



Community Service Teaching To Lecturers And Trainers At Pusdiklat Muhammadiyah University Of Malang

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Abstract: Community service teaches to lecturers and trainers at the Training and Education Center of Muhammadiyah University of Malang (Pusdiklat UMM) plays a crucial role in enhancing the qualifications of lecturers and administrative staff to meet the established standards of human resources both nationally and internationally, in line with the dynamics of global human resource competencies. In this context, Smart Indonesia Academy, a management company, provides competency assessor training at Pusdiklat UMM as a community empowerment effort. This research adopts an analytical descriptive method to collect, analyze, and interpret data. The research findings indicate the smooth implementation of community service activities by Smart Indonesia Academy at the Pusdiklat UMM office. In conclusion, this study highlights the complexity and challenges of implementing competency-based training and education approaches in the workplace and higher education, emphasizing the importance of in-depth understanding and problem-solving efforts to enhance implementation effectiveness.

INTRODUCTION

The Training and Education Center of Muhammadiyah University of Malang, commonly known as Pusdiklat UMM, is an essential part of UMM's Human Resources Training Center (SDM) responsible for enhancing the qualifications of lecturers and administrative staff to meet UMM's human resource quality standards, as well as national and international standards, including the continuously evolving global human resource competencies (Pusdiklat UMM, 2024). As one of the university's training centers in Indonesia, Pusdiklat UMM routinely provides Competency Assessors. Specifically, this is related to the implementation of more effective and comprehensive assessment methods in facing the transition to the era of the Fourth Industrial Revolution. In this digital era, where information is widely distributed through online platforms, the competency assessment process also faces new challenges. Competency assessors need to understand this dynamic and update their assessment methods and approaches to remain relevant to current industry needs (Teklehaimanot et al., 2017).

The quality of the workforce is a crucial factor in advancing a nation. Workers must continue to develop their skills to become creative, innovative individuals who can make meaningful contributions to economic development in various sectors. In this context, improving the quality of the workforce can be seen as a long-term investment in human

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resources. From this perspective, improving the quality of the workforce can be viewed as a long-term investment in human resource development. Although someone may start their career or undergo an internship, it does not guarantee directly that they will become specialists who meet the requirements. Further development processes are often needed to achieve the expected level of expertise (Safitri, 2020).

The Smart Indonesia Academy, as a management company, provides competency assessor training at Pusdiklat UMM as a form of community empowerment activity. This community empowerment is a process of improving the abilities and potential of lecturers and trainers at Pusdiklat UMM to develop training programs. One way to empower communities is through competency assessor training. Therefore, there is a need for sufficiently solution-oriented competency assessor training to be provided to lecturers and trainers at Pusdiklat UMM to enhance their capacities in their fields. In this study, researchers examined Smart Indonesia Academy's initiative in providing competency assessor training in the context of community empowerment to Pusdiklat UMM.

LITERATURE REVIEW

Community Empowerment

Empowerment is the process of developing, empowering, persuading, and strengthening the bargaining position of lower-class communities against suppressing forces in all fields and sectors of life. Community empowerment is an effort made to develop potential and address various issues within the community (Y Winoto, 2019). One effort for community empowerment is to foster understanding of a particular subject through training.

Competency Assessor Training Training is the improvement of performance and motivation of employees assigned to them, so that employees experience progress in terms of knowledge, skills, and expertise in accordance with their field of work (Mehale et al., 2021). The state empowers intellectual individuals who become lecturers in carrying out the three pillars of higher education, namely Education, research, and community service. Therefore, as lecturers, they should always update their competencies through training, including competency assessor training, which can later obtain an official competency assessor certificate issued by the National Professional Certification Agency (BNSP) (Kadek Wira Adi Saputra & Putu juniarta, 2023).

Competency-based education describes progress through training that refers to the ability to perform specific tasks. In recent years, this has become the dominant curriculum model. For regulators and services, the apparent benefits are in terms of measurable

accountability and apparent flexibility. For assessors, the promise of competency-based workplace assessments to provide reliable and objective performance measurements for a trainee has yet to be proven in practice. For lecturers and trainers in training, there is very little evidence to suggest the benefits of competency-based education (Brightwell & Grant, 2013).

METHODS

This research uses an analytical descriptive method to collect and analyze data and interpret the results (Sugiyono, 2016). Primary data was obtained through interviews with the Pusdiklat UMM and Smart Indonesia Academy teams, while secondary data included journal articles, books, and news articles. The research object is the training provided by Smart Indonesia Academy to Pusdiklat UMM, where Pusdiklat UMM plays a primary role. Data collection techniques used three stages: orientation, selection, and identification. Data analysis was conducted using the Miles and Huberman model, which consists of data reduction, data presentation, and conclusion drawing (Miles, M.B; Huberman, A.M; Sadana, 2015).

RESULTS AND DISCUSSION

This community service activity is carried out by Smart Indonesia Academy at the Pusdiklat UMM office. The activity begins with an opening filled by the executor and director of Smart Indonesia Academy, then proceeds to the core activities consisting of material presentation as well as demonstration and evaluation (Pusdiklat UMM, 2024).

Figure 1.

Competency Assessor Training from Smart Indonesia Academy
To the UMM Education and Training Center



Source: (Smart Indonesia Academy, 2024)

Community empowerment is the process of enhancing the abilities and potential of individuals to realize their identity and dignity. This activity is also a form of community empowerment aimed at enhancing the abilities and potential of the team of lecturers and trainers at the Training and Education Center of Muhammadiyah University of Malang (Pusdiklat UMM). The target of this activity is to identify problems, provide knowledge, and

various experiences through competency assessor training. This activity consists of the dissemination of knowledge and education related to competency assessment to lecturers and trainers at Pusdiklat UMM. Based on interview results from Smart Indonesia Academy, the community service program has proceeded according to the planned schedule. Challenges that arose during the process came from technical constraints including frequently changing activity schedules and materials. The challenges faced by the implementing team are in communication and coordination between Smart Indonesia Academy and Pusdiklat UMM. However, these challenges can be overcome so that the activities can run smoothly (Smart Indonesia Academy, 2024).

The knowledge of competency assessors for lecturers and trainers is a topic addressed by Smart Indonesia Academy. The training provided by Smart Indonesia Academy aims to improve understanding related to competency assessment. Additionally, this competency unit relates to the knowledge, skills, and work attitudes needed to identify, compare, and formulate individual training needs. Pusdiklat UMM has adhered to the understanding related to competency assessor training conveyed by Dian Sri Wahyuni. Smart Indonesia Academy focuses on providing training in developing job training programs. The training sessions are divided into 14 sessions.

Table 1.
Competency Assessor Training Session from Smart Indonesia Academy
To the UMM Education and Training Center

1	N.78SPS02.012.2	Developing Job Training Programs
2	N.78SPS02.019.2	Planning the presentation of job training materials
3	N.78SPS02.022.1	Planning Evaluation of Learning Outcomes
4	N.78SPS02.028.2	Carrying out face to face training
5	N.78SPS02.035.1	Implementing K3 in Job Training Institutions
6	N.78SPS02.038.1	Managing Fulfilment of Language Literacy requirements and counting in the Learning Process Managing Fulfilment of Language Literacy requirements
7	N.78SPS02.075.1	Assessing the progress of individual training participants' competencies
8	N.78SPS02.010.2	Determining Individual Training Needs
9	N.78SPS02.015.1	Designing Learning Strategies
10	N.78SPS02.039.2	Managing job training materials
11	N.78SPS02.041.2	Managing Job Training Equipment
12	N.78SPS02.063.1	Preparing to Implement Competency Based Training or Assessment Implement Competency Based Training
13	N.78SPS02.064.1	Implementing Competency Based Training
14	N.78SPS02.068.1	Conducting Competency Based Assessments

Source: (Smart Indonesia Academy, 2024)

Competency assessor training aims to support progress in terms of knowledge, skills,

and expertise in the field of competency assessment at Pusdiklat UMM. This training is often associated with education. To ensure that the training can be carried out effectively, it contains several principles provided by Smart Indonesia Academy as guidelines for conducting training (Smart Indonesia Academy, 2024).

The training emphasizes two main aspects in the context of competency-focused training and education. First, training is seen as an effort to improve employee performance and motivation with the goal of developing knowledge, skills, and expertise relevant to their jobs, often linked to education for human resource development. Second, the article emphasizes the importance of empowering educators, especially lecturers, in carrying out university tasks, with efforts to enhance competencies through training, including competency assessor training. Although competency-based education promises to improve accountability and flexibility, its benefits have not been fully proven in providing reliable performance measurements for trainees, and it risks reducing the role of participants in the context of workplace learning experiences. This highlights the complexity and challenges of implementing this approach in the workplace and higher education.

CONCLUSION

The competency assessor training activities conducted by Smart Indonesia Academy at the Pusdiklat UMM office is part of community empowerment efforts to enhance the abilities and potential of individuals, especially lecturers and trainers. Through this activity, participants gain knowledge, skills, and relevant experiences in the field of competency assessment, aimed at supporting progress in their work. Although competency-based education is the main focus of this training, challenges remain in measuring reliable performance and the risk of reducing the role of training participants in the workplace. Thus, the implementation of competency-based training and education approaches requires deep understanding and efforts to overcome emerging challenges to provide maximum benefits for human resource development and organizational progress.

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