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Training as a determiner of competitive power and human resources

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Abstract

The aim of the study is to investigate training as determiner of competitive power and human resources. This study uses qualitative approach and focuses on creating human resource development to improve competitiveness. As a result, competence-based human resource development may benefit both employees, organizations, industries, regional and national economies. In conclusion, development of competence-based human resources are conducted in order to provide results in accordance with the goals and objectives of the organization determined with the standards.

Keyword: Training and Development, Competitiveness, Human Resources.

La formación como determinante de la competencia competitiva y de los recursos humanos

Resumen

El objetivo del estudio es investigar la capacitación como determinante del poder competitivo y los recursos humanos. Este estudio utiliza un enfoque cualitativo y se centra en la creación de desarrollo de recursos humanos para mejorar la competitividad. Como

resultado, el desarrollo de recursos humanos basado en competencias puede beneficiar tanto a los empleados, organizaciones, industrias, economías regionales y nacionales. En conclusión, el desarrollo de recursos humanos basados en competencias se lleva a cabo para proporcionar resultados de acuerdo con las metas y los objetivos de la organización determinados con los estándares.

Palabra clave: Capacitación y Desarrollo, Competitividad, Recursos Humanos.

1. INTRODUCTION

To facing the ASEAN Economic Community (MEA) companies are required to have adequate competence. Entering the era of globalization as it is today, highly competent human resources will be the center of organizational excellence and as a supporter of organizational competitiveness. According to Managing Consultant Watson Wyatt, companies in Indonesia face a slightly larger challenge in attracting and retaining high performing employees compared to Asia Pacific countries. Competence is very important in a company. With the existence of competence, the company can determine the standard of knowledge, skills and ability of one's work. Competence allows companies to describe how a person performs. Human resource development in the global era should take precedence because in that time period the application of super-advanced technology has penetrated in all sides of human life. If we do not anticipate it, then the human position will be shifted. Large numbers of workers do not get a chance, the competition is getting tougher because the available jobs

are mostly filled by machines/robots that are actually more practical and efficient than human power (Simanjuntak, 1992).

As stated by Kwik Kian Gie, emphasizing the need for Indonesia to give higher investment priority to human development efforts. It is intended to fulfill the basic rights of Indonesian citizens as well as to lay a solid foundation for economic growth and ensure the long-term sustainability of democracy. Kwik concludes that the Government should invest more in human development programs to improve the quality of Indonesia's human resources. This shows that improving the quality of human resources becomes an important thing and should be the attention of all parties. Discussion of human resource development can actually be seen from two aspects, namely quantity and quality. The notion of quantity concerns the number of human resources. The quantity of human resources without accompanied by good quality will be a burden on the organization. (Ryllatt, 1999).

Thus, it can be said that what is meant by the development of human resources (human resources development) in macro, is a process of improving the quality or human ability in order to achieve the nation's development goals. The upgrading process here includes human resource development and management planning. In a micro-sense, in the sense of the environment of a work unit (department or other organization), then human resources are labor or employees within an organization, which has an important role in achieving success (Mangkuprawira, 2008).

What characterizes the era of globalization is the rapid development in the field of transformation, telecommunications and information. In addition, economic conditions are also growing rapidly. The quality of human resources in Indonesia according to Human Development Index (HDI), an annual survey conducted by United Nations for Development Programs (UNDP) on Indonesia's Human Development Index score for 2015 is 0.689. This places Indonesia in the middle human development category and ranks 113 out of 188 countries and territories. With the rapid flow of globalization, causing the sharper competition between countries and between organizations, therefore to compete for demands the existence of quality human resources (Mangkunegara, 2007).

2. METHODOLOGY

2.1. Human Resources in the Era of Crisis

Due to the economic crisis at the end of 1997 that hit the countries in Asia give influence also to Indonesia. This condition also triggered the slump of Indonesian society which resulted in increasing poverty level in Indonesia. In this multi-economic crisis, conditions resulted in low employment, especially for college graduates. While on the other hand, the number of college graduates continues to increase. The condition of the economic slump that lasted long enough indicates that the basis of the Indonesian economy and its human resources in it is not strong facing the shock of economic shock from outside and also

the exposure of globalization which is getting stronger in the moral order of the nation (Haris & Nyoman, 2002).

2.2. Human Resources in the Era of Globalization

Massive change in this global era, human development is faced with a complex problem and dilemma. On the one hand, we seek to industrialize by applying a variety of cutting-edge technologies when it is well known that the consequences of the application of machinery and various other technologies will further reduce human employment opportunities (especially unskilled labor). Meanwhile, on the other hand, we are faced with the problem of the population (large population) which has not been effectively utilized, so that the existence of this population is at a critical point as the burden of development (Fakih, 2002).

The problem of the Indonesian population today should not be on how to create the population from the burden of being the development capital, but how to create the same human beings into a better quality capital. The development and development of Indonesian human resources is a complex issue. To solve it requires an accurate strategy and cost is not small, because this development is not only limited to improving technical quality but other qualities that allow a person to be a superior and whole man. It seems that the economic crisis that plagued the Indonesian nation before the collapse of the new

order regime has now dragged back the quality of the Indonesian population (Manullang, 2004).

According to Schuler and Youngblood in Rivai (2008) emphasized that studying human resource development from the organization, the human being as part of an organization so disclosed that human resource development in an organization will involve various factors that is education and training (Dessler, 2004).

2.3. Human Resource Development to Improve Competitiveness

The competitiveness of a country has always been an interesting discussion, whether in economics, politics, social, and technology. The competitiveness of a country is considered as one source of the resilience of a country facing all barriers in building the nation's civilization. With my high competitiveness, the economy can maintain its economic growth and begin to build a regular state life and then the construction of civilization begins. Technological satisfaction and productivity improvement are key to winning competitiveness in trading. Because this is what makes the production of goods more efficient, the development of human resources is essential in this era to improve the competitiveness of our workers (Cardoso, 2003).

The type of development undertaken for increased employee capability depends heavily on the individual conditions and capabilities the organization needs. Thus, HR assets in the form of

knowledge, skills, and attitudes need to be prepared and developed for adjustment with new jobs, promotions and new jobs after retirement employees. Human resource development stage as Simamora (2001):

1. First Stage

Stages of HR development begin from the identification stage of development needs. In this stage, the process of development is developed which is most suitable for certain individuals by conducting an assessment of the strengths and areas for development of each individual (employee). Assessment can be done through the assessment center pattern or also through observation and evaluation of their respective superiors (this is more practical than using an assessment center).

2. Second Stage

From the assessment results, the next step formulates what development program suitable for the employees concerned. In the formulation of the assessment program, the development of assessment results is not only based on employee weakness, but it should be more based on the strength of the employee (this approach is called as strength-based development). The type of program or development process that is organized also should not be in the form of classroom

training. There are many other alternative development programs such as 1) Mentoring (employees who are considered senior and have special skills to mentor to a number of other employees, 2) Project / special assignment (3) Job enrichment (enrich the weight of work), 4) On-the-job training.

3. Third Stage

The next stage is monitoring and evaluation of the implementation of development programs that have been prepared. In this phase, every progress of program implementation is monitored its effectiveness and then at the end of the program is evaluated its impact on the improvement of employee performance concerned, and also on business performance.

The series of steps above, from the identification phase, the development phase and the monitoring/evaluation phase, should be standardized in a systematic and lean mechanism. It should also be prepared as a complete guide book to perform a series of processes above, along with the necessary tools. Thus, every manager or employee knows what to do. In order for human resources development to run properly, there must be a manager from the HR department who has a special duty to ensure that a series of processes above can be done correctly and orderly. For the purpose of improving the quality, basically can be done through 3 main lines, namely the

formal education path, work training path and development/experience in the workplace, among others.

3. DISCUSSION

It consists of general and vocational education from elementary, junior and senior high schools, and colleges. This formal education channel aims to equip one with the foundations of knowledge, theory and logic, general knowledge, analytical skills, and the development of character and personality.

1. Work Training Path

This path is a process of skill development and work skills. The purpose of this workshop is to improve professional skills and prioritize practice rather than theory. The work training system can be viewed as a supplement or completeness of the formal education system. The assertiveness of community values concerning the mental attitude, morals and dedication of a person is developed through the formal education system. While the mental attitude, morale and dedication to the implementation of tasks can be developed through a system of work training. Basically, the value of talent development, creativity, innovation, skills and work motivation are grown in the

formal education environment and developed in the process of work training (Mangkunegara, 2006).

2. Work Experience Path

That is a vehicle where a person can improve his technical knowledge as well as his work skills by observing others, imitating, and doing his own work tasks that he/ she is engaged in. By doing repetitive work, someone will be more adept at doing his job, besides it will be able to find more practical, efficient and better ways to carry out their work.

Approach to work training and experience can be done jointly in the form of apprenticeship and on the job training. The path of work experience can be well developed if a person has the basics of knowledge, skills and skills acquired from the formal education and training path. These three channels are conducted as an effort to improve or develop the quality of human resources. Besides the three pathways that can be used to improve the quality of human resources, there is a business called learning organization (The Organization Learning or Knowing Organization). Senge became a figure who popularized the terminology of organizational learning (The Organization Learning or Knowing Organization) through his work "The Fifth Discipline: The Art and Practice of The Learning Organization" (Senge, 1990: 10).

Learning organization is a long term (long term) contextual. It takes a lot of tips, effort, and breakthrough to do that, especially to change the paradigm and mindset, as well as the mental attitude of all members of the organization. One of the things that are important in the application of learning organizations is the driving factor (motivation) and motivation of every individual within the organization or company, which will determine the progress of an organization. This is where the role of management is required to play an active role, in realizing the learning organization. Development of human resource quality can also be done with a human capital approach that emphasizes on 3 approaches, that is the approach of intellectual capital, social capital approach, soft capital approach.

4. RESULT

Intellectual capital is a necessary tool for finding opportunities and managing threats in life. Many scholars say that intellectual capital is a very big part of adding value to an activity. A variety of organizations that excel and achieve many achievements is an organization that continuously develops its human resources. Based on this approach humans must have a proactive and innovative nature to manage the changing environment of life (economy, social, politics, technology, law etc.) very high speed. Under conditions marked by super-fast changes, man must continue to expand and sharpen his

knowledge. And the development of intellectual capital can be done through formal or informal education (Mangkuprawira, 2002).

Social capital is the ability to build social networks. The wider the social interaction and the wider the social networking network the higher the value of a person. Social capital is also manifested in the ability to live in differences and appreciate diversity. Recognition and respect for differences is a requirement of creativity and synergy. The ability to mingle with different people, and appreciate and take advantage of these differences will bring goodness to all. In recent years more and more talk about the importance of the role of emotional intelligence in supporting the success of human life. Efforts to grow social capital are mostly pursued through emotional intelligence training packages, the Seven Habits of Highly Effective People training package. In addition, team building training through outdoor training approach/ outbound management training. Training with direct experience (experiential learning) in the open becomes more necessary. Training this model will make it easy to understand how important the presence of others to the success of together as a nation.

The destruction of this nation because of the lack of trustworthiness, honesty, good ethics, trustworthiness and trust in other people (trust), able to withstand emotions, discipline, forgiving, loving, sincere, and always want to please others. Such a trait is indispensable to efforts to build a civilized and high-performing society. This was the effort to develop the quality of human resources, which can be

done through three channels, namely first: education: both general and vocational, formal and informal education. Organizational Learning can enter the path of education (both formal and informal) because the learning organization is an all-time education, which can be done by individuals to develop their abilities, cultivate the desire to learn and develop self-potential. The three approaches are intellectual capital, social capital, and soft capital can be included in education and training programs (both formally and informally).

Individual competencies in the form of skills and knowledge can be developed through education and training. Competency-based human resource development may benefit both employees, organizations, industries, regional and national economies, as Ryllat argues as follows:

1. Benefits for employees

- a. Clarity of relevance of previous learning, the ability to transfer skills, values, from recognized qualifications and career development potential
- b. There is an opportunity for employees to obtain education and training through access to existing standards-based national certification
- c. Target placement as a career development tool
- d. Current competencies and benefits will add value to learning and growth.

- e. Clearer career change options. To be able to change in a new position, one can compare their competency now with the required competencies in the new position.
 - f. More objective performance assessment and feedback based on clearly defined competency standards
 - g. Improve skills and marketability as employees.
2. Benefits for the organization
- a. Accurate mapping of required job competencies
 - b. Increase the effectiveness of recruitment by adjusting the competencies required in the job of the applicant
 - c. Education and training is focused on the not-for-skill and skill requirements of more specialized firms.
 - d. Access to education and training is more cost-effective in terms of industry-based needs and identification of familiar, extension-based internal and extension supervisory training providers.
 - e. Decision makers in the organization will be more confident as employees have the skills to be gained in education and training.
 - f. Assessment of previous learning and assessment of educational and training outcomes will be more reliable and consistent.
 - g. Facilitate change by identifying the competencies needed to manage change.

3. Benefits for Industry

- a. Better identification and adaptation of the skills needed for the industry
- b. Greater access to public sector education and training relevant to industry
- c. The establishment of a common and clear understanding base on the outcomes of education and in-industry training through certification of achievement of individual competencies
- d. Greater confidence as the needs of the industry has been met as a result of a standard-based assessment
- e. Establishment of the basis of the relevant national qualification system for industry
- f. Greater delivery efficiency and reduced duplication of education and training efforts
- g. Increased responsibility of education and education supervisors and training of educational and training outcomes
- h. Encourage the development of broad and relevant skills in the future.

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