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Gap Analysis of Competency-Based Work Training Programs at the UPTD BLK of Buleleng District

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Abstract: This study aims to analyze the gap in competency-based job training programs at the UPTD BLK of Buleleng Regency in improving the quality of human resources in accordance with industry needs. The background of this research is the mismatch between workforce competencies and the increasingly dynamic demands of the labor market. This study employs a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. The results indicate that the planning of training programs has not been fully based on sustainable industry needs. Instructor competencies are generally adequate, but still require improvement in adapting to technology and applying innovative learning methods. Training facilities are considered sufficient; however, they have not fully met modern industry standards. In addition, strategies to enhance human resource quality need to be strengthened, particularly in building partnerships with the business and industrial sectors (DUDI). The SWOT analysis reveals strengths in government support, weaknesses in limited facilities and lack of industry synergy, opportunities in the growing demand for skilled labor, and threats from increasing labor competition and rapid technological advancements.

Keywords: Competency-based training, competency gap, human resource quality, industry needs.

INTRODUCTION

The dynamic world of work demands improvements in the quality of Human Resources (HR) to adapt to technological changes and market needs. HR plays a strategic role in creating an organization's competitive advantage (Suparyawan & Suarmanayasa, 2024), making understanding developments in HR research crucial for practitioners and academics (Pusparani, 2021). In Buleleng Regency, improving HR competency is an urgent need given the economic potential of the tourism, agriculture, fisheries, and creative industries sectors (Cahyadi & Telagawathi, 2021). However, a gap remains between the skills of the local workforce and the competency standards required by industry, making it difficult for companies to recruit suitable workers.

This problem is exacerbated by the mismatch between formal education and the needs of the workplace, where graduates tend to be strong in theory but weak in technical skills and practical experience (Prasetya & Suwena, 2024). The data in Table 1 presents the results of the researchers' initial survey of companies offering job openings in Buleleng Regency. It was recorded that 16 companies participated in the Job Fair by providing job vacancies, four of which were companies engaged in placing workers abroad.

Table 1. Employer Company Survey

NO	COMPANY NAME	BUSINESS SECTOR	THE NUMBER OF JOB VACANCIES
1	My Republik	Telecommunication Services	18
2	MMI (Permodalan Nasional Madani)	Training, Rectitutment, and HR Management	11
3	FIF	Finance	-
4	BFI	Finance	10
5	Astra	Trade	15
6	Daihatsu	Trade	2
7	Adira	Finance	-
8	Circle K	Retail Food and Non-Food	-
9	Otto Finance	Finance	10
10	PT. Indomarco Prismatama	Retail Waralaba	-
11	PT. SIM Group	Outsourcing and HR Management Services	-
12	R.S. Parama Sidhi	Health	30
13	PT. Alzubara Man Power	Overseas Workforce Placement	-
14	PT. Alqurny Bagas Pratama	Overseas Workforce Placement	50
15	PT. Sultan Monarki Nusantara	Overseas Workforce Placement	100
16	PT. Saraswati Manajemen	Overseas Workforce Placement	-
QUANTITY			**246**

Source: Buleleng Regency Manpower Office, 2025

Based on Table 1, a total of 246 job vacancies were recorded at the Job Fair in Buleleng Regency; however, no specific information regarding the required positions was provided. Survey results from 16 companies indicate that the primary need of industry is technical training, followed by soft skills, managerial skills, and international language proficiency. Most companies are not yet familiar with BLK (62.5%), have not employed its graduates (81.3%), and have not established partnerships. Nevertheless, 50% of companies consider BLK training to be in line with their needs, 75% find it relevant, and 100% are willing to collaborate. These findings highlight a gap between the competencies of BLK graduates and industry needs.

The main issue lies in the lack of optimal synergy between UPTD BLK, the Department of Manpower (Disnaker), and the business and industrial sectors (DUDI), resulting in training planning that is not fully based on the dynamic needs of industry. In fact, Buleleng Regency has significant potential in the tourism, agriculture, fisheries, and creative industries, which continue to grow but still face limitations in skilled labor, particularly in technology and competency-based services. Theoretically, this study is grounded in the concept of Human Resource Management (HRM), which emphasizes the importance of systematically managing human resources to enhance productivity and work readiness (Suparyawan & Suarmanayasa, 2024; Purbadharmaja et al., 2023). In addition, the Competency-Based Training (CBT) theory asserts that training effectiveness is determined by the alignment between content, methods, and industry needs, as well as the mastery of practical skills and professional attitudes (Wispandono & Purnomo, 2024). Competence, as a key element of human resources, also includes aspects of knowledge, skills, attitudes, and adaptive capabilities to change (Wispandono & Purnomo, 2024; Susila et al., 2024).

The research gap lies in the limited number of studies that comprehensively analyze the mismatch between competency-based training programs at BLK and industry needs, particularly at the regional level such as Buleleng Regency. Previous studies have mainly focused on training effectiveness or internal factors such as instructors and facilities (Purbadharmaja et al., 2023; Wispandono & Purnomo, 2024), but have not extensively examined the integration between training institutions, government, and industry simultaneously. The urgency of this study is driven by the increasing demand for skilled labor amid rapid technological advancements and intensifying global competition. Without aligning training programs with industry needs, the competency gap will continue to widen and hinder the competitiveness of the local workforce. Therefore, this study is essential to provide strategic recommendations for improving the quality of training programs at UPTD BLK Buleleng Regency so that they become more relevant, adaptive, and capable of producing competent and industry-ready workers.

METHODS

This study employs a descriptive qualitative approach to gain an in-depth understanding of the phenomenon of gaps in competency-based training programs at UPTD BLK Buleleng Regency. The qualitative method is used to analyze social phenomena, perceptions, and activities of individuals and groups (Sugiyono, 2019; Cooper & Schindler, 2017; Sekaran & Bougie, 2017), aiming to obtain a comprehensive understanding in a natural context without manipulating variables (Creswell, 2016). The study was conducted at UPTD BLK Buleleng Regency over approximately four months, with data sources consisting of primary data obtained through interviews, observations, and field notes, as well as secondary data from official documents and relevant literature (Sugiyono, 2019; Creswell, 2016; Creswell, 2017). Informants were selected purposively, consisting of key informants (the head of BLK and program coordinators) and supporting informants (instructors, trainees, and industry representatives), with the number determined until data saturation was reached (Sugiyono, 2019). Data collection techniques included in-depth interviews, passive participatory observation, and documentation to ensure comprehensive and credible data (Sugiyono, 2019). Data validity was ensured through tests of credibility, transferability, dependability, and confirmability using triangulation, member checking, and audit trail techniques (Creswell, 2016; Cooper & Schindler, 2017).

Data analysis was conducted interactively through the stages of data reduction, data display, and conclusion drawing until saturation was achieved (Miles & Huberman, 2019). Furthermore, the analysis was deepened using a SWOT approach to identify strengths, weaknesses, opportunities, and threats in the training program, thereby formulating appropriate development strategies to reduce the competency gap between the workforce and industry needs (Sugiyono, 2019).

RESULTS AND DISCUSSION

Results

The results of the study indicate that the UPTD Balai Latihan Kerja (BLK) of Buleleng Regency plays a strategic role in improving the quality of human resources through competency-based training. Institutionally, BLK has developed since its establishment in 1983 into a UPTD under the regional government, with a primary focus on delivering vocational training based on the Indonesian National Work Competency Standards (SKKNI). The training programs are practical and adaptive in nature, aiming to produce a workforce that is competent, independent, and ready to compete in the industrial sector.

The planning of training programs at UPTD BLK Buleleng Regency is carried out systematically through Training Need Analysis (TNA), involving various stakeholders such as

the Department of Manpower, instructors, and industry partners. This process is supported by continuous evaluation, tracer studies, and adjustments to labor market demands. However, the implementation of this planning still faces challenges, particularly due to limited infrastructure and the rapid changes in industry demands that have not yet been fully addressed optimally.

From the human resource perspective, the competence of instructors is considered good and meets formal standards in terms of both education and certification. Instructors actively participate in continuous training and professional development and are capable of implementing practice-based learning methods with a proportion of 60–80 percent. In addition to technical competence, instructors also possess strong communication and instructional management skills, which positively contribute to the effectiveness of the training.

Meanwhile, the condition of training facilities and infrastructure is relatively adequate to support basic training but has not fully met modern industry standards. Limitations in equipment, disparities in quality across training fields, and technical issues such as equipment damage and technological constraints are factors that affect the effectiveness of the learning process, particularly in practical activities.

In an effort to enhance the quality of human resources, UPTD BLK Buleleng Regency has implemented various strategies, including strengthening internal coordination, improving instructor competence, and building communication with the business and industrial sectors. Training is also directed toward strengthening practical skills so that participants have better job readiness. Furthermore, the study identifies that the improvement in the quality of trainees is influenced by four main factors: training program planning, instructor competence, training facilities, and participant quality. Among these, instructor competence is the most dominant factor, as it directly influences the transfer of knowledge and skills to trainees. Meanwhile, program planning and training facilities serve as supporting factors that enhance training effectiveness. Overall, these four factors are interrelated in determining the success of training programs in producing a competent workforce that meets industry needs.

Discussion

The results of the study indicate that the implementation of training at UPTD BLK Buleleng Regency has not yet fully bridged the gap between workforce competencies and industry needs. This condition can be analyzed through three main aspects: program planning, instructor competence, and training facilities, which, from a Human Resource Management (HRM) perspective, are essential subsystems in human capital development (Suparyawan & Suarmanayasa, 2024; Purbadharmaja et al., 2023).

In terms of training program planning, conceptually, BLK has implemented the principles of Training Need Analysis (TNA), which align with HRM theory, where training planning should be based on organizational needs and the external environment. However, empirically, planning has not been fully adaptive due to limited institutional autonomy and the dominance of policies from the Department of Manpower. From the perspective of open system theory, training institutions should be responsive to changes in the external environment, particularly industry needs (Iskandar & Widiastini, 2026). When the planning process is not fully integrated with inputs from the external environment (industry), training outputs are likely to be less relevant (Luky et al., 2025). This explains why, despite the implementation of TNA, competency gaps still persist. Furthermore, limited involvement of external stakeholders indicates that planning has not fully adopted stakeholder theory, which emphasizes collaboration among training institutions, government, and industry. The lack of industry participation in planning results in less comprehensive information regarding competency needs, causing training programs to remain internally oriented rather than market-driven (Mahayasra & Heryanda, 2026).

Regarding instructor competence, the findings show that instructors meet formal standards and are capable of delivering practice-based learning. This aligns with the concept of Competency-Based Training (CBT), which emphasizes the role of instructors as facilitators in transforming work competencies (Wispandono & Purnomo, 2024). However, the main issue does not lie in instructor capability, but rather in limited access to up-to-date industry information. From the perspective of human capital theory, competencies must be dynamic and continuously updated to remain relevant to labor market demands (Supadmi et al., 2025). When updates are not optimal, a skills mismatch occurs between training and industry needs (Arisudana et al., 2025).

These findings also indicate a tendency toward path dependency, where training materials still refer to previous patterns. This suggests that the learning process is not yet fully oriented toward future skills, but rather remains focused on existing competencies. In the context of modern industry, learning should be adaptive, innovative, and technology-based. From the perspective of facilities and infrastructure, the study confirms that available facilities have not fully met industry standards. Within the CBT framework, facilities are a crucial component, as competency-based learning heavily relies on practice that reflects real working conditions. Limited facilities lead to a learning gap, where trainees' practical experiences do not adequately represent actual industrial conditions. This is also consistent with human capital development theory, which states that investment in training infrastructure is a key factor in improving workforce productivity (Purbadharmaja et al., 2023).

In addition, limited facilities affect learning effectiveness, such as reduced intensity of practice, reliance on shared equipment, and technical constraints in technology-based training. These conditions directly impact the quality of training outputs and widen the competency gap. In addressing these limitations, BLK's strategy tends to be internally adaptive, focusing on strengthening coordination, program evaluation, and instructor competency development. This strategy can be understood within the framework of the resource-based view (RBV), where organizations utilize internal resources (instructors and management) as their main strengths (Elashinta et al., 2026). However, without support from external resources (industry and technology), this strategy is insufficient to create sustainable competitive advantage.

Overall based on the SWOT analysis conducted, it can be concluded that improving the quality of human resources among trainees at UPTD BLK Buleleng Regency is the result of a dynamic interaction between internal and external institutional factors. Training program planning, instructor competence, and facilities and infrastructure are interrelated and form a system that determines overall training effectiveness. Theoretically, these findings are consistent with Human Capital Theory, which emphasizes that investment in education and training enhances workforce productivity and quality (Kurniawan et al., 2025). However, the effectiveness of such investment largely depends on the quality of the learning process. In this context, instructor competence becomes the key factor, as it directly influences the transformation of knowledge, skills, and work attitudes among trainees. This is further supported by the Competency-Based Training (CBT) approach, which positions instructors as the primary actors in ensuring the achievement of competency standards in accordance with SKKNI (Awan et al., 2024).

Furthermore, the study reveals that although program planning has been systematically designed through TNA mechanisms and supported by external opportunities such as labor demand and government policy support, its implementation still faces structural limitations. This indicates that planning effectiveness is not solely determined by the quality of needs analysis, but also by institutional governance, inter-agency coordination, and flexibility in strategic decision-making (Heryanda et al., 2022). On the other hand, training facilities and infrastructure act as enabling factors that support practice-based learning. From the perspective of experiential learning, the availability of facilities that reflect industry conditions is a key

prerequisite for developing applicable work competencies. Therefore, existing limitations in facilities may weaken the linkage between training and labor market needs if not accompanied by innovation in the learning process. Integratively, the findings confirm that instructor competence is the dominant factor capable of bridging existing limitations, both in terms of planning and facilities. Competent instructors not only function as knowledge transmitters but also as adaptive agents who can adjust learning methods to institutional conditions and the dynamic needs of industry. This strategic role positions instructors as the key drivers in maintaining the relevance and quality of training outputs.

CONCLUSION

Based on the findings of this study, it can be understood that the improvement in the quality of human resources among trainees at UPTD BLK Buleleng Regency is influenced by several interrelated factors, particularly training program planning, instructor competence, and the condition of facilities and infrastructure. Although, in general, the implementation of training has been carried out well, there are still several limitations that need to be addressed in order to enhance the relevance and effectiveness of training in meeting the continuously evolving demands of the labor market. The recommendations proposed are that UPTD BLK Buleleng Regency should strengthen collaboration with the business and industrial sectors (DUDI) in the training program planning process to ensure greater adaptability to labor market needs. In addition, improving instructor competence through continuous training programs and the utilization of digital technology should be further optimized. The upgrading of training facilities and infrastructure should also be prioritized to align with current industry standards. For future researchers, it is recommended to expand the scope of research and employ a mixed-methods approach in order to obtain more comprehensive and in-depth results.

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