

Public Services Based on Workforce Training Management (Case Study at the Department of Cooperatives, Small and Medium Enterprises, Manpower, and Transmigration of Yogyakarta City)

Ence Sopyan¹, Tiyas Apriza²

¹Universitas Indonesia Mandiri, Lampung

²Universitas Indonesia Mandiri, Lampung

Article Info

Article history:

Received January 16, 2025

Revised January 18, 2025

Accepted January 24, 2025

Keywords:

*Training Management
Workforce
Public Service*

ABSTRACT

This study examines how training management is implemented by the Workforce Productivity Development and Training Section for Workers at the Cooperatives, Small and Medium Enterprises, Manpower, and Transmigration Service in the city of Yogyakarta. This study uses interview and documentation data collection methods. The training management implemented by the Workforce Productivity Development and Training Section is in accordance with theoretical management principles. Among them are training analysis according to needs, determination of the required training curriculum, determination of methods, media, and instructors. Not only that, in managing training for workers, training supervision is implemented by the monitoring team owned by this Section and training assessment as a reference for issuing training participant certification.

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Corresponding Author:

Ence Sopyan
Universitas Indonesia Mandiri
Email: encesopyans@gmail.com

1. INTRODUCTION

Training is often heard in an organization, institution or State Agency. It can be assumed that training is very important for workers to work in order to better master and be better at the work they hold or will hold in the future. Not too far in the Workforce Productivity Development and Training Section, training is often carried out as an effort to train workers who are considered not yet capable of carrying out their work. In a certain description, the potential of the workforce may have met the administrative requirements for their work, but in reality the workforce must follow or keep up with world developments according to the tasks they hold or will hold.

This is what drives government agencies in this case the Department of Manpower to facilitate training for workers in order to get good, effective and efficient provisions. One of the functions of human resource management is training and development, meaning that to get a workforce with good and appropriate human resources, training and development are very necessary. This is an effort to prepare workers to face work tasks that are considered not yet mastered. Management thought put forward by Taylor, that workers need proper work training. This theory is very appropriate to avoid the worst possibilities in work abilities and responsibilities, so that in completing tasks it will be more effective and efficient in accordance with the established rules.

The Department of Cooperatives, Small and Medium Enterprises, Manpower, and Transmigration of Yogyakarta City in this case the Workforce Productivity Development and Training Section plays a very important role in training workers who will work in their respective fields. And also to support workers who are not supported by their education or are not yet able to carry out their duties, so that the efforts taken are by conducting training. Through training, workers will be able to do, improve, and develop their work.

2. METHOD

This study was conducted from April 3, 2017 to May 31, 2017. This study was conducted at the Office of the Dinas Koperasi, UKM, Tenaga Kerja, dan Transmigrasi. This study uses the following data collection methods:

a) Interview

Interview (Interview) is a data collection technique that uses verbal information through conversation and face to face with someone who can provide information.

b) Documentation

The data collection technique with documentation is taking data obtained through documents.

3. RESULTS AND DISCUSSION

In the training management implemented by the Workforce Productivity Development and Training Section, there is a regular and detailed process. So that in its implementation it is well managed and produces quality output. That graduates become the benchmark for accreditation and basic material for future evaluation to be even better. Because evaluation is considered important as part of the principles of organizational management.

The Workforce Productivity Development and Training Section begins its training management by classifying prospective training participants. This process is part of identifying the type of training that is suitable to be opened to the public. Among them is communication between the Office and local companies to find out what opportunities are needed by the workforce.

After the selection of the type of training is determined, then there is acceptance of prospective training participants which is opened according to its provisions. Then there is a selection stage for applicants to choose what type of training they want to follow whether it is in accordance with their current skills. So that when the training is carried out there is no coercion in the training but rather there is a separate encouragement from the training participants to improve their competence according to their respective fields.

In training there is something called a training curriculum. The intention is a training concept that is intended to be implemented in accordance with the scientific values of the type of training. So that the training is focused and in accordance with the vision and mission of the Region to overcome unemployment. There are standards that must be met in each type of training, which of course are all reviewed by a competent team in their respective fields.

Then in implementing the training, this Section collaborates with the Job Training Institute (LPK). In LPK, of course, there is a training method that aims for the effectiveness of the training and is easy to digest by training participants. Not only that, the media and training instructor factors are parts that cannot be forgotten and are important because they are oriented towards adequate facilities and the instructor's rhetoric. This Section collaborates with LPK which has high accreditation for the benefit of training participant graduates.

In its implementation, training requires monitoring as a controlling stage. Monitoring is deemed necessary to oversee the progress of training so that it is directed according to the previously set training objectives. This Section has a monitoring team whose job is to gradually supervise the implementation of training and receive training reports in stages which will later be used as evaluation material.

To measure whether the training is in accordance with the plan or not, a training assessment is needed. This section submits the assessment to the LPK according to the type of training. Because the LPK is competent in its field and certainly has its own criteria in assessing. This assessment is used as a study material by this Section to what extent the training is running effectively.

3.1. Classification of Prospective Training Participants

The workforce productivity development and training section annually opens training registration for residents domiciled in the city of Yogyakarta. In a year, this section opens several workforce groups according to the type of training and the enthusiasm of the applicants. Each group consists of 20 people who start by carrying out a selection. This section has 23 types of training provided for people who want to develop their skills, including:

| NO | TYPES OF TRAINING | IMPLEMENTATION PLAN | DURATION OF IMPLEMENTATION | MINIMUM EDUCATION |
|----|---|--|----------------------------|--------------------|
| 1 | Car Steering Wheel & SIM A (6 Batches) | March, April, July, August, September, October | 4 times | Junior High School |
| 2 | Making Bread Cakes (2 Batches) | March, April | 15 Day | Junior High School |
| 3 | Culinary Arts (2 Classes) | March, April | 21 Day | Junior High School |
| 4 | Beauty Makeup (2 Classes) | April | 23 Day | Junior High School |
| 5 | Basic Sewing | April | 28 Day | Junior High School |
| 6 | Computer Graphic Design | April | 23 Day | Senior High School |

| | | | | |
|----|---|---------------|-----------|--|
| | | | | /Vocational School |
| 7 | Front Office • Office • Hospitality | Juli, Agustus | 23 Day | Senior High School /Vocational School |
| 8 | Bridal Makeup | July | 28 Day | SMP |
| 9 | Hospitality | August | 28 Day | Senior High School /Vocational School |
| 10 | Spa Therapist | August | 23 Day | Senior High School /Vocational School |
| 11 | Sewing Skills | August | 33 Day | Junior High School |
| 12 | Computer (Training for disability) | August | 20 Day | Senior High School |
| 13 | Travel Agent | September | 23 Day | Senior High School /Vocational School |
| 14 | Paes Ageng Bridal Makeup | September | 28 Day | Junior High School |
| 15 | Sewing Kebaya & Sorjan | September | 23 Day | Junior High School |
| 16 | Cooling Techniques | September | 33 Day | Senior High School /Vocational School |
| 17 | Cleaning Service | September | September | Senior High School /Vocational School |
| 18 | Scurity | October | 21 Day | Senior High School /Vocational School |
| 19 | Retail Trading Services | October | 5 Day | Senior High School /Vocational School |
| 20 | Screen Printing/Printing (MTU) | July | 18 Day | Junior High School |
| 21 | Audio Visual & Multimedia Photography (MTU) | July | 23 Day | Senior High School /Vocational School |
| 22 | Mobile Phone Technician (MTU) | August | 23 Day | Senior High School /Vocational School |
| 23 | Car Workshop (MTU) | September | 28 Day | Senior High School /Vocational School |

At this stage, each candidate who has passed the requirements (files) will be tested regarding their knowledge. The test includes general and specific knowledge according to their vocation. The questions are made by the competent field in their field. So it is hoped that the selection committee can assess the extent of the

knowledge possessed by the training applicants. In addition to the written test, the selection also holds an interview test. This is given so that the selector can assess the extent to which the applicants are serious about taking the training. Then to assess what motives the applicants have for taking the training so that the selector can choose and sort out for whom this training is worthy of being given.

In this selection process, the selection committee has found applicants who are just following along in taking the training. For example, this year, the person took sewing training and then in the previous year took car steering training. The selection committee assessed that there was no consistency in skills so that it would only hinder other applicants. This selection is also free, so that public interest in registering for training is very high. So there needs to be strict supervision in the selection stage, so that the output of the training is expected to produce qualified and ready-to-work prospective workers.

3.2. Basic Training Curriculum

The implementation of the training curriculum in this section already has a generally applicable standard following the central Ministry of Manpower. However, each region has the authority to read the curriculum according to their respective regions. In this case, the training section in the city of Yogyakarta analyzes the existing workforce needs by involving companies and community needs at the RT to Kelurahan levels. For example, one of the company's users proposed that training be held for Security which not only takes care of security, but also requires a level of technical service to consumers..

3.3. Training Methods, Media and Instructors

In this case, the Workforce Productivity Development and Training Section collaborates with the Private Job Training Institutions in Yogyakarta. There are 23 LPKs recorded as collaborating with this section. This section does not have its own work center due to several factors, including the lack of qualified human resources to manage the work center. So this section only facilitates the budget and provides participants who will later be channeled to the LPK according to their respective types of training. This is also an advantage for this section, because by collaborating with the existing Private LPKs, the number of types of training is greater than in sections outside the city of Yogyakarta.

3.3.1. Method

In terms of methods, this Section applies training methods to participants by implementing 60 percent practice and 40 percent material. So the emphasis is on practice completely to develop the skills that exist in the participants. In its application, the instructor team at the LPK has its own method that suits the needs of the participants. For example, in bread making training, the training creates two levels of training. The first level is to introduce the basics to participants of bread making, for example, the preparation of what tools must be prepared. Then in this second level, it trains participants who actually already have their own jobs but only to get certification as a requirement to increase their position or salary. So in terms of implementing training methods, this Section assesses that it is in accordance with the existing curriculum.

3.3.2. Media

Because of the cooperation with the Private LPK, the training media used are in accordance with the type of training itself and the LPK that facilitates it. This section only makes a budget, if anything is needed that is secondary media. So for example in car driving training, the training media that is the main media such as cars and fields are provided by the LPK.

3.3.3. Instructor

This section does not have its own training instructors, so the selection of instructors is a package that exists in the LPK. However, this section must certainly choose and sort out which LPK accreditation is worthy of cooperation. Strict assessments are also carried out by this section by involving accreditation institutions to see which LPKs have been properly accredited. This section also selects instructors who only have good training certifications. So that the instructors are capable and competent in their respective fields.

3.4. Training Monitoring

In implementing training monitoring, the Workforce Productivity Development and Training Section forms a monitoring team. This monitoring team is tasked with continuously monitoring the progress of training implemented by the Job Training Institution with which the cooperation has been established. This monitoring is carried out to monitor several aspects of the training, including the concept used in the training, facilities/infrastructure that support the training, and monitoring the level of attendance of training participants. This is carried out as material for future evaluation, so that we know what needs to be improved.

For example, in terms of participant permits, the LPK itself, which previously coordinated with this Section, implemented a standard that permits were allowed three times with the note that there was a clear explanation, for example a letter from a doctor. But so far, training participants have always followed the training in full from start to finish because the implementation of this training was not forced, but rather there was a separate encouragement from prospective workers to improve their respective competencies.

Training monitoring was carried out suddenly by this monitoring team to show the LPK's performance naturally. The monitoring schedule was only carried out a few times by this team, for example, the training was carried out for two weeks, monitoring was only carried out twice. Because in the end, LPK will report the results of the training implementation to the monitoring team to be used as assessment and evaluation material.

3.5. Training Assessment

The assessment carried out is entirely up to each LPK according to their respective types of training. Because the Section is only a training facilitator and does not have competence in each type of training. So, the assessment is carried out by the LPK which has competence in its training field.

The role of this Section to assess training includes this section often asking for participant rankings. So that there is a sequence from one to the end to find out the best participants and those who have not maximally participated in the training. This is used as a basis for orbiting prospective workers in job placement. Because not a few companies always ask this Section if there are job vacancies in their companies.

Therefore, this section finds out easily and only needs to see the transcript of grades and rankings of participants from each type of training to be placed in their company.

4. CONCLUSION

Training management implemented by the Workforce Productivity Development and Training Section has been in accordance with theoretical management principles. Among them are training analysis according to needs, determination of the required training curriculum, determination of methods, media, and instructors. Not only that, in managing training for workers, training supervision is implemented by the monitoring team owned by this Section and training assessment as a reference for issuing training participant certification.

Because the implementation of this training is carried out in collaboration between the Section and the Job Training Institution (LPK). So it is necessary to have intensive supervision carried out by this Section. Because supervision is something that is very important for the training to run according to what is expected by the training organizer.

ACKNOWLEDGEMENTS

Thank you to Department of Cooperatives, Small and Medium Enterprises, Manpower, and Transmigration in Yogyakarta city for giving us the opportunity to conduct research. Hopefully the agency will continue to advance.

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