

Effectiveness of the Implementation of Job Training in the Context of Empowering the Workforce at the Jeneponto Regency Job Training Center

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ABSTRACT

The available job opportunities require workers who have a level of education relevant to their needs and have skills. This study aims to describe the level of effectiveness of the training implementation at the Jeneponto Regency Job Training Center and the factors that encourage the effectiveness of the training implementation at the Jeneponto Regency Job Training Center. The informants in this study were: Tailor Instructor, Instructor of Regional Technical Implementation Unit at the Job Training Center, Treasurer of the Job Training Center, and Head of Regional Technical Implementation Unit at the Job Training Center. The type of research and the approach used is descriptive qualitative. Data collection through an interview, observation, and documentation techniques. Data analysis techniques are carried out through data collection, data reduction, data presentation, data verification/conclusion. The results showed that the quality of the training materials was effective, the quality of the training methods was quite smooth.

Keywords: Effectiveness, training, work, empowerment

INTRODUCTION

National development is carried out in stages and continuously with the hope of good and stable growth, then the employment problem is a national problem that requires considerable attention. This problem is caused by several factors, among others, population and labor force growth every year which is balanced with additional fieldwork. The available job opportunities require workers who have a level of education that is relevant to their needs and have skills, on the other hand, there are many workers who meet these requirements. This situation has resulted in an increase in the number of unemployed. Improving the quality of Indonesian human resources, especially those related to education and competence aspects, has been regulated in Law no. 20 of 2003 concerning National Education and Law no. 13 of 2003 concerning Manpower. Both laws mandate competency-based human resource quality improvement. In relation to improving the quality of human resources through job training, Government Regulation Number 31 of 2006 concerning the National Job Training System has been issued. The National Job Training System outlines the basic principles of competency-based training. Considering the importance of job opportunities for job seekers, including those who have dropped out of school and so related to various aspects of the nation's life as a whole,

Some of the opinions that have been put forward by experts, for example: (Warr, 2005) identified a wealth of evidence showing that growth in manufacturing and services has a very positive impact on employment. The impact of GDP growth on employment in agriculture was found to be limited overall, while value-added growth in agriculture had a relatively large impact on employment. For textiles, the evidence is scant, but research shows that growth contributes positively to job creation. For agribusiness/ food processing.

Job opportunities are the number of job opportunities available to the workforce in a condition that describes a productive state that is ready to be filled by job seekers (Freedman, Owens, & Sarah, 2018; Kale, Ryan, & Wang, 2019; Krafft, 2020). So that economic growth can be achieved as aspired, it is the obligation of a country to be able to create jobs(He, 2018; Prasetyo, 2019; Sodipe & Ogunrinola, 2011). However, various factors can

hamper economic growth conditions, thereby disrupting the balance of the labor market in order to provide optimal employment opportunities. Various efforts have been made by the government to maintain the stability of economic growth, for example by maintaining the rhythm of production and trying to ensure a balance in the balance of the labor market in this transition period. Theoretically, the balance of labor can be achieved if there is an equilibrium in the supply curve and the labor demand curve.

The concept of effectiveness is a broad concept, covering various factors inside and outside the organization (Husain, Amirullah, & Saleh, 2015; Niswaty, Darwis, Alimuddin, & Salam, 2016; Toding, Niswaty, & Akib, 2015). Meanwhile, according to (Erawati, Darwis, & Nasrullah, 2017; Simatupang & Akib, 2011) namely "Effectiveness is a measure that states how far the target (quality, quantity, time) has been achieved".

Effectiveness is oriented to the level of success achieved, in this case, the success of activity other words, to measure the level of effectiveness of an activity is to compare the plan or target that has been set with the results achieved, the higher the results achieved compared to the planned targets the higher the effectiveness, this means that a business or work result is achieved according to the plan, it can be said to be effective, but if the effort or work result is not achieved according to the plan, then it can be categorized as not or less effective.

Training is a structured learning experience process to gain knowledge, attitudes, and skills (Handayani, 2020; Iqbal, Ahmad, & Javaid, 2013; Ouellet & Vézina, 2014). Training is a teaching and learning process using certain techniques and methods conceptually it can be said that training is intended to improve the skills and work abilities of a person or group of people. (Agrasadya, 2020; Cohen, 2014; Halomoan, 2020).

Based on initial observations, it can be seen that the job training carried out by the Jeneponto Regency Job Training Center has several problems, namely the lack of training instructors and inappropriate training methods that make it difficult for participants to understand the training material. The purpose of this research is to find out how the level of effectiveness of the training implementation at the Jeneponto Regency Job Training Center is and to find out the factors that encourage the implementation of the effectiveness of the training implementation at the Jeneponto Regency Job Training Center.

METHOD

This study uses a qualitative approach because this research seeks to produce findings through various ways of collecting data, namely interviews, observations, other documents. Through this type of descriptive research, the data obtained by the researcher is analyzed so that it can be described as a whole regarding the effectiveness of implementing job training in the context of empowering workers at the Jeneponto Regency Job Training Center. This study focuses on the effectiveness of the implementation of job training in the context of empowering the workforce at the Jeneponto Regency Job Training Center.

To determine the effectiveness of the implementation of job training in the context of empowering the workforce at the Jeneponto Regency Job Training Center, the indicators used are based on the opinion of Rivai and Sagala in Tanujaya (2015) namely Quality of Training Materials, Quality of Training Methods, Quality of Training Instructors, Quality of Training Facilities and Facilities and Quality of Training Participants.

The stages used in this study are the stages according to Nasution in Rukajat (2018), namely the orientation stage, the exploration stage, and the member check stage. This study, according to the character of qualitative research, will use interactive data analysis with the Miles and Huberman model in Rukajat (2018) which consists of "data reduction, data display, and drawing conclusions or verification".

RESULTS AND DISCUSSION

The results of the research conducted by the Jeneponto Job Training Center used the interview method as the main data collection tool, in order to obtain data about the Job Training Center. The data presented by the author can be obtained through direct interviews with the Head of Regional Task Force Unit for Job Training Center Jeneponto, namely Mr. A. Mubarak, ST, and the staff of Regional Task Force Unit for Job Training Center Jeneponto Employees Regional Task Force Unit for Job Training Center currently has 9 vocational training jobs; sewing, automotive, electronics, cosmetology, computer operators, furniture, electrical welding, processing, and electrical installation. All data collected will be presented in descriptive form, namely by presenting the data obtained in the form of an explanation. For more details, will be described in detail based on the results of interviews of each indicator.

Quality of Training Materials

The theoretical material given is usually at the beginning of the training. Theoretical material is sometimes given separately from practice but can also be carried out simultaneously between theory and practice. This depends on the training method used by the instructor of each vocational. first. After finishing the theory and then practicing.

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This is different from what is applied in automotive vocational. In this vocational, only a little theory is given at the beginning of class meetings. The new theory will be continued along with the implementation of practice using the help of teaching aids.

According to Hj. Arwinni, S.Sos as an instructor at the Regional Task Force Unit for Job Training Center Jeneponto who gave an explanation of the Quality of Training Materials, that the instructors provide practical material as much as 70% and theory 30%, the delivery method is in the form of hard competencies and soft competencies as well as curriculum and syllabus packages. In addition, the implementation of competency-based training programs is running smoothly according to the curriculum and syllabus. As well as the response from training participants to the material presented by the instructor, they have the skills to respond to training participants.

From the statement of the instructor at the Jeneponto Job Training Center, he explained that the instructor could provide material of good quality and received a good response by the trainees and was able to be followed by the participants according to their respective training materials. The practice material itself is done by looking directly at the abilities of the participants after previously being given practical theory. The work practice carried out at the Regional Task Force Unit for Job Training Center Jeneponto is to assign tasks (jobs) according to their respective professions. In sewing, in practice, the instructor usually gives several jobs that must be completed by the participants, either in groups or individually. In sewing, each job will always increase in difficulty, from making sewing patterns, making collars to making whole clothes.

Quality of Training Method

The training method used in this training process is theoretical learning using the lecture method, question and answer and shop talk, followed by deepening the material using discussion and practice methods. During the training process at this center, of course an evaluation is held, in order to determine the level of absorption of the participants' abilities in understanding and implementing the lessons that have been delivered, the evaluation system used in this training is a comprehensive final test using a written test and practicum using a practical exam

According to Hamsina S.Sos as an instructor at Regional Task Force Unit for Job Training Center Jeneponto who gave an explanation of the Quality of Training Methods, that in providing training the trainees at the job training center, as an instructor provides training methods with 70% practice and 30% theory because it cannot be denied that theory practice is very influential on the quality of training because it is directly carried out and the quality can be seen directly, while theory explains the procedures for practice (Interview 8 September 2020). This was also explained by H. Basri, ST as an instructor at the UPTD Jeneponto Job Training Center, who stated that in providing training to the trainees, it was easier for the trainees to understand the practical learning method because it could be directly implemented,

From the statement that the training instructor at the job training center must be able to provide more practical material for learning methods to make it easier to understand. With the practical method the trainees can also directly implement the material that has been given during the training so as to facilitate the evaluation.

Training Instructor Quality

According to Hamsina S.Sos as an instructor at Regional Task Force Unit for Job Training Center Jeneponto who provided an explanation of the Quality of Training Instructors, that in providing training to UPTD BLK Jeneponto, instructors must meet the requirements by participating in recruitment and selection by submitting files, namely photocopies of ID cards, photocopies of diplomas, and Photos (Interview 8 September 2020). From the statement that training instructors must meet the requirements by participating in recruitment and selection to provide training materials so that trainees can receive training properly according to the registered training needs and can receive material in accordance with the instructions of the instructor. Instructors play an important role in the implementation of job training. The effectiveness of training will depend on the ability of the instructor in delivering the material, both theory and practice. In addition to being reliable in delivering material, they must also be instructors who are able to collaborate and maintain good emotional relationships with training participants. So that the implementation of the training can run smoothly

Quality of Training Facilities and Facilities

One of the components supporting the implementation of job training is the existence of training support facilities and facilities, including buildings, and work equipment. The successful implementation of job training is greatly supported by the availability of adequate training facilities and work equipment, both in number and in practical use.

According to Hamsina S.Sos as an instructor at the Regional Task Force Unit for Job Training Center Jeneponto who gave an explanation of the Quality of Training Facilities and Facilities, that what facilities were used in the implementation of this training, the facilities were computer theory room, course table, structure table, practice room, and participants. From the statement that in each training implementation at Regional Task Force Unit for Job Training Center Jeneponto in a room consisting of 16 participants where the room is adequate then the training is equipped with computer room facilities, course tables, structure tables, and practice rooms.

In addition, according to Hamsina S.Sos as an instructor at Regional Task Force Unit for Job Training Center Jeneponto explained based on questions from the interviewer that whether the existing facilities and infrastructure were adequate. Facilities for training classes for sewing are also provided with a sewing theory room, sewing machine, overlock machine, border, and sewing machine. T-shirts and jeans. From the statement that in every training implementation at the Regional Task Force Unit for Job Training Center Jeneponto in a room consisting of 16 participants where the room is adequate then in the training it is equipped with room facilities for sewing training, sewing machine suggestions, overlock machines, t-shirt and jeans border. Then According to Hamsina S.Sos as an instructor at the Regional Task Force Unit for Job Training Center Jeneponto who gave an explanation about the Quality of Training Facilities and Facilities.

Discussion

Quality of Training Materials

The quality of the training materials provided is very good. Prior to the training, 30% of the material in the form of theory was given with delivery methods in the form of hard and soft competencies as well as curriculum and syllabus packages. In addition, there is a response skill from the training participants after giving the material. This is in line with the theory according to Rivai and Sagala in Tanujaya (2015) which reveals that quality is the degree or level of good or bad something. Thus, the quality of training is the degree to which the training process is good or bad. The quality of training is considered to have a very important role in the effectiveness of training. Good quality training will have a positive influence on the effectiveness of the training.

Quality of Training Method

The quality of the training methods at the Jeneponto Regency Job Training Center during the training process used theoretical learning with lecture, question, and answer, and shop talk methods, followed by deepening the material using discussion and practical methods in language that was easily understood by the trainees. After the learning process, an evaluation process is then held to determine the level of absorption of the participants' abilities in understanding and implementing the lessons that have been delivered, the evaluation system used in this training is a comprehensive final test using a written test and a practicum using a practical test. This is in line with the theory according to Rivai and Sagala in Tanujaya (2015) which reveals that the training method means the accuracy of the delivery method used during the training. Training that cannot be separated from developing abilities, measuring clear goals, and changing attitudes can be applied with several choices of methods according to the training environment.

Training Instructor Quality

Training instructors must meet the requirements by participating in recruitment and selection to provide training materials so that trainees can receive training properly according to the registered training needs and can receive materials in accordance with the instructor's direction. Instructors play an important role in the implementation of job training. Whether or not training is effective will depend on the instructor's ability to deliver material, both theoretical and practical. In addition to being reliable in delivering material, they must also be instructors who are able to collaborate and maintain good emotional relationships with training participants. So that the implementation of the training can run smoothly. This is in line with the theory according to Rivai and Sagala in Tanujaya (2015), which reveals the implementation of the training (teaching and learning process) the instructor is always guided by the lesson plan that has been made previously. Besides that, in the implementation of technical material (practice) as a guideline is the job sheet that has been made/prepared. Such conditions are intended so that the learning process will always be in accordance with the program (planning) that has been determined previously.

Quality of Training Facilities and Facilities

The facilities and infrastructure owned by Regional Task Force Unit for Job Training Center Jeneponto are still simple and can be said to be incomplete, but basically, they have supported the implementation of training. To overcome the lack of complete facilities and infrastructure, Regional Task Force Unit for Job Training Center Jeneponto Jeneponto always strives to procure equipment every year. One of the components supporting the implementation of job training is the existence of training support facilities and facilities, including buildings, and work equipment. The successful implementation of job training is greatly supported by the availability of adequate training facilities and work equipment, both in number and in practical use. This is in line with the theory according

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to Rivai and Sagala in Tanujaya (2015) who stated that as the organizer of the training program, the institution provides facilities related to the implementation of the training. The provision of activity facilities for the learning process has been provided in accordance with existing capabilities/funds. The existence of a theoretical room that is not far from the practice room will be able to assist in the learning process in training

Quality of Trainees

The quality of the trainees at the vocational training center in Jeneponto Regency basically has their ability to choose each vocational which they consider being in accordance with their interests and abilities so that the trainees just need to deepen their skills according to their abilities so that during the learning process the practice is easy to do and fast in capturing the material that has been delivered by the instructor. This is in line with the theory according to Rivai and Sagala in Tanujaya (2015), which reveals that one of the important elements in training is the training participants/students. The role of participants/students is very dominant in coloring the conditions of the learning process, the activities of trainees/students in the learning process will appear depending on their basic abilities.

CONCLUSION

After discussing the data obtained in the study, the authors will provide conclusions and suggestions so that further job training is better in improving the quality of the workforce. The conclusions obtained from the research are:

The instructors provide practice material as much as 70% and theory 30%, the delivery method is in the form of hard competencies and soft competencies as well as curriculum and syllabus packages. In addition, the implementation of competency-based training programs is running smoothly according to the curriculum and syllabus. As well as the response of the training participants to the material presented by the instructor, they have the skills to respond to the training participants.

Effectiveness is the activity of usability, the existence of conformity in an activity of people carrying out tasks with the intended target, an organization can be said to be effective if the organizational goals or values as set out in the vision are achieved. So the effectiveness of the role of the job training center is the efforts made by the job training center to achieve the target on time

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