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## JOB TRAINING AS A PILLAR OF WORKFORCE DEVELOPMENT: GOVERNMENT EFFORTS TO ENHANCE LABOR COMPETITIVENESS

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### ABSTRACT

*In the era of globalization and rapid technological advancement, the labor market demands a workforce that possesses not only formal education but also skills that align with industry needs. Therefore, the government plays a role in enhancing workforce skills, one of which is through job training programs. This study discusses job training based on labor regulations in Indonesia and examines the role of job training in improving workforce skills to support the goals of workforce development in the country. The research employs a normative juridical method with a statute approach. The findings reveal that job training is regulated under several laws and regulations, including Law Number 13 of 2003 on Manpower, Government Regulation Number 31 of 2006 on the National Job Training System, and various Ministerial Regulations issued by the Ministry of Manpower. The role of job training programs provided by the government is a form of community empowerment, particularly for those classified as part of the labor force, to help them secure decent employment and reduce unemployment rates, thereby contributing to economic growth in Indonesia. This initiative also supports the achievement of Sustainable Development Goal number 8.*

**Keywords:** Job Training, Workforce Development, Sustainable Development Goals.

### ABSTRAK

Di era globalisasi dan perkembangan teknologi yang pesat, dunia kerja menuntut tenaga kerja yang tidak hanya memiliki pendidikan formal, tetapi juga keterampilan yang sesuai dengan kebutuhan industri. Oleh karena itu pemerintah hadir untuk meningkatkan keterampilan tenaga kerja, salah satunya melalui pelatihan kerja. Penelitian ini membahas mengenai pelatihan kerja menurut peraturan perundang-undangan bidang ketenagakerjaan di Indonesia dan peran pelatihan kerja dalam meningkatkan keterampilan tenaga kerja guna mendukung tujuan pembangunan ketenagakerjaan di Indonesia. Penelitian ini merupakan penelitian yuridis normatif dengan pendekatan *statute approach*. Hasil penelitian diketahui bahwa Pelatihan kerja telah diatur dalam beberapa peraturan perundang-undangan, antara lain Undang-Undang Nomor 13 Tahun 2003 tentang Ketenagakerjaan, Peraturan Pemerintah Nomor 31 Tahun 2006 tentang Sistem Pelatihan Kerja Nasional, dan beberapa Peraturan Menteri Ketenagakerjaan. Peran pelatihan kerja yang disediakan oleh pemerintah merupakan

bentuk pemberdayaan kepada masyarakat yang tergolong ke dalam angkatan kerja agar mendapatkan pekerjaan yang layak dan tidak meningkatkan angka pengangguran sehingga mendukung pertumbuhan ekonomi di negara Indonesia. Hal tersebut juga mendukung *Sustainable Development Goals* poin ke-8.

**Kata Kunci:** Pelatihan Kerja, Pembangunan Ketenagakerjaan, *Sustainable Development Goals*.

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## INTRODUCTION

Article 27 paragraph (2) of the 1945 Constitution of the Republic of Indonesia (UUD NRI 1945) states that "Every citizen has the right to employment and to a decent living for humanity". This article mandates that Indonesian citizens are entitled to obtain decent employment, and it is the responsibility of the government to prepare the workforce to enter the labor market.

The community members classified as part of the labor force play a significant role in preparing themselves to enter the workforce, with substantial support from the government through one of its core functions empowerment. Community empowerment is an effort undertaken by the government to encourage economic improvement among the people, with the ultimate goal of achieving social welfare.<sup>1</sup>

Community empowerment is a development process that encourages people to actively take initiative in carrying out social activities aimed at improving their own conditions and circumstances. This process can only take place if the community is directly involved and participates actively. Thus, the essence of empowerment lies in the development process itself, the initiative of the community, and the effort to improve their own situation independently.<sup>2</sup>

Over time, the concept of empowerment has evolved and been defined in various ways by experts who are deeply committed to efforts aimed at improving community welfare. One such definition comes from Ife, who states that empowerment means providing communities with resources, opportunities, knowledge, and skills to enhance their capacity to determine

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<sup>1</sup> Tunnaja, Wan Safina, and Adil Mubarak. "Fungsi Pemberdayaan oleh Pemerintah Kabupaten Gayo Lues dalam Meningkatkan Ekonomi Masyarakat Desa Agusen Kecamatan Blangkejeren." *JIIP-Jurnal Ilmiah Ilmu Pendidikan* 5, no. 12 (2022): 5647.

<sup>2</sup> Maryani, Dedeh, and Ruth Roselin E. Nainggolan. *Pemberdayaan masyarakat*. Deepublish, 2020, hlm.8.

their own future, as well as to participate in and influence life within their communities.<sup>3</sup>

The forms of empowerment carried out by the government for the community are diverse, one of which is through job training. Article 1 point 9 of Law Number 13 of 2003 on Manpower states that "Job training is the overall activity of providing, acquiring, improving, and developing work competencies, productivity, discipline, attitude, and work ethic at certain levels of skills and expertise in accordance with job levels and qualifications." Furthermore, Article 9 of the Manpower Law explains that "Job training is organized and directed to equip, improve, and develop work competencies in order to enhance capability, productivity, and welfare."

The objectives of job training as stated in Article 9 of the Manpower Law represent one form of the government's function in community empowerment. This is also in line with workforce development, which aims to ensure equitable employment opportunities and the provision of labor that meets the needs of both national and regional development.

Job training programs are available in each province in Indonesia and are facilitated by the government through the Department of Manpower and Transmigration. This department was established to support the implementation of proper labor development and placement, provide job training to unemployed members of the community, and serve as a registration body for job seekers. In addition, the department is also responsible for managing activities related to labor relations, including the resolution of industrial disputes. Over time, the Department of Manpower and Transmigration has expanded its functions not only focusing on job training, but also on labor placement, expanding employment opportunities, and empowering retired or post-employment workers.<sup>4</sup>

The Department of Manpower and Transmigration in each province organizes job training through Vocational Training Centers (Balai Latihan Kerja or BLK). A BLK serves as a facility equipped with the infrastructure to provide skills training for individuals seeking to acquire new competencies or

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<sup>3</sup> Sugiri, Lasiman. "Peranan pemerintah daerah dalam pemberdayaan masyarakat." *Publica* 2, no. 1 (2012): 57.

<sup>4</sup> Haifa, Afra Hanna, and Nurul Khikmah. "Tinjauan Pelaksanaan Fungsi dan Tugas Dinas Tenaga Kerja atas Pengawasan Hubungan Kerja dalam Lingkup Hukum Administrasi Negara (Studi pada Dinas Tenaga Kerja dan Transmigrasi Kota Semarang)." *Jurnal Ilmiah Wahana Pendidikan* 10, no. 12 (2024): 28-29.

deepen expertise in their respective fields. One example is the BLK in East Java Province, which offers training in various vocational areas such as Motorcycle Engineering, Computer Technician, Computer Operator, Fashion Design, Refrigeration Engineering, Housekeeping, Culinary Arts, and many others. Moreover, BLKs also offer training in foreign language skills, including English, Japanese, and Korean.<sup>5</sup>

The provision of job training by the government represents a form of empowerment for members of the labor force, enabling them to obtain decent employment and helping to reduce unemployment rates. This, in turn, contributes to economic growth in Indonesia. Such initiatives also align with Sustainable Development Goal (SDG) 8: Decent Work and Economic Growth, particularly target 8.3, which aims to promote development-oriented policies that support productive activities, the creation of decent jobs, entrepreneurship, creativity, and innovation, and to encourage the formalization and growth of micro, small, and medium-sized enterprises, including through access to financial services.

Based on the aforementioned background, the author is interested in conducting research focusing on the following problems: 1) How is job training regulated under labor laws and regulations in Indonesia? 2) What is the role of job training in improving the skills of the workforce to support the objectives of workforce development in Indonesia?

## RESEARCH METHOD

This research is a normative juridical study. It is conducted by examining literature or secondary data to address the issues raised in the research. According to Soemitro, the normative juridical approach involves analyzing and utilizing secondary data, in other words, studying legal norms as stipulated in laws and regulations. The data in this research is obtained from secondary sources, which include primary legal materials, secondary legal materials, and tertiary legal materials. Data collection is carried out using a statute approach. The data is then analyzed descriptively. This research aims to present a detailed, structured, and comprehensive overview of the role of job training in enhancing workforce skills in Indonesia.

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<sup>5</sup>Balai Latihan Kerja Jawa Timur. Diakses dari [pelatihan.disnakertrans.jatimprov.go.id](http://pelatihan.disnakertrans.jatimprov.go.id) pada hari Sabtu, tanggal 08 Maret 2025, pukul 19.35 WIB.

## RESULTS AND DISCUSSION

### Job Training According to Labor Laws and Regulations in Indonesia

#### 1. Law Number 13 of 2003 concerning Manpower

Article 1 point 9 of Law Number 13 of 2003 concerning Manpower states that "Job training is the overall activity of providing, acquiring, improving, and developing work competencies, productivity, discipline, attitude, and work ethic at certain levels of skills and expertise in accordance with the levels and qualifications of positions or jobs." Furthermore, Article 20 paragraph (1) of the same Law states that "To support the enhancement of job training in the context of workforce development, a national job training system shall be developed, which serves as a reference for the implementation of job training in all fields and/or sectors.

Job training aims to enhance productivity and work quality, support human resource planning, increase employee motivation, provide non-financial compensation, as well as improve aspects of health and workplace safety. Additionally, job training also plays a role in preventing the decline of skills and knowledge, and encourages the development of workforce competencies and expertise.<sup>6</sup>

Job training is conducted with consideration of the evolving needs of the labor market and the business sector. Training programs are designed to prepare the workforce to face the era of globalization and increasing job competition, as well as to serve as a strategic measure in responding to the impacts of economic crises in order to reduce unemployment. Through training, individuals can enhance their knowledge, abilities, and skills.<sup>7</sup>

#### 2. Government Regulation Number 31 of 2006 concerning the National Job Training System

Legally, Government Regulation Number 31 of 2006 was established to implement the provisions of Article 20 paragraph (2) of Law Number 13 of

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<sup>6</sup> Alfiani, Sucita, and Zuhrinal M. Nawawi. "Kebijakan Dinas Tenaga Kerja dalam pembukaan pelatihan dan perluasan kesempatan kerja di Kota Medan." *El-Mal: Jurnal Kajian Ekonomi & Bisnis Islam* 4, no. 1 (2023): 57.

<sup>7</sup> Yanti, Sella Gusmay Dwi, Ngabiyanto Ngabiyanto, Sunarto Sunarto, and Tutik Wijayanti. "Efektivitas Kebijakan Pelatihan Kerja Pada Pusat Pelatihan Kerja Daerah (PPKD) Jakarta Barat dalam Penyerapan Tenaga Kerja di DKI Jakarta." *Unnes Political Science Journal* 6, no. 2 (2022): 80.

2003 concerning Manpower. The substance of this Government Regulation explains the National Job Training System (Sislatkernas), the Indonesian National Qualifications Framework (KKNI), the Indonesian National Work Competency Standards (SKKNI), Competency-Based Job Training, the National Professional Certification Agency, and others.

The National Job Training System (Sislatkernas) was established with the aim of:

- a. To realize an effective and efficient national job training system in order to improve the quality of the workforce;
- b. To provide direction and guidelines in the implementation, development, and supervision of job training;
- c. To optimize the utilization and empowerment of all job training resources;
- d. Job training is established by the government based on the following fundamental principles;
- e. Oriented towards labor market needs and human resource development;
- f. Based on work competencies;
- g. A shared responsibility between the business sector, the government, and society;
- h. Part of lifelong professional development; and
- i. Implemented in a fair and non-discriminatory manner.

The Indonesian National Qualifications Framework (KKNI) was established to develop the quality of the workforce, structured based on work competency qualifications from the lowest to the highest levels. The KKNI consists of 9 (nine) levels, starting from qualification certificate level 1 (one) to certificate level 9 (nine). The KKNI serves as a reference in determining the qualifications of the workforce.

The Indonesian National Work Competency Standards (SKKNI) are developed based on the needs of business sectors, and at a minimum, they include technical competencies, knowledge, and work attitudes. The SKKNI are categorized into qualification levels, referring to the KKNI and/or job levels.

Training participants who have completed the training program are entitled to receive a training certificate and/or a work competency certificate. The job training certificate is awarded by the training institution to participants who have passed and completed the training program. The work competency certificate is awarded by the National Professional Certification

Agency (BNSP) to graduates of the training program and/or experienced workers after passing the competency test.

3. Minister of Manpower Regulation Number 6 of 2012 concerning Funding for the Job Training System

Minister of Manpower Regulation Number 6 of 2012 was established to implement the provisions of Article 18 paragraph (3) of Government Regulation Number 31 of 2006 concerning the National Job Training System. This regulation states that the funding of the job training system shall be carried out based on the principles of effectiveness, efficiency, accountability, transparency, fairness, adequacy, and sustainability.

Article 4 paragraph (1) of Minister of Manpower Regulation Number 6 of 2012 states that "Funding for the job training system is sourced from the State Budget (APBN), the Regional Budget (APBD), and other legitimate revenues." These other legitimate revenues may come from companies, the community, or other parties in the form of contributions, assistance, sponsorship, or other forms in accordance with the provisions of the laws and regulations.

Funding for the job training system is used for the following activities:

- a. Development of infrastructure, which includes competency standardization, competency-based training systems, competency certification systems, and the national job training information system.
  - b. Development of institutions, which includes competency standardization institutions, training institutions (LPK), accreditation institutions for LPK, work competency certification institutions, job training development institutions, and job training coordination institutions.
  - c. Socialization, which includes competency standardization systems, competency-based training systems, competency certification systems, and systems for the recognition and awarding of competencies.
4. Minister of Manpower and Transmigration of the Republic of Indonesia Regulation Number 11 of 2013 concerning Guidelines for the Implementation of the National Job Training System in the Regions

Minister of Manpower Regulation Number 11 of 2013 was established to implement the provisions of Article 21 paragraph (2) of Government Regulation Number 31 of 2006 concerning the National Job Training System. This regulation governs the implementation of the National Job Training

System (Sislatkernas) at the regional level, related to competency standardization, the implementation of job training, the development of training institutions (LPK), work competency certification, job training funding, and the coordination of Sislatkernas implementation.

Minister of Manpower Regulation Number 11 of 2013 was created to provide guidelines for Provincial Governments and Regency/City Governments in organizing Sislatkernas at the regional level, in accordance with their duties, authority, and responsibilities. This regulation aims to achieve synergy and integration in the implementation of Sislatkernas at the regulatory, policy, program, and activity levels, and to achieve the objectives of the national job training system (Sislatkernas) through the effective and efficient participation of local governments to improve the quality of the workforce.

Sislatkernas is related to regional autonomy policies. The goal of regional autonomy is to provide opportunities to ensure the welfare and equitable economic justice for all members of society.<sup>8</sup> Regional autonomy grants broad, real, and accountable authority to local governments, which is a strategic step towards the following two objectives:

- a. Regional autonomy is the answer to local issues, including poverty, uneven development, low quality of life for the people, and issues related to human resource (HR) development.
- b. Regional autonomy is a strategic step for Indonesia to welcome and face the era of economic globalization by strengthening the regional economic base.

One of the fundamental principles of job training is that it should be based on work competencies. To organize competency-based training, work competency standards are required. These competency standards serve as a reference in developing job training programs, work competency certification, and can also be used as a basis for recruitment and career development of workers by businesses or industries. There are three types of competency standards, namely: the Indonesian National Work Competency Standards (SKKNI), international standards, and specific standards.

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<sup>8</sup> Umar, Muhammad Agus. "Bonus demografi sebagai peluang dan tantangan pengelolaan sumber daya alam di era otonomi daerah." *Genta Mulia: Jurnal Ilmiah Pendidikan* 8, no. 2 (2018): 95.



The Indonesian National Work Competency Standards (SKKNI) is one of the strategies that can be used to respond to the ASEAN Economic Community (AEC). The AEC itself is an agreement that has been approved by Indonesia, which not only brings positive impacts but also has the potential to cause negative effects for the country.<sup>9</sup>

#### 5. Minister of Manpower Regulation Number 5 of 2022 concerning Accreditation of Vocational Training Institutions

Article 1, number 1 of Minister of Manpower Regulation Number 5 of 2022 states that "Accreditation is the process of granting formal recognition that a training institution has met the requirements to conduct vocational training activities." Meanwhile, Article 1, number 2 of the same regulation states that "Vocational Training is the entire activity to provide, acquire, improve, and develop work competencies, productivity, discipline, attitude, and work ethic at specific skill and expertise levels according to the rank and qualifications of a position or job.

In organizing vocational training, the government has institutions or legal entities known as Vocational Training Institutions (LPK). These institutions or legal entities must meet the requirements to conduct vocational training. LPK is a non-formal education institution aimed at the community to provide knowledge and skills. LPK plays a strategic role in improving human resource (HR) quality in Indonesia. As a complement to formal education, LPK offers short courses that focus on developing competencies in specific fields according to participants' interests. With a short yet intensive learning duration, training participants can quickly master practical skills that enable them to work immediately or start their own business independently.<sup>10</sup>

Article 3 of Minister of Manpower Regulation Number 5 of 2022 explains the Indonesian Training Quality Framework (KMPI). This framework is a quality assurance framework that must be met by Vocational Training

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<sup>9</sup> Taufan, Sonny, and Risang Pujiyanto. "Optimalisasi Kebijakan Standar Nasional Indonesia Dan Standar Kompetensi Kerja Nasional Indonesia Bidang Industri Kulit Dalam Menghadapi Masyarakat Ekonomi Asean." *ADIL: Jurnal Hukum* 9, no. 2 (2018): 22.

<sup>10</sup> Hadi, Parid Abdul, Rismawan Rismawan, and Ayi Najmul Hidayat. "Peran Manajemen Kurikulum dalam Mengembangkan Kompetensi Peserta Didik di Lembaga Pelatihan Kerja Irma." *Journal on Education* 5, no. 2 (2023): 3486.

Institutions (LPK) in order to offer nationally recognized qualifications, occupations, or competency unit clusters.

Vocational Training Institution accreditation is carried out based on the Indonesian Training Quality Framework (KMPI). The KMPI consists of 8 (eight) standards, which are: a) Work Competency; b) Vocational Training Program; c) Training Materials; d) Vocational Training Assessment; e) Instructors and Training Personnel; f) Facilities and Infrastructure; g) Governance; and h) Financial Management.

Accreditation of vocational training institutions is the implementation of the provisions of Article 16 of Law Number 13 of 2003 on Manpower and Article 12 paragraph (3) of Government Regulation Number 31 of 2006 on the National Vocational Training System. There is an Accreditation Body for Vocational Training Institutions (LALPK), which is an institution designated by the Minister to carry out the accreditation process.

In addition to the five regulations mentioned above, the government has also established other regulations related to vocational training that are still in effect today. These regulations include, among others:

1. Minister of Manpower Regulation Number 6 of 2024 concerning Procedures for Registering Activities of Government Vocational Training Institutions and Company-Based Vocational Training Institutions.
2. Minister of Manpower Regulation Number 4 of 2016 concerning Technical Guidelines for the Use of Non-Physical Special Allocation Funds in the Field of Vocational Training for Fiscal Year 2016.
3. Minister of Manpower Regulation Number 11 of 2014 concerning the Implementation of Vocational Training Programs for Correctional Inmates, as well as Social Rehabilitation and Reintegration for Former Inmates.
4. Minister of Manpower Regulation Number PER.23/MEN/IX/2009 concerning Education and Vocational Training for Indonesian Migrant Worker Candidates.
5. Minister of Manpower Regulation Number PER.07/MEN/V/2007 concerning Guidelines on Career Pathways and Education and Training Patterns for Functional Job Positions of Employment Placement Officers.

## **The Role of Vocational Training in Enhancing Workforce Skills to Support Employment Development Goals in Indonesia**

Various Types of Vocational Training Prepared by the Government According to Skills and Specializations, including:

1. Automotive (Dump Truck Operator, Fuel-Injected Motorcycle Servicing, Conventional Motorcycle Servicing);
2. Refrigeration (Maintenance and Repair of Household Air Conditioners);
3. Fashion Design (Garment and clothing construction);
4. Food Processing (Bread and Pastry Making);
5. Family Driver (Professional personal/family driver training);
6. Housekeeping (Professional housekeeping for domestic or hospitality sectors);
7. Welding Technology (Plate Welder SMAW 3G-UP/PF);
8. Electricity (Installation of Industrial Electrical Automation Systems and Installation of Basic Residential Electrical Systems);
9. Construction (Surveyor and Building Draftsman);
10. Manufacturing Technology (Operation of Lathe Machines, 3D Model Drawing Using CAD);
11. Electronics Engineering (Mobile Phone Technician-Hardware Repair)
12. Information and Communication Technology (Practical Office-Advanced, Practical Office-Basic, Junior Graphic Designer, Junior Computer Operator);
13. Business and Management (Japanese Language Level N5, Marketing, Digital Marketing, English for Front Liners, English for Junior Administrative Assistants, Office Administration Management)
14. Tourism (Bread Product Preparation)
15. Garment & Apparel (Assistant Garment Maker, Sewing Adult Women's Clothing, Sewing Basic Men's & Women's Clothing, Machine Sewing, Garment Operator).

There are various partners supporting the implementation of vocational training. These partners are spread across different regions, with a total of 7,114 registered partners as of April 13, 2025, classified as follows:<sup>11</sup>

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<sup>11</sup> Skillhub, (2025), diakses dari [https://skillhub.kemnaker.go.id/mitra/temukan-mitra?filters=accreditation:not\\_accredited%23Belum%20Terakreditasi](https://skillhub.kemnaker.go.id/mitra/temukan-mitra?filters=accreditation:not_accredited%23Belum%20Terakreditasi) pada tanggal 13 April 2025, pukul 21.15 WIB.

**Tabel 1. The number of partners based on their classification**

No	Classification According To	Details	Total
1	Type of Institution	Government	322 partner
		Company	21 partner
		Private	6771 partner
2	Institutional Conditions	Operate	6126 partner
		Not Operating	1 partner
		New	988 partner
3	Accreditation	Accredited	1331 partner
		Not Yet Accredited	5783 partner

Source: Processed by the author using data from the website [skillhub.kemnaker.go.id](http://skillhub.kemnaker.go.id)

Two (2) examples of partners from the total of 7,114 registered partners with various vocational fields or training programs are as follows:<sup>12</sup>

1. Regional Job Training Center (PPKD) Central Jakarta

The Central Jakarta Regional Job Training Center (PPKD Jakarta Pusat) is one of the accredited government-affiliated training partners. It operates as a Technical Implementation Unit under the Department of Manpower and Transmigration and was established in 2002, with a total of 34 staff members. PPKD Jakarta Pusat offers training in 12 vocational fields, including: Refrigeration, Information and Communication Technology, Food Processing, Business and Management, Garment Apparel, Tourism, Welding Technology, Automotive Technology, English Language, Culinary Arts, Fashion Design, and Beauty.

Several examples of training programs offered by PPKD Jakarta Pusat include the following:

**Tabel 2. Types of programs offered by the Central Jakarta PPKD**

No	Program Type	Vocational	Details	Capacity /Year
1	Bridal Makeup	Beauty Treatment	Mobile Training Unit (MTU)-Beauty	30
2	Language	Commerce-Business and Management	English for Professional Workforce	60

<sup>12</sup> *Ibid.*

3	<i>Graphic Design</i>	Business Administration - Information and Communication Technology	<i>Graphic Design</i>	60
4	Motorcycle Engineering	Automotive- Automotive Engineering	Motorcycle Engineering	60
5	Sew ( <i>Knitting, Woven</i> )	Garmin Apparel	Fashion Design (Sewing Clothes)	60
6	<i>Office Tools</i>	Business Administration- Information and Communication Technology	Computer Operator (Computer Operation)	60
7	<i>Technical Support</i>	Business Administration- Information and Communication Technology	Computer Engineering	60
8	Air Conditioning Engineering	Electricity- Refrigeration	Cooling Techniques	60
9	Hospitality	Various Vocational- Tourism	Housekeeping	60
10	Cullinary art	Various Vocations- Culinary Arts	Cullinary art	60

Source: Processed by the author using data from the website [skillhub.kemnaker.go.id](http://skillhub.kemnaker.go.id)

These programs are supported by adequate facilities such as classrooms, competency test centers, workshops, and others. In addition, they are also equipped with proper tools and equipment, including electric grinders, wash basins, aprons, automatic curling irons, and various other tools.

## 2. Job Training Center (UPT BLK) of Tangerang City

The Tangerang City Job Training Center (UPT BLK Kota Tangerang) is one of the government-affiliated and accredited training partners, established in 2003. It operates under the supervision of the Tangerang City Department of Manpower and Transmigration.

Currently, UPT BLK Kota Tangerang offers seven vocational training fields, including: Garment Sewing, Hospitality, Computer Operations, Graphic Design & Digital Printing, Refrigeration Engineering, Motorcycle Mechanics, and Culinary Arts. The center is supported by certified instructors and assistant instructors holding BNSP (National Professional Certification Agency) Competency and Methodology certifications.

Several examples of training programs offered by UPT BLK Kota Tangerang include the following:

**Tabel 3. Types of programs offered by UPT BLK Tangerang**

No	Program Type	Vocational	Details	Capacity /Year
1	Sew ( <i>Knitting, Woven</i> )	Garmen Apparel	Fashion	60
2	Hospitality	Various Vocational-Tourism	Hospitality	20
3	<i>Office Tools</i>	Business Administration-Information and Communication Technology	Computer Operator	80
4	Motorcycle Engineering	Automotive-Automotive Engineering	Motorcycle Mechanic	40

Source: Processed by the author using data from the website [skillhub.kemnaker.go.id](http://skillhub.kemnaker.go.id)

The Central Jakarta Regional Job Training Center (PPKD Jakarta Pusat) and the Tangerang City Job Training Center (UPT BLK Kota Tangerang) are two (2) examples of the 7,114 registered training partners. Vocational training partners play a crucial role in supporting the effectiveness and success of training programs organized by the government or training institutions. One

of the main benefits of having such partners is ensuring that the training materials are relevant to industry needs and labor market developments.

By involving businesses and industries as partners, training programs can be aligned with real-world standards and required job competencies, making graduates better prepared to enter the workforce. This alignment is essential in addressing the issues of unemployment and limited job opportunities.

The scarcity of available job opportunities often drives job seekers, particularly Indonesian Migrant Workers (PMI), to migrate in search of a better life abroad. In addition, the high wages or salaries offered in destination countries serve as a major driving factor for such migration.<sup>13</sup> This has prompted the government to enhance the effectiveness of job training programs.

Job training is one of the key pillars in labor development, aimed at improving the quality and competitiveness of Indonesia's workforce. Through structured programs tailored to industry needs, the government strives to create a skilled, adaptive, and globally competitive human resource base. These efforts form an integral part of the national strategy to reduce unemployment and generate productive and inclusive employment opportunities.

Government-provided job training serves as a form of empowerment for individuals within the labor force, enabling them to obtain decent employment and helping to prevent rising unemployment rates, thereby supporting economic growth in Indonesia. These efforts also align with Sustainable Development Goal (SDG) 8: Decent Work and Economic Growth particularly target 8.3, which promotes development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourages the formalization and growth of micro, small, and medium-sized enterprises, including through access to financial services.

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<sup>13</sup> Fatahillah, Muh Aqil, and Andi Tenri Padang. "Analisis Tentang Hukum Ketenagakerjaan Di Indonesia." *Siyasatuna: Jurnal Ilmiah Mahasiswa Siyasah Syar'iyah* 2, no. 2 (2021): 404.

## CONCLUSION

1. According to labor regulations in Indonesia, job training refers to all activities aimed at providing, acquiring, improving, and developing work competencies, productivity, discipline, attitude, and work ethic at specific levels of skill and expertise in line with job classifications and qualifications. Job training is regulated by several legal frameworks, including Law Number 13 of 2003 on Manpower, Government Regulation Number 31 of 2006 on the National Job Training System, Minister of Manpower Regulation Number 5 of 2022 on the Accreditation of Job Training Institutions, Minister of Manpower Regulation Number 11 of 2013 on Guidelines for the Implementation of the National Job Training System in the Regions, and Minister of Manpower Regulation Number 6 of 2012 on the Funding of the Job Training System.
2. The role of government-provided job training is a form of empowerment for members of the workforce to help them secure decent employment and avoid contributing to the unemployment rate, thus supporting economic growth in Indonesia. This initiative also aligns with Sustainable Development Goal (SDG) 8: Decent Work and Economic Growth, particularly Target 8.3, which aims to promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro, small, and medium-sized enterprises, including through access to financial services.

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