



THE INFLUENCE OF WORK EXPERIENCE AND TRAINING ON THE PERFORMANCE OF SHIP CREW WITH WORKING SKILLS AS MEDIATORS ON THE LNG SHIP EKAPUTRA 1: A CONCEPTUAL MODEL

Sarbini¹, Dwi Sunu Kanto²

^{1,2} Department of Management, Faculty of Economics and Business, Trilogi University, Jakarta, Indonesia.

ABSTRACT

A significant downward trend is observed from the LNG Ship Ekaputra 1 performance index data from 2021 to 2023. It reached 9.4 in 2021 but decreased to 8.44 in 2022 and 8.28 in 2023. The performance of the ship's crew is a crucial determinant of operational success. By combining rich work experience with targeted training, ship crews become an irreplaceable force in ensuring the smooth operation of the gas industry. This quantitative study aims to examine the influence of work experience and training on performance through the mediation of the crew members' working skills.

Keywords

Work Experience, Training, Performance, Working Skills, Conceptual Model.

INTRODUCTION

The LNG Ship Ekaputra 1 is specifically designed to transport and supply liquefied natural gas from producers to consumers across the globe. From the performance index data of the LNG Ship Ekaputra 1 from 2021 to 2023, a significant downward trend is observed. In 2021, the performance index reached 9.4 but decreased to 8.44 in 2022, and further declined to 8.28 in 2023. This decline reflects potential issues or challenges that the ship may face in its operations.

Meanwhile, behind the role of the ship and the industry as a whole, the performance of the ship's crew is a key determinant of operational success. From a technical standpoint, skills in operating and maintaining ship equipment are core to operational efficiency. A deep understanding of navigation, maritime rules, and the use of modern technology like GPS creates a strong foundation for crew performance at sea.

Work experience is the best teacher in shaping the working skills of the ship's crew. Field experience provides them with a deep understanding of complex maritime situations, involving intricate navigation, handling valuable cargo, and strict time management. However, experience alone is not enough without ongoing training. Technical and navigation training helps ship crews stay relevant with current technology and maintain their skills in prime condition.

By combining rich work experience with targeted training, ship crews become an irreplaceable force in ensuring the smooth operation of the gas industry. The success of ships in this industry is not just about moving goods but also about the skills and dedication of the crew working behind the scenes, creating a solid foundation for sustainability and efficiency. This research examines the influence of work experience and training on performance, through the mediation of the crew members' working skills.

LITERATURE REVIEW

A. Work Experience

The importance of work experience is undeniable, as the concept that "experience is the best teacher" reflects the exceptional value of experience as the best educator. It's not merely events passed through but also the accumulated learning and understanding from various situations one undergoes. Singgih and Bawono (2010) emphasize that work experience involves both formal education and informal learning from daily experiences. Similarly, Manulang (2013) suggests that work experience entails the formation of knowledge and skills through employees' engagement in job tasks. This highlights the significance of experience as a learning process supporting behavioral growth and development.

Handoko (2013) identifies several factors influencing one's work experience, reflecting essential aspects that shape and enrich individual work experiences. These factors include personal background, talents and interests, attitudes and needs, analytical and manipulative abilities, and technical skills. Through understanding these factors, a more comprehensive picture emerges of how one's work experience is formed and influences their skills and contributions in the workplace. Identifying and understanding these factors can also aid in planning more effective career development and placement strategies.

Regarding work experience indicators, Sedarmayanti (2013) suggests several critical indicators for measuring an individual's work experience. These indicators provide insights into the extent to which someone has developed understanding and skills through work experience. They include the duration of work, the level of knowledge and skills, and mastery of job tasks and equipment. Additionally, Handoko (2013) emphasizes behavioral aspects such as steady and smooth movements, quick responsiveness to signs, and calmness in work. Understanding these indicators enables organizations to better analyze employee competencies and develop strategies to enhance efficiency and performance in the workplace.

From the research by Kamaliah et al (2018) and König, Blömeke, and Kaiser (2015), it can be concluded that work experience plays a significant role in shaping and enhancing individual work skills. Tua and Mardiyah (2022) and Alkhusari et al (2022) indicate that the influence of work experience on performance is a crucial issue in human resource management studies.

B. Training

In his discussion on the definition of training, Panggabean (2012) emphasizes its critical role in modern business environments, where rapid changes necessitate employees with relevant skills and knowledge. Training is defined as focused on developing skills needed for current tasks, while employee development aims to enhance understanding and interpretation of knowledge. Mathis (2008) adds depth to this definition, portraying training as a process through which individuals acquire specific skills contributing to organizational goals. This underscores the multifaceted nature of training, extending beyond technical job aspects to broader individual skill development, thus highlighting its significance in fostering employee competence.

Mangkuprawira and Hubeis (2007) further elaborate on training, defining it as a process aimed at imparting specific knowledge, skills, and attitudes to enhance employees' abilities to perform responsibilities according to set standards. Training serves as a vital tool to improve employee productivity and performance quality, particularly in dynamic business environments characterized by technological advancements and intense competition. Effective training becomes key to ensuring employees' continuous development and relevance, enabling them to adapt to changes and optimize their performance. By providing appropriate training, companies can enhance employees' capacity to cope with evolving challenges and foster a culture supportive of continuous learning.

Factors influencing training, as identified by Rivai (2014), encompass various aspects such as instructors, participants, content, methods, training objectives, and supportive environments. The selection of optimal training methods depends on considerations of cost-effectiveness, relevance to organizational needs, and participant characteristics. Moreover, Marwansyah (2016) suggests additional factors such as top management support, commitment of HR specialists and generalists, technological advancements, organizational complexity, learning styles, and the performance of other HR management functions. Considering these perspectives, designing holistic training programs becomes imperative to ensure effective and sustainable human resource development within organizations.

Through the research conducted by Muahemiah, Halim, and Rahmawati (2016) and Perohmatin, Rufii, and Hartono (2021), it can be concluded that good training, supported by quality instructors, relevant materials, and training methods tailored to the participants' needs, can have a positive impact on the development of work skills. Mariatie and Hasanah (2021) and Rindengan, Trang, and Lumintang (2022) make important contributions to understanding how training influences employee performance in various organizational contexts.

C. Working Skills

The definition of work skills, as discussed by Robbins (2016) and Triton (2009), highlights the unique abilities each employee brings to their role, developed through a combination of training, knowledge, perseverance, and experience. Work skills encompass an individual's capacity to complete various tasks within their job scope, involving both mental and physical abilities. These skills are not acquired instantly but are honed through continuous learning and application. Essentially, work skills form the foundation enabling employees to efficiently handle their responsibilities, tackle challenges, and contribute creatively and innovatively to the company's objectives.

Davis and John (2008) identify factors influencing work skills, emphasizing the roles of knowledge and abilities. Knowledge, gained through observation and experience, plays a vital role in skill development, with higher education levels often enhancing one's ability to learn and adapt to new information. Abilities, on the other hand, encompass an individual's overall capacity to perform tasks within their work environment. Effective work skills require a blend of technical, cognitive, and interpersonal abilities, honed through training, practice, and practical experience. These factors are interconnected, with knowledge forming the basis for skill development, and enhanced abilities expanding and deepening one's knowledge base.

Budi (2009) outlines indicators of work skills, focusing on tasks understanding, work execution knowledge, problem-solving ability, creativity, and quality improvement orientation. These indicators collectively form a profile of an individual's work skills, crucial for personal and organizational success. Understanding assigned tasks and knowing how to execute them correctly are fundamental, while problem-solving skills demonstrate an employee's ability to overcome complex challenges. Creativity in work contributes to effectiveness and efficiency, while a focus on improving work quality reflects a commitment to achieving higher performance standards. These indicators underscore the importance of a comprehensive set of work skills for individual and organizational advancement.

Through the research conducted by Fitriyah and Khair (2021) and Handayani, Samsudin, and Jhoansyah (2022), it can be concluded that work skills play a central role in improving performance. Kamaliah et al (2018) and Fitriyah and Khair (2021) provide a deep understanding of how work experience can serve as a crucial catalyst in shaping work skills, which in turn contribute to employee performance. Muahemiah, Halim, and Rahmawati (2016) and Handayani, Samsudin, and Jhoansyah (2022) offer a more holistic understanding of the role of work skills as a mediator in the relationship between training and performance.

D. Performance

The definition of performance, as articulated by Sandy (2015) and Sutrisno (2016), emphasizes the reflection of an employee's achievements in carrying out assigned tasks. Performance signifies the concrete outcomes resulting from an individual's work behavior and activities, encompassing both quantitative and qualitative aspects of job responsibilities. According to Robbins (2016), performance is evaluated based on specific criteria applicable to a job, highlighting its significance in gauging an employee's effectiveness and contribution to organizational objectives.

The factors influencing performance, as discussed by Sutrisno (2016), include individual and environmental factors. Individual factors driving performance comprise effort, abilities, and role/task perception. Effort represents the physical and mental synergy exerted in task execution, while abilities encompass personal traits necessary for task execution. Clear perceptions of roles and tasks guide individuals in achieving optimal results. Environmental factors, on the other hand, significantly impact employee performance. These factors include physical conditions, equipment availability, time management, material resources, education, supervision quality, organizational design, training programs, and unforeseen circumstances. Understanding and effectively managing both individual and environmental factors are essential for enhancing employee performance and organizational success.

Performance indicators, as described by Robbins (2016), are tools used to measure the extent of employee performance achievement. These indicators include quality of work, quantity, timeliness, effectiveness, and self-reliance. Quality of work reflects employees' perception of the results produced, while quantity measures the volume of work completed. Timeliness indicates the adherence to deadlines, and effectiveness evaluates resource utilization for optimal outcomes. Self-reliance showcases employees' ability to carry out tasks independently. Monitoring performance through these indicators enables organizations to identify development areas and recognize high-performing employees effectively, contributing to goal attainment and organizational growth.

CONCEPTUAL MODEL

Based on the literature review above, the conceptual model is formulated as follows:

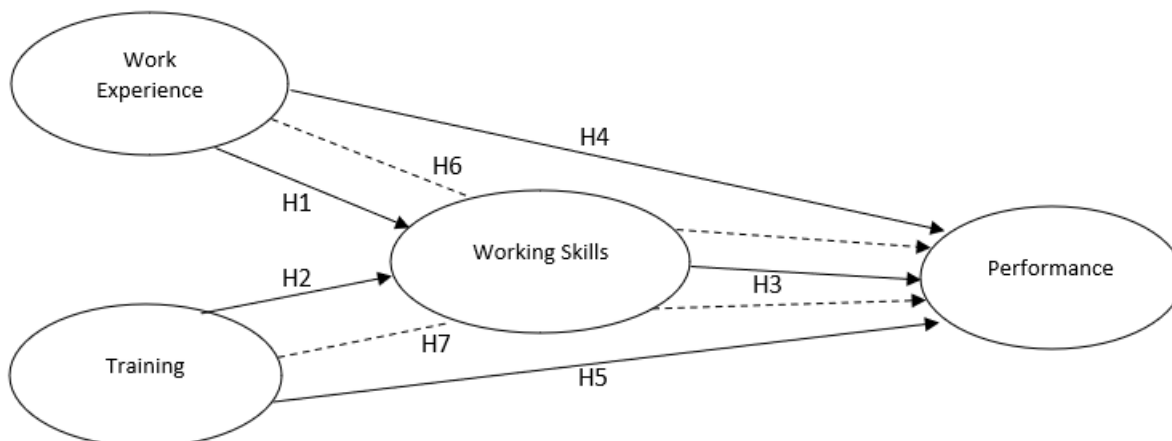


Figure 1. Conceptual Model

HYPOTHESES

Based on the conceptual model and literature review, the hypotheses can be formulated as follows:

- H₁: Work experience directly has a positive and significant effect on Work Skills.
- H₂: Training directly has a positive and significant effect on Work Skills.
- H₃: Work Skills directly have a positive and significant effect on Performance.
- H₄: Work experience directly has a positive and significant effect on Performance.
- H₅: Training directly has a positive and significant effect on Performance.
- H₆: Work Skills mediate the relationship between Work Experience and Performance.
- H₇: Work Skills mediate the relationship between Training and Performance.

METHODOLOGY

This research is a quantitative study using primary data in the form of questionnaire data. The population in this study consists of all employees working at PT Humolco LNG Indonesia, totaling 41 people. In this study, the method used is research on the entire population, considering its limited number. The data analysis process utilizes path analysis techniques with SPSS software, where the research divides the analysis process into two main sub-structures: Substructure 1 and Substructure 2. Substructure 1 focuses on direct analysis between the main variables, evaluating the direct impact of independent variables on the dependent variable. Substructure 2 examines the potential mediation effects that may arise in the path analysis model.

CONCLUSION

This study aims to develop a conceptual model regarding the influence of work experience and training on the performance of the LNG Ship Ekaputra 1, mediated by working skills. It includes the research background, literature review, hypotheses, and research methodology. The status of the influence of work experience and training on performance, through the mediation of working skills, can be determined by applying the conceptual model of this study.

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