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THE ROLE OF NEIGHBOURHOOD SUPPORT: THE RELATIONSHIP TRAINING AND COMMUNITY COMPETITIVENESS

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***Abstract*—Not all trainees were able to use the skills and abilities they acquired to become more competitive in entrepreneurship. This suggests that there is a discrepancy between the training provided and increased competitiveness in the community. The purpose of this research is to study and analyze how training and community competitiveness relate to each other. In addition, the research will investigate the role of neighborhood support as a moderating variable in this relationship. This research is conducted through a survey and uses moderated regression analysis (MRA) data analysis. The data were processed using the SPSS Version 27 program. This study involved a community of fish farming businesses operating under the guidance of the Technical Service Unit of the Cirebon City Freshwater Aquaculture Development Centre, with a total of 56 respondents. The results showed that neighborhood support, as a moderating variable, can strengthen the relationship between training and community competitiveness. In other words, the more training provided to the community and the stronger the neighborhood support, the more the community competitiveness will also increase.**

Keywords— ***Community Competitiveness, Neighbourhood Support, Training***

I. INTRODUCTION

Increasing the competitiveness of society is one of the strategic issues in development, especially in the era of globalisation and the industrial revolution 5.0. Technological advances, shifting labour needs, and global market dynamics drive the importance of developing relevant skills for the community. One approach that is considered effective in improving individual competence and community competitiveness is training. Training provides opportunities for individuals to acquire new knowledge, skills and abilities that are in line with industry and labour market needs [1]. Training is one of the main tools to improve the skills and abilities of individuals to face the challenges of the global and local economy. However, the impact of training on people's competitiveness is still not fully understood, especially in the context of socio-economically diverse communities. While training is designed to improve technical and professional skills, the success of training in improving community competitiveness is often hampered by external factors, such as access to the labour market, economic conditions and social inequality. In other words, not all trainees are able to utilise the skills they acquire to improve their competitiveness in the labour market or in entrepreneurship. This suggests a gap between the training provided and the improvement in competitiveness that occurs at the community level [2], as in some developing countries, despite massive skills training, people's competitiveness remains low due to limited employment opportunities or lack of support to apply these skills in real life [3].

The current phenomenon shows that many people do not have skills in accordance with labour market needs, especially in rural and peripheral areas. On the other hand, the [4] report states that 50% of global workers will need to reskill to remain relevant in the workplace in the next five years. However, many existing training programmes have not been effective due to the lack of mapping of training needs according to the characteristics of the community and the lack of evaluation of the impact of training programmes on improving their competitiveness [3].

Research gaps are also found in the aspect of training implementation, which is often not orientated towards specific local needs. Much previous research has focused on the effectiveness of training in large companies or urban environments [5]. However, little research has explored how training can be adapted to improve competitiveness at the community level, particularly in areas with limited access to formal education and technology. In addition, there is a lack

of research that directly links training to improving community competitiveness at the micro (individual) and macro (community) levels. Most research on training and community competitiveness focuses on the direct effects of training without considering the broader social and economic context. There is limited research that incorporates social, cultural and economic aspects in explaining the impact of training on community competitiveness.

Neighbourhood support as a moderating variable in the relationship between training and community competitiveness is important for several key reasons. These include government policies, social and economic infrastructure, and social relationships that influence how individuals or groups utilise the outcomes of training, among other reasons why neighbourhood support is needed as a moderating variable. There are fewer studies exploring the moderation of neighbourhood support on the relationship between training and community competitiveness. Neighbourhood support includes support from various institutions (government, non-government organisations), the surrounding community, and access to adequate infrastructure.

Several studies have revealed that training without considering the external social and policy context will not be optimal in improving community competitiveness. In this case, moderation by neighbourhood support plays an important role in creating synergies between individuals, communities and policies. In other words, support from the social environment (such as family, community and social networks) and policies that support training are critical to the success of training programmes in improving people's competitiveness. Studies that specifically examine how neighbourhood support moderates the relationship between training and community competitiveness are scarce. Many studies only look at the direct impact of training, but do not take into account moderator variables that may strengthen or weaken the effect of training [6].

The purpose of this study is to explore and analyse the effect of training on community competitiveness, and to examine the role of neighbourhood support as a moderating variable in the relationship.

LITERATURE REVIEW

Training

Training is a systematic process to improve the knowledge, skills and competencies of individuals in order to achieve specific goals. The theoretical foundation of training begins with Behavioural Learning Theory which emphasises the importance of learning through repetition and reinforcement of desired behaviours. Continuous practice-based training helps individuals to improve specific skills and behaviours relevant to a particular job or task [7]. In Experiential Learning Theory, experiential training, such as simulations, case studies or hands-on practice, is more effective in building skills. This approach is relevant in the context of community-based training that requires practical solutions [8], furthermore, in Transfer of Learning Theory, effective training should enable participants to apply the skills acquired in their work environment or community. Factors such as relevance of training content, environmental support and participant motivation greatly influence the success of transfer of learning [2], and the ADDIE Model (Analyze, Design, Develop, Implement, Evaluate) which is a systematic approach to designing effective training. At the analysis stage, the needs of the community are identified to determine the appropriate training programme design, and then the impact is evaluated [9].

Community Competitiveness

Community competitiveness refers to a community's ability to compete in the global marketplace by utilising its human, social and economic resource potential. The theoretical foundations include the Competitive Advantage Theory [10], whereby a community's competitiveness depends on its capacity to develop competitive advantage through innovation, efficiency and resource management. Training serves as a means of improving individual competence, which then impacts on the collective productivity of the community. Social capital theory [11] emphasises that social capital such as networks, trust and social norms support collaboration within communities. Training that involves the community collectively can strengthen social capital and improve the competitiveness of the community as a whole [12]. Human capital theory [13] asserts that improving individual skills and knowledge through education and training is a strategic investment that increases productivity and competitiveness. Recent studies by the [3] support that reskilling and upskilling are key to strengthening the competitiveness of communities in the digital era. Finally, the Sustainable Development Framework theory in the context of societal competitiveness, the sustainable development framework of the [14] highlights the importance of education and training as a tool to improve economic inclusion and societal well-being, ultimately supporting local and global competitiveness.

Neighbourhood Support

In the context of society, social support from family, community and other social networks can strengthen the impact of training on people's competitiveness. This support includes forms of trust, shared norms and social relationships that enable individuals to more easily gain access to economic opportunities, information and other assistance. The greater the social capital in a community, the more likely individuals are to improve their competitiveness following training [11]. Neighbourhood support in the form of policies that favour entrepreneurship, provision of funding or access to markets, and adequate educational facilities can strengthen or weaken the impact of training. In the absence of this support, the skills acquired from training may not be effectively applied in improving community competitiveness [15]. In communities, supportive social networks, whether in the form of friends, family, co-workers or community groups, can provide the information needed to utilise training outcomes and improve competitiveness. Support from these

social networks plays an important role in accessing economic and labour market opportunities, which in turn contributes to people's competitiveness after training [16]. The neighbourhood support in sustainable development theory includes public policies that support training, access to markets, as well as the provision of infrastructure that is friendly to the community's economy. When these factors are integrated with the training provided, people are better able to apply the knowledge and skills gained to improve competitiveness in the long term, especially in the face of global challenges and socio-economic changes [17]. Neighbourhood support plays a crucial role in ensuring that training outcomes can be applied and optimised to improve community competitiveness. By integrating the theories of social capital, resource dependency, social networks and sustainable development, we can understand that the success of training depends not only on the quality of the training itself, but also on the social and economic context that supports the application of the training outcomes. Previous studies show that effective training requires an enabling environment to transfer learning outcomes into practice [2][3].

Relationship Training, Neighbourhood Support and Community Competitiveness

Human Capital Theory, investment in training improves the quality of labour, which in turn improves the competitiveness of a society [13]. In a trained society, individuals or groups that have skills that match market demand will have a competitive advantage. For example, training in information technology, entrepreneurship or other technical skills can open up better employment opportunities or facilitate the opening of more innovative businesses. When people acquire skills that are relevant to market needs, this can increase their capacity to compete, whether in the context of formal employment, entrepreneurship or other sectors of the economy. As such, training provides individuals with enhanced skills and knowledge that are critical in facing global challenges and competitive labour markets [2][3].

Training depends not only on the quality of the programme or materials provided, but also on the surrounding external context, such as government policies, access to facilities, and community involvement. Neighbourhood support can strengthen or hinder the effectiveness of training [10]. Resource Dependence Theory suggests that the success of a programme, such as training, is strongly influenced by access to available external resources. Environmental support, in the form of supportive policies or adequate infrastructure, plays an important role in the success of training programmes. Without adequate environmental support, even if training is provided, its application in real life can be very limited [15]. For example, a government that provides accessible training facilities or subsidies for training, or a private institution that provides internship or employment opportunities after training, will increase the chances of success. In addition, policies that support innovation and entrepreneurship will increase the effectiveness of training in creating competitiveness [3].

Neighbourhood support plays a critical role in creating conditions conducive for communities to thrive. This support can come in many forms, such as government policies that support skills development and employment, as well as access to resources and facilities that can increase people's capacity to compete in the global market. Based on social network theory, social relationships and support from the environment are crucial in creating opportunities for individuals and groups to improve their competitiveness. Strong social networks enable people to obtain the information, resources and opportunities needed to better compete in the labour market and global economy [16]. On the other hand, in Sustainable Development Theory, favourable economic, social and policy factors are important pillars that enable societies to develop sustainably and compete in the long term [18]. Policies that support skills development, such as market-relevant vocational education and training, will improve people's competitiveness. In addition, adequate infrastructure (such as internet access, transport, and educational facilities) also plays a role in improving people's competitiveness.

The following is a description of the research model that includes the independent variable (Training), the dependent variable (Community Competitiveness), and the moderator variable (Neighbourhood Support).

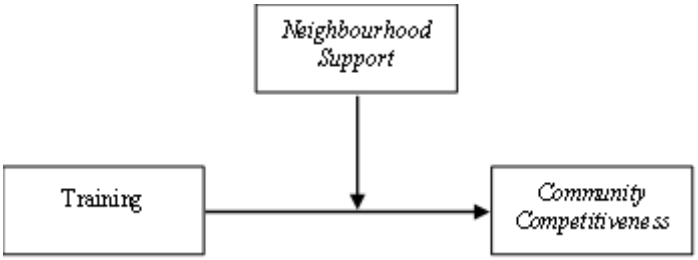

Figure 1. Research Model

II. METHOD

The research method used is a survey method with the Moderated Regression Analysis (MRA) analysis technique [6] with data processing using the SPSS Version 27 application. The population in this study were 100 people, fish farming business actors who participated in the training programme under the guidance of the UPTD of Cirebon City Freshwater Aquaculture Development Center, but 56 respondents collected and completed questionnaires. The research instrument used was a questionnaire consisting of 12 indicators of training, 6 indicators of environmental support and 12 indicators of community competitiveness.

III. RESULTS AND DISCUSSION

Data collection was carried out through distributing questionnaires at the time of the training organised by the Technical Service Unit Freshwater Aquaculture Development Centre of the Cirebon City as many as 100 respondents, but 56 respondents collected and completed questionnaires. The following are the results of the validity test and reliability test

of the questionnaire on training variables, community competitiveness and neighborhood support.

TABLE I. VALIDITY TEST RESULTS OF TRAINING VARIABLES, NEIGHBOURHOOD SUPPORT VARIABLESAND COMMUNITY COMPETITIVENESS VARIABLES

Variable	Indikacor	r-value	Description
Training	Identification of training needs	0.5773	Valid
	Relevance of training objectives to participants' needs	0.5864	Valid
	Availability of training resources (funds, materials, facilities)	0.7466	Valid
	Training methods used (simulation, practice, theory)	0.6738	Valid
	Competence of trainers in delivering the material	0.5108	Valid
	Participants' level of participation during the training	0.5107	Valid
	Participants' understanding of the material	0.8296	Valid
	Participants' satisfaction with the training implementation	0.8327	Valid
	Direct impact of training on skill improvement	0.8193	Valid
	Application of training results in work or community activities	0.8235	Valid
	Environmental support for training outcomes	0.7505	Valid
	Sustainability of post-training competency development	0.7052	Valid
Neighbourhood support	Community engagement in supporting training outcomes	0.8871	Valid
	Level of trust and collaboration among community members	0.8275	Valid
	Access to financing for implementation of training outcomes	0.7773	Valid
	Assistance with facilities or resources by the government or related institutions	0.7328	Valid
	Policies that support community skills development	0.8460	Valid
	Availability of adequate infrastructure to support post-training development	0.9280	Valid
Community Competitiveness	Level of formal and non-formal education	0.7001	Valid
	Technical skills of the community	0.9209	Valid
	Innovation capability of individuals or groups	0.9068	Valid
	Level of trust between community members	0.5353	Valid
	Collaboration in social and community networks	0.9091	Valid
	Participation in community empowerment activities	0.8860	Valid
	Increase in community income	0.9369	Valid
	Diversification of community businesses	0.5246	Valid
	Contribution to local economic growth	0.6635	Valid
	Ability of the community to create sustainable, innovative solutions	0.7362	Valid
	Adaptation to technological and market changes	0.8282	Valid
	Economic, social and environmental integration in community activities	0.9099	Valid

Based on table 1, training with an indicator of participant satisfaction with the implementation of training has the highest r value of 0.8327; this indicates that the trainees are enthusiastic in participating in the training and have satisfaction

with the training that has been organised by Technical Service Unit Freshwater Aquaculture Development Centre of the Cirebon City, so as to get an impact on the abilities and skills of the trainees, while the lowest value is the indicator of the level of participation of participants during training with an r value of 0.5107; this indicates that participants still lack confidence in conveying questions and opinions during discussions and new knowledge gained from training materials. Neighbourhood support on the indicator of the availability of adequate infrastructure to support post-training development has the highest r value of 0.9280 which indicates that there is infrastructure support from the Cirebon City Regional Government to develop and improve abilities and skills in the face of global competitiveness, while the lowest value on the indicator of facility assistance or resources by the government or related institutions which indicates that there is still limited assistance of these facilities. Community competitiveness in the indicator of increasing community income has the highest r value of 0.9369, indicating that with training and training support will increase community income, while the lowest r value indicator on community business diversification of 0.5246 indicates that there are still business people who have not diversified their business due to lack of creativity and innovation for their business but government support continues to be carried out training on an ongoing basis so that abilities and skills continue to increase.

TABLE II. RELIABILITY TEST RESULTS OF TRAINING VARIABLES, COMMUNITY COMPETITIVENESS VARIABLES AND NEIGHBOURHOOD SUPPORT VARIABLES

Variabel	Nilai Cronbach's Alpa	Description
Training	0,789	Reliabel
Neighbourhood support	0,831	Reliabel
Community Competitiveness	0,878	Reliabel

The Cronbach's Alpa values for Training (0.789), Neighbourhood support (0.831) and Community Competitiveness (0.878) are greater than 0.700; this indicates that the data is reliable.

TABLE III. CORRELATION AND DETERMINATION TEST RESULTS OF THE EFFECT OF TRAINING ON COMMUNITY COMPETITIVENESS MODERATED BY NEIGHBOURHOOD SUPPORT

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.928[a]	.862	.854	2.19260

a. Predictors: (Constant), Training*Neighbourhood Support, Training (X), Neighbourhood Support (M)

The multiple correlation coefficient shows the correlation between the three variables (training, neighbourhood support and training * neighbourhood support) on community competitiveness is 0.928 or 86.2% on category of very high.

TABLE IV. MODEL ACCURACY TEST RESULTS OF THE EFFECT OF TRAINING ON COMMUNITY COMPETITIVENESS MODERATED BY NEIGHBOURHOOD SUPPORT

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1556.224	3	518.741	107.902	.000[b]
	Residual	249.990	52	4.808		
	Total	1806.214	55			

a. Dependent Variable: Community Competitiveness (Y)
b. Predictors: (Constant), Training*Neighbourhood Support, Training (X), Neighbourhood Support (M)

Table 4. Shows that the statistical F value is 107.902 or sig. F of 0.000 < α (0.05) means that the regression model formed is declared appropriate (goodness of fit).

TABLE V. HYPOTHESIS TEST RESULTS OF THE EFFECT OF TRAINING ON COMMUNITY COMPETITIVENESS MODERATED BY NEIGHBOURHOOD SUPPORT

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-13.198	4.550		-2.900	.005
	Training (X)	1.369	.129	1.420	10.584	.000
	Neighbourhood Support (M)	1.552	.319	1.101	4.868	.000
	Training*Neighbourhood Support	-.037	.007	-1.576	-5.195	.000

a. Dependent Variable: Community Competitiveness (Y)

Based on table 5. training obtained a statistical t value of 10.584 or a sig.t value of 0.000 < α (0.05), meaning that training has a positive effect on community competitiveness so that the first hypothesis (H1) can be accepted. Neighbourhood support obtained a statistical t value of 4.868 or a sig.t value of 0.000 < α (0.05), meaning that neighbourhood support has a positive effect on community competitiveness so that the second hypothesis (H2) can be accepted, while the interaction variable training * neighbourhood support obtained a statistical t value of -5.195 or a sig.t value of 0.000 < α (0.05), it can be concluded that neighbourhood support moderates the relationship between training and community competitiveness so that the third hypothesis (H3) can be accepted.

Training, while providing knowledge and skills, cannot always be applied effectively without the support of a favourable neighbourhood. The results of this study are supported by previous research is a conducive environment, such as government policies that support training or adequate infrastructure, can accelerate the application of skills acquired

through training, thereby increasing people's competitiveness [15][10][19]. Besides that, the external environment plays an important role in optimising or hindering the impact of training. For example, if training is conducted in an unfavourable environment (e.g., lack of access to technology, employment opportunities, or support from government policies), the results of training may not be as great as expected. Conversely, if there is adequate support, such as access to facilities that support the implementation of new skills, training will be more effective in improving people's competitiveness [16][20][21]. In line with the results of this study, good neighbourhood support also affects people's ability to access the resources needed after training, such as capital, markets, technology and social networks. This will help them to apply the skills acquired for entrepreneurship or better employment. Without such support, training may not have a significant impact on competitiveness [22][11][23]. Supportive government policies, such as training subsidies, skills development programmes or incentives for companies that offer training to employees, can be important factors in improving training outcomes. The right policies will create a favourable neighbourhood for people to participate in training and ensure that training is relevant to market needs [24][25][26]. Social support, whether from family, friends or professional networks, can strengthen the effectiveness of training by creating new opportunities and facilitating access to opportunities. Strong social networks often open doors to better employment or entrepreneurship opportunities. [27][12][28].

IV. CONCLUSIONS

Based on the results of the discussion shows that the three hypotheses proposed in this study can be accepted, meaning that training has a positive effect on community competitiveness, neighborhood support has a positive effect on community competitiveness and neighborhood support moderates the relationship between training and community competitiveness so that it can be concluded that neighborhood support has a role that can strengthen and increase the effect of training on community competitiveness. The more training is conducted to the community and with strong neighborhood support, the community competitiveness will also increase, this is supported by the results of data processing showing that the contribution of training to community competitiveness.

The research limitation is the small sample size because the questionnaires were collected during the training organised by the UPTD of Cirebon City Freshwater Aquaculture Development Center. The implication of this study is that the government can provide policies, especially in providing appropriate training, providing adequate infrastructure to support post-training development, providing access to resources such as finance and facilities, and the sustainability of post-training competency development. Suggestions for future research are to test the success of training implementation, whether it has an impact on the ability or competence of business actors.

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