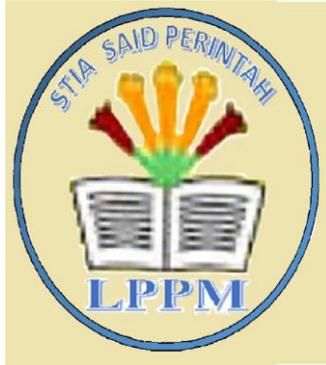


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## How Do Training Centers Prepare a Skilled Workforce?

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### Abstract

*The objectives of this study are to examine the functions and roles of the Vocational Training Institute in Keerom Regency, Papua Province, as well as the challenges and specific constraints it faces. This exploratory research uses a qualitative descriptive method and includes insights from three key informants. Findings reveal that labor institutions play a crucial role in determining workforce quality and professionalism. To support this, adequate facilities and infrastructure are essential to train skilled workers in alignment with labor market demands, reducing employer challenges. Despite a high labor supply, many workers lack the skills needed for available jobs, contributing to regional unemployment. The study also identifies both internal and external barriers requiring focused attention from the Keerom Regency Government. Future research should investigate training program quality using a quantitative approach.*  
**Keywords:** Labor Institutions, Workforce, Skilled and Professional

## Introduction

Global and Indonesian labor markets are undergoing significant shifts driven by technological advances and the post-COVID-19 landscape. The rapid progress of the Fourth and Fifth Industrial Revolutions has accelerated workplace digitalization, reshaping job requirements and creating new roles, particularly in technology (Suryadi & Nasution, 2023). In Indonesia, the pandemic's economic disruptions led to widespread changes in employment, with many firms implementing remote or flexible work arrangements to manage uncertainties (Muhyiddin & Nugroho, 2021). As recovery efforts continue, there is an increasing emphasis on reskilling and upskilling to align with a digitalized economy's demands (BisnisIndonesia.id, 2024). However, challenges like job insecurity and the digital divide may deepen access inequalities in emerging job opportunities (Dhyanasaridewi, 2020). Overall, these trends suggest that both globally and in Indonesia, the future of work will hinge on technology integration and adaptability, requiring innovative workforce development strategies.

Developing new skills and establishing essential organizational support requires extensive time, careful planning, organization, and adequate funding. Since joining the ASEAN Free Trade Area in 2003 and the global free market in 2020, Indonesia has faced heightened competition in goods and services (Purwadinata & Ridolof, 2020; Judijanto, et, all., 2024). Rapidly evolving business and market competition underscore the need for Indonesia to improve competitiveness in both product and service quality. This improvement hinges on preparing high-quality human resources, a vital component in facing global competition (Ruhana, 2012). Consequently, institutions and companies must become increasingly proactive and responsive in recruitment to secure skilled candidates, employees, and laborers to meet organizational needs (Fuad & Trang, 2017).

Given the need for companies to have more competent human resources in their respective fields and the intense competition among workers in the job market, efforts must be made to create a competent workforce ready to meet the human resource needs of a company or organization. This is outlined in Law No. 25 of 2000, which includes programs aimed at improving the quality and productivity of the workforce, with the goal of promoting, popularizing, and enhancing work training activities and aspects that influence the increase in labor productivity. The target of this program is the availability of a qualified, productive, and highly competitive workforce, both in the

domestic and international labor markets. Therefore, the preparation of these human resources needs to be undertaken by the government through the Ministry of Education, the Ministry of Labor, and/or the Ministry of Trade, as well as by the private sector through the Chamber of Commerce and Industry (KADIN), and by service users within the community.

The preparation for developing high-quality human resources, including those who are educated, knowledgeable, skilled, and possess the right work attitudes and behaviors, is crucial, especially in ensuring an adequate workforce. This is essential so that Indonesia does not fall victim to free trade. Training is essential because employee well-being has become a top priority for organizations worldwide, especially in today's fast-paced, technology-driven work environments (Loso Judijanto et. All, 2024). Mustofa et al., (2024) said that skills training can be provided to workers, teachers, students, or other people who want to acquire the skills needed to achieve certain goals.

The development of human resources aims to enhance the capabilities of each worker, which in turn fulfills the human resource needs of companies, ensuring that work output aligns with expectations. Continuous human resource development through carefully designed training programs, tailored to meet both short-term and long-term company needs, is vital. Training is a means for individuals to develop their inherent potential. Training itself is a part of education that involves a learning process aimed at acquiring and improving skills outside the formal education system, typically in a relatively short period and with a greater emphasis on practice rather than theory (Sedarmayanti, 2018). Idam Mustofa et al., (2024) state that skills training can be provided to workers, teachers, students, or other people who want to acquire the skills needed to achieve certain goals. However, it is undeniable that training requires many components, both material and non-material. From a material perspective, training necessitates significant financial resources, while from a non-material perspective, it requires considerable time and effort.

To improve the quality of human resources in the face of intense job market competition, the Keerom Vocational Training Institute (LLK) was established through a collaboration between the Keerom Regency government and the central government under the Ministry of Manpower and Transmigration. The persistently high

unemployment rate, marked by the fact that the growth in the labor force outpaces the availability of job opportunities, indicates that current job openings are insufficient to accommodate all job seekers. Consequently, the government is also targeting job creation to reduce unemployment levels. Additionally, there is a need for reform in the education system to produce competent and job-ready human resources. Without such reforms, education may merely result in the generation of new unemployed individuals who cannot be absorbed into the workforce.

Concerning this, the Keerom Vocational Training Institute offers several types of training programs, one of which is the APBN (regular) program. This training program is initiated by the central government and is funded by the State Budget (APBN/Daftar Isian Pengguna Anggaran or DIPA). The APBN program is specifically designed for job seekers, particularly those from underprivileged backgrounds and those who have dropped out of school.

This training is conducted either within or outside the Vocational Training Institute (LLK) depending on the specific program and training curriculum, with the duration of the training adjusted according to the APBN/DIPA funding. The regular training program organized by the Keerom Vocational Training Institute is expected to prepare skilled, competent, and competitive workers who meet the needs of industry and the business sector.

The research investigates the role of the Keerom Vocational Training Institute in preparing skilled labor within Keerom Regency, examining the problems and obstacles it faces in fulfilling this role and identifying the constraints that impede its effectiveness. The study aims to provide insights into how the institute contributes to workforce development, the challenges it encounters, and the factors that limit its ability to successfully implement its training programs.

The urgency of this research lies in the critical need to address Indonesia's competitive challenges in the global labor market, especially following the country's participation in the ASEAN Free Trade Area and the global free market. As competition intensifies in terms of both products and services, it is essential for Indonesia to develop a highly skilled and competent workforce to maintain its economic competitiveness. The establishment of the Keerom Vocational Training Institute reflects efforts to equip

workers with the necessary skills and knowledge, particularly for underprivileged job seekers. However, the persistently high unemployment rates indicate that current training and education systems are insufficient to meet industry demands. Therefore, this research is urgent in understanding how training institutions like the Keerom LLK can better contribute to workforce development while identifying the barriers they face, to ensure that Indonesia's labor market remains resilient and competitive.

## **Theoretical Framework**

In this context, as a framework for the theories used and the basis for conducting research (Sugiyono, 2019). the literature review serves as a reference framework or foundation containing theories used to explain the variables under study. It provides a basis for answering the research questions and developing the research instruments. Sumadi Suryabrata, cited in Sugiyono, (2019). emphasizes that a solid theoretical foundation is necessary to ensure the research is based on a strong foundation rather than being merely experimental. The presence of a theoretical foundation indicates that the research is a scientific method for obtaining data, whereas theory is a set of constructs (concepts), definitions, and propositions that systematically analyze phenomena by specifying the relationships between variables, thereby explaining and predicting phenomena. To strengthen the analysis of the theory, Sugiyono, (2019) recommends that the author provide delimitations or reviews of specific aspects.

### **1. Concept of Role**

The term "role" originates from the notion of a part or leadership that primarily contributes to an event or occurrence (Poerwadarminta, 1976). According to the Indonesian Dictionary (KBBI), "function" refers to utility. However, when interpreted literally, the concept of function is real and concrete, which implies that a goal without function is impossible (Janice, 2014). Based on this explanation, it can be concluded that a function is the execution of aspirations within an activity and is useful for being realized as a functional unit of work.

### **2. Concept of Vocational Training Institutions**

A Vocational Training Institute is an organization or entity designed to provide education in activities that yield useful results or benefits (Darmawan et al., 2019).

According to the Indonesian Dictionary (KBBI) (Moeljadi et al., 2016), the term can be broken down as follows: 1) "Institution" refers to an organization or body to conduct scientific research or undertake efforts; 2) "Training" involves learning and habituating oneself to perform tasks; and 3) "Work" refers to activities conducted to earn a livelihood.

In general, a Vocational Training Institute is an organization that serves as a venue for practicing and enhancing skills to prepare individuals for the job market. The training provided by such institutions aims to equip participants with skills in various vocational fields and to motivate self-reliance. The goal of these activities is to develop a skilled, disciplined workforce with a productive work ethic, enabling them to fill available job opportunities and create new employment through independent efforts. Vocational Training Institutions are designed to meet the community's need for dedicated training entities that prepare individuals for entry into the workforce.

### 3. Concept of Preparation

Preparation involves providing and equipping prospective workers to be skilled, resilient, or proficient in performing a job and operating facilities or tools related to various fields of expertise. This preparation ensures that these individuals are ready for immediate use, effective, and useful to the community (Butler et al., 2008).

### 4. Concept of Skilled Labor

Labor refers to any person capable of performing work, whether within or outside an employment relationship, to produce goods or services to meet societal needs. In other words, labor encompasses all individuals of working age (typically 15 years and older) who are actively engaged in or seeking employment in the production of goods and services (Sastrohadiwiryono & Syuhada, 2021). In this context, labor development involves enhancing the effectiveness and ability of the workforce to perform their jobs. According to Law No. 13 of 2003 on Manpower, labor is defined as any individual who can perform work to produce goods and/or services, either to fulfill personal needs or to benefit the community.

According to Malik, (2018), labor encompasses individuals working both within and outside formal employment relationships, utilizing production tools primarily in

the production process itself, including both physical and mental labor. Furthermore, Kutoyo et al., (2022) describe labor as the workforce, which includes those currently employed, those seeking employment, and those engaged in other activities such as schooling or homemaking. Practically, the labor force is divided into two categories: a) the labor force, which includes both employed individuals and those unemployed or seeking work; and b) the non-labor force, which comprises those who are in school, managing households, or engaged in other activities such as receiving income from pensions or other sources.

Furthermore, labor refers to the entire population considered capable of working and willing to work if job opportunities are available. Siswanto, (2005) further explains that labor is synonymous with the term "personnel," which includes workers, employees, and staff. Descriptively, the differences between workers, employees, and staff are as follows;

- a. Workers are those employed in individual enterprises and compensated on a daily or piece-rate basis according to mutual agreements, whether verbal or written, with compensation typically provided daily.
- b. Employees are those working for an organization or company, whether private or public, and are compensated according to applicable legal regulations, with payment typically made on a weekly, bi-weekly, or monthly basis.
- c. Civil Servants (Government Employees) are individuals who meet the qualifications specified by relevant laws, are appointed by an authorized official, and are entrusted with state duties or responsibilities defined by applicable legislation.

## 5. Concept of Labor Force

The labor force comprises all individuals who have reached working age, including those who are currently employed, unemployed, or seeking employment. The working-age population is defined as individuals aged 15 to 64 years. Not all individuals within this age range are considered part of the labor force, as those who are not actively engaged in economic activities are excluded from this group. The labor force is divided into two categories: those who are employed and those who are not employed.

## **Method**

This research was conducted at the Keerom Vocational Training Institute for four months, from February to May 2024. The study employs an exploratory approach, which aims to investigate or explore phenomena or issues that are not yet clearly understood (Sugiyono, 2019). The research utilizes a literature review, in-depth interviews, and field observations as methods. The analysis technique used in this study is descriptive. Descriptive qualitative research is a method used to describe or portray a group of people, a class, or events occurring in the present. The objective is to provide a systematic, factual, and accurate description of facts, characteristics, and relationships between the phenomena under study (Sugiyono, 2019). In this study, the sample is referred to as informants, with a total of three informants participating.

## **Discussions**

The tangible manifestation of the role of the Vocational Training Institute is evident in the changes observed in the social life of the community, including improvements in knowledge, economic conditions, and social status. These outcomes are derived from various activities conducted by the institute, as well as from the utilization of existing facilities and infrastructure, particularly in the field of knowledge. These changes are achieved through direct interactions in meetings and through other available media.

This is due to the fact that in addition to their living environment meeting the criteria as students, the implementation of the training program also prepares them to become workers needed in the job market. To support the training program, the Vocational Training Institute in the Keerom area collaborates on job placement and internship opportunities for graduates, as well as the utilization of training facilities. This cooperation extends to various industries, companies, government and private institutions, and educational institutions from Keerom City.

For trainees who complete their training, opportunities are provided for internships at companies or industries located in Keerom, aligned with their areas of expertise. Trainees who meet the requirements set by companies or industries may be offered employment positions. The Keerom Vocational Training Institute's policy to enhance

work quality is aligned with current market needs, meaning that training programs are tailored to industry requirements. Consequently, the training programs are adjusted to meet the demands of industries and the job market. Among the various skills needed, the Keerom Vocational Training Institute focuses on three main areas: automotive skills, sewing, and beauty care.

In conducting training to improve the quality of workforce skills, the Keerom Vocational Training Institute faces several obstacles or challenges, including both internal and external barriers. These internal and external obstacles are described as follows:

1. Internal Obstacles

- a. Budgeted Factors

The Keerom Vocational Training Institute has not yet been able to operate fully due to budget constraints. The operational budget is not proportional to the tasks and responsibilities it must undertake, which affects its daily operations and prevents it from functioning optimally according to the plans. Although there is financial assistance for trainees, this funding is project-based rather than part of the routine budget provided by the agency. Besides budget issues, human resources also present a challenge. To address these obstacles, the Keerom Vocational Training Institute is working on submitting a budget proposal to the Papua Provincial Department of Labor and Transmigration.

- b. Human Resources Factors

The human resources currently available at the Keerom Vocational Training Institute are insufficient to meet the training needs, necessitating the recruitment of external personnel for training programs. Typically, these trainers are sourced from the Papua Technical Training and Education Center, which operates under the Ministry of National Education, with the number of trainers adjusted according to demand. To address this challenge, the Keerom Vocational Training Institute is working to request additional staff from the Papua Provincial Department of Labor and Transmigration.

c. Policy Factors

To date, the Keerom District Government lacks sufficient policies to address unemployment and labor issues. To overcome this challenge, the Keerom Vocational Training Institute is working to provide recommendations to the Papua Provincial Department of Labor and Transmigration.

d. Coordination Obstacles

The coordination between the Keerom Vocational Training Institute and the Papua Provincial Department of Labor and Transmigration is currently suboptimal, leading to overlaps with other departments in daily operations. This issue is evident in the difficulty of obtaining information on related aspects, such as the number of workers placed after training. To address this situation, the Keerom Vocational Training Institute, as an agency directly involved in improving workforce skills, is striving to enhance coordination, particularly with the job placement office.

2. External Obstacles

a. Participants Interest

Most training participants come from Sentani District and Jayapura City, even though the Keerom Vocational Training Institute is intended for workers from Keerom District. To address this issue, the Keerom Vocational Training Institute has requested that the Papua Provincial Department of Labor and Transmigration in Jayapura District and Jayapura City inform residents about the training programs offered by the Keerom Vocational Training Institute.

b. Lack of Alumni Association

Currently, there is no alumni association for the trainees of the Keerom Vocational Training Institute, which complicates the institute's efforts to track, monitor, and follow up on the activities of trainees after they complete their training. To address this challenge, the Keerom Vocational Training Institute requests that trainees provide updates on their status and activities at least three months after completing their training to monitor their progress.

c. Preparing Skilled Workers

The primary aim and objective of vocational training, as outlined in Article 9 of Law No. 13 of 2003 on Employment, are as follows: "Vocational training is organized and directed to equip, enhance, and develop work competencies to improve productivity and welfare." Based on these aims and objectives, the Department of Labor and Transmigration of Keerom Regency, through the Vocational Training Institute, needs to implement training policies to meet the demand for high-quality and competent workers. Providing training to workers is crucial, as workers are generally categorized into two quality levels;

- Skilled Labour: Workers who possess skills acquired from formal institutions, such as schools, or informal institutions, such as training centers.
- Unskilled Labour: Workers who lack specific skills or training that would support their work.

The presence of the Keerom Vocational Training Institute is intended to meet the demand for high-quality labor. Thus, the existence of the Keerom Vocational Training Institute aligns with Article 10 of Law No. 13 on Employment, which states;

- Vocational training is conducted with consideration of labor market needs and business requirements, both within and outside of employment relationships.
- Vocational training is organized based on training programs that adhere to competency standards.
- Vocational training may be implemented in a tiered manner.
- Regulations regarding the procedures for establishing competency standards are governed by the relevant laws.

In organizing training, the need for qualified trainers is paramount. The Keerom Vocational Training Institute employs 22 skilled instructors across 7 vocational areas. The training curriculum, tailored to the specific training levels, has been developed by the institute. Additionally, the training program includes legal aspects of employment, particularly regarding legal protection for workers. Understanding legal protection is crucial as it represents one of the fundamental rights of citizens within a legal state. The forms of legal protection for workers include;

- Right to Employment.
- Training.
- Job Placement.
- Wages and Welfare.

Regarding training facilities, the Keerom Vocational Training Institute has provided comprehensive resources tailored to the vocational fields offered. These facilities include well-equipped theory rooms, workshops, libraries, sports amenities, and a canteen. Funding for training at the Keerom Vocational Training Institute comes from two primary sources;

#### 1. Government Subsidies

Government subsidies are provided in the form of scholarships, typically related to specific programs from government agencies such as the Department of Social Affairs, the Department of National Education, and the Department of Industry and Trade.

#### 2. Participant Contributions

Training costs for participants not receiving scholarships depend on the field of study and generally range from IDR 50,000 to IDR 250,000. These costs cover the purchase of tools or materials for practical work. The Lembaga Latihan Kerja Kabupaten Keerom continually adapts its training programs to align with industry developments, ensuring that training is effectively targeted. The institution has its own policy for determining training programs for prospective workers. The curriculum is categorized into long-term and short-term goals. Long-term curricula, which span three years, are designed for technical/polytechnic D3 education and tiered internship programs. Short-term curricula include modular programs, standard training, and custom training programs.

To develop a skilled and competent workforce, sustained efforts from the government, society, and the private sector are essential. The Lembaga Latihan Kerja Kabupaten Keerom, as part of the Dinas Tenaga Kerja Provinsi Papua, plays a key role in enhancing the skills and competencies of the workforce through its training programs.

According to the Governor's Decree of Papua Province No. 33 of 2003 on the Core Tasks, Functions, and Work Procedures of the Lembaga Latihan Kerja within the Dinas Tenaga Kerja dan Transmigrasi Papua, the Lembaga Latihan Kerja has significantly contributed to improving the quality of the workforce in Kabupaten Keerom through its training programs. Among the four programs offered, the highest number of participants enroll in automotive, beauty, and sewing courses. The reasons for the preference for these three vocational areas include;

1. For automotive vocational training, graduates can immediately start their own business without having to wait for job vacancies, thus allowing them to fully utilize their skills.
2. For beauty vocational training, participants often have prior knowledge from vocational high schools specializing in beauty, making this training a natural extension of their existing expertise.
3. For sewing vocational training, many participants aim to work in garment companies, which leads them to choose training in various sewing-related skills.

Generally, the community learns about training programs at the Lembaga Latihan Kerja Kabupaten Keerom through information posted at the Dinas Tenaga Kerja dan Transmigrasi Kabupaten Keerom and banners displayed in front of the Lembaga Latihan Kerja Keerom office. The public hopes to secure employment quickly after completing the training, although some individuals aim to start their own businesses with the skills acquired.

Over the past year, the Lembaga Latihan Kerja Kabupaten Keerom has graduated an average of 150 participants annually. Out of these, 50 participants receive government scholarships. The government provides these scholarships yearly to students who demonstrate good performance, come from economically disadvantaged families, wish to start their own business, or are prioritized if they are laid-off workers.

The training programs at the Lembaga Latihan Kerja Kabupaten Keerom align with Article 9 of Law No. 13 of 2003 on Manpower, which states that training should be organized and directed to equip, enhance, and develop work competencies to improve capabilities, productivity, and welfare. Article 11 of the same law affirms that every

worker has the right to obtain, enhance, or develop their work competencies according to their talents, interests, and abilities through training. Additionally, Article 15 of the Law stipulates that training requirements—such as the availability of instructors, curriculum, facilities, and funding—are met by the Lembaga Latihan Kerja Kabupaten Keerom. To follow up on training outcomes, the Lembaga Latihan Kerja Kabupaten Keerom organizes job fairs every six months to connect job seekers with companies and industries that require workers. Furthermore, Lembaga Latihan Kerja collaborates with various companies to offer internship opportunities for their graduates. This approach is consistent with Article 31 of Law No. 13 of 2003, which governs worker rights and placement.

According to Article 31 of Law No. 13 of 2003, every worker has the right and opportunity to choose, obtain, or transfer jobs and to earn a decent income. Following its primary responsibilities, the Keerom Training Center focuses on enhancing the skills and competencies of workers or job seekers through training programs. The responsibility for placing trained workers rests with the Job Placement Section (Pantakerja) within the Department of Labor and Transmigration of Keerom Regency. The Keerom Training Center expects that graduates of its training programs will report back once they have secured employment. This information is crucial for monitoring post-training outcomes. However, to date, there has been limited feedback from graduates, resulting in the Keerom Training Center lacking accurate data on the number of trainees who have successfully obtained employment following their training.

However, despite not being its primary responsibility, the Keerom Training Center has taken the initiative to provide job placement information and opportunities through internship programs and job fairs. This step is essentially aimed at meeting the expectations of graduates who have completed their training programs and are seeking employment through job fairs or internships.

Therefore, it can be understood that the Keerom Training Center has played a significant role in enhancing the quality and skills of the workforce in Keerom Regency and the Papua Province. While job placement is not its core function, the Training Center's proactive approach in offering job placement assistance through internships and job fairs demonstrates its commitment to fulfilling the career aspirations of its trainees.

Thus, it can also be understood that the Keerom Training Center has played a crucial role in enhancing the quality and skills of the workforce in Keerom and its surrounding areas. Concerning the vision, mission, and objectives of the Keerom Training Center, the implementation of its tasks, functions, and roles aligns with its vision and mission. The center's core aim is to develop human resources in Keerom specifically, and in Papua Province more broadly, to possess professionalism and competence, enabling them to compete with other provinces in Indonesia.

Based on the discussions and findings presented in the previous chapters regarding the role of the Training Center of Keerom Regency in preparing skilled labor in Keerom Regency, the following conclusions can be drawn;

1. The Training Center of Keerom Regency, in its effort to enhance the quality of labor in Keerom Regency, has implemented training policies by offering several vocational training programs. The curricula provided can be categorized into two targets: long-term and short-term. The long-term curriculum, requiring a maximum training period of 3 years, is aimed at technical/polytechnic D3 education and tiered internship programs. In contrast, the short-term curriculum focuses on modular programs, standard training programs, and tailored training.
2. The obstacles faced by the Training Center of Keerom Regency in improving the quality of labor skills in Keerom Regency and Papua Province include (a) Internal obstacles such as (1) Budget factors. To address this, the Training Center of Keerom Regency seeks to submit budget proposals to the Department of Manpower and Transmigration of Papua Province. (2) Human Resources factors. To overcome this issue, the Training Center of Keerom Regency is working to request additional staff. (3) Policy factors. To tackle these challenges, the Training Center of Keerom Regency is providing feedback to the Department of Manpower and Transmigration of Papua Province. (4) Coordination obstacles. To address this issue, the Training Center of Keerom Regency, as an institution directly involved in enhancing labor skills, is making continuous efforts to improve coordination, particularly concerning labor placement. (b) External obstacles related to the interests of training participants. To resolve this, the Training Center of Keerom Regency has requested the Department of Manpower and Transmigration in the Sentani District/City of Jayapura to

disseminate information about the training programs offered by the Training Center of Keerom Regency.

## **Conclusion**

The Training Center of Keerom Regency has implemented training policies aimed at improving labor quality by offering various vocational training programs. The curricula provided are categorized into long-term and short-term targets. The long-term curriculum, which requires a maximum training period of three years, is designed for technical/polytechnic D3 education and tiered internship programs. Conversely, the short-term curriculum focuses on modular programs, standard training programs, and customized training.

The Training Center of Keerom Regency faces several challenges in enhancing the quality of labor skills in Keerom Regency and Papua Province. Internal obstacles include budget constraints, which the center attempts to address by submitting budget proposals to the Department of Manpower and Transmigration of Papua Province. Human resources issues are also a challenge, and the center is working to request additional staff. Policy-related challenges are being addressed by providing feedback to the Department of Manpower and Transmigration of Papua Province. Coordination difficulties involve improving efforts to enhance collaboration, particularly regarding labor placement. External obstacles relate to the interests of training participants, and the center is addressing this by requesting the Department of Manpower and Transmigration in the Sentani District/City of Jayapura to disseminate information about the training programs offered by the center.

The Training Center should advocate for increased budget allocations to enhance operational capabilities and training quality, with a detailed budget plan presented to the Department of Manpower and Transmigration. Recruiting additional qualified staff and exploring partnerships with educational institutions can address staffing needs. The center should collaborate with the Department to develop and review responsive policies while improving coordination with labor placement agencies to better match trained individuals with job opportunities. Additionally, increasing outreach and engagement

with local communities through information campaigns and partnerships can help boost participant interest and program enrolment.

The study acknowledges limitations, including reliance on available data that may not fully capture the experiences of all training participants. Future research should employ a mixed-methods approach, incorporating qualitative data from interviews and surveys with program participants and employers. Longitudinal studies could provide deeper insights into the long-term impact of training programs on employment outcomes and career development. Expanding research to include comparisons with other training centers and regions could offer valuable perspectives on best practices and areas for improvement.

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