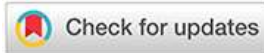


TRAINING NEEDS ANALYSIS FOR NEW EMPLOYEE AT CLASS IIB BREBES PRISON



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ABSTRACT

Human resources are an important asset in correctional institutions, where correctional institutions play a role ranging from providing security to guiding prisoners. However, the training received, especially by new employees, is still very minimal, resulting in skill degradation and less than optimal guidance. This study aims to identify the current skills and skill needs so that any lack of skills is identified in new employees. The study used a qualitative method by conducting interviews with 8 new employees recruited in 2019 and 2021 and the Head of Administration, and by conducting document studies. This study uses the Training Needs Analysis theory by conducting organizational analysis, task analysis, and individual analysis. The results of this study can illustrate that new employees still do not have the skills needed to carry out their duties as correctional officers. This is due to the lack of training received by new employees. So, several organizational goals have not been optimally implemented. Therefore, new employees need to get training according to their fields so that they can carry out their duties optimally and organizational goals can be achieved optimally.

Keywords: Training Needs Analysis; New Employees; Prison



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INTRODUCTION

In Law Number 22 of 2022 concerning Corrections, it is explained that Corrections is a criminal justice subsystem that is responsible for the implementation of the law in terms of the treatment of prisoners, children, and inmates. Furthermore, it is explained that the correctional system is a structure that determines the direction, limitations, and methods of implementing the Correctional function as a whole. Corrections have functions that need to be implemented, including care, guidance, security, services, community guidance and observation. Corrections have a significant impact on the entire process of the criminal justice system in Indonesia, from the Pre-Adjudication to Post-Adjudication stages. During the Pre-Adjudication stage, the organization offers suggestions submitted by the Community Guidance Officer (PK) in the form of Community Research (Litmas), with the aim of potentially stopping the investigation or prosecution process. At the Adjudication stage, the correctional system provides recommendations for alternative decisions such as supervision, warning, fines and conditional sentences through mediation, diversion and non-prison sentences carried out by the Community Guidance Officer. In the Post-Adjudication stage, the correctional system seeks to reconcile conflicts by implementing coaching efforts in the community. This is reflected through the Assimilation and Integration program, which aims to promote positive social re-integration, avoid rejection, and prevent recurrence of criminal acts.

The implementation of the correctional system and functions is carried out in various institutions, including the Special Child Development Institution (LPKA), Temporary Child Placement Institution (LPAS), State Detention Center (Rutan), Correctional Institution (Lapas), and Correctional Center (Bapas). The main purpose of the Correctional Institution, as regulated in the legal framework of Law Number 22 of 2022 concerning Corrections, is to manage training programs targeted at prisoners and foster children. In carrying out its role, the Correctional Institution has the following responsibilities:

1. Provide guidance for prisoners/foster children.
2. Organize guidance, check facilities, and manage work results.
3. Organize social/spiritual guidance for prisoners/foster children.
4. Maintain security and enforce order in the Prison.
5. Manage administration and household.

Normatively, Correctional Institutions should be filled with prisoners/inmates. However, due to limited facilities and infrastructure, not all districts or cities have prisons and detention centers. As a result, there are situations where prisoners who should be in detention centers are actually in prisons, and vice versa. This also applies to Class IIB Brebes Prison, which accommodates prisoners and convicts with the following details:

Table 1
Number of Inmates of Class IIB Brebes Prison

No	Occupant	Total
1	Inmates	47
2	Prisoners	283
Total		330

Source: Brebes Prison, 2024

The presence of prisoners in the Correctional Institution increases the level of complexity in the implementation of the duties and functions of correctional officers.

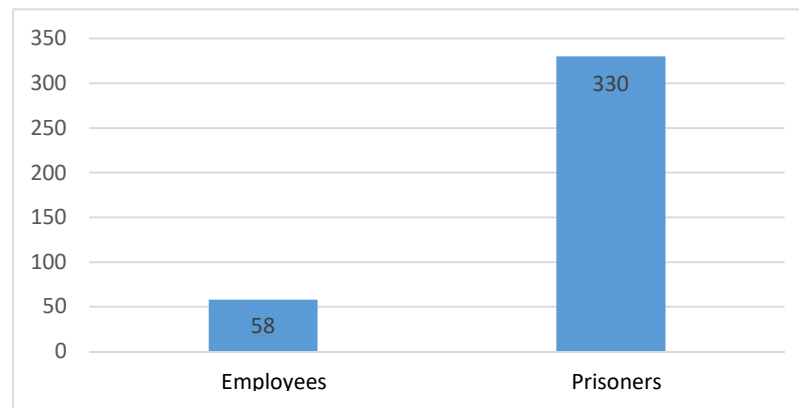
With such complex functions, a correctional officer is required to be able to understand all of these functions. Correctional officers are divided into various sections in accordance with the Regulation of the Minister of Law and Human Rights of the Republic of Indonesia Number M.HH-05.OT.01.01 of 2011, which amended the Decree of the Minister of Justice Number M.01-PR.07.03 of 1985 concerning the Organization and Work Procedures of Correctional Institutions. This section includes the child guidance section, work activities section, administration section, security and order section, and the Prison Unit (KPLP). Each section is directly responsible for its responsibilities under the supervision of the head of the Prison. The responsibility of correctional officers in fostering, caring for, and securing prisoners is a complex and difficult task, requires adequate support from infrastructure, and demands optimal performance (Rizan, 2013). Officers are the main factor in the success of the prisoner development process, because correctional officers will be the ones who will deal directly with prisoners. Therefore, officers play an important role in the coaching process, so that the results of the coaching will be influenced by the quality of the correctional officers.

Correctional officers in carrying out their duties must be equipped with adequate skills, considering that the task of fostering prisoners does not only involve the prisoners themselves, but also pays attention to the role of the community. Active and positive community involvement is an important element in the process of fostering prisoners. To improve the capacity of officers in their role as fostering prisoners and foster children in Correctional Institutions, it is very important to improve the efficiency of carrying out their own duties. To achieve this, it becomes necessary to ensure the potential of officers in a certain scope and then assign them tasks that are in line with their individual skills and knowledge. This approach will to some extent, have an impact and be in line with the desired goal of improving the competence of correctional officers in fulfilling their respective responsibilities (Doris, 2021). To improve the competence of correctional officers, training is needed to support their duties and functions.

Training and development have a crucial role in the context of HR in organizations, especially in the context of correctional institutions. According to Mathis (2010), training is a process in which an employee is given provisions and increased ability to carry out his work duties better. Training is the transfer of skills or growth within oneself which may be a new talent that tells the right practical competence. Then according to Read and Kleiner (1996) Training can improve functionality, usefulness talent and general performance. Training can also be understood as a structured process in which individuals acquire knowledge and expertise according to predetermined goals. Training aims to develop certain behaviors to meet job requirements, so that employees can perform optimally in their positions. In principle, every worker has a variety of competencies, understandings, and selling points that include aspects of understanding, skills, and work attitudes. the hope is that this can improve the comprehensive abilities of employees, including affective (attitude), cognitive (knowledge), and psychomotor (behavior) dimensions. In addition, employee preparation for change is expected to be able to overcome challenges that arise in the scope of work (Hartoyo and Efendy, 2017).

The correctional officer training program aims to improve their performance in carrying out their responsibilities more effectively. As the correctional system develops, analyzing training and development needs for new employees becomes very important. According to Turwelis and Kurniadi (2019), understanding specific training needs in correctional institutions ensures that new employees gain the knowledge and skills needed to excel in their roles. Training must be tailored to specific requirements, so a comprehensive evaluation through Training Needs Analysis (TNA) is essential.

Training Needs Analysis (TNA) is a diagnostic approach to identifying current problems and future needs that must be met through training and development (Rivai and Sagala, 2013). According to Suwatno (2011), examining training needs is an important part of a training strategy, as it helps identify needs across organizations, positions, and individuals through systematic analysis. This process includes three stages: organizational analysis, operational analysis, and individual analysis (Mathis, 2010). Organizational analysis evaluates training needs in the context of the organization's goals and resources. Operational analysis focuses on job processes to ensure employees have the appropriate skills, while individual analysis assesses each employee's performance to determine training needs based on differences between expected and actual performance. However, although the tasks and functions of correctional officers are very complex, the quantity of correctional officers available is inadequate. There is an imbalance between the number of correctional officers and the number of prisoners.



Source: SDP Publik, 2024

Figure 1
Comparison of the Number of Employees to the Number of Inmates at Brebes Prison

In addition to the quantity of officers, the quality of officers is also an important aspect in carrying out the duties and functions of correctional officers. Because the number of employees is very minimal when compared to the number of prisoners, it must be balanced with good quality officers so that the correctional system can run optimally. The quality of officers in this case the competence of correctional officers should fulfill all the duties and functions of corrections. However, based on existing data, new officers at the Class IIB Brebes Correctional Institution are on average high school graduates and after passing to become correctional officers, they have not been given training related to correctional duties and functions.

Table 2
Class IIB Brebes Prison Employees Based on Education Level

No	Education	Total
1	S2	3
2	S1	14
3	SMA/SMK	41
Total		58

Source: Brebes Prison, 2024

Based on the Table 2, it can be seen that the majority of officers at Brebes Class IIB Prison are graduates of high school/vocational high school or equivalent, namely 41 officers out of a total of 58 officers. With this number, it can be said that the majority of employees when they first entered had no experience related to the main tasks and functions in the Correctional Institution.

Table 3
Number of Employee Training Recruitment in 2019 and 2021

No	Type of training	Total	
		2019	2021
1	Basic Training for Civil Servant Candidates Group II	6	13
2	Bureaucratic Reform	1	13
3	Special Technical Training for Corrections in Nusakambangan	4	-
Total Employees		6	13

Source: Brebes Prison, 2024

Based on the Table 3, there is not much training related to the technical tasks and functions of their correctional officers. Then how can a correctional officer carry out his duties and functions according to his section if he is not equipped with training that provides knowledge about the tasks and functions of correctional officers in each section. One of the tasks of correctional officers at Brebes Class IIB Prison is to provide guidance to prisoners, but it can be seen that there has been no training related to guidance for prisoners. This is one of the factors that makes the guidance carried out ineffective. This is indicated by the continued repetition of criminal acts (recidivism) at Brebes Class IIB Prison.

Table 4
Number of Convicts and Recidivist Detainees at Brebes Class IIB Prison

No	Residents Number	Total Number	Recidivists
1	Inmates	46	12
2	Prisoners	284	62
Total		330	74

Source: Brebes Prison, 2024

Based on the Table 4, it can be observed that in Class IIB Brebes Prison, there are 74 recidivists out of a total of 330 inmates, indicating challenges in coaching and handling recidivism. Although coaching is the main focus, the high number of recidivists shows that this effort has not been fully effective. One of the contributing factors is the lack of optimal role of correctional officers in the coaching process. The active role of officers is very important to create an environment that supports inmate change. Therefore, additional training is needed to improve the knowledge and skills of officers in managing coaching programs.

The provision of training has a positive impact on the organization, especially in improving employee capabilities (Hartoyo & Efendy, 2017). Training aims to increase employee contributions to achieving organizational goals, including increasing income. However, if training is not provided, especially to correctional officers with minimal competence, negative impacts can occur, such as decreased work performance, increased costs, lack of task specifications, and decreased organizational achievements (Sumantri,

2005). In addition, ineffective coaching can increase the number of recidivists and security disturbances because officers do not have adequate competence. This hampers the main objective of corrections, which is to transform prisoners so that they can reintegrate into society properly, obey the law, and make positive contributions.

To overcome the negative impacts that arise, training is needed for correctional officers, such as Technical Security Standards training to reduce security disturbances, as well as technical training related to the implementation of drug addiction so that the development of drug case prisoners is more efficient. Other training, such as Physical Fitness, shooting, basic intelligence, and effective communication, are also needed, especially for guard members. In Class IIB Brebes Prison, there is a gap between the number of officers and prisoners, which has an impact on less than optimal development and high cases of recidivism. The competence of officers is also still lacking, as seen from the educational background which is generally high school/vocational school and the limited training received. Therefore, research is needed to analyze the training needs for new employees using the Training Needs Analysis theory so that development is more effective

LITERATURE REVIEW

Training Needs Analysis (TNA) according to Noe (2002) is the process of determining whether training is needed or not. Training Needs Analysis is the initial step in the training instructional design process that plays an important role in achieving training objectives as an alternative solution to solving company problems. The purpose of conducting Training Needs Analysis is to identify performance gaps. In addition, Training Needs Analysis aims to determine the level of employee skills, knowledge and abilities compared to those standardized by the organization so that solutions can be found through training. The Training Needs Analysis process is carried out based on three analysis processes, namely organizational analysis, task analysis and personal analysis.

This organizational analysis aims to produce types of training that are in accordance with the goals and strategies of the organization and to see the extent of management support related to the provision of time and costs for training. Organizational analysis includes steps ranging from collecting information about company goals, identifying training, identifying training, seminars and other programs related to employee development that have been or are currently being carried out by the organization and identifying the organization and training support in the organization. The second process to analyze training needs is to analyze tasks, namely by identifying tasks and skills, knowledge, attitudes (SKA) that employees must have in carrying out tasks through various methods including document review, surveys, observations or interviews. The purpose of task analysis is to find gaps between the skills, knowledge, attitudes (SKA) needed by the organization and those possessed by employees so that they can find the right training for employees to improve their performance. The third approach to identifying training needs is through individual analysis, namely by analyzing employee skills, knowledge, attitudes and behavior. The goal is to identify who needs training, lacks training or has poor previous training.

According to Aprinto (2013), competency development program is a series of activities designed to improve understanding, ability, and work attitude according to the level of expertise to be obtained. Competency development does not always occur through training alone, there are many other ways for employees to develop themselves. In general, the time needed to develop a competency is divided into training of 20%, getting feedback from superiors and sharing knowledge with others of 20%, and being

directly involved in work and independent learning of 60%. Training programs can be carried out formally and informally. Training is one form of competency development program that is formal in nature, e-learning is semi-formal and assignments are informal.

The first internal training is training coordinated by the organization itself, with instructors and staff members sourced internally. Companies can choose to involve external trainers or training institutions for internal training, as long as the main participants are internal employees of the organization. Internal training has several types, the first is job preparation training, namely training for job readiness that offers insight into the organization's business operations and organizational structure including its work protocols and the responsibilities and rights of its workforce. Second, managerial or leadership training to provide employees with essential skills for building relationships, developing leadership qualities, and acquiring managerial expertise covering areas such as strategic planning, directing, supervising, and evaluating. Third, technical or functional training to improve operational proficiency in the employee's specific area of responsibility. Fourth, outbound training, which is an instructional program conducted in an unrestricted environment with the aim of stimulating and fostering collaborative efforts. Finally, there is pre-retirement training to provide retirement preparation. Pre-retirement training equips employees with psychological mental provisions in dealing with retirement, managing post-retirement finances, understanding entrepreneurial business and maintaining health.

Second, public training, Companies usually facilitate the presence of their staff in public training sessions to improve the skills of their internal employees in line with external developments in the organization, including technological advances, laws, economic factors, commercial aspects, and more. In cases where external knowledge resources are limited within the company and employees only have basic skills, a more effective approach is to enroll participants in public training programs. Training has several types, the first is a seminar that involves organizing discussions that focus on certain subject matter. These sessions involve individuals such as speakers, moderators, and participants who have the opportunity to actively engage by asking questions, engaging in debates, and participating in discussions. The second workshop aims to equip participants with the skills needed to perform a specific task. During the workshop, individuals receive instructions on a specific idea and the sequential process for carrying it out. The third course focuses on specific learning about a specific topic of knowledge or skills. The fourth is professional certification training, which is a training program designed to prepare participants for exams or training that leads to complete mastery of competencies in a particular profession.

Third, work experience training, Using work experience as a means of competency development is a very effective approach. The process of developing competency through work experience requires active involvement from managers and all team members. Through work experience, individuals are given the opportunity to acquire knowledge, skills, and work attitudes that are appropriate to the context and challenges faced in the workplace. Direct practice of what is learned allows participants to master skills more quickly. Work experience training has several types, the first is on-the-job training, which is direct training in actual work. Second, assignments are the process by which employees are given responsibility to complete a task or achieve a certain goal. Third, coaching is the process of interaction and directed discussion between leaders and team members to improve the knowledge, skills, and abilities needed to improve performance. Fourth, job rotation is the transfer of employees from one position to another different position within a certain period of time. Fifth, job enlargement is a condition where, although they

remain in the same position, employees are given additional responsibilities and extra tasks. Sixth, job enrichment is a condition where, although they remain in the same position, employees are given additional, deeper responsibilities, including planning, controlling, and evaluating the work of coworkers. Seventh, internships to improve individual technical skills. Internship activities can be in the form of On-The-Job Training (OJT) and are carried out by sending employees to other companies, suppliers, customers, or partners. The eighth knowledge management refers to a series of actions taken by an organization to identify, create, explain, and disseminate knowledge so that it can be reused, accessed, and learned by all members of the organization.

Lastly, independent learning, competency development requires employee initiative and proactivity. Employees need to actively set behavioral goals that they want to develop and explore the knowledge, skills, and attitudes needed to achieve them. Organizations do not always provide a budget for training, and the work environment does not always support learning through OJT. Therefore, it is a professional responsibility for individuals to continue to develop themselves independently. Independent learning has several types, the first is E-learning, which is a distance learning system that uses information technology. The material taught in e-learning is arranged in the form of courses with certain topics consisting of modules. Generally, the duration of e-learning ranges from 30 minutes to 2 hours. The second is literature, which refers to reading materials or scientific sources that can be used to improve a competency. The form of literature can be in the form of digital writing or physical books, as long as it contains information that is relevant to the competency to be developed. Third, formal education, since long ago, formal education from elementary to college level has been one of the common ways to improve employee competency, not only in terms of conceptual knowledge, but also in the development of work skills and attitudes.

METHOD

In this study, the researcher chose a qualitative research approach to be able to describe and explain in more detail the training needs of employees at the Class IIB Brebes Penitentiary. Then the researcher chose a case study research design. The case study design will collect information from various data sources, including observations, interviews, audio-visual materials, in addition to documents and reports. The importance of this case study approach is to understand the phenomenon in depth through a comprehensive analysis of various types of non-mathematical data.

This study uses interviews as primary data. Interviews were conducted with 8 key informants, namely new employees recruited in 2019 and 2021. The 8 key informants were taken based on their placement in the Class IIB Brebes prison, including 2 employees in P2U, one from the 2019 Class and one from the 2021 Class. Then 1 KPLP staff and 3 Registration Staff, each of whom has responsibilities in visiting services, SDP operators and Guidance and integration. Then 2 guard squads representing the 2019 and 2021 Classes. The author took the key informants to obtain information about the Skill Needed and Actual Skills possessed and the training needs required by new employees. Then 1 informant, namely the Head of the Brebes Prison Administration Sub-Division to obtain information regarding what training has been provided and to find out what kind of employees with what competencies are needed by the organization.

In addition to primary data, researchers also took secondary data in the form of literature studies. Through this literature study, there are several supporting data taken in the form of Laws, Legislation, articles related to Employee Training Needs Analysis, the

profile of Brebes Class IIB Prison, training data that has been provided, facilities and infrastructure and photos of activities.

RESULTS AND DISCUSSION

Referring to the Training Needs Analysis (TNA) process put forward by (Raymond Noe, 2002) that this organizational analysis aims to produce types of training that are in accordance with the goals and strategies of the organization and to see the extent of management support related to the provision of time and costs for training. The results of the organizational analysis carried out based on a review of documents carried out by researchers can be concluded that overall, of the 4 activity targets with 23 performance indicators of the Class IIB Brebes Penitentiary, they were well realized with an average performance achievement showing good.

Then the 3 strategic targets of the Class IIB Brebes Penitentiary were also well realized. However, researchers saw that the percentage indicator of the decline in recidivism at the Class IIB Brebes Penitentiary only targeted 1% with a realization of 100% while the number of recidivists on March 2, 2024 was only 74 prisoners, so it can be interpreted that there was no decrease in the number of recidivists at the Class IIB Brebes Penitentiary. One of the causes of the continued existence of recidivists is the less than optimal implementation of coaching. This means that the coaching carried out at the Class IIB Brebes Penitentiary is still not running optimally, resulting in there still being recidivists and even no decrease in recidivists. This is due to the lack of human resources or officers and the lack of facilities and infrastructure to support coaching activities in accordance with the strategic issues/problems listed in the LKJIP of the Class IIB Brebes Penitentiary in 2023. However, the document does not include the lack of training to improve employee competency. Although the indicator for improving employee competency was realized 100% with 23 trainings attended, the training was only the FMD (Physical, Mental Discipline) Training in collaboration with the fire department where there was no training related to coaching that supported the coaching process to run optimally. Based on this, it is necessary to have training related to coaching so that coaching can run more optimally to reduce the recidivism rate.

In addition, from the results of the researcher's interviews with key informants and informants, each of which lasted approximately 15 minutes to 30 minutes. It can be concluded that the organization, namely the Class IIB Brebes Penitentiary, has difficulty in managing training for new employees because for centralized training, the Class IIB Brebes Penitentiary still depends on the BPSDM Law and Human Rights and the Central Java Badiklat. Therefore, training is carried out through work experience methods that include on-the-job training, assignments, coaching and job rotation. However, this training has not been well systematized because there is no prior planning. This training just flows without any planning and specific targets. Because it has not been well systematized, this training does not run optimally, there are employees who accept it well and there are also those who do not accept it well. Because of this, increasing employee competence will greatly depend on how each employee can survive in their respective fields of work.

According to Noe (2002) task analysis is by identifying tasks and skills, knowledge, attitudes (SKA) that employees must have in carrying out tasks through various methods including document review, surveys, observations or interviews. Task analysis in this study was conducted by analyzing the documents of the Decree of the Minister of Justice of the Republic of Indonesia Number: M.01.PR.07.03 of 1985 concerning the Organization and Work Procedures of Correctional Institutions, Perdirjenpas Number:

PAS.12.OT.03.01 of 2008 concerning the Establishment of the Main Gate Security Task Force (Satgas P2U) of Correctional Institutions and State Detention Centers, Decree of the Minister of Law and Human Rights of the Republic of Indonesia Number: M.HH-16.KP.06.01 of 2020 concerning the Competency Standards of State Civil Apparatus Positions within the Ministry of Law and Human Rights and the Pocket Book of Main Gate Security Officers (P2U) at Correctional Institutions and State Detention Centers in 2017.

Based on the review of these documents, the results of the analysis identified several gaps in the implementation of tasks, especially related to the training that should be received by employees in several sections, such as the Registration and Community Guidance Sub-Section, Prison Security Unit, and the P2U Task Force. In the Registration and Community Guidance Sub-Section, although the tasks they carry out are very diverse, the training provided is inadequate. New employees only receive basic training such as a general understanding of corrections and physical fitness. However, technical training such as the Correctional Database System (SDP) and inmate guidance have never been provided in a structured manner. This causes the implementation of tasks to be ineffective, because employees must learn autodidactically, which takes longer.

Likewise with the Prison Security Unit, where the tasks of supervising inmates, guarding facilities, and handling security violations are very complex. Although basic training has been provided, new employees still lack more in-depth training such as technical training in correctional security, conflict management, and effective communication in dealing with inmates. This situation has the potential to cause problems if an incident or emergency occurs in the future, because employees have not been equipped with adequate skills.

The P2U Task Force also experiences similar problems, where the training provided is still very limited. Although officers have a large responsibility in maintaining security at the main door, the training received only includes shooting training and some related to firefighting. Other technical training, such as riot control, disaster rescue, and narcotics knowledge, have not been provided in a structured manner. As a result, many officers carry out their duties only based on habits or learning from seniors, without fully understanding the procedures set out in the SOP. The gap between the skills possessed by employees and the skills required by the organization indicates the need for more targeted and planned training. Although the tasks carried out by new employees have been running well, this is largely due to conditions that are still conducive and supervision carried out based on senior experience. However, without proper training, there is a risk that when an emergency situation or more serious incident occurs, employees will have difficulty handling it.

Therefore, the organization needs to improve the training program for employees, by prioritizing technical training that has not been provided optimally. This includes training on the use of the Correctional Database System (SDP), inmate development training that covers aspects of personality, intellectual, and independence, as well as effective communication and conflict management training. In addition, the organization also needs to ensure that training related to security techniques, emergency health, and self-defense skills is carried out regularly so that employees are always ready to face various situations that may occur in the prison environment.

In conclusion, this task analysis highlights the importance of more comprehensive skill development for employees in various sections, including the Registration and Community Guidance Sub-Section, Prison Security Unit, and P2U Task Force. With more structured and relevant training, it is hoped that employee performance can improve, and

the organization's goals to maintain security and improve inmate development in prisons can be achieved more effectively.

Furthermore, the researcher conducted an individual analysis, individual analysis according to Noe (2002) is the process of identifying the skills, knowledge and behavior of individual employees to determine competency development plans in the future. Currently, training records for new employees are still very limited. This is because the implementation of training for new employees is still very limited. Training documents for new employees are only limited to basic training for class II employees for 8 new employees, bureaucratic reform attended by 6 new employees, self-defense attended by 8 new employees, firefighting attended by 8 new employees, basic intelligence attended by 2 new employees, sensitive assistant training for 1 new employee, physical fitness and shooting attended by 8 new employees and sewing attended by 1 new employee.

The lack of recorded training data is due to the training system in the organization which is still not integrated and scheduled. The knowledge and skills obtained by new employees come from their own work experience working while studying (on-the-job training), learning from the experience and direction of seniors and from assignments given and learning autodidactically based on existing literature.

In addition, researchers also reviewed the data on the assessment of civil servant work performance for the 2022 period from new employees. From these data, it can be seen that the work performance scores of the 8 new employees, 3 employees received good scores while the other 5 employees received sufficient scores. The assessment was obtained from Employee Work Achievement (SKP) with a weighting of 60% and work behavior with a weighting of 40%. All employee work behavior values including service orientation, integrity, commitment, discipline, cooperation and leadership all received good scores. Meanwhile, the SKP achievement of 5 out of 8 employees showed poor results, resulting in their work achievement values showing only adequate results. This means that in carrying out their duties, new employees are still not good enough. Therefore, employees need to improve their knowledge, skills and behavior in order to be able to carry out their duties better.

CONCLUSION AND SUGGESTION

Based on the discussion above, it can be concluded that regarding the training needs of new employees recruited in 2019 and 2021 at the Class IIB Brebes Penitentiary, it was found that new employees still need training that is in accordance with their duties in their respective sections. These results were obtained based on a training needs analysis (Training Needs Analysis) by conducting three analysis processes, namely organizational analysis, task analysis and individual analysis.

In the organizational analysis, the organization still has not provided good coaching training so that there are still indicators that are still minimally achieved, namely related to the decrease in the recidivism rate. Then the problem related to the lack of training for employees is not one of the focuses of the problem in the organization. In the task analysis in three sections, namely the Prison Security Unit (KPLP), the Registration and Community Guidance Sub-Section and the Main Gate Security Task Force (P2U), new employees have not received the training that should be provided in accordance with existing regulations.

Then new employees also still do not have the knowledge and skills to carry out tasks in each section properly. The knowledge and skills that employees have are generally obtained from their own work experience working while studying (on-the-job training), learning from the experience and direction of seniors and from assignments

given and self-study based on existing literature. Then in the individual analysis it was found that each new employee based on existing records had only attended basic training for class II employees, bureaucratic reform, self-defense, firefighting, basic intelligence, PK assistant training, physical fitness and shooting. Then from the results of the 2022 civil servant work performance assessment document from new employees, there are still new employees who only have sufficient scores.

Based on the training needs analysis, new employees need planned and scheduled training according to their respective sections. Because each section still has a lot of training that should be given but has not been given. Although while they are carrying out their duties it is still going well because the conditions are still conducive, if it is not given immediately, if at some point something undesirable happens, it is certain that employees will be nervous and confused and do things that are not appropriate because they have never received the training.

To address the lack of training for employees at Class IIB Brebes Prison, the author suggests developing a more structured and comprehensive training program. This program should not only include ASN-related work preparation training, but also technical skills that are in accordance with the main tasks and functions of employees. Training should consist of theory and practice that are applied directly in the field, including modules related to the basics of corrections, security SOPs, and prisoner development. For example, training on the main door security SOP and the use of the Correctional Data System (SDP). In addition, collaboration with various external institutions, such as BNPB for disaster management training, the Police for riot control, BNPT in preventing radicalization, and BNN for preventing drug abuse, will enrich employee skills. Collaboration with health institutions such as PMI or Mental Hospitals is also needed for training related to first aid and mental health. Collaboration with the KPK can also strengthen employee understanding of ethics, integrity, and corruption prevention.

The author also recommends allocating a special budget to ensure that this training can run smoothly and sustainably. In addition, this training should be included as a priority in the strategic issues listed in the Brebes Prison's annual LKJIP. With the right policies, it is hoped that the lack of training can be overcome, so that employees can work in accordance with applicable SOPs and regulations, and the assessment of civil servant work performance can be improved.

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