

# The Implementation of a Competency-Based Training Program at the Regional Technical Implementation Unit of the Job Training Center Dinas Tenaga Kerja dan Transmigrasi Sukabumi Regency

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## ABSTRACT

This study aims to analyze the implementation of competency-based training programs at the Regional Technical Implementation Unit (UPTD) of the Vocational Training Center under the Manpower and Transmigration Office of Sukabumi Regency. This research uses a qualitative descriptive approach with data collection through interviews, observation, and documentation. The analysis uses the implementation model of Edward III with four indicators: communication, resources, disposition, and bureaucratic structure. The findings indicate that competency-based training programs have been implemented quite well in terms of communication and available resources. However, challenges remain in disposition, such as the commitment of trainers and participants, as well as bureaucratic structures that still require coordination improvements between institutions. This study highlights the importance of strengthening the institutional capacity of vocational training centers, policy integration at the local level, and sustainable monitoring mechanisms to ensure that training outcomes effectively reduce unemployment.



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## 1. INTRODUCTION

Human resource development remains central to national development efforts, particularly in enhancing workforce quality to support economic, social, and technological progress. Aji (2020) emphasized that improving human capital requires structured education, relevant training, and skill

development aligned with labor market demands. Irwana et al. (2024) further define human resource development as a systematic process to enhance individuals' skills, knowledge, capacity, and performance through education, training, career development, and both soft and hard skill improvement.

Despite policy efforts, Indonesia—like many developing countries—continues to face high levels of unemployment and low labor quality, which hinder economic productivity, social stability, and national competitiveness (Irwana et al., 2024:34). The mismatch between workforce competencies and industry needs remains a serious concern, especially amid rapid technological advancement and globalization. The government has responded with various programs aimed at reducing unemployment and improving labor competence through training institutions under the Ministry of Manpower and Transmigration, as well as through regional job training centers (BLK).

In recent years, various studies have examined the effectiveness of labor training programs, particularly competency-based training (CBT), in tackling unemployment and closing skill gaps. For instance, Susanti & Permana (2022) found that CBT implementation at regional training centers positively affected skill development and job placement, yet challenges remain in program alignment with local industry needs. Moreover, Wahyudi et al. (2023) argued that decentralized CBT programs lack adequate monitoring and evaluation frameworks, especially in rural districts. However, there is still a limited number of studies focusing specifically on the local implementation and impact of CBT programs in the context of West Java's regencies, particularly Sukabumi.

Sukabumi Regency, West Java, is one of the regions with persistent labor issues. Data from the Central Bureau of Statistics (BPS, 2024) indicate that the open unemployment rate in the region rose from 7.66% in 2017 to 9.51% in 2021, before declining to 7.11% in 2024. This fluctuation reflects the impacts of the COVID-19 pandemic and structural employment mismatches. In response, the Sukabumi Manpower Office has implemented CBT programs through the Regional Technical Implementation Unit (UPTD) of the Job Training Center (BLK), guided by local regulations such as Regional Regulation No. 8 of 2023 concerning Employment Administration.

Despite programmatic expansions and increased participation—rising from 432 trainees in 2021 to 1008 in 2024 (UPTD BLK Sukabumi, 2025)—there remains a lack of clarity regarding the real impact of such programs on labor absorption and unemployment reduction. Notably, the rise in training participation in 2024 contrasts with the decrease in unemployment rate, raising questions about causality, effectiveness, and policy coordination.

This study therefore aims to examine the implementation of the Competency-Based Training Program at the UPTD Job Training Center under the Manpower and Transmigration Office of Sukabumi Regency, focusing on how the program is administered, funded, and evaluated, as well as how it contributes to addressing unemployment in the region. The key research question is: To what extent has the implementation of the CBT program at UPTD BLK Sukabumi addressed the local unemployment issue and improved workforce competence?

The novelty of this research lies in its regional focus and critical analysis of the CBT implementation at the district level, which has received limited academic attention. By assessing the actual practice of CBT delivery in Sukabumi Regency, this study offers valuable insights into the local challenges of vocational training and contributes to the broader discourse on workforce development in Indonesia.

## **2. LITERATURE REVIEW**

The concept of public administration focuses on managing and implementing public policies to achieve efficiency, transparency, and accountability in governance. According to Silalahi (2019), administration broadly includes systematic processes involving planning, organizing, and managing resources to achieve institutional goals. Public policy implementation, a key area in public administration, is defined by Edward III (in Pramono, 2020) through four core indicators: communication, resources, disposition, and bureaucratic structure. Additionally, Van Meter and Van Horn emphasize the importance of transmission, clarity, and consistency in policy communication.

Competency-based training (CBT) is defined as structured training focusing on specific skills and competencies tailored to labor market demands. According to Mangkunegara (2013) and Dessler (2015), training helps improve individual competencies to increase productivity and employability. The CBT approach is supported by national strategies including the Ministry of Manpower Regulation No. 10 of 2021 and Presidential Regulation No. 36 of 2020 concerning the development of job competencies.

## **3. METHODS**

This study applied a qualitative descriptive method to explore how the Competency-Based Training (CBT) Program was implemented in the Vocational Training Center (UPTD BLK) of Sukabumi. Primary data were collected through in-depth interviews with relevant stakeholders, including training instructors,

program participants, and officials from the local manpower office. Secondary data were obtained from institutional documents, reports, and statistical data. The research employed Edward III's model of policy implementation, focusing on communication, resources, disposition, and bureaucratic structure. The unit of analysis consisted of local government officials, instructors, and training participants. Data were analyzed using interactive model analysis with stages of data reduction, data display, and drawing conclusions.

#### **4. RESULTS AND DISCUSSION**

##### **The Implementation of Competency-Based Training at the Vocational Training Unit (UPTD) under the Department of Manpower and Transmigration, Sukabumi Regency**

The researcher discusses the findings of a study on the implementation of the Competency-Based Training Program at the Regional Technical Implementation Unit (UPTD) of the Job Training Center under the Department of Manpower and Transmigration of Sukabumi Regency. This study adopts the theoretical framework proposed by Edward III (as cited in Pramono, 2020, p. 4), which outlines four key variables in policy implementation: communication, resources, disposition, and bureaucratic structure.

##### **1) Communication**

In the communication dimension, the dissemination of information regarding the competency-based training program at the UPTD Job Training Center of Sukabumi Regency is conducted through both formal and informal channels. Information is distributed via social media platforms such as Instagram and Facebook, the official website, direct announcements at the UPTD BLK office, and in collaboration with village and sub-district governments. Additionally, alumni WhatsApp groups serve as informal yet effective means of rapid and interactive communication. The public may also access information directly by visiting the training center. This strategy reflects a flexible and inclusive communication approach, aiming to reach prospective participants from diverse backgrounds and with varying preferences for accessing information.



**Figure 1. The information about the Competency-Based Training Program is disseminated through Instagram social media.**

Source: BLK's Instagram, 2025

The dissemination of information regarding the Competency-Based Training Program at UPTD BLK Sukabumi Regency is conducted actively through multiple channels, particularly social media such as Instagram. A post on the official Instagram account illustrates key program details, including free registration, available training fields, registration methods, and contact information. This confirms interview findings from Informants 1 and 2, who emphasized the importance of multichannel communication—digital platforms, direct announcements, and collaboration with village governments.

Analyzed through Edward III's (1980) policy implementation theory, the communication aspect demonstrates effectiveness in three key indicators: transmission, clarity, and consistency. The transmission of information is broad and accessible, utilizing both online and offline methods to accommodate diverse public preferences. Clarity is addressed through detailed posts and direct engagement, although periodic evaluations are needed to avoid misinterpretation, especially regarding technical terms. In terms of consistency, the use of standardized communication channels and routine coordination helps ensure coherent messaging.

Overall, while the communication strategy shows strong efforts toward inclusive and flexible information dissemination, continued attention to clarity and consistency remains essential to prevent miscommunication and support successful policy implementation.

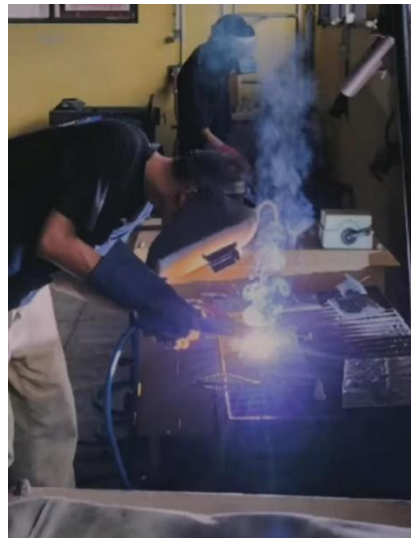
## 2) Resources

In the resource dimension, the availability of instructors and administrative staff at UPTD BLK Sukabumi Regency is perceived as generally sufficient to support the implementation of the competency-based training

program. Informants 1 and 2 emphasized that both the quantity and quality of human resources are adequate for program delivery. Nevertheless, the term "relatively adequate" used by Informant 1 implies that opportunities for improvement remain, particularly in enhancing staff competencies and optimizing their distribution.

With regard to infrastructure, Informant 3 stated that the facilities are generally satisfactory; although some training equipment is relatively outdated, it remains functional and supportive of the training process. This indicates that the physical resources currently in use can sustain program implementation, albeit with limitations in terms of modernization and technological relevance.

Referring to Edward III's (1980) policy implementation framework, resources—both human and material—are fundamental to policy success. The findings suggest that while existing resources provide a solid foundation, ongoing investment in human capital development and facility upgrades is essential to ensure the sustainability and effectiveness of the training program.



**Figure 2. Training Facilities at BLK Sukabumi**

Source: Researcher, 2025

In the context of Edward III's (1980) policy implementation theory, physical facilities are a critical component of the resource variable. Interviews with Informants 1 and 2 indicate that the training infrastructure at UPTD BLK Sukabumi is generally adequate and supports the implementation of competency-based training programs. However, Informant 1 noted the need to update certain training equipment to align with current industry



developments, highlighting a gap between available tools and market demands.

Informant 2 emphasized that the provision of facilities is tailored to the specific requirements of each training field, reflecting a degree of adaptability. While the existing facilities are functional and supportive, the findings underscore the importance of continual modernization to ensure that training outcomes meet industry standards and produce job-ready graduates. Thus, although facilities are not a major barrier, sustained efforts toward updating and aligning them with technological advancements remain essential for optimal policy implementation.

### 3) Disposition

In the disposition dimension, findings from interviews with Informants 1 and 2 reveal that the implementers of the competency-based training program—namely instructors and administrative staff—demonstrate a strong commitment to the program's success. They not only fulfill their duties in accordance with their roles and responsibilities but also actively engage throughout various stages of the training process, from participant selection to the evaluation of training outcomes.

Additionally, Informant 3 highlighted that the implementers exhibit a positive and supportive attitude toward trainees, characterized by approachability and a willingness to assist. This suggests that the implementers possess strong interpersonal skills and a high level of professionalism, which contribute to a conducive learning environment.

These findings are consistent with Edward III's (1980) policy implementation theory, which posits that the disposition of implementers—including their attitudes, commitment, and readiness to execute tasks—is a critical factor in successful policy implementation. A positive disposition helps minimize implementation barriers and enhances the delivery of public services. Moreover, the implementers' friendly and responsive behavior not only fosters effective communication and trust with participants but also reinforces the perceived legitimacy of the policy among its beneficiaries.

### 4) Bureaucratic Structure

The dimension of bureaucratic structure in the implementation of competency-based training at the UPTD Vocational Training Center (BLK) of Sukabumi Regency indicates a consistent application of Standard Operating Procedures (SOPs) across all phases—from planning and implementation to evaluation. Task division is systematically organized according to the main

duties and functions of each unit, with coordination maintained through regular meetings and reporting systems. Program evaluation is conducted routinely, involving both internal personnel and external stakeholders, including industry partners.

Nevertheless, several challenges remain, such as outdated equipment, limited adaptation to evolving industry demands, and procedural complexity in procurement processes. In response, there is a strong expectation to enhance collaboration with the private sector, update training facilities, promote the digitalization of training systems, and develop entrepreneurship-based programs to foster self-employment opportunities.

Referring to Edward III's (1980) framework, these findings demonstrate the application of two key characteristics of effective bureaucracy: the establishment of clear standard procedures and the structured distribution of responsibilities across organizational units. However, for these principles to function optimally, institutional capacity must be strengthened and cross-sector partnerships expanded to ensure that bureaucratic systems are not only formally established but also adaptive and responsive to the dynamics of the labor market.

### **Determinants of Success and Constraints in the Implementation of the Competency-Based Training Program at the Vocational Training Center under the Department of Manpower and Transmigration, Sukabumi Regency**

The implementation of the competency-based training program at the Vocational Training Center (BLK) of the Department of Manpower and Transmigration in Sukabumi Regency has demonstrated considerable effectiveness, supported by several key factors. These include the availability of competent instructors and administrative staff, effective and responsive communication through various media channels, and training facilities that meet national competency standards. Additionally, proper budget allocation and the existence of clear Standard Operating Procedures (SOPs) contribute to the program's professional and accountable execution.

Nonetheless, several challenges persist. These include limited access to information among digitally marginalized communities, outdated training equipment, and insufficient industry involvement in curriculum development, internships, and post-training job placements. Slow bureaucratic procedures and the absence of transparent performance evaluation mechanisms further constrain program effectiveness. Therefore, improvements in training infrastructure, expanded partnerships with industry, and more inclusive



communication strategies are necessary to enhance the program's sustainability and impact.

**Table 1. Determinants of Success and Constraints in the Implementation of the Competency-Based Training Program at the Vocational Training Center**

Aspect	Supporting Factors	Constraining Factors
Human Resources	<ul style="list-style-type: none"> <li>- Competent and highly dedicated instructors and administrative staff</li> <li>- Direct supervision during practical sessions enhances participants' motivation</li> </ul>	<ul style="list-style-type: none"> <li>- Absence of an objective and transparent performance evaluation mechanism for implementers</li> <li>- Potential decline in motivation and program accountability</li> </ul>
Communication and Information	<ul style="list-style-type: none"> <li>- Dissemination of information through social media, circular letters, and WhatsApp groups</li> <li>- Two-way communication and post-training assistance</li> </ul>	<ul style="list-style-type: none"> <li>- Limited internet access in certain areas</li> <li>- Low levels of digital literacy among the community</li> <li>- Risk of miscommunication from indirect information (e.g., friends/relatives)</li> </ul>
Facilities and Infrastructure	<ul style="list-style-type: none"> <li>- Adequate training facilities in line with the Indonesian National Work Competency Standards (SKKNI)</li> <li>- Well-structured training schedules focused on practice</li> </ul>	<ul style="list-style-type: none"> <li>- Some training equipment is outdated and no longer aligned with current industrial technologies</li> <li>- Procurement of new equipment hindered by lengthy bureaucratic procedures</li> </ul>
Institutional and Technical	<ul style="list-style-type: none"> <li>- Clear Standard Operating Procedures (SOPs) and well-defined task distribution</li> <li>- Properly allocated budget support from local and national governments</li> </ul>	<ul style="list-style-type: none"> <li>- Limited industry involvement in curriculum development, internship programs, and job placement</li> </ul>

Source: processed by researcher, 2025

## 5. CONCLUSION

The implementation of the competency-based training program at UPTD BLK Sukabumi Regency has been relatively effective, supported by consistent multi-channel communication, competent human resources, and a well-structured bureaucracy. However, improvements are needed in facility modernization and administrative efficiency.

It is recommended that the institution upgrade outdated training equipment to meet current industry standards, simplify bureaucratic procedures—particularly in procurement—and strengthen partnerships with the industrial sector to enhance program relevance and job placement.

Additionally, program evaluation should be more action-oriented, and the capacity of implementing staff should be improved through continuous training and performance-based incentives to ensure long-term program quality and effectiveness.

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