The Effectiveness of Competence-Based Training Program in the Technical Implementation Unit (UPT) of Job Training Center Pasuruan

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1. Introduction

An organization is a group of people who work together to pursue a goal. (Rainey, 2010). One of the existing public organizations or government agencies is the Technical Implementation Unit (UPT) of the Job Training Center. According to the Regulation of the Minister of Manpower and Transmigration of the Republic of Indonesia Number 7 of 2012 Job Training Center, hereinafter abbreviated as BLK, is a place where job training processes are held for trainees so that they are able and master a certain type and level of work competence to equip themselves in entering the labor market and/or independent business or as a place of training to increase their work productivity so as to improve their welfare.

According to the Law of the Republic of Indonesia Number 13 of 2003 concerning Manpower, Work competence is the work ability of each individual which includes aspects of knowledge, skills, and work attitudes in accordance with established standards. The competencies meant are found in various fields. For example, competence or expertise in manufacturing engineering, welding engineering, automotive engineering, electrical engineering, electronic

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engineering, refrigeration, building, business and management, information and communication technology, garment apparel (sewing, embroidery techniques), beauty, fashion, processing, batik design, leather processing, and so on.

According to (Soetrisno and Gilang, 2018) Competence as the ability of an individual who is shown by good performance in the position or his job. Competence is a collection of knowledge, skills and behaviors that are used to improve performance or circumstances or quality that is adequate or very qualified, have the ability to display certain roles. This means first, competence is a combination of knowledge, skills, and behavior to improve performance. Second, a strong indicator of competence here is the improvement of performance to a good or very good level. Third, combination and behavior are capital to produce performance.

Toward the inside of a very diverse job market era, workers are required to have adequate skills in a particular field so that they can be applied in their work. Many prospective workers take part in training organized by the UPT Job Training Center to improve their skills or expertise.

According to (Pasolong in Rosyida, Hakim, and Saleh, 2020) as for the problems in the scope of public administration faced by various countries, especially those related to human resource problems, among others: (a) poor work discipline; (b) low employability; (c) low work motivation; (d) low level of maturity; (e) poor performance; (f) low competence; (g) lack of professional guidance; (h) leadership style that tends to be authoritarian; (i) the practice of nepotism in recruitment; (j) lack of employee training; (k) low services due to bad bureaucratic behavior; (l) lack of objective performance appraisals; (m) an inadequate payroll system; (n) unfair career development systems; (o) apparatus resource planning that is not yet comprehensive and integrated; (p) unequal division of labor; and (q) recruitment that is not fully based on needs.

According to (Rosyida, Hakim, and Saleh, 2020) the results of research conducted by Suryadana (2014) show that there is a significant relationship between human resource performance and organizational performance, namely that the smooth achievement of organizational goals requires human resources who have good performance. This means that the success of an organization's performance is highly dependent on the existence of human resources who have the ability and high work motivation, so that it is expected to produce satisfactory work results.

Labor problems stemming from the low quality of the workforce can be overcome by holding job training programs to provide skills and competencies for prospective workers. In addition, it can also be embedded with the entrepreneurial side so that the workforce can read and enter the potential of the region through entrepreneurship. To respond to this, the government provides a job training institution that directs participants to the world of work through the Job Training Center.

UPT Job Training Center is an institution provided by the government as one of the government's efforts in terms of manpower development. In the Law of the Republic of Indonesia Number 13 of 2003 concerning Manpower contained in Chapter 2 Article 4 which states that manpower development aims:

a. Empower and utilize the workforce optimally and humanely;

b. Realizing equal employment opportunities and providing manpower in accordance with the needs of national and regional development;

c. Provide protection to workers in realizing welfare; and

d. Improving the welfare of workers and their families.

UPT Job Training Center Pasuruan is one of the public organizations or government agencies under the auspices of the Department of Manpower and Transmigration of East Java Province. With its mission to improve the competence of the workforce and establish partnerships in order to meet the needs of the labor market and the targets to be achieved, they are:

1. The achievement of improving the quality of graduates in accordance with the needs of the current and future job market,

2. Training graduates who have the skills/competencies assigned and

3. The formation of self-financing training for the UPT Job Training Center is expected.

UPT Job Training Center Pasuruan runs a competency-based training program. In order to achieve organizational goals, it is necessary to measure the effectiveness of the implementation of the program. So
that in the implementation of the competency-based training program at UPT Job Training Center Pasuruan, it will be known whether the program has been effective or not in creating a competent workforce.

The Technical Implementation Unit of the Job Training Center, previously known as Industrial Work Training Center (BLKI) of Pasuruan. Initially, it was the Pasuruan Job Training Course (KLK), which was established in 1985 with the Decree of the Minister of Manpower of the Republic of Indonesia No: Kep 840/MEN/1985, until 1997. Based on the Decree of the Minister of Manpower of the Republic of Indonesia No: Kep 88/MEN/1997, the name KLK was changed to the Industrial Job Training Center (LLKI) of Pasuruan, which is a Technical Implementation Unit in the field of workforce skills training which is under the responsibility of the Regional Office of the Ministry of Manpower (Kanwil Depnaker) East Java Province and is technically functional under the supervision of the Directorate General of Manpower Training and Productivity Development (Dirjen Binalattas) Ministry of Manpower of the Republic of Indonesia and up to 2001.

In line with the reformation era and the enactment of Law No. 22 of 1999 concerning Regional Government which effectively came into force on January 1, 2001, these changes were fundamental to regional technical institutions. Through the East Java Provincial Regulation No. 35 of 2000 and the East Java Governor's Decree No. 52 of 2001, LLKI Pasuruan turned into the Industrial Work Training Center (BLKI) of Pasuruan as the Regional Technical Implementation Unit of the East Java Province Manpower Service. With the change in the status of LLKI to BLKI, the Echelon and its organizational structure have also changed. Based on the East Java Governor Regulation No. 122 of 2008, on August 25, 2008 the BLKI was changed to UPT Job Training of Pasuruan. In 2018 there was a change in accordance with East Java Governor Regulation Number 62 of 2018 concerning Nomenclature, Organizational Structure, Description of Duties and Functions and Work Procedures for the Technical Implementation Unit of the East Java Province Manpower and Transmigration Office in Chapter III concerning Position and Organizational Structure so that UPT Job Training of Pasuruan was changed to UPT Job Training Center of Pasuruan which is valid until now (UPT BLK Pasuruan, 2020).

According to Bernard in (Yamtini, 2011), effectiveness is an action where it will be effective if it has achieved the predetermined goals. According to Sondang P. Siagian in (Yamtini, 2011) effectiveness is the utilization of resources, facilities and infrastructure in a certain amount that is consciously determined beforehand to produce a number of goods for the services it carries out.

According to (Sandford & Moulton S, 2015), the measurement of implementation effectiveness can be measured using several principles. These principles can be used as a basis to see the size or level of success of the program being implemented. The principles for increasing the effectiveness of implementation according to (Sandford & Moulton S, 2015) are:

1. Context that can affect change.
   The context that can affect change relates to participants, resources, sources of power or those who have authority in competency-based training programs, and also what cultural values are created in an organization.

2. Unpack the core programs.
   In running a program, it can be seen about the appropriate choices, the logic of changes that occur with the existence of the competency-based training program, the coordination made by the organization with stakeholders, and identifying changes to achieve public value results.

3. Confront the technical and adaptive challenges necessary to create change and applying analytical inquiry and social skills.
   In implementing a program, there are certainly technical challenges to be faced. From the existence of these challenges, how to adjust it in the field in order to create change. Then policy actors apply their analytical inquiry and social skills to be able to influence change.

2. Theory

A policy product will lead to the implementation process and how it can be realized in the field. In policy implementation there are principles that can be used as a tool to describe the situation and conditions that occur after the policy product is made.

In this study, researchers want to focus on the principles of implementation effectiveness according to (Sandford & Moulton S, 2015). Researchers want to use these principles because they can be used as guidelines in seeing a phenomenon to take action or decisions in order to increase effectiveness.
Table 2.1 Principles for Cultivating Effective Implementation Practice by Sandfort & Moulton

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know the context where you can affect change: the participants and resources, sources of power, and cultural values.</td>
<td>Unpack the core program (viable options, logic of change, and coordination), and identify changes to bring about public value results.</td>
</tr>
<tr>
<td>Confront the technical and adaptive challenges necessary to create change, applying analytical inquiry and social skill.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Sandford & Moulton S (2015)

The principles include:

1. The context that can affect change is related to the participants and resources, sources of power, and cultural values. This variable is a variable where changes can occur in the course of the implementation process.

2. Unpack the core program (priority program), which explains the feasibility of the program being implemented, changes that occur after the program is implemented, and coordination between policy actors. As well as identifying changes to produce public value results which in this case are public assessments.

3. Confront the technical and adaptive challenges necessary to create change, namely how the policy implementation process is carried out and how it is adjusted to conditions on the ground so that it can create change. As well as applying analysis and social skills after a desired change from the target group is existed.

3. Research Method

a. Types of research

This study uses a qualitative research method with a descriptive approach. Researchers used qualitative research aimed at explaining in detail and in depth the information obtained and drawing conclusions from that information, exploring the effectiveness level of the implementation of competency-based training programs at UPT Job Training Center Pasuruan and facilitating the validity of the data.

b. Types of data

Sources of data used in this study are primary data and secondary data. Primary data is data obtained from the original source by interviews and direct observation at UPT Job Training Center Pasuruan. While secondary data is data that comes from the library in the form of articles, documentation, reports and archives.

c. Data Collection Techniques and Tools

Data collection techniques and tools used by researchers in this study were observation, interviews and documentation.

1. Observation

In connection with this observation, the researcher made observations that focused on the implementation and the ongoing process of implementing a competency-based training program at UPT Job Training Center Pasuruan. Such as at the time of registration, training, and certification.

2. Interview

The interviews conducted in this study used structured and semi-structured interviews. The researcher used a structured interview by asking a list of questions that had been made previously. While the semi-structured interview, the researcher asked questions with a list of questions that had been made but also asked new questions from ideas that emerged spontaneously according to the context being discussed. This interview data collection is by means of audio/sound recording.

3. Documentation

Documentation technique is done by collecting data sourced from documents related to the research conducted.

The data collection technique used in this study is by researching and studying documents and related literature which were related to the problem under study.

4. Results

The competency-based training program at UPT Job Training Center of Pasuruan is carried out based on a predetermined training package with various vocational courses that have been prepared previously. Training at UPT Job Training Center of Pasuruan is divided into three types, namely those conducted at the Institution or Institutional, MTU (Mobile Training Unit) conducted on site, and self-funding training. The funds used to carry out the training are funds from the government, namely APBN and APBD funds. APBN funds are used to finance institutional training, while APBD funds are used to finance institutional and MTU training.
In the early stages, UPT Job Training Center of Pasuruan disseminated information related to the training that would be opened. The dissemination of this information was carried out using social media and the website of the UPT Job Training Center of Pasuruan, as well as brochures. The process for entering and participating in training at the UPT Job Training Center of Pasuruan begins with registration. For now, registration at UPT Job Training Center of Pasuruan uses an offline and online registration system. During the current Covid-19 pandemic, everything is digital. The new normal need for digitization causes registrations carried out at the UPT Job Training Center of Pasuruan also use an online system. Registration requirements are to fill out a form containing personal data of prospective trainees and bring an ID card.

After that, prospective participants who have registered for the training must pass a selection test. There are two kinds of selection tests, namely written tests and interview tests. This selection test aims to identify potential participants who really have the intention and want to take part in this training or just attend the training without a clear goal. For example, attending training is indeed to apply for a job, become an entrepreneur, or just follow friends or just want to fill spare time. Of course, trainees who want to take part in training with clear objectives will be a top priority.

After carrying out the selection test, there will be an announcement of acceptance. Afterwards receiving the announcement, participants are required to re-register. The opening of the UPT Job Training Center of Pasuruan has just been opened, accompanied by the issuance of the Decree for the Implementation of the Training. Then, carry out the training process with the training schedule that has been prepared or created.

The training is carried out based on the SKKNI (Indonesian National Work Competency Standard) curriculum. SKKNI is a work ability formulation that includes aspects of knowledge, skills, and/or expertise as well as work attitudes that are relevant to the implementation of tasks and job requirement sets out (skkni.kemnaker.go.id). The SKKNI is determined by the Minister of Manpower.

After doing the training, participants will get a certificate. There are two kinds of certificates, namely training certificates and certificates from the LSP (Professional Certification Institute) BNSP (National Agency for Professional Certification). All participants get a training certificate but for certificates from LSP BNSP, they must pass the Competency Test held by BNSP so that they can be declared competent. If they are declared incompetent, they will only get a certificate in the form of a training certificate from the UPT Job Training Center of Pasuruan.

As for the implementation of the competency-based training program, the authors found several obstacles experienced before and during the implementation of the training so that it was not running optimally during the implementation process. The obstacles that arise are:
1. Different types of participants in the learning process which sometimes become obstacles during the training implementation process,
2. Educational background of the trainees,
3. Obstacles in the learning process of students with disabilities or students with special needs,
4. The budget of funds that can change at any time.

From the description explained above, it is necessary to measure how far the effectiveness of the implementation of the competency-based training program in creating a competent workforce so that researchers are interested in carrying out research with the title "The Effectiveness of Implementation of Competency-Based Training Programs at UPT Job Training Center Pasuruan".

Summary of Training and Placement Realization in 2017-2020

Table 4.1 Training and Placement in 2017

<table>
<thead>
<tr>
<th>NO</th>
<th>TRAINING IMPLEMENTATION ACTIVITIES</th>
<th>NUMBER OF GRADUATES IN 2017</th>
<th>PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>INDUSTRY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>RGB</td>
<td>230</td>
<td>218</td>
</tr>
<tr>
<td></td>
<td>MTU</td>
<td>252</td>
<td>132</td>
</tr>
<tr>
<td>2</td>
<td>BI</td>
<td>204</td>
<td>132</td>
</tr>
<tr>
<td></td>
<td>CBT</td>
<td>204</td>
<td>132</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>686</td>
<td>482</td>
</tr>
</tbody>
</table>

Source: UPT Job Training Center Pasuruan

Table 4.2 Training and Placement in 2018

<table>
<thead>
<tr>
<th>NO</th>
<th>TRAINING IMPLEMENTATION ACTIVITIES</th>
<th>NUMBER OF GRADUATES IN 2018</th>
<th>PLACEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>INDUSTRY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>RGB</td>
<td>327</td>
<td>137</td>
</tr>
<tr>
<td></td>
<td>MTU</td>
<td>261</td>
<td>219</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>372</td>
<td>382</td>
</tr>
</tbody>
</table>

Source: UPT Job Training Center Pasuruan
In the implementation of competency-based training, the participants here are participants from regular training, using APBN (The Indonesian Budget / IB) and APBD (Regional Government Budget) funds as well as self-funding training. The examples of participants from self-funded training are participants who come from schools with the PSG program (dual system program), or participants who are proposed and funded by the company.

There are quite a lot of participants who take part in competency-based training. Even participants who register for the training can exceed the amount of capacity provided. This means that UPT Job Training Center Pasuruan has a sufficient number of participants to conduct training.

Meanwhile, the resources which are meant are human resources, financial resources, and facilities and infrastructure. The human resources at UPT Job Training Center Pasuruan are good and skilled in their fields. From the education taken, many of them have a Diploma to Bachelor's level of education. Some instructors also have a certificate from the Professional Certification Institute which shows that they are qualified in their field.

The financial resources available at UPT Job Training Center Pasuruan come from the government they are APBN (The Indonesian Budget / IB) funds from the central government, APBD (Regional Government Budget / RGB) from local governments and self-funding from individuals/companies. In order to maximize the training of financial resources, this is important and becomes one of the main supports in the implementation of competency-based training programs.
As for the existing facilities and infrastructure at the UPT Job Training Center Pasuruan as a whole is classified as good and sufficient during the training process. In terms of offices, classrooms, workshops, Competency Test places, and others. Even though there are inadequate facilities and infrastructure in the POA vocational or Practical Office Advance, such as bathroom which is out of the classroom and the absence of fan/AC facilities in the classroom. So that, in the training process the participants experienced obstacles due to these conditions.

b) Sources of Power
The government that has the authority regarding this training is the Ministry of Manpower. With training using APBN funds, the vocational training opened is adjusted from the central government, which in this case is the Ministry of Manpower through the Directorate General of Training and Productivity Development.

c) Cultural Values
In the implementation of a public service in an organization, good cultural values are needed. If the cultural values that are formed are solid, they will be able to overcome various problems that occur. From the observations and interviews conducted by the researchers, the employees at UPT Job Training Center Pasuruan have a fairly good family side between them so that it can be said to have a high sense of solidarity so as to foster harmony in an organizational group.

4.2. Unpack The Core Program (Priority Program)

a) Viable Options
There are several things that are taken into consideration in determining competency-based training at UPT Pasuruan Job Training Center, namely:

1. Training Needs Analysis (TNA).
   Training Needs Analysis or TNA is conducted in various companies. The UPT Job Training Center Pasuruan visited these companies to conduct an analysis to find out the actual situation experienced by the company. So that the UPT Job Training Center Pasuruan can map out what vocational skills the company needs.

2. Vocational training with higher job opportunities.
   The training held is training that allows for higher job market opportunities. Whether it is in a company or industry or in entrepreneurship so that it is not impossible that this profession can fill the available job market. Because the main benchmark of UPT Job Training Center Pasuruan is to reduce unemployment. So directing the trainees to the world of work or to become independent entrepreneurs.

b) Logic of Change
From the observations and interviews conducted by the researchers, there are changes that occur with this competency-based training program, namely:

1. Increased knowledge and skills of the training participants. Those who were originally unskilled became skilled in the field of interest, those who were originally incompetent became competent as evidenced by their training certificates and competency certificates.

2. This training program contributes to the entry of workers in the labor market. UPT Job Training Center Pasuruan can fill the available job market by distributing training graduates. The trick is to coordinate with relevant stakeholders such as companies so that problems regarding employment can be overcome, especially in the East Java region.

c) Coordination
UPT Job Training Center Pasuruan cooperates with many companies as partners. Such as the mission of UPT Job Training Center Pasuruan, which is to improve the competence of the workforce and establish partnerships in order to meet the needs of the labor market. These partners will later recruit the graduates of the prospective workforce that are produced. Prospective workers produced must be of productive age because it is a provision or requirement of the company apart from the competencies that are also needed.

In coordination with the company, a Training Needs Analysis or TNA is carried out. It is conducted to see and analyze the problems that are being faced by partners and graduates from any vocational training that will be needed later. So that from the TNA, it can be mapped what vocational training will be opened.

After completing the training, the UPT Job Training Center Pasuruan proposes training students
who have received certificates to take the selection test for recruitment in these companies.

d) Identify Changes to Bring About Public Value Results

The change from the participants who took part in the training was that at first they did not have the skills to become skilled. Participants gain new knowledge and skills that will support their competence so that it can be useful in their social life. From the interviews conducted by the researchers, the participants gave answers that they were satisfied with the training they attended because it gave them value.

Participants thought that the training they attended could be useful for their future, either to get a job or to build an entrepreneur. On the other hand, there are two kinds of supporting certificates given. They are a training certificate and also a competency certificate from BNSP (National Agency for Professional Certification) so that it can easier the participants to get jobs because they have plus skills.

4.3. Confront the technical and adaptive challenges necessary to create change, applying analytical inquiry and social skills

In the implementation process of the training, there are technical challenges faced by policy actors. The challenge faced is regarding to the changes that occur in the budget or training package. The budget or training package that changes due to adjusting to existing conditions.

In this case, the government then conducts an analysis of the situation at hand. Then applying analytical inquiry and social skills possessed to overcome these problems. As in the current Covid-19 pandemic, which allows budget changes to occur so that the existing budget or training package is diverted to more urgent needs by the government.

Supporting Factors

1. Cultural Values

Good cultural values can be a supporting factor in the process of achieving the organization's vision and mission. The cultural values that exist in the UPT Job Training Center Pasuruan are good and can affect employee performance so that they can create a good work ethic in the organization.

2. Resources

The human resources at UPT Job Training Center Pasuruan are qualified and have adequate capabilities in carrying out their duties and are supported by education taken from Diploma to Bachelor. Some of the instructors are also qualified in their respective fields accompanied by certificates from LSP (Professional Certification Institute) so as to support the process of implementing competency-based training programs.

The existing financial resources in carrying out this competency-based training program have been very supportive. The government provides funds from APBN and APBD, as well as self-financing training funds provided by individuals/companies.

The existing facilities and infrastructure at the UPT Job Training Center Pasuruan are classified as good. Such as offices, workshops, classrooms, worship places, canteens, and so on, even though there are inadequate facilities such as in POA vocational. However, overall the existing facilities and infrastructure are quite effective in supporting the training implementation process.

Obstacle factor

1. Different types of participants

Different types of participants become obstacles in the learning process. There are participants who are fast and there are participants who are slow in following the training material. This requires instructors to have their own tricks or techniques in teaching so that the obstacles that they experience in learning can be overcome.

2. Participants' educational background

Educational background is also one of the things that becomes an obstacle in the process of implementing the training program. The different backgrounds of high school participants from Senior High School, Vocational High School, and other equivalents cause the training process to do not run the same. Participants with a background of students from vocational schools are usually more prepared to accept learning because they have previously attended schools with a skill base.

The educational background here also contributes to the character of the students. What makes the difference is that students who graduate from vocational schools do have a background that has been mentally and educationally prepared to enter the world of work, while other schools do not apply that when they take senior high school.
3. Skills in training participants with disabilities
   UPT Job Training Center Pasuruan is required to accept participants with special needs or people with disabilities. In the process, this is a bit of a hindrance because the instructors are required to have the skills how a person with a disability can also participate in training by doing and following the lessons given to take the competency test from LSP (Professional Certification Institute) BNBP (National Agency for Professional Certification). So that a skill is needed for employees/instructors so that trainees with disabilities or special needs can also participate in training as other participants do.

4. Changes in budget or training packages.
   In competency-based training programs there are always changes that occur in the budget that has fallen. This budget change occurred in accordance with the existing conditions. Like the current Covid-19 pandemic, there is a possibility of changing the budget or training package so that the government takes a policy to divert the budget of these funds. With the intention of the training packages that have been prepared and should be used for training are removed and diverted for more urgent purposes.

5. Discussion and conclusion
   Based on the data from the research conducted by the researchers, the competency-based training program can be concluded as follows:

   1. There were quite a number of participants who registered for the training so that this training could be carried out properly. The human resources at UPT Job Training Center Pasuruan are qualified and competent in their respective fields. There are adequate financial resources from the government so that this training can run well. There are facilities and infrastructure that support the process of implementing the training.

   2. The central government which in this case is the Ministry of Manpower as the policy actor who has the authority on this training program

   3. The cultural values that exist in the UPT Job Training Center Pasuruan are good and can be said to be effective in supporting the process of implementing competency-based training.

   4. This training has an impact and benefit for the community and also the government as the one in charge of Manpower. This means that this training is effectively implemented as an effort to overcome problems regarding employment and can fill the available job market, especially in the East Java area.

5. The training carried out provides benefits to the community who initially do not have the knowledge and skills then become experts in the fields of interest.

6. The coordination carried out by the UPT Job Training Center Pasuruan with partners in the cooperation process is appropriate and has been going well.

7. The training carried out received a good assessment from the participants’ opinion, both from the learning and the existing staff/instructors.

8. In carrying out the competency-based training program, there are technical challenges faced, namely regarding changes to the budget or training package. However, this can be overcome without overriding the ongoing priority program.

   From what has been described, the competency-based training program at the UPT Job Training Center Pasuruan has been running well and effectively. On the other hand, the implementation of competency-based training programs at the UPT Job Training Center Pasuruan is also inseparable from the supporting and inhibiting factors.

   1. Factors supporting the effectiveness of implementing competency-based training programs are:
      a. Cultural values.
      b. Resources consisting of human resources, financial resources, facilities and infrastructure.

   2. The inhibiting factors for the effectiveness of implementing competency-based training programs are:
      a. Different types of participants in receiving training materials.
      b. Educational background of the trainees.
      c. Skills that must be possessed in providing teaching to participants with disabilities so that they can participate in the training process up to certification.
      d. Changes in budget or training packages.
Suggestion

1. Dealing with different types of participants in the learning process, instructors can provide separate assistance for students who have below average abilities.

2. Cultural values at the UPT Job Training Center Pasuruan can be said to be effective in supporting the process of implementing competency-based training programs.

3. Facilities and infrastructure in POA vocational or Practical Office Advance to be more adequate.

4. One way that can be used to teach children with special needs is to provide support and motivation to them. Specific ways can be taken to make the learning process easier, but this also depends on the type of disability experienced by the trainees themselves:

   a. Use visual guides in the form of photos or images. This can make it easier to remember or understand the material being taught. You can also use audio media (sound, explanations in the form of stories and so on) to adjust the student's condition.

   b. Help them to have good social interaction with fellow trainees. This can ease communication and allow a person with special needs to build a good self-esteem within himself.

   c. Using efficient teaching strategies by providing clear and simple instructions.

   d. Provide other additional instruments in teaching.

5. Changes or cuts in the budget may occur at any time, but priority programs still have to be implemented as an effort to provide education.

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