

# THE EFFECT OF WORK BASED LEARNING TRAINING MODEL ON THE CREATIVITY OF TRAINING PARTICIPANTS AT BOJONEGORO

P-ISSN: 2089-4341 | E-ISSN: 2655-9633

Url Jurnal: <https://uia.e-journal.id/akademika/article/2163>

DOI : <https://doi.org/10.34005/akademika.v11i02.2163>

Naskah Dikirim: 2022-10-24

Naskah Direview: 2022-11-30

Naskah Diterbitkan: 2022-12-22

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**Abstract:** *The importance of human resources is based on the fact that human resources are the basic elements of every company. Human resources can determine the advantages of a company because human resources are goal makers, innovation, communication, creativity, and strategy for the company. The purpose of this study was to determine the effect of the Work Based Learning training model on the creativity of trainees at BLK Bojonegoro. This research is a quantitative research which can specifically be categorized as a quantitative research program evaluation. The sample in this study amounted to 100 trainees at BLK Bojonegoro. The results showed that the high scale of creativity (85.5%), the tasks of the training participants (83.4%), support for learning (78.8%) and clear goals (76%). The use of Work-based Learning methods influences the creativity of the trainees which will be useful for the career development of the trainees after graduating from the training.*

**Keywords:** *Work Based Learning, Creativity, Training, BLK Bojonegoro*

## INTRODUCTION

Every operating company must have resources as potential drivers of its activities, both human resources and other resources such as capital, technology, strategy, and so on (Delery and Roumpi, 2017). These resources must support each other. To achieve company goals, human resource factors play an important role and determine the progress or decline of the company (Armstrong and Taylor, 2020).

The importance of human resources is based on the fact that human resources are the basic elements of every company. Human resources can determine the advantages of a company because human resources are goal makers, innovation, communication, creativity, and strategy for the company (Chadwick and Dabu, 2009).

In addition, education and training programs need to be held to form competent, skilled, creative, and well-behaved human resources and have knowledge that follows what is required by the company. The education and training program is provided for new and old employees to improve the company's human resources (Asfaw et al. 2015).



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Creativity is optimizing the brain as the primary source. Because creativity arises from the extraordinary interaction between the left and right hemispheres of the brain (Zaidel, 2014), in its development, invention appears through 3 things, namely since humans are born, obtained through learning, and honed through education. These three facts are the result of the functioning of the brain itself. Although in the process, many obstacles are encountered to build this creativity, including problems that come from outside, always assuming something outside is better and more innovative, a perspective that always says "impossible", there is no initiative or the idea to start from something impossible so that teachers always think "why bother", even worse when there is a perception that creative and not creative are the same.

Learning creativity is a student's ability to find new ideas or new ideas in learning so that students solve problems he faced. (Yasin and Akbar, 2017). Teaching materials containing interactive digital learning materials show significant results on the creativity of students in basic subjects graphic design (Mahardika et al., 2022).

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

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

Training is a systematic process of changing employee behavior to achieve company goals. Training is related to the skills and abilities of employees to carry out work (Asfaw et al.2015). Training has a current orientation and helps employees to help employees achieve specific skills and abilities to successfully carry out their jobs. The purpose of the training is for employees to have sufficient knowledge, attitudes, and skills in the field of work they are engaged in (Ibrahim et al. 2017).

The management must continue developing a training model to increase participants' creativity so that the quality of graduates can be adjusted to the demands of the job market. Training plays an important role in providing a superior and competent workforce according to their field to increase MEA activities (Detsimas et al. 2016).

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

Work-based learning is an essential element of the educational experience of many job seekers, especially in professional fields such as medicine, nursing, law, engineering, and business. Some degree programs and institutions invest considerable resources in managing a cooperative approach between traditional academic-based study and work-based learning that benefits both participants and employers. Work-based learning assumes different forms in various disciplinary settings, including one-time projects, seminar-length practicums, and full-time internships (Dalrymple et al., 2014).

Thongsri and Susilowati (2021), who examined the Analysis of Creativity Dimensions in Stem Integrated Project-Based Learning, showed the order of increasing the percentage gain on the creativity dimension from the lowest to the highest, namely the person dimension, press dimension, product dimension, and process dimension. In contrast, Muftiyanto et al. (2021) state that applying the Work-Based Learning and Group Investigation model is very relevant in implementing nursing vocational education and positively affects students' competence abilities.

Marlina et al. (2020) show that using project-based learning methods in vocational education has a high effect on learning. Jalinus and Efendi (2020), who examined the development of work-based learning (WBL) learning models in heat transfer courses, showed that during the learning period students in heat transfer courses only explained the description of theoretical information in the learning process that was not critical, less creative, communication passive and lack of cooperation between students. This research is different from the research above. The novelty of this research is that this research will examine the effect of the Work Based Learning Training Model on the Creativity of Training Participants at BLK Bojonegoro.

Work-Based Learning is formalized in various settings in different institutional and Learning situations, from short service learning working with the community through a semester-long internship to a year-long placement (Morris, 2018). Work experience promotes the application of knowledge and skills, student employment prospects, ethical reflection on the role of planning in society and everyday practice, and helps direct students towards the correct type of career they may prefer in planning.

However, it can never be assumed that appropriate Learning complements ongoing academic instruction in the workplace. Regular monitoring and evaluation of programs are necessary to ensure congruence between pedagogical objectives, professional interests, and student learning outcomes. However, there have been some reported

evaluations of the learning experiences of certain students. The predominant methodology used in published reports is basic qualitative questions, with some ability to simple arithmetic tabulation of results for specific questions (Baskarada, 2014). WEQ is a new approach which draws directly on well-established educational methodologies to utilize and organize various student responses through a direct questionnaire format.

This paper describes how an investigation into the impact of work-based learning incorporates creative exploration of trainee experiences. It takes note of BLK's WBL training model. It considers how such an approach challenges the researcher's assumptions about the proper way to handle the data, bringing it into an unexpected third space (Soja, 1996); and argues that such creative experiences can be useful for work-based learning and applied management on the job. This paper might also encourage the idea of how research on work-based training experiences can be presented in an unconventional, accessible, and engaging way. This is based on a study investigating the impact of work-based training on individuals who were recent training graduates at BLK Bojonegoro from the work-based training program in which the researcher was the instructor.

This study aims to determine, describe and analyze the effect of Work Based Learning on the creativity of trainees at BLK Bojonegoro. so that it can be used as input for improvement and innovation for the implementation of training at BLK Bojonegoro by implementing work based learning more seriously and always developing.

Creativity is one aspect of human quality which currently plays an important role in supporting the development of the Indonesian nation and state which is experiencing complex problems, because with creativity, humans will have the ability to adapt creatively and imaginative expertise, so that humans will be able to looking for problem solving in a new way in following the changes that occur that will continue to move towards progress so as not to get carried away and drown in competition between nations and countries, especially in this era of globalization (Setiawati, 2017).

Creativity or creativity is a force in the universe that allows the presence of new actual entities (Noor, 2021). Creativity is the principle of novelty in the creative process because there is a new actual entity, therefore, creativity in process philosophy does not have a character apart from the actual entity, which gives form to its creativity. Understanding creativity cannot be separated from understanding the actual manifestation of entities. It is this novelty that shows the diversity that exists in the universe.

The actual question developed from previous research, which revealed that students are most critical of work placements when they are unsure about the goals and standards of learning in the workplace when they feel unsupported and undirected in their work, and when they feel the tasks they are doing are trivial and menial (Zehr & Korte, 2020).

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

<b>Clear goals</b>	<ul style="list-style-type: none"> <li>• It is always easy to know the standard of work expected of me in this job placement.</li> <li>• I usually have a clear idea of what I am doing and where I am going.</li> <li>• It is often difficult to find what you want in this placement.</li> </ul>
<b>Support for learning</b>	<ul style="list-style-type: none"> <li>• I am motivated to do my best at this workplace.</li> <li>• I was given a lot of feedback about my work.</li> <li>• In this placement I was provided with useful feedback on how I was going.</li> <li>• My training instructor was very supportive.</li> <li>• My job-based boss tries to make the work experience interesting.</li> </ul>
<b>General skills</b>	<ul style="list-style-type: none"> <li>• The work placement has developed my ability to solve problems.</li> <li>• Work experience has honed my analytical skills.</li> <li>• This work placement has helped me to develop my ability to work as a team member.</li> <li>• As a result of this work placement, I feel confident to tackle unfamiliar work-based problems.</li> <li>• In this placement I was helped to develop the ability to plan and organize my day-to-day work.</li> </ul>
<b>Task</b>	<ul style="list-style-type: none"> <li>• In this placement I am seen as an extra pair of hands rather than as a developing professional.</li> <li>• I am used as cheap labor in this placement.</li> <li>• I'm being asked to do too many things that don't involve the mind.</li> </ul>

## METHOD

In obtaining the required qualitative data, preliminary observations will be carried out to determine the state of the research area for exploration and retrieval of secondary data from related institutions. He explained that this type of research was to determine the effect of the Work Based Learning training model on the creativity of the trainees at BLK Bojonegoro. The sample in this study was the training participants at BLK Bojonegoro, totaling 100 participants.

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

Regular program monitoring and evaluation are necessary to ensure congruence between participants' pedagogical objectives, professional interests, and training outcomes (Ramani et al., 2016).

However, there are several evaluation reports of the experiences of certain participants in participating in the training program at BLK Bojonegoro. The main methodology used in the published report is basic qualitative questions, with some ability for the simple arithmetic tabulation of the results for specific questions. WEQ is a new approach that draws directly on well-established methodologies for utilizing and managing various participant responses through a live questionnaire format (Aini et al. 2016). To find out the description of the Work Experience Questionnaire, descriptive analysis was used based on the responses to the questions in the questionnaire. The questions in the Work Experience Questionnaire are described in the form of a percentage description table.

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

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

This job training has helped me to develop my ability to work as a team member	436	87,2%	GOOD
As a result of this job training, I feel confident to tackle work-based problems that I am not familiar with	423	84,6%	GOOD
During the training at BLK Bojonegoro I was helped to develop the ability to plan and organize my daily work	432	86,4%	GOOD

Based on the table above, it was found that the clear objective variable from the 3 question items showed that 2 items showed good results, namely 80.8% (404) and 81% (405) and one item showed sufficient category results 66.4% (332).

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

## RESULTS

For programs under supervision, the most interesting finding is the overall high level of creativity in the Work Based Learning training model (Liu et al., 2016). This reinforces the accumulation of informal voices and further reaffirms the general positive evaluation of work-based learning in planning the success of the training model at BLK Bojonegoro.

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

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

## DISCUSSION

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

component in order to be successful in dealing with a complex world (Hargrove, 2013). "In this training at BLK I was helped to develop the ability to plan and organize my daily work" by (86.4%), "As a result of this job training, I feel confident to tackle work-based problems that I am not familiar with" by (84.6%), and "Job training has sharpened my analytical and creative skills" by (83.6%). One must be able to find various solutions from different points of view, in solving complex problems. Problem solving requires teamwork, effective and creative collaboration from teachers and students to be able to involve technology, and handle a very large amount of information, be able to define and understand the elements contained in the subject matter, identify sources of information and strategies needed to solve problems (Zubaidah, 2016).

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

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

## **CONCLUSION**

Based on the discussion above, it can be concluded that the creativity scale is high (85.5%), the tasks of the trainees (83.4%), support for learning (78.8%) and clear goals (76%). Work-based learning face-to-face with the interface of theory and practice in tertiary education and



management settings should be closely monitored. Similar to course evaluation surveys, the WEQ is a survey questionnaire intended to measure the degree to which participants are satisfied with completing their training program. The application of this instrument is very easy and does not require complicated calculations. At the same time, it is based on extensive research in learning and training which also supports the creativity of participants.

The results in this study are in line with the findings of previous research on the relationship between creativity and learning independence on learning outcomes in English (Moh Fahri Yasin and M. Akbar, 2017) where there is a positive relationship between creativity and learning independence. The results in this study are also in line with the findings of previous research on the effect of e-materials on creativity (Anugrah Budi Satria Mahardika et al, 2022) where non-printed teaching materials containing interactive digital learning materials affect the creativity of students in the basics of graphic design subject.

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

In this study it was found that Work-based Learning had an effect on the creativity of the trainees where when the training institution (BLK Bojonegoro) applied Work based Learning, the trainees would optimize all their brain and creativity abilities to absorb the learning they got from the business world and the industrial world. This is very important for the provision of training participants to pursue a career in the world of work in the future.

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