

PERFORMANCE OF THE JOB TRAINING CENTER (BLK) IN IMPROVING THE QUALITY OF HUMAN RESOURCES IN JAMBI PROVINCE

Wina Habriana¹

¹UIN Sulthan Thaha Saifuddin Jambi, email: winahabriana0510@gmail.com

Abstract

This study aims to determine the performance of the Jambi Province BLKP, the inhibiting factors of the job training center (BLK), and the training development strategy at BLK. UPTD Jambi City Job Training and Productivity Center, in improving the quality of the workforce, runs effectively. If you have passed the certification exam, you will get two certificates from the Jambi Province BLKP, which will make it easier for you to find a job and give you access to quality infrastructure and resources to help you overcome movement problems. This is unresolved because many obstacles remain. Obstacles to the BLK UPTD are divided into two types: internal and external. In addition to the lack of facilities and infrastructure, there is insufficient strength to teach or structure for training, and budgets have been reduced. On the contrary, the external pressure on the BLK Leadership UPTD stems from the absence of former volunteers for the program. For the UPTD Job Training Center (BLK) in Jambi Province, a workforce development strategy was developed. UPTD Job Training Center (BLK) of Jambi Province realizes growth by increasing worker productivity and encouraging socialization; Therefore, teachers and other internal staff are required to make improvements every year. UPTD Job Training Center (BLK) of Jambi Province contacted the Indonesian National Work Competency Standards (SKKNI) regarding a competency-based training program integrating theory and practice, with greater emphasis on practice.

Keywords: Performance, UPTD BLKP, Human Resources.

Abstrak

Penelitian ini bertujuan ingin mengetahui bagaimana kinerja BLKP Provinsi Jambi dan faktor penghambat balai latihan kerja (BLK) serta strategi pengembangan pelatihan di BLK. UPTD Balai Latihan Kerja dan Produktivitas kota Jambi dalam meningkatkan kualitas tenaga kerja berjalan efektif. Jika anda telah lulus ujian sertifikasi, anda akan mendapatkan dua sertifikat dari BLKP Provinsi Jambi yang akan memudahkan anda dalam mencari kerja dan memberikan anda akses terhadap infrastruktur dan sumber daya yang berkualitas untuk membantu anda mengatasi masalah Gerakan, hal ini masih belum teratasi karena masih banyak kendalakendala yang harus dihadapi. Hambatan atau kendala UPTD BLK dibagi menjadi dua jenis, satu di dalam dan satu di luar. Selain sarana dan prasarana tidak tersedia, tidak ada cukup kekuatan untuk mengajar atau struktur untuk melatih, dan anggaran telah berkurang. Sebaliknya, tekanan eksternal yang dialami UPTD Pimpinan BLK adalah tidak adanya mantan relawan untuk program tersebut. Untuk UPTD Balai Latihan Kerja (BLK) di Provinsi Jambi, dikembangkan strategi pengembangan tenaga kerja. UPTD Balai Latihan Kerja (BLK) Provinsi Jambi mewujudkan pertumbuhan dengan meningkatkan produktivitas pekerja dan mendorong sosialisasi; oleh karena itu, guru dan staf internal lainnya diharuskan melakukan peningkatan setiap tahun. UPTD Balai Latihan Kerja (BLK) Provinsi Jambi menghubungi Standar Kompetensi Kerja Nasional

Indonesia (SKKNI) tentang program pelatihan berbasis kompetensi yang mengintegrasikan teori dan praktik, dengan lebih menekankan pada yang terakhir.

Kata Kunci: Kinerja, Uptd Blkp, Sumber Daya Manusia.

Introduction

Employment is increasingly complicated, where the number of unemployed tends to increase sharply, especially as the number of education graduates increases. This condition requires immediate action to prevent a spike in poverty triggered by high unemployment. With the population continuing to grow, the country hopes this increase will be in line with the acceleration of national economic growth. The high unemployment rate is a crucial issue in many regions of Indonesia, including Jambi Province. According to data from the Central Statistics Agency (BPS) in 2020, the unemployment rate in Jambi has shown a consistent upward trend over the last four years (Suryono et al., 2022). Specifically, the unemployment rate fluctuated but tended to rise, namely from 3.87% in 2017 (from a total population of 3.51 million people), decreased slightly in 2018 to 3.86% (from 3.57 million people), then jumped to 4.19% in 2019 (from 3.62 million people), and reached a peak of 4.41% in 2020 (from 3.67 million people). One of the main factors behind this high unemployment rate is the gap between the quality of human resources and market needs, particularly the lack of access to relevant education and skills. This competency deficit directly hinders individuals' ability to compete and be absorbed into the workforce, making it difficult for them to be categorized as productive workers (Suryono et al., 2022).

From an Islamic perspective, the issue of employment and productivity has a deep spiritual and ethical dimension. Islam actively encourages its people to choose a field of work that is halal, has integrity, and constantly increases their productivity. The concept of working in Islam goes beyond just trying to earn a personal living; it is emphasized as a religious obligation (fardhu kifayah or fardhu 'ain) that must be fulfilled by every Muslim (Shalawati & Sofa, 2025). Therefore, work must be done earnestly, diligently, and professionally, not limited to self-employment but encompassing a wider range of contributions. Regarding unemployment, although the term is not explicitly mentioned in the Qur'an, Islamic teachings clearly state that every individual is obliged to make an effort to find a job and not sit on their hands. Allah SWT gives a more noble position to those who strive and work hard than those who do not seek at all (Stuart et al., 2025).

At the same time, in the world of work, companies with job vacancies will definitely need employees who meet the standards and positions. So this is a significant obstacle for society if the company needs several highly skilled employees. Automatically, there are a few applicants with many skills to support a position in the company; as a result, the number of applicants with sufficient expertise to support the position becomes very limited (Widhayani Puri S & Sutama Wisnu W, 2020). The existence of these problems requires a forum to improve education and skills in each region, and efforts to reduce the unemployment rate in the area.

The Job Training Center (BLK) is a key institution that functions as a forum for competency formation. The programs organized by BLK fundamentally prioritize

the practical aspect over the theory. The goal is to improve and develop the skills, productivity, work discipline, and professional ethics of prospective workers. In this context, BLK actively seeks to train people to become professional workers through targeted, practical education (Nuraeni et al., 2022). Specific training means the material provided is highly relevant and directly linked to the type of work to be done. At the same time, the practical nature suggests a focus on mastering job skills in a relatively short period. Therefore, the existence of BLK is highly expected to significantly improve vocational education and practical skills in the community, which is the main capital for facing and winning competition in the job market (Maulida Nuzula Firdaus, 2023).

The Jambi Provincial Government's Job Training Center (BLK) aims to enhance the perseverance and knowledge of the workforce, enabling them to compete in the job market. Formation, organizational structure, tasks and deliberations, as well as work procedures and units to deploy technology in the Balai area for training and productivity purposes. The Jambi Provincial Apparatus by Labor and Immigration, Article 1 paragraph 4 explains this: in addition to perpetuating, evaluating and reporting in the field of employment, as well as organizing training in the field of skills and competencies of their communities and the private sector, the Ministry of Manpower and Immigration is also responsible for developing and increasing the productivity of tens of thousands of businesses in the province, as well as collaborating with B, joint venture between the two companies, to improve and increase productivity in all industries (Putri, 2020). Along with the development of regional autonomy, the labor problem of Jambi City becomes the full responsibility of the Jambi City government. This requires the Jambi City Government to take steps to ensure that local education graduates have the skills to compete with the workforce from other regions. This effort aims to improve the quality of the workforce significantly, and workers have ample opportunities to obtain decent work (Kesumadewi & Aprilyani, 2024).

Therefore, in addressing this problem, the Jambi City Job Training Center (BLK) also plays a role in addressing the increase in human resources and unemployment in Jambi City. Since human resources are the most critical basic capital in an organization, if there are no human resources, the wheels of the organization will not move. In the modern era, developing high-quality Human Resources (HR) is a complex challenge. Human resources play a central role in every human activity to achieve better goals and living conditions. Therefore, the quality of human resources is not an obstacle to be avoided, but a strategic asset to be developed. Improving the quality of human resources and community skills is a key factor in overcoming unemployment as a whole. To realize sustainable human development, hard work and commitment are needed to improve the quality of prospective workers so they can adapt to the growing economy. To enhance the welfare of workers and their families, increase the workforce, and protect the realization of workers' welfare. To improve the quality of human resources, the quality of education and training teams is a very important factor, as high-quality human resources will have a positive and significant impact on national development, especially in the economic sector. It is in this context that the Job Training Center (BLK) serves as a forum for the community to develop potential, expand knowledge, and enhance work productivity. BLK offers various training programs. Therefore, the performance and effectiveness of the Jambi City Job Training Center (BLK) in organizing relevant programs to attract public

interest and produce superior, competitive graduates are the main issues underlying this research (Augustine, 2019).

Thus, the results of writing this article are expected not only to provide a transparent picture of the effectiveness of the training program in BLK Jambi Province but also to present evidence-based strategic recommendations. This recommendation will be a real contribution to policymakers in designing a more adaptive BLK development model, enabling them to address the challenges of the modern job market and accelerate the creation of quality, competitive Jambi Human Resources.

Method

This study uses a descriptive qualitative approach to provide an in-depth overview of the Jambi Province Job Training Center (BLK) 's performance in improving the quality of human resources (HR). This approach was chosen because it emphasizes understanding the meaning, process, and real conditions in the field rather than numerical analysis. The research method is field research, in which researchers directly observe and interact with relevant parties at the Jambi Province Job and Productivity Training Center (BLKP). The data sources in this study include both primary and secondary data. Primary data were obtained through in-depth interviews with BLKP's internal parties, including the Head of the Training and Marketing Section, training instructors, and training participants. Meanwhile, secondary data were obtained from the institution's official documents, annual activity reports, training archives, publications from the Ministry of Manpower, journals, and data from the Central Statistics Agency (BPS) of Jambi Province.

Data collection is carried out through three primary methods: observation, interviews, and documentation. Observation was conducted by directly observing training activities, facilities, and infrastructure, as well as participants' and instructors' activities in the BLK environment. Interviews are used to delve deeper into the institution's performance, the obstacles it faces, and the training and development strategies implemented. Meanwhile, documentation serves to complement the data by collecting archives, training reports, photos of activities, and statistical data of participants (Nurmala Syiah, 2023)

The data analysis in this study uses qualitative descriptive analysis techniques based on the Miles and Huberman model, which includes three main stages: data reduction, data presentation, and conclusion drawing. Data reduction involves sorting and simplifying raw data to focus on the aspects relevant to the research. Furthermore, data are presented in narrative and tabular form to clarify the findings in the field. The last stage is the drawing of conclusions and verification, namely by compiling the findings comprehensively to answer the research focus on BLK performance, inhibiting factors, and job training development strategies in Jambi Province. This research was conducted at the UPTD Job Training and Productivity Center (BLKP) in Jambi City, Jambi Province. The research period lasted for several months, including the initial observation stage, field data collection, and analysis of interview results and documentation. Through this method, the research results can provide a comprehensive understanding of BLK's effectiveness in improving the quality of human resources and contribute to the formulation of job-training policies that are more adaptive and sustainable.

Result and Discussion

Job Training Center (BLK) is a facility and infrastructure established specifically to organize job training. The ultimate goal is to empower trainees to have the specific technical skills needed. By mastering these skills, participants are expected to enter the formal job market or build an independent business. BLK also provides continuous training opportunities to improve work efficiency and well-being. Meanwhile, the UPTD/BLK Mission includes the implementation of duties aligned with the needs and expertise of the human resources and immigration bureau, as well as other mandates issued by the bureau's Director, all subject to laws and regulations. Under the Manpower Law Number 13 of 2003, the main task of the BLK is to train the workforce to meet job availability. From a responsibility perspective, BLK was established to provide training to improve the quality of prospective employees' work, which is the primary reason for this job-training institution's establishment (Khoerunnisa et al., 2024).

BLKP Jambi is a Technical Implementation Unit (UPT) in the field of Industrial Vocational Training, Commerce, Miscellaneous Vocational and Agriculture which is under and responsible to the Head of the Regional Office of the Ministry of Manpower of Jambi Province and functionally receives guidance from the Job Training Center in Jakarta, as a training institution owned by the Jambi Provincial Government in facing the current challenges is to increase the competitiveness of the Indonesian workforce through based training competencies and certificates of expertise and competency tests.

Training and human resource development

Training aims to improve mastery of detailed skills for specific tasks and of routine skills. Training prepares employees for current jobs. On the other hand, if management wants to prepare employees to assume future responsibilities, this activity is called human resource development. The scope of development is broader, aimed at improving and enhancing knowledge, abilities, attitudes, and personality traits. Performance indicators are critical to monitor. The productivity of a public institution, such as the Job Training Center (BLK), can be thoroughly assessed through the programs it offers, from implementation through final evaluation. These clear indicators help determine the extent to which the institution is functioning effectively (Muh. Fadli Sapri, M.Ali Latif Amri, 2021).

The first step in assessing this productivity is to understand the specific program being run. In Jambi Province, the UPTD Job Training and Productivity Center (BLKP) held a series of training programs specifically designed to help the people of Jambi become ready to enter the world of work or build an independent business, and to play an active role in reducing the unemployment rate. To take part in this training, the community or employees must meet the set requirements (Husna, 2022). The training program at BLKP Jambi Province is organized into specific vocational packages, which, at the time of this study, totaled 10. These vocations include technical fields that are highly relevant to market needs, such as electrical installation, border sewing, mechanical electrical (including mobile phone and air conditioning repair), automotive engineering (cars and motorcycles), Information and Communication Technology (office applications and computer assembly), lathes, graphic design, gastronomy, and building depiction with software.

Each vocational usually consists of 16 participants and lasts one month. Especially for automotive engineering vocational training (cars and motorcycles), the duration is extended to 40 days. For example, in 2020, BLKP Jambi Province held 28 training sessions involving 448 participants. Unfortunately, the training lasted only three months, from October to November, due to the reallocation of BLK funds to address COVID-19 (as conveyed by Mr. Abdallah, ST, Head of the Training and Marketing Implementation Section of BLKP Jambi Province).

Table 1. Number of vocational jobs available in BLKP Jambi Province

| No | Vocational | Number of participants | Length of training |
|-----------|---|-------------------------------|---------------------------|
| 1. | Electrical installation | 16 | (260 Hours/30 Days) |
| 2. | Border Piercing | 16 | (260 Hours/30 Days) |
| 3. | Electric Welding | 16 | (260 Hours/ 30 Days) |
| 4. | HP Mechanic, AC Mechanic | 16 | (260 Hours/30 Days) |
| 5. | Automotive engineering, motorcycles, and cars | 16 | (340 Hours/40 Days) |
| 6. | Tap, computer operator, Computer Assembly | 16 | (240 Hours/30 Days) |
| 7. | Lathe | 16 | (260 Hours/30 Days) |
| 8. | Graphic design | 16 | (260 Hours/30 Days) |
| 9. | Description of the building with software | 16 | (180 Hours/30 Days) |
| 10. | Layout | 16 | (120 Hours/30 Days) |

Source: Jurnal Tanah Pilih, 2020

Table 2. Number of participants in BLKP Jambi Province

| Year | Trainees |
|-------------|-----------------|
| 2016 | 912 |
| 2017 | 476 |
| 2018 | 1.120 |
| 2019 | 1.232 |
| 2020 | 448 |

The data table above shows that the training participants at the Jambi Province Plantation Work Training Center (BLKP) from 2016 to 2020 experienced

significant fluctuations. In 2016, the number of participants was 912, then plummeted to 476 in 2017. BLKP then recorded an impressive increase, jumping to 1,120 participants in 2018 and reaching a peak of 1,232 in 2019, indicating the program's high interest and success in those two years. However, this positive trend ended in 2020, when the number of participants dropped sharply to 448, the lowest in the five years—a decline most likely influenced by external challenges such as the pandemic. Despite fluctuations in the number of participants, the supporting narrative states that the Jambi Province BLKP has achieved the set target.

Table 3. Number of participants who passed the certification exam

| Training programs | Certification exam training results | | | |
|---|--|--------------------|------------------|--------------------------|
| | Pass | Not passing | Competent | Not yet competent |
| Computer Operator | 16 | 0 | 16 | 0 |
| Split Ac Technician | 16 | 0 | 10 | 3 |
| Decorating Clothes With A Manual | 16 | 0 | 10 | 6 |
| Embroidery Machine | | | | |
| 2d Imaging With Cad System | 16 | 0 | 12 | 4 |
| Graphic Design | 16 | 0 | 10 | 6 |
| Mobile Phone Technician | 16 | 0 | 11 | 5 |
| 1g Smaw Welder | 16 | 0 | 15 | 1 |
| Simple Building Electrical Installation | 16 | 0 | 11 | 5 |
| Garment Manufacturing | 16 | 0 | 16 | 0 |
| Assistant I Clothing Making | 16 | 0 | 16 | 0 |
| Assistant II | | | | |
| Computer Assembly | 16 | 0 | 13 | 3 |
| Bread And Cake Making | 16 | 0 | 16 | 0 |
| Hair Styling I | 16 | 0 | 13 | 3 |
| Hairstyling II | 16 | 0 | 16 | 0 |
| Hairstyling III | 16 | 0 | 16 | 0 |
| Assistant Tailor III | 16 | 0 | 16 | 0 |
| Garment Manufacturing | 16 | 0 | 13 | 0 |
| Assistant IV | | | | |
| Basic Computer Operation | 16 | 0 | 10 | 6 |
| Smaw Welder 1g 1 | 16 | 0 | 10 | 6 |
| Smaw Welder 1g 2 | 16 | 0 | 10 | 6 |
| Simple Building Electrical Installation | 16 | 0 | 13 | 3 |
| Tune Up Conventional Motorcycle 1 | 16 | 0 | 8 | 8 |
| Bread And Cake Making 1 | 16 | 0 | 16 | 0 |

| | | | | |
|-----------------------------|------------|----------|------------|-----------|
| Bread And Cake Making 2 | 16 | 0 | 16 | 0 |
| Manufacture Of Face Shields | 16 | 0 | 16 | 0 |
| Mask Manufacturing 1 | 16 | 0 | 16 | 0 |
| Mask Manufacturing 2 | 16 | 0 | 16 | 0 |
| Sum | 448 | 0 | 375 | 73 |

The table above shows a clear contrast between the results of internal training and external competency testing at BLKP Jambi Province. BLKP training programs have proven highly effective in helping participants complete the curriculum, with 100% graduation among 448 participants. However, challenges arise on certification exams that measure participants' industry readiness. Although the majority, namely 375 participants (83.71%), achieved the status of Competent, 73 people (16.29%) were declared Incompetent. This phenomenon highlights the competency gap between BLKP's internal standards and industry standards.

This variation in the gap is significant between programs. Programs such as Computer Operator, Hair Styling, and Clothing Making demonstrate superior performance with 100% competency, confirming BLKP's excellence in these areas. In contrast, programs such as 2D Development with CAD Systems, Graphic Design, and SMAW 1G 2 Welders face serious problems, with 6 participants in each class failing to achieve their competencies. This data provides a strong signal that BLKP needs to conduct an in-depth evaluation of the material and the allocation of training time in low-performing programs. The goal is to ensure that participants not only complete the training but are truly prepared and competent to compete in the job market (Khoerunnisa et al., 2024).

Table 4. The amount of training from the 2016-2020 State Budget funds

| Year | Budget | State Budget Package | Trainees |
|-------------|---------------------------|-----------------------------|-----------------|
| 2016 | IDR 2,794,200,000 | 40 Packs (16 Org x 40) | 640 |
| 2017 | IDR 1,437,280,000 | 19 Packs (16 Org x 19) | 304 |
| 2018 | IDR 2,649,843,000 | 60 Packs (16 Org x 60) | 960 |
| 2019 | IDR 5,722,146,000 | 70 Packs (16 Org x 70) | 1,120 |
| 2020 | IDR 2,168,000,000 | 28 packs (16 org x 28) | 448 |
| Sum | IDR 15,890,146,000 | Sum | 3.776 |

Table 5. The amount of training from the 2016-2020 State Budget funds

| Year | Budget | APBD Package | Trainees |
|-------------|-------------------|-----------------------|-----------------|
| 2016 | IDR 1,650,000,000 | 17 Packs (16 Org x 4) | 272 |

| | | | |
|------------|--------------------------|--|------------|
| 2017 | IDR 1,200,000,000 | 7 Packs (16 Org x 7) 2 Packs (30 Org x 2) | 11 12 |
| 2018 | IDR 981,000,000 | 10 Packs (16 Org x 10) | 160 |
| 2019 | IDR 828,939,000 | 7 Packs (16 Org x 7) | 112 |
| 2020 | IDR 553,000,000 | 3 Packs (16 Org x 3) | 48 |
| Sum | IDR 6,232,556,000 | Sum | 988 |

The data table above shows that funding for the Jambi Province BLKP training program for the period 2016 to 2020 is highly dependent on the State Revenue and Expenditure Budget (APBN), which far exceeds the contribution from the Regional Revenue and Expenditure Budget (APBD). In total, the State Budget allocated IDR 15.89 billion for 227 packages, successfully attracting 3,776 participants. In contrast, the APBD funds contributed only IDR 6.23 billion to 39 packages involving a total of 988 participants, confirming that the state budget is the main backbone for achieving a massive training scale.

The performance of State Budget funding throughout this period showed significant fluctuations, reaching a low point in 2017 at Rp1.43 billion (304 participants) and peaking in 2019 with a record allocation of Rp5.72 billion, resulting in a record 1,120 participants from 70 packages. Despite a sharp decline in 2020, most likely due to the pandemic, the state budget still accounted for the majority of funding. Meanwhile, funding from the APBD shows a different trend. After peaking in 2016 (Rp1.65 billion, 272 participants), the APBD contribution began to decline consistently, reaching its lowest point in 2020 (Rp553 million, 48 participants), except for a small spike in 2018 (Harjito et al., 2020). This difference in pattern clearly shows that the BLKP of Jambi Province relies heavily on the Central Government for the sustainability and expansion of its training programs, while support from the Regional Government is decreasing.

Factors inhibiting the performance of UPTD BLKP Jambi Province

Although UPTD BLK Jambi Province carries out a critical mission as a government agency in addressing employment issues, implementing that mission faces several significant obstacles, categorized into internal and external factors. Internal barriers are mainly rooted in the limitations of key resources, namely, facilities and instructors (Mukhlis et al., 2025). To ensure the smooth running of the training program, the most important factors to consider are the quality of the teaching staff and the facilities. For this reason, the importance of facilities and infrastructure should not be underestimated in any work-related training program. UPTDBLK Jambi Province has many facilities and services, but they are all in poor condition. Today, the most important thing missing is a building or facility where employees can receive job training. List of the number of buildings and/or neighborhoods in the UPTDBLK Jambi area.

Table 6. Room Facilities at UPTD-BLK Jambi Province

| Vocational | Sub Vocational | Number of Rooms |
|-------------------------------|---------------------------------------|------------------------|
| Information and Communication | Graphic Design, OperatorBasic Office, | 2 |

| | | |
|-------------|--|--------------------|
| Technology | Computer Technician | |
| Automotive | Technique Motorcycle Engineering | Car and Bicycle |
| Electricity | Refrigeration Engineering and Installation | Lighting |

The data above present the allocation of training room facilities by main vocational in UPTD-BLK Jambi Province, clearly showing the limitations of physical space to support various programs. The Information and Communication Technology (ICT) Vocational School, which includes three vital sub-vocations—Graphic Design, Basic Office Operator, and Computer Technician—is allocated only two rooms. This means that each room must accommodate or facilitate the practice needs of several different sub-vocations, potentially creating scheduling congestion and conflicts. More challenging conditions are evident in the Automotive and Electrical vocational fields, each of which receives only one room. The Automotive Vocational must combine the practice of Automobile Engineering and Motorcycle Engineering within a single work area. At the same time, the Electrical vocational must accommodate the needs of Refrigeration Engineering and Lighting Installation in a single space. These limitations underscore BLK's operational challenges in providing an optimal practice environment.

Overall, the data on room facilities is concrete evidence of one of the biggest internal obstacles faced by the Jambi Province UPTD-BLK. With only two rooms for three ICT sub-vocations, and one room for each of the two Automotive and Electrical sub-vocations, it is clear that the space allocation is very disproportionate to the diversity and specific needs of each program. These limitations directly affect the quality and efficiency of training, as specialized equipment and different practices must share limited space. Therefore, the limited space availability is a critical factor that needs to be addressed immediately to ensure that participants not only graduate in theory but also gain adequate practical experience in line with the competency standards demanded by the job market (Cahyana, 2022).

Instructor

At UPTDBLK, the importance of teaching cannot be overstated. During training for the job, participants' success will be influenced by the initial planning provided by the structuralist at BLK UPTD Jambi Province. The structure will produce work-related materials and methods, as well as help each student's ability to receive work-related training. However, the same is true for UPTD BLK Jambi. Some groups do not receive formal training related to their work because some of the organizations they work for have closed.

Table 7. Name Name of BLKP Instructor Jambi Province

| No | Instructor name | Vocational |
|-----------|------------------------|-------------------|
| | | |

| | | |
|-----|--------------------------------|---|
| 1. | Gianto, SE.,MM | Junior Accounting |
| 2. | Elyanti, SE | Basic Computer Operation |
| 3. | Mad Amin, S.Pd, M.Pd | Simple Building Electrical Installation |
| 4. | Sumarno, S.Pd | Split Ac Maintenance |
| 5. | Aicah, SE | Sewing Adult Women's Clothes |
| 6. | Mulyono, S.Pd | Tune Up Conventional Motorcycles and Cars |
| 7. | Muhammad Anas A.Md | Production Machine Operator |
| 8. | Heni Lisnur, SH | Bread and cake making |
| 9. | Ahmad Syujai, SE | Simple Building Electrical Installation |
| 10. | Bambang Kurniawan, Sp | Computer Graphic Design & Assembly |
| 11. | Alfrets Mf Singal | Conventional System Light Vehicle Engineering |
| 12. | Sunarto, S.Pd | Mobile Phone Technician |
| 13. | Danifil, A.Md | Plate Welder Smaw 1g |
| 14. | Rizka Rahmadian, A.Md | Drawing With Software |
| 15. | Gamser Tarapul Raja Daud, A.Md | Bread and cake making |

The table above shows that several vocations and sub-vocations lack a training structure. Only two of the three subvocational ICTs —both bordering the subvocational and the automotive subvocational —have instructions, while the other two do not. This teaching is purposeful because it continues to impart knowledge to students so that, after completing formal training, they have the tools to succeed in their jobs and personal lives.

Lack of budget

The funds for training in BLK Jambi Province are sourced from the State Budget (State Budget and Expenditure Revenue) and the APBD (Regional Budget and Expenditure Revenue), and the training budget is submitted to the BLK for management in accordance with the specified budget. To realize the absorption of BLK in Jambi province, of course, many facilities and infrastructure are needed to provide training equipment and related materials (Farid, 2023). The Jambi Provincial Job Training Center (UPTD BLK Jambi Province) faces a classic dilemma in its efforts to improve the quality of regional human resources: budget constraints stemming from the Regional Revenue and Expenditure Budget (APBD). To realize a training program that requires complete facilities and infrastructure, such as adequate machinery and building facilities, significant funds are needed. While the APBD must be divided among various regional development interests, the BLK must work hard to meet these needs. This condition makes the realization of training highly dependent on additional funds from the State Budget to ensure that training facilities for prospective workers are available and able to arouse participants' enthusiasm (Wijayanti et al., 2020).

Obstacles do not only come from internal financial factors, but also from the crucial external side, namely, the absence of alum ties for trainees. The absence of a structured alumni network has led the Jambi Province BLK UPTD to lose

track (no reporting) of whether graduates are already working or opening independent businesses. Communication relies solely on participants' initiative to make occasional phone calls, which is rare, making it very difficult to assess the program's success. In fact, the trainees came from various regions, including Sarolangun, Kerinci, and Batanghari, demonstrating the program's wide scope but lacking an effective follow-up mechanism. Without solid data and alumni clubs, it is impossible for BLK to accurately measure a program's success rate or the relevance of its training materials. Overall, the UPTD BLK Jambi Province is in a difficult position. They face internal obstacles, including a lack of training facilities and infrastructure due to tight APBD budget allocations, so they urgently need co-funding from the State Budget.

Strategies for developing job training at the Job Training Center (BLK)

The Jambi Provincial Job Training Center (UPTD BLK Jambi Province) has formulated a strategy focused on two main pillars: improving participants' work skills and developing instructors' professionalism. This strategy is a manifestation of decisions and actions aimed at achieving practical training goals. Upskilling is pursued through training programs that are responsive to community needs and individual skills. The role of the government is also vital in developing skills, namely by equipping participants not only with practical skills but also with scientific knowledge and fostering positive attitudes to encourage change for the better.

In practice, BLK Jambi focuses its training program on sectors with high entrepreneurial potential and market demand. This strategy is specifically oriented toward improving competency-based job skills, with a special emphasis on embroidery and automotive majors. The selection of this focus is based on the assumption that both fields are in high demand and offer great opportunities for participants to start independent businesses after completing the training, providing a quick path to economic independence (Zulfikar et al., 2024).

The training mechanism is designed in detail to achieve the set competency standards. For the embroidery major, the material includes sewing and makeup orders, complete with a curriculum of equipment introduction, sewing patterns, and garment processes. Meanwhile, automotive training focuses on professional motorcycle technology, equipping participants with the knowledge and skills to repair damage. With a strategy focused on competence and entrepreneurship orientation in certain sectors, BLK Jambi is determined to produce graduates who are ready to work and able to adapt to the needs of the job market. At the Jambi Provincial Job Training Center (UPTD BLK Jambi Province), the role of instructors is central. As a material presenter directly responsible for the smooth and successful conduct of the training, the selected trainer must have strong professional expertise and qualifications. Improving the quality of instructors is a crucial strategic pillar for BLK Jambi.

The BLK understands that institutions must specifically prepare trainers who are more expert in a particular specialty, have a good personality, and are supported by the organization's internal environment. Even if existing instructors are competent, they should be encouraged to continue to improve their skills. To achieve this, BLK needs to intensively implement socialization and upgrading programs (ability improvement) annually. This upgrade is not just a formality; it aims to allow instructors to present the material in greater depth, spur participants' enthusiasm for learning, and ensure that participants really

have the skills to open an independent business or work in a company. Building on these efforts, BLK Jambi Province has a strong framework for determining the criteria for professional teaching resources. With the support of competent managers and teachers, the instructors at UPTD BLK have obtained teaching certificates and are experts in their fields, having been tested for many years. The availability of adequate and professional teaching resources is the foundation that supports breakthrough efforts and innovations in training development. Thus, the professionalism of instructors is the key factor that encourages UPTD BLK Jambi Province to transform into a modern science and technology development center for the community.

Conclusion

The performance of the Jambi Provincial Job Training Center (Jambi Province BLK UPTD) shows the contradiction between a strong internal strategy and significant external obstacles. Internally, BLK has set a key strategy: improving competency-based job skills—with a focus on prospective majors such as embroidery and automotive—as well as developing instructor professionalism through continuous upgrading programs. The professionalism of the instructors, supported by certificates of expertise and years of experience, is the main foundation of BLK's efforts to foster innovation and transform it into a center for the development of modern science. However, the implementation of this mission was hit by two main obstacles. First, the acute shortage of internal resources, including the lack of the APBD budget, leaves BLK highly dependent on the State Budget as the main backbone of training funding. These limitations are exacerbated by the inadequate condition of the training room facilities and infrastructure, forcing some sub-vocations to share limited space and directly affecting the quality of practice. Second, there are external obstacles, including the lack of structured alum ties, which cause BLK to lose track (without reporting) of graduates' employment or independent entrepreneurship outcomes, making it impossible to measure the program's effectiveness accurately. Although UPTD BLK Jambi has succeeded in scoring 100% graduation in the results of internal training (448 participants graduated), the existence of a competency gap (16.29% of participants were declared Incompetent in the certification exam) gives a strong signal of the need for an in-depth evaluation of the material and time allocation in low-performance programs. Overall, BLK's success in addressing the unemployment problem in Jambi will largely depend on its ability to secure stable funding, establish an effective alum tracking mechanism, and maintain and optimize strategies to improve the skills and professionalism of instructors. Thus, it can be emphasized that the success of village development depends not only on the ability of the village government but also on the extent to which the community is willing and able to participate in each stage of development actively. Increasing community capacity, public disclosure of information, and justice in the Musrenbang process are the keys to realizing participatory, fair, and sustainable village development.

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