

Human resource management is not something that arises suddenly. It has been a long time since humans have lived in organizations, along with that human resource management has also been carried out. Organizational life that has long existed, such as in the fields of government, economy and society, requires a work unit that will specifically manage human resources. The most important milestone in marking the need for human resources was the onset of the Industrial Revolution in England. The impact of the Industrial Revolution not only changed the way of production, but also the handling of human resources that was different from before, the birth of various companies with the use of technology allowing the production of goods.



1. Prof. Dr. H. Sri Widodo, SAP., M.Si (Han)
2. Cynthia Rahmawati, S.Si., M.Si (Han) UNIVERSITAS DIRGANTARA MARSEKAL SURYADARMA
3. Dr. Sri Yanthy Yosepha, S.Pd., MM UNIVERSITAS DIRGANTARA MARSEKAL SURYADARMA



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Widodo, Rahmawati, Yanthy Yosepha

Prof. Dr. H. Sri Widodo
Cynthia Rahmawati
Dr. Sri Yanthy Yosepha

Teaching Material Book of The Management Human Resources

In Indonesia



**Prof. Dr. H. Sri Widodo
Cynthia Rahmawati
Dr. Sri Yanthy Yosepha**

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Dr. Sri Yanthy Yosepha

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**TEACHING MATERIAL BOOK
OF THE MANAGEMENT HUMAN RESOURCES IN INDONESIA**



- 1. Prof. Dr. H. Sri Widodo, SAP., M.Si (Han)**
- 2. Cynthia Rahmawati, S.Si., M.Si (Han)
UNIVERSITAS DIRGANTARA MARSEKAL
SURYADARMA**
- 3. Dr. Sri Yanthy Yosepha, S.Pd., MM
UNIVERSITAS DIRGANTARA MARSEKAL
SURYADARMA**



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN
RISET, DAN TEKNOLOGI
DIREKTORAT JENDERAL PENDIDIKAN
TINGGI, RISET, DAN TEKNOLOGI
Jalan Jenderal Sudirman, Senayan, Jakarta 10270
Telepon (021) 57946104, Pusat Panggilan ULT DIKTI 126
Laman www.diktiristek.kemdikbud.go.id

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NIP : 196209021982122001
Jabatan : Koordinator Penjaminan Mutu
Instansi : Direktorat Pembelajaran dan Kemahasiswaan

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Atas perhatian dan kerja sama yang baik, kami mengucapkan terima kasih.

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Kiki Yulianti
NIP 196407051988032002



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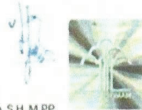
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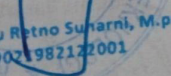
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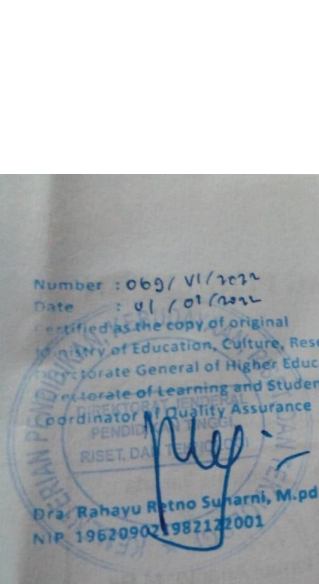
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- 2. The honorable Ir. H. Joko Widodo President of the Republic of Indonesia.**
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- 8. Dear To both parents who always help, support, accompany, motivate and pray best for God. All friends - friends who have helped and supported me in completing this book. All parties who have helped the author in completing this book. Hopefully the kindness of all parties involved in this research will be rewarded by Allah SWT with a better reply. Hopefully This book is useful for the world of education.**

The author realizes that in writing this book there are still weaknesses, therefore the author expects criticism and suggestions for the perfection of this book. Amen! Thank you for the help and guidance of all parties who are truly very invaluable, hopefully, God Almighty replies with the better.

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Dra. Rahayu Retno Suharni, M.pd.
NIP. 196209021982122001



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RISET, DAN TEKNOLOGI
DIREKTORAT JENDERAL PENDIDIKAN
TINGGI, RISET, DAN TEKNOLOGI
Jalan Jenderal Sudirman, Senayan, Jakarta 10270
Telepon (021) 57946104, Pusat Panggilan ULT DIKTI 126
Laman: www.dikti.kemdikbud.go.id

SPESIMEN TANDA TANGAN

Nama Pejabat : Dra. Rahayu Retno Sunarni, M.Pd.
Jabatan : Koordinator Penjaminan Mutu
Alamat Jabatan : Gedung D Lantai 7 Jalan Jenderal Sudirman, Senayan,
Jakarta 10270

TANDA TANGAN

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"In the name of Allah, the Most Gracious, the Most Merciful."

Our Lord! Bestow on us mercy from yourself, and facilitate for us our affair in the right way! O Allah, we ask you for safety, and well-being or freshness in the body and additional knowledge, and the mercy of your blessings, O Allah, sustenance, and repentance, and forgiveness of all sins. "In the name of Allah, the Most Gracious, the Most Merciful." Our Lord! Bestow on us mercy from yourself, and facilitate for us our affair in the right way! O Allah, we ask you for safety, and well-being or freshness in the body and additional knowledge, and the mercy of your blessings.

O Allah, sustenance, and repentance, and forgiveness of all sins. O Allah, we ask for protection, for everything that you have given us security and mercy and blessings, forgive our mistakes, our parents, partners and also our descendants and all of Allah's creation. Ya Allah, bestow always favors, fortune, keep us in the goodness and safety of the hereafter, enter us into your heaven without being sucked in on the last day, safe and healthy. O Allah, bless all of your creations in this world and in the hereafter, honor our arrival.

O Allah, cleanse us from all our sins, expand our place and our hearts, replace us with a house that is so beautiful and luxurious in this world and in the hereafter, Allah's heaven will treat us in this world. and in the hereafter, Allah is full of gratitude and full of love and grace, and also full of blessings, give us the best partners and offspring in the world and in the hereafter, O Allah, give us a peaceful life in the world and in the hereafter, convey all our practices that are beneficial to all of Allah's people.

O Allah, I ask anyone who has harmed or lied to or deceived my family and those who have harmed my parents, I ask you, O Allah, take away all the blessings in his life and take his life and enter the deepest hell, amen

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CHAPTER I

HUMAN RESOURCE MANAGEMENT FRAMEWORK

In chapter I the material presented is as follows:

1. History of the birth of HRM.
2. Definition of Human Resource Management (HRM).
3. HRM functions.
4. Objectives of HRM.
5. HRM policies and HRM activities.
6. HRM theory base

1. History of the birth of HRM

Human resource management is not something that arises suddenly. It has been a long time since humans have lived in organisations, along with that human resource management has also been carried out.

Organisational life that has long existed, such as in the fields of government, economy and society, requires a work unit that will specifically manage human resources.

The most important milestone in marking the need for human resources was the onset of the Industrial Revolution in England. The impact of the Industrial Revolution not only changed the way of production, but also the handling of human resources that was different from before, the birth of various companies with the use of technology allowing the production of goods.

The birth of various companies with the use of technology allows the production of goods on a large scale by utilising a lot of human labour. This massive use of manpower will require company owners to start thinking about salaries, placement, treatment of employees including their welfare. Finally, at that time, what was called the "Secretary of Welfare" was formed (Hasibuan, 1997). The main task of the welfare secretary is to think about how to

formulate the economic needs of workers and prevent workers from forming trade unions.

As the number of large-scale organisations grew, top managers felt that they were no longer able to deal with worker welfare issues on their own, so "welfare secretaries" were needed to assist them. In other words, it can be stated that these "welfare secretaries" actually pioneered the existence of specialists in human resource management.

The Industrial Revolution, which was born in England, had "spread" to various parts of the world at the beginning of the twentieth century, especially in mainland Europe and North America. One of the impacts of the Industrial Revolution was the establishment of more and more large companies engaged in the economy (industry, trade, mining). This development also had an impact on management life in general and human resource management in particular. Two great figures who became the father of management were Frederick W. Taylor and Henry Fayol.

Without knowing what the other was doing, it turns out that the two pioneers complemented each other. Taylor saw the scientific management movement as an attempt to increase efficiency and productivity, while Fayol focused more on improving the ability to solve managerial problems.

The emergence of various motivation theories in the 1940s with Abraham H. Maslow as the pioneer is evidence that attention is needed to the human element in an organisation. Human needs require fulfilment in a hierarchy, to support their achievements in work. All of this needs attention in human resource management.

2. Definition of Human Resource Management (HRM)

Organisations have various kinds of resources as 'inputs' to be converted into 'outputs' in the form of goods or services. These resources include capital or money,

technology to support the production process, methods or strategies used to operate, people and so on. Among these various resources, people or human resources (HR) are the most important element.

To plan, manage and control human resources requires a managerial tool called human resource management (HRM).

HRM can be understood as a process in the organisation and can also be interpreted as a policy.

policy.

As a process, Cushway (1994:13), for example, defines HRM as 'Part of the process that helps the organisation achieve its objectives'. This statement can be translated as 'part of the process that helps the organisation achieve its objectives'.

Meanwhile, Schuler, Dowling, Smart and Huber (1992:16) define HRM in the following formulation:

Human Resource Management (HRM) is the recognition of the importance of an organisation's workforce as vital human resources contributing to the goals of the organisation, and the utilisation of several functions and activities to ensure that they are used effectively and fairly for the benefit of the individual, the organisation, and society'.

Where the statement can be translated as follows:

Human resource management (HRM) is the recognition of the importance of an organisation's workforce as a vital human resource in contributing to organisational objectives, and the utilisation of several functions and activities to ensure that they are used effectively and fairly for the benefit of the individual, the organisation and society.

The focus of HRM is on managing people in the dynamics

of organisation-worker interactions that often have different interests. According to Stoner (1995:4) HRM includes the productive use of human resources in achieving organisational goals and satisfying the needs of individual workers.

Stoner adds that because it seeks to integrate the interests of the organisation and its employees, HRM is more than just a set of activities related to the coordination of the organisation's human resources. HRM is a major contributor to the success of the organisation. Therefore, if HRM is not effective, it can be a major obstacle in satisfying workers and organisational success.

Whereas in its policy sense, HRM is intended as a means to maximise the effectiveness of the organisation in achieving its goals. In this context, HRM is defined by Guest (1987) as follows:

Human resource management (HRM) comprises a set of policies designed to maximise organizational integration, employee commitment, flexibility and quality of work.

According to Guest, the policies taken by organisations in managing their human resources are directed towards the unification of organisational elements, employee commitment, organisational flexibility in operating and achieving maximum quality of work.

By referring to this understanding, the measure of effectiveness of HRM policies made in various forms can be measured on how far the organisation achieves unity of motion of all organisational units, how much commitment workers have to their work and organisation, to what extent the organisation is tolerant.

with change so as to be able to make decisions quickly and take steps appropriately, as well as how high the level of quality of 'outputs' the organisation produces.

3. HRM Functions

There are several main functions of HRM. In this book, five functions are presented, namely:

- Planning for HR needs

The function of planning for HR needs includes at least two main activities, namely: Planning and forecasting the organisation's labour demand in both the short and long term; Job analysis within the organisation to determine the tasks, objectives, skills, knowledge and abilities required.

Both functions are essential in carrying out HRM activities effectively. Staffing according to organisational needs

Once the HR needs are determined, the next step is to fill the available formations. In this staffing stage, there are two activities required, namely: Attraction (recruitment) of candidates or job applicants; Selection of candidates or applicants who are considered the most qualified.

Generally, recruitment and selection are held by focusing on the availability of prospective workers both outside the organisation (external) and from within the organisation (internal).

or from within the organisation (internal). A full description can be found in Chapter 4 on Recruitment and Selection.

Performance assessment

This activity is carried out after the candidate or applicant is employed in the organisation's activities. The organisation determines how they should work and then rewards them for their performance. On the other hand, the organisation must also analyse if there is negative performance where workers cannot achieve the set performance standards. In this performance appraisal, two

main activities are carried out, namely:

1. Assessment and evaluation of worker behaviour;
2. Analysing and motivating worker behaviour. This performance appraisal activity is considered very difficult for both the appraiser and the appraised. This activity is prone to conflict.

- Improving the quality of workers and work environment

Currently, the focus of HRM is on three strategic activities, namely: Defining, designing and implementing HR training and development program to improve employee capabilities and performance; Improving the quality of the work environment, particularly through quality of work life and productivity improvement program; Improving physical working conditions to maxim worker health and safety.

One of the outcomes that can be obtained from the three The strategic activity is increasing or improving the physical and non-physical quality of the work environment. • Achievement of the effectiveness of work relations After the required manpower can be filled, the organization then employs him, pays him a salary and provides conditions that will make him feel interested and comfortable working. For this reason, organizations must also establish standards for how effective working relationships can be realized. In this case there are three main activities, namely: 1. Acknowledge and respect workers' rights; 2. Conducting bargaining and establishing procedures for how worker complaints are submitted 3. Conduct research on HRM activities. The problems that must be addressed in the three main activities are very critical in nature. If the organization is not careful in dealing with every issue of workers' rights then what will emerge is protest actions like what has happened in many companies in Indonesia. 4. Purpose of HRM The exact objectives of HRM are very difficult to formulate because they vary in nature and depend on the stages of development that

occur in each organization. According to Cushway,

HRM goals include:

- Give external considerations in making HR policies to ensure that the organization has employees who are motivated and high performing, have employees who are always ready to cope with change and fulfill employment obligations legally;
- Implement and maintain all HR policies and procedures that enable the organization to achieve its goals;
- Assist in the development of the organization's overall direction and strategy, particularly with regard to HR implications;
- Provide support and conditions that will help line managers achieve their goals;
- Handle crises and difficult situations in employee relations to ensure that they do not hinder the organization from achieving its goals;
- Provide a medium of communication between workers and organizational management;
- Act as a custodian of organizational standards and values in HR management.

Meanwhile according to Schuler et al at least HRM has three main objectives, namely:

- Improve productivity levels
- Improving the quality of work life
- Ensuring that the organization has fulfilled the legal aspects.

Productivity is a very important organizational goal. In this case HRM can play a role in increasing organizational productivity. Organizations that have achieved high levels of productivity have unique HRM practices. Uniqueness refers specifically to a situation where:

- Organizations limit the role of HR according to the level of participation in making business decisions that implement business strategy;
- The organization focuses on using the available resources devoted to HR functions in mitigating any problems before adding new programs or seeking additional resources;
- The organization's HR staff takes the initiative to create programs and communicate with line management;
- Line management shares responsibility for the entire HR program;
- Company staff share

responsibility for HR policy formulation and program administration at all organizational levels.

HRM Policies and Activities To be able to understand HRM policies and activities, one can look at a specific approach. This approach uses HRM as a way to reconceptualize and reorganize the role of HR and to re-explain the duties and functions of the personnel department in the organization. Based on this approach, Guest stated that there are four main policies in HRM, namely: • Employee Influence • Human resource flow • Rewards systems • Work systems The four HRM policy focuses can be understood as a strategy to influence workers to direct them towards organizational goals. As a process of achieving goals, the organization organizes HR in a systemic mechanism in the form of HR flow (human resources flow) starting from HR planning, recruitment, selection, formulation of job analysis, and so on. Other policies relate to the reward system which is the main part of the organization to provide motivation to maximize work and the employment process.

Reward systems, for example, can be in the form of a remuneration package consisting of payroll, bonuses and incentives as well as various other forms of compensation. Within the organization, HR roles and functions must be aligned with other resource elements. Therefore, in making policies, the organization focuses its attention on how the work system is structured in such a way that there is compatibility between the HR movement and other resources. Meanwhile, referring to the opinions of other experts, Guest stated that HRM activities consist of four generic processes, namely: • Selections • Appraisals Rewards

Development An HR manager must at least master these four basic activities. Selection activities are nothing but related to the provision of staff and workers who will fill

various job formations and position in the organization. As a generic activity, selection will be followed by other activities, for example in the form of job placement which will be immediately accompanied by other generic activities, namely performance appraisal. Organizations must have standards that can be used as a measure in determining and assessing whether a worker has good quality work or vice versa.

Meanwhile, to motivate organizational workers to have a scheme in the form of a salary or wages and other rewards. To determine the amount and form of this award, the organization also has various references, the retribution of which can be seen in Chapter 6 concerning Remuneration. Meanwhile, the last generic HRM activity is development; HR (human resource development). HR development can be in the form of training education and other HR development programs. In general, HR development activities are directed at achieving skills, knowledge and abilities.

The direction of the HR development program is aligned with the development and progress of the organization. 6. HR Theory Base According to Guest, there is no theory in HRM. However, it cannot be denied that behind HRM stand implicitly various supporting theories. With reference to the results of several studies expert at Harvard University, Guest created a theoretical framework for HRM as can be seen in Figure 1.1. the following: The framework as described in the scheme above is considered as a theoretical basis for HRM by basing itself on the support of a number of cross-disciplinary theories. HRM is multidisciplinary.

Therefore, behind HRM can be found the disciplines of management economics, psychology, law, social history, and industrial relations. SUMMARY • Conceptually, HRM is different from personnel management. • HRM is needed to plan, manage and control HR. • There are at least five main

HRM functions, namely HR planning, staffing, performance appraisal, improving the quality of workers and work environment, and achieving the effectiveness of work relations. • HRM goals vary by organizational context. • Main policy areas in HRM include employee influence, human resource flow, rewards systems, and work systems. • HRM activities include four generic processes, namely selection, appraisal, rewards and development. • There is no theory in HRM, but behind it stands a number of theories from various disciplines. HRM is multidisciplinary.

QUESTIONS FOR DISCUSSION

Use reading or other literature to support the answers to the questions below.:

1. Why is HRM different from personnel management?
2. Explain the functions of HRM along with concrete examples?
3. Of the various HRM functions, which function is the most critical? Why is that?.
4. HRM goals are situational, meaning they depend on the specific organizational context. Why is that?
5. Describe the four main policies and four generic HRM activities?.
6. Explain the meaning of the term 'generic' in HRM activities?.
7. Explain why HRM is multidisciplinary?
8. Of the various disciplines that support HRM, which disciplines are most dominant in influencing the development of HRM (eg management, psychology, sociology, economics, politics and so on)? Why is that? Explain.

CHAPTER II RESOURCE PLANNING MAN

In chapter II, some material is presented as follows: 1. The meaning and importance of human resources. 2. HR planning. 3. HR Methods, Information and Forecasting. 4. HR planning, procedures and plans. 5. Planning HR functions.

Meaning and Importance of Human Resources Human resource planning will be carried out properly and correctly if the planner knows what and how human resources are. Human resources or manpower, abbreviated as HR, are the capabilities of every human being. HR consists of the thinking power and physical power of every human being. Strictly speaking the ability of every human being is determined by the power of thought and physical power. HR/human being is the first and main element in every activity carried out. Reliable/sophisticated equipment without an active HR role, means nothing.

What is Human Resources? Human resources are the integrated abilities of the individual's intellectual and physical abilities. Behavior and characteristics are determined by heredity and environment, while her work performance is motivated by the desire to fulfill her satisfaction. Thinking power is inborn intelligence (basic capital) while skills are obtained from business (learning and training). Intelligence benchmark Intelligence Quotient (IQ). If the IQ is below 79 (seventy nine), intelligence is lacking. If the IQ is between 80-119, the intelligence is medium, but if the IQ is above 120, the intelligence is high or genius. Individual intelligence and skills are implemented to create the best ideas, innovation, creativity, and work systems. Emotion Quality (EQ) EQ is the human ability to control emotions and socialize (social). If IQ is supported by EQ, then the realization of their opinions will be welcomed and enthusiastic by the community.

Bagaimana meningkatkan daya pikir dan daya fisik manusia?

Tabel 1.

Peningkatan Daya Pikir dan Daya Fisik

No	Daya Pikir	Daya Fisik
1.	<i>Makan makanan</i>	<i>Makan makanan yang bergizi tinggi</i>
2.	<i>yang bergizi tinggi</i>	<i>Pemeliharaan kesehatan yang baik</i>
3.	<i>Pemeliharaan</i>	<i>Olahraga yang baik dan teratur</i>
4.	<i>kesehatan yang baik</i>	<i>Mengikuti Pendidikan formal dan informal</i>
5.	<i>Mengikuti dan seminar</i>	<i>Mengikuti diskusi dan seminar</i>
	<i>Dan lain sebagainya</i>	<i>Dan lain sebagainya</i>

A person's behavior can be improved in a sakinah household, a good social environment, good faith development, fair and firm law enforcement, role models for embracing the culture of shame, and so on. Desire for achievement (N.Ach), can be increased by providing stimulation and driving force so that the morale increases. Physical feeling and physical thinking are also always present in every individual. This physical means the way a person assesses the environment (subordinates). If physical feeling is more dominant than physical thinking, a person will judge the environment (subordinates) based on likes and

dislikes, so the assessment is subjective.

If physical thinking is more dominant and physical feeling, a person will judge his environment (subordinates) based on Right or Wrong, so his assessment is objective. D. Yung divided humans into two groups according to the direction of attention, namely: 1. Introversive type, if his attention is mainly directed inward to himself. These people are called introverts with egoistic characteristics, happy to be alone, quiet, less sociable, and always put their personal interests above the public interest.

Extroversive type, if his attention is mainly directed to his surroundings. This type of person is called an extrovert whose characteristics are open-hearted, happy, friendly in association, social, and place public interests above personal interests. 3. Ambiversive types are people who are between extroverts and introverts. Physical Power Intended as a person's strength and endurance to do hard work and work for a long time, as well as his resistance to disease.

For example, some people are only able to work 4 hours a day, but some are up to 8-10 hours a day. Physical strength is very important and is a determinant for a person to be able to achieve his goals. Humans are the person, while HR is the ability of the totality of thought and physical power contained in that person. The quality of human resources must be improved so that work productivity increases, so that a prosperous life is achieved. Prosperous life is defined as relatively able to meet their needs and feel safe in enjoying them. Dr. Toshitaka Nomi, argued that Blood type reveals human nature as follows. 1. Blood type A can be trusted. 2. Blood type B is gentle. 3. Blood type AB is emotional. 4. Blood type O gifted leader. Douglas McGregor distinguishes humans by: 1. Theory X 2. Theory Y

Personality Theory a. Theory of nature (Trait Theory).
b. Psychodynamic Theory (Psychodynamic Theory) by

Freud. c. Humanistic Theory (Humanistic Theory) by Carl Rogers. HR approach Human resources are the integrated abilities of the intellect and physical abilities possessed by each individual. The HR approach is divided into a micro approach and a macro approach. Micro Approach The micro approach means analyzing and studying human resources from a narrower scope within the company.

The main problems analyzed and studied in the micro approach include the following. 1. The relationship and role of the workforce in the company. 2. MSU functions within the company. 3. HR is studied from the point of view of the interests of the company and employees. 4. HR is learned from the productivity and welfare of employees. 5. Human resources are reviewed from government labor regulations. Macro Approach A macro or human resource economic approach, in which human resources are studied and analyzed extensively and thoroughly, both nationally and internationally.

The main things that are studied and analyzed in this macro approach are as follows. 1. Quality and quantity of available human resources. 2. Comparison of human resources with existing jobs. 3. Age composition and education level of existing human resources. 4. The rate of population growth and its distribution. 5. Cultural, cultural and religious background of existing HR. 6. The level of productivity of existing human resources. 7. HR education and health. 8. Discipline and HR loyalty. 9. Awareness of defending the country from human resources. Labor Workers are people/HR who have been able to fulfill the requirements set out in the Labor Laws of the country concerned. Labor is grouped into tenants, employees, and the unemployed. Entrepreneurs are people who own companies by investing their wealth, and Revenue comes from company profits. So, the income is not known in

advance.

Employees are people who sell services and their income is compensation, the amount of which is known in advance. Employees consist of managerial and operational. Managerial are people who have subordinates, so that part of the work can be delegated to their subordinates to be done. Operations are people who have to do the work delegated to them themselves. Unemployment exists are people who have no job and no income. .then, his needs become the burden of people who work. Development of HR Approach The development of the HR approach is influenced by progress in culture, science, and human rights. Human resources are an integrated totality of thinking and physical abilities originating from humans.

Approach to employees, among others, as follows. a. Employees are considered and treated as merchandise. b. Employees are considered and treated as HR. c. Employees are considered as machines. d. Employees are considered and treated as human beings. e. Employees are considered and treated as partners. 2. Human Resource Planning Human Resource Planning or Human Resources Planning abbreviated PSDM is the first and main function of Human Resource Management. HRD is processed by planners (planner) and the results become a plan (plan). In the plan, objectives and implementation guidelines are set as well as being the basis for control.

Without a plan, control cannot be exercised, and without control, whether or not the implementation of the plan is good or bad cannot be known. What is the Role of PSDM? Planning is a matter of choosing, namely selecting goals and the best way to achieve these goals from several existing alternatives, without alternatives, there is no planning. Planning is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization and

formulations of proposed activities believed necessary to achieve desired results.

(George R. Terry) (Planning is choosing and connecting facts and making and using assumptions about the future by describing and formulating the activities needed to achieve the desired results). Planning is fundamentally choosing and a planning arises only when an alternative course of action is discovered (Billy E. Goetz) (Planning is a fundamental choice and planning problems arise, if alternatives exist.) Plan is the representation of anything draw on a plan and forming a map or chart (the plan of a town). Disposition of parts according to certain designs. (The New Webster Dictionary) (Plan is defined as a statement of everything that is desired which is described in a pattern or maps, charts, or statements of the parts according to a certain pattern). Plans are a number of decisions that serve as guidelines for achieving a particular goal.

So, every plan contains two elements, namely objectives and guidelines. (Drs. Malayu S.P. Hasibuan) Human resource planning or man power planning has been defined as the process of determining man power requirements and the means for meeting those requirements in order to carry out the integrated plans of the organization. (Andrew F. Sikula in his book Personnel Administration and Human Resources Management) (Human resource planning or workforce planning is defined as the process of determining the need for manpower and how to meet those needs in order to carry out the integrated plans of the organization).

Human resource planning is the process of forecasting future human resource needs of an organization so that steps can be taken to ensure that these needs are met. (Thomas H. Stone in his book Understanding Personnel Management) (Human resource planning is the process of forecasting the future human resource requirements of an organization so

that steps can be taken to ensure that these needs can be met).

Human resource planning may be described as a process that seeks to ensure that the right number and kinds of people will be in the right place at the right time in the future, capable of doing those things that are needed so that the organization can continue to achieve its goals. (John B. Miner and Mary Green Miner in his book Personnel and Industrial Relations) (Human resource planning can be described as a process that seeks to ensure the right number and type of employees will be available in the right place at the right time for the future, able to do the things necessary for the organization to continue to achieve its goals). Human Resource Planning Human resource planning is planning the workforce to fit the needs of the company and to be effective and efficient in helping the realization of goals. (Drs. Malayu S.P. Hasibuan 1990) This HR planning is to establish programs for organizing, directing, controlling, procuring, developing, compensating, integrating, maintaining, disciplining, and terminating employees. So, in the HR plan, all the things mentioned above must be determined properly and correctly. HR Planning Objectives

1. To determine the quality and quantity of employees who will fill all positions within the company.
2. To ensure the availability of present and future workforce, so that every job has someone to do it.
3. To avoid mismanagement and overlap in the implementation of tasks.
4. To facilitate coordination, integration and synchronization (KIS) so that work productivity increases.
5. To avoid shortages and or excess employees.
6. To serve as a guideline in establishing programs for the withdrawal, selection, development, compensation, integration, maintenance, discipline and termination of employees.
7. Become a guide in carrying out mutations (vertical or horizontal) and employee retirement.

8. Become the basis for evaluating employees.

HRM Methods, Information, and Forecasting PSDM method The PSDM method is known for its non-scientific and scientific methods. The non-scientific method means that HR planning is only based on experience, imagination, and estimates from the planning. This kind of HR plan has quite a big risk, for example the quality and quantity of the workforce does not match the company's needs. As a result, mismanagement and waste arise which are detrimental to the company. The scientific method means that HR planning is carried out based on the results of analysis of data, information, and forecasting from the planners. This kind of HR plan has relatively little risk because everything has been calculated beforehand. In this scientific method, data and information must be accurate, as well as good and correct analysis.

What is data and information? Data are real events in the past, both secondary data and primary data. Information is the result of data processing and provides information to the recipient. Information is data that has been processed into a form that is meaningful to the recipient and is real or perceived value in current or prospective decisions. (Gordon B. Davis) (Information is data that has been processed into a form that is meaningful to the recipient and has real or perceived value in current decisions or decisions decision is forthcoming).

New human resource planning can be carried out properly and correctly if information about job analysis, organization and the situation of labor supply is obtained. **Job Analysis** Job analysis provides information about job activities, job standards, job context, personnel requirements, human behavior, and the tools used. **Job description** provides information about the duties and responsibilities of an official in a position. **Job specification**

provides information about the qualifications of human resources who will hold a position. Job evaluation provides information about the severity of the job, job risks, and job salaries. Job enrichment provides information to enrich jobs in certain vertical positions.

Job enlargement provides information to enrich horizontal types of work. Work simplification provides information for job specialization, as companies develop: Organization The organization provides information on the following. 1. The goal to be achieved, whether profit or provide services. 2. Type of organization, whether line, line and staff, functional, or committee organization. 3. Basic departmental and organizational structure. 4. Span of control of each department/section. 5. Organizational, individual, or collective leadership. 6. Number of employees and managerial and operational details. 7. Types of authority delegated in the organization. 8. Levels of official positions.

Labor Supply Situation provides information on the following. 1. Labor supply and HR capability level. 2. Types, age composition, education level, and distribution or equal distribution of labor. 3. Government labor and compensation policies. 4. System, curriculum, and levels of HR education. If the above information is obtained by the planner completely and accurately, then the HR planning will be good and correct. If the HR plan is good and correct, HRM realization will be smooth.

Forecasting A good HR planner is if he can predict the future by projecting the results of the analysis of the information he has obtained. Forecasting is usually for the next 5 years. If his predictions are close to the truth, the plan is sound and correct, because he can read the future situation well. Forecasting purposes, among others, for the following things. 1. Forecasting the need for and supply of existing manpower. 2. Forecast the progress of companies

and technology so that training must be carried out with the right curriculum. 3. Forecast the progress of education and human resource capacity building. 4. Forecast the need for different types of skills and types of human resources (male-female) in the future. 5. Forecast the government's labor policies, such as age, minimum wage, and working hours.

4. Planning HR Procedures and Plans
Planners (Planner) are people, both individuals and groups, who process planning (Planning) the results of which become a plan (Plan).
HR Planning Requirements
1. Must clearly know the problem to be planned.
2. Must be able to collect and analyze information about HR.
3. Must have extensive knowledge about the Job Analysis, organization and situation of HR supply.
4. Must be able to read the current and future HR situation.
5. Able to predict human resource development and future technology.
6. Extensive knowledge of government labor regulations and policies.

HR Planning Procedures
1. Define clearly the quality and quantity of human resources required.
2. Collect data and information about HR.
3. Classify data and information and analyze it.
4. Define several alternatives.
5. Choose the best of the existing alternatives into a plan.
6. Informing plans to employees to be realized.
HR Plan
The HR plan must be good and correct, so that the coaching and directing of employees is effective and efficient in carrying out their duties. The characteristics of good and correct HR, among others, are as follows.
1. Plans must be thorough, clear, and easy for employees to understand.

Job descriptions for each personnel are clear and there are no overlaps in the implementation of work.
3. The quality and quantity as well as the placement of employees in accordance with the needs of the company. The principle of the right man in the right place and the man in the right job.
4. The plan must clearly define work relationships, channels

of command, and responsibilities. 5. Plans should be flexible in their execution, but their goals, guidelines, and basic patterns are fixed. 6. The plan must regulate mutation (vertical-horizontal), regulations and penalties, development, methods of assessment and those who are assessed, and so on. 7. The plan must contain clearly the rights and obligations of employees. 8. The plan must be a guideline, clarity of tasks that drives employee morale. 9. Plans must be used to be a good control tool.

Plan Period 1. Long-term plans, more than 5 years, such as retirement plans and others. 2. Intermediate time plan, 3-5 years, such as promotion plans, demotions, and others. 3. Short-term plans, 1-2 years, such as selection plans and others. The importance of PSDM HRD is necessary for the benefit of individuals, companies and national. Individual Interests HRM is important for everyone because with HRM he can set the goals he wants to achieve. To achieve these goals or ideals, the activities will be more directed, effective and efficient. In addition, he can assess how far the objectives have been achieved each period. For example, plan education, career, economy, and others.

Company Interests HRM is very important for every company (organization) to be able to increase efficiency and efficiency in achieving company goals. With human resource quality, quantity, and proper placement of employees according to company needs. The company's HRD will also be able to assess whether the company is progressing or not, as well as whether employee control can be exercised. National Interest HRM for the national interest is very important because the progress of a country lies in the superiority of its human resources.

The higher the quality of human resources, the progress of the country will be faster too. Therefore, the government must plan to improve the quality of human resources so that

the country's development runs smoothly and quickly. Without good quality human resources, it is difficult for a country to achieve rapid progress. Improving the quality of human resources can only be done with good and correct human resources. For example, HRD in the areas of population growth, health, education and discipline. PSDM Constraints HRM constraints, among others, include the following.

HR Capability Standards There is no definite and accurate HR capability standard, as a result, information on HR capabilities is only based on subjective predictions. This is a serious obstacle in HRM to calculate HR potential with certainty, such as machine energy information. So, HRM in the field of ability is very difficult, so that HR is good and right to face obstacles. **2. Humans (HR) Living Beings** Humans as living beings cannot be completely controlled like machines. This is a HRM constraint, because it is difficult to account for everything in the plan. For example, he is capable but lacks the ability to give up his abilities. **3. HR situation in the constraints of a good and correct human resource planning process.** Supply, quality, and population distribution that do not support the company's HR needs. **4. Government Labor Policy** Government labor policies, such as compensation, gender, foreign nationals, and other constraints in HRM to make plans good and right.

Challenges in HRM are both external and internal. **a. External Challenges** cover the fields of economics, social politics, legislation, technology, and competition. **b. Internal Challenges** include budgets, product and sales estimates, new businesses or activities, and so on. **5. Planning HRM Functions** Human resource management by the authors is divided into several functions with the following objectives. **a. Analysis of the discussion is systematic, orderly, and good** so that it is easy to understand. **b. To be a guideline for**

managers in carrying out leadership steps in the field of human resources. In order for each HRM function to be implemented properly and precisely, it is necessary to plan in advance. 1. Organizational Planning Organization as a tool and place for people to work together, integrated, coordinated, effective and harmonious, needs to be planned in advance.

Things that need to be planned in organizing, among others, as follows. 1. The size of the organization needed, so that it can effectively and efficiently help achieve goals. 2. The most appropriate type of organization, whether line organization, line and staff organization, functional organization, or committee organization. 3. Relationships and channels of command and responsibility within the organization. 4. Structure (Organization Chart) and number of departments/sections. 5. Job descriptions for each position, so that overlapping in the implementation of tasks can be avoided.

The control range for each department/section is appropriate. If organizational planning is good, the organization will run effectively and efficiently to help achieve the desired goals. 2. Briefing Planning HR direction needs to be planned so that they work actively, effectively and efficiently to help achieve it company goals. Things that need to be planned in directing human resources include the following. 1. Company regulations and penalties for violating them. 2. Delegation of Authority, whether decentralized or centralized authority. 3. The manner in which the communication is carried out and the communication symbolism given. 4. Motivating tools and ways of giving them. 5. Arrangements for giving incentives and incentive wages. 3. Control Planning HR control must be planned as well as possible, so that the implementation of control is effective.

Control must know as early as possible the occurrence

of errors and take corrective action. Things that need to be planned in control, among others, as follows. 1. System and points to be assessed. 2. The period and process of the assessment to be carried out. 3. The valuation method to be applied. 4. Actions resulting from an assessment of HR. 4. Procurement Planning Procurement (procurement) of human resources must be planned properly and correctly so that the quality and quantity of human resources is in accordance with the needs of the company.

The things that need to be planned in the procurement of human resources, among others, are as follows. 1. Determination of the number and quality of human resources to be needed. 2. Sources of prospective employees and methods of withdrawal. 3. Basis, system, method, and levels of selection to be made. 4. Qualifications and selection procedures to be carried out. 5. Methods of placement of prospective employees to be carried out. 5. Development Planning HR development must be planned appropriately so that development can increase the productivity of present and future employees.

Things that need to be planned in HR development, among others, are as follows. 1. Development goals and participants. 2. Methods and curriculum development that will be provided. 3. Benchmark development method to be applied. 4. Basis of assessment and elements assessed. 5. Principles and basics of employee promotion. 6. Development costs to be incurred. 7. Assessor and scope of assessment 6. Compensation Planning HR compensation needs to be well planned, so that it can encourage employee morale.

The things that must be planned in compensation, among others, are as follows. 1. Basis, system, and method of compensation to be applied. 2. Compensation policy to be enforced. 3. Time of payment of compensation to be applied.

7. Integration Planning Integration needs to be planned as well as possible so that employees are motivated. The things that need to be planned for integration include the following.

- 1. The integration method to be carried out.**
- 2. The tools and types of motivation that will be provided.**
- 3. Leaders and collective bargaining agreements.**
- 4. Costs for motivational tools issued.**
- 8. Maintenance Planning** Maintenance needs to be well planned so that labor turnover is relatively low.

The things that must be planned, among others, are as follows.

- 1. Types of economic welfare to be provided.**
- 2. Types of facility welfare to be given.**
- 3. Types of welfare services to be provided.**
- 4. The costs that will be incurred.**
- 5. How and when to provide welfare.**
- 9. Discipline Planning** Discipline as a reflection of employee responsibilities must be planned as well as possible. The things that should be planned, among others, as follows.

- 1. Company regulations and sanctions that will be given.**
- 2. Monitoring system to be implemented.**
- 3. Settlement of competition conflicts that will be enforced.**
- 10. Dismissal Planning** Dismissal (separation) of HR must be planned as well as possible so as not to cause difficulties for the company. Because sooner or later all employees will quit for various reasons.

Every employee who quits will bring costs (withdrawal, selection, development) that are detrimental to the company. Matters that need to be considered in terminating HR, include the following.

- 1. Determination of the conditions for the status of each employee in the company (permanent, contract, probationary, etc.).**
- 2. Plan dismissal regulations related to HR status and reasons for dismissal.**
- 3. Planning retirement requirements and payment of pension and/or severance pay.**
- 4. Planning dishonorable discharge procedures.**
- 6. HR audits** The HR audit is a follow-up to the realization of the plans that have been made.

An HR audit is important and absolutely must be carried

out to find out whether employees are working properly and are behaving according to plan. The implementation of an HR audit is very important for the company as well as for the employees concerned. Audit Interests for the Company 1. To determine employee performance. 2. To determine the amount of compensation for the employee concerned. 3. To know the creativity and behavior of employees. 4. To determine whether employees need to be transferred (vertical or horizontal) or dismissed. 5. To find out whether the employee can work together with other employees.

Audit Interests for SLIM 1. To fulfill the satisfaction of the human ego, which always wants attention and gets value/praise from its work. 2. Employees want to know whether their work performance is better than other employees. 3. For the benefit of services and promotions. 4. Familiarize the relationship between employees and their leaders. Purpose of HR Audit 1. To find out whether the implementation and work results of employees are in accordance with the plans that have been set. 2. To find out whether all employees can complete the job description properly and on time. 3. As a guideline for determining the amount of remuneration for each employee.

As a basis for consideration of awarding praise and or punishment to each employee. 5. As a basis for considering the implementation of vertical transfers (promotion or demotion), horizontal, and or transfer of duties for employees. 6. To motivate increased morale, work performance, and employee discipline. 7. To avoid errors as early as possible and corrective actions can be taken as soon as possible. 8. As a basis for considering employee participation in development (educational training). 9. To fulfill ego and satisfaction by paying attention to their value. 10. As an effective guideline in carrying out the selection of employee recruitment in the future. 11. As a basis for

reassessing the HR plan whether it is already good or not, or still needs to be refined.

HR Audit Implementation HR audits are carried out by direct superiors and HR affairs managers, both individually and collectively. HR audits are carried out formally and informally, both directly and indirectly (written reports).

A formal audit is carried out by a direct superior or a sanctioned person. Informal audits are carried out by the community so they cannot provide sanctions, but the assessment is very objective so it is necessary to pay attention to formal assessors as input. A new HR audit has meaning if there is follow-up on the results. This is necessary so that employees are motivated to improve discipline, morale, and behavior.

HR Audit Follow Up 1. If the audit score is good, an increase in remuneration (salary and/or employee benefits), promotion, and/or awards such as service stars, certificates, and others will be given. 2. If the audit score is less/bad, penalties such as salary not being increased, demotion, and/or dismissal will be imposed. **HR Audit Scope** The scope of the HR audit, methods, systems, assessment methods, and appraisers must be clearly communicated to employees so that they know about it. The scope of the HR audit, namely what, why, where, when, who, and how is abbreviated as 5W + 1 H. What (what) is assessed, namely work performance, behavior, loyalty, honesty, cooperation, leadership, loyalty now, future potential, nature, and work results.

Why is graded, to upgrade to employee job satisfaction, interests, development, and others. Where is assessed, on or off the job. When (when) is assessed, namely periodically (formal) and continuously (informal). Who (who) assesses, i.e. direct supervisor, supervisor of his direct superior, and or a team formed in the company. How (how) is the assessment, namely with traditional methods or modern

methods. Traditional methods such as rating scale, employer comparison, alternative ranking, paired comparison, and others.

QUESTIONS FOR DISCUSSION

- 1. Modern methods such as assessment centers and Management By Objective or Management Based on Targets (MBS = MBO). Explain why HR is important?**
- 2. Draw and explain the concept of HR?.**
- 3. Give some definitions of PSDM?**
- 4. Explain and give several reasons why HRM is very important?**
- 5. Explain D.Yung and Me Gregor's opinion about humans?**
- 6. How to increase human thinking power and physical power?**
- 7. Explain about the micro and macro approaches to HR?**
- 8. Why is information about HR necessary for PSDM?**

CHAPTER III DEVELOPMENT & EMPOWERMENT HUMAN RESOURCES.

In chapter III, some material is presented as follows: 1. Development. 2. HR Empowerment. 1. The Importance of Development Employee development (human resources), both new and old, needs to be carried out in a planned and sustainable manner. Therefore it is necessary to determine in advance an employee development program. The development of these employees is felt to be increasingly important because of the demands of work and positions as a result of advances in science and technology and the increasingly intense competition among similar companies. Company leaders basically realize that new employees generally only have theoretical knowledge from school, therefore it is necessary to develop real abilities to be able to carry out their duties.

Likewise for old employees, training is always needed because of the demands of new assignments both in the context of dealing with transfers and promotions. Employee development programs should be carefully structured and method based scientifically and guided by the skills needed by the company both now and in the future. Training as a form of employee development is a continuous process. New problems, new procedures, new equipment, new knowledge and positions always arise in dynamic organizations. To deal with these changes required instructions, guidance to workers.

The emergence of these new conditions has encouraged management to continuously pay attention to and develop sustainable development programs. Development is an effort to improve the technical, theoretical, conceptual and moral abilities of employees according to the needs of the job/position through education and training. Education itself

is related to increasing general knowledge and understanding of the environment as a whole. While training is an effort to increase the knowledge and expertise of an employee to do a particular job.

According to Jan Bella, as quoted by Hasibuan (1997), states that: "education and training are the same as development, which is a process of increasing work skills, both technical and managerial." Theory-oriented education, carried out in class, lasts a long time and usually answers why. Practice-oriented exercises carried out in the field are short and usually answer how. Often the term development is interpreted the same as the term education for industrial circles. This is not wrong, indeed the development itself includes education and training. Because after all employee development involves increasing knowledge and skills in carrying out tasks.

Gilley and Steven (1991) explain that human resource development is organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual and/or organization. (Human resource development is a learning activity that is organized and designed within an organization to improve performance and/or improve personal in order to achieve the goal of improving individual and/or organizational tasks).

Meanwhile there are also companies that use the term "training". The reason for using training is to better adapt to practice conditions without reducing the meaning of employee development in an organization. However, human resource development is related to the development of people in organizations (Gilley and Steven, 1991).

2. Development Goals

The purpose of employee development is to improve the effectiveness of employees in achieving predetermined work results. Improvement of work

effectiveness can be done by improving knowledge. Skills and attitudes of employees about the tasks they carry out. Gilley and Steven (1991) stated that the purpose of human resource development is to increase knowledge, skills, attitude and behavior in implementing an organization.

There are several objectives to be achieved by implementing employee development, namely: 1. Increasing work productivity 2. Increase efficiency 3. Reduce damage 4. Avoiding (reducing) accidents 5. Improving services (consumers) 6. Improve and increase employee morale 7. Improve career 8. Improving the way of thinking conceptually 9. Improve leadership 10. Improving performance which in turn has an impact on increasing remuneration (salary). In other words, employee development will provide benefits to the company, employees and consumer society in achieving its goals. Another benefit that can be reaped from the implementation of development and training programs is to grow and maintain harmonious relationships between members of the organization. This can happen because: 1) There is a process effective communication; 2) There is the same perception about the tasks carried out; 3) Compliance of all parties to various normative provisions; 4) There is a good climate for the growth of all employees; And 5) Making the organization a more pleasant place to work Employee development includes all aspects of knowledge, skills and attitudes.

Because of knowledge and skills alone are suggested to be insufficient, it is necessary to add the development of employee attitudes in dealing with tasks.

The existence of differences in development objects (knowledge, skills and attitudes) will bring consequences in the use of development methods. The development of knowledge which is an intellectual process can be carried out by means of schools, lectures, teaching programs.

Attitude development is carried out through a process of psychological dynamics, namely through the game method, sensitivity training, while skills development is carried out by training/practice. a. Employee Development Process In order for employee development to achieve optimal results, the development must be based on the correct procedures.

These steps include: 1. Determination of needs 2. Goal setting 3. Determination of program content 4. Identify learning principles 5. Implementation of the program 6. Evaluation of program implementation Determination of Needs Determination of absolute needs is done to determine whether or not a development program is necessary. Because the implementation of the development program is closely related to funding. There are two important things that need to be identified in determining needs, namely: current problems and new challenges that are expected to arise in the future. In identifying the need for training and development, there are at least three parties involved, namely: (1) the organizational unit that manages human resources, (2) managers of various units, and (3) employees concerned. Information on the needs and desires of the three parties to work is then discussed together with the employee training and development section.

In addition to information from these three parties, the employee development section can also utilize other sources such as: a. pre-arranged employee career planning b. list of job performance appraisals c. notes on production d. various reports on complaints, work safety, and absenteeism e. employee mutation data f. results of "exit interview" Goal Setting Based on the analysis of the needs for training and development various targets can be set. The goals to be achieved can be technical skills in doing a job (technical skills) or to improve leadership skills (managerial skills) and conceptual skills. This target setting must be based on the

position or job requirements of the employee concerned.

The benefits of knowing the targets of development activities are: (1) as a benchmark for determining the success or failure of the development program, (2) a basis for determining the curriculum and training methods.

Determination of Program Content The form and nature of a program at least determined by the results of the needs analysis and the goals to be achieved (technical, managerial or conceptual skills). In the training and development program, it must be clear what is to be achieved. The objectives of the material to be provided in order to achieve these objectives are outlined in the training curriculum. The curriculum or the name of the lesson to be given must support the achievement of development goals. The curriculum is determined systematically including the number of meeting hours, methods and evaluation systems.

Learning Principles In order to achieve optimal results, the employee development program must pay attention to the principles of learning.

There are five principles that must be considered, namely: participation, repetition, relevance, and feedback. Participatory refers to learning methods that are self-directed (theory and practice). Repetitive (repetition) concerns actions that are always repeated, so that what is learned stays in his memory. Relevance relates to the experience that has been owned. Feedback is useful to find out whether students have mastered the material and achieved learning goals so that satisfaction will be achieved in learning participants. Learning in the training program is carried out using an "andragogy" approach, considering that the participants in this development are adults.

In applying the "andragogy" approach there are several principles that must be considered, namely: a. learners should understand and agree to the objectives of education

and training b. students have a willingness to learn c. creating a friendly (informal) learning situation d. fun room layout e. students participate in the implementation of training and education f. using student experience as learning material (mutual learning) g. using various methods (Atmadja, 1985) Program Implementation Implementation of training and development programs are very situational.

This means that by calculating the interests of the organization and the needs of the participants, the application of learning principles can differ in accentuation and intensity, which in turn is reflected in the use of techniques in the learning process. Carrying out training and development programs in principle implementing the process teaching and learning, meaning that there is a coach who teaches a subject. Therefore, whether or not a teaching technique is appropriate depends on the considerations that you want to highlight, such as savings in financing, available materials and facilities, the ability of the participants, the ability of the trainers and the learning principles used.

There are several methods that can be used in the implementation of training and development programs, including: a) On the job b) Vestibules c) Apprenticeship d) Classroom methods On the job, or in-service training, is a training technique in which participants are trained directly where they work. The goal is to improve the ability of trainees to do their current assignments. The person acting as trainer can be a formal trainer, direct supervisor, or a more senior and experienced colleague. Training in this position includes four stages, namely: (1) trainees obtain information about the work for which they are responsible and the expected results, all of which are related to the relevance of the training to improving the abilities of the trainees concerned. (2) the trainer demonstrates a good way of carrying out certain jobs to be emulated by employees who are being

trained, (3) trainees are asked to practice what the trainer has demonstrated for themselves, (4) employees demonstrate the ability to work according to the way they have learned independently.

Vestibule, is a training method to improve skills, especially those of a technical nature, at work, but without disturbing the daily activities of the organization. This means the organization must provide specific locations and facilities for training, so as not to interfere with the actual work. For example, in a hotel, so that the training does not interfere with hotel activities, a special room is provided to be used for training such as arranging bedrooms (changing bed sheets, pillowcases, bathroom equipment, etc.), as well as reception activities, in restaurants, bars, etc. Apprenticeship (apprenticeship), usually used for jobs that require relatively high skills.

This program usually combines on the job training with experience. This apprenticeship system can take four kinds of activities, namely: (1) an employee learns from other employees who are more experienced, (2) coaching in which case a leader teaches the right ways of working to his subordinates at work and the ways taught by the superiors are taught by employees who are currently attending training, (3) making employees who are trained as "assistants", (4) assigning certain employees to sit on various committees, so that those concerned get more experience Lots. Classroom Method, this model is designed in the form of learning in the classroom using the lecture discussion method.

Learning activities generally run unilaterally with the instructor actively providing information or knowledge to the participants. Many factors influence the success of this method, including participant factors, learning materials, instructors. The greater the number of participants in a study

room, the less effective it is (one class of more than fifty people). Likewise with learning materials, if the instructor does not provide learning materials (hand out) it will cause difficulties for participants follow the course of learning. What is no less important is the instructor, for the lecture model an instructor is needed who is truly able to master the class with a variety of expertise.

Evaluation of program implementation As with other programs, employee development programs, both operational and managerial, need to be assessed for their success. The implementation of the development program is said to be successful if the participants have an increase in their ability to carry out tasks, and there is a change in behavior which is reflected in attitude, discipline and work ethic. To find out whether there are changes, it is necessary to carry out an assessment.

Implementation of a good evaluation includes: a. Determination of assessment criteria (set before the development program is implemented) with clear benchmarks. b. Implementation of tests to determine the achievement of abilities, skills and attitudes that have been initiated in the development program, as well as to find out whether or not the training and development program is implemented. c. Monitoring after post-training, when students have returned to carrying out their assignments d. Continuous follow up. Because the investment made by the organization in the field of human resources is not small (cost, effort and time) so that it really needs to be made to training and development programs are prepared based on needs analysis, application of the most relevant learning principles, use of suitable learning techniques and assessment based on objective criteria.

Measuring the Success of the Development Program a. Employee performance increases b. Employee discipline

increases c. Low employee absenteeism d. The level of damage to production, tools and machines is low e. Low accident rate f. The level of wastage of raw materials, labor and time is low g. The level of employee cooperation increases h. Employee incentive wage rates increased i. Employee initiative increases j. Managers' leadership and decisions are wiser

3. Empowerment Concept Every work or development requires resources, in the form of human (human resources) and natural resources (nature resources).

Both of these resources are very important in work, success or not depends on the conditions of these two resources. The success of a development, regardless of the form of development, the role of human resources is a very decisive part. Japan was a country that was once helpless, but because of its persistence and enthusiasm for human resources, it eventually became a developed country in Asia. Conversely, if there are a lot of natural resources and if it is not balanced with the progress of its human resources, these natural resources cannot be explored to the fullest. So human resources are organizational needs that cannot be abandoned in carrying out all aspects of work, both in service and production businesses.

In carrying out human resource planning, according to Siagian (2001), it is necessary to start with an inventory involving:

1. The number of existing workforce and qualifications
2. Working period of each
3. Knowledge and skills possessed, both formal and non-formal.
4. Talents that still need to be developed
5. Personnel interest, related to task activities.

In order for the work unit to obtain a workforce that really fits the needs, the starting points that must not be forgotten are:

1. Strategic goals and objectives to be achieved within a certain period in the future.
2. The

workforce that has worked in the organization is seen not only in terms of their number and current duties, but also their potential which needs to be developed so that they are able to carry out new tasks later 3. There is work handling that includes, employee identity 4. The existence of personnel advantages such as: the ability to work hard, work smart, work thoroughly and work sincerely. 5. Tireless, make no demands, don't get involved in conflicts. From each personnel is able to show an attitude that includes: 1. Honesty, in carrying out all activities 2. Transparent, openness in carrying out responsibilities 3. Commitment, uphold the policies that have been mutually agreed upon. 4. Collaboration, establishing togetherness in carrying out tasks or by forming a work team. 5. Discipline, comply with rules and regulations 6. Responsibility, all work can be accounted for.

Implementation at work must have standard achievements, as a measure of personal success in the scope of work, there are at least six strong reasons, including: 1. Work performance standards are a measure in evaluating employees. 2. Work standards are a means of controlling behavior, 3. Standard work is a means of correction in carrying out work 4. Work standards are benchmarks for minimum achievement 5. Work standards as a reference in carrying out task activities. 6. Work standards as work requirements for workers in work units in order to obtain accredited qualifications in work units.

Placement of personal work within the scope of the organizational unit or work unit greatly determines the continuity of employees in continuing their careers, among other things being able to pay attention and consider the following matters: 1. Is the worker or personal fit to be placed in the workplace. 2. Are workers able to carry out a good task. 3. Does the employee get sympathy from other friends.

4. Whether the worker is able to adapt 5. Are workers able to maintain a balance between personal and official needs. Workers or employees will be able to do their job well if there are adequate work support facilities, including work environment and work facilities.

The work environment can foster work enthusiasm, passion and speed of work including salary or incentives received each month. Salary is a motivator for people to want to work diligently and other facilities such as health, special benefits and attention will all be able to encourage wanting to work well.

Work facilities are devices for work or work equipment resources including work equipment, materials, and infrastructure that can affect the implementation of work, taking into account: 1. Users of work facilities or physical quality. 2. The intellectual 3. How to do or use it In terms of personal utilization, what is important is how to empower these tasks within the community, including account for the following: 1. Service improvement, namely being able to serve the community well. 2. Accountability, by developing openness, opening access for the community to act as a corrector, is implemented in a real way. 3. In accordance with the existing civilization in society.

To motivate staff and functional workforce, at least one must know the psychological needs of workers, including: 1. Opportunity to do his job 2. The feeling of being able to carry out the task 3. Opportunity to complete the task itself 4. The feeling of being rewarded 5. Get recognition from the surroundings 6. Feeling comfortable and safe at work In addition, workers feel comfortable working if there are adequate rewards for their achievements.

According to Gibson (1985), there are intrinsic rewards, namely those related to the rewards of the work itself, for example: 1. Completion of work, namely giving meaning to

tasks that have been completed properly and getting rewards from the impact of completing the work. 2. Achievement, ability to complete urgent and challenging tasks. A person who enjoys this kind of task is equally rewarded. 3. Personal growth, the ability to develop abilities in every opportunity to develop.

Extrinsic rewards, namely rewards that come from the work performance of the workers themselves in the form of social security, premiums and bonuses. Financial rewards, namely in the form of salaries received monthly and given regularly. Award, someone gets an award if he has achievements that are donated to the work unit, for example dedication contributions, saving the school, or other achievements that are felt to be useful for the work unit, given in various ways in the form of money, award badges, certificates and so on. According to Indriyo (1999), the role of money is also a method of motivating achievement and there are three conditions needed to motivate one's achievements, including: 3. Workers must have strong beliefs good performance will result in high payout. 4. Negative perceptions about good performance should be removed 5. There must be an environment in which achievement is also related to other rewards outside of finance, such as awards, recognition and career development.

Linkage with motivation in the above way, requires leadership policies in addressing personal achievements, staff and all employees involved in the organizational unit. Management like this is easier to do in a private environment than in a government environment. Empowerment is an important and strategic matter to improve and improve organizational performance both in governmental activities and in entrepreneurial activities. Why is it important and strategic because empowerment, in an organization is to

provide support such as: elements in the organization/management, aspects/components, organization or management, competence, authority and responsibility within the organization/management.

Empowerment is intended in this case to provide more "power" (energy or power) than before, meaning that it can be shown in terms of: energy, power, ability, strength, role, authority and responsibility. An example can be seen as follows: A student's guardian reports to the homeroom teacher about his child's complaint that he does not understand algebra in the second grade of junior high school. Then the homeroom teacher provides a special solution for the student.

With such conditions, the guardians of students without waiting for orders from the principal and directly have the initiative to step up for the betterment of students. Next what happened? The student's guardian was very surprised, because in a relatively short time the homeroom teacher wanted to visit his house to apologize in person and at the same time want to give an explanation to his son.

This describes empowerment. in an organization, that these employees have the authority, initiative, responsibility and use their potential to maintain the continuity of the organization. Remember: student guardians are kings, so in this case, the employee exceeds his duties, his daily functions If one considers the description above, the concept of empowerment is very broad in scope and comprehensive in nature and synergistically interrelated in order to achieve the goals and objectives of the organization as set out and expected. 4. Limitation of Empowerment Empowerment as a word has a general meaning, namely the etymological sense.

What does empowering mean? It comes from the word "power" which means "control, authority, dominion" The prefix "emp" means on put on to" or to cover he explained

"More Power, so empowering means is passing on authority and responsibility" which is more empowered than before in the sense of authority and responsibility including the individual abilities they have. This has to do with professionalism which is always owned by the individual in the beginning occurs when "when power goes to employees Who then experiences a sense of empowerment and control over. (Rob Brown, 1994:16) which means there is an increase in employee responsibility.

However, in the sense that power includes "energy", empowerment also means "energy", so empowerment also means "energy" is increased. People want planned changes, whereas in events that cannot be calculated, and are planned so that everything can be prepared in advance. People want planned changes, whereas in events that cannot be calculated, and planned so that everything can be prepared in advance. -Empowered individuals know that their jobs belong to them. Given a say in how things are done, employees feel more responsible. When they are more responsible, they show more initiative in their work, get more done, and enjoy the work more.

" (Wellins, 1991:22) This means that when employees feel more responsible, they will show more initiative, produce more work and enjoy their work more. Since the publication of Osborne's book by Gabriel Reinventing Government, (1992) the notion of empowering empowers. Yes, the other connotation starts with the concept of entrepreneurial spirit that should exist in the bureaucracy, which can be interpreted that empowerment is something to increase capabilities that actually have potential, whose efforts are from less empowered to more empowered.

" For example, to increase stamina, you cannot start from a sick body, but from a body with less stamina. So from something that is free from the burden of problems after

solving the problem then it can be empowered. It may also be coincidental, a problem can be used as an indicator that one possibility is to overcome it with empowerment efforts. In reality, it can solve problems while instilling empowerment so that the process can be completed more quickly, even though the difficulties are predictable. To solve the problem can be carried out with coordination or collaboration.

Coordination is more focused between structures but collaboration is focused on individuals or small groups. 5. The Linkage of Empowerment. What is meant by the linkage of empowerment is the existence of other related concepts, for example: a. The relationship between empowerment and change, in this case there is change, improvement, improvement, reform and improvement. So with the existence of empowerment can change the improvement. b. Planned changes, meaning changes that are desired (planned change). There are also natural changes or (unexpected change), namely changes that change by themselves, without any effort. Changes that are allowed or naturally experience a longer planned process will experience a time process that is more adapted to its goals.

In a linear situation, people want planned changes, whereas in events that cannot be calculated, un-expected results, unpredictable people are often forced to accept unplanned changes, sudden changes, even changes that were previously unexpected or even unthinkable. In general, people are happy to accept change that can be calculated and planned in advance.

Empowerment no longer relies on hierarchical structural organizations, but has changed its mainstay to groups, namely between individuals with a smaller scope. c. Empowerment and the role of environmental influence, planned changes are often too static, people are reluctant to accept environmental changes that should be adjusted.

Empowerment is also related to changes that can be made in planned or unplanned circumstances. So participants don't have to worry that empowerment requires certain requirements so that the dynamic nature is reduced. d. The groups that may be faced when carrying out empowerment planning do not have to run smoothly because one member and another has different behaviors and ways of thinking.

Therefore there needs to be a commitment from the group. Group members have different behaviors, some are passive, active, neutral and inhibiting. 6. HR Empowerment (Empowerment of Human Resources), is a management aspect that is very strategic, because HR is a human resource that will empower other resources in an organization management. If humans cannot show power and provide power to other sources, then it is certain that management in the organization will not be inefficient.

In the Empowerment of Human Resources there are 2 things that need to be understood, namely: Empowerment and Human Resources. These two words are combined into one, namely "Empowerment of Human Resources". The definition of empowerment has been stated in the description above, and then the definition of Human Resources will be presented. To understand the meaning of Human Resources (HR), it is better to start with the key words first, namely: Power (energy) in the context of HR is "Power that comes from humans in the form of energy or strength that exists in the human himself, who has the ability (competence) for dynamics, meaning to be able to progress positively in every aspect of activities within the institution.

Building activities, or carrying out development activities, is a process of activities that systematic, which continues to be better than the previous situation, both for the human being himself, as well as the institution in which he works and for the community environment where this human

ability is carried out. Being able to build means "Power" (energy) and a willingness to work properly and responsibly. From this understanding of HR, it shows that not all humans can be called HR, because humans who do not have/have power in the sense of ability, then they are not worthy of being called HR. According to Nawawi, there are three meanings of Resources.

Human Namely: a. Human Resources are people who work in an institution's environment (also called personnel, labor, workers or employees) b. Human Resources is human potential as the driving force of the organization in realizing its existence. c. Human Resources is potential which is an asset and functions as capital (non-material/non-financial) in a business organization which can be realized into real potential physically and non-physically in realizing the existence of the organization. The words Empowerment and Human Resources, when put together are "Empowerment of Human Resources", then in this context, the meaning is: a process of business activity to further empower "Human Power" through change and development of the human being himself, in the form of competence trust (confidence), authority (authority), and responsibility (responsibility) in the context of carrying out organizational activities to improve performance (performance) as expected in other fields as well as in the field of education.

Every empowerment is a strength that exists in an institution or organization. Powerless resources are the same as the absence of human resources, even though they have complete equipment. Complete equipment if no one can operate it as if the equipment does not exist. So from that how important is the empowerment of human resources in an institution, because it is through the spirit of power that exists in human resources that it will can take advantage of various resources contained in the institution.

Roles in HR include: 1. Tool of management, namely as a tool. 2. Changes management, reformers to improve institutional performance. 3. As a Mediator, in order to improve performance 4. As a thinker in the context of developing an organization or institution. The objectives and significance of human resources can be described as follows: a. HR Empowerment Goals As it is known that the sources of resources in management, the existence of human resources in management is very important strategy is even the key to management success in the context of carrying out various activities to achieve the goals as set.

This is understandable because after all the availability and completeness of other sources can only be beneficial if these resources are empowered by the right and reliable Human Resources. Therefore it is not impossible that the achievement effort organizational goals become inefficient and ineffective because the power in Human Resources does not show and does not describe as expected.

This means that the power sourced from humans in the form of energy or strength that exists in humans themselves is not able to empower other sources (Non-Human Resources) so that they do not provide benefits/results in an organization. In this regard, the purpose of HR Empowerment is the realization of human resources with conducive competence, clear and trusted authority and accountable responsibility in the context of implementing the organization's mission. 4. The importance of Human Resources, as it is known, that the elements of management consist of: people (men), money method (method), equipment/equipment (material), machine (machine) and market (market).

These elements are things that must exist in management, because in the absence of one of the elements and elements intended unless humans will greatly affect the

level of success of the management. However, if humans do not exist in management, then managers certainly do not exist. Harold Koontz and C. O'Donnel in his book Principles of Analysis of Managerial Function say that management is an effort to achieve organizational goals through the activities of other people (Management is The Accomplishing of a pre-determined objective through, the effort of the other people) Management is the art and science of planning, organizing, directing, coordinating and controlling existing resources (especially human resources) to achieve predetermined goals.

From the two definitions of management, it clearly shows how important HR is in management, even the achievement of organizational goals is largely determined by "human effort", both in planning, organizing, directing, coordinating and controlling activities. Thus it can be said that the success of management in an organization, both organizations engaged in the government sector, as well as organizations engaged in business (business), is largely determined by the human resources in the organization. This means that in this case it is a human being who has the power, ability in accordance with the demands of the needs in every implementation of organizational activities so that the expected performance is realized.

There are things that are very important in treating employees structurally and functionally as well as in life in society. In social or social life, in general, a person can be considered an adult if that person is over 14 years old, married, has children, has a job as a means of livelihood. Can this context be applied in the same way as an employee who has worked in an organization, both government and private organizations in the education sector or business/business organizations or social sector organizations, that the employee is automatically considered an adult? Perhaps the

answer in this case is yes or no.

For more details, it is necessary to understand what is meant by organization, the principles of an organization. The definition of organization, namely a pattern of cooperation between people who are involved in activities that are interconnected to achieve certain goals or something that defines an association between two or more people working together to achieve agreed goals.

From this understanding, it shows that the achievement of predetermined goals is largely determined by the people in the organization, on the basis of the principles or principles that are used as references in the organization. Organizational principles can be used as a reference to achieve the goals that have been set and these principles include the following: a. Clarity of goals to be achieved. b. Understanding of goals by members c. Acceptance of goals by members d. There is unity of direction e. Unity of command f. Functionalization g. Division of tasks h. Structural simplicity i. There is a pattern of delegation of authority j. Surveillance range k. Balance between services and rewards With these principles understood and implemented by every member of the organization in their activities, the organization is expected to run efficiently and effectively.

The existence and role of employees in the organization as it is known, no organization operates in a vacuum, but always moves in a dynamic atmosphere. This is in line with advances in science and technology as well as various demands due to various influencing factors. Given this is the case, the existence and role of employees in an organization is very decisive, because the success or failure of the organization depends very much on the employee concerned, both his position as a leader and his position as executor. In this regard, it is necessary to answer the following questions: a. Who did and what was done.

This concerns the placement and assignment of personnel. And must be adapted to job description tasks, job analysis, and job classification. After knowing the task, how many people are needed depends on: (1) the difficulty of the job, (2) the time needed (3) the level of importance. If the question concerns qualifications, it is of course related to the competence possessed by employees who are in accordance with positions in the organization. That ability What is meant in this case is managerial ability, namely that an employee is required of them in occupying various levels of leadership positions. Managerial skills. while technical ability (implementing), namely an employee is required of them in carrying out the task of having operational ability.

To whom the work must be accountable.. It all depends on who the work is obtained based on the hierarchy in the organizational structure that has become a shared commitment. Thus, the organization must describe the division of tasks, authority and responsibility. The lack of clarity regarding authority and responsibility reflects that the employee is not clear on what should be done. This will cause work to be neglected, hampered and not completed according to the program. 6. Aspects of the HR Empowerment component In the descriptions above, it has been stated that HR in an organization is very strategic and decisive, even the success of an organization in achieving the goals set is precisely determined by the factor of its human resources.

Therefore, human resources as employees who do not give power are not categorized as human resources in an organization. In this regard, the aspects or components that need attention in the context of empowering human resources are: a. Employee competence includes knowledge, skills and attitudes or behavior (affitude) b. Placement of employees in accordance with the demands of

the position requirements, in an organization, means that employees who are placed in a position are always associated with the capabilities possessed by the employee concerned (the Right men in the Right place). c. Clear authority, meaning that an employee who is placed or entrusted with a task must have clear authority.

Because someone whose authority is not clear will cause doubts in every activity. If this is the case, then the employee (HR) is less powerful or ineffective in carrying out his duties. d. Clear employee responsibilities, meaning that an employee carries out his duties or authority, always followed by responsibility. Because then the employee is always required to act to show the best in the sense of effectively and efficiently. e. Trust in the employee concerned, means that an employee who is assigned or delegated authority with careful consideration of various aspects which in essence can be concluded that the person concerned is trusted or fully empowered to carry out the task, authority referred to. f. Support for the employee concerned means that we believe in and are entrusted with the employee to carry out the mission of the organization.

In the event that you need support from other parties, you can always provide support for mission success and improvement, organizational performance. Support is intended both from the leadership and other parties. Support from several related parties becomes a strength in support in carrying out the success of a desired vision and mission within the organization.

The most useful support, in this support, is at least carrying out the commitments that have been built or mutually agreed upon. g. Leadership (leadership) is the activity of influencing people so that they want to work together to achieve the desired goals. With leadership as intended will describe: • Ability to influence other people,

subordinates or groups • Ability to direct the behavior of subordinates or other people to achieve organizational or group goals h. Motivation is all the power that exists within a person that empowers, gives direction and maintains behavior. In everyday life, motivation is defined as the whole process of giving encouragement or stimulation to employees (employees) so that they are willing to work willingly without being forced.

Thus, providing motivation is very important for human resources, so that they remain and are willing to carry out the work (mission) of the institution in accordance with their abilities sincerely and wholeheartedly. With the motivation that grows in each individual in the personnel within the scope of the institution will give strength to the progress of the organization or institution which is based on the personal awareness of each.

B. HR EMPOWERMENT PLANNING

Considering that the empowerment of human resources is a very strategic key and determines the process of carrying out activities for the wheels or institutions, organizations in order to achieve the goals that have been set, it cannot be denied that formation of a human resource figure The requirement is that human resources have a very significant correlation with the institution, including: 1 . Work productivity With empowerment, the work productivity of employees will increase in quality and quantity of products, the better, because the technical skills, human skills and managerial skills of employees are getting better. 2. Efficiency Employee empowerment has a very significant correlation with increasing energy efficiency, raw material time, reducing machine wear, reducing waste, relatively low production costs so that organizational competitiveness/destruction has a great opportunity. 3. Service Empowerment is always oriented towards improving

service which is essentially oriented towards customer satisfaction (satisfaction customer service), because providing satisfactory service will be a very important attraction for the partners of the company concerned. 4. Conceptual Through empowerment, every employee is more capable and quicker to recognize various things in organizational life because their technical skills, human skills and managerial skills are of higher quality, meaning that their level of competence is getting better. 5. Leadership With empowerment, the leadership of a manager will be better, the human relations will be more flexible, motivation is more directed, cooperation development both vertically, horizontally and diagonally is getting better and harmonious.

Paying attention to the purpose of empowering human resources, in the context of empowering it, good and well-planned HR planning activities are needed so that the empowerment activities are carried out as expected In relation to human resource planning, there are four main steps taken, namely: 1. Planning for future needs. How many people with what capabilities does the organization need to keep in operation for a foreseeable period of time in the future? 2. Planning for future balance.

The difference between this number and the number that will be needed by the organization brings its next step. 3. Planning for procurement and selection or for layoffs.

How the organization will reach the number of people to be estimated. 4. Planning for development How should the training and shifting of people in the organization be arranged so that the organization will be guaranteed in terms of continuous replenishment of experienced personnel. Stoner/Wankel through these steps will be able to determine human resource needs or employees by linking environmental factors within the organization and external environmental factors.

For this need, the leadership will be able to determine how recruitment, training and development procedures need to be followed, so that human resources are always available and up to date according to the demands of the organization's needs. then it is presented in terms of the human resource planning process which emphasizes the two main activities that must be carried out, namely

Volume and workload analysis activities consisting of three activities as follows: 1) Doing business to ascertain the reasons for the need for cavalry based on volume and workload originating from the organization's strategic plans and operational plans. 2) Select the forecasting technique (prediction) that will be used to determine the required workforce, both quantitative and qualitative. 3) Determine the demand for materials for second power for the short term and long term. b. The activity of analyzing the strengths/capabilities of the organization's human resources, with the following two activities: 1)

Conducting human resource analysis to determine the number and skills/expertise of human resources owned by the organization. 2) The results of the analysis mentioned above are used to formulate estimates of the supply of human resources both from within and from outside the organization. So to ensure and decide on human resource needs is something that must be linked and aligned with the institution's strategy for both the short and long term. By listening to the above descriptions, the meaning of the benefits of human resource planning is as follows a. Organizations can make better use of existing human resources within the organization. b. Through mature human resources, the work productivity of existing workers can be increased. c. Human resource planning is related to determining the need for potential future workforce, both in

terms of numbers and qualifications to fill various positions and carry out various new activities in the future. d. One aspect of human resource management that is considered increasingly important today is the handling of information on personnel needs will take up the position. e. To carry out preliminary activities in planning including human resource planning can be done through research. f. The human resource plan is the basis for compiling a work program for the work unit that handles the organization's human resources.

According to Sondang P. Siagian In the description above it has been stated that the success of the organization is very depending on the level of human resource capability, therefore human resource development planning is a must or absolute in order to ensure the availability of human resources in the right quantity and right quality. In terms of quality formation, development through education and training (training) is one of the most strategic media, because training is a reliable means of increasing knowledge, skills and attitudes of employees according to job requirements.

These needs can be done with training need analysis

C. HR COMPETENCY DEVELOPMENT

As it is known that institutions or organizations do not exist in a passive atmosphere, but are always required to be dynamic in accordance with the demands of the times that are so complex and competitive, the growth of increasingly sophisticated technology. In this connection, the existence of Human Resources (HR) is increasingly important and has a very strategic role, it can even be said to be the key to the success of an institution or organization in every process of implementing its activities. In order for the intended HR to play a role, function and be competitive, HR competence is a prerequisite, which cannot be ignored because quality competence will demonstrate the expected competence.

Competence which is defined in this case is the level of knowledge, skill and attitude or behavior owned by an individual in carrying out tasks that are emphasized to him in an institution or organization.

Boyatzis provides broad competency boundaries that is something that underlies the characteristics of a person. Competence can be a motives, traits, skills, aspects of a person's self-image or social role, or a knowledge that is used by someone. Furthermore Rotwell wrote that Competencies Area internal capabilities that people bring to their job : capabilities which may be expressed in a broad, even infinite array of an the job behavior In this competency, according to Rotwell, it can be divided into four, namely: 1 . Technical Competence, namely competence regarding the field which is the main task of the organization. 2. Managerial Competence (Managerial Competence) is a competency related to various abilities managerial skills needed in dealing with organizational tasks. 3. Social Competence, namely the ability to communicate needed by the organization in carrying out its main tasks. 4. Intellectual/Strategic Competence, namely the ability to think strategically with far-sighted vision.

Considering that organizations are always dynamic along with the times, advances in science and technology and are faced with a competitive era, competency development is something that must be carried out continuously and planned within an organization. This means that any development of HR competencies must be based on the results of analysis of job needs or jobs and job analysis, so that the development is the right people, the right target needs and the right amount. Thus there is no HR competency development that becomes a burden on the organization, however HR competency development is a very strategic tool to improve the performance of each individual and

organizational performance.

In terms of competency development, in essence HR competencies can be grouped into 2 groups, namely: 1. General Competency This means that at the level of the organization where the echelon is at the same level (equivalent), even though the substance of the main tasks of the organization is different, the general types of competencies needed or possessed can be equated. 2. Specific

Competency This means that each work unit/organization cannot be equated with the type of competency, due to substantive technical background (Technical Competence). From the two groups of competencies, when examined carefully, in general, the main competences can be developed, namely as follows: 1. Teamwork competence; 2. Communication competence; 3. Competence adaptation to actions; 4. Customer satisfaction competence; 5. Problem solving competence; 6. Leadership competence; 7. Competence to achieve goals; 8. Operational technical competence; 9. Personal effectiveness competence.

Based on the main points of competence mentioned above, it will be used as a reference to compile and develop HR competencies through education and training programs. Therefore, an effective education and training program is an education and training program that is able to fill the demands of HR competency requirements as expected, in the sense that it has benefits and influences on improving institutional performance.

D. HR EMPOWERMENT STRATEGY.

To understand the strategy of empowerment in an institution, namely to see the extent to which the strengths and weaknesses of the organization must be taken into account before the concept of employee empowerment is

given. Strengths and weaknesses are conditions that can be seen and felt from every event that occurs. Or it can be monitored from the activities carried out by paying attention to good or bad performance. These strengths and weaknesses can arise from several aspects, including: management aspects, information aspects, personnel profile aspects and aspects productivity and strategy can be applied with things as

The strategy from the point of view can be applied to the following: a. Creativity. How to encourage personal to be creative in the interests of the institution. In this case the role of the leader is needed, because it is the leader who can encourage employees to show creativity and the leader appreciates the results of this personal effort. b. Innovation. Innovation is an effort to stimulate personnel to try and find new things and is an opportunity to find new strategies or policies that are often forgotten by management. c. Synergy Namely holding interpersonal relationships that are harmonious, compact, complementary and there is togetherness and encourage personal achievement.

Likewise, a sense of security and comfort is created in carrying out their activities so that work results will increase and employee empowerment will go according to expectations. d. Giving responsibility. As accountability for all activities carried out on the role given by the institution. Everything that is done can be accounted for or accountability for every work done. Of all empowerments, it is necessary to develop human qualities which have five aspects consisting of production, equity, granting flexibility and authority, sustainability for development (sustainability) and awareness of interdependence.

Therefore the development of human qualities is basically an effort to develop creative initiatives. According to Bryant and White (1987), states that there are four aspects

in the development of human qualities, including: a. Development must place emphasis on capacity, on what must be done to increase that capacity and the energy required. b. Development must emphasize equity, unequal attention to various groups of people will divide society and will destroy their capacities. c. Development implies giving greater power and authority to the people. The results of new development are quite beneficial to society if they have commensurate authority.

Development must contain efforts to increase authority for weak community groups. Corrections to unfair decisions regarding allocations can only be made if this weak group has considerable authority. d. Development implies continuity of development and interdependence among countries in the world. Because of the concept continuity and sustainability of development, limited and scarce resource constraints will be the main consideration in efforts to increase capacity. According to Korten and Carner (1984), that development is centered on the interests of society. With several main ideas that include:

First, decisions and initiatives to meet the needs of local communities are made at the local level by people who have an identity that is recognized as a participant in the decision-making process. Second, strengthening the ability of community needs, in the sense of fulfilling the wishes of the community according to the level of their needs.

E. HR CAPACITY

We often encounter complaints, there are many personal but each one is not enough, there are also a few but we feel that we have a lot. In the statement above it becomes a dilemma of how it should be. What should be the efficiency factor for the utilization of these resources. As it is known that the institutional and organizational principles include the principle of dividing up tasks and placing people according

to the capabilities required by work units within the institution. An important step that should be taken before recruiting staff is to determine: a. Type of work (functional or structural) b. Quality of work c. Quantity as needed d. Meet or fill the needs of the position To determine the quantity is done through workload analysis from the demand side dance e. Provision of support both moral and other as supporting. f. Given a reward or award, for those who succeed, it is an encouragement to do something even better.

QUESTIONS FOR DISCUSSION

- 1. How many current employees can be expected to remain in the organization?**
- 2. How the organization will reach the number of people to be estimated?**
- 3. What information can be obtained from the job analysis, organization, and HR supply situation?**
- 4. Draw and explain the PSDM concept?**
- 5. What are the HR planning requirements?**
- 6. What is the PSDM procedure?**

CHAPTER IV EMPOWERMENT THROUGH TRAINING

In chapter IV, material on empowerment through training is presented. Human empowerment can be done through training by developing the potential that exists in every human being. Development of Human Resources, is an effort to develop human resources to be productive in the field of work occupied. The development of science and technology has experienced changes in technology and its systems. Meanwhile, the current condition of the quality of the workforce is that there is no balance between the quality of the workforce and the quality of education, as a result, job opportunities cannot be fully fulfilled by the ability of the quality of education.

The low quality of education is inseparable from the influence of the economy, government policies and other factors. The low labor force in the global labor market is inseparable from policy issues in human resource development.

This is due to: 1. There is no concrete employment information including job qualifications, wages to be given, and classification of work positions. 2. Low education budget 3. Lack of research between the quality of education, its effect on employment in the labor market 4. Harmonious coordination has not been created between the education department and the employment sector. 5. Education and training are still not programmed properly 6. Companies and industries still do not have good HR and HR planning. The need for a professional workforce is very much needed in the world of work and the readiness of the workforce is still inadequate because the ability of formal education graduates still does not meet job requirements.

HR planning, in filling work needs requires HR planning with several stages, including: 1. Competency analysis,

namely observing the ability of the workforce to be prepared

2. Analysis of human resource needs, which includes the number of positions, work to be carried out, and the number of human resources needed.
3. Analysis of HR development, namely the lack of competencies possessed by HR needs to be added through training.

A. HRM STRATEGY Human Resource Development, can be done through training and why this is so necessary because:

1. Human Resources, greatly determines productivity
2. There is a change in globalization
3. Skilled workforce is needed
4. Rapid science and technology changes
5. The workplace is getting more complex
6. Companies are increasingly aware of the benefits of training.

The role of schools and tertiary institutions has a large asset in human resource development and the role of education is very decisive in preparing the workforce. The low number of graduates is due to:

1. Education lacks access to stakeholders in the company.
2. There is no alignment between the vision of education and the vision of the world of work
3. The growth of science and technology in schools is slower than technological developments in the industrial world.
4. The educators are less professional
5. Facilities and infrastructure are lacking
6. There is no quality program yet
7. Education is still orientated with diplomas.

The solution can be done as follows:

1. There must be harmony between the quality of education and the quality of manpower needs.
2. There is a good relationship between schools and industry
3. There is a coaching budget through training
4. The curriculum should be structured based on the needs of the labor market
5. Teachers and lecturers must have professional competency skills
6. Educational facilities must be sufficient
7. There is continuous improvement.
8. There is active participation and engagement from both parties
9. There is an evaluation from the industrial world

regarding the implementation of education. To increase the personal potential of work can be done by developing human resources through job training.

In improving human resources necessary, proper training and must know the vision, mission and goals to be achieved. Therefore, management must be able to provide an understanding to stakeholders regarding the vision, mission and objectives of the training. In HR management influenced by internal and external factors and all of it is analyzed by management, en so that the application of management functions can be carried out properly and effectively. One thing that needs to be known and observed is individual differences in HR because it involves mental attitudes and other factors related to personal personnel.

To follow up, an appropriate approach is needed so that it can encourage human resources to mobilize and direct their potential with reference to the realization of the vision and mission and training objectives. Training human resources include: 1. Instructor, or functional staff 2. Assistant instructor / assistant instructor 3. Administrative training or structural personnel 4. Librarian 5. Toolman 6. Head of department 7. Person in charge of training 8. Person in charge of the work unit 9. Person in charge of the training section 10. Responsible for the development section 11. Responsible for placement and job fairs 12. Responsible for the marketing department In principle, there are only two personnel who handle training, namely functional and structural sections.

The functional group handles teaching or training and the structural group handles sport training or training administration. In detail it can be distinguished as follows: 1. Functional personnel include: a. Instructor b. Assistant Instructor c. toolman d. Librarian 2. Structural Strength includes: a. Unit head b. the head of the Administration

section c. Head of Training section d. Head of Warehouse e. Head marketing f. Head of Development g. Placement Head h. Head of finance.

All of these resource personnel carry out their duties according to their respective fields, coordinating with each other with the same vision and mission and building commitment towards the same reference so that what is to be achieved can realize the expectations of the purpose of holding the training. Building commitment is very necessary so that each personnel runs, works in the same directions. If commitment is not built, then all lines of work will run and work according to their respective wishes, not based on established provisions and rules. In terms of analyzing management in its formation, in education and training, competency standards are required in carrying out their work, including: 1. Describe the vision, mission and goals 2. Perform performance planning, implementation and evaluation 3. Build motivation 4. Provide alternative solutions to problems 5. Determine the appropriate action or action plan 6. Determine or human resources that can be empowered Everything that is done strives to have a standard or benchmark or benchmark that is used as a measure in carrying out activities.

What is the measure of success for personnel doing work, what is the basic measure of achievement for personnel, and what is the benchmark for personnel not being successful? Likewise, the values of the work performed must be known and assessed in a measurable way. Things like this are done so that working personnel do not feel disadvantaged and do not feel that anyone has benefited, all must be treated with fair conditions and a transparent atmosphere, everything must be assessed properly, there is not a single job that cannot be realized in work performance.

All of this is to create harmony, justice, for the benefit of all to realize what is expected from educational and training institutions. Thus, it will be able to realize the expectations of the community, government and institutional units.

B. HR DEVELOPMENT WITH TRAINING

Training is part of education to improve skills outside the formal education system or the applicable education, which is carried out in a short time and prioritizes practice over theory. There are three conditions in the exercise as conveyed by Moekijat (1991), explaining that there are three conditions that must be met in the exercise, namely: 1. Training must help employees increase their abilities. If an employee becomes more effective in all his work through his own efforts to improve himself, then this is not called training. 2. Training must lead to changes in the employee's work habits, in his attitude towards work, in the information and knowledge that he applies in his daily work. 3. Exercise must be related to the specific job.

Employees can take part in various educational programs that are not called training, because the relationship with their current job or with certain tasks for which they may be appointed in the future is little. or none. In addition to the above requirements, there is a need for management responsibility whose activities rely on a policy that recognizes training as a responsibility of every manager and implementing supervisor.

Managers will be provided with any special facilities they need to fulfill these responsibilities. To complement the policy there may be staff trainers and special training departments. The training that will be provided depends on the number of types of work and the extent of the type of work itself also depends on the real extent of work whether in an agency or company. A manager needs the ability to formulate training objectives through research and other efforts in

order to be able to follow technological developments and training needs expected by workers. In the operational training requires the active and innovative participation of all training management parties, moreover managers need assistance from several training management actors who are active and provide work according to their expertise.

As a training manager, personnel are needed who are able to plan training with competitive results, meaning that the output is able to compete with the community, meaning that the training can meet the needs of the community. At a minimum, a training manager is at least able to control the following matters: 1. The need for exercise 2. Implementation of training 3. Evaluate the implementation of the training 4. Development of training 5. Wisdom training 6. Training negotiations 7. Collaborative training 8. Network training The need for training requires thinking that is concentrated on exercises that will be proclaimed as programs in activities, carried out on the basis of needs not on the basis of carrying out activities.

Training will not be carried out if nothing needs to be developed or someone needs it. If training is just carrying out activities, the training will turn into project activities that solely benefit the organizers. as a result the training has no impact on the trainees or their work units. Implementation of training, good training if the training is in accordance with the needs to be achieved. Therefore the implementation of the training really must be designed according to the needs, in accordance with the training program, in accordance with the capacity of the training equipment and the required safety training or safety training.

Evaluation of training, its orientation to self-improvement, namely training is a unique education, meaning that it always has to be the newest, best and pallicable. Therefore, each time the training is completed, it

is used as a measure of success which must be assessed for its success and used as experience for future activities. Development of training, in the development of training requires the skills of managers in playing their roles (role playing) which begins with sparking dynamic and innovative ideas or predictions of future activities such as technological growth, growth in community needs.

In addition to developments that are as above or external in nature, there are also internal developments, namely those related to training organizer support staff, including: 1) human resources, 2) equipment, 3) management systems. Wisdom Training, namely managers have the right to make decisions Lewis (1999) conveys that in taking policy the best should be, something is considered good, when something is useful for making the best.

The training policy must be based on the commitments that have been built within the scope of the training, therefore as a consideration it must be known to what extent the decision affects the agreed commitments. Rasulullah SAW, once conveyed that the point is to have deliberations and the results of deliberations are haram if violated. So in setting policies, use civilization or basic legislation that has been established and these laws or regulations are always corrected according to changes and needs.

Training negotiations or training marketing, in marketing a manager can carry out negotiations related to training, both functioning as organizers and as training services for others. The function of negotiation is not as simple as marketing, but its activities as a conflict resolution between two parties. Negotiations have an important role in several ways, including: 1) establishing relationships, 2) bargaining, 3) agreements, 4) disputes. According to Malik (2001), explains that negotiation has four elements, including: 1. Increased interdependence between parties,

trade unions and company management are interdependent in forming tasks within the company. 2. Understanding conflict between the parties, the union and company management disagree about the contents of the employment contract. 3. Opportunities for interaction between the parties, in some negotiations each party sees opportunity to influence one another. 4. The possibility of an agreement, both parties expect to reach a peak of agreement regarding the agreement. 5. To bind other parties, there are seven values in developing working relationships, including:

Respect for people, namely respect for others b. Honor and integrity, namely giving appreciation and integrity or acknowledgment of what is presented. c. Consensus, namely establishing a bond that has been agreed upon. d. Full responsibility and accountability, full of responsibility for all the work done. Collaborative training, the intention is to create an atmosphere of cooperation to make commitments together. To create training success, a leader or manager is able to create a work environment with enthusiasm and provide enthusiasm in overcoming all the problems that exist in the training unit.

Therefore, a creative and competitive spirit is needed, able to mobilize his subordinates to govern to complete their duties in a democratic way using work cultural norms. Good work norms are based on transparency and all employees know what is expected of the training institute, as Joe Luft and Harry Ingham have said about the Johari Window by dividing the four window one of them is "I know others know". Instilling for each member to know and be responsible for the behavior of the training network, networking is managing both internal and external relations related to training, so as to be able to build and manage productive relationships with all parties.

To form a network, we must look for partners who can

bring us benefits and not the other way around. According to Wayne E Baker, "Networking is a process of nurturing, cultivating, and integrating selected capabilities, talents, relationships, and partners, by developing strategic and creative alignment for a higher performance of organizations."

This means that the network within the training organizational unit should be able to develop creative and strategic partnerships for the benefit of the organization. So to develop the ability of the training work unit there must be a relationship with other parties who are invited as work partners. In internal relations should be able to unite the potential of each individual from their respective talents into the ranks of the organization so that it becomes a potential strength. For external relations, it is necessary to have a relationship with a third party or other party that has potential in line with the training unit, both regarding recruitment, process, output and outcome.

There are quite a lot of external potentials that can be used as a network of partners, from all lines of government and private work units, the important thing is that in this relationship there must be honesty, trust, empowerment and partnership. In general, exercises can be divided into several groups, including: 1. Civil service training 2. Vocational training 3. Skill training 4. Job Training 1. Civil Service Training According to Nainggolan (1987), civil servant training is divided into two, namely: a. Pre-service training, namely training given to prospective civil servants with the aim that they can be skilled at carrying out the tasks that will be entrusted to them.

According to Law number 8 of 1974 concerning staffing matters, among other things, it is emphasized that the Capep is given pre-service training with the aim that the prospective civil servant concerned is skilled at carrying out the tasks

entrusted to him. Employees are considered as candidates for civil servants, if they have passed the selection to enter civil servants. As civil servants, they have a burden of responsibility that is completed with skill and skill, as well as being loyal and obedient as a servant of the government. An employee is said to be a servant of the government if the employee is able to contribute thoughts and energy sincerely in accordance with their respective portions for the benefit of the government and society.

In order for prospective civil servants to have the provision as a public servant is needed such as: 1) loyalty, 2) obedience, 3) honesty, 4) responsibility, 5) cooperation, 6) initiative, 7) leadership. So the prospective civil servants need pre-position training. The pre-position implementation is divided into three levels, namely: 1) pre-position I level, which is attended by Candidates for Civil Servants for group I for those who have a Certificate of Completion of Study (STTB) from elementary school to junior high school, 2) pre-position level II, followed by Candidates for civil servants for class II for those who have STTB at the high school level, 3) pre-service level III, followed by candidates for civil servants for class III who have a bachelor's degree.

The length of pre-service level I training is 75 hours, level II pre-position is 112.5 hours and level III is 150 hours. b. Training in office (in service training), namely training aimed at improving quality, expertise, ability. According to William G. Scott in Human Relations in Management, explains that training in the behavioral sciences is an activity of line and staff which he has its goal executive development to achieve greater individual job effectiveness, improved interpersonal relationships in the organization and enhanced executive adjustment to the context of the total environment.

That is, training is a staff activity in the line of work activity, the aim is to develop the leader's duties in carrying

out broader work effectiveness and adjustments in the environment he will lead. So the purpose of this training is to be used as a prerequisite for leaders who will occupy a position. These training positions include: 1) level I leadership training, as a condition for occupying echelon I, 2) level II leadership training, as a condition for occupying echelon II, level III leadership training, as a condition for occupying echelon III. In the private sector, this training is related to job positions, for example training to get a certain position, for example the position of a welder, then in training to get qualifications for class III, class II or class I welder positions by going through a skills test.

If you graduate, you will hold a welder class III, class two or class I 2. Vocational Training Vocational training is training to improve knowledge or skills according to job requirements in a particular field. Edwin Flippo (1990), training is concerned with increasing knowledge and skills in doing a particular job, meaning that training is very closely related to increasing knowledge and skills in doing certain jobs. To do work in certain fields or certain professions requires special skills, so to obtain these vocational skills requires training. For example, the requirement to become an instructor is to attend instructor training for 2 years, the requirement to become a supervisor is to attend supervisory training for 1 year. This training is training required to become functional staff. If you pass the training, the new employee can become an instructor or supervisor. certain. 3. Skills Training, namely education that provides the skills required to carry out the work. According to Dele Yoder (1962) training is regarded as applying principally to the improvement of skills and hence to learning how to perform specific tasks.

That is, the exercise seen from the application side related to the development of expertise is needed to learn how the task should be carried out. Examples of skills

training: 1) boiler training, printed to become boiler experts, 2) radiology training, printed to become X-ray equipment operators, 3) CNC training printed to become computer numerical control operator experts. 4. Job Training Work training is an exercise that is oriented towards mastering the skills used for work. According to the concept of the National Job Training System (Sislatkernas), it is explained that training aims to make people productive, innovative, skilled and skilled.

To create productive human resources, this can be done through appropriate training with increased potential. The purpose of silatkernas is to develop and improve skills for the work force in accordance with the needs of the community. The target is the leadership staff, executors and operators. The principle is focused on needs, meaning starting from needs, to objectivity meaning that the results of the training must be measurable using benchmarks that have been determined in the training qualifications set forth in the certificate and carried out in a gradual manner adapted to the needs and demands of the community.

Communities generally need training and the training must be in accordance with the labor market, up-to-date and better if carried out in an integrated manner. or coordination. In job training there are several classifications, including: 1) technical job training, 2) entrepreneurial job training, 3) managerial training According to Presidential Instruction No. 15 of 1974 on the job training: is part of education which concerns the learning process to acquire and improve skills outside the prevailing education system, in a relatively short time and with a method that prioritizes practice rather than theory.

In line with the above understanding, the Government Regulation of the Republic of Indonesia. number 71 of 1991, exercise Job training is: the whole activity of providing,

obtaining, improving and developing skills, productivity, discipline, work attitude, and work ethic at a certain skill level based on the requirements of a particular position, the implementation of which prioritizes practice rather than theory.

From the definition above, it can be concluded that job training more concentrated on the development of skills, work attitudes, productivity, work ethic that is tailored to the needs of more practical material than theoretical material. Torrington (1994), says: "the basic objective of training may be summarized in the tree of latters: ASK (attitude, skill and knowledge) a change in attitude is needed if the worker already has the necessary knowledge and skills to perform a task"

So training is the development of skills, both technical and non-technical skills that are able to make a person skilled in a particular desired field and understand work procedures and work regulations, work safety and are held in a short time and prioritize practice rather than theory. According to the Ministry of Manpower's National Job Training System (1987), the objective of job training is to realize the availability of workers at the operator, staff, leadership levels, who are skilled, disciplined, and productive in the technical and entrepreneurial fields. In addition, the Labor Service Training Institute (1995) conducted training to encourage the creation of independent businesses equipped with skills, both technical and business skills, with the target of unemployed job seekers to enable independent businesses.

After completing the training, the training participants receive initial funding to open an independent business as a group. According to John H. Proctor training is a deliberate action to provide tools so that learning can be carried out. Likewise, according to Flippo, training is the act of increasing the knowledge and skills of an employer for doing a particular

job. Training is an action to increase the knowledge and skills of an employee to carry out a particular job.

What do these two opinions say? it can be concluded that the training must be able to increase knowledge to increase the ability to work, must also be able to cause changes in attitudes at work, and training must focus on the work being occupied. According to George R Terry, conveying that there are 6 types of training, among others 1. On the job training, namely training in the workplace while observing processes that occur in the workplace, including observing how people work, how to do work and other activities, this is heavily influenced by their supervisors. 2. Vestibule training, training carried out in a special place, which is used when a large number of workers have to be trained 3. quickly, eg the best methods, the latest techniques, and 4. Install a new tool 5. Understudy training, training by serving as helpers. 6. Role playing, namely learning by playing one of the events regarding what will actually be carried out. 7. Conference training, which focuses on group discussions by exchanging ideas or opinions.

The mindset in implementing training should be thinking about whether training can increase production, whether training can increase one's skills, whether training can increase work comfort (work safety), whether training can changing a person's wages, whether training can change a person's position/position, whether training can consider the rate of return, namely comparing the costs of training and the benefits of training to the company.

Or compare the implementation of the training to the impact of the outcome, namely the extent to which the influence of the training on the placement of training graduates into the world of work. More broadly, namely the influence of training on regional contributions, for example apprenticeship training to Japan, Korea, by measuring how

much money comes in from transfers of apprentice workers from these countries. 5. Training Objectives In general, according to Moekijat, the purpose of the exercise is a.

To develop skills so that work can be completed faster and more effectively. b. To develop knowledge so that work can be completed rationally c. To develop attitudes so as to lead to the development of cooperation with fellow employees and leaders. d. To give specific instructions to carry out the duties of a particular position. e. To help the employee complete the new job and to give him some ideas about the work background. f. To assist employees in adjusting to new methods and processes that are continuously held.

In addition there is also job training, namely training so that after completing the training they can work which is usually held by the labor service, for example welding training and after completing the training can work in a welding service. Or after completing the training you can do your own business which is called independent business work training. 6. Exercise system. Hurley (1987) stated about the existence of training among others. what short of training are we talking about ? it must be clear from the outset that thus the study is examining all forms of training regardless of whether it is delivered an institution in plant, off-the job, on-the job through make facilities or using distance learning techniques.

What was stated by Hurley (1987) can be concluded that the training system can be divided into : (1). Training is fully held at the institution, namely in-plant training, (2) training is held at the place of the work participants, namely of-the-job training, (3) training held at the training institute is also held at the company as work practice, namely on-the-job training. Besides that, according to the job training system of the Ministry of Manpower (1999) there are three additions,

namely: (1) block release training, namely training at the workplace, if you experience difficulties then you will be trained at a training institution, (2) apprenticeship training, namely training held at a training institution or at a training institution. work (company) with the aim of preparing as prospective employees who have apprenticeship in the company, (3) car training units, namely mobile training using training unit cars to places that need training.

Also emphasized by Hurley (1987) "the most common forms of institutional training are found in the public sector where vocational centers fall mostly under the jurisdiction of government ministries such as labor education" From this opinion it can be concluded that institutional training is training carried out by the Government by the Minister of Manpower under the Director General of Manpower Development and Education. Based on the place of training can be classified into two namely on the job training and off the job training.

This means that on the job, namely training carried out in the actual workplace, in actual work process conditions and using the same tools, equipment materials and work environment. The results of graduates or the output of this training will be in accordance with the capabilities required by the user or company. Off the job training, this training is carried out outside the workplace, for example at LIK, BLKI and other institutions that organize training. Based on the nature of the implementation of the training can be divided into three, namely: (1) Institutional training or institutional training programs (2) non-institutional training car training programs, (3) inplant training. (4) production training Based on the level, it can be divided into 5, namely (1) initial training, namely initial training for prospective workers, (2) apprentice training, namely training for prospective workers who are already employees, (3) upgrading training, namely training

aimed at improving skills or knowledge of workers due to technological developments or to improve skills, (4) conversion training, training aimed at workers due to changes in their field of work, (5) refreshing courses, training given in the same material as a result of developments in knowledge and technology. 7. Principles of Training According to Soelaiman Joesoef (1999), the principle can be described as follows: a. The principle of innovation, namely problem solving leads to improvement of the existing system. This innovation has values, methods, work techniques, and ways of thinking.

So the consequences of training planners must focus more on developments in the community. b. Principles of Determination and Formulation of Training, namely determining the minimum requirements needed for training participants so that later they are able and possess the appropriate skills for themselves and in accordance with the needs of the labor market. Therefore, in setting and formulating goals, it cannot be separated from the type and level of knowledge, attitude and level of skills that must be mastered by the trainees. c. Principles of training planning and development d. In planning it is comprehensive and integral, that is, comprehensive means that the program planned must be in accordance with the needs of the community individually and nationally.

Integral is a program that contains various types of integrated training with other programs that are related to output, so as to produce outcomes. e. The principle of benefits, meaning that the program implemented depends on the needs and benefits expected by f. public. So it's not based on simply implementing projects to spend subsidy funds. But actually coaching so as to improve skills. g. The principle of shared responsibility, meaning that training is a shared responsibility between the government and the community in

improving skills so that people have skills that can be used for work. h. Principles like this are very good if used for the Gerdutaskin program (Movement for Alleviating the Poor) or if at school it is called life skills, namely the provision of skills for poor school students, with the hope that after graduating from school they can use their skills to work. 8. Characteristics of Training The nature of the training includes, (a) being flexible, namely training that is not bound by the length of training, but what is to be achieved is the expected skill ability, as well as not requiring strict requirements, as well as the number of students; (b) is effective and efficient, meaning that it does not have to cost a lot of money, but it can make use of facilities that can be invited to work together such as equipment that can be rented, instructors can ask for help from other institutions, the place does not have to build a building first but can be done by rent. (c) can be done in a short time or depending on needs, (d) is flexible, meaning that it can follow the wishes of the trainees, is easy and cheap and can be completed in a short time. 9. Scope of Training Participants The scope of the training includes, (a) children who have dropped out of school who have reached working age, (b) adults who need skills, (c) workers who want to improve their skills, (d) workers who get new equipment to understand assembling and operating equipment. 10. Trainee Approach What is meant by the trainee approach is how to influence the trainees while at the same time motivating the trainees, for example, after completing the training the trainees open an independent business.

Ideas like this are instilled in the hearts of the trainees and given the solution way. This approach instills a variety of new ideas that are profitable for the future.

IMPLEMENTATION OF WORK TRAINING 1. Institutional training programs. This program aims to train job seekers to

fill job vacancies in companies or independent businesses In Industrial Vocational Training Centers in government institutions, the Ministry of Manpower has a policy in training called the Job Training Trilogy, namely: 1) Job training must be in accordance with market needs/job opportunities. 2) Job training must always be up-to-date with developments and advances in knowledge and technology 3) Job training is an integrated activity, meaning integration between the Ministry of Manpower and other institutions.

While the training program includes technical training, entrepreneurship training and managerial training. The three programs are contained in training material in the form of a training curriculum and syllabus, with a duration of 960 hours of practice. In general, this institutional training is free of charge for training participants or the training is provided free of charge, starting from handbooks, notebooks and stationery. If the training has practice, the participants are given practice clothes for free. Training participants can also be given pocket money or living expenses during the training.

The target audience for this training is prioritized for the poor, orphans, abandoned children, blind, deaf and mentally disabled, school dropouts, and unemployed and homeless children. 2. Non-institutional training programs. Implementation of non-institutional training programs aims to train the workforce and workers, especially in rural areas according to the needs of the environment. In this program, participants gain skills to increase work productivity towards independent business carried out outside institutions by using cooperation between the government, training institutions and the community.

The scope of the exercise focuses on the needs of people in rural areas who are used to processing the utilization of natural resources. Apart from rural areas, it can also be for people in urban areas whose urban orientation

concentrates more on additional knowledge that is technical in nature such as computer training, air conditioning training, automotive service training and other skills needed by today's society. This training can also take place in remote communities, namely people who live in remote areas and are isolated from the surrounding community.

Communities like this need to be encouraged by being given skills training. 3. Mobile Training Units (MTU) The MTU model of training is suitable for training to suburban and rural areas of implementation means training is more evenly distributed in all corners and allows more citizens to enjoy skills training for independent business needs or improving the skills of an existing worker and for placement in companies or industries that need it.

The target of the MTU model training is generally used to increase the productivity of existing workers in rural areas so that these areas will develop so that they can control movements/migration from villages to cities by motivating rural communities to generate income in their respective areas. MTU's function is to carry out skills training activities for areas far from training institutions, including, 1. Remote area 2. Areas where the people are poor 3. Areas that are difficult to reach by public transportation 4. Areas where people are left behind 5. Areas that have natural potential that has not been utilized optimally.

The implementation of MTU exercises can be done by method: 1. Collect existing data on the condition of the workforce, regional potential, for example agriculture, industry and natural resources. 2. Select a suitable village for the MTU training. 3. Seeking information from local officials, community leaders 4. Determination of training needs includes training participants, training sites, 5. training material, instructor. 6. Determination of the curriculum, using the curriculum in accordance with the necessary

training needs.

So there needs to be a training needs survey that has been prepared by the survey team. Furthermore, the results of the survey compiled a curriculum equipped with theoretical and practical teaching plans. 7. Evaluation and monitoring of training is carried out by internal and external institutions. Its implementation depends on the conditions of the organizer. If the organizer is a government institution, then there is related involvement, such as the district government participating in monitoring starting from recruitment, the training process to evaluation of training and training benefits, outcomes.

For example, involving other institutions such as the Informal Sector Independent Business Training and Productivity Center (BPP UMSI), the Regional Job Training Council (DLKD). The underlying example of holding MTU training is, 1. There is a request from the community 2. Daer government support or care about the needs of the community 3. The basic education possessed by the community fulfills the requirements for the training objectives to be achieved. 4. There is training of graduates 5. Availability of sufficient training funds 6. There is a clear training objective and status 7. Implementation of efficient and effective training.

Considering that the location of the training is far from urban areas and is focused on suburban and rural areas, a survey must first be conducted by the team conducting the training, for example the MTU training organized by the District Government, the project team will include, 1. From the organizer of the training fund, for example Bapeda 2. From the training organizer, for example a job training center. 3. From the local government, for example social services, labor services 4. From related units, for example sub-districts The team personnel work by coordinating

through the working party to formulate everything needed in the survey.

The results of the survey are used for, 1. Prepare data as input for consideration for the team needed to make decisions in preparing a training program plan. 2. Need concrete data in the field, starting from the bottom to be proposed upwards as data in compiling a training program. 3. The goal is to develop a plan for how to meet the training needs that have been identified and analyzed. 4. It is used to develop a skill methodology that is appropriate to the situation and conditions where the training site is held and supported by a good, orderly and smooth mechanism. 5. Deciding where the training will be held, namely by looking at and considering potential areas that receive priority as training locations. 6. Determine when the training will be held, how long the training will be held. 7. Determine who will do it, which institution will organize it.

In choosing a village to visit, one should consider: 1. The condition of transportation facilities in the village, taking into account the difficulty factor. 2. The situation of progress in the fields of industry, agriculture, animal husbandry, fisheries, which tend to be of interest to the community or which tend to be developed by the community. 3. There is a need for workers from the small, medium and large industrial sectors to fill job vacancies or be independent businesses. 4. There is regional potential that needs to be developed through certain skills that can be developed, so that people can utilize existing raw materials in the area into productive goods.

After knowing the location of the training, it is necessary to determine the training needs, among others 1. Determining the condition of the workforce, what is meant by the workforce is someone who is 14 years old. 2. Determination of regional conditions, is to determine the

potential of the region or area for work expansion by utilizing the potential of the region for the development of expansion of work. The potential that needs to be known includes the potential of natural resources, industrial potential, agricultural potential and others.

Taking into account the condition of the region, this situation can be used as a consideration for the need for job skills training. 3. Determination of development project data, the purpose of which is to find out the existing projects in the region/region so that the number and type/sector can be determined. 4. the workforce needed to fill the existing job opportunities in the area. 5. Determination of data from village institutions, the purpose of which is to find out and determine which village priorities can later be considered to support the planned objectives of implementing training activities. 6. Determining the formulation of problems and objectives, by studying data and information about the conditions mentioned above will make it easier to plan training needs. 7. Determination of MTU activities, taking into account the formulation of the problems and objectives, then through an integrated system these activities can be carried out.

This MTU model training is better if it is carried out in an integrated manner from various related institutions, bearing in mind that each institution at the time reform has training activities because the training activities will more useful if combined into one pilot project to raise poor and lagging villages. Through this integration, it will be able to completely solve poverty through efforts to improve the quality of human resources by providing skills work, providing or borrowing capital, increasing capital, and business development. The expected impact of the MTU training is an increase in human resources so that they are able to overcome poverty or improve people's welfare.

The coordination mechanism for recruiting prospective training participants can be carried out by utilizing the data that has been collected from the sub-districts that have been assigned for groups. Formation of groups so that training services for the poor can be directed according to the needs of each group. The proposed training should be proposed, through proposed activities. So that the proposed activities can meet the expected training objectives. Those responsible for the group are the lurah or village heads who are known by the sub-district.

In addition to preparing for the implementation of recruitment, local governments that are at the bottom of the sub-district or kelurahan should provide support for the success of the training, including the following, 1. Help provide location facilities for training 2. Participate in the recruitment and selection process of prospective trainees 3. Participate in graduate support to obtain credit assistance from the bank 4. Participate in fostering training graduates 5. Participate in conducting monitoring and evaluation of graduates who have formed group businesses The skills training organized by MTU covers a number of different skill areas depending on the need.

Because the fields of expertise are different, it would be nice if related agencies were also involved to play a role in it. The aim is to assist in the framework of coaching and development, for example the need for experts, tools and equipment owned by institutions that are incomplete, both hardware and software. By involving various parties who are competent in vocational training, it really helps the smooth implementation of the training, especially in terms of consultation regarding the development and follow-up of the training participants.

Given the various kinds of skills needed by the community in line with the ever-changing and developing

needs. Therefore, the skills presented are always related to skills that are ready-to-use, up-to-date and needed by the community, these conditions must receive top priority for the community in the context of earning a living or employment. Apart from that, it is also very helpful In terms of capital, it is capital that is really needed by the poor.

The survey team's operational plan for the mobile training needs was carried out with the aim of being able to get prospective students who met the expectations of the training organizers. The team worked together with teams from the village to carry out student recruitment, from the two teams studied together with the analysis team. From the results of the team determine which vocational according to the needs.

Then from the results of the work requirements, a training curriculum was made by the curriculum development team and made into training elements. After the training elements are made, training preparations are prepared according to the needs of the required training elements. From the results of the training preparation then proceed to the implementation of the training. If a student does not meet the graduation requirements, it is necessary to conduct a review with various considerations to re-submit the material until the person concerned meets the graduation criteria.

Implementation of MTU training can be done with several preparations including, 1. Analysis of training needs The intended training needs analysis is to what extent the training needs are needed by the community, these needs are automatically adjusted to the potential that exists in the area, for example raw materials are easily accessible both in terms of location and price, besides that the production goods are needed by the community. Therefore, as a survey team in order to be able to explore these needs carefully so

that The training that will be carried out is right on the target expected by the community. 2. Curriculum Development Team In compiling the curriculum so that the team makes efforts to prioritize the development of humanistic societal needs. This can be done if the community has the desire or desire to complete its deficiencies.

For this reason, it is necessary to be given freedom, independence in determining the curriculum. There was a certain Paulo Freire who carried out an approach to society, he tried to make people aware of his culture in which he lived so that they would move to change it and improve their destiny. So the determination of the curriculum is attached to their needs, not according to the wishes of the training organizers. If the determination of the curriculum is based on the teacher, then curriculum innovation depends on the teacher and in general the teacher has never been involved in researching the needs that exist in the community.

With an orientation like this, it is necessary to have standards, guides that give style or color to the curriculum that will be prepared according to the goals to be achieved by the community. At least in this preparation there must be a relationship between the curriculum and the community, among others.

The curriculum should be adapted to the conditions that exist in society. a. Curriculum content should include knowledge, skills and attitudes that can be used to gain current knowledge that is useful for meet the challenges and needs in society. b. Communities as training participants should be encouraged to learn thanks to their own activities and not just passive recipients. c. Development task, a concept from Havighurst to meet the needs of managers and the needs of the community so that what is proclaimed in the training is not in vain. d. The preparation should stick to the structure of the curriculum and its implementation is better if

using learning units. e. The drafting team must have innovative characteristics, namely being creative, daring to face criticism, true idealism, openness, and always dissatisfied. f. The drafting team always strives to innovate by conducting research in the community, interacting with the community, and finding solutions to problems.

Preparation of Learning Elements To prepare the learning elements that need to be known, among others, the learning objectives and then the material to be taught. In presenting the material, it is necessary to prepare in advance which elements of the material will be delivered. In this preparation, the things that are considered are, material, time, place, facilities, and instructors.

The sections prepared include instructors/teaching, equipment, materials, curriculum, schedules, reports and evaluation and monitoring. Instructors are fully demanded for the achievement of the training so that the training objectives are achieved. Besides that, the instructor is responsible for the orderly implementation of training administration, maintenance of training equipment, and accountability for the implementation of MTU training.

The evaluation includes the responses of all elements involved in the training to the components of the MTU training, consisting of instructor responses, participant responses, responses to the training organizers and other responses such as the local government, down to the village where the training took place. What is meant by monitoring is an activity in recording and collecting data systematically about the implementation of MTU training, starting from implementation to evaluation.

Tailor made training program. This program aims to train workers in various professions according to the needs requested by certain companies or agencies, to improve their skills at work. The implementation of this training is

carried out at the training institute or at the company's place according to the student's request.

Likewise, time and material are adjusted to the desired quality of skills. This training can be done individually or in groups by practicing the same skill. The time and place depend on the willingness of the participants to practice, the organizers of the exercise are more prioritizing the needs of training participants including the desired program. The concentration of this training focuses on the needs of the trainees. The first thing to do is to classify the training needs of several training participants, then identify the needs the god of training from each group who has the same desire, after that a training program is created.

This kind of training requires quite a long initial preparation, including: 1. Grouping or age classification of trainees 2. Basic classification of education 3. Classification of specific training needs 4. Grouping the desired training time 5. Grouping the final skills to be achieved With this grouping, it will make it easier to convey training material, training materials and training syllabus curricula. Besides that, to facilitate the pretest both in terms of test material and pretest evaluation. Order model training requires a variety of facilities and is always ready to keep abreast of developments in the community, community requests must be met quickly and accurately. Accurate in providing the material and results to be achieved, fast in handling the program and implementation of training, and accurate in the material provided in accordance with theory and practice.

Satisfaction for training participants is a measure of their success. If the training participants are dissatisfied, it will result in the community not trusting the training institution anymore. Therefore it is necessary to hold an initial test before the training is carried out and a final test after the training is carried out which concerns the training

materials, training facilities, training organizers, instructors who train and whether what is achieved is in accordance with the training objectives. What happens if the community using the training is dissatisfied, at least the training participants will comment to other people and those other people will convey it back to the others. The impact of the community's comments became an unsavory song in the community as a result, the institution was no longer trusted by the community.

D. BASIC FOR PREPARATION OF TRAINING PROGRAMS

In carrying out training, it is necessary to prepare the right training program and this implementation is not easy to do. There is a relationship or dependency between the contents of the training program and the training objectives, and it is also closely related to placement. Training is very influential on the implementation of a job. A training program will be in vain, if the results of the training do not meet the qualification requirements for the position needed. This is caused by the weakness of the curriculum which continues to the weakness in the preparation of the teaching instructional materials.

Likewise, the weaknesses that may occur above will be influenced again by the instructors or teachers in preparing the presentation and the presentation process itself. Sometimes a very interesting presentation can occur but it is unfortunate that the material presented is far from the goals or objectives of the curriculum. To compile the program, it is necessary to be based on the types of skills that must be mastered or able to be implemented in accordance with the needs and requirements of the job being trained. For this, the training approach is essentially not dependent on the time/length of the training program.

The training approach must really be purely on the

needs of the types of skills, knowledge and work attitude required. Thus the preparation of presentation material or instructional material is the most important stage after the training program or curriculum and syllabus are obtained. This preparation is not as easy as imagined.

The basic foundation for compiling a material needs to consider aspects including, (1). The relationship between instructors and students, which concerns both pedagogy and sociology. (2). Technical application, which includes policies, and goals to be achieved. (3). Funds, regarding materials, and the number of training hours. Based on the analysis in preparing the training program, it is necessary to make adjustments regarding, the name of the title of the material to be delivered, the contents of the information contained therein as well as the required training equipment, the required time, and guidelines.

There are five types of skills, among others Recall, namely skills that are to recall skills that have been given. Discrimination is the skill to differentiate. Problem solving, namely skills to solve problems, for example how to make a carburetor for gas oil fuel. On the basis of knowledge of the application of the five types of skills mentioned above which are required in the presentation process, the preparation of instructional materials or teaching materials, the necessary processes and methods, teaching training equipment specifically needed regarding the material in question will be prepared in advance. A simple skill analysis used in each teaching element or unit, the training activity element requires clear information on each type of skill.

For this analysis it is necessary to describe various kinds of skills or knowledge that will be presented in: 1). Procedure for description of work steps, 2) types of skills used, 3) technical skills used, 4) machinery and equipment, materials and so on needed, 4) as well as various other information.

With the description of the skill analysis above, a complete explanation of the material units that need to be presented will be obtained. This will be used as a guideline in preparing instructional materials in the hope of being able to fulfill the presentation teaching process effectively and efficiently. This analysis needs a description of the skills that will be presented which includes a description of the work steps, the type of skills used, the skills techniques used, the machines and equipment as well as the materials needed and information

Approaches in Compilation of Training Programs As previously described, a training program depends on job requirements or in other words it must be oriented towards job placement. Thus each training program must have clear and definite objectives, and the success of the exercise must be measurable. These measurements can be made at the end of the program training with what is known as a post-test. This will describe the success achieved.

In following the training program or being able to carry out the work according to the job requirements reflected in the training program. This measure of success still needs to pay attention to the measurement of success at the follow-up stage of the exercise. Namely the achievement of placement efforts in employment in accordance with the training program obtained.

Requirements needed must be in accordance with the program, including level of education, knowledge, experience, age, gender, physical ability, which concerns the minimum requirements required to participate in the training program. In formulating the preparation of teaching elements, it includes: a. Arrangement of Curriculum and Syllabus of the subjects to be presented. This completeness will reflect the preparation of the training program implemented.

Every teacher must have to develop their instructional materials on the basis of the syllabus mentioned above. So that the control in achieving the training goals or objectives set out in the implementation training program will be easy to do.

b. The preparation of the administration or methodology for presenting the curriculum needs to be done by adjusting the stages and steps of presentation between subjects, between syllabuses, and the dependency relationship between the techniques and methods of presentation given.

c. Procurement of training presentation facilities includes teaching preparation such as procuring equipment visual aids, necessary training materials, machine tools and training environmental conditions that meet the minimum requirements.

Compilation of Curriculum and Syllabus To develop a curriculum, it is necessary to write it in the passive voice and the listed subjects will reflect the function of work activities in the training structure or position in accordance with the training program. The syllabus is based on the implementation of work assignments and is in the form of active and limited sentences with a certain level of skill that reflects learning elements and teaching steps. The clearer the description of the program the exercise will make it clearer in the description of the presentation of the exercise. According to James B Macdonald (Piner, 1975) to develop a curriculum should:

- 1). Can provide a framework for developing and directing curriculum activities,
- 2) can identify and explain variables and their relationships with curriculum aspects that can be validated empirically,
- 3) provide a set of principles and relationships that can be tested empirically in curriculum development.

It should be noted that the curriculum always has implications for actions and actions by taking into account the results achieved in the training which includes aspects of

epistemology or knowledge, ontology or knowledge.

the existence of existence as well as reality and axiology in the form of values. Knowledge is embodied in a conceptual form that can be applied, reality prioritizes cultural issues or what is currently needed by the user or users of graduate participants. Value highlights the learning experience whether the learning material is based on knowledge and skills values including training objectives, training materials, teaching and learning processes, and assessment. In training there are three sources that must be considered, namely knowledge, graduate users, and trainees. In general, the trainees are very heterogeneous students who are not bound by the same basic education.

There are several things that need to be considered in preparing curriculum materials for work training, including:

- a. Form a curriculum development team
- b. Engage graduate users
- c. According to work requirements
- d. Adapt to work equipment
- e. Contains theoretical charge
- f. Contains practical content
- g. Contains a load of work regulations
- h. Contains work content and employee ethics
- i. Contains safety payload
- j. The time allocation is adjusted according to the number of working hours, for example training time is 8 hours per day or 40 hours per week. The curriculum is made in such a way that it is hoped that students will get used to carrying out training activities such as working conditions. Conditioning conditions like this so that students are trained to work in accordance with the atmosphere of work time, generally from 08.00 to 16.00.

E. PRINCIPLES OF TRAINING IMPLEMENTATION

Planning exercise materials In planning the training material plan should pay attention to the following requirements:

- a. Complete, includes all components of the lesson
- b. Easy to follow or understand
- c. Arranged in a systematic form and arrangement
- d. Contains important

steps, necessary words, notes, and questions e. Contains only material related to the training material f. Used by Instructors, not by students g. Used as a guide in the delivery of training material.

The functions and objectives of the training material plan (lessons) include: a. As a tool for instructors b. As a guide for Instructors, so as not to deviate from the training objectives. c. So that the presentation is systematic d. Reducing possible mistakes Instructors make. e. Efficient use of time f. As a guide in developing lesson content. 2. Lesson Plan Format (practice subjects) Lesson plans are prepared to be used for instructor in differentiating teaching sheets.

Among other things, the plans are sequentially as follows: a. The title of the material, the title should be written clearly with the aim of stating the instructor and students with certainty the part of the material to be taught. At the same time it functions as the boundary of the training material, directing the instructor or students in the desired direction b. The purpose of the exercise, states briefly and carefully the expected changes in students' abilities after completing the exercise, c. emphasizing changes in students' abilities in a form that can be observed and can be measured or assessed, assists in determining the extent of the discussion, determines the fixed boundaries of the content of the lesson. d. Props, the tools that will be used are written by including a list of the tools that will be used in teaching, as well as reminding the instructor what props will be prepared in teaching. e. Teaching methods, methods should be prepared which method is most suitable for teaching the material, whether by soft talk, demonstrations, questions and answers, lectures and others. f. Introduction, as an initial step or warm-up which begins with the absence of participants, reminds the material that has been discussed previously and introduces the topic to be presented, explains

the learning objectives in the material what will be taught, checking the knowledge that is already owned, just stirring up the past material. g. Presentation, in the presentation step in the lesson plan, a detailed framework of lesson content is written, an outline of the lesson step by step, important steps and keys to work, work safety, student activities, teaching aids, instructor activities. h. Application, steps in the application contain a statement of student assignments to try out the skills or knowledge that has been presented in the presentation steps with the help of the instructor if necessary, outlining all student questions explicitly.

Evaluation, contains clear statements about activities that students must carry out regarding practical tests, objective tests, homework assignments, and other assignments, and evaluation procedures. 3. Setting Learning Objectives By compiling learning objectives, namely to find out the abilities expected by students whose success can be measured. The function of the learning objectives is none other than to determine guidelines in, selection of training lesson content, compiling evaluation of learning outcomes, preparing training materials and equipment, determining the order of presentation of exercises and the length of practice.

The definition of learning is the process of changing behavior through experience. A person is said to have learned if there is a change in behavior in the form of knowledge or skills and attitudes. If it happens, students have not experienced a change in increasing knowledge and skills that are in accordance with the learning objectives that have been set, then the teacher or teacher has not taught well. Teachers should: a. Get to know students and know the abilities of each student. b. Mastering the vocational field and able to teach students. c. Have a good mental attitude and can be an example for students. d. Involve students actively individually or in groups. e. Reflecting two-way

communication, meaning that the teacher does not just convey information without developing mentality, but the teacher should be able to develop students' learning methods so that the subject matter can be understood with confidence.

In addition, in directing students to the subject matter, activities should be carried out regarding direct review of experiences that have been carried out or experienced by students and teachers in the past. Likewise, the teacher is able to arouse by giving opinions, or suggestions, as well as pictures that can motivate students. In the teaching and learning process according to Suryosubroto (1997), explains that the teaching and learning process should always involve students actively in order to develop student abilities including the ability to observe, interpret, predict, apply conceptualize, plan and carry out research and communicate the results of their findings. Example of learning objectives.

Students will be able to measure the amount of compression on a diesel motor
b. Students will be able to install nozzles on diesel motors
c. Students are able to describe automotive electricity
d. Students are able to repair making fences
e. Students are able fix color TV
In the process of learning skills, teachers should be able to distinguish between supervising work and teaching. If supervising work, focuses on production results, workers produce finished goods, materials used according to regulations, need supervision so that the work is carried out properly. Train the focus on students, the material used is in accordance with the exercise plan, the teacher teaches according to the elements of the task in a way that is easy for students to understand.

The function of learning objectives, learning objectives are guidelines in: 1) selection of training content, 2)

preparation of evaluation of learning outcomes, 3) preparation of training materials and equipment, 4) determination of the order of presentation of lessons, 5) planning for the duration of the training. Examples of learning objectives: 1) electronics vocational, students will be able to measure the resistance in transistors 2) hospitality vocational students will be able to arrange the living room harmoniously and comfortably.

Learning objectives aside from functions there are also learning components consisting of: 1) terminal behavior, namely knowing what students will do after learning. This ability is an action (action verb) or actions that can be measured, for example expressed in verbs such as: list, compare, arrange, classify, measure, drive, describe and others. 2) condition, namely how students will carry out abilities, this depends on the environment in which it is carried out, the equipment used, the materials used, the assistive devices used, the limitations of the capabilities of the facilities used and the physical activities carried out.

Example: a. Ability: measure the amount of resistance in the transistor Condition: with Ohm meter. b. Skills: sharpening chisels Condition: sharpened with various sizes of chisels. 4. Standards, namely components of learning objectives related to the minimum ability to be achieved. Standards are criteria for determining the quality level of abilities that must be achieved by students. Standards related to programs launched or programs followed, this is divided into three types, namely: 1) accuracy, 2) speed, 3) ability, examples a. Capability: measuring transistors Quality: can know the resistance in the transistor b. Skills: making wet cakes Quality: making bowls, nogosari c. Ability: can turn 7 inch pipe Quality: machining trade batteries with a tolerance of 0.004 inches Guidelines for learning objectives, in determining guidelines for learning objectives, among

others, must pay attention to the following matters: a. Goals must be clear b. Learning must go through a process of practice c. Study must be measurable d. Learning must be realistic and match the learning activities

Preparation of Instructional Materials Instructional material is defined as a particular part of the subject/subject taught by the instructor or teacher. In presenting the material, it should be started in a gradual way starting from easy subject matter to difficult subject matter, such as climbing stairs. Or from what must be known to what is well known, from the real to the abstract, from the simple to the complete and from the comprehensive to the detailed.

The subject matter should contain things about 1) learning objectives, 2) contains learning activities, 3) the content is complete, 4) the material is related to other lessons, 5) contains new things. Viewed from the content of the lesson, three important things can be prioritized, namely Must know , (must know) ie knowledge that must be known, should now (important to know) that is knowledge if known (want to know) will make it easier to solve, nice now (preferably known) that is if it is known it will be comfortable in adding insight.

According to Owe Seir, in the trainers guide, he stated “the diagram below illustrates a suggested grading of the subject matter. Good teaching is dependent upon careful planning of the nature and amount of subject matter to be put across. A diagram below is an illustration or suggestion as a stage of material in teaching. Being a good teacher is having a responsibility that is being faced with an object that takes place with careful planning in taking the causeway. This stage starts with must know, should be normal and nice now. Thus students will become clearer about the intent of the material presented by the teacher.

In addition to choosing lessons based on priority,

choosing lessons is determined based on time, meaning that the subject matter provided must be considered in the time available, based on the content of the lesson, the frequency of presentation and the weight of the lesson.

According to RS. Bloom, learning objectives are divided into three, namely cognitive, psychomotor and affective. Cognitive according to Gagne consists of verbal information, intellectual skills and cognitive strategies. Verbal information students are able to mention in writing or or remember information by rote for example students are able to memorize parts of a machine, memorize parts of the structure of corn plants, Intellectual skills, students are able to distinguish or formulate facts. Psychomotor, focused on skills related to the muscles and brain as well as with other senses in completing a job, for example the ability to operate a vehicle, the ability to practice in the laboratory. Affective, focused on attitudes in carrying out something that affects the environment as a result of changes in mental attitudes through experience.

This attitude is a combination of knowledge and experience skills that have been experienced. In preparing instructional materials, there are two things, namely trainee manuals (student guides for study) and instructional manuals (teaching guides or teaching instructions). Learning guide guidelines, the content emphasizes the implementation of tasks or explanations that contain knowledge. The teacher's guide contains about procedures teach material according to their needs.

Types of instructional materials include: 1) instructional sheets (instruction sheets/information sheets), 2) worksheets (job sheets or assignment sheets), 3) handout materials, 4) training manuals, 5) learning packages (learning package), training instructions (training guidelines). The Instructor Manual consists of: 1)

teacher/instructor guide (instructor guide or instructor manual), 2) trainer manual or training manual (trainer manual or guideline), 3) training package for instructors (instructor learning package), 4) training guide (training guidelines). In addition to student guidelines and teacher guidelines, there are also guidelines for grouping the preparation of training materials, including: 1) information sheets, which contain explanations about the scope of knowledge, 2) instructional sheets covering the title of the material, purpose and time of implementation, tools and materials used, understanding results that must be achieved by students, list of evaluation or testing. If teaching is related to practice, there must be: 1) worksheets, containing presentations in the form of carrying out tasks or work orders related to practice, 2) worksheets containing titles, purpose of work orders, tools, equipment used, work steps, results of implementation, list of assessments, working drawings.

For evaluation there is a task achievement sheet (performance sheet), used for program control, this sheet contains the material to be tested in accordance with the weight of importance. For weighting there needs to be a classification that is standard used as a guideline in providing an assessment that is in accordance with the weight of the material given.

People who seek, people who need. The benchmark for success is measured by the amount needed by the community, or users who take advantage of graduates. able to do work from the results of training either independently or working in other people's places. Pidarta (1988) describes the need for output and outcome: output needs, namely needs related to increasing the delivery of various educational products to the community. If the outcome needs relate to the impact of educational output towards society, for example reducing the number of unemployed, efforts to

increase household crafts in the community.

The two types of needs have shown a difference, if the output is focused on preparing training results which cannot be enjoyed by participants who have an interest in training. However, if the outcomes focus on the actual results of the training, the results of the graduates can benefit themselves and the community. So the community can directly use their skills according to the demands of the community or users. As an example of realizing an outcome, after completing the training and being declared passed (an output), after that the graduate is able to do independent business work in accordance with the field of training, then this business is an outcome of the training.

So what is meant by independent business here is the type of work, meaning working on one's own feet (Bung Karno). If interpreted broadly, Bygrave (1994) states: "entrepreneur as the person who destroys the existing economic order by introducing new products and services, by creating new forms of organization, or by exploiting new raw material" In line with Bygrave, Simanjuntak (1988) states: Independent business is working on one's own business, not for someone else or done by someone else. Working independently means that as a person fully responsible for managing the business with or without the help of others.

Therefore, to be able to work independently, a person must have an entrepreneurial attitude and ability. Based on the two statements above, to carry out an independent business, a person must have entrepreneurial abilities. This means that if you want to open an independent business, at least you know about business planning, business management, selling business results, marketing, and seeking venture capital. Always have an innovative spirit, dynamically think about the development of their business to

move forward and develop with new businesses. So the target outcome here is to be able to do business independently from the results of the training. In general, the types of business related to technical work, Simanjuntak (1988) mentions that are included as independent businesses, namely: car repair shops, television services, electrical installers, shoemakers, tailors, water pipe installation, home repair workers, and motor dynamo services.

G. TRAINING WITH FORMING OUTCOMES

Planning To start this training, you must first depart from the goals to be achieved. The goals to be achieved are in accordance with the expectations of the trainees. So conditions like this cannot be separated from the influence of the will of the training participants and the policies of the training organizers. From this policy, an operational plan is prepared as follows: Hurley (1987) explains that training planning activities are stated as follows: "(1). identification of training needs, (2). identification of trainee specifications, (3). preparation of objective training, (4). planning of training program, (5). identification of strategies and resources, (6). preparation of learning strategy, (7). implementation of evaluation criteria ". a. Identification of Training Needs In identifying training needs, it is adjusted to the needs expected by the training participants, which are called individual level training needs.

Besides that, there are also training needs required by the company as well as training needs that are used for promotion, meaning that training is given to fill vacancies in positions above it. If the difference between the required knowledge and skills is of the same value, it means that the trainee does not need to be trained because the knowledge to be achieved is the same as the ability of the trainee. Hurley (1987), explains the need for training is: "required skill -

existing skill = training need",

In line with this Pidarta (1990), explains the need (need) is the gap between what is and what should be. Namely needs that lead to specific needs, meaning training needs that lead to more ideal needs, namely ideas that are aspired to as the best hope. In this case, the hope is that after completing the training, they can open an independent business. c. Objectivity of training preparation. What is meant by the objectivity of training preparation, namely the preparation that should be there.

According to Lancaster (1992: 1.13) preparation for training always develops according to needs, including: "(a) people, (b) time and place, (c) operations, (d) trainers, (e) optimum length of time" These needs are prepared starting from the trainees, in recruiting trainees it should be adjusted to the desired qualifications. This is done by coordinating with the village head to find training participants who really have a desire to practice independent business. It can be done with a pre-test or interview, to ensure willingness as a trainee.

As training requirements include: age, gender, physical condition, education. The time and place must be clear, where is the place for practice, when does registration start, when does practice start and when does practice end. For training implementation tools, are they appropriate, consisting of curriculum and syllabus, instructors, training administration, job sheets and equipment used during the training process.

Does the coach or instructor call him sufficiently master the material in his vocational field, exemplary character, authority, sympathy, discipline and responsibility. The specified duration of training, according to training needs, how many hours per day, how many hours per week, how many hours per month detailed until the training is complete,

is usually stated in the training matrix, training methodology and the manager or person in charge.

As the person in charge of training, it is handed over to the training field starting from student recruitment to the implementation of training and training evaluation. The management of Industrial Work Training Centers is handed over to several sections, including: (a) the field of training has tasks ranging from student recruitment, implementation to evaluation, (b) the marketing department is responsible for introducing training to the public, to companies and schools, (c) the job market sector is specifically tasked with placing and serving workforce requests (d) the training development sector is tasked with developing training programs, training methodologies, new technologies and training requests according to their wishes, (e) the Instructor coordinator is in charge of managing the Instructor's tasks. All of the personnel mentioned above work in accordance with their respective fields focused on the same goal, namely to deliver the trainees to be able to carry out independent businesses.

d. Exercise program plan.

The preparation of the training program is basically an attempt to formulate a reference for the implementation of the training program. According to Naheson (1987) the formulation of the training program includes: (a) student recruitment, (b) selection of prospective students, (c) preparation of training materials, (d) arrangement of schedules, (e) determination of instructors, (f) determination of the necessary tools, (g) planning costs, (h) preparing an exercise evaluation plan. The training program must have definite goals and the success of the training results must be measurable through training evaluation.

To get training results that are in accordance with training needs, you can do the following: 1) Student recruitment and selection, required requirements in

accordance with the training program. Not everyone can follow the training program, but the requirements are in accordance with the type. The program includes level of education, age, gender, physique.

Student selection should reflect several factors, according to Yesilmen and friends (1988) who state the factors as follows (a). level or degree of importance, (b) the existence of individual needs, (c) the level of expectations 2) Preparation of training materials must first pay attention to the training curriculum and syllabus. For the preparation of the syllabus, a basis for carrying out tasks related to skills that reflect learning elements or teaching steps is needed. The clearer the description of the presentation of the exercise, the easier it will be to direct the achievement of the training goals or objectives. Lester D. Crow in Nasution (1993), curriculum relations should:

"(a) be adapted to the circumstances of the child's development, (b) include skills, knowledge, and attitudes that children can use in their present experience and are also useful for dealing with their future needs. come Rachman (1993) the standard pattern of work training curriculum includes: "name of exercise, position code, job description, training objectives, training requirements, length of training, training syllabus, training evaluation, training certification.

" Ismail Sumaryo (1992) curriculum should be adapted to work training standards consisting of: (1) general training subjects which contain basic training subjects, aiming to provide a foundation for physical and mental endurance in accordance with the Indonesian nation's philosophy and basic knowledge work motivation and work relations (2). core training subjects, which contain training subjects that are directly related to the vocational field which will provide basic knowledge, abilities and skills, (3). Supporting training subjects, containing subjects that support the related core

group so that trainees are not only technically skilled, but also supported by work safety, independent business knowledge and work motivation, (4) job training, namely work practice while observing what is occurs among large companies, as well as small industries (5) the final test is an evaluation activity of the participants' knowledge and skills abilities after completing the training process.

In determining training materials, it can be classified into two, namely consumable materials and non-consumable materials, these materials can still be used for the next training activity. According to Tarigan (1987), factors affecting the need for training materials include: (1) quality level, (2) curriculum and syllabus, (3) nature of training, (4) number of students, (5) training facilities. How to determine the criteria for materials needed according to Nasution (1993) states that: (1) materials must be in accordance with learning needs, (2). learning materials must be adapted to the ability of students, (3) the validity of the material, (4) the material must be relevant to reality.

How to determine the amount of material needed, according to the Center for Education and Training of the Ministry of Energy The work includes, among other things, provisions in the training materials whose contents are: (1). each practical activity for each participant then multiplied by the number of students, (4) determine when the material must be received. How to calculate the cost of training materials, Hurley (1987) says: "material cost refers to the software associated with the design, development, reproduction, distribution, implementation, and evaluation of training, together with all types of consumable training items".

As a teacher or instructor is a functional staff who has the task of delivering training material to students. The instructor as a teacher according to Davies (1971) conveys:

The characteristics of the work of a teacher manager, (1) planning, this is the work a teacher does to establish learning objectives, (2) organizing, this is the work a teacher does to organize and relate learning resources, so as to realize these objectives in the most effective, efficient, and economic way possible (3) leading, this is the work of a teacher does to motivate, encourage, and inspire his students, so that they will readily realize learning objectives (4) controlling this is the work of a teacher does to determine whether his organizing and leading function are successfully realizing the objectives which have been set.

Seeing from what Davies said, an instructor has quite a tough task. He has the task of planning lessons and delivering material as objectively as possible, efficiently, meaning delivering material according to the lesson plan. Apart from motivating the training participants, all of that must be done as an instructor so that the training objectives can be achieved successfully. 4) Determination of the Exercise Schedule, To make a training schedule, a matrix of an exercise plan is made which includes the name of the instructor, the material taught on the required day, the number of hours and the amount of time required. From this data, a training schedule is prepared. 5) Plan Tool exercise Adjusted to the lesson plan as outlined in the job sheet. The training tools needed must be determined, the number of tools, the type of tool, the type of tool, the size of the tool, the quality of the tool is suitable for training. 6) Exercise Cost Plan The amount of training costs required includes the cost of training materials, instructor fees are fixed costs, then other costs are variable costs.

According to Jamison (1977) $TC(n) = F + V(n)$, $TC =$ Total Cost, $F =$ Fixed costs, $V =$ Variable costs, Then to calculate the level of balance between training costs and training output (rate of return) it can be done by estimating the

investment in training with several comparison factors, including Woodhall (1980) explaining training cost considerations: (1) to compare the relative profitability of training and other forms of social investment, (2) to compare the relative profitability of different types or levels of training, (3) to compare the social rate of return to training in one country with another, (4) to compare the relative (5) profitability of training society and to the individual, by comparing social and private (6) rate of return, (7) to compare the rate of return to training at different points in time 7) Exercise evaluation plan When planning a training evaluation, the following must be considered: a) The purpose of evaluation, according to the

Ministry of Manpower Education and Training Center (1993), namely: to know the preparation of the training program, to know the success at each stage of implementation, to know the relevance of the training results. b) The evaluation requirements are valid, objective, comprehensive, simple. c) Evaluation targets, directed to: training programs consisting of (methods, tools, instructors, students, facilities, administration and training materials), training activities, training results. The evaluation phase consists of pre-training evaluation, during-training evaluation and post-training evaluation. 2. Implementation a. Coordinate between institutions.

The purpose of coordination is to hold a unification of opinions in determining the training program to be carried out, as well as the division of tasks of each member. At this stage the team members try to understand the goals of the team up to the differentiation stage and the collaboration or commitment stage in implementing independent business training. Kurdish (1998) explains that this coordination can be realized: "(1) in the form of a team, (2) deliberation and consensus, (3) participation of all parties, (4) quality

agreement." These tasks include: 1) Industrial Vocational Training Centers serve as training organizers as well as supporting funds, originating from the APBD and APBN. 2) The Informal Sector Independent Productivity and Business Training Center (BPP UMSI) has the task of managing business skills, with funds from the APBD and APBN. 3) Regional Government or Municipal Government, which has an area to carry out training, 4). Regional Work Council, which prepares funds for capital, 5). Indonesian Entrepreneurs Association (GAPENSI), Indagkop Service as a monitoring team 6). BLKI, BPP UMSI, City Government as Evaluation team. b. Implementation of training In the implementation of the training prepared by the Instructor, among others: (a). prepare training matrices, (b) Preparing job sheets, (c). Prepare exercise equipment and training materials. Richter (1986) proclaimed independent training should pay attention to: (a) the determination of order of agnitude of the various categories of manpower to be trained, (b) the determination and quantification of the input in terms of training structure, equipment, manpower resources and finance required for undertaking training activities to satisfy the identified training need. The planned training really is a requirement needed by the training participants, so that the readiness of the training supports the ongoing activities of training needs. Starting from the set of facilities, human resources, to the organizational structure involved in implementing the training.

The implementation is assisted by an assistant instructor, namely to assist in carrying out the practice and preparing a set of tools for practice.

The sequence of teaching always starts with general material consisting of subjects on work safety, work motivation and industrial relations and then continues with the core material which consists of courses vocational

training in the form of technical skills, then followed by a support group consisting of entrepreneurship training courses that lead to independent business, finally carrying out on the job training in companies.

One of the supporting materials is entrepreneurship knowledge which can be used as provisional knowledge for independent businesses including training material on: (a) the meaning of independent business and small business (b) forms of small business, (c) steps in small business (d) characteristics of small businesses, (e) requirements to become small entrepreneurs, (f) attitudes as small entrepreneurs, (g) how to find capital for small businesses. In the material above, it is hoped that the training participants can apply it to independent businesses and that knowledge can be learned, in accordance with what was conveyed.

Directorate of Manpower of the Ministry of Manpower (1996): "entrepreneurship or independent business can be studied and understood independently." "Simanjuntak (1988) : " stated that to be able to work independently, one must have entrepreneurial attitudes and abilities. After the training process as referred to above is completed, the evaluation team's task is to carry out an evaluation. According to Thomason (1980), the factors that must be considered in the evaluation are: skill, effort, responsibility and working conditions. Its members consist of training institutions, Productivity and Informal Independent Business Training Center (BPP UMSI),

Depnaker, and City Government. c. Formation of business groups In accordance with the training program, these trainees are required to carry out on the job training at employers' premises for 2 months. After carrying out on the job training, the graduates (output) are from each group and individually to find business land. Determine the business group, the results are submitted to the funder. According to

Regional Regulation number 4 of 1991 concerning mandatory workforce training for companies, each company is required to pay contributions to the Regional Vocational Training Council in the Level I Regional Government. d. Monitoring and development After the business is running, its activities are monitored by a monitoring team consisting of the Labor Office in accordance with Regional Regulation No. 4 of 1991 which reads "controlling and monitoring training." Work and assisted by BPP-UMSI.

Rahman (1994). explained the purpose of monitoring: "is to obtain data on the number of placements of graduates or independent businesses of graduates of Vocational Training Centers (BLK), Vocational Training Courses (KLIK) continuously and obtain information about the qualifications, attitudes, work mentality expected by labor users as feedback back in improving the training program.

The implementation process is carried out in three stages, namely: (1) data collection, (2) data processing, (3) making reports" In the implementation of monitoring, the task of the team is to monitor and direct the business sector. According to Kurdi (1999) the things that are needed in the business sector: "(1) Who are the consumers, (2) what do they want from goods or services, (3) how should it be done so that the business develops.

" Next, take care of a business license in accordance with the Decree of the Minister of Trade NO: 372/KP/XI/1988, namely entrepreneurs in the business or trade sector are required to have a business license. However, weak and small entrepreneurs are not required to have a Trading Business License. Besides that, it provides direction related to capital development according to Presidential Decree No.29 and No. 30 of 1984 the government provides ease of capital loans through KIK (Small Investment Credit) of 50 million and below, 100 million for medium businesses and 100

million and above for large businesses. In addition to developing the business, efforts are made to find work partners.

According to Alma (2001) there are four forms of partner, namely: (1) silent partner, (2) secret partner, (3) nominal partner, (4) general partner. The point is that the friend's silent partner is deliberately known to other people, but there is no role in managing it, only receiving the benefits. Secret partners are business partners who do not want to declare themselves as owners to the public. Nominal partners are business friends who should be invited to work together. General partner means business friend who have been cooperating for a long time and are also thinking about the fate of their business. This monitoring is carried out continuously as long as the business is not running stably.

QUESTIONS FOR DISCUSSION

- 1. What are the follow-up actions of the HR audit?**
- 2. Mention one by one the scope of the HR audit!**
- 3. Mention and explain how HRM for HRM function!**
- 4. What is the relationship between HRD and HR audit?**
- 5. Who should be in charge of HRM?**
- 6. Why HR audit?**

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