



The Influence of Interest and Parental Support on the Competence of Trainees in the Technical Implementation Unit of the Situbondo Vocational Training Center

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Received: 10-08-2025 Accepted: 13-08-2025 Published: 30-09-2025

Abstract

Technological advances have led to an increase in the need for a workforce that is not only numerous in number, but also superior in competence. In this context, the government continues to develop Vocational Training Centers (BLK) as a means of vocational training that can reach job seekers, especially the younger generation. Trainees' competence is influenced by various internal and external factors, such as interest and parental support. This study aims to analyze the influence of these two factors on the competence of trainees at UPT BLK Situbondo, both partially and simultaneously. The method used is a quantitative approach with a correlational research type. The sample consisted of 64 participants from four training programs that took place in May-June 2025. Data were collected through observation and questionnaires, then analyzed using multiple linear regression. The results showed that partially, interest and parental support had a positive and significant effect on participants' competencies. The findings provide strategic recommendations for BLK managers in optimizing competency supporting factors to increase the effectiveness of vocational training programs.

Keyword: Interest, Parental Support, Competence, Job Training.

1. Introduction

Technological developments in the era of globalization have driven significant changes in the employment structure. Competition in the job market is increasingly competitive, so skills and competencies are the main requirements for individuals to obtain decent work (Friedman, 2010). In this context, the Vocational Training Center (BLK) is present as a strategic vocational training institution to produce skilled, competent and work-ready human resources. The Indonesian government, through the Ministry of Manpower, continues to encourage the development of BLK in various regions as an effort to expand access and improve the quality of job training (Subyantoro, Widiyanti, & Hadi, 2022).

One of the training institutions that plays an important role in developing labor competencies is the UPT Balai Latihan Kerja Situbondo. This institution is under the auspices of the East Java Province Manpower and Transmigration Office and organizes competency-based training programs based on three main pillars, namely the application of work competency standards, competency-oriented training, and certification by an independent Professional Certification Agency (LSP). The training is designed to equip participants with knowledge, skills, and attitudes that are in line with industry needs.

However, the effectiveness of training programs is not only determined by the quality of the curriculum and available facilities, but is also strongly influenced by internal and external factors of the trainees. Tiwa (2022) states that individual competence is not only influenced by skills and experience, but also by personality factors, beliefs, emotional conditions, and social environment. In the context of UPT BLK Situbondo, factors such as interest and parental support are an important focus to analyze because they have great potential in influencing the achievement of participants' competencies.

Interest in learning is an internal factor that encourages active involvement in training. Someone who has a high interest in a field will be more enthusiastic in undergoing the learning process (Tiwa, 2022). Meanwhile, parental support, whether in the form of emotional support, informational

support or practical assistance, also has a significant influence on participants' success in completing the training (Friedman, 2010).

Previous research reinforces the importance of these two factors, although some studies show inconsistent results. Sirait (2016) and Rosalina & Yamlean (2022) found that parental interest and support had a significant effect on learning achievement. In contrast, studies by Minarni (2014) and Budiati & Muhadi (2022) showed that the effect was not significant. These findings indicate a research gap that is important to be studied further.

In UPT BLK Situbondo itself, there is still a phenomenon of undisciplined participants, such as unexplained absences, tardiness, and low enthusiasm during training. In addition, data from 2014 shows that out of 297 trainees, 23 were declared incompetent by the LSP, so they did not obtain certificates from the National Professional Certification Agency (BNSP). This indicates that participants' competency achievement still needs to be improved, and is strongly suspected to be influenced by personal factors and the social environment.

Based on this background, this study aims to analyze the effect of interest and parental support on the competence of trainees at UPT Balai Latihan Kerja Situbondo, both partially and simultaneously. It is hoped that the results of this study can provide input for training organizers in designing strategies to improve the quality of participants more effectively.

2. Methods

Research Design

This research uses a quantitative approach with a correlational research type. The purpose of this approach is to determine the influence between the independent variables, namely interest and parental support, on the dependent variable, namely the competence of trainees at UPT BLK Situbondo. This design was chosen because it allows researchers to measure the relationship and influence between variables objectively through numerical data.

Research Participants

The population in this study were all trainees at UPT BLK Situbondo who participated in competency-based training programs from May to June 2025. The number of samples used was 64 participants, which were taken using saturated sampling techniques because all members of the population were used as samples. This technique is included in the non-probability sampling category (Sugiyono, 2013), which is appropriate because the population is relatively small and can be fully reached.

Location and Time of Research

The research was conducted at the Technical Implementation Unit of the Situbondo Vocational Training Center (UPT BLK), which is located at Jalan Basuki Rahmat No. 357, Mimbaan Village, Panji District, Situbondo Regency, East Java. The research lasted for three months, from April to July 2025, which included the planning stage, data collection, data analysis, and preparation of the final report.

Variables and Operational Definitions

This study involves five variables, namely four independent variables and one dependent variable. The details of the operational variables of each variable can be seen in the table 1:

- a. Interest: Participants' conscious interest in the training program they are participating in, which leads to high attention to training materials and activities.
- b. Parental support: Forms of attention, assistance, and encouragement provided by parents in supporting the success of participants during training.
- c. Trainee competencies: The ability of trainees in the aspects of knowledge, skills and work attitudes in accordance with applicable work competency standards.

No.	Variables	Sub Variables / Indicators	Measurement Scale	Reference Source
1.	Interest (X1)	Material interest, suitability	Likert 1-5	Sudaryono (2012), Slameto (2010), Sardiman (2012), Winkel (2009)
2.	Parental support (X2)	Informational support, emotional support, evaluative support	Likert 1-5	Mustoip (2023)
3.	Competence (Y)	Knowledge, Skills, Work attitude	Likert 1-5	Peraturan Menteri Tenaga Kerja dan Transmigrasi No. 8 Tahun 2014

Table 1. Operational Variables

Data Collection Methods

Data collection was conducted through four methods:

- Observation: Used to directly observe the behavior of participants in terms of discipline, participation, and enthusiasm during the training.
- Questionnaire: Administered on a Likert scale with five response options, to explore participants' perceptions of the research variables.
- Interviews: Limited to a few instructors and training staff to obtain additional and in-depth information.
- Documentation: Using secondary data such as attendance lists, training modules, evaluation reports, and participants' competency test results.

Research Instrument Test

Instrument tests are carried out to ensure the quality of the measuring instruments used:

- Validity Test: Using Pearson correlation, items are declared valid if the value of $r_{count} > r_{table}$ or $p\text{-value} < 0.05$ (Suharsimi Arikunto, 2013).
- Reliability Test: Using Cronbach's Alpha value, the instrument is declared reliable if the α value > 0.60 (Tjahjono, 2009).

Data Analysis Technique

Data analysis was carried out with the help of the SPSS program through several stages:

- Classical Assumption Test:
 - Normality Test (Kolmogorov-Smirnov)
 - Linearity Test (Deviation from Linearity)
 - Heteroscedasticity Test (Park Glejser Test)
 - Multicollinearity Test (VIF and Tolerance)
- Descriptive Statistics: Used to describe the characteristics of respondents and the distribution of answers.
- Inferential Statistics:
 - Multiple Linear Regression Analysis: To see the simultaneous influence of independent variables on competence.
 - Coefficient of Determination (R^2): To find out how much the contribution of the independent variable to the dependent variable.
 - Test t (partial) and Test F (simultaneous): To test the research hypothesis.

Hypotheses

Hypotheses are initial assumptions made as temporary answers to the problems being studied. Umi Narimawati (2007) states that a hypothesis is a temporary estimate of the relationship between variables which will later be proven correct through research. The hypotheses proposed in this study are as follows:

H1: Interest partially affects the competence of trainees

H2: Parental support partially affects the competence of trainees

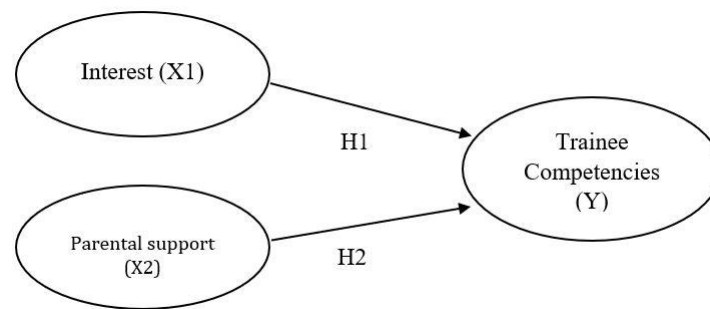


Figure 1. the conceptual framework

3. Results and Discussion

Variable Description

Data on the level of interest of trainees and the level of parental support were obtained through the distribution of questionnaires which were filled in directly by each trainee at the UPT Balai Latihan Kerja Situbondo. The results of the data collection and processing provide an overview of the level of interest of the trainees. This information is then presented in detail in the form of table 2 and table 3 to facilitate analysis and interpretation.

Category	Interval Participant Interest (X1)	Frequency	Percentage (%)	Interval Parental Support (X2)	Frequency	Percentage (%)
Very high	16,9 – 20,0	52	81,25	12,7 – 15,0	44	68,75
High	13,7 – 16,8	12	18,75	10,3 – 12,6	20	31,25
Fair	10,5 – 13,6	0	0	7,9 – 10,2	0	0
low	7,3 – 10,4	0	0	5,5 – 7,8	0	0
Very low	4,0 – 7,2	0	0	3,0 – 5,4	0	0
Total		64	100		64	100

Table 2. Description of independent variables (X)

Source: primary data, processed

Category	Competency Level Interval (Y)	Frequency	Percentage (%)
Very high	25,3 – 30	48	75
High	20,5 – 25,2	16	25
Fair	15,7 – 20,4	0	0
low	10,9 – 15,6	0	0
Very low	6 – 10,8	0	0
Total		64	100

Table 3. Description of dependent variable (Y)

Source: primary data processed

Uji Instrumen

Validity is an indicator that shows the level of accuracy or validity of a measurement instrument. in this study, it was carried out using the Bivariate Correlate method through the help of SPSS, by correlating each statement item against the total score of each variable. The criteria for determining validity are based on the condition that the item is said to be valid if the value of r count is greater than r table (with N = 64, $\alpha = 0.05$, then r table = 0.244) or p-value < 0.05. The test results show that all items have an r value > 0.244 and a p-value < 0.05, so all items are declared valid and suitable for

use in research analysis. The detailed results are given in Table 4, which fully comply with the validity criteria.

Statement	$r_{hit}(X1)$	$r_{hit}(X2)$	$r_{hit}(Y)$	r_{Table}	<i>P Value</i>	Description
1	0,779	0,772	0,758	0,244	0,000	Valid
2	0,729	0,775	0,779	0,244	0,000	Valid
3	0,725	0,775	0,859	0,244	0,000	Valid
4	0,699		0,838	0,244	0,000	Valid
5			0,807	0,244	0,000	Valid
6			0,687	0,244	0,000	Valid

Table 4. Validity Test

Source: SPSS

Furthermore, an instrument is said to be reliable if the Cronbach's Alpha value of the instrument is greater than 0.6. The reliability test is carried out to obtain a research data measuring instrument (instrument) that can be trusted in its validity so as to produce data that is truly relevant in research. In this study, the reliability test was carried out using SPSS (Statistical Product and Service Solution). The detailed results are given in Table 5, which fully comply with the validity criteria

Instrument	Item	Cronbach's Alpha
Interest	4	0.708
Parental support	3	0.649
Competence	6	0.869

Table 5. Reliability of the instrument.

Source: Data Processing 2025

Based on the results of the reliability test using SPSS on the instruments of interest, parental support, and competence as in the table above, it can be seen that the Cronbach's Alpha value on the instruments of interest, parental support, and competence is greater than 0.6, namely 0.708, 0.649, and 0.869, so it can be concluded that the instruments of interest, parental support, and competence in this study are declared reliable and suitable for use.

Classical Assumption Test

The linearity test aims to assess whether the relationship between the independent and dependent variables is linear. The test results show that the significance deviation from linearity value for the interest variable on trainee competence is 0.066, while for the parental support variable is 0.710. Because both values are greater than 0.05, it can be concluded that there is a linear relationship between the variables of interest and parental support with the competence of trainees. The full results are shown in Table 6 below:

Variables	Deviation from Linearity (Sig.)	Description
Interest → Competence	0,066	Linear
Parental support → Competence	0,710	Linear

Table 6. Linearity Test Results

Source: Data Processing 2025

The linearity test was carried out using the Deviation from Linearity approach through SPSS software, following the approach of Machali (2021) which states that a linear relationship can be stated to exist if the significance value is greater than 0.05.

Furthermore, the heteroscedasticity test is carried out to test whether the regression model has a constant residual variance or not. The significance value for the interest variable is 0.056, and for parental support it is 0.345. Both are greater than 0.05, which indicates that there is no heteroscedasticity in the regression model, as presented in Table 7 below:

Variables	Signifikansi (Sig.)	Description
Interest	0,056	No heteroscedasticity
Parental support	0,345	No heteroscedasticity

Table 7. Heteroscedasticity Test Results

Source: Data Processing 2025

This test follows the guidelines of Ghozali (2011) which states that if the p-value is greater than 0.05, then the model is free from symptoms of heteroscedasticity.

To ensure that there is no high correlation between independent variables, a multicollinearity test is carried out by looking at the tolerance value and variance inflation factor (VIF). Based on the test results, the interest variable has a tolerance of 0.561 and a VIF of 1.783. Meanwhile, the parental support variable has a tolerance of 0.577 and a VIF of 1.733. Because the tolerance value > 0.10 and VIF < 10, it can be concluded that there is no multicollinearity. Details of the results are presented in Table 8 below:

Variabel	Tolerance	VIF	Description
Interest	0,561	1,783	No multicollinearity
Parental support	0,577	1,733	No multicollinearity

Table 8. Multicollinearity Test Results

Source: Data Processing 2025

This test refers to the limits described by Ghozali (2011) and Sugiyono (2013), that multicollinearity is considered absent if the tolerance value is > 0.10 and VIF < 10.

Multiple Linear Regression Analysis

Based on the results of the multiple linear regression analysis shown in Table 9, it was found that the variables of interest and parental support have a significant influence on trainees' competencies. The interest variable has a regression coefficient of 0.347 with a significance value of 0.029 ($p < 0.05$). Meanwhile, the parental support variable showed a regression coefficient of 0.887 with a significance value of 0.000 ($p < 0.05$). These results indicate that an increase in parental interest and support will have a positive and significant impact on improving trainees' competencies.

Variabel	B	Std. Error	t	Sig.	Description
Interest	0,347	0,155	2,237	0,029	Significant
Parental support	0,887	0,176	5,036	0,000	Highly significant

Table 9. Hasil Uji Regresi Linier Berganda (Minat dan Dukungan Orang Tua)

Source: Data Processing 2025

Theoretically, these results are in line with Bandura's (1997) view that high interest in an activity can increase individual engagement and perseverance in learning, which ultimately has an impact on improving competence. Strong interest reflects an intrinsic drive to actively learn, explore and complete tasks. Meanwhile, parental support also proved to be an important factor in shaping participants' competencies. Parents who provide attention, moral encouragement, and support for learning facilities can create a conducive environment for children to develop. This is in line with Bronfenbrenner (1979), who emphasizes the important role of the family system in individual development.

Coefficient of Determination (R^2)

Furthermore, based on the calculation of the coefficient of determination shown in Table 2, it is known that the Adjusted R Square value is 0.641. This means that 64.1% of the variation in trainee competence can be explained by the variables of discipline, interest, motivation, and parental support, while the remaining 35.9% is explained by other variables outside this research model.

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,815	0,664	0,641	1,428

Table 10. Coefficient of Determination (R^2)

Source: Data Processing 2025

With these results, it can be concluded that participant interest and parental support are important predictors in explaining the competency level of trainees at the UPT Balai Latihan Kerja Situbondo. Therefore, training institutions need to encourage increased participant interest with relevant and interesting programs, as well as strengthen the role of families in supporting the success of training.

Hypothesis Test

The partial test (t-test) was conducted to measure the effect of each independent variable on the dependent variable separately. Based on the results of data processing shown in Table 9, it is known that two variables, namely interest and parental support, have a partially significant influence on trainees' competence. The interest variable shows a coefficient value of 0.347 with a significance value of 0.029 ($p < 0.05$). This result indicates that interest has a positive and significant influence on trainee competence. In other words, the higher the participants' interest in participating in the training, the higher the likelihood that they will understand the material, develop skills, and demonstrate optimal competence. Meanwhile, the parental support variable has a larger coefficient value of 0.887 with a significance value of 0.000 ($p < 0.05$). This shows that parental support actually makes a significant positive contribution to the development of trainees' competencies. This support can be in the form of moral encouragement, attention, and learning facilities that create a conducive climate for participants to achieve maximum learning outcomes.

This finding supports motivation and learning environment theories that emphasize the importance of internal (interest) and external (parental support) factors in supporting the learning process and competency improvement (Bandura, 1997; Santrock, 2011). Thus, strategies to strengthen participants' interests and actively involve parents in training programs need to be an integral part of vocational training institutions' policies so that competency achievements can be optimized.

Furthermore, the results of the analysis show that the interest variable has a significant effect on the competence of trainees, indicated by a significance value of 0.029 ($p < 0.05$). Participants with a high level of interest tend to be more active and enthusiastic in participating in training, making it easier to master skills. This finding is in line with Winkel's (2009) theory, which states that interest is a mental tendency that stays and influences individual acceptance of objects of interest. This result supports the findings of Sirait (2016), but differs from the results of Minarni's research (2014) which did not find a significant influence between interest and learning outcomes.

Meanwhile, the parental support variable also had a significant effect on trainees' competence, with a significance value of 0.000 ($p < 0.05$). Forms of support such as emotional, informational, and evaluative encouragement are proven to strengthen the motivation and seriousness of participants in participating in training. This finding is in accordance with the theory of Ellis, Thomas, and Rollins in Lestari (2012) which emphasizes the importance of the role of parents in shaping children's competence through positive interactions. This finding supports the research of Rosalina and Yamlean (2021), but contradicts the findings of Budiati and Muhadi (2022) who did not find the effect of parental support on economic learning achievement.

4. Conclusion

The results showed that interest and parental support have a significant influence on the competence of trainees at the UPT Balai Latihan Kerja Situbondo. Participants who have a high interest in attending training tend to show greater enthusiasm in the learning process, which ultimately increases their ability to understand the material, master the skills, and apply them effectively in the workplace. This suggests that attention to participants' interests from the outset can contribute to more optimal training outcomes, especially if supported by interactive learning methods and engaging instructional approaches. In addition, parental support has been shown to have a real influence on participants' competency achievement. When participants feel emotionally and morally supported by their families, they are more confident, have a high learning spirit and are better prepared for the training process. This reinforces the important role of the family environment

in shaping participants' readiness, especially in absorbing and developing competencies needed in the world of work. Therefore, training institutions can seek family involvement, for example through regular communication about participants' progress, as part of an overall training quality improvement strategy.

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