

ENHANCING HUMAN CAPITAL'S PERFORMANCE THROUGH INNOVATIVE TRAINING MANAGEMENT: A CASE STUDY OF AZKIRA REG TRAINING INSTITUTION'S PLASMA MODEL

Badriah¹, Iip Saripah²

^{1,2} Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia

¹badriah@upi.edu, ²iip_saripah@upi.edu

Received: June, 2023; Accepted: September, 2024

Abstract

This paper aims to describe human capital development through education and training programs that facilitate immediate workplace application of knowledge and skills by their graduates upon completion of the training. In more particular, this paper portrays the implementation process of the Plasma model in Azkira Reg's sewing training management. The study employed case study to elaborate the management innovation used in Azkira Reg sewing training and industry. The informal interview, observation, and documents were data collection techniques. The results suggest that plasma model: 1) was an innovative training management where training and industry interlock to provide graduates room to implement their knowledge and skills in a plasma as their workplace, 2) empower the training graduates upon their training completion by managing plasma, and 3) provided opportunities to continue learning and grow.

Keywords: training management, human capital, training model

Abstrak

Penelitian ini bertujuan untuk menjelaskan pengembangan modal manusia melalui program pendidikan dan pelatihan yang memfasilitasi penerapan langsung pengetahuan dan keterampilan di tempat kerja oleh lulusan setelah menyelesaikan pelatihan. Lebih khusus lagi, penelitian ini menggambarkan proses implementasi model Plasma pada manajemen pelatihan menjahit Azkira Reg. Studi ini berpayung pada case study untuk menggambarkan inovasi manajemen yang digunakan dalam pelatihan menjahit dan industri Azkira Reg. Wawancara informal, observasi, dan kaji dokumen digunakan sebagai teknik pengumpulan data. Hasil penelitian menunjukkan bahwa model plasma: 1) merupakan manajemen pelatihan yang inovatif di mana pelatihan dan industri saling terkait yang memberikan ruang bagi lulusan untuk mengimplementasikan pengetahuan dan keterampilan mereka dalam sebuah plasma sebagai tempat kerja, 2) memberdayakan lulusan pelatihan setelah menyelesaikan pelatihan dengan mengelola plasma, dan 3) memberikan kesempatan untuk terus belajar dan berkembang.

Kata kunci: manajemen pelatihan, human capital, model pelatihan

How to Cite: Badriah & Saripah, I. (2024). Enhancing Human Capital's Performance Through Innovative Training Management: A Case Study Of Azkira Reg Training Institution's Plasma Model. *EMPOWERMENT: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah* 13 (2), 101-109.

INTRODUCTION

In an ever-evolving global landscape, characterized by dynamic transformations and escalating skill requirements, individuals are compelled to possess a level of knowledge and proficiency that surpasses the norm to ensure their sustainability and adaptability. Consequently, to achieve success in the competitive world, it becomes an obligation for individuals to possess a comprehensive understanding, a well-developed skillset, and competencies in their respective domains. This includes the need to increase their capacity to create added value, ultimately

contributing to overall productivity and economic growth, while striving for personal growth and excellence. It becomes a must to integrate skills, knowledge and attitudes so that one can adequately functioning their competence in an ever more complex world (Baartman & De Bruijn, 2011). Everyone should increase their human resources quality and post themselves in the row of human capital. Human capital can be gained through training and education that allow human to get added value for themselves as individuals or for the organization. Those who are trained, skillful, and educated may contribute to individual and also organizational performance (Ameyaw et al., 2019). The key success in the economic forces and globalization is in the hand of anyone who are included into skilled knowledge worker (Martin, 2010).

It is very critical to keep improving knowledge and skills to have a place in this dynamic and ever changing world or in short called human capital development. The concept of human capital development, comprising human-capital and development, encompasses the capacity of individuals to generate and utilize knowledge and skills in order to cultivate intellectual capital (Armstrong, 2006). Hence, an individual's level of human capital is determined by their proficiency in generating pertinent intellectual capital, underscoring the importance of their ability to contribute to the creation of valuable knowledge and skills. Because of this, training and education plas as the pivotal method to gain knowledge and skills. Through training and education, one becomes competence. Competence is an intertwine of the ability to integrate knowledge, skills, and attitudes that become a prerequisite for functioning in the job (Eraut, 1994; Hager, Gonczi, & Athanasou, 1990, in Baartman & De Bruijn, 2011).

Education and training program is considered as a room for the empowerment. However, on one hand, educational and training institutions exert considerable effort to empower their participants, equipping them with the necessary knowledge and skills to engage in entrepreneurial endeavors or secure positions within targeted companies (Smith, 2019). Successful completion of such programs is expected to enhance individuals' self-sufficiency and employability prospects. Yet, it is important to note that educational and training institutions cannot offer absolute assurances regarding graduates' job placement or direct them towards specific workplaces where their acquired skills would be directly applicable (Jones, 2020). The correlation between the skills obtained through education and training and their alignment with available employment opportunities can be influenced by various factors, including market demands and individual circumstances. Therefore, it is crucial to explore model that encourage and facilitate training graduates to apply their learning outcome and become human capital for any bussiness run by themselves or an organization.

The main focus of this study is to explore the effectiveness of educational and training programs in enabling graduates to apply their acquired knowledge and skills directly in the workplace upon completing the training. Additionally, this research is to investigate educational and training programs that facilitate immediate workplace application of knowledge and skills by their graduates upon completion of the training. This research primarily examines the implementation process of the Plasma model in Azkira Reg's sewing training management and evaluates its effectiveness in developing participants' human capital, while also identifying the challenges encountered by Azkira Reg during the implementation of the Plasma model.

Human Capital Development

The term “human capital” firstly introduced by Schults (1961). The term refers to how individual can employ their abilities in a timely, appropriate manner to support the organization reach its goals. The development of human capital covers the gain of knowledge, skills, abilities and competencies of individuals in a society or organization. Education and training play an important role in human capital development. By joining a formal education, non formal education, vocational training, or professional development program, individuals get the necessary knowledge and skills to excel in their chosen fields. According to (Dae-Bong, 2009) there are two ways of people create human capital. The first one is through labor force, the second one is through education and training. The second allows individuals improve their capabilities and potential to contribute in every aspects of life, including personal growth. The educational and training provide individuals to get foundational knowledge and critical thinking, problem solving, as well as communication skills to adapt in the globalize world. That brings individuals to be the asset or human capital.

Human capital development related to the performance of individuals. It goes through strategies and process of evolution (Marimuthu et al. 2009 in Ameyaw et al., 2019). There are many ways to create human capital development such as:

- **Training and development**
Training and development is a process conducted systematically and well-planned to enhance the knowledge, skills, abilities, and competencies of individuals within an organization. There are many activities in training and development developed to improve performance, growth, and career advancement (Noe, 2017).
- **Coaching.**
Coaching is seen as an activity where individuals are encouraged to empower themselves through self-discovery, self-reflection, actionable insights, and unlock their full potential through powerful questions (Grant, 2019).
- **Empowerment**
Empowerment is a process that assists individuals in managing themselves and their lives, enabling them to make responsible decisions and take actions that help them grow both personally and collectively towards a better future with positive change. It involves providing individuals with the resources, knowledge, skills, and opportunities necessary to assert their rights, exercise influence, and participate actively in decision-making processes (Rappaport, 1987).

Training and Development

Business dictionary defines training as an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge and skill. Further, Oyewole Oluwaseun (2020) described training and development as “an educational process that involves the sharpening of skills, concepts, changing attitude and gaining of new knowledge to enhance the performance of employees”. Training and development is vital on enhancing the job performance of individuals and groups in the organizational contexts. Through training and development individuals improve their performance by learning so that they modify value, skills, and knowledge. It also provides individuals to attain particular knowledge and skills in line with the job they post.

The goal of training and development is various. One of the most important reasons is to exceed the performance to the level which is expected. In this case, training and development acts as a mediator and tool to help employees improve their competences and enhance wider knowledge in the related field. In other words, Noe (2017) mentioned it as training and development helps its participants to enhance skill. As in the training and development individuals assist to obtain technical skills, communication skills, problem-solving abilities, and leadership qualities.

Another reason is training and development provides its participants to boost their thinking abilities and also creativity for better decision making, managing time, and self-efficacy or performance improvement. The participants improve their performance by revealing their strengths and weakness, filling knowledge gaps, and opening opportunities for growth and development (Saks & Haccoun, 2013).

The last but not least, it fosters personal and professional growth by promoting self-awareness, self-confidence, and self-motivation. It provides opportunities for individuals to realize their full potential and achieve their career aspirations (Salas et al., 2012).

Common procedures of training and development

Training and development are seen as a structural and systemic process of learning so that individuals can acquire, modify, and develop knowledge, skills, and abilities (KSA) to improve performance in the current job. There are different purposes of training and development, however, it is provided to facilitate the acquisition of KSA and competencies needed by the companies and individuals (Ferreira, 2016).

The initial step in the process of training and development involves conducting a needs assessment. This phase entails gathering information to determine the reasons why a particular training program is necessary, with the aim of identifying the discrepancy between actual performance and desired performance (Ferreira, 2016). Various methods can be employed to obtain this information, such as observation, questionnaires, interviews, focus groups, documentation, performance data, or tests.

Following the needs assessment, the next step entails designing the training and development program. During this stage, the objectives, scope, methods, materials, and media to be utilized in the training program are developed. This step aligns with the organizational goals, mission, and vision. Once the training design is finalized, the program is implemented. Implementation refers to the actual execution of the training program, encompassing all elements necessary for its successful delivery. Monitoring and evaluation are also conducted during the implementation phase.

Evaluation encompasses not only the assessment of the implementation process, but also the program itself and the outcomes of the training. It serves as a tool to ensure that all steps and processes are executed as planned. Upon the completion of the training program, reporting and follow-up steps are undertaken to provide comprehensive documentation and to address any further actions or considerations.

METHODS

The issue under study tries to find out how to enhance human capital's performance by applying innovative training management provided by Education and Training and also garment industry named Azkira Reg, in Cianjur Regency, West Java. This study employed qualitative design as this is to "collect data in the field at the site where participants experience the issue under study (Creswell, 2013). In more spesific, the study employed case study to elaborate the management innovation used in Azkira Reg sewing training and industry.

The informal interview, observation, and documents are research data sources. The respondents were the owner Azkira Reg, a education and training facilitator, and four participants of the sewing training. The topics covered in the interview i.e. a) process of trainee recruitment, training materials, strategy and technique to deliver training materials, training evaluation, dan post-training follow-up. All those data to answer how the implementation process of the Plasma model in Azkira Reg's sewing training management and evaluates its effectiveness in enhancing participants' sewing skills, while also identifying the challenges encountered by Azkira Reg during the implementation of the Plasma mode.

RESULTS AND DISCUSSION

Results

Plasma Model as an innovative training management

Different from typical sewing training centers, Azkira Reg manages training that is connected to the use of trained skills with several alternatives. The first alternative, similar to graduates from regular training, is to work as employees in any sewing company that matches their acquired skills. There are three groups of graduates: basic level graduates with the ability to make sleepwear and skirts, skilled level graduates who can create clothing patterns, cut fabrics, and make garments based on given designs, and advanced level graduates who can design bridal gowns and suits.

The second alternative is for participants to work as tailors in Azkira Reg's industry. Azkira Reg places graduates in Plasmas. Plasma is a small-scale sewing industry managed by graduates from Azkira Reg's training program. The placement of Plasmas is tailored to the participants' place of residence, resulting in Plasmas being located in various locations. Azkira Reg owns a total of 14 Plasmas.

The third alternative is for graduates to open their own Plasma. If the graduates are from the basic and skilled classes, they undergo an internship first because they are not proficient in using large garment machines. After mastering the use of large machines during the internship, they are provided with a loan of 10-15 large sewing machines and can open their own Plasma. Skilled-level graduates can directly open their own Plasma. The Plasma itself can hire new employees, and if a new employee is found to be unfamiliar with the use of large sewing machines, they are included in an internship training program. The detailed training process at Azkira Reg until graduates open their own Plasmas is shown in Figure 1 below.

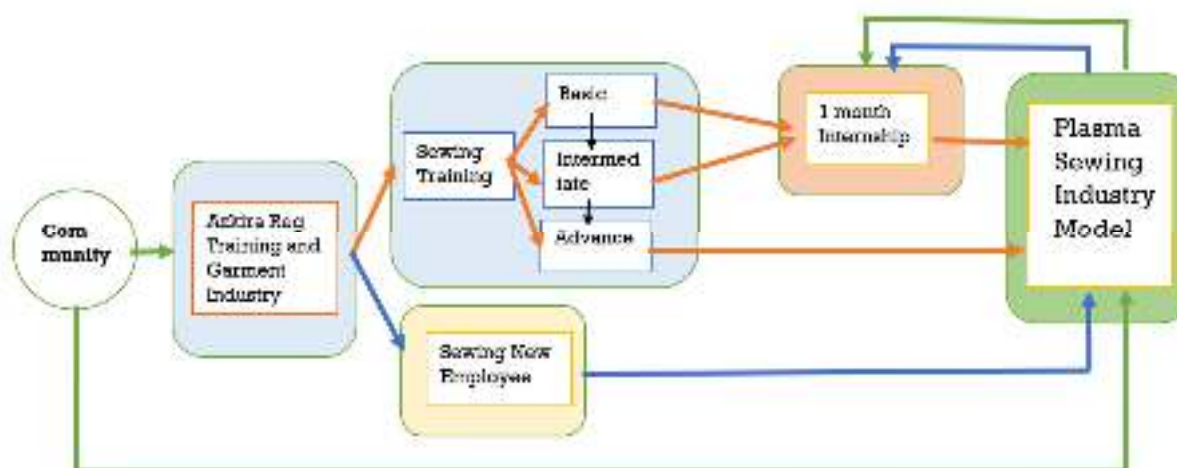


Figure 1. Azkira Reg's Plasma Model

Plasma Model provides opportunities to continue learning and grow

The sewing training provided at Azkira Reg offers graduates the opportunity to start their own independent business called Plasma. Graduates are free to apply all their knowledge and skills and run their Plasma business.

In Plasma, graduates become the manager and have the freedom to operate the sewing business. As customer demands and market trends continue to evolve, Plasma owners continuously improve their knowledge and understanding to meet the needs of sewing service users. The knowledge acquired during the training becomes the core knowledge and skills that need to be continuously supplemented with new knowledge in order for Plasma to thrive in the competitive sewing industry.

From a business perspective, Plasma enables the trained graduates to continuously grow. With an initial capital of 10 large sewing machines, the graduates manage the business using the managerial skills acquired during the training and internship.

Plasma Model empowers trainee upon their training completion

Azkira Reg's training provides graduates with the opportunity to start a business called Plasma. Through the establishment of a Plasma business with the assistance of Azkira Reg, the trained graduates become individuals with full responsibility for their Plasma. Azkira Reg stipulates that a minimum of 10 employees should be hired for each Plasma or at least equal to the number of loaned machines provided. The responsibility includes recruiting employees, ensuring that the number of employees matches the number of machines, and ensuring that employees can work according to the requirements, thus training the Plasma owners to become competent small business managers.

Instead of acting as a controlling entity that restricts Plasma's involvement in the business, the managers of Plasma are given the freedom to manage their business. The development of Plasma as a business is not regulated by Azkira Reg. However, for Plasmas facing challenges in business development, Azkira Reg provides coaching assistance to enable the Plasma managers to optimize their own skills.

Plasma's challenge

Plasma, as a small-scale industry managing 10 sewing machines, allows for continuous business growth from small to large scale. The challenges encountered lie in the managerial and financial aspects. Key roles in plasma, such as manager, financial manager, and quality control, are all performed by one person, a graduate from Azkira Reg. As the number of sewing machines increases, indicating an increase in employees and more complex management, the management of plasma remains in the hands of one individual.

The direct negative impact experienced is evident in the developed plasma, characterized by producing thousands of items per week, where conflicts of interest frequently arise. For instance, prioritizing personal interests over the interests of plasma as a company. Another detrimental effect is the lack of supervision and accountability due to everything being handled by the same person.

Discussion

Plasma facilitates human capital development

Referring to the term "human capital" introduced by Schultz (1961), education and sewing training are ways for individuals from the general community to develop themselves into being valuable by acquiring skills. Sewing skills acquired through agreed-upon training periods make individuals who undergo the training become human capital. The level of knowledge, skills, and abilities possessed varies according to the level of training undertaken. For example, in the Azkira Reg sewing training, there are three levels of skills that can be acquired: basic, skilled, and advanced.

The sewing training provided by Azkira Reg contributes to the enhancement of human capital through non-formal institutions, aligning with the statement made by Dae-Bong (2009). Human capital can be developed through education and training or through the labor force. Azkira Reg, as a sewing training institution, transforms individuals from the general community who lack knowledge and sewing skills into skilled individuals with market value. On the other hand, the plasma offered by Azkira Reg as a place to implement knowledge and skills complements the usefulness of the training. In plasma, knowledge and skills become the grounds for individuals to grow and respond to the challenges of the sewing service needs.

Furthermore, the presence of plasma as a follow-up to the training provides graduates with the opportunity to become an asset or human capital. The asset referred to here is the knowledge and sewing skills. In the case of Azkira Reg's sewing training, plasma allows individuals to develop themselves while taking on the responsibility as managers in the plasma.

Plasma improves competence and performance

The presence of plasma provides a platform to apply the knowledge and skills acquired during the training. At the same time, it offers an opportunity to gain new knowledge about sewing that was not encountered during the training. This is because in plasma, customers request different models, shapes, and techniques for the garments they order. Noe (2017) states that one of the goals of training is to acquire knowledge and skills. However, by opening a plasma, the knowledge and skills possessed are constantly challenged to develop according to the demands of the customers.

Referring to Figure 1, it illustrates the continuous process of knowledge enhancement and improvement. First, basic and skilled level skills alone cannot establish a plasma. There is an internship activity first to ensure that the skills align with the plasma's needs. Those who can manage and develop the plasma have additional knowledge and skills.

In addition to the above, plasma provides a space to discover strengths, weaknesses, fill knowledge gaps, and open opportunities for growth and development, as mentioned by Saks and Haccoun (2013). In plasma, where orders with unconventional patterns are received, the plasma manager discovers their strengths when fulfilling the orders or identifies their weaknesses. To meet customer satisfaction, competencies are continuously trained. When competencies reach a level that meets the demands of the customers, confidence emerges. Self-motivation also arises to continuously explore one's competencies to avoid being left behind by customers. These actions are categorized as personal and professional growth by Salas et al. (2012).

Training and development procedures innovation

The innovative procedures carried out by Azkira Reg go beyond the common procedures for training that focus on acquiring, modifying, and developing knowledge, skills, and abilities as proposed by (Ferreira, 2016). The common procedures typically involve providing training based on needs, delivering training materials, and evaluating training outcomes. Azkira Reg's innovation lies in the follow-up for the graduates.

Training and development do not provide significant benefits if the graduates or the human capital they produce do not implement their knowledge and skills. Therefore, the graduates need to have jobs or start businesses. This need is addressed by Azkira Reg's training and development through the establishment of plasma.

Plasma serves as an extended area for graduates who are willing to take on the challenges of entrepreneurship. Graduates have the opportunity to start their own businesses independently (see Figure 1). The training procedures received by participants are supplemented with knowledge and skills to run a plasma business. They receive guidance on starting a business until they are capable of standing on their own. In cases where plasma faces challenges with less competent employees, they can be sent for internships managed by Azkira Reg. This way, new employees working in plasma have standardized skills that align with the plasma's needs.

CONCLUSION

Plasma is an innovation in the management of sewing education and training that enhance human capital. In terms of training procedures, participants are provided with training according to their needs or based on a training needs assessment. Subsequently, participants receive training materials and undergo evaluations, which categorize them as skilled or unskilled. Immediately after graduating, these graduates, who become human capital, are followed up by being given the opportunity to open a plasma, which is a small sewing business supported by 10-15 sewing machines as initial capital. Through plasma, graduates have the opportunity to continue learning and developing according to the challenges they face in managing and running the plasma. Additionally, plasma post the graduates as the main asset of the plasma, taking on roles such as managers or primary administrators that determine the

progress and setbacks of the plasma. In other words, the skills and abilities acquired from the training are directly put into practice. This allows individuals to assess their own strengths and weaknesses. At the same time, self-awareness, self-motivation, and self-confidence emerge as the manager of the plasma. Another challenge is the dual role in managing the plasma, which can lead to conflicts of interest and a lack of supervision.

REFERENCES

- Ameyaw, D. A. K., Peparah, W. K., & Anowuo, I. (2019). Human Capital Development and Organizational Performance: A Conceptual Review. *International Journal of Innovative Research and Development*, 8(10). <https://doi.org/10.24940/ijird/2019/v8/i1/dec18038>
- Armstrong, M. (2006). *Human Resource Management Practice* (10th ed). Kogan Page. London and Philadelphia
- Baartman, L. K. J., & De Bruijn, E. (2011). Integrating knowledge, skills and attitudes: Conceptualising learning processes towards vocational competence. *Educational Research Review*, 6(2), 125–134. <https://doi.org/10.1016/j.edurev.2011.03.001>
- Creswell, J. W. (2013). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Ferreira, A. P. V. G. (2016). *Training and Development in Organizations: Start at the Beginning*. November, 105–121. https://doi.org/10.1007/978-3-319-28281-7_4
- Grant, A. M. (2019). *The Oxford Handbook of Coaching*. Oxford University Press.
- Kwon Dae-Bong. (2009). Human Capital and Its Measurement. *October, October*, 1–11.
- Martin, H. J. (2010). Improving training impact through effective follow-up: techniques and their application. *Journal of Management Development*, 29(6), 520–534. <https://doi.org/10.1108/02621711011046495>
- Noe, R. A. (2017). *Employee Training and Development* (7th ed.). McGraw-Hill Education.
- Rappaport, J. (1987). Terms of Empowerment/Exemplars of Prevention: Toward a Theory for Community Psychology. *American Journal of Community Psychology*, 15(2), 121-148
- Oyewole Oluwaseun, O. (2020). Employee Training and Development As a Model for Organizational Success. *International Journal of Engineering Technologies and Management Research*, 5(3), 181–189. <https://doi.org/10.29121/ijetmr.v5.i3.2018.190>
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The Science of Training and Development in Organizations: What Matters in Practice. *Psychological Science in the Public Interest*, 13(2), 74-101.
- Saks, A. M., & Haccoun, R. R. (2013). *Managing Performance through Training and Development* (7th ed.). Nelson Education.
- Schultz, T. W. (1961). Investment in human capital. *The American Economic Review*, 51(1), 1-17.
- Smith, A. (2019). Enhancing Entrepreneurial Skills: The Role of Educational and Training Institutions. *Journal of Business Education*, 25(2), 45-62.