



Journal of Education, Teaching, and Learning is licensed under
A [Creative Commons Attribution-Non Commercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

The Influence of Manpower Training Development on the Operational Performance of Vehicle Units in Fleet User Businesses

Zulfa Laila Nur Azkiya^{1)✉}, Zainal Arifin²⁾

✉¹⁾ Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

E-mail: zulfalaila.2022@student.uny.ac.id

²⁾ Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

E-mail: zainal_arifin@uny.ac.id

✉ Correspondence Author

Keywords: Fleet user; manpower; operational performance of vehicle units; training development.

© **Copyright:** 2025. Authors retain copyright and grant the JETL (Journal of Education, Teaching and Learning) right of first publication with the work simultaneously licensed under a [Creative Commons Attribution License](https://creativecommons.org/licenses/by-nc/4.0/)

Abstract

This study aims to analyze (1) the training development patterns implemented in manpower training for fleet users and (2) the influence of manpower training development on the operational performance of fleet user vehicle units. This research employs a qualitative descriptive method, focusing on the impact of manpower training development on the operational performance of vehicles within the fleet user business. Data collection techniques include document analysis, interviews, and observations. Credibility, transferability, dependability, and confirmability are applied to ensure the validity of the data. The data analysis technique uses the interactive model of Miles, Huberman, and Saldaña, which consists of three stages, namely: (1) data condensation, (2) data presentation, and (3) conclusion drawing/verification. The findings reveal that (1) the training pattern adopted in both training programs within the fleet user business follows a tiered structure, and (2) manpower training development significantly influences the fleet user business in maintaining an operational target of 90%. This is attributed to the improvement in mechanical expertise, which enables mechanics to gain a better understanding of work procedures in accordance with standard operating procedures (SOPs) and to identify necessary maintenance and repair measures. The enhancement of mechanical skills positively impacts vehicle unit performance, as evidenced by the Physical Availability (PA) of vehicles reaching 99% in November 2024, exceeding the set target of 90%. Additionally, the study highlights a substantial increase in fleet user business revenue, with a growth of 33% in 2023 and a further increase of 50% in 2024.

INTRODUCTION

Workforce education and training are crucial in nurturing a young generation ready and skilled to face future challenges. As a result, workforce education and training must be continuously revised and adapted to the demands of the dynamic labor market (Triono & Anam, 2024). Training and development are conducted to enhance employees' competencies and capabilities in performing their jobs (Gustiana et al., 2022; Cahya et al., 2021; Al Doghan et al., 2019). Training is an effort to improve knowledge and skills (Fudla et al., 2021; Supardi, 2019; Bhat & Rainayee, 2017). Bariqi

(2018) explains the objectives and benefits of job training, namely: 1) Productivity, 2) Quality, 3) Workforce planning, 4) Morale, 5) Indirect compensation, 6) Safety and health, 7) Prevention of obsolescence, and 8) Personal development. Subyantoro et al. (2022) explain that development aims to improve employees' effectiveness in achieving predetermined work targets. There are several objectives of training and workforce development within an organization: 1) Reducing the performance gap between set targets and actual results achieved by employees, particularly due to their inability to meet established standards. Training is crucial to improve performance, especially in organizations facing declining productivity. 2) Training and development make employees more productive and adaptable to technological developments, enhancing organizational capabilities and benefits. 3) Enhancing employees' commitment and perception of the organization. From the above explanation, training and development aim to create synergy between individual capability enhancement and organizational target achievement to achieve business objectives and employees' career development.

Staff retention is critical to a strong corporate culture and a stable business foundation in today's changing economic landscape. Strategic training programs attract and retain employees and contribute significantly to organizational growth. Employee retention enhances organizational knowledge, productivity, and job satisfaction. Effective training programs improve skills while boosting employee morale and competitiveness. Such initiatives are essential for attracting and retaining top talent, which is critical to a company's success. The positive and significant impact of training on work productivity shows that the better the training provided by a company, the higher the work productivity of its employees (Wahyuningsih, 2019). Fatah et al. (2024) explain that investing in employee training programs is a strategic way for companies to foster a successful and sustainable work environment. The human resource development process consists of two important components: individual and organizational. At the individual level, the goal is the personal and professional development of employees, while at the organizational level, the goal is to create competent human resources to achieve the organization's strategic objectives (Dewi and Harjoyo, 2019: 44; Roberto et al., 2022; Ajitia & Prasetya, 2017).

Referring to Presidential Regulation No. 68 of 2022 of the Republic of Indonesia on the Revitalization of Vocational Education and Vocational Training, the regulation emphasizes that productive and competent human resources/labor can be achieved through effective and efficient vocational education and training; Article 10, Paragraph 4 stipulates that vocational training to meet the human resources/labor needs of each sector is the responsibility of the relevant ministries/agencies or local governments by applicable laws and regulations. Based on Law No. 13 of 2003, Article 1, Paragraph 9, job training covers all activities aimed at providing, acquiring, improving, and developing work competencies, productivity, discipline, attitude, and work ethic at a certain level of skill and expertise following the level and qualifications of the position.

In the automotive industry, it is explained that a fleet or armada is known for using collective vehicle products (PT Hino Motors Sales Indonesia, 2015). As the market leader in medium-duty trucks, Hino achieved sales of 16.411 units from the Hino 500 Series. According to data from the Indonesian Automotive Industry Association (Gaikindo), Hino delivered 29.880 units to the market from January to December 2022 (Fery, 2023). In the first half of 2024, Santiko Wardoyo reported an increase in sales of Hino trucks with a capacity of 10-24 tons, driven by demand from the transportation sector for Fast Moving Consumer Goods (FMCG) companies, as well as tank trucks

from PT User (Persero). The dominant source of Hino sales still comes from the mining and agriculture sectors, accounting for approximately 50% of total sales. Sales dominance in the mining sector is closely tied to the truck unit lifecycle, which is around 4-5 years, as the units used have a faster lifecycle (Putra, 2024). With the increase in unit sales, especially among fleet users in remote areas, it is crucial to provide after-sales service support for maintenance and spare parts to maintain customer trust and meet ongoing operational needs.

According to Presidential Regulation No. 12 of 2021 concerning Amendments to Presidential Regulation No. 16 of 2018 concerning Government Procurement of Goods/Services, Article 38 No. 5 Point G explains that goods or construction work, as well as other services that are specific and can only be carried out by patent holders or parties who have obtained permission from patent holders or parties who have won tenders to obtain permission from the government. The relevant parties must carry out all necessary repairs and preventive maintenance and schedule safety inspections to meet the safety requirements set by law to reduce damage to vehicles and equipment. The key elements of fleet asset management are: 1) Providing the specified level of service and monitoring performance, 2) Managing the impact of growth through demand management and investment, 3) Taking a lifecycle approach to develop cost-effective long-term management strategies that meet the specified service level, 4) Identifying, assessing, and controlling risks appropriately, 5) Aligning with long-term financial plans that identify necessary and affordable expenditures and how they will be allocated (Kitchener Asset Management Plan Infrastructure Services, 2024; Qoyyima & Nugroho, 2022). In this context, PT Hino Motors Sales Indonesia (HMSI), as the authorized main dealer (APM), introduces the concept of a service contract as one form of Authorized Main Dealer (APM) service to provide an overview of the types of maintenance, required parts, necessary support, and operational budget planning needed to maintain the quality of each vehicle unit so it can operate at its best.

Fleet asset management aims to meet the established service level (as amended occasionally) most cost-effectively for current and future customers. Fleet maintenance is an important responsibility when considering the best use of public funds. All agencies are encouraged to establish written policies outlining the planned maintenance programs for their fleets. These policies must include mechanisms to ensure proper and timely preventive maintenance (oil changes, lubrication, etc.) and mechanisms to track costs so that management can make informed decisions regarding the vehicle's continued operation. At a minimum, agencies must follow the maintenance schedule recommended by the manufacturer for each vehicle. Vehicle fleet maintenance and care are the responsibility of the individual and the agency assigning the vehicle. Agencies must enforce policies and schedules to ensure routine services are completed on time (Rules and Regulations Fleet Manual State of Mississippi, 2023).

However, in the field, there are issues with some site fleet user customers of PT HMSI regarding the operational performance or Physical Availability (PA) of the vehicle fleet, which is not yet optimal because it has not reached the Key Performance Indicator (KPI) for Operational Readiness Units (SGO) targeted by the APM, which is 90-95%, as shown in Table 1. Saragih (2024) explains that Key Performance Indicators (KPIs) are metrics or measures used to assess operational performance across various business aspects. KPIs are highly useful tools for tracking progress toward specific goals and targets. Additionally, maintenance and repair issues were found to have previously been undetected by fleet users. These maintenance and repair issues were identified in

December 2023, totalling 764 items, whereas in the previous month (November 2023), only 277 items were identified, as shown in Fig 1. The highest number of issues identified in December 2023 included Repair (306 items), Periodic (165 items), and Greasing (159 items), as shown in Fig 2. That is due to inadequate handling of fleet maintenance and repairs, insufficient workshop facilities, and a lack of skills among the workforce responsible for the fleet. Therefore, in the workforce needs analysis, the manpower to be provided by PT Hino Motors Sales Indonesia (HMSI) requires certification from the APM, specifically PT HMSI, and special certification to ensure quality and safety in maintenance and repairs. To support these services, PT Hino Motors Sales Indonesia provides special training for technicians to enhance their skills before they are ready to serve customers.

Table 1. Low Physical Availability of Fleet User Vehicle Fleet

Segment	UIO (Unit In Operation)	No. of Site	Physical Availability (PA)
Agriculture	1.134	13	70%
Bus	33	1	71%
Coal Mining	48	1	70%
Coal Mining	365	2	65%
Construction	100	1	47%
Transporter	87	8	80%

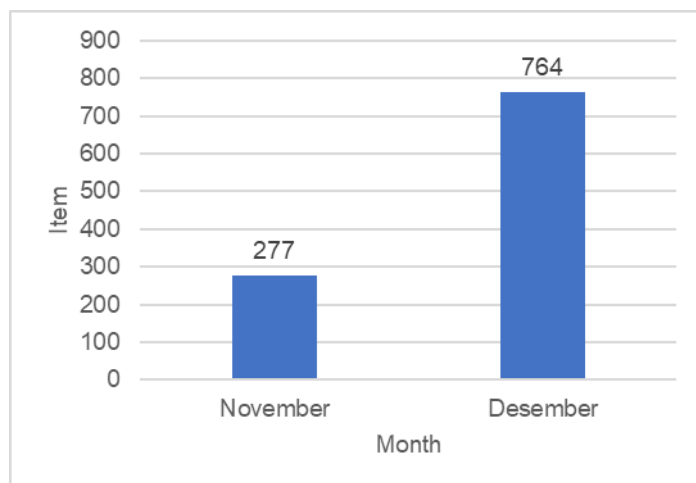


Fig 1. Data Findings on Problems in Fleet User Vehicle Fleet Maintenance and Repair

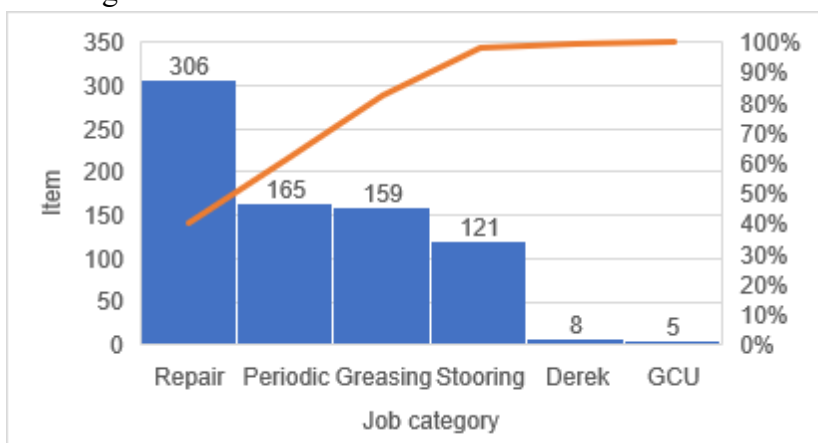


Fig 2. Number of Problems in Fleet User Vehicle Fleet Maintenance and Repair

The issues above indicate that the low skill level of manpower (labor) in vehicle maintenance and repair can potentially be the main cause of the suboptimal operational performance of fleet user business vehicle units. Appropriate training development is needed to improve manpower's ability to perform vehicle maintenance and repair. Therefore, this study was conducted to prove the direct relationship between manpower training development and improved operational performance of vehicle units in the fleet user business. The novelty of this research lies in filling a gap in the literature by demonstrating the direct relationship between workforce training and development and improved operational performance of vehicle units in fleet user businesses. Human resources management or automotive literature has not extensively explored this area. Based on this context, this study investigates the impact of workforce training and development on improving the operational performance of vehicle units in fleet user businesses.

METHODS

This study uses a qualitative research method with a descriptive approach. This qualitative study aims to analyze in depth the influence of manpower training development on the operational performance of vehicles in the fleet user business. The descriptive approach in this study allows researchers to explore informants' perceptions, experiences, and views regarding manpower training development implemented by PT Hino Motors Sales Indonesia. This research takes data sources from the subjects and objects of research that are the focus of the study. The research subjects analyzed are Manpower/Human Resources Dealerships under PT Hino Motors Sales Indonesia. The object of this research is the influence of manpower training development on vehicle operational performance. The data collection techniques used in this study are documentation study, Observation, and interviews. Determining informants is continued by requesting recommendations from the Technical Training Department Head as the initial informant to identify other potential informants. This technique aligns with Creswell's (2012) method, allowing researchers to obtain additional informant references through formal interviews and informal discussions at the research location. Document research was conducted by analyzing various written materials relevant to the research topic. Document sources may include letters, photo archives, meeting minutes, journals, diaries, and others (Wasil, 2022, p. 22). Observation effectively captures behavior, social interactions, and atmospheres that cannot be expressed through words (Fadli, 2024, p. 46). Data analysis techniques use the Interactive Model by Miles, Huberman, and Saldaña, which consists of three stages: (1) data condensation, (2) data display, and (3) conclusion drawing/verification (Miles, Huberman, and Saldaña, 2014).

Credibility, transferability, dependability, and confirmability are the techniques for validating research data. Credibility in qualitative research refers to the accuracy, reliability, and trustworthiness of the findings generated from the research, where trust in the context of qualitative research emphasizes the extent to which the data and its interpretation can be trusted (Nartin et al., 2024). Transferability is external validity that indicates the accuracy and applicability of research findings to the source population. To meet this criterion, research reports must be detailed, precise, systematic, and reliable so that other researchers can implement the results in different contexts (Abubakar, 2021). In qualitative research, dependability testing is conducted through an audit procedure of all stages of the research process, the confirmability test procedure shares similar

principles with the dependability test, allowing both aspects to be tested in parallel (Sugiyono, 2012). Research results are not solely dependent on the researcher's perspective or preferences but are also supported by concrete evidence and methodological transparency (Nartin et al., 2024).

RESULT AND DISCUSSION

The mechanical training pattern for fleet users, as follows: (1) On Board Program (OBP), (2) Hino Quality Service (HQS) Junior Mechanic Training, (3) Grading H4, (4) HQS Senior Mechanic Training, (5) Grading H3, (6) HQS Professional Mechanic Training, (7) Grading H2, (8) HQS Spirit Master Mechanic Training, (9) Grading H1. This pattern is shown in Fig 3. The duration of the mechanic training programs varies, as shown in Table 2, including: (1) HQS Junior Training lasts 2 weeks. (2) HQS Senior Mechanic Training lasts 3 weeks. (3) HQS Professional Mechanic Training lasts 2 weeks. (4) HQS Spirit Master Training lasts 1 week.

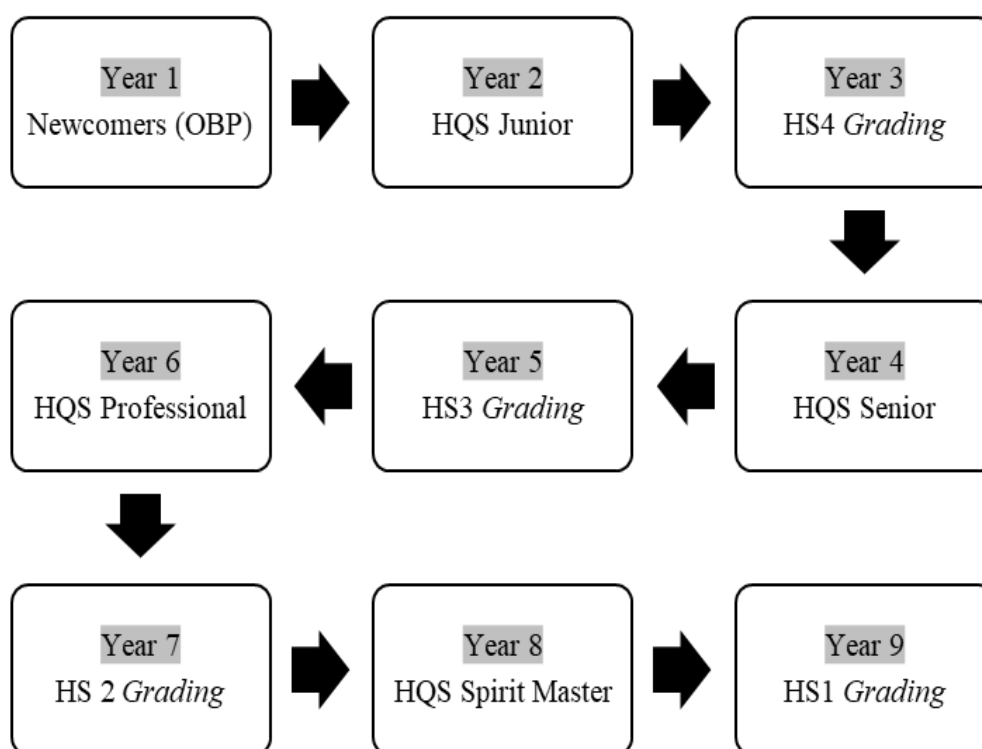


Fig 3. Mechanic Training Pattern
 Table 2. Training Duration

No.	HQS Training	Training Duration
1	On Board Program (OBP)	1 Year
2	HQS Junior Training	2 Weeks
3	HQS Senior Mechanic Training	3 Weeks
4	HQS Professional Mechanic Training	2 Weeks
5	HQS Spirit Master Training	1 Week

The mechanical training used by PT HMSI has a tiered pattern from basic to advanced levels. The tiered training program at PT HMSI works as follows: once a mechanic completes one level of training and passes the assessment, they proceed to the next level with a one-year interval between each level, continuing until the highest level of training is reached. This aligns with previous

research that utilized a tiered training model to enhance professional competencies (Maharani, 2018; Hendrawan & Rantona, 2025). The training development activity flow is shown in Fig 4. This training development activity flow begins with: (1) data grading selection for the opening of training activities along with the number of participants who will attend the training according to their respective levels by the Training Center Administration Staff. (2) Then, the Administration Staff will invite training participants who have passed the data selection to attend the training. (3) After that, the participants will confirm their participation in the training to be held by the Hino Training Center. (4) Next, a pre-test will be conducted before the training activity begins. (5) Next, confirm that participants will complete the training activity. (6) After the training activity ends, training participants will take a theoretical and practical post-test to determine the training participants' graduation. (7) After the training activity ends, the instructor will prepare a report, which will then be submitted to the Training Center Administration Staff for recording the training activities and results. (8) The Administration Staff will then proceed with the certificate issuance process for participants who pass the training and distribute the certificates to those participants. (9) The Administration Staff will then forward the training report prepared by the instructor to the grading team for database monitoring of grading implementation in the following year.

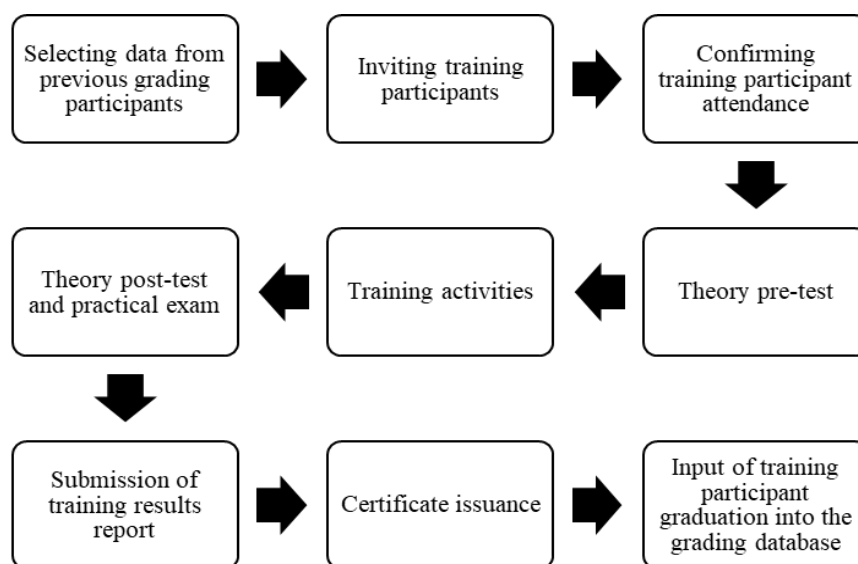


Fig 4. Mechanic Training Activity Flow

In addition, there is a grading activity flow, including (1) Administrative grading selection by the Training Center Administration Staff. (2) The Administration Staff will then invite participants to take part in the grading. (3) Participants will confirm their participation in the grading program. (4) After that, the grading program will be carried out with theoretical and practical tests. (5) After the grading activity is completed, the instructor will prepare a report on the activity and grading results, which will then be submitted to the Training Center Administrative Staff. (6) The Administrative Staff will then proceed with the certificate issuance process for participants who pass the grading and distribute the certificates to those participants. This activity flow is illustrated in Fig 5.

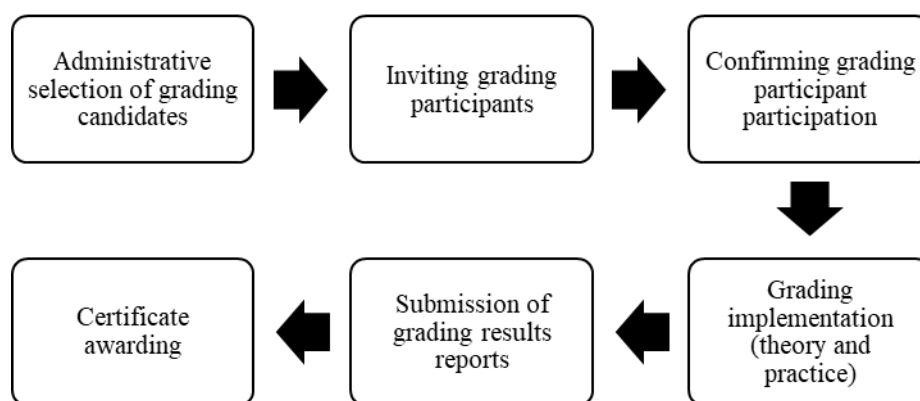


Fig 5. Grading Activity Flow

The advantage of the tiered training model is that it gradually builds mechanics' competencies in line with ongoing development, resulting in higher-quality training outcomes for participants. The training model has existed since the Hino Training Center was established in 1982. However, it underwent a name change to align with the program naming conventions of Hino Motors Limited (HML) and a structural overhaul in 2019. The changes were made due to complaints from dealers, who are users of mechanical skills, regarding mechanics' inability to perform their jobs despite having undergone training. Therefore, a grading program was created to accompany the training programs conducted by PT HMSI. The grading program was implemented as an internal certification program or recognition of expertise, serving as proof of skill acknowledged by both Hino internally and customers for participants who have completed the training. This aligns with previous research indicating that training and certification influence work productivity (Kodri, Fitriani, and Juliantina, 2018). Additionally, changes were made to provide rewards through allowances to mechanics (Muchsinati & Jeanny, 2018).

The inspector training was held based on the findings of the KNKT's analysis of past accidents and other investigations involving fuel transport vehicles. These findings could be attributed to various factors, including (1) Regulations, (2) SOPs, (3) Local conditions, (4) Human error, and (5) Mechanical failure. Inspector training is a solution designed to minimize accidents caused by mechanical failure. The inspector training process is conducted over three days and involves the The National Transportation Safety Committee (KNKT), Exclusive Licensee Agent/PT Hino, Tank Builder or Karoseri, as shown in Fig 6.

The inspector training pattern for fleet users by PT HMSI (APM) is two-tiered, as follows: (1) Junior inspector training (general inspector), (2) Senior inspector training (specialized inspector). The inspector training pattern is shown in Fig 7. This inspector training prepares mechanics with expertise in fleet vehicle units. It equips them to assess the operational safety of fleet vehicle units, ensuring that the manpower prepared by the APM possesses two specialized skills. The training process for inspectors includes (1) Recruiting mechanics to be trained as inspectors, (2) Preparing participants for the inspector training, (3) Conducting a pre-test on theoretical knowledge for training participants by instructors, (4) Conducting the training activities, (5) Conducting a post-test theory and practical exam for participants as a determinant of training completion, (6) Issuing LPK APM certificates to participants who have passed the training, (7) Assigning participants as inspectors at fleet user sites. This process is illustrated in Fig 8.

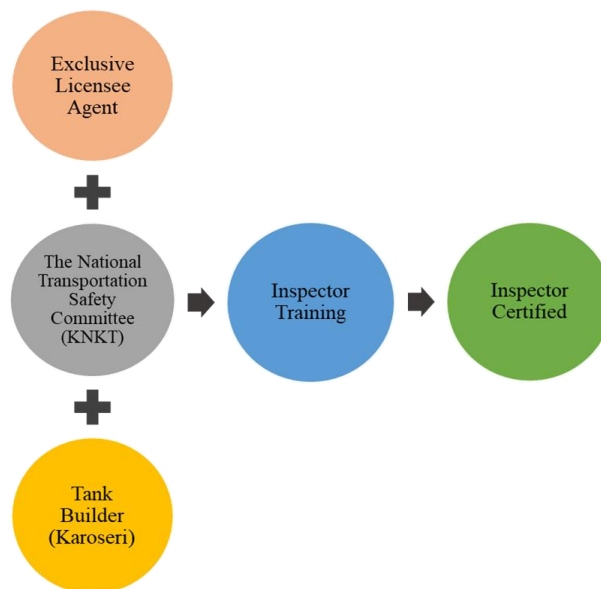


Fig 6. Collaboration between Training Implementers

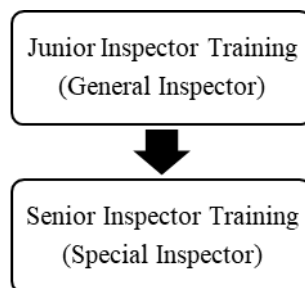


Fig 7. Tiered Training Pattern for Inspectors

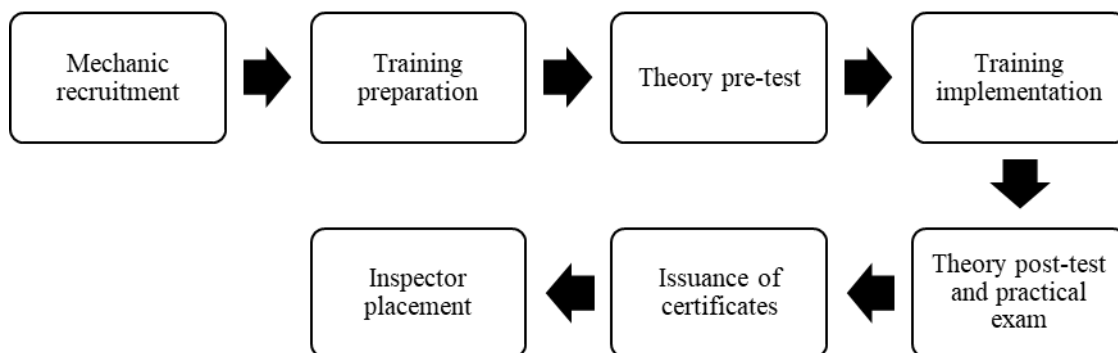


Fig 8. Inspector Training Activity Flow

Besides mechanics, in the manpower needs of fleet user businesses, inspectors are point of contact (PIC) responsible for vehicle inspections and ensuring that tank vehicles are ready for operation and road safety. The advantage of this training model is that, in addition to equipping mechanics with expertise on fleet vehicle units, it also prepares them to assess the operational safety of fleet vehicle units, thereby ensuring that the manpower provided by APM possesses two sets of skills. To produce certified inspectors, inspector training programs were established. This aligns with previous research where safety operation training was conducted to apply safety principles and create a safe and comfortable environment during operations (Andromeda, 2021).

The training conducted by PT HMSI impacts the competencies possessed by the training participants, as shown in Fig 9. The training program is carried out to support the work of mechanics to the maximum extent possible and to carry out work based on SOPs, workshop performance, and manuals. In addition to improving mechanics' mechanical skills, training is conducted to improve safety levels during work. Mechanics can also provide support at customer locations in terms of both competence and quality. Furthermore, inspector training impacts participants' skills, as inspections can only be conducted by mechanics who have completed inspector training and hold an LPK certificate. Thus, these mechanics not only possess mechanical skills but also inspector skills.

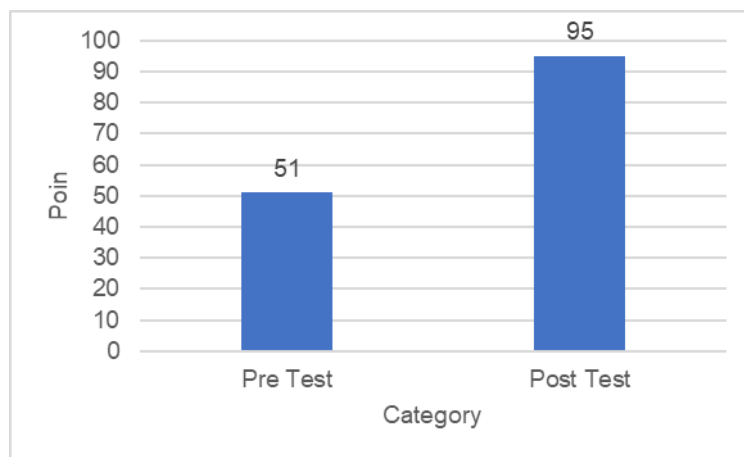


Fig 9. Average Results of Pre-Test and Post-Test Evaluations for Training Participants

To determine which participants have passed the mechanical or inspector training, PT HMSI conducts pre-tests and post-tests, both theoretical and practical, using a Learning Management System (LMS) for the theoretical tests and practical workshops for the practical tests. This aligns with previous research in measuring participants' learning levels during the training program, which falls under Level 2 of the Kirkpatrick evaluation model using a pre-test and post-test design (Hati & Kurnia, 2023; Estrada, Ferrer, and Pardo, 2019). However, for mechanical training, each test has a minimum score requirement of 70 points as the criterion for passing the training. To assess mechanical skill mastery, in addition to pre-tests and post-tests conducted during the training, PT HMSI also conducts follow-up evaluations after the training is completed, namely: (1) Refreshment sessions conducted once a month for three months after the training is completed. (2) Evaluations every three months (gaining experience). (3) Grading implementation. This aligns with previous research that references the Kirkpatrick evaluation model, notably Level Three (behavioral evaluation) to measure changes in participants' behavior and attitudes as a result of applying the knowledge gained from the training and Level Four (impact evaluation) to measure the training's influence on participants' work units (Juanda, 2011).

The mechanical training conducted by PT HMSI impacts the competencies possessed by the training participants. The training program is designed to maximize the performance of mechanical work, ensuring tasks are carried out following Standard Operating Procedures (SOPs), workshop performance standards, and manual guidelines. In addition to enhancing mechanical skills, the training aims to improve safety standards during work operations. Furthermore, the training is conducted to support customer service in terms of competency and quality at the customer's

location. Therefore, it can be said that training has an impact on what the company aspires to achieve, as well as on the company's expectations of its employees, and also affects the mechanics themselves (Dalimunthe, Mulya, Pasaribu, and Andreas, 2024; Burhanudin, 2021).

The presence of inspector training has an impact on improving the skills of training participants. Inspector training impacts improving the skills of training participants, as inspections can only be conducted by mechanics who have completed inspector training and hold an LPK certificate. Therefore, mechanics with LPK certificates have a thorough understanding of fuel tanker inspections, enabling them to possess mechanical and inspection expertise. This aligns with previous research advocating for relevant and up-to-date certifications aligned with industry needs (Irawan et al., 2024).

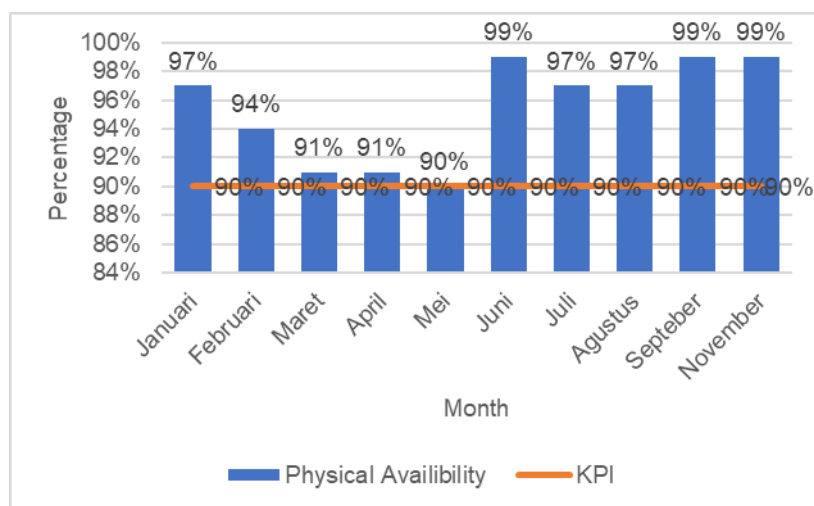


Fig 10. Physical Availability (PA) of Operational Fleet Vehicles for Fleet Users in 2024

The Key Performance Indicator (KPI) target for unit operations is 90% of available units. Training development impacts fleet users' business in maintaining a 90% operational target due to improved mechanic skills. The improvement in mechanics' skills impacts vehicle unit performance, as evidenced by vehicles' Physical Availability (PA) rate in November 2024 reaching 99%, higher than the set target of 90%, as shown in Fig 10.

With the training development programs provided by PT HMSI, dealers can maintain this operational target due to the improved skills of their mechanics. The strategies implemented to achieve unit operations in this fleet user business are: (1) Certifying mechanics and inspectors, (2) Conducting monthly refreshments, (3) Sharing knowledge, (4) Briefings on safety talks related to driving safety, (5) Conducting quality checks (QC) for all work or work inspections (Banjarnahor et al., 2023; Sihombing & Batoebara, 2019).

Implementing training development to meet manpower requirements in the fleet user business, which necessitates two skill sets—both for the vehicle and its tank—has reduced the need for two people to perform a task to just one person, thereby making the costs more efficient. This training development can increase the number of vehicle entries from 800 work orders (WO) to 965 WO. This achievement can be met because the mechanics' skills as manpower in the fleet user business are enhanced by training development. This aligns with the maintenance and repair work that can be handled appropriately in the fleet user business, fulfilling the business targets. This aligns with previous research indicating that training and development effectively empower employees to enhance business performance and productivity (Hidayat et al., 2024).

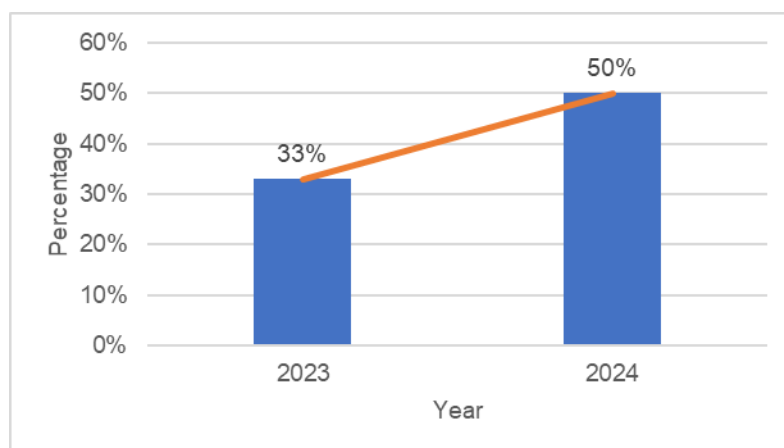


Fig 11. Increase in Business Revenue for Fleet Users

As the mechanics' skills improve, the maintenance and repairs required for vehicles and tanks can be carried out quickly and accurately, thereby increasing revenue. The training development program can increase the revenue of the fleet user business. The increase in revenue for the fleet user business is reported to have reached 33% in 2023 and is projected to increase again by 50% in 2024, as shown in Fig 11. This aligns with previous research indicating a significant increase in business revenue before and after the implementation of training development (Rodsiantini & Suryaningrum, 2022). To monitor and control business revenue to ensure it is maintained or increased, the APM implements the following measures: (1) Conduct monthly planning to maintain and repair users' vehicle units. (2) Monitoring the productivity of both mechanics and inspectors. (3) Monitoring revenue and unit entries. (4) Controlling the spare parts required and work outside the scope of additional work requested by users.

CONCLUSIONS

The training pattern used in both training programs for fleet users is tiered. The mechanic training pattern is as follows: (1) On Board Program (OBP), (2) Hino Quality Service (HQS) Junior Mechanic Training, (3) Grading H4, (4) HQS Senior Mechanic Training, (5) Grading H3, (6) HQS Professional Mechanic Training, (7) Grading H2, (8) HQS Spirit Master Mechanic Training, (9) Grading H1. For the inspector training program, the following applies: (1) Junior inspector training (general inspector), (2) Senior inspector training (specialized inspector). The training programs are designed to support mechanic operations, enhance mechanic skill competencies, improve safety standards during work, support customer site manpower in competency and quality, and enhance mechanic skill mastery. Additionally, mechanics not only possess mechanic skills but also inspector skills.

Training development impacts fleet users' business in maintaining the 90% operational target due to improved mechanical skills. Mechanics become more familiar with work procedures following SOPs and can identify maintenance and repair needs. Improved mechanical skills impact vehicle performance, as evidenced by vehicles' Physical Availability (PA) rate in November 2024 reaching 99%, exceeding the set target of 90%. Additionally, fleet user business revenue saw a significant increase of approximately 33% in 2023 and further increased by around 50% in 2024. Furthermore, the company can identify the manpower and training development program needs required and improve the quality of the training environment for participants, such as providing

participants' needs during the training activities and providing training venues, facilities, equipment, and materials.

CONFLICTS OF INTEREST STATEMENT

Regarding this study, the author declares that there is no conflict of interest.

AUTHOR CONTRIBUTIONS

Study concept and design: Zulfa Laila Nur Azkiya. Acquisition of data: Zainal Arifin. Analysis and interpretation of data: Zainal Arifin. Drafting the manuscript: Zulfa Laila Nur Azkiya. Critical revision of the manuscript for important intellectual content: Zainal Arifin. Statistical analysis: Zulfa Laila Nur Azkiya.

REFERENCES

- Abubakar, R. (2021). *Pengantar Metodologi Penelitian*. Yogyakarta: [SUKA-Press UIN Sunan Kalijaga](#).
- Ajitia, M. G., & Prsetya, A. (2017). Efektivitas Manpower Planning dengan Menggunakan Metode Analisis Beban kerja (Work Load Analysis) berdasarkan Pendekatan Full Time Equivalent (Studi pada Divisi Pengembangan Karir, Organisasi, dan Kompetensi di PT. Pupuk Kalimantan Timur Tbk. Bontang). *Jurnal Administrasi Bisnis (JAB)*, 27-35.
- Al Doghan, M. A., Bhatti, M. A., & Juhari, A. S. (2019). Do Psychological Diversity Climate, HRM Practices, and Personality Traits (Big Five) Influence Multicultural Workforce Job Satisfaction and Performance? Current Scenario, Literature Gap, and Future Research Directions. *SAGE*, 1-14. <https://doi.org/10.1177/2158244019851578>
- Andromeda, V. F. (2021). Pelatihan Basic Safety Training (BST) & SKK 30 /60 Mil kepada Kru Kapal untuk Meningkatkan Keselamatan Pelayaran Kapal Penyeberangan Penumpang di Kawasan Wisata Labuan Bajo. *Jurnal Pengabdian dan Pengembangan Masyarakat*, 49-54. <https://doi.org/10.22146/jp2m.65535>
- Banjarnahor, A. R., Sari, O. H., Sudarso, A., Faridi, A., Prasetya, A., Siagian, E. M., Aksa, Hudrasyah, H., Siallagan, D. N., Simarmata, J., Oetomo, D. S., Handiman, U. T., Nugroho, A., & Sugiarto, M. (2023). *Manajemen Strategi dan Kebijakan Bisnis*. Jakarta: [Yayasan Kita Menulis](#).
- Bariqi, M. D. (2018). Pelatihan Dan Pengembangan Sumber Daya Manusia. *Jurnal Studi Manajemen dan Bisnis*, 64-69. <https://doi.org/10.21107/jsmb.v5i2.6654>
- Bhat, Z. H., & Rainayee, R. A. (2017). Examining the Mediating Role of Person–Job Fit in the Relationship between Training and Performance: A Civil Servant Perspective. *SAGE*, 1-19. <https://doi.org/10.1177/0972150917743377>
- Burhanudin. (2021). Human Capital Theory sebagai Landasan Teoritis dalam Human Resource Development. *JURNAL STIE SEMARANG*, 1-12. <https://doi.org/10.33747>
- Cahaya, A. D., Rahmadai, D. A., Wijiningrum, A., & Swasti, F. F. (2021). Analisis Pelatihan dan Pengembangan Sumber Daya Manusia. *YUME : Journal of Management*, 230-242. <https://doi.org/10.37531/yum.v4i2.870>
- Estrada, E., Ferrer, E., & Pardo, A. (2019). Statistics for Evaluating Pre-post Change: Relation Between Change in the Distribution Center and Change in the Individual Scores. *Frontiers in Psychology*, 1-12. <https://doi.org/10.3389/fpsyg.2018.02696>
- Fadli, M. (2024). Pengumpulan Data dalam Kualitatif. In Nasarudin, M. Rahayu, D. P. Asyari, A. Sofyan, M. Fadli, K. K. Hari, B. M. Nehe, L. M. Manarfa, Yelfiza, E. Mulyati, S. Abbas, M.

- Safii, & F. Sarie, *Metode penelitian Kombinasi (Mixed Method)* (p. 46). Padang: CV. [Gita Lentera](#).
- Fudla, A. R., Winarno, & Wisnalwati. (2021). Pengaruh Pelatihan dan Motivasi Terhadap Kinerja Pegawai dengan Kemampuan Kerja Sebagai Variabel Intervening. *SAINS: Jurnal Manajemen dan Bisnis*, 41-55. <http://dx.doi.org/10.35448/jmb.v14i1.12320>
- Gustiana, R., Hidayat, T., & Fauzi, A. (2022). Pelatihan dan Pengembangan Sumber Daya Manusia (Suatu Kajian Literatur Review Ilmu Manajemen Sumber Daya Manusia). *Jurnal Ekonomi Manajemen Sistem Informasi*, 657-666. <https://doi.org/10.31933/jemsi.v3i6.1107>
- Hati, F. S., & Kurnia, A. R. (2023). Evaluasi Skor Pre-Test dan Post-Test Peserta Pelatihan Pelayanan Kontrasepsi bagi Dokter dan Bidan di Fasilitas Pelayanan Kesehatan di BKKBN Provinsi Jawa Tengah. *Edutrained: Jurnal Pendidikan dan Pelatihan*, 67-78. <https://doi.org/10.37730/edutrained.v7i1.220>
- Hendrawan, F., & Rantona, I. (2025). Pelatihan Pembuatan Website Desa untuk UMKM dan Pemuda Lamteuba. *JIPITI: Jurnal Pengabdian kepada Masyarakat*, 85-90.
- Hidayat, R., Ikaningtyas, M., Zhahran, B. D., Yuanesya, Z. L., & Carolina, A. (2024). Pemberdayaan Karyawan Melalui Pelatihan dan Pengembangan : Pengaruhnya Terhadap Pertumbuhan Bisnis. *Economics And Business Management Journal (EBMJ)*, 1-9.
- Irawan, D., Suhartadi, S., Kurniawan, C., Hasanah, N. N., & Zakia, I. (2024). Pengembangan Sertifikat Kompetensi Mahasiswa PPG Daljab Teknik Otomotif Berbasis Kebutuhan Pasar. *JRIP: Jurnal Riset dan Inovasi Pembelajaran*, 1756 – 1770. <https://doi.org/10.51574/jrip.v4i3.2204>
- Juanda. (2011). Program Evaluation On Job Training for Pre Position Level III. *Jurnal Evaluasi Pendidikan*, 30-41. <https://doi.org/10.21009/JEP.021.03>
- Kodri, I., Fitriani, H., & Juliantina, I. (2018). Analisis Pengaruh Pelatihan dan Sertifikasi terhadap Produktivitas Pekerja. *Media Komunikasi Teknik Sipil*, 9-19. <https://doi.org/10.14710/mkts.v24i1.17331>
- Maharani. (2018). Diklat Berjenjang Mengembangkan Kompetensi Profesional. *Al-Mudarris : Jurnal Ilmiah Pendidikan Islam*, 90-109. <https://doi.org/10.23971/mdr.v1i2.1018>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis A Method Source Book Third Edition* . [California: SAGE Publications, Inc.](#)
- Muchsinati, E. S., & Jeanny. (2021). Pengaruh Training and Development, Performance Appraisal, Reward System terhadap Employee Performance dengan Job Satisfaction sebagai Mediasi pada Hotel Bintang Empat di Batam. *Conference on Management, Business, Innovation, Education and Social Science (CoMBInES)*, 2178-2190.
- Nartin, Faturrahman, Deni, A., Santoso, Y. H., Paharuddin, Suacana, I. W., Indrayani, E., Utama, F. Y., Tarigan, W. J., & Eliyah. (2024). *Metode Penelitian Kualitatif*. Batam: [Yayasan Cendikia Mulia Mandiri](#).
- Qoyyima, T. D., & Nugroho, S. W. (2022). Analisis Kualitas Fleet Safety Management Mobil Tangki menggunakan Pendekatan Lean Six Sigma dan Systematic Cause Anlysis Technique (Studi Kasus: PT Pertamina MOR III). *Industrial Engineering Online Journal*.
- Roberto, T., Nofelia, L., Murni, T., Marsidin, S., & Nellitawati. (2022). Perencanaan Sumber Daya Manusia. *Jurnal Pendidikan Tambusai*, 11232-11240. <https://doi.org/10.31004/jptam.v6i2.4223>
- Rodsiantini, R., & Suryaningrum, D. P. (2022). Evaluasi Dampak Pelatihan Teknis Agribisnis Sayuran Pola On-Site Training Model (OTM) terhadap Pendapatan Petani Brokoli. *AgroSainTa: Widyaiswara Mandiri Membangun Bangsa*, 45-52. <https://doi.org/10.51589/ags.v6i2.3135>

- Sihombing, P. L., & Batoebara, M. U. (2019). Strategi Peningkatan Kinerja Karyawan dalam Pencapaian Tujuan Perusahaan di CV Multi Baja Medan. *Jurnal Publik Reform UNDHAR MEDAN*, 1-16. [/https://doi.org/10.46576/jpr.v6i0.1241](https://doi.org/10.46576/jpr.v6i0.1241)
- Supardi. (2019). Pengembangan Pegawai Melalui Pendidikan dan Pelatihan di kantor Badan Perencanaan Pembangunan Kota Bandung. *Jurnal Ilmiah Ekonomi dan Bisnis ECOBUSS*, 70-77.
- Triono, Y., & Anam, K. (2024). Mengoptimalkan Peran Pendidikan dan Pelatihan Tenaga Kerja dalam Mewujudkan Indonesia Emas 2045. *Oikonomia: Journal of Business Economics and Management*, 50-55.
- Wahyuningsih, S. (2019). Pengaruh Pelatihan dalam Meningkatkan Produktivitas Kerja Karyawan. *Jurnal Warta Edisi* : 60. <https://doi.org/https://doi.org/10.46576/wdw.v0i60.413>