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The Influence of Training, Learning Motivation, and Supporting Facilities on the Work Readiness of Training Participants through Participant Competence at the Jember Vocational Training Center

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Abstract

This study aims to determine the effect of training, learning motivation, and supporting facilities on the work readiness of training participants through participant competencies at the Jember Vocational Training Center (BLK) UPT. This study is an explanatory research with a quantitative approach with a survey design. The population in this study were all training participants at the Jember Vocational Training Center (BLK) UPT in 2025, totaling 592 people. The sampling technique used probability sampling with a simple random sampling method, using the Slovin formula with an error rate of 5%, so that 239 respondents were obtained as research samples. The data analysis method used Partial Least Squares–Structural Equation Modeling (PLS-SEM) with the help of SmartPLS 4.0 software. The conclusions from the analysis results are: 1). Training has a positive and significant effect on competency at the Jember Vocational Training Center (BLK). 2). Learning motivation has a positive and significant effect on competency at the Jember Vocational Training Center (BLK). 3). Supporting facilities have a positive and significant effect on competency at the Jember Vocational Training Center (BLK). 4). Training has a positive and significant effect on job readiness at the Jember Vocational Training Center (BLK). 5). Learning motivation has a positive and significant effect on job readiness at the Jember Vocational Training Center (BLK). 6). Supporting facilities have a positive and significant effect on job readiness at the Jember Vocational Training Center (BLK). 7). Competence has a positive and significant effect on job readiness at the Jember Vocational Training Center (BLK).

Keywords: *Supporting Facilities, Job Readiness, Competence, Learning Motivation, Training*

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INTRODUCTION

Currently, Indonesia is in an era of increasingly intense global competition. A crucial step that needs to be taken is to develop high-quality, superior, and competitive human resources. Human resources are a crucial asset in a country's development. They are a crucial and inseparable factor in any organization. Therefore, the Indonesian government's efforts to improve the quality of human resources include the establishment of Vocational Training Centers (BLK).

The Vocational Training Center (BLK) has a strategic role in preparing skilled and competent workers with the needs of the labor market. This is stated in the Regulation of the Minister of Manpower of the Republic of Indonesia Number 8 of 2017 concerning the Standards of Vocational Training Centers, Article 1, paragraph 1, which reads "The Vocational Training Center, hereinafter abbreviated as BLK, is a place where the job training process is held for training participants so that they are able and master a certain type and level of work competency to equip themselves in entering the job market and/or independent business or as a training place to increase their work productivity so that they can improve their welfare." Therefore, the Jember Vocational Training Center (BLK) is expected to bridge these problems, especially by embracing and preparing competent individuals. One program that can play a role in embracing is a training program.

According to Setiawan *et al.* (2021) , training is a crucial factor in human resource development. Training is a form of learning undertaken by students to develop their desired skills. Furthermore, training provides an environment for participants to acquire or learn specific attitudes, abilities, skills, knowledge, and behaviors related to their desired job or business (Pohan *et al* ., 2022) . Training will undoubtedly be more effective in improving competency if coupled with motivation to learn.

Motivation is the conscious or unconscious drive within a person to perform an action for a specific purpose. Motivation can be defined as a driving force, a guide, and a strengthening force for behavior. Motivation itself is divided into two categories: intrinsic and extrinsic. Intrinsic motivation is the motivation that arises from within the individual to do something (Lutfi & Winata: 2020) .

Adequate supporting facilities, such as equipment availability, comfortable practice spaces, and technological accessibility, are also important factors in creating an effective training process and high learning motivation. Conversely, limited or inadequate facilities can be an obstacle and negatively impact participants' learning motivation. According to Pelasula *et al.* (2024) , supporting facilities are a crucial element in training, playing a role in supporting participants' activities in achieving training objectives.

Competence is an individual's ability, encompassing their actions and behavior. Competence also plays a crucial role in preparing participants for work (Wulandari *et al* ., 2022) . In addition to acquiring competencies, participants must also demonstrate thorough preparation. Training participants' readiness to enter the workforce encompasses everything they need to prepare for achieving a goal. The work readiness of training participants is crucial, as the world of work demands mastery of a number of work competencies.

Based on a pre-survey conducted by researchers at the Jember Vocational Training Center (BLK), many training participants often lack optimal job readiness. Furthermore, the competencies acquired during training are often not relevant or in line with the standards required by companies for job applications. Furthermore, in terms of learning motivation, some participants are enthusiastic and proactive, but many are passive and only attend training as a formality. Low motivation results in participants' lack of initiative to delve deeper into the material or ask questions when they encounter difficulties, thus suboptimal absorption of the training material. Although the Jember Vocational Training Center (BLK) has supporting facilities, their condition is not yet fully adequate. Some equipment used is outdated, does not match new technologies used in the industry, or is limited in quantity, requiring participants to take turns. This hinders the practice process and makes participants unaccustomed to using more modern industrial equipment. The number of training participants through 2025 who are still not job-ready can be seen in Figure 1 below:

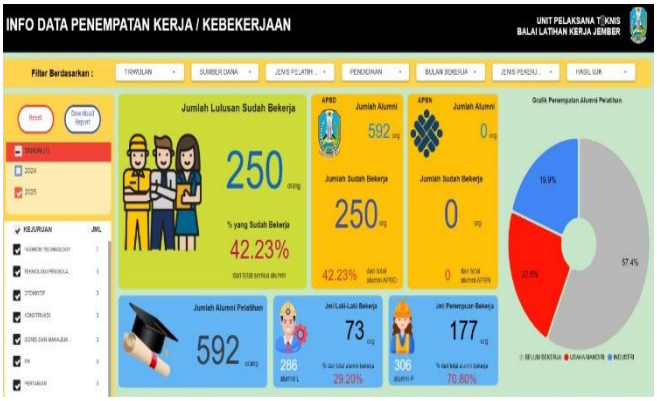

Figure 1. 2025 Training Participant Data

There is *a research gap* in this research. Many studies have examined the factors influencing job readiness. Most of these studies tend to focus on formal education environments or large companies, with different participant characteristics. For example, Wulandari *et al.'s* (2022) study focused on formal education environments using students at the Islamic University of Malang as the subjects. Setyadi *et al.'s* (2021) study also focused on formal education environments using engineering students at SMKN 1 Semarang as the subjects. This means that there is still a lack of specific and in-depth research exploring how the combination of applied training, participants' level of learning motivation, and the quality of supporting facilities synergistically influence competency improvement, which impacts job readiness in local government vocational training institutions such as the Jember Vocational Training Center (BLK).

The Jember Vocational Training Center (BLK) is a government-owned institution that provides facilities and infrastructure to serve as training venues to improve skills. The goal of the Jember Vocational Training Center (BLK) is to provide appropriate training to the community in Jember Regency and the surrounding area.

LITERATURE REVIEW

Training

According to Gustiana *et al.*, (2022) , training is an effort designed by an organization or institution to support learning regarding competencies, information, skills, and attitudes related to the participants' work. The goal is for participants to understand the knowledge, skills, and attitudes emphasized in the training and be able to implement them in the world of work later. According to

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Pohan *et al.,* (2022), training is a learning process that enables participants to carry out work according to their interests and talents and can carry out current work according to standards.

According to Desler in (Ammin & Rosento, 2025)there are 5 training indicators, namely: 1). Instructor ability. 2). Training participants. 3). Training methods. 4). Materials or materials. 5). Training objectives. Meanwhile, according to Willson & Hikmah (2020) there are 5 training indicators, namely: 1). Training objectives. 2). Materials. 3). Methods used. 4). Participant qualifications. 5). Trainer qualifications.

Motivation to learn

According to Rahmaviani *et al.,* (2024) , motivation is an inherent tendency originating from a person's internal state, where they are inspired, motivated, and driven to carry out activities with sincerity, joy, and genuine dedication, thus producing good and high-quality results. According to Yudharsyah *et al.,* (2021) , motivation is a basic drive that drives a person to behave. This drive resides within a person and drives them to do something in accordance with their inner drive. Motivation is essentially an effort to increase activities in achieving a certain goal, including learning activities (Syardiansah & Safuridar, 2021).

In vocational training, learning motivation is measured through two dimensions. The first is intrinsic motivation: the drive that comes from within the individual without external coercion. The indicators are (Ridwan, 2024): 1). High interest and desire to succeed in learning. 2). The existence of personal ideals and aspirations that strengthen motivation. 3). Feelings of pleasure that arise during the learning process. The second is extrinsic motivation: the drive that comes from external stimuli. The indicators are (Ridwan, 2024): 1). Praise and rewards. 2). The desire to gain professional recognition/acceptance in work. 3). Training regulations or rules that encourage obedience.

Supporting Facilities

Facilities are physical evidence that provides convenience for users and shows its existence to external parties to facilitate the completion of tasks (Syardiansah & Safuridar, 2021). Meanwhile, according to Rangkuti *et al.,* (2021) , supporting facilities are everything that is used and utilized in the form of facilities and infrastructure that can support the implementation of participant work provided by the agency so that it can facilitate the completion of training tasks and will have a positive impact on increasing participant and participant productivity within the agency.

According to Sabri & Susanti (2021), supporting facility indicators include: 1) Suitability to needs. 2) Optimization of training programs. 3) Ease of use. 4) Accelerating the learning process. 5) Arrangement/ *layout.*

Job Readiness

According to Wulandari *et al.,* (2022) , job readiness is the work ability of each individual, encompassing aspects of knowledge, skills, and work attitudes that are in accordance with applicable standards. Job readiness also refers to the participant's ability to face business or the world of work with their existing competencies or expertise (Utami, 2024). Job readiness is the initial capital for someone entering the workforce. Capital possessed before entering the workforce includes participating in training programs, one of which is at the Jember Job Training Center.

Job readiness is crucial before starting a job, and one way to do this is through a training program. According to Ramadhani *et al.* (2022) , job readiness indicators include: 1) logical reasoning. 2) critical thinking. 3) the ability to adapt to the environment. According to Annisa *et al.* (2025) , three indicators of job readiness are: 1) mental readiness. 2) sufficient skills. 3) experience.

Competence

Competence is rational behavior to achieve the required goals according to expected conditions (Pratama et al., 2023). Furthermore, competence is also the ability to perform a job based on skills and knowledge and supported by the work attitude demanded by the job (Ramadhani et al., 2022).

According to Ramadhani *et al.* (2022) , competency indicators are: 1). Knowledge. 2). Skills. 3). Behavior. 4). Experience. Meanwhile, according to Tarigan *et al.* (2021), there are 3 competency indicators, namely: 1). Knowledge . 2). Skills . 3). Attitude .

METHODOLOGY

This explanatory research aims to examine the causal relationship between the independent variables of training, learning motivation, and supporting facilities, the intervening variable of participant competency, and the dependent variable of participant work readiness at the Jember Vocational Training Center (BLK) (Sugiyono, 2020). The research uses a quantitative approach with a survey design.

The population in this study was all 592 training participants at the Jember Vocational Training Center (BLK) in 2025. The sampling technique used probability sampling with a simple random sampling method, so that each member of the population had an equal chance of being selected as a respondent (Machali, 2021). The sample size was determined using the Slovin formula with a 5% probability, resulting in 239 respondents as the research sample.

The data types used were primary and secondary data. Primary data were obtained through direct questionnaire distribution to BLK Jember training participants, while secondary data were obtained from agency documents, scientific journals, books, and other relevant literature sources. The research instrument used a five-point Likert scale (1 = strongly disagree to 5 = strongly agree) to measure respondents' perceptions of the indicators of each variable.

The data analysis method used Partial Least Squares–Structural Equation Modeling (PLS-SEM) with the help of SmartPLS 4.0 software. This method was chosen because it is capable of analyzing complex structural models with a large number of indicators and does not require normal data distribution (Rahadi, 2023). Hypothesis testing was conducted using the bootstrapping technique with significance criteria based on the t-statistic value (>1.96) and p-value (<0.05) to assess the direct and indirect effects between research variables.

RESULTS AND DISCUSSION

The Jember Vocational Training Center (BLK) is a regional government technical implementation unit under the coordination of the East Java Provincial Manpower Office. In carrying out its duties and functions, the Jember BLK organizes various job training programs in a number of vocational fields tailored to regional potential and labor market needs. The training programs are designed with a competency-based approach that emphasizes practical learning over theory, so that trainees can gain applicable

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work experience. The Jember BLK functions not only as a training center, but also as a means of developing work competencies that are expected to be able to bridge the needs of the workforce with the demands of the business and industrial world, thereby contributing to employment development in the region.

Instrument Test

1. Validity Test

In this study, the validity of the indicator was tested through the *outer loading value* in the measurement model (outer model) with the help of the SmartPLS 4.0 application. An indicator is declared valid if it has an outer loading value ≥ 0.70 (rule of thumb).

Table 1. Validity Test

	X1	X2	X3	Y	Z	ROT	Note
X1.1	0.825					0.7	Valid
X1.2	0.754					0.7	Valid
X1.3	0.814					0.7	Valid
X1.4	0.815					0.7	Valid
X1.5	0.857					0.7	Valid
X2.1		0.778				0.7	Valid
X2.2		0.829				0.7	Valid
X2.3		0.806				0.7	Valid
X2.4		0.814				0.7	Valid
X2.5		0.811				0.7	Valid
X2.6		0.836				0.7	Valid
X3.1			0.806			0.7	Valid
X3.2			0.808			0.7	Valid
X3.3			0.838			0.7	Valid
X3.4			0.837			0.7	Valid
X3.5			0.795			0.7	Valid
Y1.1				0.805		0.7	Valid
Y1.2				0.819		0.7	Valid
Y1.3				0.817		0.7	Valid
Z1.1					0.754	0.7	Valid
Z1.2					0.761	0.7	Valid
Z1.3					0.793	0.7	Valid
Z1.4					0.760	0.7	Valid

Based on the results of the validity test using the outer loading value, all indicators in each research variable have met the validity criteria with a value ≥ 0.70 as a rule of thumb. Indicators in the Training (X1), Learning Motivation (X2), and Supporting Facilities (X3) variables show outer loading values that are above the minimum limit set, so they are able to reflect the measured construct well. Similarly, in the Work Readiness (Y) and Participant Competence (Z) variables, all indicators have outer loading values that meet the validity criteria.

2. Reliability Test

Reliability is measured using several parameters, namely Cronbach's Alpha , Composite Reliability (rho_a and rho_c) , and Average Variance Extracted (AVE) .

Table 2. Reliability Test

	Cronbach's Alpha	*Composite reliability* (rho_c)	*Average variance extracted* (AVE)
X1	0.876	0.909	0.668
X2	0.745	0.855	0.662
X3	0.767	0.851	0.589
Y	0.898	0.921	0.661
Z	0.873	0.907	0.662

Based on the results of reliability and convergent validity tests, all research variables demonstrated good measurement quality.

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Cronbach's Alpha and Composite Reliability values were all above 0.70, indicating reliable internal consistency of the indicators. Furthermore, the Average Variance Extracted (AVE) value for all variables exceeded 0.50, indicating that each construct was able to explain more than 50% of the variance in its indicator and met convergent validity criteria.

***Partial Least Square* Analysis**

1. Path Diagram Construction

The path diagram *describes* the direction and strength of influence between latent variables based on the path coefficient values from Partial Least Square (PLS) analysis.

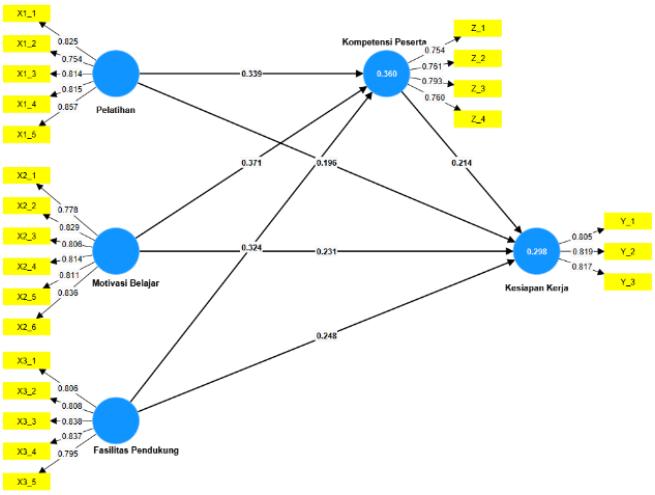

Figure 2. PLS analysis

***Goodness of Fit* Evaluation**

a) R- *Square Analysis*

The R-Square value in this study is used to describe the contribution of training variables, learning motivation, and supporting facilities.

Table 3. R – Square

	R-square adjusted
Job Readiness	0.29
Participant Competencies	0.35

Based on the results of the determination coefficient test (Adjusted R-Square), it is known that the model's ability to explain endogenous variables is moderate. The Adjusted R-Square value for the Job Readiness variable is 0.29, which indicates that 29% of the variation in the work readiness of training participants can be explained by the training variables, learning motivation, and supporting facilities through participant competency, while the rest is influenced by other factors outside the research model. Meanwhile, the Adjusted R-Square value for the Participant Competency variable is 0.35, which indicates that 35% of the variation in the competency of training participants can be explained by the training variables, learning motivation, and supporting facilities, while the rest is influenced by other factors not examined in this study.

b) F-Square Analysis

The interpretation of the F-Square value in this study refers to the criteria stating that an F-Square value less than 0.02 is categorized as insignificant, a value between 0.02 and 0.14 is categorized as having a small influence, a value between 0.15 and 0.34 is categorized as having a moderate influence, and a value greater than 0.35 is categorized as having a large influence. Thus, the F-Square analysis is used to strengthen the understanding of the role of each variable in this research model.

Table 4. F – Square

	Supporting Facilities	Job Readiness	Participant Competencies	Motivation to learn	Training
Supporting Facilities		75	163		
Job Readiness					
Participant Competencies		42			
Motivation to learn		62	212		
Training		46	179		

Source: Processed data (2025)

c) Q- *Square Analysis*

Interpretation of Q-Square results to assess the extent to which this research model has good predictive relevance.

Table 5. Q – Square

PARAMETER	PARAMETER VALUES	INFORMATION
Q^2 Predictive Relevance	0.242 (Job Readiness), 0.337 ((Participant Competence)	FIT

Based on the results of the Predictive Relevance (Q^2) test, this research model demonstrated good predictive ability. The Q^2 value for the Job Readiness variable of 0.242 falls into the moderate category, indicating that the model is quite good at predicting the job readiness of training participants. Meanwhile, the Q^2 value for the Participant Competence variable of 0.337 falls into the strong category, indicating that the model has high predictive ability in explaining and predicting the competencies of training participants.

d) Goodness of Fit Index (Gof Index)

The GoF value ranges from 0 to 1, with a higher GoF value indicating a better model fit. The interpretation of the GoF value in this study refers to the criteria stating that a GoF value of 0.10 is categorized as low, a value of 0.25 as medium, and a value of 0.36 as high. Therefore, the GoF value is used to assess the overall suitability of the research model.

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Table 6. ***Goodness of Fit Index***

PARAMETER	PARAMETER VALUES	INFORMATION
GoF	0.454	FIT

Based on the Goodness of Fit (GoF) test results, the GoF value of 0.454 is above the 0.36 threshold, thus falling into the strong category. This result indicates that the research model has a very good level of fit between the measurement model (outer model) and the structural model (inner model).

Hypothesis Testing

The decision-making criteria for hypothesis testing refer to a 5% significance level, with a *t-statistic* of 1.96 as the test threshold. The following are the results of the hypothesis testing in this study:

Table 7. Hypothesis Testing

	Original sample (O)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Training -> Participant Competencies	0.34	0.49	6.91	0,000
Learning Motivation -> Participant Competence	0.37	0.49	7.53	0,000
Supporting Facilities -> Participant Competencies	0.32	0.52	6.26	0,000
Training -> Job Readiness	0.20	0.50	3.88	0,000
Learning Motivation -> Work Readiness	0.00	0.50	4.59	0,000
Supporting Facilities -> Work Readiness	0.25	0.62	4.03	0,000
Participant Competencies -> Work Readiness	0.21	0.65	3.29	0.001

The interpretation is:

1. The direct effect of training (X1) on competence (Z), the results of the original sample value test were 0.34, with a t-statistic of 6.91, and a p-value of 0.000. This means that training has a positive and significant effect on competence, so the hypothesis is accepted.
2. The direct influence of learning motivation (X2) on competence (Z), the results of the original sample value test were 0.37, with a t-statistic of 7.53, and a p-value of 0.000. This means that learning motivation has a positive and significant influence on competence, so the hypothesis is accepted.
3. The direct influence of supporting facilities (X3) on competency (Z), the results of the original sample value test were 0.32, with a t-statistic of 6.26, and a p-value of 0.000. This means that supporting facilities have a positive and significant influence on competency, so the hypothesis is accepted.
4. The direct effect of training (X1) on work readiness (Y), the results of the original sample value test were 0.20, with a t-statistic of 3.88, and a p-value of 0.000. This means that training has a positive and significant effect on work readiness, so the hypothesis is accepted.
5. The direct influence of learning motivation (X2) on work readiness (Y), the results of the original sample value test were 0.00, with a t-statistic of 4.59 and a p-value of 0.000. This means that learning motivation has a positive and significant influence on work readiness, so the hypothesis is accepted.
6. The direct influence of supporting facilities (X3) on work readiness (Y), the results of the original sample value test were 0.25, with a t-statistic of 4.03, and a p-value of 0.000. This means that supporting facilities have a positive and significant influence on work readiness, so the hypothesis is accepted.
7. The direct influence of Competence (Z) on work readiness (Y), the results of the original sample value test were 0.21, with a t-statistic of 3.29, and a p-value of 0.001. This means that competence has a positive and significant influence on work readiness, so the hypothesis is accepted.

Discussion

The results show that training has a positive and significant effect on competency with an original sample value of 0.34, with a t-statistic of 6.91 and a p-value of 0.000. This indicates that the higher the training, the higher the work competency of BLK Jember training participants. The positive effect of training on participant competency is reflected in the quality of the instructor, the suitability of the participant's background, applicable learning strategies, and training materials that are aligned with the needs of the world of work. The increase in participant competency is seen from technical abilities, compliance with work rules, professional attitudes, and increased self-confidence, which indicates that training at BLK Jember forms overall competency, both hard skills and soft skills. This finding is in line with the research of Hidayati et al. (2023) which states that training has a significant effect on increasing individual competency, thus strengthening empirical evidence that training is an important factor in competency development in various organizational contexts.

The results show that learning motivation has a positive and significant effect on competence with an original sample value of 0.37, with *a t-statistic* of 7.53 and *a p-value* of 0.000. This indicates that the higher the training, the higher the work competence of BLK Jember training participants. The findings of this study confirm that learning motivation is an internal factor that plays a strategic role in improving the competence of training participants. Participants with high learning motivation tend to show sincerity, perseverance, and active involvement during the learning process, both at the material delivery stage and work practice, so they are able to absorb knowledge, develop skills, and form optimal work attitudes. The impact of learning motivation on competence is seen in the ability of participants to understand concepts and theories, carry out technical tasks according to standards, comply with work rules, and increase self-confidence in facing work demands. These results are in line with the findings of Herlissha et al. (2023) who stated that motivation has a significant

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effect on competence, thus strengthening empirical evidence that learning motivation has a consistent role in improving competence, both in the context of formal education and work training.

The results show that supporting facilities have a positive and significant effect on competency with an original sample value of 0.32, a *t-statistic* of 6.26, and *a p-value* of 0.000. This indicates that the higher the training, the higher the work competency of BLK Jember training participants. Adequate facilities, including the condition of the training room, the availability and quality of equipment, ease of use of practical tools, and good room layout, play a strategic role in supporting the effectiveness of the learning process. This finding is in line with the research of Sitepu and Isa Indrawan (2023) which states that work facilities have a positive and significant effect on individual competency.

The results show that training has a positive and significant effect on job readiness with an original sample value of 0.20, with *a t-statistic* of 3.88 and *a p-value* of 0.000. This indicates that the higher the training, the higher the job readiness of BLK Jember training participants. Structured learning and relevant practices help participants apply knowledge effectively, strengthen work experience, and increase self-confidence in facing the demands of the workplace. This finding is in line with research by Clara et al. (2024) which states that training has a positive and significant effect on job readiness and supports the achievement of long-term career goals.

The results show that learning motivation has a positive and significant effect on work readiness with an original sample value of 0.00, a *t-statistic* of 4.59, and *a p-value* of 0.000. This indicates that the higher the learning motivation, the higher the work readiness of the BLK Jember training participants. Participants with high motivation tend to have a positive attitude, good adaptability, and readiness to implement work steps efficiently and according to standards. In addition, learning motivation increases participants' confidence in integrating knowledge and practical experience into real work contexts. These results are in line with research by Hanifah and Siswanto (2024) which states that learning motivation has a positive and significant effect on work readiness.

The results show that supporting facilities have a positive and significant effect on job readiness with an original sample value of 0.25, a *t-statistic* of 4.03, and *a p-value* of 0.000. This indicates that the higher the supporting facilities, the higher the job readiness of BLK Jember training participants. Adequate facilities support effective learning, allowing participants to gain practical experience relevant to real-world work conditions, and increasing focus and comfort during training. This finding is in line with Meilina's (2024) research which states that learning facilities have a significant effect on job readiness.

The results show that competence has a positive and significant effect on work readiness with an original sample value of 0.21, a *t-statistic* of 3.29, and *a p-value* of 0.000. This indicates that the higher the competence, the higher the work readiness of the BLK Jember training participants. Competence, which includes knowledge, skills, and work attitudes, is a key factor in shaping the work readiness of participants. Participants with high competence are able to understand work concepts and procedures, carry out technical tasks according to quality standards, and demonstrate discipline and responsibility in their work. This finding is in line with Wahyuni's (2024) research which states that competence has a significant effect on work readiness.

CONCLUSION

The conclusion of the analysis of the influence of Training, Learning Motivation, and Supporting Facilities on the Work Readiness of Training Participants Through Participant Competence at the Jember Vocational Training Center (BLK) is: 1). Training has a positive and significant effect on competency at the Jember Vocational Training Center (BLK). 2). Learning motivation has a positive and significant effect on competency at the Jember Vocational Training Center (BLK). 3). Supporting facilities have a positive and significant effect on competency at the Jember Vocational Training Center (BLK). 4). Training has a positive and significant effect on work readiness at the Jember Vocational Training Center (BLK). 5). Learning motivation has a positive and significant effect on work readiness at the Jember Vocational Training Center (BLK). 6). Supporting facilities have a positive and significant effect on work readiness at the Jember Vocational Training Center (BLK). 7). Competence has a positive and significant effect on work readiness at the Jember Vocational Training Center (BLK).

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