Volume 3 Number 1 March 2025
Available online at https://cesmid.or.id/index.php/jerp | Email: jerp@cesmid.or.id
E-ISSN: 3062-7605 | P-ISSN: 3062-7613
Published by Yayasan Centre for Studying and Milieu Development of Indonesia (CESMiD)

Journal of Educational Research and Practice
Empowering Education Through Research and Practice

The Impact of Training and Support Satisfaction on Employment Outcomes: A Case Study of the Global Skills Training Program 2024 in South Sumatra Province, Indonesia

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ABSTRACT

This research examines the relationship between training satisfaction, support satisfaction, and employment outcomes in the Global Skills Training Program 2024 in South Sumatra, Indonesia. Training satisfaction refers to participants' evaluations of the content, delivery methods, and instructor effectiveness, while support satisfaction reflects their perceptions of career counseling, job placement services, and institutional support. A quantitative approach was employed, analyzing survey data from 240 participants. Statistical analyses using Jamovi Software included a two-sample t-test for gender-based differences, one-way ANOVA for age group comparisons, and logistic regression to examine the impact of satisfaction levels on employment status. Key findings indicate that training satisfaction significantly improves employment transitions, whereas support satisfaction plays a crucial role in reducing unemployment and self-employment rates. Male participants reported higher support satisfaction than female participants, while age differences were not significant. These results highlight the need for personalized training content, robust post-training support, and equitable access to career resources to enhance employability. From a policy perspective, this study underscores the importance of integrating career counseling, job placement services, and mentorship programs into vocational training initiatives. Training providers should focus on reducing gender disparities in support services and enhancing engagement strategies to ensure effective workforce transitions. These findings contribute to the broader discourse on workforce development and offer evidence-based recommendations to align skills training with labor market needs.

Keywords: *training satisfaction, support satisfaction, employment, global skills.*

DOI: 10.70376/jerp.v3i1.356
Received: 2025-01-03; **Revised**: 2025-01-07; **Accepted**: 2025-01-25; **Published**: 2025-02-04

INTRODUCTION

The workforce is a fundamental driver of national economic development. A skilled workforce significantly enhances economic productivity, while a lack of skills and education creates barriers to growth.[1] In Indonesia, despite an increasing number of new labor market entrants each year, job creation has not kept pace, resulting in persistent unemployment. According to the Indonesian Central Statistics Agency (BPS 2024), 7.47 million individuals were unemployed as of August 2024, with the highest unemployment rate (17.32%) observed among individuals aged 15-24 years.[2] A key factor contributing to unemployment is the mismatch between labor market demands and the skills of job seekers, commonly referred to as the "skills gap." Addressing this challenge requires initiatives that align workforce competencies with industry needs, such as the "Link and Match" concept, which fosters collaboration between education providers and the labor market.[3]

To enhance workforce competitiveness, particularly in South Sumatra, the Indonesian government launched the Global Skills Training Program in 2024. This initiative collaborates with private training institutions to provide industry-relevant training and competency certification, targeting individuals aiming for careers in international industries.[4] Fajarsyah (2023) highlights that vocational training has significantly contributed to creating skilled manpower in community areas, further reinforcing the role of targeted training programs in fostering economic development and enhancing employability at the local level.[5] Training programs play a crucial role in closing skill gaps, improving job performance, and fostering career growth.[6] However, the effectiveness of such programs depends on various factors, including the quality of training materials, instructional methods, instructor competence, and

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[3] H., & Olde, S. Wijayanto, "Dinamika Permasalahan Ketenagakerjaan Dan Pengangguran Di Indonesia," *Jurnal Bina Bangsa Ekonomika* 13, no. 1 (2020): 85–94; Seamus McGuinness, Konstantinos Pouliakas, and Paul Redmond, "Skills Mismatch: Concepts, Measurement and Policy Approaches," *Journal of Economic Surveys* 32, no. 4 (September 1, 2018): 985–1015, https://doi.org/10.1111/joes.12254; Jim Allen and Egbert De Weert, "What Do Educational Mismatches Tell Us about Skill Mismatches? A Cross-Country Analysis," *European Journal of Education* 42, no. 1 (March 2007): 59–73, https://doi.org/10.1111/j.1465-3435.2007.00283.x.
[4] Directorate General of Vocational Training Development and Productivity of the Ministry of Manpower, "Keputusan Nomor 2/4855/LP.03.02/XII/2023 Tentang Petunjuk Teknis Bantuan Program Pelatihan Lembaga Pelatihan Kerja Swasta (Global Skills Training) Tahun Anggaran 2024 [Decree on Technical Guidelines for Global Skills Training Assistance Program]" (Jakarta, 2023).
[5] Reza Fajarsyah, "The Impact of the Community Vocational Training Center on Creating Manpower (A Case of Al Hikmah El Ali Cinding Kresek Community Vocational Training Center)," in *Proceeding Book of The International Conference on Manpower and Sustainable Development: Transformation of Manpower in the Changing World of Work (Vol. 1)*, 2023.
[6] Allen and De Weert, "What Do Educational Mismatches Tell Us about Skill Mismatches? A Cross-Country Analysis"; Reid Bates and Samer Khasawneh, "Organizational Learning Culture, Learning Transfer Climate and Perceived Innovation in Jordanian Organizations," *International Journal of Training and Development* 9, no. 2 (June 1, 2005): 96–109, https://doi.org/10.1111/j.1468-2419.2005.00224.x.

the availability of support services.[7] Understanding the factors that contribute to training effectiveness is critical for policymakers and training providers to design and implement impactful programs.[8]

This study aims to investigate the relationship between training satisfaction, support satisfaction, and employment outcomes within the Global Skills Training Program in South Sumatra. Specifically, it examines how training and support satisfaction influence employment transitions and explores disparities across gender and age groups. By assessing participant experiences, this research seeks to provide evidence-based recommendations to improve vocational training programs and workforce policies.

Previous studies have underscored the significance of skill-based training in workforce development. Noe, Clarke, and Klein (2014) emphasized that training programs enhance both technical and interpersonal competencies, leading to improved employment prospects[9]. Saks and Burke (2012) found that post-training support plays a crucial role in increasing job retention and overall employment success.[10] Additionally, Campbell (1988) highlighted the importance of aligning training methodologies with industry needs to ensure skill applicability in the workplace.[11] Despite extensive research on training satisfaction and its impact on learning outcomes, limited studies have explored the direct relationship between training satisfaction, support mechanisms, and employment status in Indonesia's workforce training initiatives.

This study addresses this gap by analyzing the impact of both training and support satisfaction on employment transitions in the context of the Global Skills Training Program 2024. Few researchers have examined the combined influence of training quality and support

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[7] Andrea Bassanini et al., "Workplace Training in Europe," 2005; Raymond A Noe, *Employee Training and Development*, 5th ed. (New York: McGraw-Hill, 2010); Maurice L Phipps et al., "Teaching and Evaluating Instructor Effectiveness Using the Instructor Effectiveness Questionnaire and the Instructor Effectiveness Check Sheet Combination," *Journal of Adventure Education & Outdoor Learning* 5, no. 1 (January 2005): 51–65, https://doi.org/10.1080/14729670585200591; Mojgan Afshari et al., "Factors Affecting Teachers' Use of Information and Communication Technology" 2, no. 1 (2009): 1694–609, www.e-iji.net; Piyali Ghosh et al., "Evaluating Effectiveness of a Training Programme with Trainee Reaction," *Industrial and Commercial Training* 43, no. 4 (June 2011): 247–55, https://doi.org/10.1108/00197851111137861; Said Taan EL Hajjar and Madina Sughra Alkhanaizi, "Exploring the Factors That Affect Employee Training Effectiveness: A Case Study in Bahrain," *SAGE Open* 8, no. 2 (April 1, 2018), https://doi.org/10.1177/2158244018783033; Siti Fardaniah and Abdul Aziz, *Proceedings Book of ICEFMO, 2013, Malaysia Handbook on the Economic, Finance and Management Outlooks Measuring Training Effectiveness: Evidence from Malaysia*, 2013; Akhila Kunche et al., "Analysis and Evaluation of Training Effectiveness," *Human Resource Management Research* 1, no. 1 (2011): 1–7, https://doi.org/10.5923/j.hrmr.20110101.01.

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[9] Raymond A. Noe, Alena D.M. Clarke, and Howard J. Klein, "Learning in the Twenty-First-Century Workplace," *Annual Review of Organizational Psychology and Organizational Behavior* (Annual Reviews Inc., 2014), https://doi.org/10.1146/annurev-orgpsych-031413-091321.

[10] Alan M. Saks and Lisa A. Burke, "An Investigation into the Relationship between Training Evaluation and the Transfer of Training," *International Journal of Training and Development* 16, no. 2 (June 2012): 118–27, https://doi.org/10.1111/j.1468-2419.2011.00397.x.

[11] J. P. Campbell, "Training Design for Performance Improvement," in *Productivity in Organizations*, ed. J. P., Campbell, R. J., & Associates Campbell (San Francisco: Jossey-Bass, 1988), 177–216.

services on employment outcomes.[12] There have been limited studies focusing on how satisfaction levels differ across gender and age groups. Therefore, this research intends to bridge these gaps by evaluating participant satisfaction and employment outcomes using a quantitative approach. The objectives of this research are to (1) assess the relationship between training satisfaction and employment outcomes, (2) examine the influence of support satisfaction on employment status, and (3) identify disparities in satisfaction levels across demographic groups.

This study tests the following hypotheses: (1) There is no significant difference in training satisfaction and support satisfaction between male and female participants.[13] (2) There is no significant difference in training satisfaction and support satisfaction among different age groups[14]. (3) Training satisfaction and support satisfaction do not significantly affect employment status after training completion.[15] The key variables investigated include training satisfaction (participant evaluations of training content, methods, and instructor effectiveness), support satisfaction (participant assessments of facilities, career counseling, and post-training support), and employment status (categorized as employed, self-employed, or unemployed after training completion). By addressing these research objectives, this study contributes to the broader discourse on workforce training effectiveness and offers practical recommendations for refining vocational training programs in Indonesia.

METHOD

This research employs a quantitative approach to examine the impact of training and support satisfaction on employment outcomes for Global Skills Training 2024 in South Sumatra, Indonesia. Quantitative methods are widely recognized for their ability to analyze numerical data and test hypotheses in a systematic manner.[16] The study utilizes survey data from the Global Skills Training Funds for Private Training Institutions Employment Survey 2024 - South Sumatra, conducted three months after participants completed their training. The survey data was collected between December 31, 2024, and January 2, 2025, using Google Forms. The use of an online survey facilitated efficient data collection from a geographically dispersed participant pool. To minimize response bias, all participants who completed the training were invited to participate, ensuring a comprehensive representation of the training

[12] Rama Devi and Nagurvali Shaik, "Evaluating Training & Development Effectiveness - a Measurement Model," *Asian Journal of Management Research*, 2012; Aharon Tziner et al., "Effects of Trainee Characteristics on Training Effectiveness," *International Journal of Selection and Assessment* 15, no. 2 (June 2007): 167–74, https://doi.org/10.1111/j.1468-2389.2007.00378.x; Shazia Mumtaz, "Factors Affecting Teachers' Use of Information and Communications Technology: A Review of the Literature," *Journal of Information Technology for Teacher Education* 9, no. 3 (2000): 319–42, https://doi.org/10.1080/14759390000200096.

[13] Steven W. Schmidt, "Employee Demographics and Job Training Satisfaction: The Relationship between Dimensions of Diversity and Satisfaction with Job Training," *Human Resource Development International* 12, no. 3 (2009): 297–312, https://doi.org/10.1080/13678860902982082.

[14] Schmidt.

[15] Taylor, "Assessment and Guidance in Training for Work: Evaluation of Initial Assessment and Guidance on Entry."

[16] J. W., & Creswell, J. D. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (SAGE Publications, 2018).

cohort. Additionally, responses were anonymous to encourage honest feedback and reduce social desirability bias. The dataset consists of responses from 240 participants without any missing value.

To analyze the data, Jamovi software was selected due to its open-source accessibility, user-friendly interface, and comprehensive statistical capabilities.[17] Unlike alternatives, Jamovi simplifies data visualization while maintaining reproducibility through built-in syntax generation, making it particularly efficient for educational and social sciences research. For hypothesis testing, a two-sample t-test was employed to assess gender-based differences in training satisfaction and support satisfaction, as it is suitable for comparing means between two independent groups. A one-way ANOVA was used to analyze differences across age groups, providing an appropriate method for comparing multiple groups means while minimizing Type I errors. Additionally, logistic regression was applied to examine the impact of satisfaction levels on employment status, as this technique is best suited for predicting categorical outcomes such as employment transitions.

The variables measured in the study include Training Satisfaction, Support Satisfaction, and Employment Status. Training Satisfaction and Support Satisfaction were evaluated using a Likert scale ranging from 1 (strongly dissatisfied) to 5 (strongly satisfied), while Employment Status was categorized into employed, self-employed, and unemployed. Training Satisfaction consisted of three questions related to material, method, and instructor delivery, while Support Satisfaction focused on facility and support provided by the training provider. Further details are provided in Table 1.

Table 1. Survey Question

	Question
material	The training materials include practical skills that I can directly apply at work.
method	The teaching methods used, such as hands-on practice or job simulations, help me understand the skills needed in the workforce.
instructor	The instructor helps me understand skills relevant to the needs of the job market.
facility	The facilities and equipment provided during the training, including access to job search resources, effectively support my job search efforts.
support	The training institution provides effective counseling and career guidance support that helps me navigate job opportunities and career pathways.

[17] The jamovi project, “Jamovi,” 2022, https://www.jamovi.org; J., & Weisberg, S. Fox, “Car: Companion to Applied Regression. [R Package],” 2020, https://cran.r-project.org/package=car.; R Core Team, “R: A Language and Environment for Statistical Computing,” 2021, https://cran.r-project.org; W. Revelle, “Psych: Procedures for Psychological, Psychometric, and Personality Research. [R Package],” 2019, https://cran.r-project.org/package=psych; B., Venables, W. Ripley, “Nnet: Feed-Forward Neural Networks and Multinomial Log-Linear Models. [R Package],” 2016, https://cran.r-project.org/package=nnet.

While the study accounts for key factors such as training satisfaction, support satisfaction, and employment outcomes, several unmeasured variables could influence the results. These include personal motivation levels, pre-existing skill sets, socioeconomic background, and external labor market conditions. For example, individuals with higher motivation may be more likely to secure employment regardless of training satisfaction levels. However, despite these limitations, the study provides valuable insights into the relationship between training satisfaction, support satisfaction, and employment outcomes.

Before conducting further statistical testing, multiple validation measures were implemented beyond Cronbach's Alpha, which was used to assess internal consistency. Exploratory Factor Analysis (EFA) was conducted to confirm the construct validity of survey items, ensuring that each item measured its intended concept. Content validity was strengthened through expert review, where training professionals and researchers assessed the questionnaire's relevance and clarity. Additionally, pilot testing was carried out with a small sample before full-scale data collection, allowing for refinement of survey items to enhance clarity and reliability. These measures collectively ensure the robustness of the study's methodology and the credibility of its findings.

An exploratory factor analysis (EFA) was conducted using the minimum residual extraction method and oblimin rotation. Factor loadings indicated that the first factor was strongly associated with the item's "material" (0.817), "method" (0.864), and "instructor" (0.756), while the second factor showed strong loadings on "support" (0.973) and moderate loading on "facility" (0.446). The uniqueness values ranged from 0.0719 to 0.4049, suggesting a reasonable level of shared variance among items. These results indicate that the data demonstrates a well-defined factor structure with satisfactory factor loadings and low uniqueness values, suggesting that the items are appropriately grouped, and the model is statistically sound for further analysis. The factor loadings result can be seen in Table 2.

Table 2. Factor Loadings Result

	Factor		
	1	**2**	**Uniqueness**
material	0.817		0.3600
method	0.864		0.2633
instructor	0.756		0.3959
facility		0.446	0.4049
support		0.973	0.0719

Reliability analysis was conducted to assess the internal consistency of the items measuring Training Satisfaction and Support Satisfaction. Using Cronbach's Alpha, the analysis

yielded values of 0.852 and 0.811, respectively, which indicate good reliability. These results confirm that the instruments used were appropriate for measuring the variables in this study. The detailed reliability result can be seen in Table 3 for Training Satisfaction and Table 4 for Support Satisfaction. Further details are provided in Table 5.

Table 3. Training Satisfaction Reliability

	Mean	SD	Cronbach's α
scale	4.16	0.985	0.852

Table 4. Support Satisfaction Reliability

	Mean	SD	Cronbach's α
scale	3.99	1.11	0.811

Table 5. Descriptive Result

	Mean	Median	SD
material	4.09	4.00	1.119
method	4.13	4.00	1.100
instructor	4.26	5.00	1.146
facility	4.07	4.50	1.160
support	3.90	4.00	1.252
TS	4.16	4.33	0.985
SS	3.99	4.50	1.107

Statistical analyses were conducted with a significance level set at $\alpha = 0.05$. The analysis aims to provide insights into the relationship between training satisfaction, support satisfaction, and participants' post-training employment outcomes.

DISCUSSION

Result

The data were collected three months after training completion, providing a snapshot of participants' satisfaction levels and employment status. By analyzing demographic distributions, employment categories, and statistical tests, this section lays the foundation for a deeper understanding of the factors contributing to successful employment outcomes among program participants.

Distribution of Participants Attributes

The dataset consists of responses from 240 participants. The distribution of participants based on gender, age, and employment status is summarized below. Based on gender, 101

were male (42.1%), and 139 were female (57.9%). The detailed distribution can be seen in Table 6.

Table 6. Gender Distribution

sex	Counts	% of Total	Cumulative %
Male	101	42.1 %	42.1 %
Female	139	57.9 %	100.0 %

Participants were categorized into three age groups. Those older than 30 years accounted for 8 participants (3.3%), participants aged 20-30 years comprised 103 individuals (42.9%), and those younger than 20 years constituted the majority with 129 participants (53.8%). Further details are provided in Table 7.

Table 7. Age Distribution

age	Counts	% of Total	Cumulative %
>30	8	3.3 %	3.3 %
20-30	103	42.9 %	46.3 %
<20	129	53.8 %	100.0 %

The employment outcomes of participants were categorized as employed, self-employed, or unemployed. A total of 135 participants (56.3%) were employed, 46 (19.2%) were self-employed, and 59 (24.6%) were unemployed. Furthermore, the employment absorption rate, defined as the proportion of participants either employed or self-employed, was 194 participants (80.8%). The distribution can be seen in Table 8.

Table 8. Employment Status Distribution

employment	Counts	% of Total	Cumulative %
Employed	135	56.3 %	56.3 %
Self-employed	46	19.2 %	75.4 %
Unemployed	59	24.6 %	100.0 %

The descriptive data analysis highlights the demographic characteristics and employment outcomes of the participants, setting the stage for subsequent statistical analyses to answer the research questions.

Hypothesis 1 Testing

Hypothesis 1 proposed that there is no significant difference in the levels of Training Satisfaction (TS) and Support Satisfaction (SS) between male and female participants after completing the training. To test this, independent samples t-tests were conducted for both TS and SS scores. For TS, Student's t-test (p = 0.353) indicated no significant difference between male and female participants, suggesting that training satisfaction levels are similar across genders. Additionally, Levene's test for homogeneity of variances (p = 0.370) confirmed the assumption of equal variances for TS. However, for SS, Levene's test indicated a violation of the equal variances assumption, necessitating the use of Welch's t-test for SS. The results for SS revealed a different trend. Welch's t-test (p = 0.008) showed significant differences between male and female participants. Refer to Table 9 for the results of the independent samples t-test and Table 10 for the homogeneity of variance test (Levene's test).

Table 9. Independent Sample T-Test Result

		Statistic	df	p
TS	Student's t	0.930	238	0.353
SS	Welch's t	2.666	232	0.008

Table 10. Homogeneity of Variance Test (Levene's) Result

	F	df	df2	p
TS	0.808	1	238	0.370
SS	4.110	1	238	0.044

Table 11. T-Test Descriptive Result

	Group	N	Mean	Median	SD	SE
TS	Male	101	4.23	4.33	0.928	0.0924
	Female	139	4.11	4.33	1.02	0.0869
SS	Male	101	4.20	4.50	0.993	0.0988
	Female	139	3.83	4.00	1.16	0.0985

These findings partially reject Hypothesis 1, which proposed no significant differences in satisfaction levels between male and female participants. While no significant differences were observed for Training Satisfaction (TS), the significant result for Support Satisfaction (SS),

as shown in Welch's t-test, indicates that males reported higher levels of satisfaction with support compared to females. Figure 1 further illustrates these findings, highlighting the mean differences and 95% confidence intervals for both genders. Table 11 shows the detailed descriptive results of the T-Test. This suggests that gender may influence participants' perceptions of support, warranting further investigation into the factors contributing to this disparity, such as differing expectations, experiences, or levels of engagement during the training program.

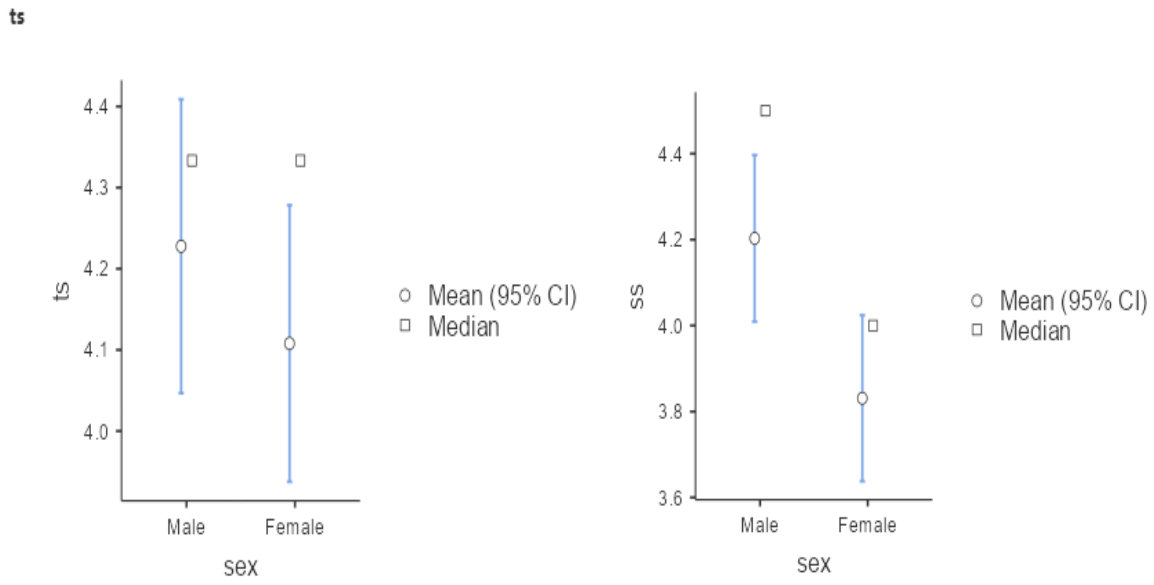

Figure 1. T-Test Descriptive Plots

Hypothesis 2 Testing

Hypothesis 2 investigated whether there is a difference in the levels of Training Satisfaction (TS) and Support Satisfaction (SS) among participants in the age groups below 20, 20–30, and above 30 after completing training. A one-way ANOVA was conducted to assess differences in TS and SS across these age groups. For TS, the analysis revealed no significant differences ($p = 0.583$). Similarly, for SS, no significant differences were observed among the three age groups ($p = 0.979$). These results suggest that satisfaction levels for both training and support do not vary significantly across age groups. The results of the one-way ANOVA can be seen in Table 9 and The descriptive result can be seen in Table 10.

Table 9. One-Way ANOVA (Fisher's) Result

	F	df1	df2	p
TS	0.5406	2	237	0.583
SS	0.0210	2	237	0.979

Table 10. ANOVA Descriptive Result

	age	N	Mean	SD	SE
TS	>30	8	4.50	0.356	0.1260
	20-30	103	4.17	0.969	0.0955
	<20	129	4.13	1.024	0.0902
SS	>30	8	4.06	0.863	0.3053
	20-30	103	3.99	1.116	0.1099
	<20	129	3.98	1.120	0.0987

Based on the findings, Hypothesis 2 is accepted. There are no significant differences in the levels of Training Satisfaction and Support Satisfaction among participants in the age groups below 20, 20–30, and above 30. These results suggest that age does not appear to influence satisfaction levels in either domain after completing training.

Hypothesis 3 Testing

Hypothesis 3 posits that the level of satisfaction with Training Satisfaction (TS) and Support Satisfaction (SS) does not have a significant effect on the employment status of participants after completing the training. To examine this, a multinomial logistic regression analysis was conducted to explore the relationship between these satisfaction levels and employment outcomes, specifically focusing on three categories: employed, self-employed, and unemployed. The analysis aimed to determine whether TS and SS significantly influence status transitions, providing insights into the efficacy of training programs.

Table 11. Model Fit Measures

				Overall Model Test		
Model	**Deviance**	**AIC**	**R^2_{McF}**	**χ^2**	**df**	**p**
1	183	195	0.613	290	4	< .001

The results of the regression model indicate a strong overall fit, with a pseudo R^2 (McFadden) value of 0.613, a chi-square value of 290, and a p-value of less than 0.001, suggesting that the model explains a significant portion of the variability in outcomes. The coefficients table reveals that for the "Self-employed - Employed" group, the predictors include an intercept (significant, odds ratio 5232.57), TS (not significant, odds ratio 2.56), and SS (significant, odds ratio 0.04). For the "Unemployed - Employed" group, the intercept is highly significant (odds ratio 1.73e+10), TS is significant with an odds ratio of 0.27, and ss is highly significant with an odds ratio of 0.006. Significant predictors ($p < 0.05$) indicate notable differences in the odds of belonging to these employment categories compared to the

employed group. These results can be seen in Table 11 for the Model Fit Measures and Table 12 for the Model Coefficients - Employment.

Table 12. Model Coefficients – employment

employment	Predictor	Estimate	SE	Z	p	Odds ratio
Self-employed - Employed	Intercept	8.563	2.406	3.56	< .001	5232.56639
	TS	0.938	0.558	1.68	0.093	2.55522
	SS	-3.210	0.509	-6.31	< .001	0.04034
Unemployed - Employed	Intercept	23.575	3.494	6.75	< .001	1.73e+10
	TS	-1.300	0.630	-2.06	0.039	0.27258
	SS	-5.165	0.753	-6.86	< .001	0.00571

The results show that Training Satisfaction does not significantly influence transitions from self-employed to employed but does have a significant effect on transitions from unemployed to employed. On the other hand, Support Satisfaction has a significant negative effect on both self-employed and unemployed when compared to employed. Therefore, Hypothesis 3 is partially rejected, as Support Satisfaction does influence employment status transitions, while Training Satisfaction only affects transitions from unemployed to employed.

The findings suggest that Support Satisfaction (SS) plays a critical role in influencing employment outcomes. Higher levels of Support Satisfaction significantly reduce the likelihood of participants being unemployed or self-employed compared to being employed. This implies that enhancing support mechanisms during and after training—such as career counseling, mentorship, networking opportunities, job placement assistance and the provision of adequate facilities and equipment for accessing the job market —can effectively transition participants from unemployed or self-employed to employed. However, training satisfaction, which includes improving training materials, delivery methods, and the quality of instruction provided by trainers or instructors, also influences specifically on participants transitioning from unemployed to employed, but it does not significantly affect transitions from self-employed to employed.

Discussion

The study found that while training satisfaction did not significantly differ between male and female participants, support satisfaction was notably higher among male participants. Furthermore, no significant differences in satisfaction levels were observed across different age groups. Importantly, support satisfaction significantly influenced employment outcomes, with higher satisfaction levels correlating with increased employment rates. These findings highlight the importance of post-training support in enhancing employment outcomes. The

significant effect of support satisfaction suggests that career counseling, job placement services, and institutional support play crucial roles in ensuring successful workforce integration. This underscores the need for training providers to invest in comprehensive post-training services to maximize employment prospects for participants.

The results align with previous studies emphasize the role of post-training support in employment transitions. Prior research has demonstrated that training alone is insufficient for workforce integration; additional support mechanisms are required to ensure sustained employment.[18] This study further corroborates these findings by showing a strong relationship between support satisfaction and employment status.[19] One alternative explanation for the findings is that participants with higher support and satisfaction might also possess stronger personal networks or higher intrinsic motivation, which could contribute to better employment outcomes. Future studies should incorporate qualitative methods to explore these underlying factors. For policymakers, the study suggests that workforce training programs should not only focus on skill development but also emphasize career support services. Training institutions should integrate job placement assistance, mentorship programs, and employer engagement initiatives to enhance the employability of graduates.

Despite its contributions, this study has limitations. The reliance on self-reported survey data introduces potential response bias. Additionally, the cross-sectional nature of the study limits causal interpretations. Longitudinal research could provide more robust insights into the long-term effects of training satisfaction on employment.

Future research should explore additional factors influencing employment outcomes, such as socioeconomic status, industry demand, and digital literacy skills. Qualitative studies could provide deeper insights into participants' experiences and perceptions of training programs. Additionally, expanding the study to different regions could offer comparative perspectives on training effectiveness in diverse labor markets.

CONCLUSION

The findings of this study underscore the critical role of support satisfaction in influencing employment outcomes, reinforcing the need for comprehensive post-training support systems. While training satisfaction contributes to workforce readiness, it is the availability of career counseling, job placement services, and institutional assistance that significantly impact employment success. These results suggest that policymakers and training providers must prioritize not only the quality of training programs but also the holistic support structures that facilitate smoother transitions into the workforce.

[18] Sue Bookey-Bassett and Sherry Espin, "Workforce Capacity Building: Strategies for Interprofessional Education in Integrated Care," *International Journal of Integrated Care* 23, no. S1 (December 28, 2023): 722, https://doi.org/10.5334/ijic.ICIC23282.

[19] J. Hall et al., "Preparing the Workforce for Behavioral Health and Primary Care Integration," *The Journal of the American Board of Family Medicine* 28, no. Supplement 1 (September 1, 2015): S41–51, https://doi.org/10.3122/jabfm.2015.S1.150054.

To enhance training effectiveness, institutions should develop integrated employment support mechanisms, including mentorship programs, industry partnerships, and job placement initiatives. Policymakers must ensure that training programs align with labor market demands while incorporating post-training follow-up services. Future research should focus on expanding the scope of study variables and employing longitudinal designs to assess long-term employment trends, ultimately contributing to more effective workforce development strategies.

ACKNOWLEDGEMENTS

We would like to express our deepest gratitude to the President of Korea University of Technology and Education (KOREATECH), Mr. Yoo Kil Sang, for their visionary leadership in developing the master's degree Global TVET Management Program. The opportunity to be part of such a distinguished program has been an invaluable experience, equipping us with the knowledge and skills necessary for a successful career in Global TVET Management. We are also deeply thankful to all professors in the master's degree Global TVET Management Program, for their continuous guidance, support, and mentorship throughout our academic journey. Your expertise and encouragement have played a pivotal role in our growth and success in this program.

We also extend our heartfelt appreciation to the Ministry of Manpower of the Republic of Indonesia for providing us with the opportunity to continue developing and conducting analyses for future policy considerations. Their support has been instrumental in furthering our understanding of the challenges and opportunities within the TVET sector. We are grateful for their commitment to fostering growth and collaboration in the field of education and workforce development. We are proud to be a part of the Ministry of Manpower.

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