The Effect of Competency Based Training Program to Word Industry Demand at UPT-PK Singosari

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Abstract—Technical Training Technical Implementation Unit (UPT-PK) is a Technical Implementation Unit under the Department of Manpower, Transmigration and Population of the Republic of Indonesia. UPT-PK is a place of Job Training, Certification and Job Placement that always provide services to the community in the form of vocational training. The purpose of UPT-PK is to be able to produce excellent and certified graduates through professional certification bodies (LSPs) by licenses of national certification bodies (BNSP). The research method used in this research is descriptive research. The conclusion of the research are (1) the implementation of competency-based training (CBT) program in UPT-PK Singosari has been running optimally, if viewed from competency test results conducted in training year 2016/2017 in each vocational field; (2) in terms of learning process or competency-based training (CBT) implementation in UPT-PK Singosari is considered optimal; (3) in terms of the number and percentage of graduate students who have been absorbed in the business/industry, considered optimal enough with the absorption rate of 76.19%.

Keywords—Technical; Training; CBT

I. INTRODUCTION

Technical Training Technical Implementation Unit (UPT-PK) is a Technical Implementation Unit under the agency of the Manpower, Transmigration and Population Office of the Republic of Indonesia. UPT-PK is a place of Job Training, Certification and Job Placement that always provide services to the community in the form of vocational training. UPT-PK has the vision to be a center for empowerment, training, competency testing, trials of industrial employment training programs for the community. The demand for higher quality labor needs to be accompanied by the development of an adequate education and training system, as a source of increased skills for work [1]. The objective of UPT-PK is to be able to produce superior and certified graduates through professional certification bodies (LSPs) in accordance with the licenses of national professional certification bodies (BNSP) based on government regulation No. 23 of 2004 and East Java governor regulation No. 122 of 2008 on organization and governance working of technical executing unit of Manpower and Transmigration of East Java province. The superior graduates are skilled workers to work. As per Law No.13 year 2003 article 1 and 2 mentioned that the workforce is any person who can do work to produce goods and services both to meet the needs of themselves and the needs of the community.

This is by the characteristics of vocational education that is the relationship of knowledge, skills and attitudes with the value wealth especially related to vocational skills required a world of work/industry [2].

The concept of education and job training becomes very important to understand because education will always develop dynamically in line with the development of science and technology. The purpose of education consists of (1) education for life; and (2) education for earning a living. That is education is used for life (education for life) and education to earn income for the needs of life (education for earning alive). So education can be interpreted as education to earn income for life or education or ability to work [3].

Vocational education conceptually has different characteristics from general education, because vocational education must have unique vocational criteria, among others: (1) oriented to individual performance in the world of work; (2) special justification in the real world in the field; (3) has a curriculum focus on psychomotor aspects; (4) the benchmark of success is not limited to learning completeness in the classroom; (5) sensitivity to the world of work; (6) require adequate facilities and infrastructure; (7) community support. So that the presence of vocational education and training has a characteristic that is oriented to the demands of employment, community needs and urgent contemporary context needed [4].

The concept of vocational education and training is similar education and training institutions require actualization that adopts from the principle: (1) community participation in community-based education; (2) democratization of education process; (3) professional educational resources; (4) adequate resources, and (5) building character-oriented quality education. Education and job training organized by UPT-PK is a concrete manifestation of efforts by the Department of Manpower, Transmigration and Population (Disnakertransduk) in improving the qualifications and competence of demand-driven labor. On the other hand, the industry is also always looking for (funding for higher level employer qualifications) means always looking for workers who have specific qualifications (specific skills) high [5] [6].

The importance of skilled labor becomes an absolute necessity of business and industry. The positive values of skilled labor are: (1) skilled workers will be able to engage directly in the production process of goods and services and play an important role in determining the level/quality of
production; (2) skilled labor is necessary to support the growth of industrialization; (3) Skilled labor is the main capital in global competition; (4) Skilled labor is the only resource capable of using and utilizing advancements in science and technology. Therefore the quality of the workforce should be continuously improved through education and training in the formal and non-formal fields.

The community's need for non-formal education continues to increase significantly. It has many factors that encourage the increasing needs of the workforce especially in the business world and industry. The Change very rapidly causing the results of education obtained in school (formal education) to be less relevant or lagging from the demands in the workplace. If knowledge and or skills obtained from the school quickly becomes obsolete and less able to be used to solve new problems involving the use of technology in work. It becomes one of the UPT-PK tasks as an institution that prints the skilled workforce according to the needs of the business and industry.

Based on East Bureau of Statistics (BPS) data of East Java in August on open unemployment rate (TPT) population aged 15 years and over 2015 as follows: (1) number of primary education graduates 33.01%; (2) the number of secondary education graduates is 56.27%; (3) the number of graduates of higher education is 10.72%. Whereas in 2016 the open unemployment rate (TPT) population aged 15 years and above as follows: (1) the number of graduates of primary education amounted to 36.26%; (2) the number of secondary education graduates is 52.83%; (3) the number of graduates of higher education is 10.91. Based on the data, it was concluded that there was an increase in the percentage of an unemployment rate of secondary education by 3.44% and an increase in unemployment rate was 0.19%. Based on the background description of field conditions, to the ideal conditions of vocational education, this study aims to describe the implementation of competency-based training (CBT) program in UPT-PK Singosari regarding student competency test and the level of recruitment in the business/industry towards students graduates. The applicable criteria that follow.

II. METHOD

Based on research objectives, research methods used in this research is descriptive research. Descriptive research is a research approach to describe things that happen in the field and studied with relevant studies. Furthermore, the population used in this study is all students in UPT- PK Singosari. The population is the whole of the characteristics or units of measurement results into subject and object research residing in a region and meet certain requirements related to research problems (Riduwan & Akdon, 2013: 238; Musfiquon, 2012: 89).

The total number of student training populations is 168 students, with details of the following vocational areas: (1) vocational electrical machinery totaling 30 students; (2) vocational electronics totaling 35 students; (3) vocational computer technicians totaling 16 students; (4) vocational of AC technicians totaling 6 students; (5) vocational office administration totaling 16 students; (6) vocational garments totaling 32 students; (7) vocational gasoline cars totaling 16 students; (8) vocational motorcycles totaling 15 students; (9) vocational diesel cars totaling 16 students; (10) vocational tooling totaling 16 students. Data analysis used is descriptive analysis by involving simple mathematical calculation aims to describe data of research result, so that can be interpreted clearly.

III. RESULTS AND DISCUSSION

Based on the regulation, the role of UPT-PK can be seen from the implementation of the main tasks and functions as a technical implementation unit within the directorate general of training and productivity, in accordance with the Minister of Manpower and Transmigration of the Republic of Indonesia No.02/MEN-SJ/VIII/2008 on the main tasks, functions and job descriptions of UPT-PK in Directorate General of Training and Productivity. So that UPT-PK must implement the training program of labor, trial training program, competency test and empowerment of training institute in the field of industry. It also functions as follows: (1) preparation of plans, programs, and budgets, evaluation and reporting; (2) implementation of labor training; (3) implementation of training program trials, and labor competency test; (4) the evaluation of job training, marketing, competency test, institutional cooperation and reporting; (5) implementation of administrative and household affairs. In other words, UPT-PK's role is a series of activities undertaken by UPT-PK in the implementation of its duties and functions in order to achieve its goal of UPT-PK namely to produce Indonesian workers, especially industrial employees, and qualified and competitive job seekers through training, competency certification and employment [7].

Implementation of a competency-based training program (CBT) or also known as (CBT) implemented in UPT-PK has a role as a model of teaching during the training process. It is also supported by an academic atmosphere of the educational unit and superior training infrastructure. Without the right model, it will be very difficult to achieve the success of the training indicated in the standard indicators of competency in each vocational field. If evaluated from the implementation of CBT implementation can be grouped into stage (1) planning; (2) implementation; (3) supervision and; (4) evaluation, described as follows:

A. Competency Based Training (CBT)

Planning of a competency-based training program in general needs to consider the training objectives according to the competency standards to be achieved. Planning is the first step in a training program implementation in UPT-PK, planning is a systematic process that is done related to the action during the training process that will take place within one year. It is said to be systematic because the plan relates to a training curriculum that is carried out using certain principles [8].

There are various existing training models, can be seen among others as disclosed Stamatis that several stages of the coaching cycle may consist of: (1) the training needs analysis (analyze to determine training requirements); (2) design the training approach; (3) development of training materials (develop the training materials); 4) conduct the training, and 5)
evaluate and update the training [9]. The planning of a competency-based training program in UPT-PK Singosari is organized on the basis of the following aspects: (1) identification of training needs; (2) planning of training design; (3) establishment of training methodology; (4) preparation of training materials; (5) training implementation; (6) training evaluation; (7) the establishment of follow-up training. This is the standard aspects of training management that are commonly carried out in training activities. The implementation of the training course is also based on the needs as well as the state of the business and industry as employment. So that it can be concluded training based competence implemented in UPT-PK Singosari, has been by planning an ideal training curriculum.

B. Implementation of Competency Based Training (CBT)

Implementation of CBT program conducted by institutions UPT-PK Singosari by the planning formulated based on training curriculum. The method used is to lectures and demonstrations, question and answer, assignment, and practice. The learning method used should be tailored to the objectives material /unit of competence field and character training students, thus providing optimal learning outcomes [10]. The implementation of competency-based training is highly dependent on the instructors in each vocational field, including: (1) determining the training method used (eg lectures, demonstrations, group discussions, question and answer, problem-based or project based), the selection of the method tailored to the objectives or competency standards that have been targeted at the job training curriculum, thus obtaining optimal training outcomes; (2) implementation of training time, training time in UPT-PK in accordance with applicable day and working hours and in accordance with UPT-PK regulation; (3) the use of training facilities and infrastructure.

Completeness of training facilities and infrastructure has a very important role in the quality of graduates in UPT-PK, by using adequate facilities and infrastructure students are targeted to be able to reach standard unit of competence that is studied maximally. Company infrastructure related to the competence has been used. Nevertheless the emphasis on the use of infrastructure facilities depends on the ability of educators and practical facilities of course institutions. Practical materials that will be used for practical learning adjust needs during practice [11].

The use and utilization of facilities and infrastructure in UPT-PK Singosari have been very optimal. Hal is seen with the motivation to learn students in following the training program held as well as to improve skills and skills in the effort to find the stock to work in the business and industry.

C. Supervision of Competency Based Training (CBT)

Based on the results of the research, supervision of competency-based training conducted by UPT-PK Singosari in the learning process includes: (1) the attendance of students during the training; (2) mastery of the competency unit of each vocational field; (3) interaction between students with other students; (4) interaction between training students with instructors and UPT training officers/administrative staff of Singosari; (5) the use of training methods in the space of theory and practice; (6) the use of the training media used by the instructor in teaching practice. The relationship between training students and instructors in vocational education is also an important factor. The role of mentoring has a positive effect to support success and offers problem-solving recommendations provided in the training process. It is relevant to the case that the relationship between students and teachers/instructors can change the values, attitudes, and self-esteem, both to the students' personal and to the personal teachers [12].

Furthermore, the activity of trainees and instructors during the training activity is considered good, this is observed from the progress of the activity during the training program. The purpose of supervision of the students' active training and tutor is to find out whether the training program activities are by the training curriculum used, with the aim that the effectiveness of the training program can be achieved. The interaction between the instructors and the citizens is well underway, reflected in the intimacy of the students with the instructors. Instructors always guide students and provide a sense of comfort to students during the training process. The delivery of materials/units of competence by the instructor to the students is done professionally, with the aim to adjust the atmosphere and condition of the actual work environment to the training students, so that the training students can have real work experience. The methods used by instructors are very compatible with the competency-based training process, by using lecture, demonstration, question, and answer, problem-based and project-based methods. The methods and media used by the instructors are very much in line with the training plan based on the applied curriculum.

D. Evaluation of Competency Based Training (CBT)

The final stage in monitoring the supervision of the training program is the evaluation stage. Evaluation is used as a benchmark of students' training skills in mastering the competence units being taught. In competency-based training, the evaluation used is through a practical skills test. The practice test used in UPT-PK Singosari is called competency test.

Competence is defined as a person's performance capability based on a standardized condition and benchmark. Apart from being a description of a particular job or activity task, competencies such as knowledge, skills, and attitudes are needed for a person to perform the job with the required standards [13]. The competency test aims to measure the achievement of students' training ability.

Training students who pass the competency test will be declared as competent individuals. Someone is said to be competent if it meets three aspects in work behavior, those aspects are (1) knowledge (knowledge); (2) attitude (attitude); and (3) skills. These three aspects will contribute to the formulation of individual behaviors, the conscious behavior of the ability as a professional performer [2] [14]. The results of the assessment of CBT (assessment practices) programs in education and training institutions in various countries have shown positive results, but further improvement is needed with authenticity to measure students’ ability to fully train [15]. So that evaluation is held UPT-PK, that is competence test is one
of the effort to carry out authentic assessment phase in the vocational field in UPT-PK.

E. Competency Test Results

Based on the results of the research indicates that in the training year 2016/2017 that 168 graduates are declared competent in accordance with each vocational field, the details of the vocational field are as follows: (1) vocational electrical machine graduates 30 students; (2) vocational electronics graduates 5 students; (3) vocational computer technician graduated 16 students; (4) vocational AC technician graduates 6 students; (5) vocational office administration graduated 16 students; (6) vocational garment graduates 32 students; (7) vocational gasoline cars graduated 16 students; (8) motorcycle vocational education graduates 15 students; (9) vocational diesel cars graduated 16 students; (10) vocational tools graduated 16 students.

The result of competency test conducted in UPT-PK applies standard set by the professional standard certification body. The standard indicator gives hope of quality assurance on standardization process of graduate quality. Qualified graduates are students who have the competence and can work as well as get a job in the field of industry by the field of competence. Qualified competency tests can measure aspects including (1) Skills; (2) Qualifications; (3) Attitudes to work. Good working competencies also need to be supported by other aspects that include: (1) Career aspirations; (2) Work-related confidence; (3) Work-related self-esteem; (4) Motivation; (5) Job search skills; (6) Career management skills; (7) Job performance; (8) Employee productivity. If the last aspect can be mastered by the training students of course the target work according to the desired field of work can be achieved [16].

F. Requirement Graduates of Technical Training Unit

The results of research on the level of labor absorption of students are shown from the internal data of special job market (BKK) that is 128 of 168 or 76.19% of training students in 2016/2017 which has absorbed the world of work. The data includes: (1) vocational electrical machine accepted work of 15 of 30 students; (2) vocational electronics accepted work of 3 of 5 students; (3) vocational computer technicians received work of 11 out of 16 students; (4) vocational AC technicians received work of 5 of 6 students; (5) vocational office administration received work of 14 of 16 students; (6) vocational garment accepted work 30 of 32 students; (7) vocational gasoline cars received work of 13 of 16 students; (8) vocational motorcycles accepted work of 14 of 15 students; (9) vocational diesel cars received work of 15 of 16 students; (10) vocational tooling received work of 8 out of 16 students. Based on the data of labor absorption it shows that UPT-PK graduates in category good. The percentage is taking each vocational more than 80%. This means that students have views on the field of work and able to formulate the step at the same time determine the appropriate career decision based on the needs of vacancies by the field of competence [17].

IV. CONCLUSION

The conclusion of the research are (1) the implementation of competency-based training (CBT) program in UPT-PK Singosari has been running optimally, if viewed from competency test results conducted in training year 2016/2017 in each vocational field; (2) in terms of learning process or competency-based training (CBT) implementation in UPT-PK Singosari is considered optimal; (3) in terms of the number and percentage of graduate students who have been absorbed in the business/industry, considered optimal enough with the absorption rate of 76.19%. In order to improve the quality and quantity of graduate students who can compete in the business and industry, it is necessary to examine in depth other factors that may affect the quality of graduates. Recommendations for other researchers to examine the relationship aspects (1) knowledge; (2) attitude; and (3) skills for student career planning and decision-making of UPT graduates of job training.

REFERENCES
