

Evaluation of the Workshop Program for Prospective Indonesian Migrant Workers in Increasing Work Competence

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Abstract: The Workshop on Prospective Indonesian Migrant Workers (CPMI) in East Lombok became the first program as a form of government responsibility in providing technical protection for migrant workers as mandated by law. This program has also only been running for two years, so it is necessary to evaluate the contribution and sustainability of the program. Program evaluation is a concrete step to find out whether the launched program has been realized or not. The purpose of this research is to evaluate the CPMI Workshop program in improving the competence of Indonesian Migrant Workers. The data analysis method used is concurrent embedded that focuses research on combining qualitative and quantitative research methods together. The population in this research was 80 CPMI Workshop participants. The sampling method uses saturated sampling in the form of the population of CPMI Workshop participants. Data collection uses interviews, observations, questionnaires, and documentation. The results of the study show that the CPMI workshop program at the East Lombok Job Training Center has generally been running well. This is seen from the achievement of several aspects of training evaluation using the evaluation analysis model according to Kirkpatrick which consists of reaction aspects; learning aspects; behavioral aspects; and impact aspect that shows the results that the CPMI workshop is so useful for achieving the goals that have been set.

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INTRODUCTION

Indonesian Migrant Workers (PMI) are a group that until now has not received complete protection (Harahap & Hamid, 2020). The protection provided through Law No. 18/2017 concerning the Protection of Indonesian Migrant Workers has not been able to overcome various PMI problems, where PMI problems actually increased after the law was issued, namely 53% of cases in 2017-2020 (Dewi & Yazid, 2017). The high problem of PMI is rooted in domestic problems, especially regarding training and debriefing (Rother, 2017). The training provided by supporting institutions for the training of PMI candidates has not shown optimal results (Piper & Rother, 2020).

Continuing, it is crucial to address the shortcomings in the training and debriefing provided to PMI candidates in order to effectively protect and support them. Improving the training and debriefing processes could help PMI acquire the necessary skills and knowledge to better handle the challenges they may face in their destination countries. Furthermore, providing PMI with accurate information and preparing them for the realities of working abroad can also help minimize problems and ensure their well-being.

Addressing the domestic issues related to PMI protection, particularly in regards to training and debriefing, can help improve the overall situation for PMI and ensure their rights are protected.

The training has also not been empowered, so the majority of migrant workers have no skills and only work in the informal sector with minimal protection (Farbenblum et al., 2013). In fact, the training of PMI candidates is very important, considering that the competencies they have can open up opportunities to work in the formal sector, as well as minimize problems in the country of placement (Sumas, 2020).

It's important to address the lack of training opportunities for migrant workers, as it can limit their employment opportunities and job security. The majority of migrant workers work in the informal sector without proper skills and protections due to the lack of empowering training programs. However, providing training to PMI candidates is crucial as it can help them acquire the necessary competencies to work in the formal sector, which typically provides better job security and working conditions. By offering training opportunities to migrant workers, they can have access to better job opportunities and a more stable working environment, which can help minimize problems in their country of placement.

The importance of training for PMI candidates has basically been realized by the state (Kayoko, 2014). Through Law No. 18/2017 on the Protection of Indonesian Migrant Workers, the state regulates technical protection in the form of providing and facilitating training. However, several studies related to improving the quality of migrant workers show that the training provided so far has not had the maximum impact. Farbenblum et al., (2013) stated that training and providing pre-departure information were inadequate. This is seen from the level of understanding and depth of the training material that varies between participants (Piper & Rother, 2020). The training provided in the way it is delivered and its training is also called empowering (Lawelai et al., 2023; Sadat et al., 2023). The results of the performance survey conducted by BNP2TKI on supporting institutions for training PMI candidates also showed results that were not optimal or low. As for the causes, they are; 1) the institution is not an institution owned by PPTKIS, so the standards and specifications are not as expected, 2) the institution appointed by PPTKIS is not based on quality and competence, but is appointed based on emotional relationships, and other relationships that are not based on aspects of professionalism, 3) the facilities and infrastructure owned by training support institutions are incomplete, 4) training support institutions often only obey the wishes of PPTKIS who must graduate all PMI candidates, even though there are PMI candidates who are actually not eligible to pass.

Based on the above problems, the Ministry of Manpower also agreed that the upstream of PMI protection is a matter of competence, therefore carried out a policy in inaugurating the first CPMI Workshop program in East Lombok in February 2021. This CPMI workshop was built as a form of government responsibility in improving the competence of PMI candidates (Wise et al., 2016). This workshop also aims to develop overseas job markets, expand placement countries, and facilitate the filling of PMI positions in formal sectors.

East Lombok is the first area where the CPMI workshop is held, considering that East Lombok is the area with the largest number of PMI placements (Shuto, 2017). As a form of support, the East Lombok Government further donated an area of 3.5 hectares specifically for the construction of the CPMI building in BLK East Lombok. This building is equipped with facilities that can accommodate hundreds of PMI candidates. The Governor of NTB also highly appreciated the CPMI Workshop program, hoping that the workshop could minimize unprosudural PMI, as well as increase CPMI expertise so that they were really maximized in working abroad (Xiang & Lindquist, 2014). The CPMI Workshop phase I training consists of 5 packages of 80 participants with a training duration of 27 days with hospitality and cruise ship vocational.

The CPMI workshop in East Lombok then became the first program as a form of government responsibility in providing technical protection for migrant workers as mandated by law (Makhroja & Anam, 2022). This program has also only been running for 2 (two) years, so it is necessary to evaluate the contribution and sustainability of the program. Thus, this study seeks to evaluate the CPMI Workshop program in improving the competence of Indonesian Migrant Workers. This research also seeks to see whether the CPMI Workshop program has been able to provide technical protection for PMI or not. As revealed that e program valuation is an activity carried out to find out whether the program has run in accordance with the established program objectives, or means that whether the program launched has been realized or not (Vedung, 2017).

As research, program evaluation aims to collect, analyze and present useful information about the evaluation object, assess it by comparing it with evaluation indicators and the results are used to make decisions regarding the evaluation object. As Mulyatingsih argues (Pateda et al., 2020) mentions several objectives of the evaluation, including: 1) showing the contribution of the program to the achievement of organizational goals, where the results of the evaluation are important for developing the same program elsewhere, and 2) Making decisions about the sustainability of a program, whether the program needs to be continued, improved or stopped. Nonetheless, policy evaluation does not always go according to what is already the goal. Akib argues that there are several problems faced in policy evaluation studies (Simatupang & Akib, 2011). The problem is: first of all, the determination of the goals to be achieved, where the government often wants conflicting goals to satisfy different groups at once. Second, government agencies usually have a large investment in the policy program being worked on. Third, program evaluation requires financing, facilities, time, and employees, where the command does not want to sacrifice from the running program.

With regard to the evaluation of training policies (Makumbe et al., 2018), Kirkpatrick who is known as an expert in the evaluation of training programs in the field of human resource development reveals three specific reasons in evaluating training programs, namely: 1) to justify the existence of a training budget by showing how the training program contributes to the goals and objectives of the organization, 2) determination of whether a training program is continued or not, and 3) obtain information on how to improve training programs in the future.

Kirkpatrick further put forward a training policy evaluation model consisting of 4 (four) stages (Aluko & Shonubi, 2014; Steensma & Groeneveld, 2010), namely: First, the reaction stage. Evaluation of the training participants' reactions means measuring the level of participant satisfaction. Participant satisfaction can be studied from several aspects, namely the material provided, available facilities, material delivery strategies used by the speaker, available learning media, learning implementation time, to the building where learning is carried out.

Second, the learning stage. Indicators that can determine learning outcomes (E. Perrott, 2014), at this stage are: 1) knowledge that has been learned, 2) changes in attitudes, and 3) skills that have been developed or improved. Assessing learning outcomes can be done with a comparison group. The group that participated in the training and the group that did not participate in the training were compared in progress over a certain period of time. It can also be done by comparing the results of the pretest with the posttest, written test or performance test.

Third, the stage of behavior. The behavior assessment at this stage is focused on changing the behavior of participants after completing the training (Evans et al., 2018). So that the assessment of this behavior is more external. Because what is assessed is a change in behavior after participating in training activities and returning to their environment, this level 3 evaluation can be referred to as an evaluation of the outcomes of training activities.

Fourth, the stage of results. Evaluation of results is focused on the final results that occur because participants have attended a training program (Phillips & Phillips, 2016). Included in the category of final results of a learning program include improving learning outcomes, increasing knowledge, and improving skills. Evaluation of the final results can be carried out by comparing the control group with the group of trainees, measuring the ability of participants before and after following the learning whether there is an improvement or not.

The study of several literature studies that the author has conducted shows that there are still few researchers who pay attention to the problem of the quality of training for migrant workers. The researchers focused more on policy programs related to PMI protection in general. Although several studies have discussed PMI training, the research focuses more on PAP problems conducted by PPTKIS, Disnaker, and BP2MI. Thus, this paper tries to answer the shortcomings of previous research, where the CPMI Workshop program is a new program and the first program initiated by the Ministry of Manpower in improving PMI competence. In addition, the implementation of this program has also only been running for 2 (two) years, so it is necessary to evaluate to determine the contribution of the program to the achievement of the goals that have been set, as well as to assist decision makers in determining the sustainability of the program, whether it needs to be continued, improved, or stopped.

RESEARCH METHODS

This research uses a combination method (mixed methods), namely research that combines qualitative and quantifiable methods (Subagyo, 2020). The combination model

used is concurrent embedded which focuses research on combining qualitative and quantitative research methods together (Bailey & Burch, 2017).

This research was conducted at the Job Training Center (BLK) for Prospective Indonesian Migrant Workers (CPMI) in East Lombok Regency. The population in this study was 80 CPMI Workshop participants. The sampling method using saturated sampling is a sample collection technique when all populations are used as samples (Taufiqoh & Sukamto, 2021). Therefore, the sample in this study was also a population of CPMI Workshop participants.

Data collection in this study used several techniques that support each other to sharpen data analysis, namely: (1) interviews were conducted with respondents consisting of: Head of BLK CPMI East Lombok, Head of Organizing and Empowerment Section, Head of Program and Evaluation Section, Instructor or Speaker of CPMI Workshop, and PMI, PMI Candidates, former PMI who have or are currently participating in CPMI Workshops. The interview was used to find out: the implementation of the CPMI Workshop, the views of PMI, CPMI, and former PMI regarding the implementation of the CPMI workshop, as well as the benefits felt by PMI, CPMI, and former PMI during the CPMI Workshop. (2) Observation is used to make observations directly at the research site. The observation used in this study is participant observation, where the researcher is directly involved with the program to be studied so that the data obtained is more complete and sharp. (3) The questionnaire is used to measure the reactions of participants regarding the implementation of the CPMI Workshop, where the participants' answers are measured using a linkert scale, namely: 1 = Enough, 2 = Good, 3 = Very Good, 4 = Satisfactory, 5 = Very Satisfactory. (4) Documentation, used in addition to data and information regarding; workshop participants, workshop implementation, photos and videos of activities, as well as other documents related to the implementation of the CPMI Workshop.

The data collected were then evaluated using Kirkpatrick's theory which divided the evaluation into 4 stages, namely: reaction stage, learning stage, behavior stage, and final result stage. Kirkpatrick's theory is a widely used approach for evaluating the effectiveness of training and development programs. The theory divides the evaluation process into four stages, each focusing on a different aspect of the training experience. The first stage, the reaction stage, evaluates participants' immediate reactions to the training program. The second stage, the learning stage, assesses what the participants have learned from the training. The third stage, the behavior stage, focuses on how the training has influenced the participants' on-the-job behavior. The final stage, the results stage, measures the overall impact of the training on the organization, including changes in performance, productivity, and outcomes. By using Kirkpatrick's theory, the data collected can be thoroughly evaluated to assess the effectiveness of the training program.

RESULTS AND DISCUSSION

This evaluation aims to analyze the success rate of the Prospective Indonesian Migrant Workers (CPMI) workshop program at the Job Training Center (BLK) of East Lombok Regency. This paper is also expected to provide improvements and improvements to the program, as well as a guideline in determining training policies for

prospective migrant workers in BLK East Lombok. As mentioned earlier, the quality of training for PMI candidates is crucial to determine the fate and welfare of migrant workers in the country of placement.

In particular, the evaluation of this training program also has the aim of determining the dimensions that can affect the achievement of the objectives of the workshop program (Duda, 2013). If detailed, then the objectives consist of: first, knowing the reaction of the participants to the implementation of the workshop given by the East Lombok Regency Job Training Center. This reaction will be seen through two methods, namely: the participant's reaction to the organizer, and the participants' reaction to the resource person. Second, knowing the achievement of participants' learning outcomes in the form of improving attitudes, knowledge, and skills after participating in the workshop of PMI candidates in BLK East Lombok. Third, knowing the changes in participant behavior in applying the results of the PMI Candidate workshop at BLK East Lombok. Fourth, knowing the impact of the CPMI workshop is seen in terms of the performance of participants (graduates) after being placed in the destination country or place of work abroad.

Through the above objectives, the evaluation of this CPMI workshop uses the Krikpatrick evaluation model, with details of the research results as follows:

1. Reaction Stage

The reaction stage is basically an evaluation of the workshop participants' satisfaction with the various activities they participated in. The reaction of the participants can determine the level of achievement of the objectives of organizing the workshop (Vangen et al., 2015). The workshop implementation program is considered successful if the training participants are satisfied with all elements involved in the implementation process. The success of the workshop activity process cannot be separated from the interest, attention, and motivation of workshop participants in participating in the workshop. Participants (in this case PMI candidates) are said to have better lessons if they give a positive reaction to the learning environment. There are two types of reaction instruments to evaluate at level 1 reactions, namely: first, the reaction of CPMI workshop participants to the implementation. The goal is to determine the satisfaction of CPMI workshop participants with the success of the learning activity process that is inseparable from interest, attention, and motivation related to (a) participation; (b) committees; (c) accommodation; (d) curriculum; (e) consumption; and (f) workshop infrastructure. Second, the reaction of PMI candidate workshop participants to the speakers. The goal is to recognize the satisfaction of CPMI workshop participants with the learning process carried out by studying from several aspects, namely the material provided, available facilities and resource persons.

In order to see the reaction of CPMI workshop participants both to the organizers and speakers, a questionnaire or questionnaire was distributed to the workshop participants. The results of the questionnaire can be seen in the chart below:

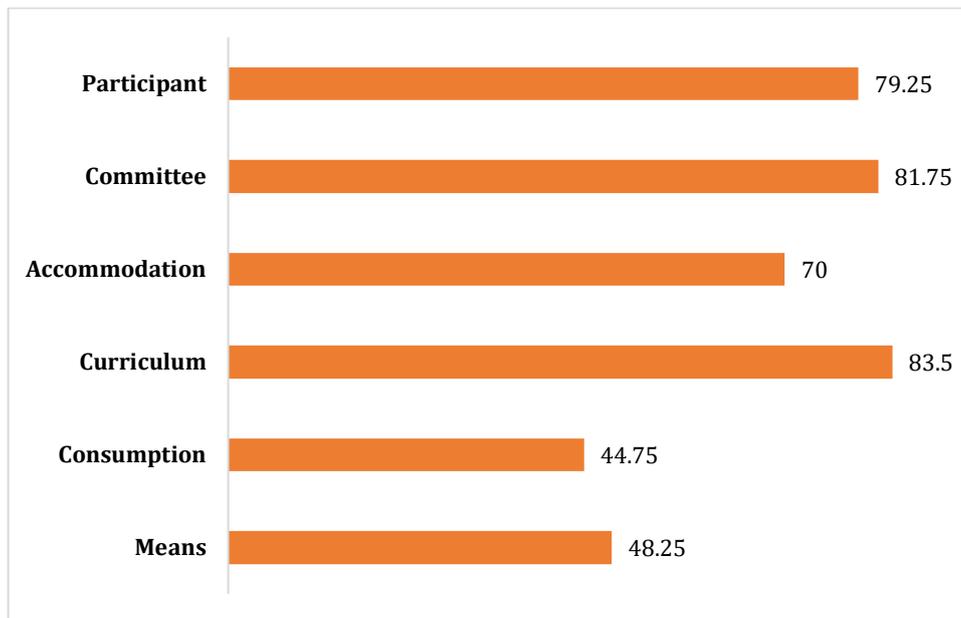


Figure 1. Participants' Reactions to CPMI Workshop Organizers (Percent)

The graph above shows that from the aspect of participation which includes the determination, summoning, and enforcement of discipline, participants obtained a score with a percentage of 79.25 percent. The committee aspects consisting of service, discipline, cooperation with participants, as well as service and attitude towards resource persons obtained a percentage value of 81.75 percent. The accommodation aspect seen through cleanliness and comfort gained a percentage value of 70 percent. Aspects of the curriculum assessed through workshop schedules, workshop materials, and material benefits obtained a percentage score of 83.50 percent. Meanwhile, the consumption aspect assessed from the menu, presentation, and hygiene only obtained a value with a percentage of 44.75 percent. Likewise, the aspect of facilities with assessments that include classrooms, aids, and learning materials only obtained a percentage score of 48.25 percent. Thus, the average value of participants' reactions to CPMI workshop organizers was 67.91 percent. Thus, then this reaction belongs to the category of quite good.

Based on the results of the research on the reaction of CPMI workshop participants to the organizers above, it can be said that the workshop that has been carried out by BLK East Lombok Regency is quite effective. This can be seen from the value of participation, committees, accommodation, and curriculum that obtain grades with good quality. Although, some aspects still need to be improved, such as the aspects of consumption and means that obtain poor value. From the aspect of consumption, workshop organizers must pay attention to the menu and hygiene of the food served to the workshop participants. The more nutritious the menu provided, the more enthusiasm and strength of the participants to take part in a series of workshop activities. Likewise with the facilities aspek, some participants mentioned that workshop facilities are still very limited, especially regarding the availability of adequate tools and practical materials in accordance with the needs in the world of work abroad.

The results of observations in the field further showed that the participants of the CPMI workshop in BLK East Lombok Regency were so enthusiastic and active in

participating in each workshop session that had been determined by the organizing committee. However, there were still some participants who felt sleepiness during the material presentation session by the speakers selected by the organizing committee. Therefore, the organizing committee must be able to choose speakers who are in accordance with the conditions of the participants, and also speakers who are able to arouse the motivation and enthusiasm for learning of the CPMI workshop participants.

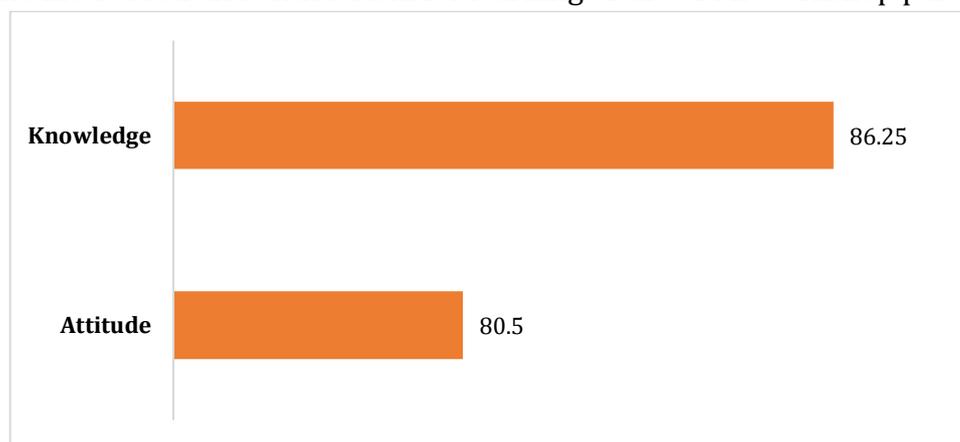


Figure 2. Participants' Reactions to CPMI Workshop Resource Persons (Percent)

Graph 2 above shows that the assessment of the participant's reaction to the source is assessed from two aspects, namely the knowledge aspect and the source attitude aspect. The knowledge aspect shows value with a percentage of 86.25 percent. This aspect is seen from several indicators, namely teaching knowledge and skills, mastery of the material, presentation systematics, and the use of teaching methods and tools. While the attitude spec shows a percentage value with a result of 80.50 percent. The attitude aspect is seen through several indicators consisting of ethics, attitudes towards participants, how to answer participants' questions, use of language, motivation, skills and cooperation. With the value of these two aspects, the average value of participants' reactions to the resource persons was 83.37 percent, so that the reactions of these participants could be categorized as good.

The results of further observations showed that the resource persons who had been determined by the organizing committee of the CPMI workshop in BLK East Lombok Regency not only provided material presentations, but also provided direct practice to participants, so that participants not only understood theories, but also gained skills by practicing directly. With the theory-practice method as given by the resource person, according to the researcher, it is quite adequate with the conditions and characteristics of the workshop participants. Where it is known, that the majority of PMI candidates are lack education. With the practice of honing skills, PMI candidates will be able to better understand the material provided by each resource person from each workshop session. This was also revealed by one of the participants of the PMI candidate workshop, where according to him through paractic directly, the material would be easier to understand than just listening to explanations or presentations from speakers.

2. Learning Stage

This stage is the evaluation stage of learning outcomes that have been carried out by workshop participants (Bonney et al., 2016). This stage consists of learning

achievement and learning outcomes expected from the learning process of pmi candidate workshops. For implementing institutions (in this case BLK East Lombok), the learning aspect is very important, considering that the success and success of other workshop components will be closely related to the learning components at this stage. The learning outcomes that are the material for the assessment at this stage are adjusted to the material that has been given to CPMI workhsop participants .

The results of an interview with the Head of BLK East Lombok stated that basically the organizers themselves always conduct assessments of the learning outcomes that have been carried out. The assessment given to the participants usually consists of: (1) performance assessment, (2) written test, (3) attitude assessment, (4) assignment assessment, (5) product assessment, (6) assessment of the collection of work results of the pesera (portfolio), (7) assessment of oneself, (8) scenario test . Based on the 8 assessment models, the Head of BLK East Lombok further said that the most frequent assessments were assessments with performance models, self-assessment, written assessments, and scenario assessments.

This learning evaluation assessment mentioned by experts is the assessment of learning outcomes (outputs). Therefore, learning measurement means the determination of one or more of the following, namely: (1) changes in attitudes; (2) knowledge that has been learned; and (3) skills that have been developed or improved. Departing from the opinions above, to measure the effectiveness of the learning process of the CPMI workshop in this study, it was carried out through 3 (three) aspects, namely: attitudes, knowledge, and skills. Through the assessment of learning from these three aspects, it is hoped that changes in attitudes, knowledge, and skills of prospective migrant workers will be found, where these three aspects are in accordance with the core objectives of the CPMI workshop program. Without any change from the three aspects in this learning assessment (attitudes, knowledge, and skills), it can be concluded that the CPMI workshop that has been carried out is a failure.

First, attitude assessment. The assessment of attitudes in this study is seen from several indicators, namely: behavior, discipline, presence, initiative, cooperation, participation, and responsibility. Behavior is seen from honesty, friendliness, mutual respect, and empathy towards fellow workshop participants. Displin is assessed through a manner of dress in accordance with the provisions in the guidelines; comply with administrative provisions; earnestness in learning; and abide by learning commitments. Attendance is assessed by looking at the attendance participation of each workshop session. Initiatives are assessed through the ability of participants to provide ideas or ideas in groups; providing solutions to problems; pioneering the implementation of group tasks; and motivate group members. Cooperation is realized through the active involvement of participants in the completion of group / class assignments; invite others in group/class assignments; comply with group/class agreements; and be cooperative with the speakers / committee in the implementation of the workshop. Participation is judged through the activeness of inquiries; activeness answers; activeness responds; pioneering the implementation of group tasks; and motivate group members. Meanwhile, responsibility is assessed through participants carrying out tasks; dare to take risks;

maintaining class order; and maintaining the good name of individuals, classes, groups, institutions.

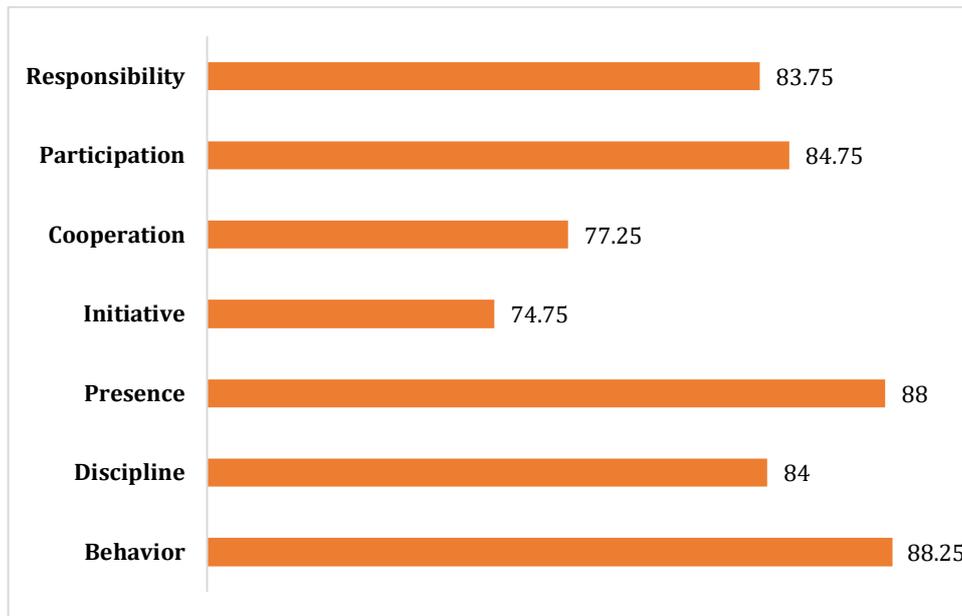


Figure 3. Assessment of Attitudes of CPMI Workshop Participants (Percent)

Graph 3 shows that the assessment of the attitude aspect of the behavior indicator obtained a percentage value of 88.25 percent, the discipline indicator obtained a percentage value of 84.00 percent, the attendance indicator obtained a percentage value of 88.00 percent, the initiative indicator obtained a percentage value of 74.75 percent, the cooperation indicator obtained a percentage value of 77.25 percent, the participation indicator obtained a percentage value of 84.75 percent, and the responsibility indicator obtained a percentage value of 83.75 percent. Based on this value, the average percentage value for the attitude aspect is 86.12 percent, so it can be concluded that the attitude of the CPMI workshop participants is in the good category.

Second, the knowledge aspect. States that the evaluation of knowledge aspect training is carried out to measure how far trainees absorb and understand the material provided by the instructor (Moldovan, 2016). Evaluation of knowledge aspects in this training aims to determine the level of information conveyed in the workshop activities of PMI candidates. This evaluation is based on the results of the recapitulation of post test and pre-test values.

Evaluation activities on aspects of knowledge carried out by BLK East Lombok through written tests in the form of multiple choices. This activity is carried out to measure the increase in knowledge of workshop participants by carrying out pre-tests and post tests. The determination of test indicators in this study is determined to refer to the achievement indicators to be achieved by the implementation of the workshop. The test questions given are also adjusted to the material presented to the participants.

Based on information obtained from the East Lombok BLK, PMI candidates must be equipped with general knowledge in addition to vocational (special) knowledge about the jobs they want to pursue, because the majority of PMI candidates come from rural communities that are organized and homogeneous. The general knowledge in question includes, among others, knowledge of the socio-cultural background of the people who

are targeted for work. Many migrant workers sent abroad think that the people in the destination country are no different from the general Indonesian people. They do not realize that labor relations in developed countries are generally impersonal. A person's work is based on the interest of finding a professional and impersonal workforce. This is different from the treatment of workers in Indonesia. In Indonesia, workers are treated as relatives themselves and interpersonal relationships or relationships are based on mutual knowledge and trust.

Most of the target workplaces of prospective migrant workers are cities that have used advanced technology using electrical machinery and equipment. Many of the PMI candidates are not familiar with the basic principles of positive and negative electric currents which, in addition to being able to generate energy, can also sting and cause short circuits and fires. The application of that energy source demands certain mental attitudes, such as fire saving and prevention or the playback of buttons in a certain and measurable direction. This is what must be understood by PMI candidates so as not to cause disasters for themselves and their work environment.

Table 1. CPMI Workshop Participant Test Results

Component	Pre Test	Post Test
Average Score	41,23	87,50

Source: BLK CPMI East Lombok Regency

Based on the data above, it is known that the workshop given affects the knowledge of participants, where the average score obtained by participants during the written test before the workshop activity gets a score of 41.23, while the participant's knowledge value after participating in the workshop activity is 87.50. The results of this test are then used by the organizers and by trainers / resource persons to measure the competence of participants, so that the organizers and trainers can decide whether the participants are competent or incompetent. This is in line with what was stated by the workshop speakers, where according to him, the results of this knowledge test are also a basis or means for the resource persons and organizers to obtain a portrait or profile of the abilities of each workshop participant. Thus, this value indicates that the CPMI workshop training activities that have been carried out are able to effectively increase the knowledge possessed by workshop participants, where they will then use this knowledge to work in the country of placement.

Third, the skill aspect. Assessment of the skill aspect is an assessment through practice of a competency taught. In relation to PMI candidates, sufficient skills become the main capital for working abroad, in addition to knowledge capital and behavioral ethics. The three capitals must be prioritized simultaneously because it will affect the quality of the workforce itself. If the three capitals are not strengthened, it is likely to have an impact on the occurrence of worse problems, such as extortion, harassment, fraud, and so on.

The PMI candidate workshop held by BLK East Lombok basically has learning materials determined by the Ministry of Manpower. For example, for the field of Household Management (PLRT), there is a Skill Qualification Standard (SKK) which serves as a guideline in the preparation of a curriculum of job training materials for domestic and foreign placements. Job training is also a provision for the workforce so that

they can be skilled in using household work tools supported by adequate materials and job training facilities.

Based on the results of the study, it is stated that the Skill Qualification Standards required in the Household Management (PLRT) are as follows: (1) cleaning of the room and equipment, (2) arrangement of room equipment, (3) use of kitchen utensils, food, and beverages, (4) maintenance of kitchen utensils, food and beverages, (5) preparation of food ingredients, (6) processing of family dishes, (7) serving of food and beverages, (8) washing [akaian and household furniture, (9) ironing of clothing and household lease, (10) clothing care, (11) babysitting, (12) infant care, (13) pre-school childcare, (14) pre-school age child care, (15) telephone use, and (16) foreign discussion according to the destination country. Each of these standards will then be carried out skills learning, so that the competence of PMI candidates is expected to be in accordance with the needs of the country of placement.

Furthermore, the Head of the Organizing and Empowerment Section at BLK East Lombok said that the educational background of the prospective workforce is a consideration for where he will be placed. For example, those with a junior high school or senior high school education will usually be placed in Hong Kong or Taiwan on the grounds that they are more likely to be able to take language lessons and master them quickly and well. As for those who are educated in elementary school, they will be directed to Malaysia because it is likely that they will be slow to follow Hongkong or Taiwanese, but quickly master Malaysia because they are still cognate with Indonesian. Most prospective workers apply for jobs in Hong Kong or Taiwan because the salary is higher when compared to Malaysia.

3. Stages of Behavior

Kirkpatrick & Kirkpatrick (2006) define behavior as a change that arises because participants attend a training program (Fung, 2015). Evaluation at this stage is carried out by identifying the extent to which the material that has been provided can be applied to the work and workplace of trainees. Furthermore, according to Tan & Newman (2014), behavioral evaluation measures the knowledge, skills, and attitudes learned to be applied or transferred to work. Thus, this definition means that the purpose of carrying out evaluation at the behavioral stage is to measure changes in work behavior that arise because employees have participated in training programs. Kirkpatrick further revealed that to implement behavior change in trainees, several conditions are also needed, for example: (1) participants must have a desire to change, (2) participants must know what is done and how to do this, (3) participants must work in the right environment, and (4) participants must be rewarded for making changes.

In accordance with the above objectives, the evaluation of the behavioral stage in this study was carried out with the aim of determining changes in the behavior of CPMI workshop participants in applying workshop results (be it attitudes, knowledge, or skills) in their work and the place where they worked. The information about changes in the behavior of CPMI workshop participants was obtained from various sources, such as: alumni of CPMI workshop participants who have been placed abroad, families of alumni of CPMI workshop participants, and BLK East Lombok.

Based on the results of interviews that have been conducted with the speakers above, it is known that PMI candidates who have participated in the CPMI workshop in BLK East Lombok have experienced significant changes in behavior. The changes in behavior if detailed are as follows:

First, a stronger personality. As previously explained, the CPMI workshop provided is not only about knowledge and skills in work, but also about how CPMI will behave in the workplace. Some alumni of CPMI workshop participants admitted that after receiving training at the CPMI workshop, they felt that they had a change in their personality, especially in order to increase self-confidence in facing the world of work away from family. The Head of BLK East Lombok also expressed the same thing, where according to him, building a stronger CPMI personality is a must, because they will work for a living and away from the community environment where they are used to being. One way to build such a strong personality is to instill high self-confidence in workshop participants. This confidence is of course very necessary so that PMI candidates can face all conditions in the environment where they work. This self-confidence is also necessary to face entrepreneurs or to foster associations with people who have different social and cultural backgrounds on the basis of equality. In addition, the confidence of PMI candidates is also very important to avoid under-estimation in negotiating.

Second, honesty. The East Lombok CPMI Workshop instructor mentioned that honesty is one of the personalities that is also important to instill. The honesty referred to here is not only limited to honesty in building trust on the part of the employer, but also honesty in oneself, especially regarding work ability. Because in reality, many prospective migrant workers are afraid and reluctant to disclose information about their abilities or shortcomings, even though the information is very useful for employers or employers to place and equip prospective migrant workers with the necessary skills or expertise. The existence of CPMI workshops was then recognized by pmi candidates as having a pretty good impact on their personalities, where they gained the skills to be able to tell the truth about what they wanted, what they didn't want, or what they were lacking or lacked. Some migrant workers even mentioned that they have the courage to complain to the employer if there are things that are not in accordance with their duties or responsibilities.

Third, care. In addition to the two attitudes above, the alumni of the CPMI workshop also acknowledged other changes in their behavior, for example: changes in their concern for the environment, where they began to care about the work environment that could facilitate the implementation of tasks or become obstacles, such as concern for cleanliness and waste that can cause work discomfort. Likewise with the behavior of liking to postpone work that should be able to be completed at a moment's notice.

Fourth, increased knowledge. The existence of CPMI workshops is recognized by PMI as providing quite good benefits in increasing their knowledge. By attending workshops, they become more aware of the socio-cultural background of the community that is their goal to work. Alumni of the CPMI workshop also admitted that initially they went abroad just to pit their fate against such minimal knowledge, where they did not understand that it turned out that the characteristics of the people in the environment

where they worked would be very different from the characteristics of the people where they lived before. However, with the CPMI workshop training, they get an idea so that they can learn to adjust to the characteristics of these different communities. In addition, this CPMI workshop is also recognized as preventing them from becoming victims of violence and harassment, because they have previously learned knowledge about it.

Fifth, improved skills. Skills are the main capital for prospective migrant workers to work abroad, as well as knowledge and attitude capital. Good skills will make it easier for them to find suitable jobs. The CPMI workshop has tried its best to provide skills for prospective migrant workers who will work abroad. And even this provision according to alumni of workshop participants is very useful for the sustainability of their work abroad. Good skills can make them able to compete with other workers who even come from different countries. Good skills can also increase employers' satisfaction, so they easily earn bonuses and even maintain being workers where they work. Good skills are also felt to be able to provide a decent wage according to the work they do.

Based on some of the behavior changes above, it can be concluded that the CPMI workshop at BLK East Lombok has provided benefits for changing the behavior of workshop participants. Where the change in behavior can be seen from the application of learning outcomes both in terms of attitudes, knowledge, and skills in the environment in which they work.

4. Impact Stage

The implementation of the CPMI workshop program, of course, aims to get good results, such as improving quality, productivity, or the level of safety at work. The evaluation at the impact stage also aims to see if the workshop program is useful in achieving organizational goals (Bindewald, 2017). The end result in the context of impact evaluation includes increased work outcomes, customer satisfaction (in this case the employer), and improved morale and attitudes of the worker.

The evaluation at this stage is seen from improving the quality of Indonesian migrant workers, which can be analyzed through pmi placement data for East Lombok Regency. Many experts argue that the placement of PMI in the formal sector will be much better than the placement of PMI in the non-formal sector. Placement in the non-formal sector makes PMI have to work with a type of menial and heavy work. In addition, non-formal work also causes vulnerability to PMI problems. Even mentioned that PMI who work in the non-formal sector is PMI, the majority of whom are without skills or skills and are vulnerable to facing problems (Sumas, 2020). Thus, the increasing number of PMI placements in the formal sector can be a benchmark for the impact of the CPMI workshop program in East Lombok Regency.

Based on data obtained from the BP2MI (Indonesian Migrant Workers Protection Agency) website, it is known that the placement rate of migrant workers from NTB Province in 2022 reached 2,254 people. This figure puts NTB in the 6th highest position of PMI placement by province. From this figure, East Lombok Regency is the area with the highest PMI contributor in the NTB region, reaching 1,983 people. This figure then causes East Lombok to occupy the 8th position of the highest PMI placement according to regencies/cities throughout Indonesia. From this figure, it is known that the placement

of PMI in the formal sector is 1,035 people, while the placement in the non-formal sector is 948 people.

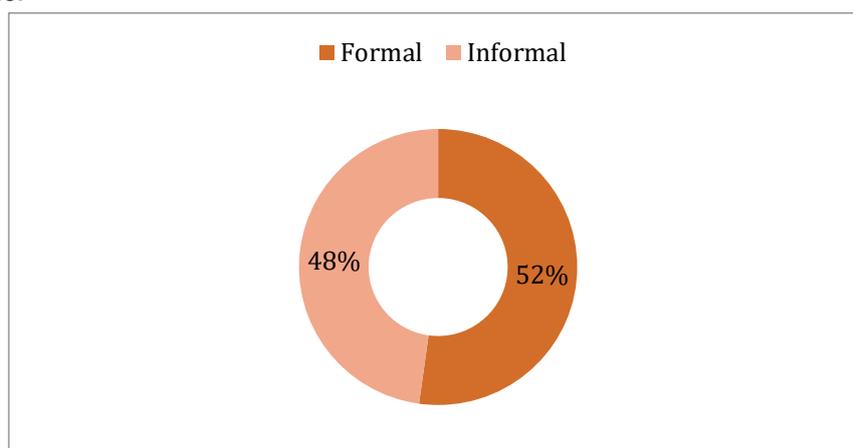


Figure 3. 2022 PMI Placement by Employment Sector

Based on the chart above, it is known that the placement of PMI in East Lombok Regency by employment sector is 52% in the formal sector and 48% in the non-formal sector. This percentage indicates an increase in PMI placement in the formal sector. This increase was also supported by the results of an interview with BLK East Lombok, which stated that through the CPMI workshop, the placement of PMI in the formal sector was much more increased than in previous years. The East Lombok BLK further said that in 2021, PMI placement in the formal sector only reached 23% while for the non-formal sector it was 77%.

The graph above also shows that the CPMI workshop has a significant impact, so that the CPMI workshop at BLK East Lombok can be said to have benefits for achieving organizational goals. Where one of the objectives of the CPMI workshop is to improve the skills of prospective migrant workers, so that they can be placed in the formal sector, where jobs in the formal sector are seen as more capable of providing protection to migrant workers, so that the PMI problems that have been occurring so far can be minimized.

CONCLUSION

Based on the explanation above, it can be concluded that the CPMI workshop program at BLK East Lombok is generally running well. This is seen from the achievement of several aspects of the Kirkpatrick model training evaluation which consists of aspects of reaction, learning, behavior, and impact. First, the reaction aspect assessed through the reaction of participants to the organizers and resource persons showed good results, where the average value for participants' reactions to the organizers was 67.91 percent (good enough) and the average value for participants' reactions to the speakers was 83.37 (good).

The value-based aspects of learning, knowledge, and skills also show quite good results. This is evidenced by the average attitude score of 86.12 percent with good categories, the value of knowledge has increased after participants take part in the CPMI workshop, where participants get a score of 41.23 for the pre-test and 87.50 for the post

test, and the skill value is also increasing as evidenced by the existence of the Skill Qualification Standard (SKK) that has been met by the participants' workshop.

The behavioral aspect has also shown quite good results, where alumni of the workshop participants feel a change in behavior in applying the results of the workshop where they work. This change can be seen from the changes that include: a tougher personality, honesty, and caring. This change can also be felt through much more increased knowledge and sensitivity. The impact aspect also shows the results that the CPMI workshop is so useful to achieve the goals that have been set. This benefit can be seen from the increase in the placement of PMI in the formal sector, where the sector is considered much better to provide protection to PMI.

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