

The Effect of Competency Needs and Training Facilities on the Participation Rate of Competency-Based Training Participants at LLK Selong East Lombok Regency

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ARTICLE INFO	ABSTRACT
<p>Keywords: Facilities, Competence, Participation, Training</p>	<p><i>One of the serious challenges facing Indonesia is unemployment. Statistical data published by BPS in 2020 recorded the number of unemployed people in Indonesia at 9.77 million people. The Global Competitiveness Index explains that Indonesia is far behind compared to neighboring countries Indonesia is still in 50th position with a score of 64.5 while Malaysia is in 27th position with a score of 74.6. Singapore alone is in first place in the world with a score of 84.8. One of the efforts to overcome this problem is to provide PBK activities to the community, so that they can be absorbed in the world of work and industry. This study aims to analyze how competency needs and the availability of training facilities affect the level of participant participation. The research method used is a survey approach with a questionnaire as a data collection instrument. The sample of this study was 106 respondents out of 144 participants. Data analysis was conducted using multiple linear regression. Data analysis was conducted with multiple linear regression. The results showed that competency needs have a significant effect on the level of participant participation (p-value: $0.002 < \alpha.0.05$). Likewise, the existence of training facilities has a significant effect on the level of participation of PBK participants at LLK Selong (p-value: $0.049 < \alpha.0.05$). Based on the conclusions of this study, it is recommended to pay attention to the competency needs of participants and provide adequate training facilities to increase participation in PBK activities at LLK Selong, East Lombok Regency</i></p>

INTRODUCTION

Unemployment is one of the main problems that is often experienced by every nation and country. The negative impacts of unemployment include increased poverty, economic instability, decreased social welfare, and lack of contribution to the country's development. In addition, unemployment can also cause individual and family insecurity, increase crime rates, and hamper overall economic growth. Discussions on the issue of unemployment not only highlight social aspects, but also include economic dimensions. This situation not only poses challenges in the social field, but also has an impact on the economic growth of the country, especially developing countries such as Indonesia. In the view of (Sukirno, 2000), unemployment refers to a condition in which individuals who are part of the labor force want to work but have not succeeded in getting a job. Unemployment, by definition, refers to individuals who are not working and are actively seeking work, and are ready to work if there is a suitable opportunity. People in this condition are considered unemployed because they are actively looking for work but have not been successful in finding it. Furthermore, unemployment can be defined as a condition in which someone who wants to work is unable to find a job (Sukirno, 1994). (Yunita & Saputra, 2019) also explains that unemployment is a complex problem because it is influenced by various factors that interact with each other according to patterns that are not always easy to understand. This situation results in individuals not earning income and pushes them into poverty. The problem of unemployment is not only economic, but also has ongoing social implications.

The implementation of training is expected to produce human resources who have specific competencies and can be productive at work. This is expected to have an impact on improving the quality of life of individuals and families, as they will have more opportunities to get better jobs and earn a more decent income, leading them to prosperity. This impact will broadly help address the issue of unemployment which is a serious concern for the government, given the high unemployment rate in Indonesia, as recorded by the Central Bureau of Statistics in 2020, reaching 9.77 million people. However, on the other hand, according to the SOE HR Deputy Report (2021), companies are starting to experience difficulties in finding talents or Human Resources (HR) that suit their needs, posing its own dilemma. This is caused by Indonesia's *Global Competitiveness Index* lags far behind neighboring countries Indonesia is still in 50th position with a score of 64.5 while Malaysia is in 27th position with a score of 74.6. Singapore alone is in first place in the world with a score of 84.8.

Data related to the unemployment rate in West Nusa Tenggara (NTB) in August 2023 recorded an Open Unemployment Rate (TPT) of 2.80%, which showed a decrease of 0.09% compared to August 2022 which reached 2.89% (BPS, 2023). Nevertheless, the number of unemployed is still significant, reaching 80,830 people, while each year the number of new labor force reaches around 123,000 people (Disnakertrans NTB, 2023). The high unemployment rate is thought to be caused by a mismatch between the skills and competencies of human resources and the needs of the industry, which results in a large number of the labor force not being absorbed in the labor market and causes an increase in the unemployment rate. Meanwhile, in East Lombok Regency, the unemployment condition also showed an increase from the previous year. Data from BPS (2023) shows that in 2022, the number of unemployed people was 11,968, but increased to 17,429 people in 2023. This shows that there are serious challenges in providing employment opportunities for the residents of East Lombok Regency.

This fact has become the attention of all parties to find a solution. One of the solutions is the implementation of Competency-Based Training (PBK). By being preceded through the Training Need Analysis (TNA) process, several training programs are expected to be able to match the needs of the industry. In East Lombok Regency in 2024, the implementation of PBK is organized by the Government Training Technical Implementation Unit at the Selong Job Training Workshop with a source of funds from the State Budget (APBN) with guidance from the East Lombok Vocational and Productivity Training Center which is the Central Technical Implementation Unit that houses LLK Selong. The implementation of PBK is carried out without being charged (free) to participants and provided with various training facilities as well, with the hope that community participation in this training will increase. The substance of the implementation of PBK is job training that focuses on mastering work abilities that include knowledge, skills, and attitudes in accordance with established standards and requirements in the workplace (Permenaker RI, 2014). With knowledge and skills, as well as a good attitude, a person can at least get a job faster. Based on this description, the importance of training and skills development for individuals is clear. Through this training and sharpening, individuals can improve their knowledge, attitudes and skills. Therefore, the provision of free Competency-Based Training (CBT) and the provision of all training facilities to participants is expected to improve their competencies and encourage active community participation in the program.

Therefore, researchers are interested in investigating the influence of competency needs and the availability of training facilities on participant participation in competency-based training programs at the Selong Vocational Training Institute, East Lombok Regency. Thus, this study is expected to provide valuable insights into the factors that influence participants' participation in training, and contribute to the improvement and development of future training programs. This will assist in improving program effectiveness, meeting participants' needs, and creating a greater positive impact in improving the quality of human resources.

METHOD

This research is a quantitative study that uses the survey method as its main approach. By collecting data systematically through questionnaires, this study aims to analyze the relationship between the variables studied quantitatively. The research population is all participants who take part in competency-based training (PBK) at the Selong Job Training Workshop totaling 144 people with a sample of 106 people determined by the Slovin formula, with *simple random sampling* techniques. The instruments in this study were questionnaires consisting of competency needs questionnaires, availability of training facilities and trainee participation designed with a *Likert* scale. Data analysis was conducted through three main approaches: univariate, bivariate and multivariate analysis. To determine the effect of competency requirement variables and the availability of training facilities on the level of community participation as well as the more dominant variable, *linear regression* analysis was conducted using *SPSS for Windows* application with a significance value of 0.05 to conclude the research hypothesis.

RESULTS AND DISCUSSION

a. Demographic Data

Table 1. Distribution of Respondents Based on Demographic Data

No.	Variables	n	%
1.	Gender		
	Male	30	18
	Female	76	82
2.	Productive Age		
	Not Productive	0	0
	Productive	106	100
3.	Marital Status		
	Marry	10	9
	Unmarried	96	91
4	Employment Status		
	Work	9	8
	Not Working	97	92
5.	Education		
	SD	0	0
	SMP	7	7
	High school equivalent	54	51
	Diploma	10	9
	PT	35	33
	Total	106	100

Based on the distribution of demographic data in the table above, it shows that more than half of the participants are female, namely 82% with an age range of 15 - 64 years which is included in the productive age category (100%). The marital status of respondents, shows that almost all of them, 91%, are unmarried and only a small proportion are married. Based on current employment status, almost all respondents, 92%, are unemployed and the rest are employed. The educational background of the respondents, relatively varied, with the dominance of a high school education background equivalent to 51%, followed by a college education background as much as 33%, and a small portion with a Diploma and Junior High School education background. Meanwhile, there is no elementary school education background.

b. Competency Needs

Table 2. Distribution of Respondents Based on Competency Needs

Competency Needs	SS	S	N	TS	STS
Gaining Knowledge	74%	25%	1%	0%	0%
Gain Skills	72%	28%	0%	0%	0%
Good Working Attitude	58%	36%	6%	0%	0%

Table 2 above, which explains the responses from trainees about the motivation to take part in training from the aspect of competency needs, shows that in competencies consisting of three components, respondents stated that 74% strongly agreed that PBK activities to improve knowledge, 72% strongly agreed to get skills according to their vocations and the need for a thorough, careful and good work attitude was only 58% with a strongly agreed response.

Based on the results of this study, the need for competence in participating in training is the reason for participants to take part in Competency-Based Training organized by the Selong Vocational Training Institute, which is indicated by more than 50% of respondents, giving responses strongly agreeing and agreeing to gain knowledge, skills and work attitudes during training for approximately one month. According to Prasetyo & Noor, (2024), training is a short-term educational process using systematic and organized procedures to meet specific competencies, emphasizing abilities in psychomotor areas using unconventional methods. Meanwhile, Competency-Based Training, hereinafter abbreviated as PBK, is job training that focuses on mastering work abilities that include knowledge, skills, and attitudes in accordance with established standards and workplace requirements (Permenaker RI, 2014). The level of success of an organization where someone works, requires competencies that are in accordance with the needs in improving organizational performance. To meet the desired goals of both the company and employees, the importance of performance appraisal cannot be ignored. In conducting performance appraisals, there are several components that must be considered. Human resources are an integral key element in influencing the smooth running of organizational processes towards achieving expected performance.

The implementation of competency-based training is carried out based on data and information about work standards, targets, or targets and needs in the industrial world, therefore in the implementation of PBK it is necessary to apply various provisions in an effort to achieve competence for trainees as outlined in the Training Needs Analysis and the provision of training programs and materials, as described in the Decree of the Director General of Vocational Training and Productivity Development Number: 2/771/HK.05/III/2023 Decree governing Guidelines for Preparing Competency-Based Training Programs and Materials. With these standards and guidelines, it is expected that trainees can improve their competence and become human resources who are ready to be absorbed in the world of work or industry. This will help them to meet the demands of the labor market and become more productive and relevant to the evolving needs of the labor market. This is like the results of a study conducted by (Fatimah, 2020) which examined the role of the sewing PBK program in improving the quality of the workforce, concluding the results of his study that the implementation of competency-based training has a significant positive impact in improving the quality of the workforce, as evidenced by the absorption of training alumni in the world of work, especially in the garment industry. In addition, competencies also facilitate the birth of new entrepreneurs, such as opening a boutique or sewing business, which can be an alternative career for training graduates. The existence of competencies will have an impact on the quality of life of individuals and their families, therefore the results of the study are relevant to the results of this research, so according to researchers, mastering knowledge, skills and good work attitudes is the main reason for participants to take part in competency-based training at LLK Selong. This is also supported by the findings of a study conducted by Bimantaka & Aisyah (2023) on the Effectiveness of Machine Sewing Training in Improving Women's Productivity: A Case Study of UPT. Balai Latihan Kerja Deli Serdang. The study concluded that the trainees joined the sewing training program because they wanted to improve their sewing ability, gain a better understanding of sewing skills, and also to increase their income.

c. Availability of Training Facilities

Table 3. Distribution of Respondents Based on Training Facilities

Training Facilities	SS	S	N	TS	STS
Without Paying	19%	35%	37%	8%	0%
Getting Training Clothes	7%	18%	44%	29%	1%
Getting Consumption	7%	17%	37%	38%	1%
Receive a Certificate of Training	50%	36%	11%	3%	0%
Earning pocket money	8%	22%	46%	24%	0%
Free Competency Test	24%	44%	25%	7%	0%

Based on table 3, regarding the motivation to take part in training from the aspect of the availability of training facilities sourced from the APBN budget, the response to the provision of facilities in the form of training at no cost / free is dominant, namely 37% and the tendency of respondents to agree and strongly agree. The availability of training clothes, according to respondents, 44% stated that they were neutral and 29% stated that they disagreed with the provision of clothes as a motivation to attend training. This is the same as the provision of consumption facilities, the dominant respondent disagreed, namely 38%, making the provision of free consumption facilities a motivation to attend training. However, the provision of training certificates and competency test certificates was different, with 50% strongly agreeing and 36% agreeing as a reason for attending the PBK. The provision of pocket money for 46% of respondents after the training was neutral. Free competency test implementation facilities are also a reason for participating in PBK with the dominant number of respondents agreeing at 44%.

Competency-based training organized with APBN funding sources, provides many facilities to trainees such as no fees in all training processes, provision of training equipment, organizing competency tests at no cost, and certificates provided free of charge. According to Damanik (2019), facilities refer to everything that can facilitate and improve the smooth running of a business or activity. Facilities can be physical objects, money, or other elements that facilitate the process. In this context, facilities are often considered equivalent to facilities and infrastructure. Another definition, explaining facilities is everything that can facilitate and smooth the implementation of something facilities can be in the form of objects or money, broadly speaking, facilities can be divided into two components, namely, physical facilities and public facilities (Hamtheldy, 2023). Of the several facilities provided, only a few are the reasons for participants to participate in the training. The results of this study show that the dominant facilities that are used as a strong reason for participating in training are free of charge, get a free certificate and can be tested for competence at no cost by stating more than 50% in the statement strongly agree and agree. Meanwhile, the provision of training clothes, consumption during training and pocket money are not the dominant reasons for participants to participate in this training with the dominance of statements of more than 50% in neutral and

disagree options. The convenience for participants in the form of facility support is expected to reduce the unemployment rate. Lack of budget often makes people who are interested in improving their competence become burdened because of financing.

Based on the research results and some theoretical reviews and research facts, the researcher assumes that the availability of facilities provided during the training has motivated participants to take part in the training, without having to be burdened with financing. This has become a common problem for the government in efforts to improve the quality and competence of the community, due to lack of budget. Therefore, competency-based training programs sourced from the APBN budget can be optimally utilized by the community and for training organizers to provide the best service in the field of training.

d. Community Participation

Table 4. Distribution of Respondents Based on Participation

Participation	Always	Sometimes	Never
Independent Search for Enrollment Information	58%	36%	6%
Actively Engage in Registering for a Work Ready Account	76%	18%	6%
Actively involved Consultation	56%	25%	19%
Actively Engage in Searching for Selection Information	82%	18%	0%
Actively Engage in Preparing for Selection	82%	15%	3%
Actively Engaged Answer the Test Seriously	99%	1%	0%
Actively Engage in Searching for Selection Result Announcement	79%	20%	1%
Actively engage in training according to the rules	94%	6%	0%

In Table 4, the results of this study show that participant participation was predominantly involved and played an active role in all stages of the training process. This indicates that participants are actively involved in every aspect of the training, which can improve the overall effectiveness and outcomes of the training program. This process starts from the participants' self-involvement to seek information on the opening of PBK at LLK Selong. The results showed that 58% stated that they always sought information from social media as one of the media for disseminating training information, in addition to chain information from friends and family. The involvement of participants in self-registration through the SiapKerja account, 76% of respondents agreed with independent participation. If there are mistakes or things that are not understood, 56% stated that they always consult through the contacts provided by the committee. Participants' participation in finding information on the selection schedule and preparing themselves for selection, indicated that 82% said they were always active. Participation in the selection process, expressed by always answering the tests provided, namely almost all respondents (99%). Participation in seeking information on selection results showed that 79% were always active. At the training implementation stage, participants' participation in following the training according to the rules was shown by 94% who said they always followed the training rules.

This research also examines the participation of participants in attending training. Participation is conceptually defined as an active process, which means that the person or group involved takes the initiative and uses their freedom to do so (Latifah, 2019). According to the opinion of (Mulyadi, 2019), the definition of participation is "the principle that everyone has the right to be involved in decision making in every government administration activity. In this study, participation is measured and used as a parameter, namely the activeness and independent initiative of trainees in carrying out all stages of training. The training stages in PBK begin with the publication of the training opening through social media, announcement boards with brochures and leaflets containing training information. The next stage is the registration of participants through the Ready to Work account released by the Ministry of Manpower of the Republic of Indonesia. Furthermore, the selection process which includes administrative selection, written selection/test, and interview followed by the announcement of graduation in accordance with the number of quota of training participants. If they have passed, participants take part in training activities in accordance with the training program with the type of competency and length of training that has been determined and an evaluation and competency test are carried out (Permenaker RI Number 8 of 2014). In the whole process, the results showed that participants were active and stated independently to carry out the stages of this training, with data from more than 50% of participants stating that they always actively participated. The impact of a person's active participation will increase their concern for information in their environment (Yasril and Nur, 2017). This is certainly very relevant to the results of this study, namely the participants who graduated at this time have a high concern for the training information that will be implemented. Starting from looking for training information, selection information, looking for information on the announcement of selection results, preparing for tests and interviews and attending training seriously. Based on data on the number of participants who took part in the PBK selection at LLK Selong in 2024, namely more than 600 prospective

participants. This, according to the researcher's assumption, made the respondents of this study accepted and passed because of their high participation in following each stage of the training.

e. The Effect of Competency Needs and Service Facilities on Participation of Training Participants

Table 5. Effect of Competency Needs and Training Facilities on Participation in PBK

Model Coefficients ^a	B	Std. Error	Beta	t	Sig.
(Constant)	11.766	1.452		8.103	.000
Competency Needs	.164	.051	.368	3.198	.002
Training Facilities	.051	.026	.225	1.949	.049

Dependent Variable: Participation Level

In the table analyzing the effect of competency needs variables and training facilities on participant participation in competency-based training, it shows that, from the results of statistical tests with linear regression, the competency needs variable has a significant effect on participant participation in training with a *p-value of 0.002 < α.0.05*. Likewise, testing the variable of training facility provision showed a significant influence with a *p-value of 0.049 < α. 0.05*. Among the two variables (independent variables), the competency needs factor has a more dominant contribution in influencing participant participation in competency-based training at the Selong Vocational Training Institute.

In this study, researchers also analyzed the effect of competency needs and the availability of training facilities on participant participation. Multivariate statistical tests with linear regression concluded that there is a significant effect of competency needs on participant participation in training (*p value 0.002 < 0.05*). Likewise, the availability of training facilities has a significant effect on participants' participation in training (*p value 0.049 < 0.05*). Analysis of the dominant factor influencing participation, namely the competency needs factor, is more influential on participant participation based on the testing method on linear regression. The results of this study, explain again that the statements of trainees who aim to master competencies, namely knowledge, skills and work attitudes have provided motivation for participants to actively participate in all stages of training at LLK Selong, this has been shown in the description of participants' statements about their needs for competence. However, it is different with the facilities provided. Not all facilities received by participants increased their participation, but they were more substantive to training outputs such as free competency tests, certificates obtained and no financing. While the provision of facilities in the form of clothing, consumption and pocket money is not the main choice for participating in training, although some respondents tend to answer sometimes on the provision of pocket money.

The results of this study are relevant to Maslow's needs theory, according to (Sunyoto, Danang, 2013) the indicators on the need for appreciation are the desire of individuals to gain competence, self-confidence, personal power, achievement, independence and freedom. Besides these needs, the provision of facilities is also closely related to the motivation of participants in participating in training. According to the theory explained by Waridin (2005, p.63), humans tend to have intrinsic motivation to do an activity when they believe that the activity will produce something that has important value for them. This includes survival, seeking peace, security, and other basic needs

CONCLUSION

This study shows that there is a significant relationship between the competency needs perceived by participants and their level of participation in the PBK program at LLK Selong, with participants being more active when they feel the program is relevant to their skill development needs in the workforce. Therefore, it is important for LLK Selong to design training programs that are responsive to participants' needs and preferences, to increase interest and participation, as well as optimize training outcomes. Effective programs can contribute to economic and social development in East Lombok Regency by improving the quality of the local workforce and strengthening regional competitiveness. To achieve this, LLK Selong is advised to expand the reach of their training programs to include more participants from diverse backgrounds, through more active promotion and the use of a variety of media. Additionally, LLK Selong should build partnerships with local industries and educational institutions to better understand the competency needs of the job market, as well as hold discussion forums with industry representatives to gain direct input, ensuring that the training programs are relevant and effective in preparing participants to enter the workforce with skills that match market demands, thus increasing employment opportunities.

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