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Performance Review in Language Skill Training Centers (LSTCs)

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Abstract: This research purpose is to review in Language Skill Training Centers (LSTCs) that prepare Migrant Workers (PMI). Current LSTCs suffer from a performance gap, failing to meet high international skill demands, unlike competitors like Vietnam. The framework argues that sustained competitiveness is achieved not by possessing resources alone, but by dynamically aligning internal resources with external demands (DC bridging RBV and RDT) while ensuring optimal individual performance (SCT) under an ethical mandate (CPT). The study recommends LSTCs prioritize intangible asset investment and institutionalize dynamic adaptation routines to elevate Indonesia's position in the global skilled labour market.

Keyword: Language Skill Training Centers (LSTCs), Migrant Workers.

INTRODUCTION

Performance review aims to improve the effectiveness of training programs by harnessing the interplay between dynamic capabilities, resource management, and self-efficacy among instructors. By emphasizing these elements, LSTCs can foster a more adaptive learning environment that ultimately leads to better educational outcomes and enhanced competitiveness in the market. This approach aligns with the findings that high self-efficacy among lecturers contributes to improved performance and decision-making in educational settings (Khuzaini, 2024).

The integration of these components is essential for developing a robust Performance Review that addresses the unique challenges faced by Language Skill Training Centers in Indonesia. Performance review also emphasizes the importance of targeted training and support for instructors to cultivate self-efficacy, thereby enhancing their ability to implement innovative teaching strategies effectively. Ultimately, by prioritizing the development of self-efficacy through structured training, LSTCs can empower instructors to embrace innovative pedagogical approaches and improve learner engagement. This empowerment is crucial for fostering a culture of continuous improvement and adaptation, which is essential in today's rapidly evolving educational landscape. This emphasis on self-efficacy aligns with the need for educational institutions to adapt their teaching methods and curricula to meet the demands of a changing global environment (Исаева et al., 2024).

This alignment is vital for ensuring that instructors can effectively respond to the evolving needs of students and the labor market, ultimately enhancing the relevance of their training programs. By integrating self-efficacy with dynamic capabilities and resource management, LSTCs can significantly enhance their responsiveness to labor market demands and improve overall educational effectiveness. This responsiveness is crucial for aligning educational outcomes with industry needs, thereby ensuring that graduates are well-prepared for the labor market and contributing to economic growth. Addressing these challenges requires a commitment to continuous professional development and a strategic approach to resource allocation that supports instructor growth and adaptability in teaching methodologies.

Performance review focus on LTSC's development not only enhances teaching quality but also promotes a culture of innovation and responsiveness within Language Skill Training Centers. Incorporating effective management practices alongside self-efficacy can significantly influence educational outcomes and institutional performance, fostering an environment conducive to innovation and adaptability (Felix & Guzman, 2025).

METHOD

The Method to Integrated Strategic-Behavioural Framework (ISBF): Synthesizing Dynamic Capabilities, Resource Management, and Self-Efficacy for Enhanced Competitiveness in Indonesian Language Skill Training Centers (LSTCs) should be emphasize to the following three core theoretical constructs:

- **Strategic/Resource Layer (Macro/Organizational Focus - Dynamic Capabilities & Resource Management):** This layer, informed by your source material, focuses on the LSTC's ability to sense environmental changes (e.g., job market demands for specific language skills), seize opportunities (e.g., new training contracts), and transform its resource base (e.g., curriculum, instructor skills) for sustained competitiveness. This layer emphasizes the importance of strategic agility and resource optimization to enhance the educational offerings and responsiveness of LSTCs in a competitive landscape. This strategic layer is crucial for ensuring that Language Skill Training Centers can effectively adapt to the evolving demands of the labor market, thereby enhancing their overall educational effectiveness and competitiveness.
- **Behavioral Layer (Micro/Individual Focus - Self-Efficacy):** This layer, drawing from Social Cognitive Theory, focuses on the instructor/trainee self-efficacy as the micro-foundation that enables the successful execution of the higher-level dynamic capabilities. Incorporating both layers fosters a comprehensive approach that enhances responsiveness to market demands and empowers instructors to implement effective teaching strategies.
- **Integration (The ISBF):** The model posits that Organizational Dynamic Capabilities (e.g., capacity to update curriculum, forge industry partnerships) are enabled and sustained by the collective and individual Self-Efficacy of the LSTC's key actors (managers and instructors) in performing the sensing, seizing, and transforming activities.

To effectively evaluate the impact of these innovative methods, a comprehensive assessment framework must be established that measures both student engagement and learning outcomes. To further enhance the effectiveness of these innovative pedagogical methods, it is crucial for LSTCs to implement a robust system of continuous feedback that not only evaluates student learning outcomes but also assesses the instructional strategies employed by educators. This feedback mechanism should harness both quantitative data, such as completion rates and assessment scores, and qualitative insights from student reflections and industry evaluations, thereby creating a comprehensive view of educational effectiveness. Such a dual approach aligns with the growing emphasis on learner engagement

and retention, as highlighted in recent educational research, which underscores the need for tailored assessment metrics that reflect the dynamic nature of student involvement in their learning processes (Mandernach, 2015). Additionally, the integration of peer assessments and collaborative evaluations can foster a culture of accountability and peer learning, further enriching the educational experience and preparing students for collaborative work environments.

By prioritizing these assessment strategies, LSTCs can ensure that their training programs remain relevant, effective, and responsive to the evolving demands of the labor market, ultimately enhancing the employability of their graduates. The establishment of a comprehensive assessment framework will empower LSTCs to adapt their training programs effectively, ensuring alignment with industry requirements and enhancing student readiness for the workforce.

RESULTS AND DISCUSSION

Results

Corporate Performance Theory

The Corporate Performance Theory posits that a strong alignment between organizational resources and strategic capabilities enhances overall performance, especially in dynamic educational environments. This theory underscores the necessity for educational institutions to leverage their resources effectively to achieve competitive advantages in a rapidly changing landscape. This alignment is essential for institutions to navigate challenges and capitalize on opportunities in the evolving educational landscape, ultimately leading to improved student outcomes and institutional success. This theory highlights the critical role of effective management practices in shaping faculty self-efficacy, which in turn influences institutional performance and educational outcomes (Felix & Guzman, 2025).

Furthermore, enhancing faculty self-efficacy through targeted training and support can lead to better educational outcomes and increased institutional performance, reinforcing the need for effective management practices in higher education. The integration of these theories and practices not only supports faculty development but also enhances the overall effectiveness of educational institutions in achieving their strategic goals.

By fostering a culture of continuous improvement and adaptability, educational institutions can better equip their instructors to meet the evolving demands of students and the labor market. Furthermore, other factors that deserve attention are the implementation of a selective and professional lecturer recruitment process, as well as increasing employee involvement in institutional activities. Research results show that both factors significantly influence overall productivity and institutional performance (Wulandari et al., 2025); (Hendayana & Nasution, 2023).

Resource-Based View (RBV)

The Resource-Based View (RBV) emphasizes that institutions must effectively utilize their unique resources to achieve sustainable competitive advantages, particularly in the context of educational service quality and instructor development. This perspective aligns with the findings that institutions prioritizing faculty self-efficacy and effective resource management tend to experience improved educational outcomes and institutional performance (Felix & Guzman, 2025).

This alignment is critical for ensuring that educational institutions can adapt to the changing demands of both students and the labor market, ultimately leading to enhanced competitiveness and success. Moreover, the successful implementation of the Integrated Strategic-Behavioural Framework (ISBF) necessitates a holistic approach that encompasses not only instructor development but also the active involvement of policymakers and industry stakeholders.

By fostering collaboration between educational institutions and the labor market, LSTCs can create training programs that are directly aligned with industry needs, thereby enhancing the employability of graduates. This collaborative effort can also lead to the development of innovative curricula that integrate emerging technologies and pedagogical practices, ensuring that instructors are equipped with the latest knowledge and skills (Gelitashvili, 2024). Furthermore, as educational institutions strive for adaptability in a rapidly changing environment, the importance of inclusive policies that promote diversity and equal access to training opportunities becomes increasingly apparent, as these factors significantly influence overall institutional performance and educational equity (Tilly et al., 2022). Thus, a multifaceted strategy that combines instructor empowerment, industry collaboration, and inclusive policy design is essential for fostering a robust educational ecosystem that meets the demands of a dynamic labor market.

Resource Dependency Theory (RDT)

Resource Dependency Theory (RDT) highlights the importance of managing external dependencies and uncertainties, which is crucial for Language Skill Training Centers to thrive in a competitive educational landscape. This theory emphasizes that by effectively managing their external relationships and resources, LSTCs can enhance their operational resilience and adaptability to market changes. Moreover, the integration of technology in LSTCs not only enhances resource management but also facilitates the implementation of innovative teaching methodologies that cater to diverse learning styles. By leveraging digital platforms and tools, instructors can create more engaging and interactive learning experiences that foster student participation and retention. This technological enhancement aligns with findings that suggest the adoption of modular ERP systems can significantly improve organizational adaptability, allowing institutions to respond swiftly to market changes and enhance operational efficiency (Irnawati & Rahayu, 2025).

Furthermore, as LSTCs embrace these digital innovations, they must also consider the implications of equity in access to technology, ensuring that all students benefit from enriched learning environments. Thus, a strategic focus on both technological integration and equitable access is essential for fostering an inclusive educational landscape that prepares graduates for the complexities of the modern workforce.

This emphasis on equitable access to technology is crucial for fostering a learning environment that accommodates diverse student needs and promotes educational equity in Indonesian Language Skill Training Centers (BENABID et al., n.d.). This focus on equitable access is vital, as disparities in digital access can hinder the effectiveness of educational initiatives and limit opportunities for learners in remote areas (AlHakim et al., n.d.). To address these challenges, LSTCs must prioritize collaboration with industry stakeholders to ensure that training programs remain relevant and responsive to the evolving labor market demands (Kusumaningrum et al., 2024). This partnership can also facilitate access to necessary resources and technology, further enhancing educational quality and equity.

Dynamic Capabilities Theory (DCT)

LSTCs seek to enhance their educational offerings through technology and industry collaboration, it is imperative to incorporate feedback mechanisms that assess the effectiveness of these initiatives. Regular evaluations can help identify gaps in both instruction and resource allocation, ensuring that programs remain aligned with the evolving needs of students and employers. Implementing a systematic approach to feedback not only fosters a culture of continuous improvement but also empowers instructors to refine their pedagogical strategies based on real-time data. Additionally, as highlighted by the Resource-Based View, leveraging unique institutional resources in conjunction with stakeholder insights can lead to the development of tailored training solutions that address specific market needs, ultimately

enhancing both educational quality and student employability (S & A, n.d.) (Parveen et al., 2024).

This strategic alignment is crucial for cultivating an educational environment that not only supports individual learner success but also contributes to broader economic growth and social equity. Incorporating these theories into practice requires ongoing collaboration among educational institutions, policymakers, and industry leaders to ensure that training programs remain relevant and effective in meeting labor market demands. To achieve this, LSTCs must also focus on fostering partnerships with local industries, ensuring that the skills taught align with current job market requirements.

Furthermore, as LSTCs enhance their training programs through industry partnerships, it becomes essential to incorporate a comprehensive assessment framework that evaluates not only student learning outcomes but also the effectiveness of instructional strategies employed by educators. This assessment should include both quantitative metrics, such as job placement rates post-graduation, and qualitative feedback from industry stakeholders regarding the preparedness of graduates for real-world challenges.

By systematically analyzing these data points, LSTCs can identify specific areas for improvement and innovation within their curricula, ensuring they remain competitive in a rapidly evolving job market. Such a data-driven approach aligns with the need for educational institutions to adapt their offerings to meet the dynamic demands of the labor market, as highlighted by the increasing reliance on skilled professionals in sectors like technology and data analytics (Januzaj et al., n.d.) (Barefah, 2024). Ultimately, fostering a culture of reflective practice among instructors, supported by robust feedback mechanisms, will enhance the overall educational experience and better equip students for future employment opportunities.

Social Cognitive Theory (SCT)

As LSTCs strive to cultivate a responsive educational environment, the integration of problem-based learning (PBL) emerges as a pivotal strategy that not only enhances student engagement but also fosters critical thinking and collaboration among learners. The application of PBL within the framework of Social Cognitive Theory (SCT) can significantly bolster students' self-efficacy by providing them with opportunities to tackle real-world challenges, thereby bridging the gap between theoretical knowledge and practical application. This approach aligns with findings that underscore the positive correlations between self-efficacy, PBL, and employability outcomes, suggesting that students who engage in such active learning methodologies are better prepared to meet the demands of a dynamic labor market (Liu et al., 2020).

Furthermore, the incorporation of PBL can also serve as a catalyst for instructors to adopt innovative teaching practices, ultimately creating a more interactive and adaptive learning atmosphere that aligns with industry needs. Thus, by embedding PBL into their curricula, LSTCs can not only enhance educational effectiveness but also ensure that graduates emerge as competent, confident professionals ready to navigate the complexities of their respective fields.

Moreover, the integration of digital tools within problem-based learning frameworks can further enhance the learning experience by providing students with access to a wealth of resources and collaborative platforms that mimic real-world scenarios. By utilizing technology to facilitate group projects and peer-to-peer interactions, Language Skill Training Centers can foster a sense of community and shared learning among students, which is crucial for developing interpersonal skills that are highly valued in the job market. This technological incorporation not only supports the active engagement of learners but also aligns with the findings of studies that suggest enhanced employability outcomes when students are exposed to collaborative learning environments (Gregory & Penela, 2023). Additionally, as LSTCs embrace these innovative approaches, they must remain vigilant about the potential disparities

in access to technology among students, ensuring that all learners can benefit from such advancements.

By prioritizing equitable access to digital resources, LSTCs can cultivate a more inclusive educational landscape that prepares graduates to thrive in diverse professional settings. This emphasis on problem-based learning aligns with the necessity for educational institutions to adapt their teaching methods and curricula to meet the demands of a changing global environment, ultimately enhancing student employability (Li & Jansaeng, 2025). Integrating innovative pedagogical approaches such as problem-based learning is essential for enhancing student engagement and preparing graduates for the complexities of the modern workforce (Karmilah et al., 2024). By fostering adaptability and collaboration, Language Skill Training Centers can better align their curricula with industry needs, ensuring graduates are well-equipped for future challenges (Koseda et al., 2024)

Discussion

Moreover, as LSTCs implement these innovative assessment frameworks, it is essential to consider the role of collaborative partnerships with local industries in shaping curriculum relevance. By engaging industry stakeholders in the development of training programs, LSTCs can ensure that the skills taught align closely with current job market requirements, thereby enhancing the employability of their graduates. This collaborative approach not only facilitates access to necessary resources and technology but also allows for the integration of practical insights that can inform the design of curricula and assessment strategies. Furthermore, the establishment of such partnerships can lead to opportunities for students to gain real-world experience through internships and co-op programs, which have been shown to significantly improve job readiness and employment outcomes for graduates (Mills et al., 2000). Thus, fostering these industry connections is crucial for LSTCs to maintain a competitive edge and effectively prepare students for the complexities of the modern workforce.

By leveraging industry partnerships, LSTCs can enhance curriculum relevance and provide students with hands-on experiences that directly improve their job readiness and employability outcomes. This strategic collaboration will not only enrich the training programs but also ensure that graduates possess the skills and competencies demanded by employers in the evolving labor market. To further enhance the effectiveness of training programs, LSTCs must also prioritize the continuous professional development of instructors, ensuring they remain abreast of the latest pedagogical trends and industry demands.

This commitment to instructor growth not only empowers educators to adopt innovative teaching methodologies but also fosters a culture of lifelong learning that can significantly impact student engagement and success. Research indicates that institutions that invest in faculty development experience improved educational outcomes, as instructors with robust professional training are better equipped to implement effective instructional strategies and adapt to evolving market needs (Grama & Todericiu, 2025). Additionally, the integration of mentorship programs, where experienced educators guide newer instructors, can facilitate knowledge transfer and enhance teaching practices, ultimately benefiting students' learning experiences. By establishing a comprehensive support system for faculty, LSTCs can create a dynamic educational environment that not only meets current labor market demands but also anticipates future changes, ensuring graduates are well-prepared for the challenges ahead.

CONCLUSION

In conclusion, the strategic integration of dynamic capabilities, resource management, and self-efficacy within Language Skill Training Centers is essential for fostering adaptability and enhancing educational outcomes in a rapidly changing labor market. Furthermore, as LSTCs strive to enhance their adaptability and educational offerings, the incorporation of technology-driven learning platforms can serve as a transformative tool in bridging the gap between traditional teaching methods and the demands of the digital age.

By leveraging online resources and interactive tools, instructors can create blended learning environments that cater to diverse learning styles and enhance student engagement, a necessity highlighted by the rapid evolution of the labor market (Lopes, n.d.). Additionally, the use of data analytics can provide valuable insights into student performance and engagement, enabling educators to tailor their instruction to better meet individual needs and preferences.

This data-driven approach not only aligns with the principles of the Resource- Based View but also empowers LSTCs to make informed decisions regarding curriculum development and resource allocation. Ultimately, the integration of technology and data analytics within the educational framework can significantly elevate the quality of language skill training, ensuring that graduates are not only competent in their fields but also equipped with the critical skills necessary to thrive in an increasingly competitive job market.

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