

IMPLEMENTATION OF COMPETENCY-BASED JOB TRAINING PROGRAMS IN COMMUNITY EMPOWERMENT AT THE TULUNGAGUNG REGENCY MANPOWER AND TRANSMIGRATION OFFICE

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Article History

Received: 1 December 2025

Accepted: 17 December 2025

Published: 31 December 2025

Abstract

This study aims to analyze the implementation of competency-based job training programs as a community empowerment effort at the Tulungagung Regency Manpower and Transmigration Office. The research focused on two types of programs: Competency-Based Job Training for Tobacco Excise Revenue Sharing Funds and Job Training Programs to Expand Employment Opportunities. The study used a descriptive qualitative approach with primary data sources obtained through direct observation during internships and a review of internal agency documents. Data analysis was conducted using Human Capital Theory to view job training as a process of improving skills, knowledge, productivity, job readiness, job opportunities, and adaptability to the job market. The results showed that both training programs contributed positively to improving participant competency, particularly in the aspects of job skills and job readiness. However, the impact of the training tended to be strong in the implementation and short-term phases, while post-training sustainability still faced limitations, particularly in terms of workforce absorption and independent business development. The DBHCT-based program was more oriented towards specific competencies in the service sector, while the job expansion program was more inclusive and functioned as a strengthening of the community's basic economy. These findings indicate that job training plays a strategic role in regional human resource development, but requires continued support to achieve a sustainable impact.

Keywords: Competency, Community Empowerment, Employment, Local Government, Job Training

A. INTRODUCTION

Human resource development is a crucial element in increasing workforce competitiveness in the modern era (Suryadi, 2017). Changes in economic structure and industrial needs demand a workforce with clear and measurable job competencies. This situation remains a challenge for the majority of productive-age Indonesians. Open unemployment and a mismatch between skills and job market needs are still common in various regions (Marwadi et al., 2025). In this situation, competency-based job training is a relevant approach to addressing employment issues. Competency-based training emphasizes not only technical skills but also job attitudes and knowledge. This approach aims to ensure trainees possess skills that meet workplace standards. Wibowo (2019) states that job training has the potential to expand people's access to employment opportunities. The training process is also related to strengthening individual capacity to face the world of work. Training activities are not only related to improving technical skills but also relate to developing work

<http://jurnaldialektika.com/>

Publisher: Perkumpulan Ilmuwan Administrasi Negara Indonesia

P-ISSN: 1412 -9736

E-ISSN: 2828-545X

attitudes and job readiness. This understanding demonstrates that job training has a broader dimension within the context of social and economic development. Job training provides individuals with the opportunity to acquire knowledge and skills that can be utilized in productive economic activities, thereby increasing family income and better meeting basic needs. Putri (2021) states that training, as a form of non-formal education, plays a crucial role in improving the social welfare of lower-class communities by developing their economic capabilities. As part of socioeconomic development efforts, job training focuses not only on technical skills but also contributes to individuals' ability to enter the job market or start their own businesses, thereby opening new job opportunities and expanding economic networks within the community. Research by Amalia & Setyawan (2025) shows that training provided by job training institutions can improve participants' skills, increase their employment opportunities and income, and is directly correlated with a reduction in unemployment and poverty rates in the region. This link between job training and socioeconomic aspects is also reflected in the literature, which emphasizes that quality training programs can strengthen workforce skills, increase productivity, and support sustainable socioeconomic mobility. In the context of regional development, job training is a strategic instrument for creating a more competent workforce and enhancing the economic capacity of the wider community. Prasetyo and Kurniawan (2018) stated that job training policies in Indonesia have a fairly clear regulatory basis. Law Number 13 of 2003 concerning Manpower emphasizes the role of job training in improving workforce competency. This provision was further strengthened by Law Number 11 of 2020 concerning Job Creation. This regulation positions job training as an instrument for increasing workforce productivity and welfare. Furthermore, Government Regulation Number 31 of 2006 regulates the National Job Training System. This regulation emphasizes the importance of job competency standards as a reference for training implementation. Within the framework of decentralization, regional governments are authorized to organize training according to local needs. However, policy implementation often faces challenges at the regional level. Prasetyo and Kurniawan (2018) show that institutional factors influence the implementation of job training. The availability of resources also influences the quality of training programs. This situation demonstrates the scope for analysis of policy implementation at the regional level.

Public services in the employment sector include providing information, skills training, and access to competency improvement programs for job seekers. The Tulungagung Regency Manpower and Transmigration Office carries out this function through job training programs, which in this study are divided into two: Competency-Based Job Training (DBHCT) through the Tobacco Excise Revenue Sharing Fund (DBHCT) and training programs to expand employment opportunities. DBHCT competency-based job training includes Barista, Barber, and English for Frontliners training. Meanwhile, job training programs to expand employment opportunities include cooking, sewing, graphic design, and labor-intensive training. These training programs are part of the services provided to the wider community in need of job skills. These training services not only provide technical skills but also serve as a channel for the public to obtain information about the world of work and network. Effective public service processes require orderly administration, clear service flows, and responsive communication between officers and training participants. The existence of job training services within the office serves as a means of bridging the gap between community needs and labor requirements in the local economic market.

Through a public service approach, the service agency regulates the registration mechanism, activity implementation, outcome evaluation, and follow-up for training participants. The interaction between service officers and participants during this process reflects the participatory nature of public service and is oriented towards the needs of service

users. Job training integrated into the public service system is expected to strengthen public trust in local government services, so that employment services are seen not only as technical programs but also as part of the public function in improving socio-economic welfare.

Lestari (2020) states that the role of local government influences the direction and form of job training programs. The Tulungagung Regency Government carries out this function through the Manpower and Transmigration Service. This service organizes various competency-based job training programs for the community. The service also provides welding training oriented to the needs of the industrial sector. Labor-intensive programs are also implemented as part of efforts to increase temporary employment opportunities. The variety of training programs demonstrates a diverse approach to community skills development. Each program has different characteristics and targets different participants. Training implementation is tailored to local potential and participant interests. However, program implementation still faces several limitations. The availability of facilities and instructors is an important aspect to consider. The alignment of training materials with job market needs is also a key focus in program implementation. This situation demonstrates the dynamics of job training implementation at the regional level. This situation opens up a scope for research into the implementation of competency-based job training programs at the Tulungagung Regency Manpower and Transmigration Office.

B. LITERATURE REVIEW

Human Capital

Human Capital Theory views job training as a strategic investment aimed at improving the quality of human resources by strengthening skills, knowledge, and work competencies. Competency-based training serves to increase individual productivity, thereby increasing employment opportunities and income. In the context of public policy, job training is understood as an instrument of economic and social development oriented towards increasing the capacity of the local workforce. This theory emphasizes that individuals who receive relevant training will be more competitive in the job market. Therefore, job training is an important mechanism for community empowerment and reducing structural unemployment (Becker, 2020; Acemoglu & Autor, 2022). Indicators:

- Improved job skills
- Improved job knowledge
- Increased individual productivity
- Participant job readiness
- Employment and self-employment opportunities

Program Implementation

Program implementation theory explains that the success of a public program is largely determined by the policy implementation process at the operational level. Implementation relates not only to policy formulation but also to actor coordination, resource availability, and the capacity of implementing organizations. In the context of job training programs, implementation includes activity planning, training delivery, and participant and instructor management. Clarity of objectives and consistency of implementation are determining factors in achieving program outcomes. Therefore, this theory is relevant for analyzing the extent to which competency-based job training is implemented in accordance with government policy design (Hill & Hupe, 2021; O'Toole & Meier, 2020). Indicators:

- Clarity of program objectives and targets
- Availability of training resources
- Coordination between implementers
- Compliance with implementation procedures

- Consistency of program implementation

Community Empowerment

Community empowerment theory emphasizes the process of increasing the capacity of individuals and groups to control resources and determine their own future. Empowerment is understood as a process that includes increased skills, self-confidence, and access to economic opportunities. In the context of job training, empowerment is reflected in the increased ability of people to work or engage in independent business. Competency-based training serves not only as a transfer of technical skills but also as a means of strengthening the social and economic position of the community. Therefore, job training is a crucial instrument in community-based socio-economic development (Zimmerman, 2020; Perkins & Rios, 2022). Indicators:

- Increased capacity and independence of participants
- Access to economic opportunities
- Self-confidence and work motivation
- Participation in productive activities
- Sustainability of training outcomes

C. RESEARCH METHODOLOGY

This research uses a descriptive qualitative approach. Cresswell, in Sudarmanto (2022), defines qualitative research as a complex projection, examining words, detailed information from informants' perspectives, and conducting case studies. The researcher obtained information from various relevant literature studies and used primary data obtained during an internship program at a relevant agency. Data were obtained through direct observation of the training implementation process and a review of relevant internal documents. This study describes the dynamics of job training program implementation at the regional level and the role of local governments in organizing competency-based training according to needs.

D. RESULT AND DISCUSSION

The Tulungagung Regency Manpower and Transmigration Office plays a crucial role in reducing unemployment and improving community competency. Through its Placement, Employment Opportunity Expansion, and Transmigration division, the Tulungagung government provides job training and job skills development based on desired competencies. This program targets job seekers from various regions in Tulungagung Regency.

In this research, the researchers used the Human Capital Theory proposed by Becker (1993). The rationale is that job training can be viewed as a process of improving work skills that impacts income and employment opportunities. This theory is quite relevant to explaining the correlation between job training and improving job quality. The indicators are: (1) Improved job skills, (2) Improved job knowledge, (3) Increased individual productivity, (4) Improved job readiness, (5) Employment and self-employment opportunities, and (6) Adaptability to job market needs.

Competency-Based Job Training Program from Tobacco Excise Revenue Sharing Funds (DBHCT)

This research focuses on three training programs: Barista, Barber, and English for Frontliners. This program, funded by the Tulungagung Regency Tobacco Excise Revenue Sharing Fund, is held at the Vocational Training Center (BLK). When analyzed using Human Capital Theory indicators, the following are identified:

Improving job skills

DBHCT competency-based job training is directed at strengthening specific and measurable technical skills. Barista training equips participants with skills in mixing drinks,

using machines, and customer service techniques. Barber training provides basic haircutting, styling, and grooming skills according to service standards. English for Frontliners training develops basic English communication skills used in service contexts. These skills demonstrate an increase in work capabilities that are applicable and relevant to the service sector. Normatively, this indicates an orientation toward improving job skills. However, it is important to note that the skills provided tend to be specific and narrow. Barista and barber skills are highly dependent on specific service sectors. If not accompanied by clear workforce absorption, these skills risk becoming unsustainable. From a human capital perspective, overly specific skills can limit participants' job mobility.

Improved Job Knowledge

In addition to technical skills, participants also gain work knowledge related to service procedures, hygiene standards, and work ethics. This knowledge helps them understand workflows and responsibilities in a service work environment. In English for Frontliners training, participants also gain an understanding of professional communication and service situations. This work knowledge forms part of the development of a comprehensive competency. The work knowledge provided is primarily procedural and operational in nature. This is quite relevant for short-term needs. However, conceptual knowledge about business management, marketing, or career development is not yet dominant. This limitation indicates that the improvement in work knowledge is still focused on the technical level and does not fully strengthen participants' strategic capacity.

Individual Productivity Improvement

Individual productivity is reflected in participants' ability to carry out work practices independently during training. Barista participants are able to complete drink mixing tasks according to instructions. Barber participants are able to perform haircuts using the techniques taught. This productivity demonstrates that the skills acquired can be directly applied in work activities. However, productivity demonstrated during training is generally simulated. It does not necessarily reflect actual productivity in the job market. In a critical analysis, it is necessary to distinguish between productivity in the context of training and productivity in the context of real work. Without post-training data, this indicator has the potential to be assumed.

Improving Job Readiness

DBHCT training also plays a role in shaping participants' job readiness. Job readiness is evident in their discipline, self-confidence, and ability to interact with customers. English for Frontliners training specifically strengthens participants' confidence in communicating. This aspect of job readiness demonstrates that the training does not solely focus on technical skills. The job readiness aspect is relatively stronger because the training instills discipline and self-confidence. However, the job readiness developed remains at the individual level. Structural factors such as job availability and access to networks have not been adequately addressed. This demonstrates the limitations of training interventions as stand-alone programs.

Job and Self-Employment Opportunities

The skills acquired open up job opportunities in the service and hospitality sectors. Barista and barber participants have the opportunity to work in service businesses or start their own businesses. English language skills support job opportunities in customer-oriented service sectors. This training demonstrates the potential for increasing access to employment for participants. Job and self-employment opportunities are often cited as the primary justification for training programs. These opportunities are potential and do not automatically materialize. Not all participants have the economic and social capital to start a business. Without continued support, these opportunities tend to be normative.

Adaptability to Job Market Needs

The DBHCT training program is tailored to the needs of the growing service sector in the region. The alignment of the material with market needs demonstrates the program's adaptability to local economic conditions. This confirms DBHCT training as a contextual investment in human capital development. Adapting the training program to the local service sector demonstrates initial adaptation. However, the job market is dynamic. Training that closely follows current trends risks becoming obsolete. From a human capital perspective, adaptation should not only focus on skills but also on the ability to continuously learn.

The DBHCT Competency-Based Job Training Program demonstrates positive results, but the continuity of program participants is crucial. The Tulungagung Regency Manpower and Transmigration Office provides a stipend as incubation capital after training, with amounts varying depending on the training program. Therefore, the DBHCT competency-based job training program meets the Human Capital Theory indicators, although challenges remain, particularly after training.

Job Training Program to Expand Employment Opportunities

Unlike previous programs initiated by the Technical Implementation Unit (UPTD) for Vocational Training (BLK), this program is initiated by the Placement, Expansion of Employment Opportunities, and Transmigration Division of the Tulungagung Regency Manpower and Transmigration Office. The fundamental difference lies in the training participants. The DBHCT program is open to the public, with registrations posted on the Instagram account @uptdblk_kab.tulungagung, while this program generally targets specific groups recommended through the village. This training program is held at the Tulungagung Regency Manpower and Transmigration Office (Disnakertrans) building. When analyzed using human capital theory indicators, the following are identified:

Improved Job Skills

Job training programs aimed at expanding employment opportunities focus on inclusive, productive skills. Cooking training equips participants with food processing skills. Sewing training provides skills in clothing and craft production. Graphic design training develops digital skills relevant to the creative economy. Labor-intensive programs provide hands-on, activity-based job skills. The skills taught tend to be at a basic level. This provides initial access but limits participants' competitiveness. In human capital theory, basic skills alone are often insufficient to improve bargaining power in the job market.

Improving Work Knowledge

Participants gain knowledge about work techniques, tool usage, and production processes. In graphic design training, participants understand the basics of using design software. This work knowledge helps participants understand work processes systematically. This knowledge is essential for independent work. In graphic design training, participants are provided with laptops, providing sufficient resources for post-training.

Improving Individual Productivity

Participants' productivity is demonstrated by their ability to produce products or complete tasks during the training. Cooking participants are able to produce food products. Sewing participants are able to complete simple sewing products. Graphic design participants are able to produce basic visual works. Labor-intensive programs demonstrate productivity through the completion of physical work. The productivity that emerges during training is more short-term. In labor-intensive programs, productivity functions more as a means of fulfilling temporary work activities. Critically, this program is more appropriately understood as a social intervention than a long-term productivity enhancer.

Improving Work Readiness

This training also fosters work readiness through the development of group work habits and discipline. Labor-intensive programs specifically train participants to work within deadlines and targets. This work readiness is important for participants without formal work experience. This program is quite effective in developing work habits and basic discipline. However, the job readiness developed does not fully meet the demands of the formal sector. This indicates a gap between the job readiness developed and the needs of the business world.

Job Opportunities and Independent Business

The skills acquired open up opportunities for small-scale businesses and self-employment. Cooking and sewing training supports home businesses. Graphic design training opens up opportunities for creative services. Labor-intensive programs provide work experience that can be used as capital for entering the workforce. The resulting business opportunities tend to be small-scale and informal. This is indeed relevant in certain societal contexts. However, it is critical to recognize that these programs play a greater role in maintaining household economic sustainability than in creating significant social mobility.

Adaptability to Job Market Needs

The type of training is tailored to local economic potential and community needs. Graphic design training reflects adaptation to developments in the digital economy. Other productive training programs demonstrate an orientation toward expanding employment opportunities. This adaptation demonstrates the program's role in strengthening the community's human capital. Strengthening the quality and market networks of this adaptation is potentially symbolic. Strong adaptation should be accompanied by support from the work ecosystem.

The Training Program for Expanding Employment Opportunities has generated a positive impression. This program targets groups with basic skills, so the training serves to sharpen their abilities and map them to the world of work. This training also has a positive post-training impact. Participants are provided with equipment used during the training, such as laptops, cooking and sewing equipment. This commitment must be maintained by the local government to develop a competitive and competent community.

E. CONCLUSION

The implementation of the vocational training program by the Tulungagung Regency Manpower and Transmigration Office demonstrates the active role of the local government in improving the quality of human resources and reducing unemployment. Both the DBHCT Competency-Based Vocational Training Program and the Job Expansion Program reflect a human capital development approach through improving the skills, knowledge, and work readiness of the community. Examined using Human Capital Theory, both programs have essentially met the indicators for improving human capital, particularly in terms of work skills and work readiness.

However, the impact of training is stronger during and immediately after training. The resulting productivity and job opportunities tend to be potential and do not fully reflect sustainability in the real job market. The differences in the characteristics of the two programs indicate that DBHCT training is more oriented toward the service sector with specific competencies, while the job expansion program is more inclusive and serves to strengthen the community's basic economic well-being. These findings confirm that vocational training plays a significant role in regional human resource development, but its effectiveness is greatly influenced by post-training sustainability and support from the work ecosystem.

Based on these findings, the local government needs to strengthen the sustainability of vocational training programs through more structured post-training mentoring. Job training

should not stop at improving technical skills, but should also be complemented by strengthening strategic knowledge such as business management, marketing, and career development. Furthermore, synergies with the business and industrial sectors need to be expanded to ensure clear pathways for the skills acquired by participants. For employment expansion programs, the equipment provided should be accompanied by ongoing training to ensure they do not end up in informal businesses. Local governments are also advised to develop a post-training monitoring system to assess the program's medium- and long-term impact. With these steps, job training will not only function as a short-term social intervention but also become a true instrument for sustainable human capital development in Tulungagung Regency.

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