

## **Strengthening Competency-Based Human Resource Training and Development Systems (A Study of the Kartika Job Training Institute)**

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**Keywords:**

competency-based training;  
human resource development;  
training system;  
training institution;  
*SKKNI*

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**Abstract**

Human resources (HR) are seen as a key factor in determining the success of an organization, including job training institutions which have a strategic function in preparing a competent workforce ready to enter the world of work. This study aims to analyze the strengthening of a competency-based training and human resource development system at Kartika Bawen Training Center (*LPK Kartika-Bawen*). The research focuses on how the training system is designed, implemented, and evaluated to support the achievement of trainees' competencies in accordance with the Indonesian National Work Competency Standards (*SKKNI*). A descriptive qualitative approach was employed to obtain an in-depth and contextual understanding of actual training practices, existing challenges, and sustainable strengthening strategies. Data were collected through in-depth interviews, direct observation, and document analysis involving purposively selected informants, including institutional leaders, instructors, administrative staff, and training participants. The findings indicate that although the training system at *LPK Kartika Bawen* has referred to *SKKNI*, its implementation has not been fully optimized. Key challenges include limited instructor competence in utilizing learning technologies, infrequent curriculum updates, predominantly conventional learning methods, inadequate training facilities, and the absence of a comprehensive training evaluation system. This study recommends an integrated approach to strengthening the training system through continuous development of internal human resources, curriculum renewal, learning method innovation, modernization of training facilities, and the application of the four-level Kirkpatrick evaluation model to enhance graduates' competency relevance and workforce competitiveness in a sustainable manner.

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### **INTRODUCTION**

Human resources (HR) are seen as a key factor in determining the success of an organization, including job training institutions that have a strategic function in preparing a competent workforce and ready to enter the world of work. In the context of vocational training, the quality of human resources is not solely determined by the mastery of the technical skills of trainees, but is greatly influenced by the strength of the training system that is designed, managed, and evaluated systematically and continuously by the organizing institution (Lewaherilla et al., 2023; Hanjah et al., 2024). A strong training system acts as an instrument for human resource development because it is able to integrate training objectives, competency-based curriculum, learning methods, and evaluation mechanisms in a single interrelated process (Alainati, 2021; Septiadi & Ramdani, 2024). Thus, strengthening the training system is an important prerequisite for human resource development, especially in increasing individual

capacity and institutional capabilities (Amde et al., 2019; Darmi & Suwitri, 2017; Kareem, 2019; Khemraj, 2023). Within this framework, human resource development is positioned as a strategic aspect that contributes to the formation of the competitive advantage of job training institutions in responding to the dynamics and demands of the ever-evolving world of work (Syafri Hafni Sahir et al., 2025).

Job Training Institutions (*LPK*) have a strategic position as a link between labor market needs and the competency readiness of graduates, especially in supporting national policies to improve labor quality (Ministry of Manpower of the Republic of Indonesia, 2020). Technological developments, changes in the character of work, and increasing industry demands *LPK* to strengthen the curriculum, learning methods, and training evaluation system in an adaptive and sustainable manner (Fristianingroem, 2025; Rastiti, 2025; Wardhani et al., 2025). The Guidelines for the Implementation of Competency-Based Training emphasize that curriculum alignment with the Indonesian National Work Competency Standards (*SKKNI*) is the main prerequisite in ensuring the relevance of graduates to the needs of the world of work (DirGen. PPVP, 2023). A number of studies show that the implementation of competency-based training in many *LPKs* still faces obstacles, especially in translating competency standards into innovative and systemic learning practices. Research by Putri and Prasetyo (2022) found that the effectiveness of competency-based training is greatly influenced by the quality of instructors, curriculum relevance, and industry involvement. Similar findings were put forward by Wibowo and Nugroho (2021) who stated that weak industrial partnerships contribute to the mismatch of graduate competencies with the needs of the job market. In addition, Sari and Hidayat (2023) emphasized the importance of a comprehensive training evaluation system to ensure that training has an impact on changes in work behavior and graduate performance outcomes.

Meanwhile, research by Rahman and Lestari (2021) shows that the limited competence of instructors in the use of learning technology is one of the factors inhibiting the effectiveness of vocational training. This is strengthened by the findings of Pratama et al. (2024) which prove that the application of technology-based learning, such as blended learning, is able to increase the participation and learning outcomes of trainees. These findings emphasize that strengthening the training system cannot be done partially, but must include strengthening internal human resources, curriculum, learning methods, infrastructure, and an integrated evaluation system. This condition is relevant to the initial findings at *LPK* Kartika Bawen which still faces limitations in curriculum updates, the use of learning technology, and the modernization of training facilities. Therefore, research on strengthening the competency-based HR training and development system at *LPK* Kartika Bawen is important to provide a contextual empirical picture as well as formulate an applicative and sustainable strengthening strategy.

The urgency of this research is driven by three main factors. First, Ministry of Manpower data (2024) shows that the open unemployment rate for SMK graduates is still relatively high (8-10%), and *LPKs* have a strategic position as a bridge between labor market needs and graduate competency readiness. Second, according to the Ministry of Primary and Secondary Education (2025), there is still a quality gap among instructors at Course and Training Institutions (*LKPs*), including in competency certification and mastery of modern learning technology. Third, rapid technological changes and increasing industry demands require *LPKs*

to strengthen curriculum, learning methods, and training evaluation systems in an adaptive and sustainable manner. Without an integrated training system strengthening strategy, *LPKs* will struggle to produce competitive graduates in the job market.

The novelty of this study lies in five aspects. First, this study is the first to comprehensively analyze competency-based training system strengthening at *LPK Kartika Bawen* using a descriptive qualitative approach. Second, this study identifies five integrated dimensions of training system strengthening (internal HR competency improvement, curriculum renewal, learning method innovation, facility modernization, and comprehensive training evaluation) that must be strengthened in an integrated manner. Third, this study uses the four-level Kirkpatrick evaluation model as a framework for evaluating training effectiveness, which is rarely applied in small-scale *LPKs*. Fourth, this study provides evidence-based, applicable, and sustainable recommendations based on field findings. Fifth, this study involves multiple informants (leaders, instructors, administrative staff, and trainees), providing a holistic perspective.

**Problem Formulation,** What is the condition of the training and human resource development system at *LPK Kartika Bawen*? What are the problems faced in strengthening the competency-based training system? What strengthening strategies can be applied to improve the quality of the HR training system at *LPK Kartika Bawen*?

This study aims to: Describe the condition of the training and human resource development system at *LPK Kartika Bawen*. Identify internal and external problems in strengthening the Training system. Formulate a strategy to strengthen the training system and sustainable competency-based human resource development. Research Benefits, Theoretically, this research enriches the study of strengthening the training system and competency-based human resource development in job training institutions. Practically, the results of the research are expected to be input materials for the managers of *LPK Kartika Bawen* and similar institutions in improving the quality of training and competitiveness of graduates.

## **RESEARCH METHOD**

### **Types and Approaches to Research**

This study used a descriptive qualitative approach to gain a deep understanding of the real conditions, implementation processes, challenges, and strategies for strengthening competency-based training systems. This approach was chosen because the study does not aim to test hypotheses or quantitatively measure the relationship between variables. The main focus is on efforts to describe in a holistic and contextual manner how training systems are designed, implemented, and reinforced in institutional practice.

The descriptive qualitative approach allows researchers to explore the phenomenon in more depth by emphasizing the meanings, processes, and dynamics that develop in the field based on the perspective of the actors directly involved in the training activities (Huberman, & Saldaña, 2020). Through this approach, social reality is not seen as something separate from its context, but rather understood as the result of the interaction between policies, institutional practices, and individual experiences. Data collection was carried out in stages during the training activities, with the researcher directly involved in observing the learning process, instructor and participant interaction, and the dynamics of training management.

In the context of vocational training, a descriptive qualitative approach becomes relevant because strengthening the training system is not solely related to the technical aspects of learning, but also includes the dimensions of institutional policies, the competencies and roles of instructors, organizational culture, and the learning experience of trainees. Therefore, this approach allows researchers to capture empirical reality more comprehensively and deeply, completely regarding the process of strengthening the training system and human resource development at *LPK Kartika Bawen*.

### Data Source

The data sources in this study consist of primary data and secondary data. Primary data was obtained through in-depth interviews and direct observation of the HR training and development process at *LPK Kartika Bawen*. Interviews were conducted with institutional leaders, instructors, administrative staff, and training participants who were selected purposively in accordance with the research objectives. Secondary data were obtained from relevant institutional documents, including training curriculum, learning modules, training evaluation reports, as well as scientific literature and previous research results related to training and human resource development.

**Table 1. Research Informant and Data Collection Techniques**

Yes	They report	Quantity	Data Collection Techniques	Information Focus
1	<i>LPK</i> Leader	1 person	In-depth interviews	Policy, vision, optimization strategy
2	Instructor	4 people	Interviews & observations	Learning methods, competencies, constraints
3	Administrative staff	1 person	Interview	Administration and evaluation system
4	Trainees	6 people	Interview	Learning experience and satisfaction

### Data Collection Techniques

The data collection techniques used in this study include literature study, document review, field observation, and in-depth interviews. Literature studies are conducted to obtain theoretical foundations relevant to the concept of training systems, human resource development, strengthening, and training evaluation. Document reviews are carried out on training modules, curriculum, evaluation reports, and other supporting documents to understand the structure, planning, and effectiveness of training administratively. Field observation was carried out by directly observing the training process, learning methods, instructor-participant interaction, and the use of training facilities. In addition, in-depth interviews were used to dig up more detailed information about the experiences, perceptions, and views of informants related to the implementation of training and human resource development at *LPK Kartika Bawen*.

### Data Analysis Techniques

Data analysis in this study was carried out qualitatively through three main stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out

by selecting, focusing, and simplifying the data from interviews, observations, and documentation to match the focus of the research. Furthermore, the data that has been reduced is presented in the form of narrative descriptions and tables to facilitate understanding the patterns and relationships between the data. The final stage is the drawing of conclusions which is carried out in stages by paying attention to the consistency of field findings. The validity of the data is maintained through triangulation of sources and techniques, namely by comparing the results of interviews, observations, and documentation from various informants. With these stages of analysis, this research is expected to be able to provide an accurate and in-depth picture of the strengthening of the training system and human resource development at *LPK Kartika Bawen*.

## **RESULTS AND DISCUSSION**

### **Profile of *LPK Kartika Bawen***

*LPK Kartika Bawen* is a private job training institution located in Bawen District, Semarang Regency. This institution organizes various vocational training programs, including sewing, automotive, and computer training, aimed at improving the work competence of the productive age community. Organizationally, *LPK Kartika Bawen* is supported by eight instructors and four administrative staff who play a role in planning, implementing, and managing the training program. The vision of *LPK Kartika Bawen* is to become a leading job training institution that is highly competitive. To realize this vision, the institution sets a mission to provide quality training, develop professionalism in the business world and the industrial world. This profile shows that *LPK Kartika Bawen* has an orientation to human resource development that is in line with the needs of the job market, but requires an optimization strategy so that the vision and mission can be implemented effectively.

### **Conditions of Training and Human Resources Development**

*LPK Kartika Bawen* is still in the development stage. In terms of internal human resources, the institution has eight instructors with a minimum educational background of a diploma and four administrative staff. Some instructors already have competency certifications, but some of them have not participated in modern technology-based learning methodology training. This condition has an impact on the limited variety of learning methods applied. From the curriculum aspect, curriculum updates have not been carried out regularly, and the portion of strengthening soft skills is still relatively limited. One of the instructors said that "the training material is still fundamentally relevant, but it needs to be adjusted to be in line with technological developments in the industry." This statement indicates a gap between the training curriculum and the actual needs of the world of work. The learning methods applied are still dominated by lectures, demonstrations, and hands-on practice. Learning methods that are still dominated by lectures and conventional practices have an impact on the limitations of comprehensively developing participants' competencies, especially in the aspects of problem solving, adaptability, and technology-based work readiness. The use of digital technology and online learning has not been optimal, especially due to the limited facilities and competence of instructors. In terms of infrastructure, *LPK Kartika Bawen* has five classrooms and practical equipment, but some of this equipment are obsolete and internet access is still limited. This condition affects the effectiveness of technology-based work simulations.

## **Problems Faced**

Based on field findings, the problems faced by *LPK* Kartika Bawen can be classified into internal and external problems. Internal problems include the limitation of instructor competence in learning technology, a curriculum that is less adaptive to industrial developments, limited infrastructure, a training evaluation system that is not comprehensive, and the unavailability of a structured knowledge documentation system.

Internal Issues:

- a. Instructor competence in learning technology is still limited
- b. The curriculum is not updated with industry developments
- c. Infrastructure, especially practical equipment, needs to be updated
- d. The evaluation system is not yet comprehensive
- e. There is no good knowledge documentation system yet

Meanwhile, external problems include competition with other training institutions, rapid technological changes, limited operational budgets, and increasing expectations of participants for modern and interactive learning methods. The combination of internal and external problems requires a planned and sustainable optimization strategy so that the institution remains able to produce competent graduates.

External Problems:

- a. Competition with other training institutions
- b. Rapid technological change
- c. Budget constraints
- d. Participants' high expectations of modern methods

## **System Strengthening Strategy**

Based on the results of the data analysis, the strategy to strengthen the training and human resource development system at *LPK* Kartika Bawen is formulated into five main dimensions as follows:

### **1. Improving Internal HR Competencies**

This strategy is directed at increasing the capacity of instructors and administrative staff through regular training in modern learning methodologies, competency certification, as well as instructor internship programs to the industry. This effort is expected to be able to improve the quality of the learning process and the relevance of the training materials. Regular training for instructors (modern methodologies, learning technologies).

- a. Competency certification and training methodology
- b. Instructor internship program to industry
- c. Training for administrative staff

### **2. Curriculum Update**

Curriculum updates are carried out through periodic reviews at least once a year, increasing the portion of soft skills, preparing standardized learning modules, and involving industry practitioners in curriculum formulation to align with the needs of the job market. Review the curriculum at least once a year.

- a. Increase the portion of soft skills learning
- b. Develop standardized learning modules

c. Engaging practitioners

3. Innovation in Learning Methods

Innovation of learning methods in strengthening the training system is carried out through the application of blended learning, project-based learning, and collaborative learning to increase the active participation of participants and the effectiveness of competency achievement. Blended learning integrates face-to-face learning with the use of digital media, thereby providing flexibility in accessing materials, encouraging learning independence, and increasing the digital literacy of trainees (Husna & Rahman, 2021; Pratama et al., 2024). Project-based learning places participants in solving tasks based on real problems in the world of work, thus allowing the integration of knowledge, skills, and work attitudes in an applicative manner and encouraging the strengthening of problem-solving (Directorate General of Vocational Education, 2021). Meanwhile, collaborative learning emphasizes interaction and cooperation between participants through discussions and group work, which contributes to the strengthening of teamwork, and professional responsibility (Sari & Hidayat, 2022). The synergy of the three methods strengthens the vocational learning process that is adaptive, contextual, and oriented to industry needs, thereby supporting the achievement of trainee competencies in a sustainable manner.

4. Modernization of Facilities and Infrastructure

Modernization is carried out through the gradual updating of practical equipment, improving information technology infrastructure and internet access, developing a Learning Management System (LMS), and digitizing learning resources. Gradual upgrading of practice equipment:

- a. Improve IT infrastructure and internet access
- b. Developing a Learning Management System (LMS)
- c. Digitization of libraries

5. Comprehensive Training Evaluation System

Training evaluation in strengthening competency-based training systems is carried out by referring to the four-level Kirkpatrick evaluation model, which includes reactions, learning, behavior, and outcomes (Alamsyahril Alamsyahril, 2020). At the reaction level, the institution builds a feedback loop through systematically collecting participant feedback to assess satisfaction, material relevance, and effectiveness of learning methods as the basis for continuous improvement. The level of learning is evaluated through the assessment of participants' competency achievements that reflect the improvement of knowledge, skills, and work attitudes according to the set standards. Furthermore, the level of behavior is measured through the implementation of tracer studies to track graduates and assess the extent to which the competencies obtained during training are applied in the world of work. At the result level, the evaluation is strengthened through benchmarking activities with leading training institutions to compare performance, quality of graduates, and the suitability of training with industry needs. The integration of these four levels of evaluation allows the institution to obtain a comprehensive picture of the effectiveness of training and becomes a strategic basis for strengthening the training system in a sustainable manner.

### **Implementation of System Strengthening Program**

The implementation of the strengthening strategy is carried out through three stages,

namely planning, implementation, and evaluation. At the planning stage, the institution prepares a development roadmap for three to five years, identifies resource needs, forms an implementation team, and conducts program socialization. The implementation stage is carried out in stages by prioritizing quick wins, accompanied by routine monitoring and documentation of activities. The evaluation stage is carried out periodically through quarterly and annual evaluations to ensure continuous improvement.

Planning Stage:

- a. Developing a 3-5 years roadmap
- b. Identify resource needs
- c. Forming an implementation team
- d. Socialization of the program

Implementation Stage:

- a. Start with quick wins
- b. Phased implementation according to priorities
- c. Monitoring rutin
- d. Documentation of each stage

Evaluation Stage:

- a. Periodic evaluations (quarterly and annual)
- b. Strategy adjustments
- c. Continuous improvement
- d. Periodic reporting

The results of the training evaluation at *LPK Kartika Bawen* show that the assessment mechanism applied still focuses on evaluating learning outcomes at the end of the training, and has not fully measured changes in work behavior and the impact of training on participants' work readiness. Competency evaluation is generally carried out through practical tests and instructor assessments, but it has not been supported by a systematic and documented multi-level evaluation system. This condition has an impact on the institution's limitations in comprehensively mapping the achievement of participant competencies and in making continuous improvements to the training system. These findings show that strengthening the training evaluation system is a key factor in ensuring that learning methods, curriculum, and instructor competencies truly contribute to the achievement of trainee competencies.

### **Supporting and Inhibiting Factors**

Supporting factors for strengthening HR training at *LPK Kartika Bawen* include strong management commitment, motivation of human resources to develop, strategic location of institutions in industrial estates, and good reputation in the community. The inhibiting factors include budget limitations, resistance to change, limited instructor time, and competition between training institutions. To overcome these obstacles, institutions can diversify funding sources, implement change management effectively, manage more efficient work schedules, and differentiate training programs as competitive advantages.

Supporting Factors:

- a. Strong management commitment
- b. HR motivation to develop
- c. Strategic location in an industrial area

- d. Good reputation in the community
  - Inhibiting Factors:
    - a. Budget constraints
    - b. Resistance to change
    - c. Instructor time limitations
    - d. Fierce competition
  - Strategies to Overcome Obstacles:
    - a. Diversification of funding sources (CSR, government grants)
    - b. Effective change management
    - c. More efficient work schedule management
    - d. Program differentiation for competitive advantage

**Table 2. Problem Findings and Strategies**

Aspects	Key Findings	Impact on Training	Strategy
<b>Instructor Competencies</b>	Some instructors have not mastered modern learning technology	Learning is less varied and engaging	Modern methodology training, certifications, industry internships
<b>Curriculum</b>	The curriculum has not been updated regularly and soft skills are limited	Graduates are less adaptive to industry needs	Periodic curriculum review and industry practitioner engagement
<b>Learning Methods</b>	Dominated by lectures and conventional practices	Participant participation is not optimal	Blended learning dan project-based learning
<b>Facilities and Infrastructure</b>	Outdated practice equipment and limited internet	Limited technology-based work simulation	Modernization of facilities and IT strengthening
<b>Training Evaluation</b>	The evaluation is not yet comprehensive	The impact of training is difficult to measure	Kirkpatrick evaluation and tracer study

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that the strengthening of the training system and human resource development at *LPK Kartika Bawen* has not been running optimally in supporting the achievement of the competencies of trainees. Although the curriculum has referred to *SKKNI*, its strengthening is still limited to the administrative aspect and has not been fully accompanied by curriculum updates that are adaptive to the needs of the industry. Strengthening the competence of instructors is still needed, especially in mastering technology-based learning methodologies, which has direct implications for the variation in learning methods and the effectiveness of participant competency achievement. The learning methods used have not fully supported the development of overall competencies, especially in the aspects of soft skills and work readiness. In addition, the limitation of infrastructure facilities and the lack of a comprehensive training evaluation system have caused the achievement of participants' competencies to not be measured and followed up on an ongoing basis. The results of the study emphasized that strengthening the training system needs to be carried out in an integrated manner through strengthening the curriculum, instructors, learning methods, infrastructure, and training

evaluation systems that are oriented towards achieving competencies and sustainability of graduate quality.

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