The Role of UPTD BLK Bali Industry and Tourism to Improve the Skills of Training Participants in the Hospitality Sector

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Abstract
This research is motivated by the importance of training, to improve skills and develop competitive and competent human resources (HR). UPTD BLK Bali Industry and Tourism has a training program in the hospitality sector which will produce a competent workforce. The focus of research in writing this thesis are: (1). What is the role of the implementation of training to improve the skills of trainees at UPTD BLK for Bali Industry and Tourism Job Training (2). How the training facilities are used for the training process (3). What is the impact of training at UPTD BLK Bali Industry and Tourism (4). How UPTD BLK Bali Industry and Tourism facilitates training participants. In this research, the research method uses descriptive qualitative data method by taking primary data sources directly obtained in the field and secondary data obtained from documents in the form of brochures and photographs. And data collection techniques by means of interviews, documentation and observation. The results of this study indicate that the role of UPTD BLK in the implementation of hospitality skills training is as a provider of funds, programs, instructors, materials, teaching methods and training participants supported by supporting theoretical and practical facilities, although there needs to be improvements in classroom facilities. The impact of this training is very good with the increase in the skills of the participants, so that it can increase the family economy, participants can create a home industry. As well as support from the Bali Industry and Tourism UPTD BLK to facilitate participants by including in the SISNAKER system as a bridge between participants and industry (employers).

Keywords: Role of UPTD BLK, impact of training, competent and competitive workforce
INTRODUCTION

With the rapid development of the industrial world, the needs of life are also increasing, so that sufficient income is needed to meet the needs of life. The role of work is very large in fulfilling everyday life, especially economic, social and psychological needs. To help people get better jobs, it is necessary to increase skills. Especially competent skills in accordance with the desired field of work. So that they can fill job vacancies according to their skills. Competent skills improvement is carried out through various efforts, including by providing education and job training as well as experience in the workplace. Education and job training must be able to prepare Indonesian human resources who have high quality, skills, professionalism and competence and are relevant to the conditions and needs of the world of work.

To realize competitive and competent human resources, there are three components, namely work competency standards, competency-based education and job training, and competency certificates. The development of an integrated education and training system in terms of efforts to develop human resources is a necessity and a need that is increasingly being felt today.

Job creation, unemployment reduction, human resource development, which in turn requires a professional workforce that is independent and has a high and productive work ethic.

Employment issues have always received serious attention from various government, private and community groups. This employment tenure problem can be seen as an effort by each individual to obtain and maintain the inherent human rights of life in order to fulfill the needs for survival. On the other hand, there are problems faced in national development, especially in the field of manpower, so that policies and efforts are needed to overcome them. In connection with the above, the development of human resources in Indonesia uses three main lines, namely education, training and career development in the workplace. Education and training pathways are the backbone of human resource development from elementary to tertiary levels. Meanwhile, the path of training and career development in the workplace is a supplementary and complementary route to education.
According to Simamora, 2006: 273 Training is a learning process that involves acquiring skills, concepts, regulations, or attitudes to improve workforce performance. Meanwhile, according to Article 1 paragraph 9 Law No. 13 of 2003 job training is the whole activity to provide, obtain, improve and develop work competence, productivity, discipline, attitude and work ethic at a certain skill and expertise level in accordance with the level and quality of position and work.

The development of the quality of Indonesian human resources includes aspects of personality and mental attitude, mastery of science and technology, as well as professionalism and competence, all of which are imbued with religious values according to their religion. In other words the development of human resources includes the development of intellectual intelligence (IQ), social intelligence (EQ) and spiritual intelligence (SQ).

The Ministry of Manpower of the Republic of Indonesia as the institution responsible for manpower issues, has issued policies related to increasing the expertise and skills of the Indonesian workforce. One of the efforts made is the establishment of Vocational Training Centers. One of these training centers is the Regional Technical Implementation Unit of the Bali Industry and Tourism Vocational Training Center which is under the auspices of the Office of Manpower and Energy and Mineral Resources of the Province of Bali. Addressed at Puputan Niti Mandala Renon Bali Road which has tasks and goals.

1. UPTD BLK Bali Tourism Industry is one of the Technical Implementation Units of the Office of Manpower and Energy and Mineral Resources of the Province of Bali which has the task of carrying out skills training for the workforce in various vocational fields, both industry and hospitality.
2. UPTD BLK Industry and Tourism Bali has a goal that everyone who has received skills training is able to work according to the job that has been indicated either through work relations or entrepreneurship / independent business.
3. UPTD BLK Industry and Tourism Bali has a mission
a. Improving the quality and competence of the workforce through organizational improvements that include various types of skills and expertise training according to regional excellence, by utilizing existing facilities and infrastructure.

b. Increasing the quality and quantity of the workforce through training in the context of reducing unemployment, encouraging the growth and development of productivity of small and medium enterprises.

c. Organizing community-based and competency-based training.

The existence of the Bali Industry and Tourism Job Training Center, as one of the regional technical implementers of the Office of Manpower and Energy and Mineral Resources of the Province of Bali. It is hoped that this can be a means to bridge the labor force who will enter the workforce and fill job vacancies or those who are expected to be able to create jobs or business fields for themselves and others. Workers can take advantage of the training provided to support their provisions and abilities. So that the workforce can improve self-competence by adding skills and developing self-potential.

The UPTD BLK Industry and Tourism Bali provides job training for all levels of society, especially the working class who can’t afford it and drop out of school, as well as groups of small and medium enterprises, free of charge. The duration of the training ranges from 240 JP to 480 JP In addition, it also provides training for people who wish to hone and deepen the skills they previously had. The government continues to strive to maximize the role of the Bali Tourism and Industry Technical Implementation Unit by using the concepts of PBK (Competency-Based Training) and PBM (Community-Based Training). For PBK training, it is hoped that the trained workforce will not only be competent in their field and highly competitive, but also certified so that they are quickly absorbed by the industry. Regional Technical Implementation Unit Bali Industry and Tourism Job Training Center
### Table 1.1

**UPTD Training Program, BLK-IP Bali**

<table>
<thead>
<tr>
<th>NO</th>
<th>Training Programs</th>
<th>Sub Vocational</th>
</tr>
</thead>
</table>
| 1  | Commerce          | a. Office administration  
b. English  
c. Mandarin language  
d. Japanese language  
e. Basic Office |
| 2  | Various Vocational | a. Sewing clothes  
b. Cosmetic  
c. Spa Therapist |
| 3  | Cooling Technique | a. Residential AC  
b. Electrical installation |
| 4  | Tourism/Hospitality | a. Housekeeping  
b. Food & Beverage Service  
c. Food Product |
| 5  | Motorcycle        | Conventional Motorcycle Service |
| 6  | Electronics       | Audio Video Technician |
| 7  | Processing        | a. Processing (processing of fishery and agricultural products)  
b. Bread and cake |

**Source:** Competency and community based training program UPTD BLK-IP 2021

The training carried out by the UPTD BLK Industry and Tourism Bali is held institutionally in which the training is carried out at the Technical Implementation Unit of the Bali Industrial and Tourism Training Center and MTU (Mobile Training Unit) training held in villages in the Province of Bali. In addition to the Bali Industry and Tourism UPTD BLK program, it is equipped with supporting facilities for training infrastructure, especially vocational hospitality.

### Table 1.2

**List of Amount of Theory Room and Practice Room**

<table>
<thead>
<tr>
<th>NO</th>
<th>Training Programs</th>
<th>Theory</th>
<th>Practice</th>
<th>Remark</th>
</tr>
</thead>
</table>
| 1  | Commerce           | 2      | 2        | theory space  
computer room  
lab room.  
Language |
| 2  | Various Vocational | -      | 3        | sewing room  
spa room  
make-up room |
| 3  | Cooling Technique  | 2      | 3        | theory space  
electricity practice room  
AC practice room  
tool room |
Job training participants at UPTD BLK Industry and Tourism Bali are people who only have junior high school and high school level education who do not yet have skills and are unable to continue higher education. During the pandemic there was a change with the training participants, before the pandemic the training participants were high school or vocational high school graduates who were on the same level, for the past 2 years the participants have been people who have lost their jobs and are still of working age. By participating in the training, the trainees will receive training certificates, competency certificates, be able to improve their skills, increase their potential, and be able to open a business or be self-employed. This can make the trainees able to improve their quality and be more competent in the field they are involved in.
Table 1.3.
The flow of the recruitment process for training participants at the UPTD. BLK-IP Bali

Source: Bali Industry and Tourism UPTD BLK 2022

FORMULATION OF THE PROBLEM

a. What is the role of implementing training to increase the skills of trainees at UPTD BLK Bali Industry and Tourism, especially hospitality vocational

b. How are the training facilities used for the training process at UPTD BLK Bali Industry and Tourism in the field hospitality

c. What is the impact of the training at UPTD BLK Industry and Tourism Bali on improving the skills of trainees in the hospitality sector

d. How does the UPTD BLK Bali Industry and Tourism facilitate training participants who have carried out training in the hospitality sector
RESEARCH PURPOSES
a. To find out the role of implementing training to increase the skills of trainees at UPTD BLK Industry and Tourism Bali, especially in the Hospitality sector
b. To find out the training facilities used in the Tourism vocational training process at UPTD BLK Bali Industry and Tourism in the hospitality sector
c. To find out the impact of training at UPTD BLK Bali Industry and Tourism on improving the skills of the trainees

THEORETICAL BASIS
Definition of Human Resources
According to Edison (2016: 10) human resource management is management that focuses on maximizing the ability of employees or members through several strategic steps in order to improve the performance of employees or employees towards optimizing organizational goals.

According to Mobarok (2017: 2) human resource management is building human resources that are innovative and have competitiveness to achieve the goals desired by the organizations they follow.

Definition of Role
In the Big Indonesian Dictionary (2007: 566) role is part or function of a person in a group.

According to Komaruddin (2006:768) roles are:
1. Part of the main tasks that must be carried out by management
2. The pattern of behavior expected to accompany a status
3. Part or function of a person in a group or institution
4. The expected function of a person to be the characteristics that exist in him
5. The function of the variable causal relationship.
Definition of Regional Technical Implementation Unit (UPTD)

Ministry of Home Affairs Regulation no. 12 of 2017 is an organization that carries out technical operational activities and/or certain supporting technical activities at the Regional Service or Agency.

The criteria for establishing a Provincial Technical Implementation Unit include:

a. Carry out operational technical activities and/or certain supporting technical activities of Government Affairs that are implementation in nature and are the responsibility of the main agency department/agency

b. Provision of goods and/or services needed by the community and/or by other Regional Apparatuses on an ongoing basis

c. Provide direct and real contributions and benefits to the community and/or in government administration

d. Availability of resources which include employees, financing, facilities and infrastructure

e. Availability of technical functional positions in accordance with the duties and functions of the relevant Regional Technical Implementation Unit

f. Have Standard Operating Procedures (SOP) in carrying out certain operational technical tasks and/or certain supporting technical tasks

g. Paying attention to the harmonious relationship between the Provincial Government and the Regency/City Government.

Definition of Work Training Center

Big Indonesian Dictionary (KBBI, 2008), the definition of a Vocational Training Center is a building that is used as a place to practice and increase skills to prepare oneself to enter the world of work.

According to the Indonesian Ministry of Manpower and Transmigration Regulation No. 7 of 2012 Work Training Center, hereinafter abbreviated as BLK, is a place where the job training process is held for trainees so that they are able and master a certain type and level of work competence to equip
themselves in entering the job market and/or independent business as well as a training place to improve work productivity so as to increase welfare.

Occupational Training Centers or often referred to as the abbreviation BLK are infrastructure and facilities for training places that function to gain skills or those who wish to deepen expertise in their respective fields. In general, the existence of BLK opens several vocational fields, for example, Computer Technician Vocational, Computer Operator Vocational, Refrigeration Engineering Vocational, Housekeeping Vocational, Motorcycle Engineering Vocational, Dressmaking Vocational, Catering Vocational and so on. Even the existence of BLK can also facilitate expertise in foreign languages such as English, Japanese and South Korean.

The Vocational Training Center is a place that accommodates training activities whose function is to provide, acquire, improve and develop skills, productivity, discipline, work attitude and work ethic whose implementation prioritizes practice rather than theory. The BLK has the main task of carrying out education and training for prospective workers and job seekers. The function of the BLK is to formulate technical policies in the field of workforce training, implementation of public services in the field of workforce training and provision of supporting services for local government administration.

BLK education does not require training participants to become workers because with the expertise they have, training participants can open businesses and create jobs, so BLK can become a motor in reducing unemployment. A competent and high-quality workforce is a supporting factor in creating productive employment that meets user needs.

One of the keys in order to improve the competitiveness and productivity of the workforce is competency development. The development of workforce competence and productivity is one of the sub-chapters in the national priority for job opportunity creation, this is related to the National Medium-Term Development Plan (RPJMN).

a. One of the directions for developing and strengthening the performance of training institutions (UPTP-UPTD) for the next 5 years is the realization of BLK becoming competency-based training
institutions, then becoming TUK (Competency Testing Places), and ISO, and finally BLK able to become BLU (Public Service Agency). One of the real manifestations is the Competency Based Training (CBT) and Mobile Training Unit (MTU) programs.

b. CBT is the approach used in providing training at BLK throughout Indonesia. This approach was chosen so that training graduates have competencies that are in-align with the needs of employers or the labor market. This approach requires the support of competent instructors, adequate facilities and infrastructure, and a systematic and reliable training process. To support the BLK training to be enjoyed by communities in relatively remote areas, the government provided MTU support.

c. With this MTU, the benefits of BLK can be expanded to target participants so that it is expected to leverage the number of training participants. The Vocational Training Center has several vocational and sub-vocational schools. This vocational training program is determined based on the needs, potential and prospects of the local area.

d. The Role of Vocational Training Centers in the Implementation of Training

e. a. Fund Provider

f. Funds are financial resources set aside to carry out certain activities during a specified period of time. (Handoko, 1995:377)

g. b. Facility Provider (media)

h. Depnaker (1987:53) Media (facilities) training is an element that serves as a support for the learning process, inspire enthusiasm and motivation to learn.

i. c. Provider of trainers or instructors.

j. Depnaker (1987:53) Instructors are the dominant factor in the job training process.

k. According to Hamalik (2000: 144) Instructors or trainers are defined as people assigned to provide training and appointed as professional staff, their roles and duties require qualification requirements as
trainers, namely the ability as professionals which includes abilities in the learning process (professional abilities), personality abilities and societal abilities.

l. d. Provider of training programs or materials.
m. According to Hamalik (2000:37). The training program is an important guide in the framework of implementing a training activity.

n. e. Training Method Provider.
o. Malayu S.P Hasibuan (2003:77) that training methods consist of:
q. The trainees directly work on the spot to learn and imitate a job under the guidance of a supervisor.
r. 2. Vestibule.
s. Is a training method that is usually held in an industrial company to introduce work to new employees and train them to do the job.
t. 3. Demonstrations and examples.
u. is a training method that is carried out by demonstrating and explaining how to do something through examples or experiments that are demonstrated.
v. 4. Simulation
w. is an event that is displayed as closely as possible to the actual situation but is only an imitation.
x. 5. Apprenticeship.
y. is a way to develop carpentry skills so that trainees can learn all aspects of their work.
z. 6. Classroom methods.
includes: Lecture (teaching), Conference (meeting), Programmed instruction, Case study method, Role playing, Discussion method, Seminar method.

Definition of Training

According to Raymond (2005: 4) training is related to business planning by agencies to provide community learning facilities related to competencies including knowledge, skills or behaviors that are critically
discussed for successful performance that is more efficient. Training is an effort made to develop human resource capabilities, especially intellectual abilities and personality in the short term.

Journal of Business Administration, 2015: 28 With the implementation of training, efforts are made to improve the ability of human resources to carry out their duties according to predetermined targets. This usually means making specific or specific changes in behavior, attitudes, skills, and knowledge. And for training to be effective, training must include learning from experiences, training must be an organizational activity that is planned and designed in response to identified needs.

Sulistiani and Rosidah (2003:175), Training is a short-term educational process using systematic procedures for changing the behavior of employees in one direction to improve organizational goals.

Gouzali Saydam (2006: 71) argues that the term training comes from the word "training" which means closely related to "teaching" or learning, then becomes the word training or training, which is an activity related to the teaching and learning process.

The definition of training in the relationship between teaching and learning according to Dr. Oemar Hamalik in his book Curriculum and Learning in 2010 is an action/deed of repetition that aims to further strengthen learning outcomes. Consolidation is defined as an effort to improve the knowledge, attitudes, and skills that are already owned, as well as an effort to expand to a more skilled and proficient level. According to Oemar Hamalik, training provides enormous benefits because: a training does not only provide new experiences and strengthen the learning outcomes and skills of the participants, but also functions to develop thinking skills in order to solve problems encountered in order to facilitate the transfer of learning. A training can help in a more effective and more encouraging way of learning and broaden the motivation and insight of the participants in carrying out current and future assignments.
According to Widodo (2015: 82), training is a series of individual activities in systematically increasing skills and knowledge so that they are able to have professional performance in their field. Training is a learning process that enables employees to carry out current work according to standards.

Franco (1991: 8) also argued that, "training is a learning to change the performance of people to do jobs in the future". Training is learning to change future performance. It is hoped that with the training, future impacts will increase and individuals will be more productive. From several definitions of training it can be said that training is an effort to empower someone to be able to work better, more productively, effectively and efficiently through increasing knowledge, skills, attitudes obtained through re-learning to obtain optimal results. The failure of a training can be caused by various factors.

It could be because the implementation is not in accordance with the objectives. For example, on the acceptance of participants who do not include minimum educational standards and lack of attention to the motivation of participants when participating in the selection. The training materials did not suit the needs of the participants, the selection of trainers in this case were instructors who were not professional in their field and the implementation was not supported by adequate facilities and infrastructure.

The initial stage in the implementation of training is the preparation of a training program. The purpose of this initial stage is to make the implementation more systematic. A program may be something tangible (tangible) such as curriculum materials, or abstract (intangible) such as procedures, for example the distribution of living expenses, a 4-day workshop schedule, or a series of activities to improve attitudes and so on. (Farida Yusuf Tayibnapis, 2000: 9).

There are two meanings for the term "program", which are specific and general meanings. According to the general understanding of "program" can be interpreted as "plan". If a trainee is asked by the
instructor, what is his program after graduation in completing the education he is participating in, then the meaning of "program" in the sentence is a plan or design of activities that will be carried out after graduation.

The plan can be in the form of a desire to find a job, help parents in building a business, and so on. If the program is directly linked to program evaluation, the program is defined as a unit or unit of activity which is the realization or implementation of a policy, takes place in a continuous program, and occurs in an organization that involves a group of people (Suharsimi Arikunto and Cepi Safrudin in Eko Putro Widoyoko, 2017: 9).

According to Eko Putro Widoyoko (2017: 10) the program is defined as a series of activities that are carefully planned and in practice take place in a continuous process, and occur in an organization that involves many people. In this sense there are four main elements to be categorized as a program, namely: Activities planned or carefully designed. Takes place on an ongoing basis. Takes place in an organization.

Its implementation involves many people. Training (training) is a form of program, because good training requires careful planning and in its implementation involves many people such as instructors, trainees, and training organizers. In order for the training to run effectively and efficiently, it is necessary to create a training program.

There are several expert opinions according to Eko Putro Widoyoko in his book regarding the meaning of training, including the following: According to Rivai and Simamora training is a systematic process of changing the behavior of employees in a direction to increase efforts to achieve organizational goals (Meldonia and Siswanto, 2012: 217). Kaswan (2011: 2) defines training as a process of increasing employee knowledge and skills. Gomes (2003) defines training as an effort to improve employee performance in a particular job that is being responsible.

From the understanding according to these experts, it can be concluded that a training program is any program implemented in order
to improve one's work ability by increasing the knowledge, skills/skills and work attitudes needed to carry out a job or position properly.

Evaluation of the reaction of the training participants means measuring the satisfaction of the participants (customer satisfaction) aims to determine the level of satisfaction of the training participants with the implementation of the training. The training program is considered effective if the training process is fun and satisfying for the trainees so that they are interested and motivated to learn and practice. There are two reasons why it is necessary to measure the reaction of the trainees. First, actually evaluating this reaction is an evaluation of the training process itself.

The quality of the process or implementation of a training, the better the participant's satisfaction response to the implementation of a training. Second, participant satisfaction with the implementation or process of a training will have a direct impact on the motivation and enthusiasm for learning in the training participants. Trainees will learn better when they are satisfied with the atmosphere and learning environment. Knowing the level of participant satisfaction can be done by measuring several aspects of the training. These aspects include the services of the organizing committee, quality of instructors/resource persons, training materials, training methods, class atmosphere, main facilities and supporting facilities, value and meaningfulness of training content, and others related to the implementation of a training. Evaluation of this reaction is actually meant to get a momentary response from the participants on the quality of the training. Therefore the most appropriate time to distribute the questionnaire is right after the training ends or just before the training ends.

In preparing instruments to measure the reaction of training participants, Kirkpatrick (2009: 26) conveys the principle "The ideal form provides the maximum amount of information and requires the minimum amount of time". Thus the instrument is expected to be able to capture as
much information as possible but in filling out the instrument it is hoped that it will take as little time as possible.

This level 1 evaluation is a very popular evaluation measure and is widely used by companies to determine the effectiveness of a training program. b. Learning Evaluation According to Kirkpatrick (2009: 20) learning can be defined as the extend to which participants change attitudes, improve knowledge, and/or increase skills as a result of attending the program.

Learning can be defined as a change in mental attitude (Attitude), improvement of knowledge, and or addition of participants' skills after completing the program. Training participants are said to have learned if they have experienced a change in attitude, improved knowledge and increased skills. Through this definition we can determine what aspects must be measured in this second stage of evaluation. The second stage of evaluation is actually an evaluation of the results or output of the training.

The training program is said to be successful when the aspects mentioned above experience improvement by comparing the measurement results before and after the training. The higher the level of improvement, the more successful a training program is said to be. Without a change in attitude, increased knowledge or improved skills of the trainees, the training program can be said to have failed. The second stage of measurement activities is relatively more difficult and more time consuming when compared to measuring the participants' reactions.

The use of measuring tools and choosing the right time will be able to help get valid and accurate measurement results. Measuring tools that we can use are written tests, questionnaires, interviews, observations, and performance appraisal rubrics. Written tests were used to measure the level of knowledge improvement, questionnaires with a Likert scale and interviews were used to measure the attitudes of the trainees, while observation and performance appraisal were used to determine the skill level of the trainees.
Training indicators to measure training according to Mangkunegaran (2016:51) include:

a. Training goals and objectives must be clear and measurable
b. Trainers must have adequate qualifications
c. The training material must be in accordance with the ability level of the participating employees

Trainees must meet the specified requirements.

While the elements of training must be fulfilled as follows:

1. Competency standards

Work competency standards are the basis of reference for the development of education and training programs, so it is necessary to measure the abilities of each individual.

2. Curriculum and Syllabus

According to Oemar Hamalik, the education and training curriculum has the following characteristics:

Focuses on the individual abilities of the participants. Learning experience or practice is obtained through feedback. The training program and objectives are one component. Emphasis on graduation requirements. The learning process is realized in the form of a learning package (modularization). The success of participating in the training is the responsibility of the training participants (students). Evaluation of participants is more in field situations. Many training materials or materials are arranged in the form of packages or program capital. The education and training program is an effort to improve and develop a professional career. The training program is carried out in stages, in rotation and continuously. While the syllabus is a description and elaboration of the competencies that will be achieved by the participants which are poured in the form of teaching materials.

Materials/teaching materials/modules/guidebooks are made in the form of descriptions and elaborations, delivered by the method to be used and adjusted to the time or session programmed.

1. Facilitator/trainer/trainer/speaker/instructor/widyaiswara
2. Determination of prospective participants is determined based on the fulfillment of competency requirements.
3. Clearly determine the time and place for the event
4. Training methods Must be in accordance with the program, title, and training materials.
5. Infrastructure and Facilities
6. Funding, Routine: APBN and APBD, Other legitimate and lawful and non-binding businesses.
7. Evaluation and Certification
   Definition of Skills
   Skills can show the specific action performed or the nature of the skill in which it is carried out. Many activities are considered as a skill, consisting of several skills and the degree of mastery achieved by a person reflects the level of skill. This is because of the generally accepted custom of declaring that one or more extended patterns of movement or behavior can be called skills. Employee skills are one of the factors in the effort to achieve the success of achieving organizational goals. The purpose of work skills is to be able to facilitate a job in completing each job effectively and efficiently without any difficulties so that it will produce a good employee performance.

   The purpose of employee development is to improve employee effectiveness in achieving predetermined work results. Improving work effectiveness can be done by improving employee knowledge, employee skills and employee attitudes towards their duties. The expertise possessed by an employee will make him skilled in carrying out certain skills in doing a job.

   According to Nadler (1986) skills are interpreted as a set of processes of exploring and developing one’s potential with a number of activities, which are realized in direct practice, which are carried out on an ongoing basis.

   According to Dunette (1976) skill is knowledge that is obtained and developed through a process of training or training, as well as being equipped with experience by carrying out various tasks given.

   Skills are skills or proficiency possessed by employees to do a job and can only be obtained through practice, both training and through experience. Skills
are also things that must be owned by every employee because skills are the
skills, abilities, dexterity of an employee in completing his work and the tasks
given by the company.

Expertise will make an employee able to do something according to what
has been taught. According to Amirullah and Budiyono (2014: 21) explained
that "Skill or skill is an ability to translate knowledge into practice so that the
desired goal is achieved". According to Bateman and Snell (2012: 10) explains
"Skill is part of knowledge management which is a set of practices that aim to
find and utilize intellectual data sources from the organization to fully utilize
the intellectuality of the people in the organization". In the opinion of Kasmir
and Jakfar (2013: 172) stated "An important organizational component is a job
or position. To achieve organizational goals, it is necessary to determine the
types of work that must be carried out in accordance with the skills possessed
by employees.

Based on the expert opinion above, it can be concluded that to achieve a
good level of skill, it is necessary to pay attention to the following, first,
individual or personal factors, namely the willingness and seriousness of the
individual itself in the form of great motivation to master the skills being
taught. Second, the teaching and learning process factor refers to how learning
conditions can be adapted to individual potential, and the environment plays
a very important role in mastering skills. Third, situational factors refer to the
methods and techniques of the exercises or practices carried out.

Basically, skill is an individual thing, each individual will have a different
level of skill depending on their ability and experience. Work skills have great
benefits for individuals, companies and society. For individuals, work skills can
improve their performance so that they get remuneration according to their
achievements. In addition, everyone’s skills must be honed and developed
through training or mentoring programs. Training and so on must be
supported by the basic abilities that the person already has in him.

This basic ability can produce something that is more useful and has added
value for himself and for others when combined with guidance or training.
According to Adrew E. Sikula in Mangkunegara (2011: 50) suggests that
"Training (training) is a short-term educational process that uses systematic and organized procedures, employees or non-managerial employees learn knowledge and technical skills in a limited purpose"

Meanwhile, according to Mubarok (2017: 56) "Human resource training is a vehicle to increase the competitiveness of companies or organizations, especially in situations of increasingly fierce competition", in general training is to acquire skills in an ability to use reason, ideas, and creativity in doing, making or changing something into something more meaningful so that it can produce added value from the results that are done.

Skills can be interpreted as an ability and capacity acquired through systematic and continuous effort in a smooth and adaptive manner in carrying out complex activities or job functions that involve ideas or cognitive skills, things or technical skills, and people. or interpersonal skills. According to Amirullah and Budiyono (2014: 22-23) there are 3 (three) types of skills possessed by employees, namely: 1. Technical skills Technical skills are specific competencies for carrying out tasks or the ability to use techniques, tools, procedures and knowledge of the field that is specialized correctly and precisely in carrying out their duties. 2. Human skills Human skills are the ability to understand and motivate other people, as individuals or in groups. This ability relates to the ability to select employees or employees, create and foster good relationships, understand other people, provide motivation and guidance, and affect workers, either individually or in groups. 3. Conceptual skills (conceptual skills) Conceptual skills are the ability to coordinate and integrate all the interests and activities of the organization or the mental ability to obtain, analyze and interpret information received from various sources. This includes the ability to see the organization as a whole, understand how the relationships between units or parts as a whole, understand how the parts depend on others, and anticipate how a change in each part will affect the whole, the ability to see the overall organizational picture by integrating and coordinating a large number of activities is a conceptual skill.
WRITING METHOD

Research sites

The research was conducted at UPTD BLK Industry and Tourism Bali which is located on Jalan Niti Mandala Renon 0.95 km Denpasar - Bali. Telephone number (0361) 4459133 email: blkip_bali@yahoo.co.id The author’s reason is because there is a problem raised by the UPTD BLK Industry and Tourism Bali. And parties from the UPTD BLK Bali Industry and Tourism gave access to the author to carry out this research.

Data collection techniques

This study uses data collection techniques by observation and interviews.

1. Observation Method
Researchers made observations by observing the activities of implementing hospitality training from the process of interviewing trainees to the training process in the hospitality sector.

2. Interview method
Interviews were conducted by researchers involving informants who were considered to play an important role in this data collection process such as: training staff, training participants and instructors who played an important role in training activities at UPTD BLK-IP Bali

3. Documentation Study Method
Analyzing the data obtained from informants, and the results of recording by researchers. With this technique researchers also need written data from the institution.

RESULTS AND DISCUSSION

Role in the Implementation of Hospitality Vocational Training at UPTD BLK-IP Bali. In implementing the training at UPTD BLK-IP Bali has a role, as:

a. Fund Provider The training at UPTD BLK-IP Bali is sourced from APBD and APBN funds, the information dissemination is carried out by informing
schools, districts in Bali and making banners. The implementation of training in 2020 will be carried out in accordance with the vocational food product, food and beverage service and housekeeping sourced from pure rupiah funds (RM) or Non-Tax State (PNBP), through the source of the letter of approval of the Budget Implementation Form List (DIPA) UPTD BLK Lombok East.

b. Instructor/ trainer provider

Instructors at UPTD BLK-IP Bali have the following requirements: Minimum D-III degree in tourism Have attended the instructor's basic training. Have a certificate of technical competency in hospitality Have the ability to communicate and always update technology. The current instructor data are:

<table>
<thead>
<tr>
<th>NO</th>
<th>INSTRUCTOR</th>
<th>JML</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Food Product Instructor</td>
<td>2 orang</td>
</tr>
<tr>
<td>2</td>
<td>F&amp;B Service Instructor</td>
<td>2 orang</td>
</tr>
<tr>
<td>3</td>
<td>House Keeping Instructor</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: UPTD BLK-IP Bali 2021

Instructors are responsible for making training programs, preparing training facilities, curriculum, training schedules, jobsheets and making the final report on training implementation. Penyedia program pelatihan dan materi

a) Referring to the need for training based on assessment to the hospitality industry what are the most desirable and most needed by the industry.
b) Training facilities both theory and practice owned by UPTD BLK-IP Bali
c) Instructors/teaching staff already have technical competence
d) Training costs are available and in accordance with DIPA.

a. Training method provider

The training methods carried out at the UPTD BLK Industry and Tourism are:

a) Classroom method
   
   *By using the methods in the class*

b) Demonstration method
   
   *This demonstration method is carried out during practical learning*
c) *On the job training*

After attending the training, the UPTD BLK-IP requires participants to do apprenticeships to the industry in accordance with the chosen profession.

b. Training Participants

The training participants came from the general public of working age, hospitality vocational training participants, were participants who had registered and took written tests and interviews and were declared passed by the UPTD BLK Industry and Tourism Bali, totaling 16 people.

c. Evaluation

The evaluation carried out at UPTD BLK-IP Bali was carried out to find out the progress of the training participants and to determine whether participants could take UJK or not.

**Table 4.3**

<table>
<thead>
<tr>
<th>NO</th>
<th>SUBJECT VOCATIONAL SCHOOL</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Food production</td>
<td>16 people</td>
</tr>
<tr>
<td>2</td>
<td>F&amp;B service</td>
<td>16 people</td>
</tr>
<tr>
<td>3</td>
<td>Housekeeping</td>
<td>16 people</td>
</tr>
</tbody>
</table>

Source: Bali Industry and Tourism UPTD BLK 2021

The process of carrying out the competency test for the trainees will be observed again in terms of skills, knowledge and attitude. UJK UPTD BLK-IP Bali is working together with LSP Lombok Timur.
Table 4.4

UJK participant graduation data

<table>
<thead>
<tr>
<th>NO</th>
<th>SUB VOCATIONAL SCHOOL</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Food production</td>
<td>14 people</td>
</tr>
<tr>
<td>2</td>
<td>F&amp;B service</td>
<td>16 people</td>
</tr>
<tr>
<td>3</td>
<td>Housekeeping</td>
<td>16 people</td>
</tr>
</tbody>
</table>

Source: Bali Industry and Tourism UPTD BLK 2021

After the UJK was held, 2 participants from food production were declared incompetent because they did not attend the exam.

1. Training facilities used for the training process at the UPTD BLK Bali Industry and Tourism in the Hospitality sector.
   a. *LCD Proyektor.*
      Limited LCD projector, early participants to be invited to get to know the practice.
   b. AC
      The hospitality department has 5 theoretical classrooms. All use AC, but only 3 rooms have AC functioning. So that 2 classes cannot be used optimally.
   a. Practical facilities and infrastructure obtained by the participants are training modules, practice clothes, and training materials. Practical facilities in the form of equipment and practical materials in accordance with the material and in accordance with industry standards.

The impact of training at the UPTD BLK Bali Industry and Tourism in the hospitality sector. The impact on improving skills is very good for training participants. Participants who initially entered did not have skills, after participating in the training they obtained and acquired skills, so that self-confidence emerged, that they were capable and could compete with other
workers. Participants are even ready to compete with other job seekers, marked by competing to fill job vacancies offered by UPTD BLK-IP Bali.

From the results of interviews with participants in the food product vocational training, some participants had the courage to accept food orders (catering) and were able to develop small businesses (rice boxes), before the training period was over, participants had filled vacancies in the industry. Participants make an agreement with the employer to complete the training which is held in the morning, and the employer agrees to provide a work schedule in the afternoon. In addition, most of the participants had received recommendations or information from training participants from previous years.

The role of UPTD BLK Bali Industry and Tourism in facilitating training participants. Every training participant who has passed the selection will be entered into the workforce system (SISNAKER). In which this system contains the background of the participants and the supporting documents they have. So that job seekers already know what type of job the participants are looking for. In addition, participants were also given the opportunity to fill vacancies through a walk-in interview if a hotel industry member came directly to UPTD BLK-IP Bali. So far the UPTD BLK-IP has not had an MOU with industry, with instructors from industry. This is one of the instructor's efforts to make it easier for participants to find OJT and DW places after completing the training.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the results of the discussion can be drawn the following conclusions:

1. There are 6 roles in the implementation of skills training carried out at the UPTD BLK Industry and Tourism Bali, namely as a provider of funds, provider of instructors/trainers, provider of training programs, provider of training methods supported by elements of training participants, and evaluation.
2. Training facilities used for the training process at UPTD BLK Industry and Tourism Bali. The training facilities and infrastructure at the UPTD BLK Industry and Tourism for the teaching and learning process in the classroom are inadequate, due to limited LCD projectors and poorly maintained air conditioners. As for the facilities and infrastructure for hospitality vocational practice, they are adequate and sufficient so that they can be used for 16 training participants.

3. The impact felt by the training participants at the UPTD BLK Industry and Bali Tourism on increasing the skills of the trainees in the hospitality sector is very good and can add to their skills, so that they can help the family economy with participants making home industries by receiving orders for rice boxes or catering and can fill vacancies in the hospitality industry.

4. The role of UPTD BLK Bali Industry and Tourism in facilitating training participants, by entering training participants who have passed the selection into SISNAKER (employment system). That is one of the facilities provided to bridge trainees who have attended training with industry. So that the industry can choose workers according to the qualifications needed. Apart from that, the instructors also provided direct information to the participants if any industry contacted the instructors directly.

**Suggestion**

Based on the research results, the following suggestions can be generated:

1. UPTD BLK Industry and tourism in Bali, should increase the number of hospitality instructors so that all hospitality professions have 6 instructors.
2. Proposing training facilities and infrastructure, especially class equipment, to both local and central government, so that the teaching and learning process can run smoothly.
3. Create an MOU with the hospitality industry, for the placement of OJT students and also direct vacancy information from the industry.
Bibliography.


