THE EFFECT OF EMPLOYEE TRAINING AND DEVELOPMENT ON THE PRODUCTIVITY AND CREATIVITY OF BATIK CRAFTSMEN IN KLAMPAR VILLAGE, PROPPO DISTRICT, PAMEKASAN REGENCY

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Abstract

ABSTRACT

Klampar Village, Proppo District, Pamekasan Regency, is known as the center of batik craftsmen on Madura Island. The challenges of globalization and market competition require batik craftsmen to improve their skills and innovation in order to remain competitive. This study aims to analyze the effect of employee training and development on the productivity and creativity of batik craftsmen in Klampar Village. A quantitative approach with a descriptive correlational method is used to measure the relationship between these variables. The research sample consisted of 27 batik craftsmen who had undergone training in the past year, selected using a purposive sampling method. Data collection was carried out through a questionnaire with a Likert scale of 1-5, and data analysis used multiple regression with the help of SPSS 16.0. The results of the study showed that partially, the development variable (X2) had a significant effect on creativity (Y), while training (X1) and productivity (X3) did not have a significant effect. However, simultaneously, the three independent variables contributed significantly to increasing the creativity of batik craftsmen. The classical assumption test showed that the regression model met the validity requirements, with normally distributed data, no multicollinearity, and homogeneous residual variance. These findings emphasize the importance of training and development strategies that not only increase productivity but also encourage creativity in facing market dynamics. This study provides recommendations for stakeholders in designing sustainable human resource development programs for the batik industry in Klampar Village..

Keywords:

Training,
Development,
Productivity,
Creativity,
Batik craftsmen.

INTRODUCTION

Klampar Village, Proppo District, Pamekasan Regency, is known as one of the centers of batik craftsmen on Madura Island. The potential of batik as a cultural heritage and economic commodity provides a great opportunity for the community to improve their welfare.(Fauzi, 2022). Klampa Village challenges of globalization and market competition force batik craftsmen to adapt and innovate in order to maintain competitiveness. Training and development of human resources are important strategies to increase productivity and creativity, which are key elements in maintaining the existence of Klampar batik in the local, national, and international markets.

Training is a learning process that aims to improve technical skills, knowledge, and competence of workers. With structured training, batik craftsmen can understand new techniques, overcome technical problems, and improve product quality. However, training alone is not enough. Employee development is also an important thing that includes aspects of increasing individual capacity in the long term, such as mastery of technology, business management, and design innovation.(Wardani et al., 2022). These two aspects are expected to be able to create batik craftsmen who are not only productive, but also creative in facing changing trends and market needs.

The productivity of batik craftsmen is often an indicator of the success of the training and development provided. Productivity reflects the efficiency of time, energy, and resources in producing quality batik products. Productivity alone is not enough without creativity. Creativity allows batik craftsmen to create new designs that are innovative and have high artistic value. This creativity is an added value in facing increasingly tight market competition.

This study aims to analyze the effect of employee training and development on the productivity and creativity of batik craftsmen in Klampar Village, Proppo District, Pamekasan Regency. The focus of this study is to identify the extent to which the training and development provided can increase the work productivity and creativity of craftsmen in creating quality and innovative batik products. The quantitative approach used in this study is expected to provide real contributions in the management of human resources for the batik craft sector and provide practical recommendations for stakeholders in developing the batik industry in Klampar Village.

The results of this study are not only relevant for batik craftsmen in Klampar Village, but also for local governments and related institutions that aim to empower the creative economy sector. The findings of this study are expected to be the basis for planning more effective and sustainable training and development programs. Furthermore, this study is also expected to be a reference for further research in the field of human resource development in the traditional craft sector.

LITERATURE REVIEW

Training

Training is a planned process to improve the skills, knowledge and attitudes of employees to enable them to carry out their duties and responsibilities more effectively.(Amelia et al., 2022). Training has an important role in improving the technical competence of craftsmen, especially in facing the dynamics of the industry and changes in market trends. According to(Suryani et al., 2023), training can create a more skilled, productive, and innovative workforce. So that batik craftsmen training in new techniques such as natural dyeing, modern pattern making, and the use of production tools can help craftsmen produce more competitive products in the global market.

Development

Employee development is a long-term effort to improve an individual's capacity to face future challenges.(Kamal, 2020). Development involves ongoing training, mentoring programs, and career development opportunities that allow employees to continue learning and growing. Based on research conducted by(Hendryadi, 2021), employee development that focuses on innovation and adaptability has been shown to increase creativity in the workplace. Creative industries such as batik development can include entrepreneurship training, mastery of digital technology, and increased understanding of global market trends.

Productivity

Productivity is a measure of employee efficiency in using resources to produce optimal output.(Slamet & Wahyuningsih, 2022). The level of productivity is often an indicator of the success of the training and development carried out. According to(Amelia et al., 2022), productivity is not only influenced by technical skills, but also by motivational factors, work environment, and management support. In the batik industry, productivity can be measured by the number of products produced in a certain time without sacrificing quality. High productivity is the key to facing competition and maintaining business sustainability.

Creativity

Creativity is the ability to generate new ideas, concepts, or products that are original and valuable.(Wardani et al., 2022). In the batik industry, creativity plays an important role in creating innovative designs that can attract market attention. According to(Sari et al., 2022), creativity can be encouraged through a supportive work environment, training, and effective development programs. High creativity not only creates unique products, but also increases the competitiveness of batik craftsmen in national and international markets.

The Relationship between Training, Development, Productivity and Creativity

Several previous studies have shown that training and development have a significant relationship to productivity and creativity. Research conducted by(Kamal, 2020)states that structured training can improve employee skills which ultimately have an impact on increasing productivity and creativity. In addition, continuous employee development can build individual capacity to think creatively and generate innovative

ideas.(Suryani et al., 2023). Well-designed training and development can provide artisans with the ability to create quality products while remaining relevant to market demand.

Theoretical Framework

The theoretical framework in this study is based on the concept of employee training and development that affects productivity and creativity. Training (X1) and development (X2) serve as independent variables, while productivity (X3) and creativity (Y) are dependent variables. The relationship between these variables has been supported by various previous studies, which emphasize the importance of training and development to improve efficiency and innovation in the work environment.
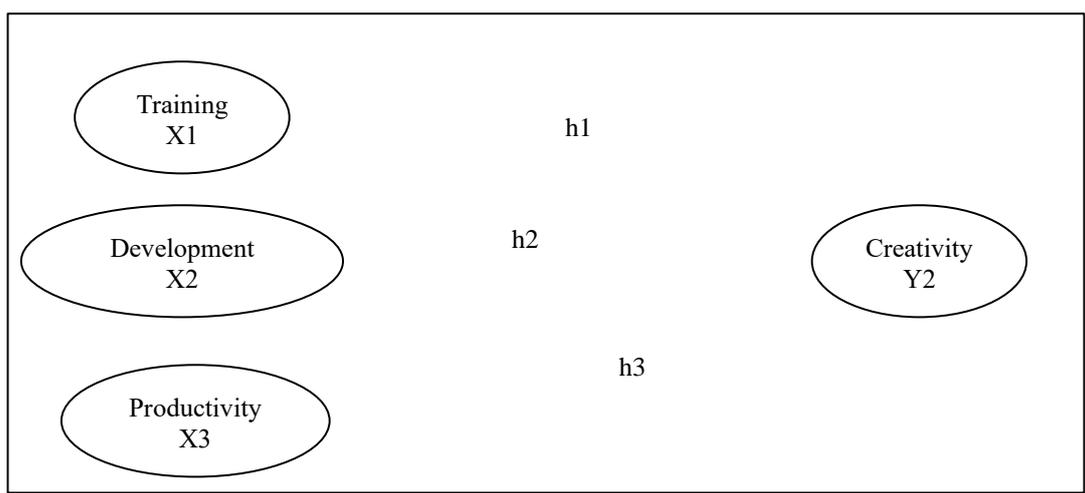
Picture1. Relationship Between Variables

Previous Research

Table1. Previous Research

No.	Writer	Research Title	Research methods	Results
1.	(Hardityo & Fahrullah, 2021)	The Influence of Human Resource Training and Development on Islamic Employee Performance at PT Jamkrindo Surabaya Branch	Quantitative	The results of this study indicate that training and development each have a significant influence on the performance of Islamic employees. The training and development variables have a correlation of 81.6%, indicating that both factors contribute positively to the performance of Islamic employees. Meanwhile, 18.4% is influenced by other factors not examined in this study.
2.	(Sari et al., 2022)	The Influence of Talent Management and Creativity on Employee Work Productivity at Sun Hotel Madiun	Quantitative	The results of this study indicate that talent management has a positive and significant partial influence on work productivity at Sun Hotel Madiun. Creativity also contributes positively and significantly to increasing work productivity at the hotel.

Source: Author, 2024

No.	Writer	Research Title	Research methods	Results
3.	(Sutono & Hidayat, 2023)	The Influence of Training and Career Development on Employee Performance with	Quantitative	The results of this study indicate that training and career development have an influence on employee engagement in the head office employees of the

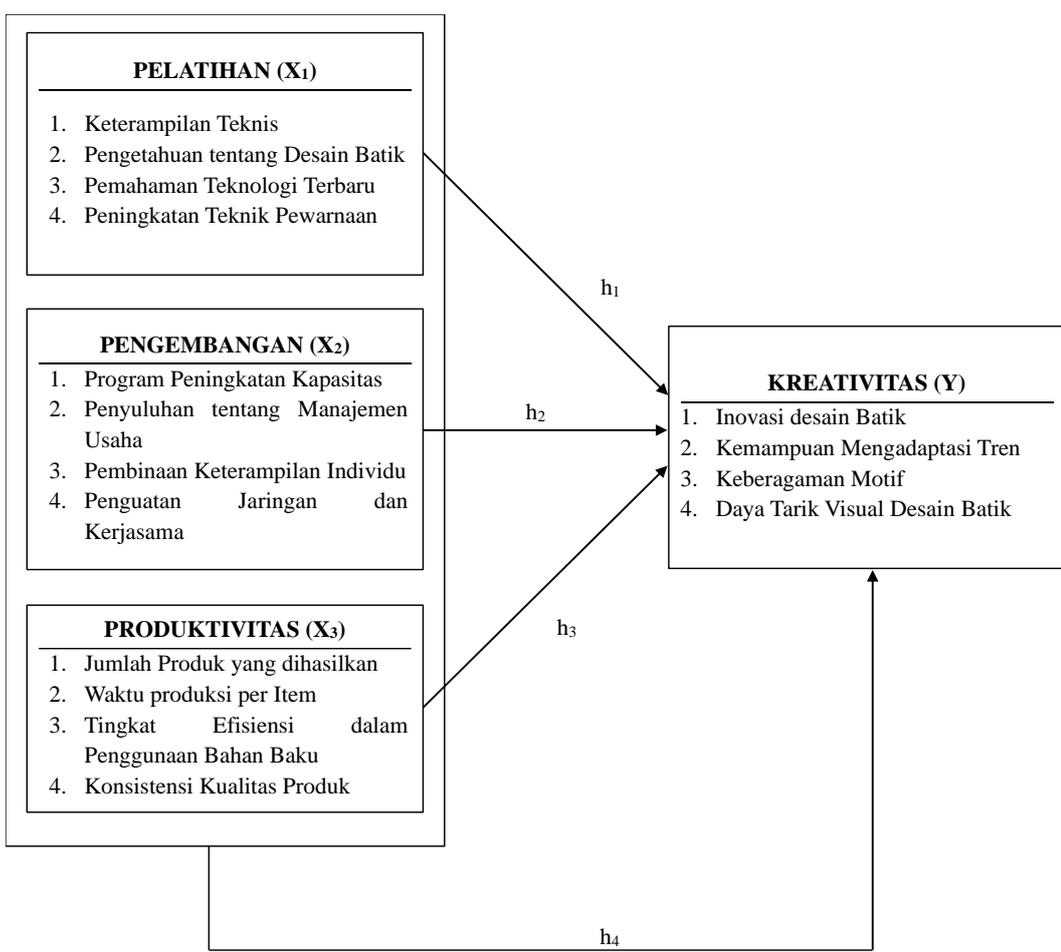|		Employee Engagement as an Intervening Variable		Sinergi Sriwijaya Peduli Institute. Training contributes to increasing employee engagement, as does career development which plays a role in increasing employee engagement.

Source: Author, 2024

RESEARCH METHODS

This study uses a quantitative approach with a descriptive correlational research type. The quantitative approach was chosen to measure and analyze data objectively, while the descriptive correlational research type was used by researchers to describe and identify the relationship between existing variables. The main objective of this study was to analyze the effect of training, development, and productivity on the creativity of batik craftsmen in Klampar Village, Proppo District, Pamekasan Regency. Through this research approach, it is expected to be known to what extent these factors are interrelated and contribute to increasing the creativity of batik craftsmen in the area.

The population in this study were all batik craftsmen in Klampar Village, Proppo District, Pamekasan Regency. The sample selection in this study used the purposive sampling method, which is the deliberate selection of samples based on certain criteria. The selected sample amounted to 27 people, consisting of batik craftsmen who had participated in training and development programs in the past year. The selection of samples based on these criteria aims to ensure that respondents involved in the study have experience that is in accordance with the topic being studied.

Picture2. Framework of thinking

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┌─────────────────────────────────┐
│      PELATIHAN (X₁)             │
│  1. Keterampilan Teknis         │
│  2. Pengetahuan tentang Desain  │
│     Batik                       │
│  3. Pemahaman Teknologi Terbaru │
│  4. Peningkatan Teknik Pewarnaan│
└─────────────────────────────────┘          h₁

┌─────────────────────────────────┐          ┌──────────────────────────────┐
│      PENGEMBANGAN (X₂)          │          │      KREATIVITAS (Y)        │
│  1. Program Peningkatan Kapasitas│   h₂     │  1. Inovasi desain Batik    │
│  2. Penyuluhan tentang Manajemen│ ──────►  │  2. Kemampuan Mengadaptasi  │
│     Usaha                       │          │     Tren                    │
│  3. Pembinaan Keterampilan      │          │  3. Keberagaman Motif       │
│     Individu                    │          │  4. Daya Tarik Visual Desain│
│  4. Penguatan Jaringan dan      │          │     Batik                   │
│     Kerjasama                   │          └──────────────────────────────┘
└─────────────────────────────────┘

┌─────────────────────────────────┐          h₃
│      PRODUKTIVITAS (X₃)         │
│  1. Jumlah Produk yang dihasilkan│
│  2. Waktu produksi per Item     │
│  3. Tingkat Efisiensi dalam     │
│     Penggunaan Bahan Baku       │
│  4. Konsistensi Kualitas Produk │
└─────────────────────────────────┘

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Source: Author, 2024

Based on Figure 2., the research framework begins with training (X1) which plays a role in improving the basic skills of batik craftsmen. This training provides craftsmen with the knowledge and technical skills needed to produce high-quality batik, which in turn will increase their competitiveness in the market. Development (X2) focuses on craftsmen's understanding of market trends and the latest technological developments, which will open up opportunities for them to be more creative and create more innovative batik designs. Productivity (X3) plays a role in increasing efficiency in the production process, allowing craftsmen to focus more on innovation and creativity without being burdened by production problems. All of these factors will contribute to increasing creativity (Y) of batik craftsmen, which is influenced by the synergy between training, development, and optimal productivity. The combination of these three variables allows craftsmen to produce more creative works that are in accordance with market needs.

The research hypothesis is formulated as follows:

- h1: Training (X1) has a positive and significant influence on the creativity

of batik craftsmen (Y).
- h2: Development (X2) has a positive and significant influence on the creativity of batik craftsmen (Y).
- h3: Productivity (X3) has a positive and significant effect on the creativity of batik craftsmen (Y).
- h4: Training (X1), development (X2), and productivity (X3) simultaneously have a positive influence on the creativity of batik craftsmen (Y).

This research questionnaire uses a Likert scale of 1-5 to measure respondents' perceptions of various statements related to the research variables. Each answer choice on this scale describes the level of respondent's agreement with the statement given, ranging from "Strongly Disagree" to "Strongly Agree." The following is a table describing the Likert scale used in this study:

Table2. Likert Scale

NO.	ANSWER	NOTATION	SCORE VALUE
1.	Strongly Disagree	STS	1
2.	Don't agree	TS	2
3.	Disagree Less	KS	3
4.	Agree	S	4
5.	Strongly agree	SS	5

Source: Author, 2024

Data analysis in this study was conducted using SPSS 16.0 software to ensure valid and accurate results. The data analysis process consists of the following stages:
1. Classical Assumption Test
   The classical assumption test is conducted to check whether the data used meets the assumptions required in the regression analysis. The tests conducted include:
   1) Normality Test
      Testing the data distribution to ensure the data follows a normal distribution.
      Decision-making:
      - If the p-value of the normality test (e.g. Kolmogorov-Smirnov or Shapiro-Wilk) is < 0.05, then the data is not normally distributed and requires transformation or the use of non-parametric tests.
      - If the p-value > 0.05, then the data is normally distributed.
   2) Multicollinearity Test
      Testing for the presence of a very high linear relationship between independent variables.
      Decision-making:
      - If the VIF (Variance Inflation Factor) value is < 10, then there is

no multicollinearity problem, and the regression model can be used.

- If the VIF value > 10, then there is high multicollinearity between the independent variables and the model must be improved.

3) Heteroscedasticity Test

Testing whether the residual variance remains constant (homoscedastic) or varies (heteroscedastic).

Decision-making:

- If the p-value of the heteroscedasticity test (such as the Glejser test) is < 0.05, then there is a heteroscedasticity problem (non-constant residual variance).
- If the p-value > 0.05, then there is no heteroscedasticity problem (residual variance remains constant)

2. Multiple Regression Test

Multiple linear regression analysis is used to determine the effect of independent variables (X1, X2, X3) on the dependent variable (Y), both partially and simultaneously.

1) Partial Test

Analyze the influence of each independent variable on the dependent variable separately.

Decision-making:

- If the p-value for each independent variable is <0.05, then the alternative hypothesis (h1, h1, or h3) is accepted, which indicates that the independent variable has a positive and significant influence on the dependent variable.
- If the p-value > 0.05, then the null hypothesis (h0) is accepted, which indicates that the independent variable does not have a significant effect on the dependent variable.

2) Simultaneous Test

Analyze the influence of the three independent variables together on the dependent variable.

Decision-making:

- If the p-value for the simultaneous F test is <0.05, then the alternative hypothesis (h4) is accepted, which indicates that the independent variables together have a positive effect on the dependent variable.
- If the p-value > 0.05, then the null hypothesis (h0) is accepted, which indicates that the independent variables simultaneously do not have a significant effect on the dependent variable.

RESULTS AND DISCUSSION

RESULTS

CLASSICAL ASSUMPTION TEST

Normality Test

Picture3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters^a	Mean	.0000000
	Std. Deviation	1.13847649
Most Extreme Differences	Absolute	.116
	Positive	.083
	Negative	-.116
Kolmogorov-Smirnov Z		.601
Asymp. Sig. (2-tailed)		.863

a. Test distribution is Normal.

Source: Data processed using SPSS software, 2024

Decision-making:

- If the p-value of the normality test (e.g. Kolmogorov-Smirnov or Shapiro-Wilk) is < 0.05, then the data is not normally distributed and requires transformation or the use of non-parametric tests.

- If the p-value > 0.05, then the data is normally distributed.

Based on the test results in Figure 3, the results of the normality test using the Kolmogorov-Smirnov test for unstandardized residuals show that the value**p-value**(Asymp. Sig.) is 0.863. Since this p-value is greater than 0.05, it can be concluded that the data is normally distributed. This means that the data used in this analysis does not require transformation and can be continued using parametric tests. Based on the Kolmogorov-Smirnov test, the residual distribution shows conformity with the normal distribution, which indicates that the normality assumption is met in this analysis.

Multicollinearity Test

Picture4. Multicollinearity Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.259	3.564		.634	.532		
	Pelatihan_X1	.222	.219	.211	1.014	.321	.557	1.796
	Pengembangan_X2	.542	.214	.474	2.535	.019	.688	1.454
	Produktivitas_X3	.137	.161	.150	.850	.404	.777	1.286

a. Dependent Variable: Kreativitas_Y

Source: Data processed using SPSS software, 2024

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Decision-making:

- If the VIF (Variance Inflation Factor) value is < 10, then there is no multicollinearity problem, and the regression model can be used.
- If the VIF value > 10, then there is high multicollinearity between the independent variables and the model must be improved.

The results of the multicollinearity test show the VIF (Variance Inflation Factor) value for each independent variable in the regression model. For the Training_X1 variable, the VIF is 1,796; for Development_X2, the VIF is 1,454; and for Productivity_X3, the VIF is 1,286. All of these VIF values are less than 10, which means that there is no significant multicollinearity problem between the independent variables in this model. Thus, the regression model can be used because there is no very high linear relationship between the independent variables that can interfere with the analysis results. These results indicate that there is no need for improvements to the model related to multicollinearity.

Heteroscedasticity Test

Picture5. Heteroscedasticity Test

Coefficients³

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.069	1.815		1.691	.104		
	Pelatihan_X1	-.161	.111	-.374	-1.447	.161	.557	1.796
	Pengembangan_X2	.064	.109	.137	.587	.563	.688	1.454
	Produktivitas_X3	-.037	.082	-.100	-.456	.653	.777	1.286

a. Dependent Variable: Abs_RES

Source: Data processed using SPSS software, 2024

Decision-making:

- If the p-value of the heteroscedasticity test (such as the Glejser test) is < 0.05, then there is a heteroscedasticity problem (non-constant residual variance).
- If the p-value > 0.05, then there is no heteroscedasticity problem (residual variance remains constant)

Based on the test results in Figure 5, the results of the heteroscedasticity test using the Glejser test show a p-value for the Training_X1 variable of 0.161, for Development_X2 of 0.563, and for Productivity_X3 of 0.653. All of these p-values are greater than 0.05, which means that there is no heteroscedasticity problem in the regression model. In other words, the residual variance in this model can be considered

fixed or homogeneous, and there is no indication that there is any irregularity in the residual variance that can affect the validity of the analysis results. Therefore, this regression model does not require improvement related to the heteroscedasticity problem.

Based on the results of the classical assumption test, the regression model meets the assumption of normality, does not experience multicollinearity problems, and there is no heteroscedasticity. Thus, the regression model can be considered valid and meets the requirements for further analysis using multiple regression to understand the relationship between independent variables and dependent variables.

MULTIPLE LINEAR REGRESSION TEST
Partial Test
Decision-making:
- If the p-value for each independent variable is <0.05, then the alternative hypothesis (h1, h1, or h3) is accepted, which indicates that the independent variable has a positive and significant influence on the dependent variable.
- If the p-value > 0.05, then the null hypothesis (h0) is accepted, which indicates that the independent variable does not have a significant effect on the dependent variable.

Picture6. Partial Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.259	3.564		.634	.532
	Pelatihan_X1	.222	.219	.211	1.014	.321
	Pengembangan_X2	.542	.214	.474	2.535	.019
	Produktivitas_X3	.137	.161	.150	.850	.404

a. Dependent Variable: Kreativitas_Y

Source: Data processed using SPSS software, 2024

Based on Figure 6., The results of the partial test (t-test) show that the Training variable (X1) has a p-value of 0.321, Development (X2) has a p-value of 0.019, and Productivity (X3) has a p-value of 0.404. Based on the decision-making criteria, only the Development variable (X2) has a p-value <0.05, so it can be concluded that Development (X2) has a positive and significant effect on the creativity of batik craftsmen (Y), so that the hypothesis h2 is accepted.

The Training (X1) and Productivity (X3) variables have a p-value greater than 0.05, so that the h1 and h3 hypotheses are rejected, which means that these two variables do not have a significant effect on the creativity of batik craftsmen. Thus, it can be concluded that in this study, only Development (X2) has a significant effect on

the creativity of batik craftsmen, while Training (X1) and Productivity (X3) do not provide a significant effect partially.

Simultaneous Test
Decision-making:
- If the p-value for the simultaneous F test is <0.05, then the alternative hypothesis (h4) is accepted, which indicates that the independent variables together have a positive effect on the dependent variable.
- If the p-value > 0.05, then the null hypothesis (h0) is accepted, which indicates that the independent variables simultaneously do not have a significant effect on the dependent variable.

Picture7. Simultaneous Test

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.264	3	9.088	6.203	.003[a]
	Residual	33.699	23	1.465		
	Total	60.963	26			

a. Predictors: (Constant), Produktivitas_X3, Pengembangan_X2, Pelatihan_X1

b. Dependent Variable: Kreativitas_Y

Source: Data processed using SPSS software, 2024

The results of the simultaneous test (F test) show that the p-value (Sig.) is 0.003, which is smaller than 0.05. Based on the decision-making criteria, this means that the alternative hypothesis (h4) is accepted. Thus, it can be concluded that the variables Training (X1), Development (X2), and Productivity (X3) simultaneously have a significant influence on the Creativity of batik craftsmen (Y).

These results indicate that although not all independent variables have a partial effect, together the three variables contribute to changes in batik craftsmen's creativity. Therefore, the regression model can be used to explain the relationship between independent and dependent variables in this study.

DISCUSSION
Based on the results of the analysis that has been done, this study shows that the Development variable (X2) has a significant influence on the Creativity of batik craftsmen (Y), while Training (X1) and Productivity (X3) do not provide a significant influence partially. Based on the simultaneous test, the three independent variables have a significant effect on the creativity of batik craftsmen, as evidenced by the results of the F test which shows a p-value of 0.003 (<0.05). This indicates that although individually not all variables have a significant impact, together Training, Development, and Productivity still contribute to increasing the creativity of batik

craftsmen.

The results of the normality test indicate that the data in this study are normally distributed, which means that the regression model can be used without the need to transform the data or use non-parametric methods. The multicollinearity test proves that there is no problem of a very high linear relationship between the independent variables, as indicated by the VIF values which are all below 10. This means that each independent variable in this model has a fairly good relationship with the dependent variable without information redundancy. Furthermore, the results of the heteroscedasticity test indicate that the residual variance in this model is fixed, which means that there is no heteroscedasticity problem that can affect the validity of the analysis results. With the fulfillment of this classical assumption, the regression model can be used for further analysis with a high level of confidence.

The partial test results show that Training (X1) and Productivity (X3) do not have a significant effect on the creativity of batik craftsmen. This could be due to several factors, such as training methods that may be less appropriate to the needs of craftsmen, the lack of application of training results in the creative process, or even obstacles in increasing productivity that do not directly contribute to creativity. In contrast, the Development variable (X2) has a significant effect on the creativity of batik craftsmen, which shows that initiatives in developing skills, innovation, and access to better resources can increase the creativity of batik craftsmen. This is in line with the theory that individual development and a work environment that supports innovation can be the main factors in encouraging creativity(Amelia et al., 2022).

Although only Development (X2) has a significant influence partially, the results of the simultaneous test prove that together the three variables still contribute to the creativity of batik craftsmen. This shows that the interaction between training, development, and productivity remains important in creating an environment that supports innovation. Training may still have long-term benefits in forming a creative mindset, while productivity can be a supporting factor in maintaining the sustainability of innovations that have been developed. Therefore, training and productivity programs still need to be improved and adjusted to the needs of craftsmen so that their impact on creativity is more significant.

CONCLUSION AND RECOMMENDATIONS

Based on the results of the analysis that has been done, this study concludes that the Development variable (X2) has a significant influence on the creativity of batik craftsmen (Y), while Training (X1) and Productivity (X3) do not provide a significant influence partially. However, the simultaneous test shows that together the three independent variables still contribute significantly to increasing the creativity of batik craftsmen. This indicates that the interaction between training, development, and productivity remains important in creating an environment that supports innovation, although not all factors have a direct impact individually. The results of the classical assumption test show that

the regression model used in this study has met the validity requirements, with normally distributed data, no multicollinearity problems, and homogeneous residual variance. Thus, the regression analysis used can be trusted in explaining the relationship between the independent variables and the dependent variable.

Based on the findings of this study, it is recommended that skills development programs for batik craftsmen continue to be improved, especially in terms of innovation and access to better resources. Although training and productivity do not have a significant partial effect, both still have an important role in supporting creativity, so that training methods need to be adjusted to the needs of craftsmen to be more applicable and appropriate. Efforts to increase productivity should not only focus on production quantity, but also on creating a work environment that encourages the exploration of new ideas.

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