# The Effect of Work-Based Learning Training Model on the Creativity of Training Participants at Job Training Center Bojonegoro

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**Abstract.** The importance of human resources is based on the fact that human resources are the essential elements of every company. Human resources can determine the advantages of a company because human resources are goal makers, innovators, communication, creativity, and strategy for the company. This study aimed to assess the work-based learning training model's effect on trainees' creativity at BLK Bojonegoro. This research is qualitative, categorized explicitly as a qualitative program evaluation. The sample in this study amounted to 100 trainees at BLK Bojonegoro. The results showed a high scale of creativity (85.5%), the tasks of the training participants (83.4%), support for learning (78.8%), and clear goals (76%). In training models where exposure to real-world constraints, opportunities, policies, and regulations is mandatory, work-based learning occupies an essential niche in participants' experiences.

**Keywords:** Creativity · Training Model · Work-Based Learning

## 1 Introduction

Every operating company must have resources as potential drivers of its activities, both human resources and other resources such as capital, technology, strategy, and so on [1]. These resources must support each other. To achieve company goals, human resource factors play an essential role and determine the progress or decline of the company [2].

The importance of human resources is based on the fact that human resources are the essential elements of every company. Human resources can determine the advantages of a company because human resources are goal makers, innovators, communication, creativity, and strategy for the company [3].

In addition, education and training programs need to be held to form competent, skilled, creative, and well-behaved human resources and have knowledge that follows what is required by the company. The education and training program is provided for new and old employees to improve the company's human resources [4].

Creativity is optimizing the brain as the primary source. Because creativity arises from the extraordinary interaction between the left and right hemispheres of the brain [5], in its development, invention appears through 3 things, namely since humans are

born, obtained through learning, and honed through education. These three facts are the result of the functioning of the brain itself. Although in the process, many obstacles are encountered to build this creativity, including problems that come from outside, always assuming something outside is better and more innovative, a perspective that always says "impossible," there is no initiative or the idea to start from something impossible so that teachers always think "why to bother," even worse when there is a perception that creative and not creative are the same.

However, in reality, graduates of training participants at BLK Bojonegoro are currently still unemployed. It means that the work-based learning pattern implementation still needs to be appropriate and cannot be satisfied as a whole. This is due to limited access to the work/industrial world, human resources, funding sources, facilities, quality of industrial mentors, location, etc. If these limitations can be overcome and the implementation of experience programs in the industrial world can be carried out jointly and in an integrated manner by utilizing the capabilities of both parties, the quality of graduates from training participants at BLK Bojonegoro will be better.

The training methods in general at the Job Training Institutes in Indonesia are applied in the classroom and the laboratory. The training process results are not critical, less creative, passive communication, and no cooperation between participants. From several years of training experience after a thorough evaluation, it can be assumed that the training process results have not provided maximum benefits, so it is necessary to improve new training methods and systems, such as the development of WBL in Job Training Institutions.

Training is a systematic process of changing employee behavior to achieve company goals. Training is related to the skills and abilities of employees to carry out work [4]. Training has a current orientation and helps employees to help employees achieve specific skills and abilities to carry out their jobs successfully. The purpose of the training is for employees to have sufficient knowledge, attitudes, and skills in the field of work they are engaged in [6].

The management must continue developing a training model to increase participants' creativity so that the quality of graduates can be adjusted to the demands of the job market. Training is essential in providing a superior and competent workforce according to their field to increase MEA activities [7].

The absence of research on the implementation of work-based learning training models on the invention of trainees at BLK Bojonegoro makes this research very necessary. Thus, research is needed that can clearly describe the effect of the work-based learning training model on the creativity of the trainees at BLK Bojonegoro. This will provide BLK Bojonegoro with information on how to implement work-based learning so that the absorption of training graduates at BLK Bojonegoro to work in industry is high.

Work-based learning is an essential element of the educational experience of many job seekers, especially in professional fields such as medicine, nursing, law, engineering, and business. Some degree programs and institutions invest considerable resources in managing a cooperative approach between traditional academic-based study and work-based learning that benefits both participants and employers. Work-based learning assumes different forms in various disciplinary settings, including one-time projects, seminar-length practicums, and full-time internships [8].

Examined the Analysis of Creativity Dimensions in Stem Integrated Project-Based Learning showed the order of increasing the percentage gain on the creativity dimension from the lowest to the highest the person dimension, press dimension, product dimension, and process dimension [9]. In contrast, it states that applying the Work-Based Learning and Group Investigation model is very relevant in implementing nursing vocational education and positively affects students' competence abilities [10]. Show that using project-based learning methods in vocational education significantly affects learning [11]. Who examined the development of work-based learning (WBL) learning models in heat transfer courses showed that during the learning period, students in heat transfer courses only explained the description of theoretical information in the learning process that was not critical, less creative, communication passive and lack of cooperation between students [12]. This research is different from the research above. The novelty of this research is that this research will examine the Effect of the Work Based Learning Training Model on the Creativity of Training Participants at BLK Bojonegoro.

Work-Based learning is formalized in various settings in different institutional and teaching situations, from short-service education working with the community through a semester-long internship to a year-long placement [13]. Work experience promotes the application of knowledge and skills, student employment prospects, ethical reflection on the role of planning in society and everyday practice, and helps direct students towards the correct career they may prefer in planning.

However, it can never be assumed that appropriate learning complements ongoing academic instruction in the workplace. Regular monitoring and evaluation of programs are necessary to ensure congruence between pedagogical objectives, professional interests, and student learning outcomes. However, there have been some reported evaluations of the learning experiences of particular students. The principal methodology used in published reports is basic qualitative questions, with some ability to simple arithmetic tabulation of results for specific questions [14]. WEQ is a new approach that draws directly on well-established educational methodologies to utilize and organize various student responses through a direct questionnaire format.

This paper describes how an investigation into the impact of work-based learning incorporates creative exploration of trainee experiences. It takes note of BLK's WBL training model. It considers how such an approach challenges the researcher's assumptions about the proper way to handle the data, bringing it into an unexpected third space [15], and argues that such creative experiences can be helpful for work-based learning and applied management on the job. This paper might also encourage how research on work-based training experiences can be presented in an unconventional, accessible, and engaging way. This is based on a study investigating the impact of work-based training on individuals who were recent training graduates at BLK Bojonegoro from the work-based training program in which the researcher was the instructor.

## 1.1  Definition of Creativity

Creativity is one aspect of human quality which currently plays an essential role in supporting the development of the Indonesian nation and state, which is experiencing complex problems because with creativity, humans will have the ability to adapt creatively and imaginative expertise so that humans will be able to look for problem-solving

**Table 1.** Structure of Work.Based Learning Questionnaire Items

| Clear goals | • It is always easy to know the standard of work expected of me in this job placement.<br>• I usually have a clear idea of what I am doing and where I am going.<br>• It is often difficult to find what you want in this placement. |
|---|---|
| Support for Learning | • I am motivated to do my best at this workplace.<br>• I was given a lot of feedback about my work.<br>• In this placement, I received helpful feedback on how I was going.<br>• My training instructor was very supportive.<br>• My job-based boss tries to make the work experience enjoyable. |
| General skills | • The work placement has developed my ability to solve problems.<br>• Work experience has honed my analytical skills.<br>• This work placement has helped me to develop my ability to work as a team member.<br>• As a result of this work placement, I feel confident about tackling unfamiliar work-based problems.<br>• In this placement, I was helped to develop the ability to plan and organize my day-to-day work. |
| Task | • I am seen as an extra pair of hands rather than a developing professional in this placement.<br>• I am used to cheap labor in this placement.<br>• I'm being asked to do too many things that don't involve the mind. |

in a new way in following the changes that occur that will continue to move towards progress so as not to get carried away and drown in competition between nations and countries, especially in this era of globalization [16].

Creativity or creativity is a force in the universe that allows the presence of new actual entities [17]. Creativity is the principle of novelty in the creative process because there is a unique real entity. Therefore, creativity in process philosophy does not have a character apart from the essential commodity, which gives form to its creativity. Understanding creativity cannot be separated from understanding the actual manifestation of entities. It is this novelty that shows the diversity that exists in the universe.

The actual question developed from previous research, which revealed that students are most critical of work placements when they are unsure about the goals and standards of learning in the workplace, when they feel unsupported and undirected in their work, and when they think the tasks they are doing are trivial and menial [18] (Table 1).

## 2 Method

In obtaining the required qualitative data, preliminary observations will be carried out to determine the state of the research area for exploration and retrieval of secondary data from related institutions. He explained that this type of research was to assess the effect of the Work Based Learning training model on the creativity of the trainees at BLK

Bojonegoro. The sample in this study was the training participants at BLK Bojonegoro, totaling 100 participants.

The analysis technique used is a qualitative method. Qualitative methods were used to analyze the results of interviews and questionnaires submitted by respondents related to learning activities, especially to see the development of participants' abilities in participating in the training program at BLK Bojonegoro. Then interviews were conducted twice, namely at the beginning and end of the training program to determine the participants' initial knowledge about narrative essays and students' perceptions of the implementation of the training program. Finally, the final product is the final product developed by the participants.

Regular program monitoring and evaluation are necessary to ensure congruence between participants' pedagogical objectives, professional interests, and training outcomes [19]. However, there are several evaluation reports of the experiences of certain participants participating in the training program at BLK Bojonegoro. The principal methodology used in the published information is basic qualitative questions, with some ability for the simple arithmetic tabulation of the results for specific questions. WEQ is a new approach that draws directly on well-established methodologies for utilizing and managing various participant responses through a live questionnaire format [20]. To find out the description of the Work Experience Questionnaire, descriptive analysis was used based on the answers to the questions in the questionnaire. The questions in the Work Experience Questionnaire are described in the form of a percentage description as shown in Table 2.

Based on the table above, it was found that the explicit objective variable from the 3 question items showed that two things showed promising results, namely 80.8% (404) and 81% (405), and one item showed satisfactory category results 66.4% (332).

Meanwhile, for the learning support variable from 5 question items, 4 question items are in good categories, namely 81% (405), 82.2% (411), 79.4% (397, and 77.8% (389). the items that fall into the excellent category are 74% (370). In contrast, for the task variables, all of the 3 question items show good values, including 78.6% (393), 83.8% (419), and 87.8% (439). Meanwhile, for the creativity variable from the 4 question items, all items showed good categories, namely 83.6% (418), 87.2% (436), 84.6% (432), and 86.4% (432).

## 3    Result and Discussion

For programs under supervision, the most exciting finding is the overall high level of creativity in the Work Based Learning training model [21]. This reinforces the accumulation of informal voices and further reaffirms the general positive evaluation of work-based learning in planning the success of the training model at BLK Bojonegoro (Table 3).

Based on the table above, it was found that the high scale of creativity (85.5%), the tasks of the trainees (83.4%), learning support (78.8%), and clear goals (76%). The high creativity in the trainees can be seen from the high item "This job training has helped me to develop my ability to work as a team member" (87.2%). I am learning in the 21st century, namely information, communication, ethics, and social influence (Reimers & Chung, 2019). Creativity is critical to successfully dealing with a complex world (Hargrove,

**Table 2.** Work Experience Questionnaire Individual Score Item

| Scale | Item | Score | Percentage | Category |
|---|---|---|---|---|
| Clear goals | It is always easy for me to know the standard of training expected of me when training at BLK Bojonegoro | 332 | 66,4% | ENOUGH |
| | I usually have a clear idea of what I'm doing and where I'm going in training at BLK Bojonegoro | 404 | 80,8% | GOOD |
| | It is not difficult to understand the material in training at BLK Bojonegoro | 405 | 81% | GOOD |
| Study support | I am motivated to attend training in my field at BLK Bojonegoro | 389 | 77,8% | GOOD |
| | I was given a lot of feedback about the training at BLK Bojonegoro | 370 | 74% | ENOUGH |
| | In this training, I was given helpful feedback on how I will work later | 405 | 81% | GOOD |
| | The instructors at BLK Bojonegoro are very supportive | 411 | 82,2% | GOOD |
| | The instructors at BLK Bojonegoro try to make the work experience interesting | 397 | 79,4% | GOOD |
| Task | In training at BLK Bojonegoro, I feel I have a future as a growing professional | 393 | 76,6% | GOOD |
| | I was asked to do too many thoughtless things | 419 | 83,8% | GOOD |
| | Job training has developed my ability to solve problems | 439 | 87,8% | GOOD |
| Creativity | Job training has sharpened my analytical and creative skills | 418 | 83,6% | GOOD |
| | This job training has helped me to develop my ability to work as a team member | 436 | 87,2% | GOOD |
| | As a result of this job training, I feel confident about tackling work-based problems that I am not familiar with | 423 | 84,6% | GOOD |
| | During the training at BLK Bojonegoro, I was helped to develop the ability to plan and organize my daily work | 432 | 86,4% | GOOD |

2013). "In this training at BLK, I was helped to develop the ability to plan and organize my daily work" by (86.4%), "As a result of this job training, I feel confident to tackle work-based problems that I am not familiar with" by (84.6%), and "Job training has sharpened my analytical and creative skills" by (83.6%). One must be able to find various solutions from different points of view in solving complex problems. Problem-solving

**Table 3.** Work Experience Questionnaire Scale Score

| Scala | Percentage of Agreement (n = 100) |
|---|---|
| Clear goals | 76 |
| Support for Learning | 78,8 |
| Tasks | 83,4 |
| Creativity | 85,5 |

requires teamwork effective and creative collaboration from teachers and students to be able to involve technology, and handle a considerable amount of information, be able to define and understand the elements contained in the subject matter, identify sources of information and strategies needed to solve problems (Zubaidah, 2016).

The high number of tasks in the trainees can be seen from the high items "Job training has developed my ability to solve problems" of (87.8%), "I was asked to do too many things that do not involve thinking" of (83.8%), and "In this training at BLK, I feel I have a future as a developing professional" by (78.6%). Support at work (items 14 & 19) and enthusiasm to work to the best of their ability (item 3) are noted. Wagner (2010) and the Change Leadership Group from Harvard University identified the competencies and survival skills needed by students to face life, the world of work, and citizenship in the 21st century, emphasizing the following seven (7) skills: (1) critical thinking skills and problem-solving, (2) collaboration and leadership, (3) agility and adaptability, (4) initiative and entrepreneurial spirit, (5) able to communicate effectively both orally and in writing, (6) able to access and analyze information, and (7) have curiosity and imagination. There are benefits in improving problem-solving skills (items 2 & 9) and communication skills (items 10 & 26). Woods (2014) states that project-based learning and problem-based learning ultimately require a change in the teacher's role from being a 'source of knowledge to being a trainer and facilitator for acquiring knowledge. For some teachers, it may cause discomfort with this shift from teacher-centered learning to student-centered learning.

On the other hand, it may indicate unrealistic expectations of trainee planners in their first real professional experience. One interpretation needs to acknowledge that these dimensions are beyond the direct control of the Job Training Center. At the same time, they suggest the need to continue to prepare participants, as realistically as possible, for the type and range of work they will be doing. In addition, they suggest the need for ongoing relationships with employers about participants' aspirations and, above all, the need to ensure that participants do not return with diminished perceptions of the trainee's creativity.

## 4   Conclusion

Work-based learning face-to-face with the interface of theory and practice in tertiary education and management settings should be closely monitored. Like course evaluation surveys, the WEQ is a questionnaire intended to measure the degree to which participants

are satisfied with completing their training program. The application of this instrument is straightforward and does not require complicated calculations. At the same time, it is based on extensive research in learning and training, which also supports participants' creativity. Based on the discussion above, it can be concluded that the creativity scale is large (85.5%), the tasks of the trainees (83.4%), support for learning (78.8%), and clear goals (76%).

In training models where exposure to real-world constraints, opportunities, policies, and regulations is mandatory, work-based learning occupies an essential niche in participants' experiences. The interpretation of the results needs to be linked to the training model's specific structure and context, harmonized with other survey evidence, and possibly revealed more profoundly or individually. The WEQ is a valid questionnaire instrument from the pool of available assessment methodologies.

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