Cirebon Annual Multidisciplinary International Conference (CAMIC 2024)

ANALYSIS OF TRAINING NEEDS FOR STUDENTS COLLEGE IN CIREBON CITY

1st Dedet Erawati
Communication Science Study Program,
Universitas Swadaya Gunung Jati
Cirebon, Indonesia
Dedet.Erawati@ugj.ac.id

Abstract— **Training is needed to create superior human resources. This is, of course, done by analyzing training needs. The urgency of this research is to look at the analysis of training needs for students. Training needs analysis also aims to analyze the gap (differentiation) between expected and actual competencies according to needs and developments. The fundamental difference between this research and previous research is that it focuses on training design and methods, while previous research only focuses on analyzing the training carried out. This research uses a qualitative research method with a phenomenological approach. The results of this research analysis of training needs include preparation, guidelines, references, and objectives of the training program. It is hoped that the things described above will answer the training needs of students in Cirebon. In order to become superior human resources, they can contribute significantly to the development and progress of the city of Cirebon. Of course, the author reminds us that there is a need for synergy between formal education institutions, the government, and institutions with good credibility to collaborate in organizing this training.**

Keywords— ***Analysis; Needs; Training; Students College***

I. INTRODUCTION

Cirebon is not only a transit city but has turned into a destination city. It is a tourist and culinary destination, and Cirebon has become a city for a career. This can be seen from the establishment of companies with offices in the city of Cirebon.

The change in status from a transit city to a destination city means that human resources (HR) in the city of Cirebon must be of good quality. It is hoped that human resource development can make Cirebon residents become masters of their region.

The rapid development of the city of Cirebon cannot be separated from infrastructure development, which has integrated this city with regions such as Jakarta, Bandung, Brebes, Tegal, and other cities. This infrastructure development makes the distance to the city of Cirebon shorter. This attraction provides an opportunity for entrepreneurs to start investing in the city of Cirebon.

Based on data from the Cirebon City Investment and One Stop Integrated Services Service (DPMPTSP), investment always increases significantly. In 2022, the significance and realization of investment will exceed 728 billion rupiah from the initial target of 500 billion. In 2023, investment realization is hoped to reach 800 billion rupiah.

The sectors targeted by investors in the city of Cirebon are the trade and services sectors. After the COVID-19 pandemic, investment trends in the city of Cirebon are constantly growing. This, of course, provides a positive signal for the economic growth of the city of Cirebon. Economic growth should be accompanied by Human Resources (HR) development growth.

The urgency of growing human resource development is a crucial factor aimed at competing in the competition. Strengthening human resources towards superior people correlates with increasing work productivity and winning the competition amidst rapid business, political economy, and cultural changes.

In 2023, the city of Cirebon will be included in the Rebana area, which includes regions: Cirebon city, Cirebon district, Indramayu, Majalengka, Kuningan, Sumedang, and Subang. The development of this area must, of course, be supported by regulations and good human resources.

Let us first understand the concept of the Rebana area. The population in the Rebana Metropolitan area is 9.28 million, or around 18.82 percent of the total population of

49.3 million people in West Java as of 2019. As the heart of the growth of this area, there is the Patimban Port in Subang and West Java International Airport (BIJB) Kertajati in Majalengka, which functions as a connectivity and logistics center.

Rebana Metropolitan is projected to be the driving force for West Java's future economic growth by developing integrated, innovative, collaborative, highly competitive, and sustainable industrial areas. Integration, namely realizing regional development synergies through integrating large-medium-small industrial logistics chains and increasing regional connectivity for logistics hubs in industrial, urban, and rural areas.

Innovation is realizing regional development that relies on technological innovation, creative economy, entrepreneurship, and innovative Human Resources (HR) to welcome future industry 4.0. Collaboration is increasing collaboration between stakeholders ranging from government, businesspeople, academics, and society/communities through the development of regional cooperation platforms.

Highly competitive, namely forming a "Super KEK (Special Economic Zone)" through various fiscal and non-fiscal conveniences to increase investment competitiveness in the area supported by the readiness of supporting infrastructure. Develop environmentally sound industrial areas to minimize carbon emissions and maintain sustainable food agriculture areas.

From the picture above, it is clear that the main focus is how human resources should develop. In developing human resources, we must also involve educational institutions. The focus of this article is higher education institutions. We can see that several large campuses in the city of Cirebon have now become destinations for students outside the city of Cirebon to continue their education.

Are the big campuses in the city of Cirebon sufficient for human resource development so far? We can observe in the field that the human resources produced by these large campuses still have significant gaps that must be immediately closed. There is no sound support system yet for producing competitive human resources from upstream to downstream.

Student human resource development should develop balanced hard skills and soft skills. Most hard skill abilities can be fulfilled from education on campus, but soft skill abilities on campus are the soft skill abilities that are the big job at the moment. Even though the hard skills taught still seem like textbooks and theoretical, there are practical things that can be put forward.

To succeed in the world of work, you must have various skills. Two types of skills that are often compared are hard skills and soft skills. Hard skills are skills that can be measured and quantified. These skills can be learned through various means, such as school teaching, training, or reading books. Hard skills are usually accessible for recruiters because they can be measured, for example, through final college grades and the ability to use specific applications or certificates. These skills are essential for getting the job done well.

In the world of work, practical hard skills will be more in demand by companies that will employ prospective employees who apply. Why is that? In the eyes of the company, the employee is capable of carrying out the tasks that will be given. So, companies can reduce expenditure on employee training.

Soft Skills are specific abilities that students must have. Soft skills include public speaking, great attitudes, problem-solving, leadership, teamwork, CV creation, communication skills, and many others.

Soft skills are skills related to personality and behavior. Soft skills are more challenging to assess and tend to be subjective. Graphic design skills, for example, can be assessed objectively through the value of the Visual Communication Design course. However, leadership cannot be assessed objectively through grades or certifications.

Hard skills relate to academic aspects, such as excellence in lectures and mastery of science and technology. However, soft skills are also necessary to achieve comprehensive success, such as communication skills and individuals' unique talents.

To balance hard skills and soft skills, of course, requires unique methods. The method that must be used in educational institutions is to analyze the training needs required by students. Of course, synergy is needed between universities as formal education institutions and other competency-based training and certification institutions (Eremi O Hara, 2023).

To find the solution above, a training needs analysis method (Training Needs Analysis) is needed, which is a process that identifies training and development needs for human resources so that they can be equipped with hard skills and soft skills effectively so that the human resources that are built can be absorbed and contribute significantly to student personal career development.

Training needs analysis also aims to analyze the gap (differentiation) between expected and actual competencies according to needs and developments.

This analysis method is used to provide practical training according to the needs and interests of the student, and, of course, it is adjusted to their interests or career goals with a systematic training design to avoid less effective training. A draft analysis of training needs for students can become a reference for the Ministry of Education, Culture, Research, and Technology and the Ministry of Manpower and Transmigration to collaborate in creating practical training

that can be used in developing Human Resources (HR), especially for students.

This research uses a qualitative research method with a phenomenological approach. This method and approach were felt to be appropriate because this research requires a more in-depth explanation of the research object to produce research that can be useful and become a reference for academics and practitioners. The problem formulation in this research is the Analysis of Student Training Needs in Cirebon City.

II. METHOD

This research uses a qualitative method with a phenomenological approach. Qualitative research produces descriptive data in the form of written or spoken words from people and observable behavior. (Bogdan and Tylor, 1990). The qualitative method views reality as something with many dimensions, a unified whole, and changes. Phenomena that occur in society cannot be measured, determined, and seen with numbers to understand the phenomena experienced by research subjects. (Moleong, 2007:7)

The phenomenon that occurs in society results from factors that influence it. The phenomenological research method aims to discover the point of view of people who experience it directly or are closely related to the natural characteristics of human experience and the meaning they place on it (Kuswarno, 2009: 35-36).

According to Husserl, the phenomenological research method for explaining many things within oneself is knowing what enters before awareness and then understanding its meaning and essence in intuition and self-reflection. This phenomenological process also combines what is visible or apparent and what is in the image of the person who experiences it directly. Therefore, researchers directly internalize the empirical object to obtain accurate results in phenomenology (Kuswarno, 2009:40)

The subjects of this research are Gen Z actors in the city of Cirebon, while the object of research is the role of leadership role models. Data collection techniques are a systematic method or process of collecting, recording, and presenting facts. The purpose of data collection is very dependent on the research objectives and methodology, especially the data analysis method. We carried out data collection techniques through observation and in-depth interviews

Qualitative data analysis, according to Bogan and Biklen (Moleong, 2009: 248), is an effort made with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is essential and what to learn, and decide what to share with others, based on what is on the ground.

Based on the interactive model from Miles and Huberman, there are three paths to qualitative data analysis, namely:

1. Data reduction
   Data reduction is selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from written notes in the field. This process takes place continuously. Data reduction includes summarizing data, coding, tracing themes, and creating clusters.

2. Presentation of data
   Data presentation is when a collection of information is compiled, allowing the drawing of conclusions and acting. The form of presenting qualitative data can be in the form of narrative text related to the analysis of student training needs in the city of Cirebon

3. Drawing conclusions
   Efforts to conclude were carried out by researchers while in the field. From the beginning of data collection, start looking for the meaning of things, noting regular patterns (in theoretical notes), explanations, possible configurations, causal flows, and proposals.

In this research, conclusions are drawn after collecting data obtained in the field through observation, interviews, and documents obtained from the field, selecting between important and unimportant data to produce valid data. Qualitative research faces important issues regarding testing the validity of research results (Bungin, 2003:253). To obtain valid data, the trustworthiness of the data is required for research purposes, namely by checking the validity of the data through triangulation. The triangulation carried out by researchers is the triangulation of data sources. Data sources are triangulated by checking data obtained from several sources. Data triangulation is necessary because there should be no repetition of questions asked of research subjects to obtain excellent and in-depth research results from the data collection techniques carried out by researchers.

III. RESULTS AND DISCUSSION

A systematic study of a training problem by collecting data and information from various sources to obtain a solution to the problem. Based on the previous explanation, it can be stated that the Cirebon City Student Training Needs Analysis Method can be carried out in several ways, namely :

Extant Data Analysis (EDA)

Observations are directed at the impact or results of student abilities—for example, data on students' ability to make presentations. If the data shows that a student's ability to make presentations is meager, training should be needed to support this ability, such as public speaking, techniques for

making presentation slides, negotiation skills, and training that supports other things.

Need Assessment (NA)

Seek opinion input from various data sources related to student problems or abilities. For example, students' obstacles in solving problems. So first, we have to identify the internal factors that exist within the student. The training we can carry out indeed begins with a change in the student's mindset. After that, identify the social and cultural background. After identifying internal factors, we will identify external factors because this is related to ability.

3. Subject Matter Analysis (SMA)

An analysis of student data collection or student abilities related to training. This analysis is generally used to obtain optimal data. For example, when creating digital marketing training, we should look at data on whether the students who will be given digital marketing training have previously attended similar training because this can be seen from the student's ability and speed in absorbing the training carried out. So, the formula for designing training will be different. If the target students do not have a basis, a training design should be created based on essential, intermediate, and expert abilities. However, if the student already has basic knowledge and abilities, it is best to create competency-based training and case studies, which help increase their knowledge.

The obstacles often faced by students in training are sometimes caused by a lack of information regarding the institutions that provide training related to the needs required of students. Therefore, universities should provide information or hold regular training in collaboration with related units.

4. Task Analysis

Analysis that observes how students are ready to work along with the sequence and steps and examine other influencing factors. For example, when designing training, you must also look at the factors influencing students' work readiness. In this case, a comprehensive training design is needed to meet students' training needs.

When designing a training, the achievements you want to achieve should be determined. Students are taught basic things to become experts in the fields they are interested in. Additionally, clear directions are given regarding the urgency of the training.

5. Analysis Tools

Data was collected using interviews, observation, group techniques, and questionnaires. Of course, methods are needed to carry out training. In training, we have to prepare from pre-training to post-training.

The pre-training process requires field observations and in-depth interviews. This needs to be done to get actual data regarding what training students need to balance hard and soft skills, which are helpful as preparations for entering the world of work.

The post-training process requires focus group discussions (FG) and questionnaires. This needs to be done considering the need for feedback from the training that has been carried out because psychologically, human habits will change after 90 days, so it is best if FGDs and questionnaires are held after 90 days so that we can get an objective picture of the results of the training carried out.

Apart from seeing the effects of this training, it also provides input to the institution regarding what training will be carried out. The purpose of evaluating a training program is to test whether the training is practical in achieving the stated targets. The training must increase the competency of the students who take part.

IV. CONCLUSIONS

From the training needs analysis method described above, we can conclude and simplify it as follows :

Preparation of Training Programs

Here is a basis for preparing the training program. Essential preparation is crucial if you want to carry out training. This must be structured well so that the training program can run in accordance with the hope of building a solid bond.

After knowing the goals you want to achieve, designing and implementing an appropriate training program is necessary. Training actions can be identified by carrying out an identification process of what is needed.

When preparing a program, you should consider four aspects: optimal, actual, feeling, and causes. The optimal aspect is how the structured training program must have maximum effect (Greere,2023). The second is actual, where the program prepared is adjusted to the current needs of students

Third, feeling: The prepared training program must be based on the institution's sense of feeling because the institution understands the training students need better. Finally, the causes and the strength point must be found as to why the training must be carried out.

Training Program Guidelines

Each basis for preparation must, of course, be equipped with guidelines. This guideline is a procedure for carrying out basic arrangements during training so that it runs smoothly. Training program guidelines are created from upstream to downstream.

The training program guidelines created pay attention to the following things: a syllabus or training module, trainer or facilitator, and training base (Sursock, 2021). Firstly, the syllabus, when creating a training,

guidelines or guidelines are needed so that the objectives of the training are achieved. However, in practice, the syllabus or training module will be improved in content and the case studies presented. Making a syllabus or training module is designed by opening a mindset so that students understand the urgency of the training they are taking part in, followed by providing a basic understanding and case studies they can encounter.

Second, the trainer or facilitator should be adjusted to their basic abilities to deliver the training material optimally. It should be not only academic degrees that are taken into consideration but also non-academic degrees and experience that should be taken into consideration to produce exciting training. Collaboration is needed between academics, practitioners, and professionals to become trainers or facilitators.

Third, training base. This is considered very important because we have to determine at the beginning whether this training will be based on certification or competency alone, even if both can be done if, after analysis, we see the need for both training bases (Yen & Fadilatul, 2022).

Training media must be able to support the running of a training activity. Training media can include books, tools, and machines. This is useful so that training objectives can be achieved.

Training Program Reference

Carrying out this training can be an alternative for those who want to create a program. Usually, training needs analysis as one of the evaluation data. Training program references relate to institutions that want to collaborate in creating training. References are considered very good because we know more about credible institutions that conduct training tailored to students' needs. Sunyoto (2012: 145) states, "Development is the preparation of individuals to assume different or higher responsibilities within the organization."

Suggestions from the author of the training needed for students in the city of Cirebon are as follows:

Information Technology-Based Training

The COVID-19 pandemic in 2019-2021 taught us about adapting to new habits, including using technology. Mastery of information technology for students is a training that must be followed because it will help form superior human resources. Some information technology-based training that can be carried out are graphic design training, social media management, digital technology-based marketing, digital media production techniques, content creators, and digital communications.

Communication-Based Training

The ability to communicate is an absolute skill requirement that students must have. Communication failures usually cause misunderstandings, which can hinder the message because humans are social creatures who need interaction with other humans. Some of the things that cause communication failure are poor conveying of the message, not wanting to listen, not responding well, interrupting the conversation, running out of topics to discuss, and many more causes of communication failure.

Therefore, communication-based training is needed, such as public speaking, negotiation skills, presentation skills, techniques for asking and conveying opinions, effective communication, the ability to write, the ability to listen, and so on. This training is essential because someone can interact well, one of which is through good communication patterns.

Entrepreneurship-Based Training

The next entrepreneurship training is training that is encouraged, considering that in the initial discussion, we were faced with the fact that Cirebon has become a destination city, so that many investors will invest their capital in Cirebon. So, we encourage students in Cirebon to have good entrepreneurial skills.

Students will be molded into entrepreneurial candidates who will open up job opportunities in their area. It is a process of creating something to add value to the economy. Entrepreneurship is an absorption of two phrases: wira, which means man or independent, and business, which means an activity by exerting energy and thought to achieve a goal.

Entrepreneurs also help the government reduce the number of unemployed (Chen,2022). A street vendor can also be called an entrepreneur. According to the Ministry of Industry, Indonesia needs at least 4 million new entrepreneurs to help strengthen the economic structure. The country's entrepreneurship ratio is still around 3.1 percent of the total population.

Some entrepreneurship-based training that can be carried out is creative thinking, time management, strategic thinking, business planning skills, marketing skills, innovation skills, leadership, problem-solving, critical thinking, and many others.

After discussing the methods and training required, we will also discuss what kind of training program is ideal for certification or competency. The answer is a competency certification training program. The Competency Certification Program is a level of education to improve and develop quality or competency tests. The certification program aims to ensure student competency is obtained through learning, training, and competency testing, and ultimately, it is hoped that it will improve the quality of these students.

Apart from that, the certification program also aims to increase the capacity and capability of human resources (HR) so that they have standardized knowledge and skills relevant to the learning process in higher education and the needs of the business and industrial world.

It is hoped that the things described above will answer the training needs of students in Cirebon. In order to become superior human resources, they can contribute significantly to the development and progress of the city of Cirebon. Of course, the author reminds us that there is a need for synergy between formal education institutions, the government, and institutions with good credibility to collaborate in organizing this training. So, the available human resources are ready to work human resources or, in other words, ready to work.

REFERENCES

[1] Bakar, Mas Reskiani & Muhammad Jufri. ”*Analisis Kebutuhan & Rancangan Pelatihan”*. Yogya: Ombak, 2018.

[2] Baran, S. J, “*Introduction To Mass Communication: Media Literacy And Culture (4th Edition)”.* New York: *M, 2006.*

[3] Basri, H., & Rusdiana, A, “*Manajemen Pendidikan Dan Pelatihan”*. Bandung: Pustaka Setia, 2015.

[4] Bungin, Burhan, “*Metodelogi Penelitian Kualitatif”*. Jakarta: Raja Grafindo Persada, 2010.

[5] Cantuman, Detail. “*Effective Training: Systems, Strategies & Practices*”. New Jersey: Prentice Hall. 1998.

[6] Chen, Zhiseng. “*Artificial Intelligence-Virtual Trainer: Innovative Didactics Aimed At Personalized Training Needs”*. Nanjing: Nanjing University, 2022.

[7] Eremi O Hara. “*Analysis Of Training Needs Of Agricultural Extension Workers On Agroforestry In Cross River State, Nigeria.”* Calabar: Calabar University, 2023.

[23] Yaumi, M. ”*Media Dan Teknologi*

[24] Yen, Maryana & Fadilatul, ”*Analisa Kebutuhan Penyusunan Modul Pelatihan “Teamwork” PT. Karya Teknik Utama Shipyard Batam”*. Batam: Universitas Batam, 2022.

[8] Golemen, *“Working With Emotional Inteligence: Kecerdasan Emosional Untuk Mencapai Puncak Prestasi”*. Jakarta: PT. Gramedia Pustaka Utama, 2000.

[9] Greene, Anca. “*Training For Quality Assurance In Higher Education: Practical Insights For Effective Design And Successful Delivery”*. London: Taylor Francis Group, 2023.

[10] IDN, “*Generasi Eksplorasi”*. Jakarta: Gramedia, 2019.

[11] Kirtpatrick, L. Donald & D. James. “*Implementing The Four Levels*”. Oakland: Berret-Koehler. 2007.

[12] Kuswarno, Engkus, ”*Fenomenologi: Metodologi Penelitian Komunikasi”*. Bandung: Widya Padjadjaran, 2011.

[13] Mulyana, Dedy Dan Solatun, ”*Metode Penelitian Komunikasi”*. Bandung: PT. Remaja Rosdakarya, 2017.

[14] Murti, M Arif & Darmastuti, *“Manajemen Pelatihan Dan Pengembangan”*. Bandung: CV. Widina, 2023.

[15] Moleong, Lexy. J, “*Metode Penelitian Kualitatif*”, Bandung: PT Remaja Rosdakarya, 2012.

[16] Nasution, S. “*Metode Penelitian Naturalistik Kualitatif”*. Bandung: Tarsito, 2003.

[17] Rakhmat, Jalaluddin. ”*Psikologi Komunikasi”*. Bandung: PT. Remaja Rosdakarya, 2005.

[18] Senduk, Andrew. “*Ignite Millenial Leadership”*. Jakarta: Gramedia Pustaka Utama, 2018.

[19] Silberman, L. Melvin. ”*101 Ways To Make Training Effective*”. New Jersey: John Wiley & Sons. 2007

[20] Silberman, L. Melvin. ”*The Handbook Of Experiential Learning*”. New Jersey: John Wiley & Sons. 2007

[21] Sudjana, D. ”*Sistem & Manajemen Pelatihan Teori & Aplikasi”*. Bandung: Falah Production, 2007.

[22] Sursock, A., “*Examining Quality Culture II: Processes And Tools—Participation, Ownership And Bureaucracy”* Brusell: European University Association, 2021.

Pembelajaran”. Jakarta: Premamedia Group, 2018.