

The Influence Of Training Quality And Learning Facilities On The Satisfaction Of Community Empowerment Training (Dpm) Participants In Basic Safety Training (Bst) Certification At Banten Merchant Marine Polytechnic, With Training Participants' Motivation As A Mediating Variable

¹Garit Fatrio, ²Aty Herawati

Department of Management, Faculty of Economics and Business, Trilogi University, Jakarta, Indonesia.

Abstract

This study examines the impact of training quality and learning facilities on the satisfaction of participants in the Community Empowerment Training (DPM) Basic Safety Training (BST) certification at Banten Maritime Polytechnic, with participant motivation as a mediating variable. A quantitative approach using Structural Equation Modeling-Partial Least Square (SEM-PLS) was applied, with a sample of 115 participants determined using the Slovin formula at a 5% margin of error. The findings reveal that training quality does not significantly influence participant motivation (p-value = 0.225), whereas learning facilities have a significant effect (p-value = 0.000). Moreover, motivation positively and significantly affects training satisfaction (p-value = 0.000), indicating that highly motivated participants tend to be more satisfied. Training quality does not directly or indirectly influence satisfaction through motivation (p-value = 0.388 and 0.235), while learning facilities significantly affect satisfaction both directly and indirectly via motivation (p-value = 0.000). These results highlight the vital role of learning facilities in enhancing participant satisfaction. Therefore, improvements in training infrastructure should be prioritized to strengthen motivation and satisfaction levels. Recommendations for Banten Maritime Polytechnic include boosting participant motivation through incentives, enhancing instructor competencies, and integrating experience-based learning strategies. Future research should explore additional factors, such as instructor roles and psychological aspects, that may contribute to participant satisfaction.

Keywords: training quality, learning facilities, participant motivation, satisfaction, maritime education

Introductions

Background

Training is a crucial aspect of human resource development, aimed at enhancing individual competencies to meet industry demands. In maritime education and training, the quality of training plays a vital role in preparing participants for the workforce, particularly in the maritime sector, which adheres to strict safety standards. The Basic Safety Training (BST) certification at Banten Maritime Polytechnic is designed to equip participants with essential maritime safety skills in accordance with international standards set by the International Maritime Organization (IMO). The Community Empowerment Training (DPM) program, initiated by the Ministry of Transportation, provides opportunities for individuals, especially those with limited access to formal education, to obtain professional certification. This program contributes to reducing unemployment and improving workforce quality in the maritime sector. The BST certification, as part of the DPM program, ensures that participants acquire fundamental safety knowledge, including emergency response procedures, safety equipment usage, and evacuation protocols.

The effectiveness of training programs depends not only on curriculum content but also on factors such as training quality and learning facilities. Training quality encompasses instructor competence, teaching methods, and curriculum relevance, while learning facilities, including classrooms, simulation equipment, and supporting infrastructure, create an effective learning environment. These elements influence participant satisfaction, which in turn affects their motivation to learn and apply acquired skills. Previous studies have shown that service quality and learning facilities significantly impact participant satisfaction. However, some research findings suggest inconsistencies in this relationship, indicating the need for further investigation into the role of motivation as a mediating variable.

Survey data on participant satisfaction in the BST training program at Banten Maritime Polytechnic in 2024 reveal fluctuations in satisfaction levels across different training cohorts. These variations suggest that factors such as training quality, learning facilities, and participant motivation may contribute to overall satisfaction. Banten Maritime Polytechnic, as a leading maritime education institution in Indonesia, is responsible for producing competent professionals capable of competing at national and international levels. However, initial observations indicate several challenges affecting participant satisfaction, including limited simulation facilities, less varied teaching methods, and time constraints. Additionally, participant motivation is often overlooked, even though it plays a crucial role in the learning process. Participants with lower motivation may struggle to absorb training materials and experience lower satisfaction levels. While previous research suggests that service quality and learning facilities are key determinants of satisfaction, some studies indicate otherwise. Findings from various studies highlight inconsistencies in the influence of training quality and facilities on satisfaction, suggesting the presence of other contributing factors. The theoretical foundation of this study is based on customer satisfaction theory, motivation theory, and adult learning principles. These theories emphasize the importance of meeting participant expectations, identifying intrinsic and extrinsic motivational factors, and creating engaging learning experiences for adult learners.

This research is relevant to government policies on maritime education and training. The Ministry of Transportation has established training standards that maritime institutions must follow, and the DPM program is part of a broader initiative to enhance workforce competencies and reduce unemployment. The study aims to analyze the influence of training quality and learning facilities on participant satisfaction, with motivation as a mediating variable. By understanding these relationships, this research provides practical recommendations for improving training programs and enhancing participant experience at Banten Maritime Polytechnic. The findings are expected to serve as a reference for other maritime education institutions in managing effective and industry-relevant training programs.

Literature Review

Training is a crucial element in human resource management, designed to enhance organizational success in facing internal and external challenges. In an increasingly competitive business environment, training is not only seen as a means to develop technical skills but also as a strategic tool to improve an organization's competitive advantage by increasing employee knowledge and expertise (Widodo, 2015). High-quality training enables employees to better understand their tasks, improve work efficiency, and enhance job satisfaction. On the other hand, irrelevant or poorly planned training may lead to resource wastage and minimal impact on performance (Supatmi et al., 2020). Training is defined as a systematic series of activities aimed at improving individual skills and knowledge to help them perform their tasks professionally (Dessler, 2010). It is also considered a structured learning process that enhances the abilities required to achieve optimal performance (Supatmi et al., 2020).

The quality of training is influenced by various interrelated factors. These include the relevance of training materials to job requirements (Supatmi et al., 2020), the competence of trainers in effectively delivering knowledge (Vonny, 2016), the training methods used to ensure participant engagement (Widodo, 2015), the availability of adequate facilities (Supatmi et al., 2020), the duration of training (Supatmi et al., 2020), and participant motivation (Meidita, 2019). Effective training should incorporate relevant content, skilled trainers, interactive methodologies, and sufficient facilities to create a productive learning environment. Indicators of training quality include the type and objectives of training, the suitability of training materials, the effectiveness of teaching methods, participant engagement, trainer capability, and the adequacy of training duration (Supatmi et al., 2020).

Learning facilities play a vital role in supporting the effectiveness of education and training programs. Adequate facilities not only enhance learning comfort but also contribute to better learning outcomes (Susilo, 2015). Well-maintained facilities such as classrooms, laboratories, and digital learning tools significantly improve the learning experience and participant motivation (Halim, 2023). The availability of modern learning technology, such as computers and online learning platforms, also plays an important role in creating an interactive and relevant educational environment (Isnaini et al., 2015). Factors affecting the quality of learning facilities include the completeness of infrastructure (Isnaini et al., 2015), the condition and maintenance of facilities (Bagyo et al., 2023), alignment with curriculum needs (Susilo, 2015), integration of technology in learning (Halim, 2023), availability of supporting resources (Arinoto, 2014), and facility management effectiveness (Susilo, 2015). Indicators of learning facility quality include classroom comfort, laboratory equipment availability, library resources, technology-based learning support, and facility maintenance (Susilo, 2015).

Motivation is a key factor influencing learning engagement and outcomes. In an educational context, motivation drives students to actively participate in learning activities and achieve their academic goals (Adinata & Turangan, 2023). Motivation can be categorized into intrinsic factors, such as personal ambition and the desire for self-improvement (Wibowo, 2015), and extrinsic factors, such as recognition and external rewards (Busro, 2018). Factors that influence motivation include personal aspirations, learning incentives, a supportive environment, and leadership in educational settings (Hakim & Mulyapradana, 2020). Motivation indicators include goal-driven behavior, enthusiasm for learning, initiative, creativity, and responsibility in completing tasks (Syahyuti, 2010).

Participant satisfaction is a critical measure in evaluating the effectiveness of training programs. Satisfaction reflects the extent to which participant expectations align with their actual training experiences (Kotler & Keller, 2012). In educational settings, satisfaction is influenced by service quality, learning facilities, instructional methods, and interpersonal relationships with instructors and peers (Taufiq Arinoto, 2014). Key factors affecting satisfaction include the quality of educational services (Yulia Sari & Abubakar, 2024), the adequacy of facilities (Taufiq Arinoto, 2014), the conduciveness of the learning environment (Arinoto, 2014), personal support, and engagement in extracurricular activities (Kriswinharsell et al., 2017). Satisfaction indicators

encompass the relevance of course materials, teaching effectiveness, infrastructure quality, administrative services, and student well-being (Parasuraman et al., 1993).

Despite existing research on training quality, learning facilities, and motivation in education, gaps remain in understanding their interaction in maritime training contexts. Previous studies have examined these factors separately, but limited research has explored the mediating role of motivation in linking training quality and facilities to participant satisfaction (Susilo, 2015). Additionally, some studies suggest that learning facilities may not always significantly impact satisfaction, indicating that motivation may play a crucial mediating role (Halim, 2023). This research aims to fill this conceptual gap by investigating the relationship between training quality, learning facilities, motivation, and participant satisfaction within the maritime training programs at Banten Maritime Polytechnic. By focusing on the maritime sector, this study seeks to provide valuable insights for improving training management and enhancing learning outcomes in the industry.

Conceptual Framework And Research Methodology

Conceptual Framework

In education and training, participant satisfaction serves as a key indicator for evaluating program effectiveness. The extent to which a training program meets participants' needs and expectations is influenced by factors such as training quality, learning facilities, and motivation. This is particularly relevant in practical training programs like the Basic Safety Training (BST) at Banten Maritime Polytechnic. Training quality, which includes aspects such as material relevance, instructor competence, teaching methods, and clear objectives, is expected to have a direct impact on participant satisfaction. Well-structured training enhances comprehension, skill acquisition, and confidence in handling future challenges. Additionally, training quality is anticipated to influence motivation, as well-designed training tends to increase participants' engagement and enthusiasm.

Learning facilities also play a crucial role in creating a conducive learning environment. Facilities such as comfortable classrooms, advanced simulation tools, and technological support enable more focused and effective learning. Research suggests that high-quality facilities directly impact satisfaction and support efficient learning processes. Furthermore, well-equipped facilities can enhance participant motivation by fostering a supportive learning atmosphere. Motivation, both intrinsic and extrinsic, acts as a mediating variable in this framework. Intrinsic motivation refers to an internal drive to learn, such as the desire to improve skills and achieve career goals. Extrinsic motivation, on the other hand, is influenced by external factors such as rewards, recognition, and a supportive learning environment. Motivation strengthens the relationship between training quality and learning facilities with participant satisfaction. Highly motivated participants are more engaged in training, better absorb materials, and report higher satisfaction levels.

The conceptual framework for this study is illustrated in Figure 2.1, which depicts the relationships between the independent variables (training quality and learning facilities), the mediating variable (participant motivation), and the dependent variable (participant satisfaction).

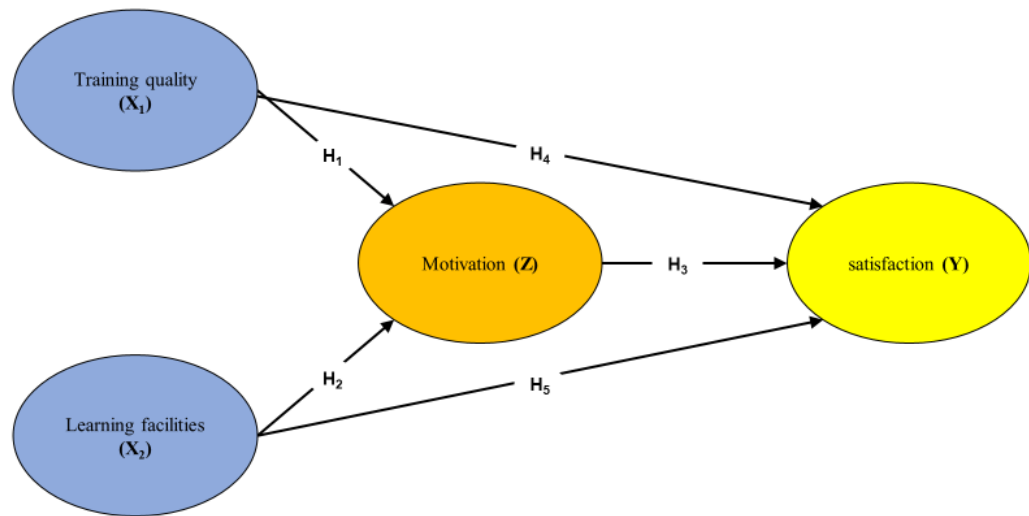


Figure 1 Research Framework

(Below this paragraph, the figure should be placed, showing the relationships between Training Quality (X1), Learning Facilities (X2), Motivation (Z, as a mediating variable), and Participant Satisfaction (Y))

Research Hypotheses

Based on the research framework in Figure 2.1, the following hypotheses are proposed:

- H1 : Training quality (X1) has a positive effect on participant motivation (Z). Well-structured training with relevant content, competent instructors, and effective teaching methods enhances learning motivation
- H2 : Learning facilities (X2) have a positive effect on participant motivation (Z). Adequate facilities, such as simulation equipment, access to technology, and conducive learning environments, increase engagement and motivation
- H3 : Participant motivation (Z) has a positive effect on participant satisfaction (Y). Individuals with high motivation, whether intrinsic (career goals, self-improvement) or extrinsic (certification, rewards), tend to be more satisfied with the training experience
- H4 : Training quality (X1) has a direct and indirect effect on participant satisfaction (Y) through motivation (Z) as a mediating variable. High-quality training improves motivation, which in turn enhances satisfaction levels.
- H5 : Learning facilities (X2) have a direct and indirect effect on participant satisfaction (Y) through motivation (Z) as a mediating variable. A well-equipped learning environment fosters motivation, which leads to higher satisfaction.

This study employs a quantitative research approach with a descriptive and analytical design. Using Structural Equation Modeling-Partial Least Square (SEM-PLS), this research examines the causal relationships between training quality, learning facilities, motivation, and satisfaction. A survey was conducted among 115 BST participants at Banten Maritime Polytechnic, with data collected through structured questionnaires. The findings are expected to provide insights into how training quality and facilities contribute to participant satisfaction, both directly and through motivation as a mediator. By identifying these relationships, the study aims to inform strategies for improving training programs and optimizing learning experiences in maritime education.

Research Results And Discussion

The descriptive analysis provides an overview of the characteristics of the respondents in this study, focusing on gender, age, and educational background. The data were obtained from participants of the Community Empowerment Training (DPM) Basic Safety Training (BST)

program at Banten Maritime Polytechnic. The majority of respondents were male (91.3%), predominantly under the age of 20 (33%), and most had an educational background at the high school/vocational school level (44.3%). These characteristics are crucial in understanding the effectiveness of the training and its relevance to participant satisfaction.

The research variables were analyzed using frequency distribution based on a Likert scale. The results show that training quality, learning facilities, and motivation play essential roles in shaping participant satisfaction. Training quality was assessed through indicators such as material relevance, instructional clarity, teaching methods, and instructor competence. The findings indicate that while training quality was perceived positively, it did not significantly influence participant motivation. The highest agreement was found in the statement that the training type aligned with job requirements (47%).

The learning facilities, including classrooms, laboratories, and technological support, were found to be a significant factor influencing motivation and satisfaction. Participants who perceived the training environment as supportive reported higher motivation levels. The most highly rated facility aspect was classroom comfort (40.9%). Similarly, motivation was a crucial determinant of satisfaction, with participants showing the highest motivation in their responsibility for training success (38.3%).

The structural equation modeling (SEM) analysis using Partial Least Squares (PLS) confirmed these findings. The hypothesis testing revealed that training quality does not significantly impact motivation (p -value = 0.225), whereas learning facilities have a strong and significant influence on motivation (p -value = 0.000). Furthermore, motivation was found to have a significant positive effect on participant satisfaction (p -value = 0.000). However, training quality did not directly or indirectly impact satisfaction through motivation (p -value = 0.388 and 0.235, respectively). Conversely, learning facilities were found to directly and indirectly influence satisfaction through motivation as a mediating variable (p -value = 0.000).

These results align with previous studies that emphasize the importance of learning environments in enhancing participant engagement and satisfaction. The findings suggest that improving training facilities should be a priority in enhancing the effectiveness of training programs. The study also highlights that motivation serves as a crucial mediating variable, particularly in the relationship between learning facilities and satisfaction.

Conclusion

This study highlights the critical role of training quality, learning facilities, and motivation in determining participant satisfaction in the Basic Safety Training (BST) program at Banten Maritime Polytechnic. The findings indicate that while training quality is essential, it does not directly impact participant motivation or satisfaction. Instead, motivation is more significantly influenced by external factors, such as the learning environment and participant expectations. Learning facilities play a crucial role in enhancing motivation, as well-equipped classrooms, laboratories, and simulators contribute to an engaging and effective training experience. Additionally, motivation serves as a key factor in improving participant satisfaction, with more motivated individuals demonstrating higher levels of engagement and a positive perception of their training. However, training quality does not significantly affect satisfaction, either directly or through motivation as a mediating variable. Conversely, learning facilities have both direct and indirect effects on satisfaction through motivation, confirming their importance in fostering a productive learning environment. These findings suggest that future improvements in training programs should focus on enhancing learning facilities and increasing participant motivation rather than solely emphasizing training quality. Institutions should adopt a more holistic approach by addressing both infrastructure and psychological aspects to ensure that training programs effectively meet participant needs and industry standards.

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