



Analysis of the Implementation of Training and Development Programs in Enhancing Employee Competence at the Office of the Ministry of Religious Affairs of Surabaya City

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Keywords

Training Programs,
Development,
Employee
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Abstract

This study is grounded in the increasing importance of human resource development in public institutions, particularly through training and development programs aimed at enhancing employee competencies. Effective implementation of such programs is essential to improve productivity, professionalism, and organizational performance. Therefore, this study aims to analyze and evaluate the implementation of training and development programs in improving employee competencies at the Office of the Ministry of Religious Affairs in Surabaya. This research employs a qualitative approach with a descriptive design. Data were collected through in-depth interviews with key informants, including the Head of the Hajj and Umrah Division (PHU) and the Personnel Sub-Coordinator. The data were analyzed using a thematic analysis technique to identify patterns related to program implementation and its outcomes. The results indicate that structured and continuous training programs have successfully enhanced employees' skills, knowledge, and work attitudes, leading to improved productivity and professionalism. However, several challenges were identified, including limited dissemination of training outcomes, time constraints, and suboptimal scheduling. This study concludes that optimizing training management is crucial to achieving more effective and sustainable human resource development.

Kata Kunci

Program Pelatihan,
Pengembangan,
Kompetensi
Pegawai.

Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya pengembangan sumber daya manusia dalam instansi publik melalui program pelatihan dan pengembangan guna meningkatkan kompetensi pegawai. Implementasi program yang efektif menjadi kunci dalam meningkatkan produktivitas, profesionalisme, serta kinerja organisasi secara keseluruhan. Oleh karena itu, penelitian ini bertujuan untuk menganalisis dan mengevaluasi implementasi program pelatihan dan pengembangan dalam meningkatkan kompetensi pegawai di Kantor Kementerian Agama Kota Surabaya. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Data dikumpulkan melalui wawancara mendalam dengan informan kunci, yaitu Kepala Seksi Penyelenggara Haji dan Umrah (PHU) serta Subkoordinator Kepegawaian. Analisis data dilakukan menggunakan teknik analisis tematik untuk mengidentifikasi pola implementasi program dan dampaknya terhadap kompetensi pegawai. Hasil penelitian menunjukkan bahwa program pelatihan yang terstruktur dan berkelanjutan mampu meningkatkan keterampilan, pengetahuan, dan sikap kerja pegawai sehingga berdampak pada peningkatan produktivitas dan profesionalisme. Namun demikian, masih terdapat kendala berupa terbatasnya penyebaran hasil pelatihan,



keterbatasan waktu, serta penjadwalan yang kurang optimal. Penelitian ini menyimpulkan bahwa optimalisasi pengelolaan pelatihan diperlukan untuk mendukung pengembangan sumber daya manusia yang lebih efektif dan berkelanjutan.

Introduction

Human resources (HR) constitute the most essential element of any organization, surpassing other factors such as capital, technology, or finance, as humans are responsible for managing and directing all available resources. Consequently, discussions on HR are inherently linked to strategic planning, organizational management, and institutional development. In this context, training and development have emerged as vital needs for institutions seeking to enhance HR quality through improved competencies, knowledge, and work experience.¹

While initial training equips employees with job-specific skills, continuous development is necessary to prepare them for greater future responsibilities. Amid increasing workforce diversity, flatter organizational structures, and intense global competition, training and development serve as strategic tools to help employees manage increasingly complex workloads.

Training refers to organized efforts to equip employees with work-related competencies, skills, knowledge, and behaviors that enhance human resource capabilities.² It not only improves technical abilities but also shapes attitudes and behaviors, fostering effective and productive work experiences. Development, in contrast, encompasses training, formal education, work experience, and personality and capability assessments that prepare individuals for future roles.³ This process is typically ongoing and aimed at elevating employee performance within the institution.

Empirical evidence underscores that well-designed training significantly enhances employee competencies. For instance, Lase and Ndraha⁴ found that targeted training programs improve civil servant competencies, organizational performance, and public service quality. Thus, sustained training and development are essential for boosting employee skills and productivity, ultimately enabling institutions to achieve their objectives.

Research Methods

This study employed a qualitative method with a descriptive approach. Qualitative research is intended to explore and understand the deeper meaning of a

¹ Wulandari et al., *Analisis Penerapan Metode Pelatihan Dan Pengembangan Karyawan Untuk Meningkatkan Kompetensi Pegawai Dpmpstsp Karawang*, 2, no. 4 (2024): 881–92.

² Raymond A. Noe, *Employee Training & Development by Raymond Noe*, no. 5 (2022): 1–35.

³ Mohamad Saifudin and Akhdan Assad Al Hakam, "Model Pelatihan Dan Pengembangan Sumber Daya Manusia Di Era Digital," *Jurnal Ilmiah Pendidikan Dasar* 4 (2024): 2020–25.

⁴ Y. Lase and A. B. Ndraha, "Analisis Urgensi Pelatihan Dalam Pengembangan Kompetensi Aparatur Sipil Negara (Asn) Di Pengadilan Negeri Gunungsitoli," *JMBS UNSRAT (Jurnal Ilmiah Manajemen Bisnis Dan Inovasi Universitas Sam Ratulangi)* 10, no. 3 (2023): 1804–14.



phenomenon from the perspective of the subjects being studied. As noted by Ririn Handayani,⁵ this approach is descriptive in nature and is used to obtain a broader understanding of a particular event or social phenomenon. The purpose of qualitative research is not merely to describe facts, but also to identify theories or patterns that emerge from empirical data.

According to John W. Creswell,⁶ the qualitative approach is built upon a constructivist perspective that emphasizes the importance of meanings derived from individual experience, social values, and historical background. It may also employ a participatory perspective, which stresses the active involvement of subjects in understanding particular political, social, or policy issues with the aim of encouraging change or social transformation. In this study, this approach was used to explore experiences, perceptions, and practices related to the implementation of employee training within the Ministry of Religious Affairs of Surabaya City.

One of the data collection techniques used in this study was interviews. Interviews are understood as a communication process aimed at eliciting in-depth information regarding respondents' views, experiences, motivations, and feelings about a particular issue or event. Through interviews, researchers can obtain richer and more contextual data as the basis for deeper qualitative analysis

Results and Discussion

Every institution has its own operational standards, regulatory framework, and organizational goals. Achieving these goals requires a conducive work environment, productive employees, and effective performance. One important process for reaching those goals is the implementation of training and development programs. This is also the case at the Office of the Ministry of Religious Affairs of Surabaya City. Based on interviews with the Head of the Hajj and Umrah Section, the Surabaya office has actively conducted training and development activities to support employee competence.

The Head of the Ministry of Religious Affairs Office of Surabaya City has established specific programs related to employee training and development. These programs can be classified into two broad categories: first, training related to discipline and personnel administration; and second, training related to employees' duties and functions.

One example is personnel training through workplace-based education and training (Diklat di Tempat Kerja/DDTK), which is conducted in cooperation with a training center that shares the same vision of supporting research-based policy formulation and providing professional human resources within the Ministry of Religious Affairs. This training is mandatory for all employees of the Ministry of Religious Affairs of Surabaya City. Employees who have not yet participated are recorded and enrolled in subsequent sessions. In addition, training aligned with

⁵ Ririn Handayani, *Metode Penelitian Sosial*, (Bandung: t.p., 2020).

⁶ John W. Creswell, "Metode Penelitian," *Paper Knowledge . Toward a Media History of Documents*, 2016, 38–61.



employees' duties and functions is continuously implemented to foster productive and professional performance.

One form of employee development was the staff coaching activity held on March 27, 2025, which focused on the implementation of integrity zones, anti-gratification measures, and workplace safety. Similar activities have also been carried out by the Surabaya office and attended directly by the Regional Head of the Ministry under the theme of employee development and the launching of the office's flagship programs. In response to increasing digitalization, the Surabaya office has also provided training on the use of digital media and on the creation of creative outreach content so that employees can maximize digital media and remain responsive to contemporary developments.

The diversity of divisions within the Ministry of Religious Affairs also requires training and development whenever employee rotation or transfer is planned. Such training ensures that employees acquire the knowledge and competence needed to carry out duties in their new division. A similar approach is taken when an employee retires, allowing the institution to prepare a new cadre to replace the position.

Like any institutional program, training and development activities are not free from challenges. First, there are personal constraints. Some employees who participate in training do not sufficiently share what they have learned with colleagues who did not attend, creating a competence gap. Second, the relatively short duration of the training sometimes makes the material less systematic, requiring employees to respond quickly and absorb the content in a limited time. Third, scheduling is sometimes less than ideal. For example, employees of the Ministry of Religious Affairs of Surabaya City have diverse duties and responsibilities during the Hajj season, yet training must still be conducted. This condition requires employees to become highly multitasking, as they must continue serving pilgrims and carrying out their routine duties while also participating in training.

Despite these challenges, the positive effects of the programs are clearly felt. The training and development activities conducted by the Ministry of Religious Affairs of Surabaya City have improved employee competence, enabled employees to work more productively and professionally, helped them perform duties in accordance with their respective divisions, minimized work errors, and increased motivation. Overall, this study provides a comprehensive picture of the programs, challenges, and needs of employees at the Ministry of Religious Affairs of Surabaya City.

The study also provides a strong foundation for improving and further developing training programs at the Ministry of Religious Affairs of Surabaya City by taking into account the timing of implementation and the classification of materials to be delivered. These improvements are expected to enhance the efficiency and effectiveness of future programs and strengthen employees' work functions.



Based on the field findings described above, the implementation of training and development programs at the Office of the Ministry of Religious Affairs of Surabaya City can be understood as part of a broader strategy to improve bureaucratic competence. The strategy is not oriented solely toward technical job requirements, but also toward strengthening discipline, integrity, digital adaptation, and employee readiness for job rotation. The finding that training is divided into personnel training and task-and-function training indicates an effort to align organizational needs with the individual competence needs of employees. From a human resource management perspective, effective training should indeed be designed on the basis of competence gaps, job demands, and organizational goals in order to generate a tangible impact on work performance. Thus, training at the Ministry of Religious Affairs of Surabaya City is not merely administrative in nature; it is strategic because it is intended to produce employees who are more professional, responsive, and capable of delivering public services optimally.

From an analytical perspective, these training and development programs can be evaluated through several principal dimensions, namely the relevance of the material, the timing of implementation, equitable access for participants, the transfer of training outcomes to the workplace, and the impact on performance improvement. Kirkpatrick's training evaluation model emphasizes that training success should not be measured only by participation rates or participant satisfaction, but also by changes in knowledge, work behavior, and organizational results. In this context, coaching related to integrity zones, anti-gratification, workplace safety, and digital media training can be regarded as forms of competence development that encompass technical, managerial, and socio-cultural dimensions. This is important because competence in the public sector is shaped not only by administrative ability, but also by integrity, service orientation, adaptability, and the capacity to use technology. Therefore, the evaluation of training implementation at the Office of the Ministry of Religious Affairs of Surabaya City should focus on whether the material is genuinely relevant to employees' day-to-day work and whether the outcomes of the training are applied in practice.

In addition, the findings regarding personal obstacles, limited time, and clashes with work schedules indicate that training effectiveness is strongly influenced by the organization's learning management system. When employees who participate in training do not disseminate the material to colleagues, a knowledge gap emerges that may hinder the equitable distribution of competence. In the human resource development literature, this condition suggests that the organization has not yet fully developed a strong learning culture, namely a culture that encourages knowledge sharing, collaboration, coaching, and continuous learning. For this reason, training at the Office of the Ministry of Religious Affairs of Surabaya City would be more effective if accompanied by follow-up mechanisms such as forums for sharing training outcomes, internal mentoring, concise post-training modules, and post-implementation evaluation. In this way, the benefits of training would not stop at the individual level but would spread into organizational knowledge that strengthens overall institutional capacity.



Within the framework of Indonesia's civil service policy, training and development in government institutions are both a normative and strategic necessity. Civil service regulations emphasize that state civil servants are required to undertake continuous competence development to remain relevant to job demands, and that civil servants should receive at least twenty learning hours of competence development each year. Accordingly, practices at the Office of the Ministry of Religious Affairs of Surabaya City can be positioned as an implementation of competence development policy at the institutional level. However, this study also shows that successful implementation depends not only on whether training is held, but also on the quality of planning, the relevance of the material, time management, and the evaluation system. To improve effectiveness in the future, the Office of the Ministry of Religious Affairs of Surabaya City needs to strengthen job-based training needs mapping, arrange schedules that are more adaptive to seasonal workloads, and ensure that training outcomes are evaluated in measurable terms against productivity, professionalism, and service quality.

Analysis and Evaluation of Training Program Implementation

Every institution has its own operational work standards, regulations, and organizational objectives. Achieving these goals requires a conducive work environment, productive employees, and effective performance. To attain such conditions, institutions must go through several essential processes, one of which is the implementation of training and development programs. This also applies to the Office of the Ministry of Religious Affairs in Surabaya. Based on interviews conducted with the Head of the Hajj and Umrah Section (PHU) at the Office of the Ministry of Religious Affairs in Surabaya, it was revealed that the Surabaya office has actively implemented both training and development initiatives to support employee competence. The Head of the Office has established specific programs related to employee training and development. These programs can be classified into two categories: training related to discipline and personnel administration, and training related to employees' duties and functions.

One example of personnel-related training is the Workplace Training Program (Diklat di Tempat Kerja / DDTK), which is conducted in collaboration with the official training center that shares the same vision of producing research- and development-based policy inputs and ensuring the availability of professional human resources within the Ministry of Religious Affairs. This training is mandatory for all employees of the Ministry of Religious Affairs Office in Surabaya. Employees who have not yet attended the program are recorded and scheduled for the next available session. In addition, training tailored to employees' specific duties and functions is continuously implemented to promote productive and professional performance. One example is the employee development session held on March 27, 2025, which focused on the implementation of integrity zones, anti-gratuity awareness, and workplace safety. A similar event was also organized by the Office of the Ministry of Religious Affairs in Surabaya and attended directly by the Regional



Head of the Ministry, under the theme of employee development and the launching of the office's flagship programs.

In the era of rapid digitalization, the Office of the Ministry of Religious Affairs in Surabaya has also provided training on the use of digital media and the creation of creative outreach content. This initiative is intended to optimize the use of digital platforms and enable employees to keep pace with current developments. The diversity of divisions within the Ministry also necessitates the implementation of training and development programs prior to staff rotation or reassignment, so that employees can acquire the appropriate knowledge and competencies required for their new positions and responsibilities. A similar approach is taken when employees retire, allowing the institution to prepare new personnel to fill the vacant roles. However, every program or activity inevitably encounters challenges and constraints, and training programs are no exception.

First, there are personal constraints. Some employees who have participated in training do not adequately share the knowledge they acquired with colleagues who did not attend, resulting in competency gaps. Second, the limited duration of training sessions often makes the delivery of material less systematic, forcing employees to respond quickly to the information presented and absorb the material in a short time. Third, scheduling is sometimes less than ideal. For instance, employees at the Office of the Ministry of Religious Affairs in Surabaya have diverse duties and responsibilities during the Hajj season, yet training programs must still be conducted. This condition requires employees to be highly multitasking, as they must continue serving pilgrims and fulfilling their routine duties while simultaneously participating in scheduled training sessions. Despite these challenges, the positive impacts of these activities are clearly evident. The implementation of training and development programs at the Office of the Ministry of Religious Affairs in Surabaya has improved employee competence, enabling them to work more productively and professionally, perform tasks in accordance with their respective divisions, minimize work-related errors, and enhance work motivation. Overall, this study provides a comprehensive picture of the programs, challenges, and needs of employees at the Office of the Ministry of Religious Affairs in Surabaya. It also provides a strong foundation for improving future training programs by giving greater consideration to training schedules and the classification of training materials. Such improvements are expected to enhance program efficiency and effectiveness while helping employees strengthen their job performance.

A deeper analysis of program implementation at the Office of the Ministry of Religious Affairs in Surabaya indicates that the effectiveness of human resource development depends heavily on the success of post-training knowledge transfer. According to Noe⁷ a training program can only be considered successfully evaluated when it results in behavioral changes and consistent performance improvement in the actual workplace. The competency gap caused by the inadequate dissemination of knowledge from training participants to their colleagues indicates the need to

⁷ R. A. Noe, *Employee Training and Development*, 7th ed. (McGraw-Hill Education, 2017).

strengthen an institutionalized knowledge-sharing culture. Without a collaborative learning ecosystem, investments of time and financial resources in training programs will generate only cognitive benefits for certain individuals and will not be sufficient to elevate overall organizational capacity.⁸ Therefore, the integration of multi-level post-training evaluation, particularly at the levels of behavioral change and organizational results, becomes an essential step for objectively mapping program outcomes.⁹

Furthermore, technical constraints related to the overly short duration of training sessions and overlapping schedules with peak operational workloads, such as during the Hajj service period, highlight the urgency of implementing a more precise Training Needs Analysis (TNA). Time planning and instructional design that are not fully aligned with field conditions may not only place a cognitive burden on employees due to multitasking, but also theoretically reduce learning motivation and material retention.¹⁰ On the other hand, the technological adaptation initiatives undertaken by the Office of the Ministry of Religious Affairs in Surabaya through digital media training and creative content development deserve recognition as a responsive strategic step. Since digital transformation in public bureaucracy is essential for ensuring service sustainability, such training functions as a catalyst in shaping a civil service workforce that is competitive and relevant to contemporary demands.¹¹

The strategy of implementing training as a mitigation measure during staff rotation, reassignment, and retirement demonstrates that the institution has adopted an anticipatory talent management framework. The preparedness of successor personnel through planned development programs ensures that bureaucratic operations do not experience disruption during leadership transitions or changes in technical staff.¹² By integrating empirical evaluation results related to time management and the optimization of knowledge dissemination among employees, training programs at the Office of the Ministry of Religious Affairs in Surabaya can be designed more strategically in the future. Training should no longer be viewed merely as an administrative routine, but rather as a central pillar of institutional transformation toward public services that are characterized by integrity, innovation, and professionalism.

⁸ A. P. Mangkunegara, *Manajemen Sumber Daya Manusia Perusahaan* (Remaja Rosdakarya, 2017); E. Salas et al., "The Science of Training and Development in Organizations: What Matters in Practice," *Psychological Science in the Public Interest* 13, no. 2 (2012): 74–101.

⁹ Kirkpatrick and Kirkpatrick, *Kirkpatrick's Four Levels of Training Evaluation*.

¹⁰ B. D. Blume et al., "Transfer of Training: A Meta-Analytic Review," *Journal of Management* 36, no. 4 (2010): 1065–105; I. L. Goldstein and J. K. Ford, *Training in Organizations: Needs Assessment, Development, and Evaluation*, 4th ed. (Wadsworth, 2002).

¹¹ I. Mergel et al., "Defining Digital Transformation: Results from Expert Interviews," *Government Information Quarterly* 36, no. 4 (2019): 101385; Sedarmayanti, *Manajemen Sumber Daya Manusia: Reformasi Birokrasi Dan Manajemen Pegawai Negeri Sipil* (Refika Aditama, 2017).

¹² M. S. P. Hasibuan, *Manajemen Sumber Daya Manusia (Edisi Revisi)* (Bumi Aksara, 2016); W. J. Rothwell, *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from Within*, 4th ed. (AMACOM, 2010).



Conclusion

This study concludes that training and development programs at the Office of the Ministry of Religious Affairs in Surabaya play a highly significant role in improving employee competence. Through a structured and continuous training approach, employees acquire the skills and knowledge necessary to perform their duties more effectively and efficiently. Although challenges remain, such as personal barriers in which not all training participants share information with their colleagues and the limited duration of training sessions, the findings indicate a significant improvement in employee productivity and professionalism.

In addition, the training programs help minimize work-related errors and increase employee motivation in carrying out duties according to their respective divisions. This study provides a strong basis for improving future training programs by suggesting that greater attention should be paid to the classification of training materials and that training schedules should be adjusted to operational needs. In this way, the program is expected to become more efficient and effective in supporting human resource development at the Office of the Ministry of Religious Affairs in Surabaya, thereby enabling the institution to achieve its objectives more successfully.

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