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The Effect of the Work-Based Learning Training Model on the Creativity of Training Participants at Job Training Center Bojonegoro

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Abstract

The importance of human resources is based on the fact that human resources are the essential elements of every company. Human resources can determine the advantages of a company because human resources are goal makers, innovators, communication, creativity, and strategy for the company. This study aimed to determine the effect of the Work Based Learning training model on trainees' creativity at the Job training center (Balai Latihan Kerja, BLK) Bojonegoro. This research is qualitative, categorized explicitly as a qualitative

program evaluation. The sample in this study amounted to 100 trainees at BLK Bojonegoro. The results showed a high scale of creativity (85.5%), the tasks of the training participants (83.4%), support for learning (78.8%), and clear goals (76%). In training models where exposure to real-world constraints, opportunities, policies, and regulations is mandatory, work-based learning occupies an essential niche in participants' experiences

Keywords: Based Learning, Training, BLK Bojonegoro

Abstrak

Pentingnya sumber daya manusia didasarkan pada kenyataan bahwa sumber daya manusia merupakan elemen penting dari setiap perusahaan. Sumber daya manusia dapat menentukan keunggulan suatu perusahaan karena sumber daya manusia adalah pembuat tujuan, inovator, komunikasi, kreativitas, dan strategi bagi perusahaan. Penelitian ini bertujuan untuk mengetahui pengaruh model pelatihan Work Based Learning terhadap kreativitas peserta pelatihan di Balai Latihan Kerja (BLK) Bojonegoro. Penelitian ini bersifat kualitatif, dikategorikan secara eksplisit sebagai evaluasi program kualitatif. Sampel dalam penelitian ini berjumlah 100 peserta pelatihan di BLK Bojonegoro. Hasil penelitian menunjukkan skala kreativitas yang tinggi (85,5%), tugas peserta pelatihan (83,4%), dukungan untuk belajar (78,8%), dan tujuan yang jelas (76%). Dalam model pelatihan di mana pemaparan terhadap kendala, peluang, kebijakan, dan peraturan dunia nyata adalah wajib, pembelajaran berbasis kerja menempati ceruk penting dalam pengalaman peserta.

Kata Kunci: Pembelajaran Berbasis, Pelatihan, BLK Bojonegoro

A. Introduction

Every operating company must have resources as potential drivers of its activities, both human resources and other resources such as capital, technology, strategy, and so on (Delery and Roumpi, 2017). These resources must support each other. Human resource factors are essential in determining the company's progress or decline in achieving company goals (Armstrong and Taylor, 2020).

The importance of human resources is based on the fact that human resources are the essential elements of every company. Human resources can determine the advantages of a company because human resources are goal makers, innovation, communication, creativity, and strategy for the company (Chadwick and Dabu, 2009).

In addition, education and training programs must be held to form competent, skilled, creative, and well-behaved human resources with knowledge that follows the company's needs. The education and training program is provided for new and old employees to improve the quality of the company's human resources (Elnaga and Imran, 2013).

Creativity is optimizing the brain as the primary source. Because creativity arises from the extraordinary interaction between the left and right hemispheres of the brain (Zaidel, 2014), in its development, creativity appears through 3 things, namely since humans are born, obtained through learning, and honed through education. These three facts are the result of the functioning of the brain itself. Although in the process, many obstacles are encountered to build this creativity, including problems that come from outside, always assuming something outside is better and more innovative, a perspective that always says "impossible," there is no initiative or the idea to start from something impossible so that teachers always think "why to bother," even worse when there is a perception that creative and not creative are the same.

However, graduates of training participants at Job Training

Center (BLK) Bojonegoro are currently unemployed. It means that the work-based learning pattern implementation is not yet appropriate and cannot be satisfied as a whole. It is due to limited access to the work/industrial world, human resources, funding sources, facilities, quality of industrial mentors, location, etc. If these limitations can be overcome and the implementation of experience programs in the industrial world can be carried out jointly, and in an integrated manner by utilizing the capabilities of both parties, the quality of graduates from training participants at BLK Bojonegoro will be better.

The training methods, in general, at the Job Training Institutes in Indonesia are applied in the classroom and the laboratory. There is a lack of critical thinking, creativity, active listening, and teamwork due to the training process. In order to improve new training methods and systems, such as the growth of WBL in Job Training Institutions, it is necessary to improve upon the results of previous training processes, which, after several years of experience and thorough evaluation, have not provided maximum benefits.

The purpose of training is to alter worker conduct in order to accomplish organizational objectives systematically. To what extent have employees been trained in the skills and abilities necessary to perform their jobs successfully? Modern training focuses on the skills and knowledge most in demand in the workplace and teaches its participants how to acquire them. Training is given so that workers will be adequately prepared for the tasks regarding knowledge, attitude, and skill sets.

Management needs to keep working on a model for training that will help participants become more creative so that the calibre of their graduates can meet the needs of the labour market. Training is essential in enabling them to increase MEA activities, Providing a superior and competent workforce according to their field (Knight and Kim, 2009).

Thus, research is needed that can clearly describe the effect of the work-based learning training model on the creativity of

the trainees at BLK Bojonegoro. The absence of research on the implementation of work-based learning training models on the creativity of trainees at BLK Bojonegoro makes this research very necessary. It will provide input to BLK Bojonegoro on how to implement work-based learning so that the absorption of training graduates at BLK Bojonegoro to work in the industry is high.

Many people, especially those seeking careers in the medical, nursing, legal, engineering, and business fields, find that their work experience is an invaluable part of their education. Some universities and colleges put forth significant effort to coordinate an approach that combines conventional classroom instruction with on-the-job training to benefit all parties involved in the educational and professional processes. One-time projects, seminar-length practicums, and full-time internships are all examples of work-based learning that can be implemented in various disciplinary contexts (Evans et al., 2011).

This paper explains how an imaginative inquiry into trainee experiences can be incorporated into a study of the effects of work-based learning. It is based on the researcher's experience as a trainer in a work-based training program at BLK Bojonegoro, where he or she surveyed recent graduates to assess the effects of their training. It notes BLK's WBL training model and thinks about how that approach challenges the researcher's assumptions about the proper way to handle the data, bringing it into an unexpected third space (Soja, 1996); and argues that such innovative experiences can be helpful for work-based learning and applied management on the job. This paper has the potential to spark new ideas about how to present data on in-the-field training experiences to a broad audience.

B. Literature Review

1. *Work Based Learning (WBL)*

While the idea of WBL as a framework does not directly contradict the premise of disciplinary learning, which is central

to higher education, it does suggest that the scope of WBL will be broader, functioning more as a trans- or post-disciplinary framework that can include disciplinary learning but also go beyond it.

Work-based learning is seen as a model that plays a role in enhancing professional development and learning. Fink, Rokkjaer & Schrey (2007) stated that Work-Based Learning is an approach that focuses on the practical utility of learning and is, therefore, directly relevant to learners and their work environment. A WBL approach acknowledges that learning can occur in various situations and settings and is not restricted to that developed through the classroom or lecture theatre. All WBL programs utilize various tools to aid and enhance guided learning activities. This 'blended' learning approach enables the WBL program to be tailored to student needs and preferences while operating within an academic framework. WBL is a practical and successful way of creating university-level learning related to the workplace.

Formalized Work-Based Learning can occur in many institutional and learning contexts, from brief community service learning experiences to longer internships and even year-long work placements (Morris, 2018). Student employment, ethical consideration of planning's place in the community and the everyday lives of individuals, and career guidance are all bolstered by the practical application of classroom learning gained through internships and other forms of work experience.

Workplace learning should complement formal education, but this is not a given. Programs must be regularly monitored and evaluated to ensure that pedagogical goals, professional interests, and student learning outcomes are aligned. However, there have been some documented assessments of students' educational experiences. Simple qualitative questions are typically used in published reports, with some room for the basic numerical tabulation of results for selected inquiries. WEQ is a novel strategy that uses and organizes a wide range of student responses provided in a standard questionnaire format by drawing directly on tried-and-true educational practices.

Table 1. Structure of Work-Based Learning Questionnaire Items

| | |
|----------------------|--|
| Clear goals | <ul style="list-style-type: none">• It is always easy to know the standard of work expected of me in this job placement.• I usually have a clear idea of what I am doing and where I am going.• It is often difficult to find what you want in this placement. |
| Support for Learning | <ul style="list-style-type: none">• I am motivated to do my best at this workplace.• I was given much feedback about my work.• In this placement, I received helpful feedback on how I was going.• My training instructor was very supportive.• My job-based boss tries to make the work experience enjoyable. |
| General skills | <ul style="list-style-type: none">• The work placement has developed my ability to solve problems.• Work experience has honed my analytical skills.• This work placement has helped me to develop my ability to work as a team member.• As a result of this work placement, I feel confident about tackling unfamiliar work-based problems.• In this placement, I was helped to develop the ability to plan and organize my day-to-day work. |
| Task | <ul style="list-style-type: none">• I am seen as an extra pair of hands rather than a developing professional in this placement.• I am used to cheap labour in this placement.• I am being asked to do too many things that do not involve the mind. |

2. Definition of Creativity

Creativity is one aspect of human quality which currently plays an essential role in supporting the development of the Indonesian nation and state, which is experiencing complex problems because with creativity, humans will have the ability to adapt creatively and imaginative expertise so that humans will

be able to look for problem-solving in a new way in following the changes that occur that will continue to move towards progress so as not to get carried away and drown in competition between nations and countries, especially in this era of globalization (Setiawati, 2017).

Creativity is a force in the universe that allows the presence of new actual entities (Noor, 2021). Creativity is the principle of novelty in the creative process because there is a new actual entity. Therefore creativity in process philosophy does not have a character apart from the actual entity, which gives form to its creativity. Understanding creativity cannot be separated from understanding the actual manifestation of entities. It is this novelty that shows the diversity that exists in the universe.

As it turns out, prior studies have shown that students are harshest on work placements when they have low expectations for their learning, receive little guidance or support, and view their work as meaningless busy work (Freestone et al., 2007).

C. Method

This descriptive qualitative research can be categorized explicitly as a qualitative research program evaluation. As explained, this type of research is to determine the effect of the Work Based Learning training model on the creativity of the trainees at BLK Bojonegoro. The sample in this study was the training participants at BLK Bojonegoro, totalling 100 participants.

Data were obtained through field notes, training final products, and interviews. Field notes were used to obtain data on learning activities, especially to see the development of participants' abilities in the training program at BLK Bojonegoro. Then interviews were conducted twice, namely at the beginning and end of the training program to determine the participants' initial knowledge about narrative essays and students' perceptions of the implementation of the training program. Finally, the final product is the final product developed by the participants.

To guarantee that the program's aims, the participants'

professional interests, and the learning outcomes are all aligned, regular monitoring and evaluation are required. However, there are a few reported assessments of how some trainees felt about their time in the BLK Bojonegoro program. In the published report, simple qualitative questions predominate, with some ability to tabulate results using simple arithmetic. The WEQ method is fresh but based on a tried and true technique for collecting and organizing data from a wide range of participant responses in a questionnaire (Case, 2010).

D. Result and Discussion

1. Result

descriptive analysis was used based on the responses to the questions in the questionnaire To find out the description of the Work Experience Questionnaire. The question items in the Work Experience Questionnaire are described in a percentage description table.

Table 2. Work Experience Questionnaire Individual Score Item

| Scale | Item | Score | Percentage | Category |
|-------------|--|-------|------------|----------|
| Clear goals | It is always easy for me to know the standard of training expected of me when training at BLK Bojonegoro | 332 | 66,4% | ENOUGH |
| | I usually have a clear idea of what I am doing and where I am going in training at BLK Bojonegoro | 404 | 80,8% | GOOD |
| | It is not difficult to understand the material in training at BLK Bojonegoro | 405 | 81% | GOOD |

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| | | | | |
|---------------|---|-----|-------|--------|
| Study support | I am motivated to attend training in my field at BLK Bojonegoro | 389 | 77,8% | GOOD |
| | I was given much feedback about the training at BLK Bojonegoro | 370 | 74% | ENOUGH |
| | In this training, I was given helpful feedback on how I will work later | 405 | 81% | GOOD |
| | The instructors at BLK Bojonegoro are very supportive | 411 | 82,2% | GOOD |
| | The instructors at BLK Bojonegoro try to make the work experience interesting | 397 | 79,4% | GOOD |
| | In training at BLK Bojonegoro, I feel I have a future as a growing professional | 393 | 76,6% | GOOD |
| Task | I was asked to do too many thoughtless things | 419 | 83,8% | GOOD |
| | Job training has developed my ability to solve problems | 439 | 87,8% | GOOD |
| | Job training has sharpened my analytical and creative skills | 418 | 83,6% | GOOD |
| | This job training has helped me to develop my ability to work as a team member | 436 | 87,2% | GOOD |
| Creativity | As a result of this job training, I feel confident about tackling work-based problems that I am not familiar with | 423 | 84,6% | GOOD |
| | During the training at BLK Bojonegoro, I was helped to develop the ability to plan and organize my daily work | 432 | 86,4% | GOOD |

Based on the table above, it was found that the explicit objective variable from the 3 question items showed that two items showed promising results, namely 80.8% (404) and 81% (405), and one item showed good category results 66.4% (332).

Meanwhile, for the learning support variable from 5 question items, 4 question items are in good categories, namely 81% (405), 82.2% (411), 79.4% (397), and 77.8% (389). the

items that fall into the excellent category are 74% (370), while for the task variables, all of the 3 question items show good values, including 78.6% (393), 83.8% (419), and 87.8% (439). Meanwhile, for the creativity variable from the 4 question items, all items showed good categories, namely 83.6% (418), 87.2% (436), 84.6% (432), and 86.4% (432).

E. Discussion

The most surprising discovery concerns the amount of originality inherent in the Work Based Learning instructional model used in supervised programs. It adds to the growing body of anecdotal evidence supporting the efficacy of the training model at BLK Bojonegoro and reaffirms the widespread praise for learning on the job.

Table 3. Work Experience Questionnaire Scale Score

| Scala | Percentage of Agreement (n = 100) |
|----------------------|--|
| Clear goals | 76 |
| Support for Learning | 78,8 |
| Tasks | 83,4 |
| Creativity | 85,5 |

Based on the table above, it was found that the large scale of creativity (85.5%), the tasks of the trainees (83.4%), learning support (78.8%), and clear goals (76%). The high creativity in the trainees can be seen from the high item "This job training has helped me to develop my ability to work as a team member" (87.2%). Learning in the 21st century includes information, communication, ethics, and social influence (Ananiadou & Claro, 2009). Creativity is critical to deal with a complex world (IBM, 2010). "In this training at BLK, I was helped to develop the ability to plan and organize my daily work" by (86.4%), "As a result of this job training, I feel confident to tackle work-based problems that I am not familiar with" by (84.6%), and "Job training has sharpened my analytical and creative skills" by (83.6%). Complex problems require the ability to look at them from various angles and come up with multiple viable solutions. Defining and understanding the elements contained in the subject matter, identifying

sources of information and strategies needed to solve problems, and utilizing technology all call for teachers and students to work together effectively and creatively (Zubaidah, 2016).

The high number of tasks in the trainees can be seen from the high items “Job training has developed my ability to solve problems” of (87.8%), “I was asked to do too many things that do not involve thinking” of (83.8%), and “In this training at BLK, I feel I have a future as a developing professional” by (78.6%). Support at work (items 14 & 19) and enthusiasm to work to the best of their ability (item 3) are noted. Wagner (2010) and the Harvard University Change Leadership Group identified the competencies and survival skills needed by students to face life, the world of work, and citizenship in the 21st century, focusing on the following seven (7) skills: (1) critical thinking skills and problem-solving, (2) collaboration and leadership, (3) agility and adaptability, (4) initiative and entrepreneurial spirit, (5) able to communicate effectively in both oral and written form, (6) able to work in a diverse and globally connected community. Benefits can be gained from practising problem-solving and communicating more effectively (items 2 and 9). (items 10 & 26). According to Woods (2014), a shift from the teacher’s traditional role as a “source of knowledge” to that of “trainer and facilitator for acquiring knowledge” is necessary for effective project-based and problem-based learning to take place. The transition from a focus on the instructor to one on the students may feel strange to some educators.

In contrast, it may reflect inexperienced planners’ naivete during their first taste of the professional world. Depending on how you look at it, these factors are not under the purview of the Job Training Center. However, they also imply that participants must be prepared for the variety and depth of their future work in as realistic a manner as possible. Furthermore, they imply the importance of maintaining open lines of communication with employers regarding trainees’ goals and, perhaps most importantly, the need to guarantee that trainees do not return with a negative impression of their creative potential.

F. Conclusion

The above analysis suggests that there is a high degree of originality among the trainees (85.5%), as well as high levels of the trainees' assigned tasks (83.4%), learning support (78.8%), and defined outcomes (76%) in the training program. There needs to be strict oversight of work-based learning at the intersection of theory and practice in academic and managerial contexts. The WEQ is a questionnaire developed to gauge trainees' happiness with the training experience, much like course evaluation surveys. This tool's use is straightforward and does not require elaborate arithmetic. Meanwhile, it is grounded in practical training and education studies, fostering participants' originality.

Work-based learning is crucial in training models where participants must be exposed to real-world constraints, opportunities, policies, and regulations. Compared to other evaluation methods, the WEQ seems to be a reliable survey tool. As well as harmonizing with other survey evidence and perhaps revealing more deeply or uniquely, the interpretation of the results must be linked to the specific structure and context of the training model.

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