Effectiveness of Training and Development Toward Cultural Competence of Indonesian Fisheries Migrant in South Korea

Sri Suwarsi*, Rusman Frendika, Dudung Abdurrahman, Sandra Dewi Herdiyati, Alfi Nuralfiani
Faculty of Economics and Business
Universitas Islam Bandung
Bandung, Indonesia
*srisuwarsi@unisba.ac.id, rusman@unisba.ac.id, dudung@unisba.ac.id

Abstract—The aim of this research in the long term is to develop training patterns that are suitable for migrant workers' needs in order to have cultural competencies that are suitable for the country where they are the base country. The unit of analysis of this study was conducted on the number of fisheries sector PMI with E9 and E10 visas as many as 11,000 who are members of the Indonesian fisheries workers union or SPPI representatives of South Korea as many as 3,173 people [1]. The observation unit or respondents in this study were 10% of SPPI members representing South Korea, namely 3,173, so the number of samples in this study were 317 people. Primary data were obtained from the field results through a questionnaire to measure the effectiveness of the training and development model of cultural competence. Meanwhile, to determine the effect of these two variables, namely the training and development models on cultural competence were analyzed using MANOVA. The result that training variables are measured with 5 dimensions including: (i) instructor, (ii) participant, (iii) method, (iv) material, (v) and training objectives. Meanwhile for development variables measured through 4 dimensions including: (i) financial perspective, (ii) internal business process perspective, (iii) customer & stakeholder perspective, and (iv) learning & growth perspective. And cultural competency variables measured in 3 dimensions include: Cultural Awareness, Cultural Sensitivity, and Cultural Adroitness.

Keywords: effectiveness, training and training development, cultural competence

I. Introduction

Human resources in the productive age, called the labor force, must be well prepared to be able to compete in the world of work, both at home and abroad.

But apparently the high unemployment rate in Indonesia has an impact on the workforce that is not absorbed in the industrial sector in Indonesia scrambling for work abroad. In the Fisheries Sector, South Korea is also one of the largest recruitment countries for migrant workers. According to data from the Indonesian Embassy in Seoul, there are currently 32,622 Indonesian migrant workers in South Korea, and around 3,499 of them work as fishing boat crews. This is confirmed by

data from the International Labor Organization, in 2014 in South Korea there were around 192,833 workers in the fisheries sector, of which around 4,000 were migrant workers. Indonesian migrant workers dominate the number of migrant workers in the South Korean fisheries sector with a total of 2,043 people [2].

From the placement of migrant workers in South Korea, the most problematic is in the fisheries sector, based on the results of interviews with the chairman of the South Korean SPPI in August 2018, when researchers visited South Korea directly, the things that were complained about were [3]:

- Unclear working hours;

- The highest work accident;

- Conflicts between employers and migrants and between migrants originating from other countries;

- Difficulties in adapting to climate and food;

- Lack of technical skills because there are differences in the tools used;

- South Korea's "fast" culture makes it difficult for Indonesian migrant workers to follow because of slow habits.

Based on the above problems, the researcher is interested in further researching on the effectiveness of training and development of the work culture competence of Indonesian Migrant Workers placed in South Korea through the G to G program at National Agency for the Placement and Protection of Indonesian Workers (BNP2TKI).

II. Literature Review

The term of Human Resources is often equated with other terms such as labor, workers, or employees. In some cases the use can indeed be exchanged, but basically there are differences between the terms. The term Human Resources as described above means more emphasis on the inherent potential of a human being. Humans with their potential, as

assets of the organization that must be utilized optimally to achieve organizational goals. The term labor may be interpreted in two terms. Narrowly the term labor can mean the figure of an individual or human being who works. Whereas in a broad sense, the term labor is defined as humans with the potential for work attached to it.

Personnel management is the planning, organizing, directing and controlling of the procurement, development compensation, integration, and separation of human resources to the end of that individual, organizational. And the societal objectives are complete [4]. Personnel administration is the implementation of human resources (man power) by and within an enterprise [5].

In addition, Human Resources Management shows an understanding that manpower as a resource that is acquired, developed and maintained must have competence in the sense of having the ability and willingness to work accordingly and supporting the tasks for which it is responsible. Work ability comes from knowledge, skills, talents, interests and experience, while job will grow from job satisfaction that can be created through the implementation of duties and responsibilities within the organization.

A. Training and Development

Training and development of manpower is carried out by involving the workforce in training programs and development programs with the aim of increasing the ability and skills of a workforce, so as to be able to adjust or follow the development needs of the organization. Training is included in the full Indonesian Post Migrant (PMI) empowerment program in developing skills in order to enter the market and in entrepreneurship, as well as assistance in marketing their skills products. Therefore, a training cannot be ignored, especially in a full PMI empowerment program as an effort to improve the quality of human resources. The Indonesian Manpower Placement and Protection Service Center (BP3TKI) Bandung together with the National Agency for the Placement and Protection of Indonesian Workers (BNP2TKI) as the implementers of integrated empowerment training who have authority in this matter. Therefore good competency from PMI through training must get high priority in the institution so that workers' knowledge, skills and abilities improve.

Training is a systematic process to change employee behavior, which is directed to achieve organizational goals [6]. Training related to the skills and abilities of the current job. The orientation is now to help employees supervise specific skills and abilities to succeed at work. Training is the process of helping employees gain effectiveness in their present or future work through developing habits, thoughts and actions, skills, knowledge and attitudes that are useful both for their current and future work [7].

Based on the opinions of these experts, it can be concluded that training is a short-term educational process to increase the knowledge, skills and technical skills needed to carry out its duties and responsibilities, so that PMI after it can improve its family's life and environment in terms of the economy.

The benefits of training are [8]: Assisting employees in making decisions and solving problems more effectively; Through training and development, the introduction, achievement, growth, responsibility and progress variables can be internalized and implemented; Helping employees deal with stress, stress, frustration, and conflict; Provide information about increasing leadership knowledge, communication skills and attitudes; Increase job satisfaction and recognition; Helping employees approach personal goals while improving interaction skills [9]; Meet the personal needs of participants and training; Build a sense of growth in training; Provide advice and avenues for future growth; Build a sense of growth in training; Help develop listening, speaking and writing skills with practice; Help eliminate the fear of carrying out new tasks.

B. Cultural Competence

The majority of research on cultural competence has been used as a factor to explain how people respond to life in a multicultural context [10], as well as how individuals respond in a new cultural context [11]. Research tested whether theoretically the dimensions of emotions underlie and even determine how often people experience various emotions and whether the frequency of emotional experiences varies with their dominant dominant constraints as independent or interdependent [12].

Because the boundaries between cultural groups are getting thinner, more interaction, mixing occurs. Cultural frame switching occurs, where the individual displays certain behaviors according to the context in which he is, accessing certain cultural systems according to social demands. Or it happens, cultural reaffirmation effect, identification of someone stronger against the original culture, evaluating different cultures equally, and embracing traditional cultural values stronger.

An inventory of cross-cultural competencies identified by researchers and practitioners includes aspects such as: communication skills; tolerance for ambiguity; emotional stability; flexibility; the ability to adopt dual focus; focuses on both tasks and relationships; positive attitude towards learning; cultural knowledge; the ability to succeed in a variety of environments [13]. Most important, cultural competence is not static, nor does it come naturally, but requires re-learning and un-learning about cultural diversity.

Cultural competence is defined as the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races and ethnic backgrounds in ways that recognize, affirm, and value the value of individuals and protect and preserve their dignity. respectively.

C. Training and Development of Cultural Competence

Training and development is a requirement for PMI to be able to fulfill the competencies needed in its work. Therefore, training activities cannot be ignored, especially in a G to G migration program. This means that the good competence of PMI through training and development must get high priority in terms of workers' knowledge, skills and abilities. Training and development have indicators, as follows: Instructor

Qualification, Participant Qualification, Training Methods, Training Materials, Training Objectives.

Cross-cultural competence can be presented as a three-part process that leads to 'cultural awareness', 'cultural sensitivity' and 'cultural dexterity' [14]. Cultural Awareness, where after people learn something about other cultures, they know how to adjust behavior to better meet the expectations of new institutions. Cultural Sensitivity, which includes values and attitudes such as open-mindedness, non-judgmental attitude and social relaxation. Cultural Adroitness (cultural intelligence), when people know what to do and what not to do, they will be able to communicate more effectively without offending any party [15]. The most important investment made by the government to BNP2TKI as a provider of the G to G work migration program which is a human investment with provision and provision of funds for training and development. In this study, the factors that influence cultural competence to be investigated are training and development that aims to improve cultural competency at work.

To find out the effect of training and development on PMI work culture competence in the fisheries sector which will be placed in South Korea through the G to G. Program.

Hypotheses are arranged based on the background and framework of thinking previously described, then several hypotheses can be arranged as follows:

H1: How much will the training and development simultaneously and partially influence the work culture competence of the fisheries sector PMI that will be located in South Korea?

H2: How effective is the training and development of PMI for the fisheries sector placed in South Korea by BNP2TKI?

III. METHODS

Quantitative methods to test broadly to the entire population about the training and development variables of migrant workers in employment relationships have an influence on the work culture competence of migrant workers. The research was conducted through field observations using instruments, namely interviews and questionnaires. Furthermore, researchers conducted a perspective theory study (lens theory) as a guide in data collection and data analysis.

Furthermore, using factor analysis to test what factors become variables using MANOVA one way. The cross sectional approach, the researchers conducted primary data collection once, namely in January to February 2019 on the number of fisheries PMI with E9 and E10 visas as many as 11,000 who were members of the Indonesian fisheries trade union or SPPI representatives of South Korea as many as 3,173 people.

IV. RESEARCH RESULTS AND DISCUSSION

Based on the results of statistical calculations obtained that on average from 9 training indicators namely instructor qualifications, instructors always provide motivation to participants, the enthusiasm of participants in participating in training, understanding participants of the training materials, appropriate training methods, adequate training tools, training materials Appropriate, and training in accordance with the objectives to be achieved shows good results and in accordance with the needs of migrant workers.

A. Calculation of Training Factor Analysis

This analysis is used to determine what variables I can influence effective training used for migrant workforce training. There are 9 variable components used in this study, namely instructor qualifications, instructor motivation, participant enthusiasm, participant understanding, training methods, training tools, training materials, material suitability, and training objectives. Based on calculations that the Kaiser-mayer measure of sampling adequacy is 0.641> 0.50, this means that the component is eligible for further factor analysis as showed in table 1.

TABLE I.   KMO AND BARTLETT'S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.641
Bartlett's Test of Sphericity	*Approx. Chi-Square*	253.624
	Df	36
	Sig.	.000

TABLE II.   ANTI-IMAGE MATRICES

		Qualified instructors	*Motivation instructors*	*Spirit participants*	*Participants understanding*	*Methods of training*	*An instrument training*	*Training materials*	*Material consistency*	*Training objectives*
Anti-image Covariance	*Qualified instructors*	.691	.174	.064	-.052	-.206	-.194	.083	.180	-.020
	Motivation instructors	.174	.459	-.059	.074	-.283	-.168	.052	.162	-.008
	Spirit participants	.064	-.059	.635	-.103	-.057	-.140	-.104	-.022	-.049
	Participants understanding	-.052	.074	-.103	.559	-.081	-.195	-.120	.036	-.080
	Methods of training	-.206	-.283	-.057	-.081	.463	.095	-.095	-.037	.114
	An instrument training	-.194	-.168	-.140	-.195	.096	.486	-.055	-.160	-.008
	Training materials	.083	.052	-.104	-.120	-.095	-.055	.725	.068	-.150
	Material consistency	.180	.162	-.022	.036	-.037	-.160	.058	.744	.232

TABLE II. Cont.

		Qualified instructors	Motivation instructors	Spirit participants	Participants understanding	Methods of training	An instrument training	Training materials	Material consistency	Training objectives
	Training objectives	-.020	-.008	-.049	-.060	.114	-.008	-.150	.232	.767
Anti-image Correlation	Qualified instructors	.480a	.308	.096	-.084	-.364	-.335	.118	.251	-.028
	Motivation instructors	.308	.531a	-.109	.145	-.613	-.356	.090	.277	-.013
	Spirit participants	.096	-.109	.851a	-.173	-.104	-.251	-.154	-.031	-.070
	Participants understanding	-.084	.145	-.173	.783a	-.159	-.375	-.188	.056	-.122
	Methods of training	-.364	-.613	-.104	-.159	.575a	.203	-.164	-.064	.192
	An instrument training	-.335	-.356	-.251	-.375	.203	.643a	-.093	-.266	-.013
	Training materials	.118	.090	-.154	-.188	-.164	-.093	.790a	.093	-.201
	Material consistency	.251	.277	-.031	.056	-.064	-.266	.093	.457a	.307
	Training objectives	-.028	-.013	-.070	-.122	.192	-.013	-.201	.307	.623a

a. Measures of Sampling Adequacy (MSA)

Based on table 2 it can be seen that the variable components that are factors must have an Anti-image Correlation value greater than 0.50. of the 9 components it turns out that the instructor's qualification Anti-image Correlation score is 0.480 <0.50 and the Anti-image Correlation value of material suitability is 0.457 <0.50, which means that the two components do not meet the requirements to be used as a training variable.

TABLE III.   TOTAL VARIANCE EXPLAINED

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.124	34.715	34.715	3.124	34.715	34.715	2.310	25.669	25.669
2	1.353	15.028	49.744	1.353	15.028	49.744	1.743	19.368	45.037
3	1.188	13.202	62.946	1.188	13.202	62.946	1.425	15.828	60.865
4	1.006	11.183	74.129	1.006	11.183	74.129	1.194	13.264	74.129
5	.664	7.374	81.503						
6	.519	5.772	82.275						
7	.485	5.390	92.665						
8	.442	4.910	97.575						
9	.218	2.425	100.000						
Extraction Method: Principal Component Analysis									

Table 3 explains that there are only 4 variables that are factors because they have Eigenvalues greater than 1; among others 3,124, 1,353, 1,188 and 1,006. Thus it can be stated that there are 4 cluster variables which are factors of training effectiveness.

TABLE IV.   ROTATED COMPONENT MATRIX^A

Component			
1	2	3	4
.134	.091	.103	.932
.216	.880	.082	-.066
.729	.317	.015	-.073
.752	.070	.109	.322
.204	.829	-.008	.240
.748	.189	-.136	.318
.643	.096	.357	-.129
.151	-.285	-.821	-.187
.331	-.206	.758	-.030

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Table 4 shows the number of components in each cluster that meet the requirements as training variable factors, namely in cluster 1 there are 4 components (0.729, 0.752, 0.748 and 0.643), in cluster 2 there are 2 components (0.880 and 0.829), in cluster 3 there are only one component, i.e. (0.758), and in cluster 4 there is only one component, i.e. (0.932).

Then based on the table, factor variables can be grouped into 4 clusters as follows:
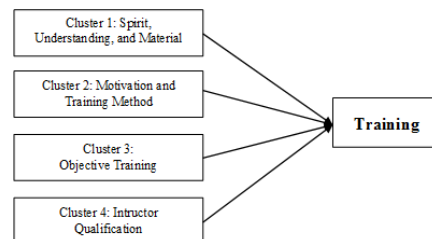

Fig. 1.   Training factor variables.

Based on the results of statistical calculations, it is found that on average of 9 indicators of cultural competence, namely adaptation to the environment, socialization with surrounding communities, migrant behavior, being able to control emotions, being sensitive to environmental changes, being able to react well, being able to negotiate, having a sense of empathy high, and have tolerance towards the surrounding population, all of them have an average value above 3.65.

TABLE V.   ANTI-IMAGE MATRICES

		Adaptation	*Socialization*	*Behaviour*	*Emotion*	*Sensitivity*	*Interaction*	*Negotiation*	*Empathy*	*Tolerance*
Anti-image Covariance	*Adaptation*	.427	.070	.032	-.118	-.145	.047	-.167	.066	.240
	Socialization	.070	.529	-.065	.094	-.122	.123	-.194	-.106	.170
	Behaviour	.032	-.065	.345	-.030	.031	-.101	-.078	-.122	.076
	Emotion	-.118	.094	-.030	.290	-.057	-.009	-.117	-.113	-.043
	Sensitivity	-.145	-.122	.031	-.057	.413	-.151	.070	-.054	-.179
	Interaction	.047	.123	-.101	-.009	-.151	.445	.017	-.084	.090
	Negotiation	-.167	-.194	-.078	-.117	.070	.017	.389	.064	-.168
	Empathy	.066	-.106	-.122	-.113	-.054	-.084	.064	.255	-.018
	Tolerance	.240	.170	.076	-.043	-.179	.090	-.168	-.018	.692
Anti-image Correlation	*Adaptation*	.562[a]	.146	.085	-.336	-.345	.108	-.409	.199	.441
	Socialization	.146	.612[a]	-.153	.239	-.260	.253	-.428	-.290	.281
	Behaviour	.085	-.153	.843[a]	-.096	.083	-.258	-.213	-.412	.156
	Emotion	-.336	.239	-.096	.802[a]	-.166	-.025	-.350	-.414	-.096
	Sensitivity	-.345	-.260	.083	-.166	.761[a]	-.352	.175	-.168	-.334
	Interaction	.108	.253	-.258	-.025	-.352	.793[a]	.041	-.249	.162
	Negotiation	-.409	-.428	-.213	-.350	.175	.041	.639[a]	.202	-.325
	Empathy	.199	-.290	-.412	-.414	-.168	-.249	.202	.775[a]	-.042
	Tolerance	.441	.281	.156	96	334	.162	-.325	-.042	.167[a]
									Measures of Sampling Adequacy (MSA)	

Based on table 5 it can be seen that the variable components that are factors must have an Anti-image Correlation value greater than 0.50. of the 9 components it turns out that there is only 1 component that has an Anti-image Correlation tolerance value of 0.167 <0.50, which means that the component has not met the requirements to be a factor of cultural competency.

TABLE VI.   TOTAL VARIANCE EXPLAINE

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	*% of Variance*	*Cumulative %*	*Total*	*% of Variance*	*Cumulative %*	*Total*	*% of Variance*	*Cumulative %*
1	4.063	45.139	45.139	4.063	45.139	45.139	3.256	36.172	36.172
2	1.404	15.603	60.742	1.404	15.603	60.742	2.203	24.475	60.648
3	1.163	12.920	73.662	1.163	12.920	73.662	1.171	13.014	73.662
4	.896	9.954	83.615						
5	.532	5.907	89.523						
6	.339	3.770	93.293						
7	.245	2.727	96.020						
8	.202	2.246	98.266						
9	.156	1.734	100.000						
Extraction Method: Principal Component Analysis									

Table 6 explains that there are only 3 variables that are factors because they have Eigenvalues greater than 1; among others 4,063, 1,404 and 1,163. Thus it can be stated that there are 3 cluster variables which are factors of cultural competence.

TABLE VII.   ROTATED COMPONENT MATRIX[A]

	Component		
	1	*2*	*3*
Adaptation	.014	.864	-.129
Socialisation	.441	.339	-.412
Behaviour	.816	.218	-.211
Emotion	.599	.636	.144
Sensitivity	.685	.372	.234
Interaction	.838	-.042	.015
Negotiation	.187	.856	.019
Empathy	.909	.130	-.031
Tolerance	.046	.020	.929
Extraction Method: Principal Component Analysis.			
Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 4 iterations.			

Table 7 shows the number of components in each cluster that meet the requirements as cultural competency variable factors, namely in cluster 1 there are 4 components (0.816, 0.685, 0.838, and 0.909), in cluster 2 there are 3 components (0.864, 0.636, and 0.856), at cluster 3 there is only one component, namely (0.929).

Then based on the table, factor variables can be grouped into 4 clusters as follows:
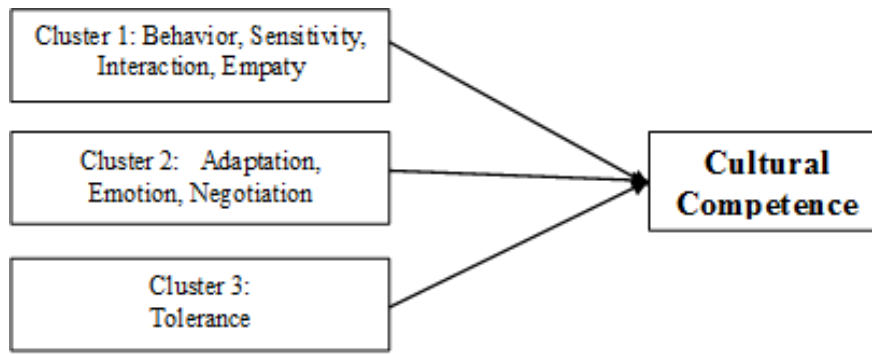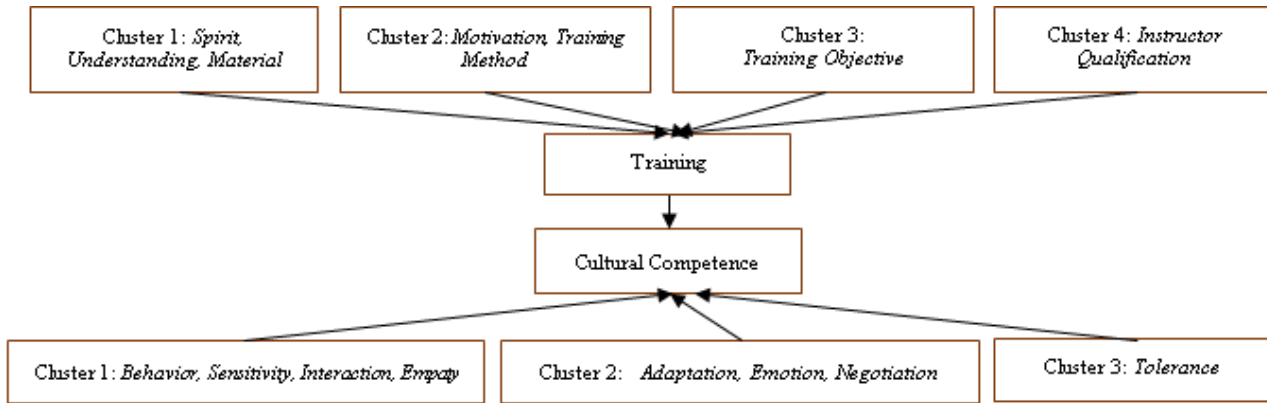
Fig. 2. Cultural competence factors.

Fig. 3. Training and development model.

V. CONCLUSION

Based on the results of the analysis it can be concluded that there are four clusters for training and development for the South Korean migrant workforce which include Spirit, Understanding, and Material, Motivation & Method, Objective Training, Instructor Qualification. While in cultural competence there are 3 clusters [16], which include Behaviour, Sensitivity, Interaction, and Empathy, Adaptation, Emotions, and Negotiations, and Tolerance.

VI. LIMITATION

This study has limitations because it is done on a limited sample, while the population is much larger, so the results still need to be followed up in subsequent studies. For future research, a deeper background in family background and educational factors for prospective migrant workers is needed [17].

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