation and reform carried out after observing the effects on society.

A policy devised by the government to achieve specific objectives involving the participation of actors in overcoming environmental problems. Sadhana (2013:59-60) concluded that public policy is a decision intended to solve a particular problem or do an activity with specific goals and which is carried out by authorized agencies in the context of carrying out the tasks of state administration and development. Viewed from the management aspect in Sadhana (2013:24), the stages in public policy are formulation, implementation, and evaluation.



Figure 1. Stages of Public Policy

Policy evaluation is a process for assessing the extent to which a policy produces results, specifically by comparing the actual results with the stated policy objectives or goals (Darwin, 1994). Generally speaking, evaluation is synonymous with appraisal, rating, and rating. evaluation) terms expressing efforts to analyze policy outcomes in terms of their value units. Dunn (2003: 609–611) describes the roles of policy evaluation. First, evaluation is information material to determine the performance of policies that have been implemented. Second, evaluation is an alternative to continue improving the program's weaknesses.

2. Work Training

According to Widodo (2015: 82), training is a series of individual activities to systematically enhance a person's skills and knowledge to improve their performance. Competent in the field For training to be practical, it must include learning from experiences and be a planned and designed organizational activity in response to identified needs. According to Siagian (1998: 184), training can help workers make better decisions and improve abilities and skills to reduce stress and increase self-confidence.

The method chosen must be adapted to the type of training to be provided. The company, including on-the-job training, apprenticeships, video presentations, role-playing and behavior models, game simulations, laboratory practices, management games, and outdoor-oriented programs, can develop it. The best training and development method depends on several factors: Cost-effectiveness, Required program materials, learning principles, Appropriateness and suitability of facilities, Capabilities and preferences of trainees, and Capabilities and preferences of trainers.

3. Job Competence

Hutapea and Thoha, (2008) say that competence is an ability that exists in a person that can make that person fulfill the work requirements of an organization so that the organization achieves the expected results. Pallant (2007) defines competency (skill) as a skill shown by someone in the production of services that meets the required standards. Types of Competence have three dimensions, namely physical (body), emotional (mind), and spiritual (spirit). Spencer stated that there were five characteristics of competency, namely as following: motives, namely what drives or what behavior leads and is selected for activities for a particular purpose; traits/characteristics; consistent reactions to situations or information, self-concept; attitudes, value, or self-image of people, knowledge (knowledge), which is information that someone has especially in a specific field, and knowledge is a complex competency.

Methodology

1. Types of Research

Quantitative research, a research method based on the philosophy of positivism, is used to examine specific populations or samples, sampling techniques are generally conducted randomly, data collection employs instrument research, and data analysis is quantitative or statistical to test established hypotheses (Sugiyono, 2017). This research is descriptive and explanatory. The descriptive method seeks to describe the implementation of the training by way of description of the variable implementation of training, whereas explanatory research seeks to explain the position of the variables studied and the relationship between variables regarding the effect of job training programs on enhancing work competence in Malang Regency. scope of this research is the influence of work training programs in improving work competence (policy evaluation study of Malang Regency Regional Regulation Number 8 of 2016 concerning implementation employment at the Department Of Labor of Malang Regency)

2. Research Locations and Respondents

The research location in this study was the Department of Labor of Malang Regency, East Java. The researchers chose this location because of the background problems related to the theme to be studied by researchers, namely regarding job training programs. In addition, the research location is easy to reach so that the data obtained is accurate facts. The scope of this research discusses the influence of job training programs in increasing work competence. Policy Evaluation Study of Malang Regency Regional Regulation Number 8 of 2016 concerning Implementation employment at the Department of Labor of Malang Regency. Respondents in this study were training participants at the Department of Labor of Malang Regency.

3. Data Collection and Analysis Techniques

Questionnaires and documentation were used to collect information for this study. Statistics is used for data analysis in quantitative research (Sugiyono, 2017). This study used descriptive statistics, correlation coefficient analysis, simple linear regression, coefficient of determination, t-statistic, and F tests for data analysis.

Results and Discussion

1. Implementation of Sewing Training

The implementation of this sewing training consists of 9 stages, namely objectives, benefits, participants, instructors, time, materials, facilities, methods, and media. From the research results, it was found that the goals and benefits of implementing this sewing training were none other than for the participants to have additional skills in the sewing world and be able to compete in an increasingly modern world of work. The trainees have different backgrounds, but most come from high school/vocational graduates and the equivalent. In addition, the training participants also came from cigarette factory employees. The cigarette factory chosen came from a cigarette factory that has a low income, so if one day the cigarette factory employees are laid off from the factory, the employees have skills and also get other income.

In this training, there is an instructor and an assistant instructor who, in the training process, take turns delivering the material. The training time itself refers to the time and schedule the institution provides. The material delivered by the instructor uses the conventional method, namely lectures with a few practical examples. There are many facilities that trainees can use, namely training rooms, halls, prayer rooms, toilets, meals, pocket money, and many more. In delivering material to the training participants, the instructor uses the lecture method readily accepted by the training participants and uses the media module as a reference in learning.

2. Evaluation of Inner Job Training Programs Increase Job competence

Policy evaluation is an essential pattern in knowing whether the policies implemented are by applicable regulations, good results, speed of implementation, the accuracy of targets, and whether they are by the needs of the community. From the policy evaluation results, recommendations will be obtained that can be used as a basis for policymaking in the following year. Whether it is continued or not is government policy. After the policy evaluation is carried out with various recommendations and suggestions, policy reform is needed to handle it. Policy reform becomes the transmission between evaluation and policy formulation. Various inputs in policy evaluation serve as guidelines for making policy changes.

Kirkpatrick (in Gomes, 2003) suggests that the evaluation of training is an integral part of the training itself and that this evaluation must be conducted to determine whether the training is practical or not. In his 2003 book on human resource management, Gomes explains the meaning of the four approaches above: This reaction measure was designed to capture participants' opinions regarding the training program. Using a questionnaire at the conclusion of the training, participants were asked to rate their overall satisfaction with the training, the trainer/instructor, the material presented, the content, the materials provided, the training environment room, and the break time.

Evaluation of reactions can also be one of the benchmarks for the success of this basic office operator training. Seeing how the students reacted from the beginning to the end of the training, which was dominated by new knowledge and additional skills, made the participants react differently. From the results of the questionnaire, it can be concluded that the reactions given by the training participants experienced changes that were getting better. This proves that the training went well and had a good reaction impact on the sewing training participants.

Assessment of the level of understanding is critical to the objective of this evaluation to determine the extent to which participants have mastered the concepts, knowledge, and skills presented during training. Find out whether participants can understand the material provided in training. The questionnaire results concluded that the participants understood the learning provided by the instructor and the assistant instructor.

Behavior; the participants' behavior before and after training can be compared to determine the training's influence on changes in their performance. This step is important because the training aims to change the behavior or performance of the participants. Does the training positively impact student behavior, or does it make students behave as they, please? Instructors are like teachers in traditional schools; in addition to providing material regarding basic office operator training, instructors are implicitly required to change and motivate trainees who initially only play around to become serious in undergoing training. In evaluating this behavior, it can be concluded that there is a change in the behavior of the training participants.

Outcomes; the purpose of gathering information at this level is to see the overall results of the training. The results can be seen from the progress of the training participants, whether they experienced a significant increase or found a long line with a stable sign without an increase. From the questionnaire results, it can be concluded that there is a significant change from the whole. This can be proven by questionnaires and the training participants' sewing results. Here are the sewing results from the training participants.

In evaluating work competence, it can be seen from 3 components: knowledge, skills, and abilities. From the questionnaire results, it can be concluded that the work competence of the training participants has increased. This can be seen from the questionnaire in which, on average, all trainees agreed strongly with the statements in the questionnaire. This job training provides facilities to trainees in the form of pocket money, which should be used according to their needs in sewing. However, in reality, the trainees' pocket money was issued during the training. So most of the training participants still need to utilize the training results. So from the training that took advantage of the results, only a small portion, around 10-15 people. Carry out training. A job training program at the Department of Labor of Malang Regency significantly helps society, especially people with higher levels of education. It can reduce the unemployment rate in Malang Regency. Therefore, through the evaluation of training programs, one effort is to gather information to identify and decide on an effective way to use available training resources to achieve the overall training objectives. Training evaluation tries to get information about the results of the training program, then uses that information in the evaluation.

From the overall results of the research that has been carried out, it is explained that job training programs increase work competence. It can show from the regression analysis results, namely the regression coefficient of 0.283, and is optimistic that it can be said that there is a positive influence on the increased competence work, and can be seen from the value significance, which is less than 0.05, which is equal to 0.000. In the F test, it is also said that the F value is 49,869 and the Sig. of 0.000. The value on the calculated F test is greater than the F table ($49,869 > 3,175$) and the Sig. Smaller than α (0.05), namely ($0.000 < 0.05$). This test proves that H_0 is rejected and H_a is accepted, so it can show the effect of job training programs in increasing work competence.

Job training activities carried out by the Department of Labor of Malang Regency affect the increase in work competence. This is by holding the training to improve good work competence in the formal or informal sector and is valuable if done on an ongoing basis. Therefore, the Department of Labor of Malang Regency will continue to carry out training for workers who are already working (as employees) or will work by continuing to improve it so that they can compete in the global market (international market).

Due to the demands of ongoing and upcoming tasks, human resource development is conducted. The Malang Regency Regional Regulation No. 8 of 2016 stipulates that every member of the labor force has the right to acquire, enhance, and develop work competencies through their talents, interests, and skills through job training. Regional governments can also assist qualified workers in pursuing domestic and international employment opportunities. Therefore, job training is required to increase job competence.

The results of this study are also supported by research conducted by Devika Rahayu Daud and ArtenMobonggiin 2020 entitled Job Training Program in Improving Job Seeker Competency: An Evaluative Study of Kirkpatrick's Evaluation Model at the Limboto Vocational Training Center (BLK) Department of Labor and Transmigration, Gorontalo Regency. The results of this study indicate that the implementation of the job training program at the Vocational Training Center (BLK) at the Department of Labor and Transmigration of Gorontalo Regency is said to be very effective in developing the competence of job seekers, so it needs to continue and improve its implementation based on the problems faced.

Conclusions

Based on the results of the research and data analysis in the discussion, it can be concluded that: Malang Regency Regional Regulation Policy Number 8Year2016 Concerning Implementation employment in the Department of Labor of Malang Regency has been appropriately implemented. This can be seen from the influence of job training programs in increasing work competence. The influence of job training programs in improving work competence. The analysis can be seen from the regression analysis, namely the regression coefficient of 0.283, which is positive. That it can be said that there is a positive influence on the increase in competence work, and can be seen from the value significance, which is less than 0.05, which is equal to 0.000. In the F test, it is also said that the F value is 49,869 and the Sig. of 0.000. The value on the calculated F test is greater than the F table ($49,869 > 3,175$) and the Sig. Smaller than α (0.05), namely ($0.000 < 0.05$). This test proves that H_0 is rejected and H_a is accepted. So it can be said that the research hypothesis "there is an effect of job training programs in increasing the work competence of the trainees" is accepted.

The effect of the job training program can also be seen in the increase in knowledge, abilities, and skills. Participants who participated in the training can now make 3-4 pairs of clothes in 14 days. Moreover, they get modules as teaching materials so they can study the material they are more expert in

sewing. Malang Regency Regional Regulation Policy Number 8Year2016 Concerning the Implementation of employment in the Department of Labor of Malang Regency it has been implemented well. However, there are still obstacles to its implementation, namely the absence of an apprentice program, the absence of Job Training Centers in the Department of Labor which integrated, and the lack of variations in vocational training according to community interests at the Department of Labor of Malang Regency, also facilities in the form of pocket money have not been issued until the end of the training. The results of this evaluation recommend that the existence of this program in the future is expected to continue in the future, considering that this program is very informative and helpful for the provision of participants in finding work/opening employment opportunities after the training.

Some suggestions should notice for the future, among others: Malang Regency Regional Regulation Policy No. 8Year2016 Concerning Implementationemploymentit can be continued but further improved, and training can be held to the next level so that the trainees who take part in the training can be more skilled in their field and also the scale of the training participants is increased so that more participants take part in the training.

3.Supporting Factors and Inhibiting Factors

Factors supporting the implementation of job training programs in improving work competence are found supporting factors in the implementation of job training programs in improving work competence, namely participants, training materials (modules), and a supportive environment. Some of these elements are internal and external, which are supporting factors to continue and develop. The other elements consist of effective communication; Training programs should focus on effective communication strategies to enable employees to understand job tasks and complete their jobs accurately and efficiently. Self-development; Training programs should encourage employees to develop through learning technology and seek new opportunities for further development in their current roles.

Recognition and rewards; Training programs must create a culture of recognition and reward for employees who complete the training program and demonstrate increased job competence. Accountability; Training programs must ensure that employees take responsibility for the knowledge, skills, and abilities they acquire from training and translate this into tangible results in their workplace. Guidance; Training programs should include guidance from experienced professionals to guide and support employees throughout the training process. Evaluation; Training programs should include frequent evaluations of employee performance to assess their progress and measure the training program's impact.

The main factors that hinder the effectiveness of training programs in improving work competence are usually related to inadequate resources such as time and costs, lack of an effective teaching system, and inadequate feedback and assessment of training outcomes. In addition, the lack of clear goals or objectives can also hinder the effectiveness of training programs.

As for the inhibiting factors from the results of observations related to the implementation of job training programs in improving work competence, namely: there is no own work training center, without an on-the-job training center, it would be difficult for individuals to learn specific skills and gain the knowledge necessary to find a job. It can also lead to a need for more qualified workers in specific industries. The implementation of job training is carried out in cigarette factories or other places due to limited locations for apprenticeships. Internship location limitations can have significant implications for individuals seeking practical experience and industry knowledge. In addition to being unable to choose the best learning environment for their specific goals, this can limit career opportunities and hinder professional growth and development. It can also lead to a shortage of qualified workers in specific industries.

Lack of variety of vocational training according to community interests. The lack of a variety of vocational training that suits people's interests can have several negative impacts. This can lead to a shortage of qualified workers in specific industries, as the available training opportunities attract not everyone. It can also lead to a limited job market, as companies may need help finding qualified individuals with the needed skills. In addition, this can lead to low employment rates, as individuals may need more qualifications or experience to find a job.

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