

EFFECTIVENESS OF TRAINING ACTIVITIES AT THE TRAINING CENTER AND COMMUNITY EMPOWERMENT IN RURAL, UNDERDEVELOPED AND TRANS-SETTLEMENT AREAS IN MAKASSAR

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Abstract

The aim of this research is to evaluate the effectiveness of training conducted at the hall. A quantitative approach is used for the study, focusing on the population of 103 training alumni from Balai Pelatihan dan Pemberdayaan Masyarakat Desa, Daerah Tertinggal dan Transmigrasi Makassar. Data is collected through a survey in the form of a questionnaire and analyzed using the SPSS application. The results of the study show that the training organized by Balai Pelatihan dan Pemberdayaan Masyarakat Desa, Daerah Tertinggal dan Transmigrasi Makassar is highly effective. Among the three effectiveness indicators used, one indicator shows effective results, specifically related to the assessment of training facilities and amenities. The other two indicators show highly effective results, particularly concerning the evaluation of training materials and the assessment of training trainers.

Keywords: *Effectiveness of training activities*

1. INTRODUCTION

Economic and trade advancements have spurred transformations in the economic and industrial structures, inevitably impacting the demand for human resources. The quality of the workforce now assumes a critical role, encompassing both its nature and increasingly higher levels of competencies required to compete on regional, national, and international scales. Indonesia's current labor challenges are evident, evidenced by a persistently escalating cumulative unemployment rate, coinciding with the surging number of school graduates. Swift anticipation and action are imperative to prevent further spikes in unemployment and mitigate the rising poverty levels among the population (Hayati & Yulianto, 2021).

Human resources are a vital reservoir of aspirations, knowledge, skills, emotions, and intellect. Amidst other organizational resources, including financial and informational assets, human resources and workforce financing (relationships, preferences, and goals) are recognized as strategic reservoirs that must be cultivated. High unemployment rates have become one of the core reasons behind the government's inability to promote social welfare and cultivate intellectual talents. Governance, in this context, encompasses not merely governmental principles or emphasis but extends to the collaborative endeavors of disparate entities like civil society organizations, private enterprises, and citizens. Well-structured procedures for resource and institutional development are vital in supporting appropriate utilization across all government elements. A robust process of developing resources and institutional frameworks is indispensable in bolstering the efficient production systems of all government facets. Unfortunately, the opportunities for employment in Indonesia remain scant due to the lack of initiatives in creating job opportunities for the populace (Aristanto, 2021).

Article 27, paragraph 2 of the 1945 Constitution dictates that the issues of labor and decent livelihoods hold paramount importance in the nation's life. It is the responsibility of

the Ministry of Manpower of the Republic of Indonesia to grant autonomy to the human resources departments in each district and to oversee institutions involved in training, development, and the enhancement of human resources. By devising tailor-made training programs aligned with the demands of the labor market, vocational training systems ought to be the primary catalyst for unemployment reduction (Wantu, 2020).

Vocational training systems should adeptly probe the labor market to prioritize the requisite preparedness. Educational and training institutions are obliged to synchronize their activities with the evolving needs, particularly in designing soft skills (Dimiyati, 2018). Given the proverb cited earlier, the success of human resources development emerges as the pivotal factor. Consequently, the triumph in human resources development and community empowerment stands to enhance the operational efficiency of Indonesia's bureaucracy.

The Balai Pelatihan dan Pemberdayaan Masyarakat Desa, Daerah Tertinggal Dan Transmigrasi Makassar functions as an esteemed technical execution unit at the echelon III level, answerable to the Head of the Agency for Human Resources Development and Community Empowerment in Rural, Underdeveloped, and Transmigration Areas (BPSDMPMDDTT). The scope of its operations encompasses Sulawesi, encompassing provinces like North Sulawesi, Gorontalo, Southeast Sulawesi, Central Sulawesi, West Sulawesi, and South Sulawesi. The establishment of this unit is based on the Regulation of the Minister of Villages, Underdeveloped Regions, and Transmigration of the Republic of Indonesia Number 9 of 2015 concerning the Organization and Work Procedures of Technical Implementation Units within the Ministry of Villages, Underdeveloped Regions, and Transmigration of the Republic of Indonesia.

Subsequently, the Balai Pelatihan dan Pemberdayaan Masyarakat Desa, Daerah Tertinggal and Transmigrasi Makassar have successfully conducted 67 training sessions in 2021, incorporating both online and offline modes, with 20 participants in each cohort. The achievement of training programs necessitates thorough measurement and evaluation, which serve to ascertain the extent of knowledge and skill enhancement, as well as behavioral changes among the trained participants or target groups. Therefore, evaluation as a subsystem within the training process plays a strategic role in refining the training system, particularly in improving and perfecting training delivery. The specific targets of the Balai's training endeavors encompass:

1. Accurate measurement of the process of conducting Village-Owned Enterprises (BUMDesa) Management Training.
2. Formulation of evaluative recommendations to inform the improvement of subsequent training programs and implementations.

Generally, the Balai Pelatihan operates within the context of decentralized non-formal education, spanning from central units to local governments. The national implementation of educational programs throughout Indonesia encounters numerous challenges and obstacles (Yaqin, 2016).

The hurdles faced by training providers can hinder institutional effectiveness and efficiency. Challenges such as the scarcity of qualified trainers, outdated training facilities and programs, and inadequate collaboration with key stakeholders and other interested parties impede the efficacy of government training initiatives. Additionally, insufficient funding, lack of incentives, and limited management and teacher capacities contribute to suboptimal outcomes in training activities.

Failure to meet the demands of the labor market with appropriate training can give rise to fresh issues, including a surge in unemployment due to a mismatch between the unemployed and the required qualifications (Andini, 2021). The vision of BPMDDTT Makassar, to achieve an Indonesia that is sovereign, independent, and self-reliant based on mutual cooperation, underscores the paramount importance of resource and infrastructure training readiness that aligns with current demands. This vision's realization is not solely contingent on facilitating the effectiveness of the provided training but also hinges on elevating the achievements of graduates with exceptional quality.

The implementation of education and training necessitates a curriculum and educational programs. The curriculum, developed by the Pusdiklat Daerah Berkembang dan Migran Makassar, adheres to the Indonesian National Workforce Competency Standards (SKKNI). Although founded on SKKNI, the Pusat Pelatihan retains the capacity to craft programs that cater to community needs. However, if the curriculum employed is closely attuned to the job market, trainers must deliver reference-based materials considering the diverse educational backgrounds of training participants. Given the aforementioned background, the author is keen on researching "The Effectiveness of Training Activities at the Training Center and Community Empowerment in Rural, Underdeveloped, and Transmigration Areas in Makassar."

2. IMPLEMENTATION METHOD

This study adopts a quantitative approach, employing a survey-based assessment with a cross-sectional design. The research is conducted at the Training Center and Community Empowerment in Rural, Underdeveloped, and Transmigration Areas in Makassar, specifically situated on DG. Ramang Street, Biringkanaya Subdistrict, Makassar City, South Sulawesi. The research population comprises individuals who have participated in the BUMDes (Village-Owned Enterprises) Management training at the Training Center, focusing on the 2021 cohort, which consists of 67 cohorts, each consisting of 20 participants. Consequently, the total population for this study amounts to 1,340 participants. The sample size is determined using the Slovin formula, resulting in a sample of 103 respondents. Data collection is executed through the utilization of questionnaires and documentation, and data analysis entails descriptive analysis employing a scale range to assess the level of achievement (score) for research variables, categorized into very effective, effective, less effective, ineffective, and very ineffective.

3. RESULTS AND DISCUSSION

3.1 3. Descriptive statistical analysis

Classification criteria are applied based on the provisions outlined by Husein (2004) and are carried out as follows:

The lowest value = Lowest answer weight x Number of samples
= 1 x 103
= 103

The Highest value = 5 x 103
= 515

With the following scale range:

$$RS = \frac{n(m-1)}{m}$$

$$RS = \frac{103 (5 - 1)}{5}$$

$$RS = 82,4$$

From the data above, the interval scale table is formed as follows:

Table 1. Interval Scale Instrument

| Interval Scale | Category |
|----------------|----------------------|
| 103-185,4 | Very ineffective |
| 186,4-267,8 | Ineffective |
| 268,8-350,2 | moderately effective |
| 351,2-432,6 | Effective |
| 433,6-515 | very effective |

Source: Primary data processed (2022)

From the data above, it is used to determine the classification of each effectiveness indicator into categories of "Very Effective," "Effective," "Less Effective," "Ineffective," and "Very Ineffective." This is achieved by summing up the responses from 103 respondents who are alumni of training in the year 2021 at the Training Center and Community Empowerment in Rural, Underdeveloped, and Transmigration Areas in Makassar.

Table 2. Results of Respondent Questionnaire

| questionnaire | Frequency | | | | | Total Value | Total Respondents |
|--|----------------------------------|-------|-------|----|----|-------------|-------------------|
| | Strongly agree-strongly disagree | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | | |
| Training Facilities and Amenities | | | | | | | |
| X1.1 | 24 | 58 | 19 | 2 | 0 | 413 | 103 |
| | 23,3% | 56,3% | 18,4% | 2% | 0% | | 100% |
| X1.2 | 34 | 54 | 15 | 0 | 0 | 431 | 103 |
| | 33% | 52% | 15% | 0% | 0% | | 100% |
| X1.3 | 20 | 64 | 18 | 1 | 0 | 412 | 103 |
| | 19% | 62% | 18% | 1% | 0% | | 100% |
| X1.4 | 60 | 39 | 4 | 0 | 0 | 468 | 103 |
| | 58% | 38% | 4% | 0% | 0% | | 100% |
| X1.5 | 26 | 60 | 17 | 0 | 0 | 421 | 103 |
| | 25% | 58% | 17% | 0% | 0% | | 100% |
| Training Material | | | | | | | |
| X1.6 | 43 | 47 | 13 | 0 | 0 | 442 | 103 |
| | 41,7% | 45,6% | 12,6% | 0% | 0% | | 100% |
| X1.7 | 58 | 42 | 3 | 0 | 0 | 467 | 103 |

| | | | | | | | |
|---------------------|-----|-----|-----|----|----|-----|------|
| | 56% | 41% | 3% | 0% | 0% | | 100% |
| X1.8 | 25 | 63 | 15 | 0 | 0 | 422 | 103 |
| | 24% | 61% | 15% | 0% | 0% | | 100% |
| Training Instructor | | | | | | | |
| X1.9 | 46 | 31 | 6 | 1 | 1 | 465 | 103 |
| | 62% | 30% | 6% | 1% | 1% | | 100% |
| X1.10 | 69 | 30 | 4 | 0 | 0 | 477 | 103 |
| | 67% | 29% | 4% | 0% | 0% | | 100% |
| X1.11 | 56 | 40 | 7 | 0 | 0 | 461 | 103 |
| | 54% | 39% | 7% | 0% | 0% | | 100% |
| X1.12 | 57 | 43 | 3 | 0 | 0 | 466 | 103 |
| | 55% | 42% | 3% | 0% | 0% | | 100% |
| X1.13 | 46 | 53 | 4 | 0 | 0 | 454 | 103 |
| | 45% | 51% | 4% | 0% | 0% | | 100% |

Source: Primary data processed (2022)

Based on the data presented in the table, the analysis of the questionnaire responses from training alumni at the Training Center and Community Empowerment in Rural, Underdeveloped, and Transmigration Areas in Makassar reveals the following insights:

1. The Assessment of Training Facilities and Amenities indicates effective outcomes, with participants giving favorable scores for the provided consumption facilities during training (scored 413 - effective), the training venue and facilities (scored 431 - effective), the public facilities offered during training (scored 412 - effective), the learning facilities during training (scored 421 - effective), and other aspects, such as the evaluation of training equipment facilities, which received a notably high score of 468 (very effective). The average value derived from the 5 statements in this indicator is 429, placing it within the effective category.
2. The Assessment of Training Material presents two statements with remarkably positive outcomes. Participants highly regarded the training material's quality and relevance, scoring 442 (very effective) for the evaluation of the provided material and 467 (very effective) for assessing its practical applicability to their job. The other statements related to the evaluation of instructional materials during presentations also yielded positive results, with an average value of 443, signifying a very effective rating.
3. The Assessment of Training Instructors showcases consistently high effectiveness in all 6 statements. Participants highly appreciated the instructors' proficiency in the subject matter (scored 465 - very effective), their positive attitude and effective communication skills (scored 477 - very effective), their engaging teaching style and professional appearance (scored 461 - very effective), their ability to motivate and facilitate learning (scored 466 - very effective), and their adeptness in managing the learning environment (scored 454 - very effective). The average value for this indicator is 464, placing it firmly within the very effective category.

3.2 Discussion

Human resources are considered the most vital aspect within any organization or company, necessitating their continuous development to become a pool of high-quality assets. Almost all organizations acknowledge the challenges of finding and managing

talented individuals. Moreover, most organizations represent a nation and require skilled personnel to drive their goals and aspirations. Human resources serve as the cornerstone of successful development. Training initiatives are thoughtfully planned by organizations to facilitate skill acquisition relevant to job roles. Such competencies encompass knowledge, skills, and behaviors that are considered essential and directly impactful for employees. The vision of the Makassar Training Center and Community Empowerment in Rural, Underdeveloped, and Transmigration Areas is to establish a sovereign, self-reliant, and culturally enriched Indonesia based on the spirit of mutual cooperation. Realizing this vision requires continuous efforts to enhance the quality and competence in alignment with both internal and external dynamics, ably supported by human resources.

The research findings highlight that out of the three indicators, only one demonstrates effective outcomes, specifically the Assessment of Training Facilities and Amenities, whereas the remaining two show highly effective results, specifically the Assessment of Training Material and the Assessment of Training Instructors. These results paint a positive picture, underscoring the effectiveness of the training programs offered by the Makassar Training Center and Community Empowerment in Rural, Underdeveloped, and Transmigration Areas.

Effectiveness in training activities is assessed through three key indicators: the Assessment of Training Facilities and Amenities, the Assessment of Training Material, and the Assessment of Training Instructors. Effectiveness is determined by how well managers achieve their predetermined objectives, encompassing quantity, quality, and timeliness, in tandem with the assessment and evaluation of training facilities. Notably, the evaluation by participants of the training facilities, training materials, and instructors provided reflects high levels of effectiveness. In evaluating the training materials, it is evident that the presentation of instructional materials during the training sessions is effective, while two other statements highlight highly effective results, coinciding with the fact that the training instructors have undergone training and certification in Jakarta. This illustrates the successful delivery of training materials in accordance with the established plan.

Regarding the Assessment of Training Instructors, all statements show remarkably effective values. This showcases the exceptional capabilities of the trainers in facilitating the learning process during training, further validated by their prior training before engaging with the community training programs. From the questionnaire results filled out by the respondents, data on the cumulative effectiveness of each indicator can be obtained by summing up the values of each indicator for each statement, resulting in the following:

Table 3. Cumulative Effectiveness Indicator Values

| Training Facilities and Amenities | | | |
|-----------------------------------|-------|----------------|----------------|
| No | Total | Description | Category |
| 1 | 413 | Effective | Effective |
| 2 | 431 | Effective | |
| 3 | 412 | Effective | |
| 4 | 468 | Very Effective | |
| 5 | 421 | Effective | |
| Training Material | | | |
| 6 | 442 | Very Effective | Very Effective |

| | | | |
|----------------|-----|----------------|----------------|
| 7 | 467 | Very Effective | |
| 8 | 422 | Effective | |
| Training Coach | | | |
| 9 | 465 | Very Effective | Very Effective |
| 10 | 477 | Very Effective | |
| 11 | 461 | Very Effective | |
| 12 | 466 | Very Effective | |
| 13 | 454 | Very Effective | |

Source: Primary data processed (2022)

4. CONCLUSION

Based on the research conducted by the author on the training alumni organized by the Training Center and Community Empowerment in Rural, Underdeveloped, and Transmigration Areas in Makassar in 2021, the findings indicate a remarkably high level of training effectiveness. Analyzing the detailed results of the three effectiveness indicators, it is evident that only one indicator, specifically Training Facilities and Amenities, displayed effectiveness with a score of 429, while two indicators, namely Training Material Assessment and Trainer Assessment, exhibited exceptional effectiveness with scores of 443.6 and 464.6, respectively. These results underscore the significant impact of the training activities and the successful implementation of the training program at the mentioned institution.

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