

The Effect of Training and Motivation on the Competency of Training Alumni at the Manpower Office of Depok City

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ABSTRACT

This study aims to analyze the effect of training and motivation, both partially and simultaneously, on the competency of job training alumni at the Manpower Office of Depok City. The methodology used in this study is a quantitative approach. The population comprises all alumni who participated in the job training programs conducted by the Manpower Office of Depok City. Primary data were gathered using structured questionnaires distributed to respondents who met the eligibility criteria, measuring the variables of training (X_1), motivation (X_2), and competency (Y). Data analysis techniques included validity testing, reliability testing, classic assumption testing, and multiple linear regression analysis encompassing the t-test (partial), F-test (simultaneous), and the coefficient of determination analysis. The findings indicate that training has a positive and statistically significant partial effect on alumni competency, suggesting that a higher quality of training delivery corresponds to greater mastery of skills and knowledge among alumni. Motivation was also proven to have a positive and statistically significant partial effect on alumni competency, where internal drive and clear career objectives serve as key catalysts in internalizing training content. Simultaneously, training and motivation exert a positive and significant effect on alumni competency. The synergy between effective training programs as a form of human capital investment and high participant motivation serves as the primary key to producing competent, competitive alumni who are ready to enter the workforce or engage in entrepreneurship.

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1. INTRODUCTION

The evolution of a competitive job market has increased the demand for Human Resources (HR) oriented toward technical and

practical skills rather than mere formal diplomas [1], [2], [3]. In HR management, improving workforce quality serves as a strategic asset to drive regional productivity and competitiveness [4]. However, the

imbalance between job absorption and unemployment rates remains a primary challenge in metropolitan areas such as Depok City, where the Open Unemployment Rate (TPT) fluctuated during the 2022–2025 period (7.82% in 2022; 6.27% in 2024; and 6.52% in 2025) [5].

As a corrective step aligned with Depok Mayor Regulation No. 103 of 2016, the Manpower Office of Depok City conducts various job training programs [5], [6]. Although all participants achieved a 100% graduation rate, monitoring data from 2022–2025 reveals that the percentage of alumni who successfully secured employment or started a business experienced significant fluctuations: 61.00% (2022), 56.70% (2023), 36.70% (2024), and 63.80% (2025). Furthermore, a survey of 1,225 participants recorded varying post-training aspirations: 57.60% aimed to work in the industry, while 42.40% intended to pursue entrepreneurship. This indicates that participant graduation volume alone does not guarantee job readiness and competency attainment.

Alumni competency development is influenced by training quality (alignment of curriculum, methods, and instructors) [7], [8] as well as participants' intrinsic motivation (interest, perseverance, and focus) [9], [10]. Most prior studies on training and motivation have focused primarily on corporate or institutional employees, whereas research regarding alumni of public job training programs managed by local governments remains limited. This research gap underscores the necessity of this study, titled "The Effect of Training and Motivation on the Competency of Training Alumni at the Manpower Office of Depok City," to provide empirical insights and evaluate regional vocational training policy.

2. LITERATURE REVIEW

After formulating the research problem, the second step in the quantitative research process involves examining theories, concepts, and generalizations derived from previous research findings. These theoretical foundations serve as the framework for

conducting the research [10]. Establishing a strong theoretical basis is essential, as it demonstrates that the study is conducted scientifically [10].

2.1 Training

Human Capital Theory posits that investments in human capital—through structured education and training—yield significant enhancements in individual productivity and regional economic growth [11]. Job training operates as a systematic, short-term educational process designed to equip participants with technical skills, operational knowledge, and professional attitudes aligned with industry needs [12], [13]. In accordance with the Regulation of the Minister of Manpower No. 14 of 2025, Competency-Based Training (CBT) emphasizes work capabilities standardized against the Indonesian National Work Competency Standards (SKKNI). Training delivery includes both On-the-Job Training (OJT) and Off-the-Job Training (e-learning, simulations, and classroom instruction) [14]. Training effectiveness is measured through clear objectives, instructor expertise, material relevance, appropriate learning methods, and participant qualifications [15].

2.2 Motivation

Motivation is an internal dynamic and psychological drive that energizes, directs, and sustains individual behavior toward achieving specific performance goals [13], [16]. Grounded in Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, motivation reflects an individual's drive to exert effort to satisfy intrinsic needs, such as achievement and recognition [17]. Both internal factors (such as self-actualization and personal development) and external factors (such as a supportive learning environment and institutional support) significantly influence participant engagement during training [18]. Key indicators of motivation in vocational training include goal-directed drive, work enthusiasm, initiative,

creativity, and a sense of responsibility in completing tasks [19].

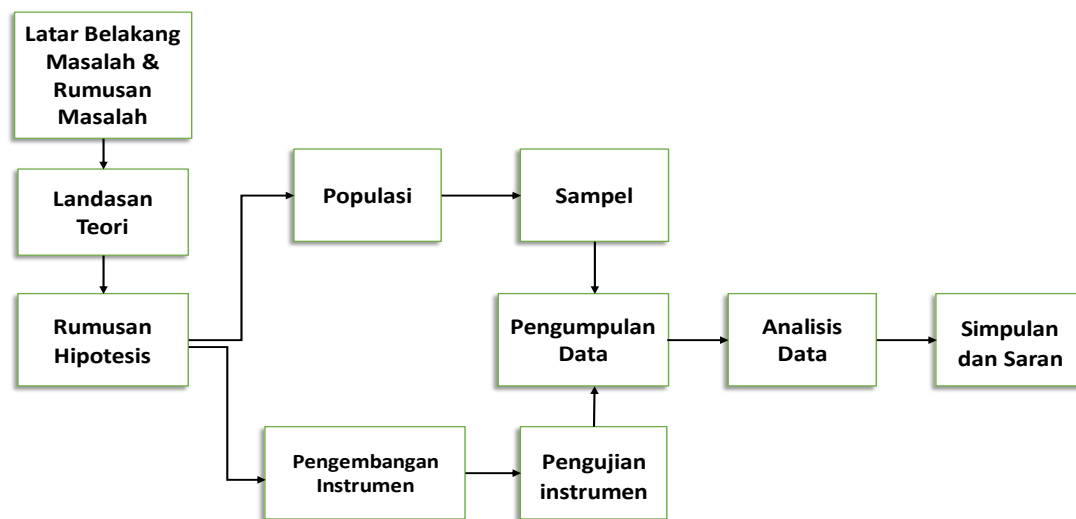
2.3 Competency

Competency represents an individual's underlying capability—combining knowledge, practical skills, and work attitudes—to perform tasks effectively and achieve superior performance [20], [21]. According to Permenaker No. 14 of 2025, formal recognition of competency is obtained through national certification conducted by licensed Professional Certification Bodies (LSP) under the National Professional Certification Board (BNSP). Individual competency is shaped by prior experience, intellectual ability, and motivation to learn [18]. In this study, alumni competency is evaluated across six core dimensions: cognitive knowledge, operational understanding,

technical skills, internal values, professional attitude, and career interest [22].

3. METHODS

Research methodology is generally defined as a scientific approach to gathering data for specific objectives [10]. This study employs a quantitative method featuring descriptive and verificative approaches. The descriptive approach is utilized to portray the current state of training, motivation, and alumni competency within the Manpower Office of Depok City. Meanwhile, the verificative approach is applied to test the influence of training and motivation on alumni competency—both partially and simultaneously—based on empirical data collected through questionnaire surveys.



(Flowchart diagram: Background & Problem Statement → Theoretical Framework → Hypothesis Formulation → Population & Sample → Instrument Development & Testing → Data Collection → Data Analysis → Conclusion & Recommendations).

Figure 1. Quantitative Research Steps [10]

4. RESULTS AND DISCUSSION

The validity test performed on the survey instrument among 30 respondents (n=30) showed that all item indicators for Training (X_1), Motivation (X_2), and

Competency (Y) yielded calculated r-values (r calculated) greater than the tabular r-value (r table =0.3610) at a 5% significance level. Thus, all instrument items were declared valid and suitable for use. Subsequently, reliability testing yielded a Cronbach's Alpha coefficient

above 0.60 across all three variables, indicating high internal consistency and reliability.

Prior to performing regression analysis, classic assumption tests were verified to ensure the regression model was efficient and unbiased. The normality test confirmed that the data were normally distributed, as shown by data points aligning along the diagonal line on the P-P Plot and a

Kolmogorov-Smirnov significance level exceeding 0.05. The multicollinearity test demonstrated no multicollinearity issues between independent variables, evidenced by Tolerance values >0.10 and Variance Inflation Factor (VIF) values <10 . Additionally, heteroscedasticity testing showed no specific pattern on the scatterplot graph and a Glejser Test significance value above 0.05, confirming the model's freedom from heteroscedasticity.

Table 1. Multiple Linear Regression Results (Coefficients)

Coefficients.						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1.	(Constant)	12.338	2.898		4.257	< ,001
	Training	.427	.108	.413	3.969	< ,001
	Motivation	.589	.141	.433	4.163	< ,001
a. Dependent Variable: Competency						

Source: Processed SPSS Data, 2026.

The multiple linear regression equation derived from the analysis is $Y=12.338+0.427X_1+0.589X_2$. The constant value of 12.338 indicates that if Training and Motivation are zero, alumni Competency remains at a baseline score of 12.338. The regression coefficients for Training (0.427) and Motivation (0.589) are positive, indicating that improvements in both variables directly enhance alumni competency.

Based on partial hypothesis testing (t-test), the Training variable exerts a positive and statistically significant effect on alumni Competency ($t=3.969$, $p<0.001$). Likewise, Motivation shows a positive and statistically significant impact on alumni Competency ($t=4.163$, $p<0.001$). Simultaneously (F-test), the combined model of Training and Motivation significantly impacts alumni Competency ($p<0.001$). The coefficient of determination (Adjusted R²) yielded a value of 0.545, indicating that 54.5% of the variance in alumni Competency is explained by Training and Motivation, while the remaining 45.5% is influenced by external factors outside this model.

- a. The Effect of Training on Alumni Competency.

The empirical findings demonstrate that training (X_1) positively and significantly affects alumni competency ($t=3.969$, $p<0.001$). A structured curriculum combined with effectively executed training indicators successfully enhances the competency of Depok Manpower Office alumni. This finding supports the Human Capital Theory articulated by [11], [12], [15], confirming that well-planned vocational training led by competent instructors significantly accelerates trainees' technical skills and knowledge.

- b. The Effect of Motivation on Alumni Competency

Motivation (X_2) is empirically proven to exert a positive and significant effect on alumni competency ($t=4.163$, $p<0.001$). Strong internal drive to achieve career goals acts as the primary engine for absorbing training content. This aligns with [16], [17], [19], who note that intrinsic motivation drives individuals to maximize effort toward personal growth and take

ownership of their professional competence.

c. Simultaneous Effects and Policy Implications.

Simultaneously, training and motivation account for a 54.5% contribution to alumni competency (Y). This confirms that mastering the six dimensions of competency—spanning knowledge to work attitude as outlined by [20], [22]—is optimized only when structured training programs are paired with strong participant motivation.

5. CONCLUSION

The research results demonstrate that training and motivation simultaneously exert a positive and statistically significant effect on the competency of training alumni. This finding indicates that competency development is determined not only by the quality of training provided but also by participant motivation during the learning process. Through the synergy of high-quality training and strong motivation, alumni competency can be optimized, equipping graduates to seize job opportunities or establish independent ventures

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