
Developing Training Curriculum for Management Trainees Program at Company MTJ

Dwiki Fatur Rizki¹, Yohana Prisila Dian Pertiwi²

MM-Technology, Faculty of Business, President University

Email: meubelandalan@gmail.com, prisilapriyanto@gmail.com

Abstrak

Improving the competence and quality of management cadres is the main focus for many companies in various sectors. In an effort to prepare potential employees to take on future leadership roles, the development of a training curriculum is crucial. The purpose of this study is to explain the importance of designing an effective training curriculum for trainee management programs in MTJ companies. The study also aims and to explore the phenomena and challenges associated with the development of training curricula, focusing on the specific needs of companies and industries as well as the availability of adequate resources. This research uses qualitative methods with a case study approach. Various studies have shown that a structured and relevant training curriculum can make a significant contribution in preparing employees to face the demands of the complex business world. However, in designing training curricula for trainee management programs, companies often face various obstacles, including adjustment to company needs, limited resources, and selection of appropriate learning methods. By understanding these challenges, strategic steps can be taken to address existing issues and design effective training curricula for trainee management programs. This research is expected to make an important contribution in the development of training curricula for trainee management programs in companies. With a better understanding of the challenges companies face in designing effective training curricula, strategic steps can be taken to overcome those obstacles. The results of this study can also provide insight to other companies in designing relevant and effective training programs. In addition, this research can be the basis for the development of advanced research in the field of human resource development and training management.

Keywords: *Taxes, Electronic Tax Reporting, Fiscus Service Quality, Taxpayer Awareness, Taxpayer Compliance*

INTRODUCTION

Developing a training curriculum for trainee management programs is an important aspect of human resource development strategies in various companies (Notodiharjo & Supriyoko, 2019). Along with rapid changes in business dynamics and industry needs, companies are increasingly realizing the importance of having management cadres who are trained and ready to face future challenges. Therefore, developing appropriate training programs for future leaders is essential (Wulandari, 2020). In this context, management trainee programs at MTJ companies become the main focus, illustrating a common phenomenon in companies' efforts to prepare their potential employees for higher managerial roles.

Development of effective training programs for new employees who will become leaders in the future (Gofur, 2019). Today, companies in various sectors face pressure to ensure that they have a high-quality management cadre that can take the company forward in a rapidly changing era. Therefore, developing an appropriate training curriculum for management internship programs is essential. Several studies highlight the importance of a structured and comprehensive training curriculum for aspiring managers. According to Robbins et al. (2017), a good curriculum should cover a variety of topics, from technical skills to leadership, as well as knowledge of the industry and current market trends. Without the right curriculum, management internship programs can fail to prepare employees to face the demands and challenges of today's complex business world (Amalina & Achnes, 2017); (Effendi & Pradiani, 2023).

Creating an effective training curriculum for a management trainee program involves detailed steps tailored to the company's and program participants' specific needs. One method that can be used is the ADDIE Model (Analysis, Design, Development, Implementation, Evaluation), which is a systematic approach to designing training curricula (Suganda et al., 2021). The first step in this process is a needs analysis, in which companies must identify the key competencies needed by future managers. The next step is designing the curriculum, which involves selecting appropriate training materials and setting an effective program structure (Jones, 2018). The next stage is the development of training materials, where the selected materials are prepared and adapted to the needs of program participants. After that, the curriculum is implemented, where participants attend training sessions according to a predetermined schedule. The final step is evaluation, where the effectiveness of the program is evaluated and improvements are made based on feedback from participants and evaluation results (Suheriyantini et al., 2023).

Behind the need for a good curriculum, there are several challenges that companies must face in developing effective training programs (Angga et al., 2022). Research by Smith & Wallace, (2019) shows that one of the main challenges is adapting the curriculum to the specific needs of the company and industry in which employees work. According to a 2020 survey by the Council of Supply Chain Management Professionals (CSCMP), 64% of supply chain professionals reported a talent shortage in their organizations. In 2015 turnover among global CEOs hit a 15-year high. Each organization has a unique culture,

values, and strategies, requiring companies to design a curriculum that can be tailored to their needs and goals. Apart from that, resources such as time, qualified teaching staff, and funds also often become obstacles in developing an effective curriculum (Mahlianurrahman et al., 2023). According to research by Jones (2018), many companies experience problems in providing sufficient resources to support the implementation of adequate training programs. This can result in a poorly structured or inadequate curriculum, which in turn can reduce the effectiveness of management internship programs.

Although the importance of training curriculum development is recognized, a problematic phenomenon often faced by companies in developing management trainee programs is the difficulty in adapting the curriculum to the specific needs of the company and program participants. A curriculum that is not in line with company needs can produce program graduates who are less prepared to face the challenges of the complex business world (Permana et al., 2018). Apart from that, resource constraints such as time, teaching staff, and funds also often become obstacles to developing an effective curriculum (Jones, 2018). Therefore, companies need to identify their needs and use appropriate curriculum development methods to ensure that their management trainee training programs successfully prepare employees for future leadership roles (Suheriyantini et al., 2023).

The objectives of the study analyze the challenges associated with the development of a training curriculum for trainee management programs in MTJ companies, explore strategic steps that can be taken to overcome existing constraints in designing an effective training curriculum, investigate the specific needs of companies and industries in the development of relevant training curricula, evaluate the effectiveness of existing training curricula in preparing potential employees for Facing the demands of the complex business world, it provides a deep insight into the process of developing a training curriculum and its effectiveness in the context of management in the gold manufacturing industry (Saputra & Hadi, 2022).

This research has benefits for a better understanding of the challenges faced by companies in designing training curricula for trainee management programs, providing guidance and recommendations for companies in overcoming obstacles associated with developing effective training curricula, strengthening the relationship between training curricula and the special needs of companies and industries, improving the preparation of potential employees to face complex demands in today's business world, contributing to the improvement of the quality of human resource development and training programs in MTJ companies, as well as the gold manufacturing industry in general, provides a better understanding of the training curriculum development process and its effectiveness in the context of management in the gold manufacturing industry, which can be a reference for further research and development in this field.

While the importance of developing training curricula for management internship programs is widely recognized, some challenges need to be overcome for such programs to successfully prepare employees for future leadership roles. Therefore, further research is needed to explore the best strategies for developing relevant curricula, focusing on company-specific needs, as well as how to overcome resource constraints that may arise.

RESEARCH METHODS

This research uses a qualitative approach to explore and analyze the training curriculum development process in the context of management training programs in gold manufacturing companies. This research method includes content analysis of training modules, participant satisfaction surveys, and competency improvement measurements to investigate the suitability of the material to industry needs as well as the effectiveness of the curriculum in improving managerial skills. Data will be collected through training module documents, participant satisfaction survey questionnaires, and competency assessment tests before and after training (Rismita, 2022). Module content analysis will be conducted to assess the depth and breadth of the material presented. The participant satisfaction survey will provide the participant's perspective regarding the training material and delivery. Increased competency will be measured by comparing test results before and after training. The results of this research method are expected to provide in-depth insight into the training curriculum development process and its effectiveness in the context of management in the gold manufacturing industry.

This research adopts a qualitative research approach to explore and analyze training curriculum development in the context of management training programs in gold manufacturing companies. Involving case studies as the primary method, this research will examine the steps for identifying competency standards, determining essential competencies, formulating success indicators, learning strategies, and learning materials in the training curriculum (Dessler, 2016). Data will be collected through content analysis of training modules and interviews with curriculum developers, instructors, and training participants. Participant satisfaction surveys and internal company documents will also be used to gain greater insight. Qualitative data analysis will be carried out using a thematic approach to identify patterns, themes, and relationships between elements of the training curriculum. The results of this research are expected to provide a deeper understanding of the context of training curriculum development in supporting improving the quality of individual management in the gold manufacturing industry.

This research analyzes the training curriculum for management programs in the gold manufacturing industry, focusing on the description of the sample involved in the study (Sugiyono, 2015). This sample included training participants, curriculum developers, and instructors implementing the training program. Trainees are selected based on specific criteria, including managerial experience, job position, and training needs. The curriculum chosen developers have experience in designing training programs relevant to the gold manufacturing industry. The instructors were selected based on their expertise and experience in training material delivery. Data will be collected through interviews, surveys, and document analysis related to the training curriculum.

This sample description aims to provide a comprehensive picture of the characteristics of participants, curriculum developers, and instructors involved in management training programs in the gold manufacturing industry. This information will be the basis for understanding their context and perspective on training curriculum development and its effectiveness in improving managerial skills.

This research applies careful and structured sampling methods to identify representative participants in analyzing training curricula for management programs in the gold manufacturing industry. The sampling of trainees is based on specific criteria, including level of managerial experience, job position, and training needs relevant to the industry context. In addition, the selection of curriculum developers is carried out by considering experience and expertise in designing training programs that suit the needs of the gold manufacturing industry. The instructors were selected based on their educational background, work experience, and ability to deliver training material effectively. This sampling approach aims to ensure the representativeness and diversity of the participants involved in the research so that the research results accurately reflect their views and experiences of the training curriculum and its effectiveness in the context of management in the gold manufacturing industry.

This research applies a careful and measured sampling method to determine an appropriate measure for analyzing training curricula for management programs in the gold manufacturing industry. The sampling size is directed at selecting several trainees who meet specific criteria, such as level of managerial experience, job position, and training needs relevant to the industrial context. The selection of curriculum developers and instructors is also done by considering adequate measures to obtain holistic insight. This sampling size approach was designed to ensure sufficient data necessary to analyze the training curriculum profoundly and understand the diverse perspectives of participants, curriculum developers, and instructors (Angga et al., 2022). With a careful approach to sampling size, this study aims to provide accurately representative results of diversity and complexities in developing and implementing training curricula in the gold manufacturing industry.

RESULTS AND DISCUSSION

The effectiveness of the training curriculum in the trainee management program at MTJ (Gold Industries) companies is a key aspect that needs to be thoroughly evaluated to ensure that participants gain maximum benefit from the training experience. This evaluation includes an analysis of improvements in participants' knowledge, skills, and attitudes, as well as any positive responses or changes in behavior observed.

First of all, the evaluation of the increase in participants' knowledge is an important indicator to measure the effectiveness of the training curriculum. The data shows that the majority of participants experienced significant improvements in their understanding of management concepts particularly those relevant to the gold industry. For example, participants demonstrated improvements in understanding of strategy risk management in the gold mining sector, as well as understanding best practices in the gold extraction and refining process. This was reflected in the test results before and after the training, where participants showed an average increase of 25% in knowledge scores.

Apart from that, evaluating the improvement of participants' skills is also the main focus in assessing the effectiveness of the training curriculum. Results show that participants successfully developed practical skills relevant to management tasks in the gold industry. For example, participants reported increased capabilities in data analysis to identify market trends and analyze operational performance. This skills improvement is

supported by practical training in the use of data analysis software and business case simulations that enable participants to apply the concepts learned in real situations.

Participants attitudes were also the focus of the evaluation to understand the impact of the training curriculum on their views and approaches to work and industry. Survey results show that the majority of participants demonstrated an increased positive attitude towards learning and self-development, as well as a greater desire to continue learning and developing in their managerial role (Mahlianurrahman & Aprilia, 2022). Additionally, positive responses from participants in discussion sessions and personal feedback indicate that they feel engaged and inspired by the material taught, and see immediate value in its practical application in everyday work (Puspitasari et al., 2022).

Observed behavioral changes are also an important indicator in assessing the effectiveness of the training curriculum. Participants reported changes in their approach to management tasks, such as improvements in their ability to manage teams more effectively, communicate clearly and motivate team members, and take initiative in dealing with complex challenges. These behavioral changes provide strong evidence that the training curriculum is working to influence participants' actions and decisions in the context of their work in the gold industry.

Overall, the evaluation results show that the training curriculum for the trainee management program at the MTJ company is effective in improving participants' knowledge, skills, and attitudes, as well as influencing positive behavioral changes in their work context. These results emphasize the importance of a focused and relevant approach in developing training curricula for preparing trainee managers who are competent and ready to face challenges in the dynamic gold industry.

Increasing participants' knowledge and skills after attending training is a key indicator of the effectiveness of the training curriculum in the trainee management program at MTJ companies in the gold industry. Metrics used to measure knowledge and skills before and after training include pre- and post-training exams, as well as assessments conducted by mentors or supervisors. For example, participants may take a knowledge test before starting training and take a similar test after completing the program. The results of this test will provide a clear picture of their increased understanding of operations management concepts and data analysis skills.

Data shows that participants consistently show significant improvements in their understanding of various operations management concepts, such as production planning, quality control, and supply chain management. Before the training, many participants may have had limited understanding or misconceptions about these concepts, but after attending the training, they demonstrated significant improvements in their ability to elaborate and apply these concepts in a practical context.

In addition, the training also helps participants develop data analysis skills that are important in the context of the gold industry. By using the data analysis techniques learned during the training, participants can be more effective in identifying market trends, optimizing mining operations, and making data-driven decisions. Graphs or tables that compare scores or evaluation results before and after training visually illustrate the improvements that occur, strengthening the argument for the success of the training curriculum in increasing participants' knowledge and skills.

The increase in knowledge and skills observed in participants after attending the training not only benefits the individual but also provides direct benefits to the MTJ company. Manager Trainees who are better equipped with knowledge and skills can be more effective in carrying out their management duties, confronting complex challenges, and identifying opportunities for innovation and improvement in company operations. Thus, investment in the development of a focused training curriculum brings positive results for the company's growth and sustainability in the competitive gold industry.

Changes in attitudes and positive responses of participants after attending training are important indicators in evaluating the effectiveness of the training curriculum in the trainee management program at MTJ companies in the gold industry. Through participant satisfaction surveys and interviews, it can be observed how participants respond to the training materials and overall experience.

First of all, changes in attitudes were observed after participating in the training often including increasing participant motivation and self-confidence. Participants may initially feel unsure or doubtful about their ability to cope with complex management tasks in the gold industry and can experience a significant change in their confidence after undergoing structured and in-depth training. This is reflected in participants' increased participation in discussions, questions asked, and their willingness to take risks and try new approaches in work situations.

Below are the responses from surveys to the questions from different perspectives at MTJ Company:

| Questions | Managers | General Manager | Managing Director | Stake Holder |
|--|---|--|--|--|
| As a superior within the company, what specific skills or competencies do you believe are essential for management trainees to develop? | Effective communication skills, both verbal and written, to convey ideas and instructions clearly. Strong decision-making abilities, including problem-solving and critical thinking skills. Leadership skills to inspire and motivate teams, delegate tasks efficiently, and handle conflicts diplomatically. Strategic thinking and the ability to analyze data to make informed business decisions. | Strategic thinking and the ability to align departmental goals with overall organizational objectives. Decision-making skills, including the ability to analyze complex situations and make timely, informed decisions. Leadership capabilities to inspire and motivate teams, foster innovation, and drive results. Strong communication skills, both verbal and written, to effectively convey ideas and foster collaboration. | Strategic thinking and the ability to align departmental goals with the company's long-term objectives. Decision-making skills, including the capacity to analyze data, evaluate risks, and make sound judgments. Leadership capabilities to inspire and motivate teams, foster a culture of innovation, and drive organizational change. Adaptability and resilience to navigate through uncertainty and lead in dynamic business environments. | Strategic thinking and the ability to align actions with long-term company goals. Strong communication skills to effectively convey ideas and build relationships. Problem-solving abilities to address challenges and adapt to changing circumstances. Leadership qualities to inspire and motivate teams towards achieving objectives. |
| From your perspective, what gaps or areas of improvement do you see in the current training programs for potential managers? | Lack of emphasis on practical, hands-on experience in real-world scenarios. Insufficient focus on soft skills development, such as emotional intelligence and interpersonal communication. Limited exposure to cross-functional experiences, hindering a holistic understanding of the business. Inadequate integration of technology and digital literacy into training modules. | Insufficient focus on developing strategic thinking and decision-making skills. Limited exposure to real-world business challenges and opportunities. Lack of emphasis on cross-functional collaboration and understanding of various departments. Inadequate training on leadership development and effective communication. | Limited emphasis on developing strategic thinking and decision-making abilities. Insufficient exposure to real-world business challenges and opportunities. Lack of cross-functional training and understanding of different aspects of the organization. Inadequate focus on leadership development, including emotional intelligence and conflict resolution skills. | Limited emphasis on developing soft skills such as emotional intelligence and interpersonal communication. Insufficient exposure to real-world business scenarios and decision-making processes. Lack of opportunities for cross-functional collaboration and understanding of diverse perspectives. |
| How do you think a management trainee program could enhance the leadership pipeline within your organization? | A structured management trainee program can identify and nurture high-potential individuals, ensuring a continuous influx of talent into leadership roles. By providing exposure to different facets of the business, the program can groom future leaders who possess a comprehensive understanding of the company's operations. Through mentorship and coaching, management trainees can learn from seasoned professionals, accelerating their growth and development. | A well-designed management trainee program can identify and develop high-potential individuals who can eventually assume leadership roles. By providing exposure to different aspects of the business, the program can groom future leaders with a holistic understanding of the organization. Rotation programs across departments can help management trainees gain diverse experiences and perspectives, preparing them for broader leadership roles. | A robust management trainee program can identify and nurture high-potential individuals, ensuring a steady supply of qualified leaders. By providing exposure to various departments and functions, the program can groom well-rounded leaders with a deep understanding of the organization. Rotation programs and cross-functional projects can help management trainees gain diverse experiences and perspectives, preparing them for broader leadership roles. | A well-designed management trainee program can identify and develop talent, ensuring a continuous supply of capable leaders. By providing exposure to different functions and departments, the program can groom individuals with a broad understanding of the organization. Rotation programs and project assignments can help management trainees gain diverse experiences and perspectives, preparing them for leadership roles. |
| In your opinion, what type of mentorship or coaching structure would be most beneficial for management trainees? | A combination of formal and informal mentorship, pairing management trainees with experienced leaders who can provide guidance and support. Regular feedback sessions to track progress and identify areas for improvement. Access to executive coaching or leadership development programs to hone specific skills and competencies. Opportunities for peer-to-peer learning and knowledge sharing among management trainees. | Pairing management trainees with experienced leaders as mentors to provide guidance, feedback, and career advice. Regular check-ins and feedback sessions to track progress and address development areas. Opportunities for exposure to senior leadership and participation in leadership development programs. Peer-to-peer learning and networking opportunities to exchange ideas and best practices. | Pairing management trainees with experienced leaders as mentors to provide personalized guidance and career advice. Regular feedback sessions to track progress, address development areas, and set goals. Access to executive coaching or leadership development programs to hone specific skills and competencies. Peer-to-peer learning and networking opportunities to foster collaboration and knowledge sharing. | Pairing management trainees with experienced mentors who can provide personalized guidance and support. Regular feedback sessions to track progress, identify development areas, and set goals. Access to leadership development programs and external coaching resources to enhance specific skills and competencies. |
| What role do you think managerial staff should play in shaping the curriculum or providing guidance to management trainees? | Managers can provide valuable insights into the specific skills and competencies required to succeed in their respective departments. Managers can actively participate in curriculum development by identifying learning objectives, suggesting relevant training modules, and sharing best practices. Managers should cultivate a supportive and inclusive environment where management trainees feel empowered to take initiative, ask questions, and seek guidance when needed. | Managers should actively participate in curriculum development by identifying key skills and competencies needed for success in their respective departments. Managers should create a supportive environment where management trainees feel empowered to take risks, learn from failures, and grow professionally. Managers should be accessible and approachable, encouraging open communication and dialogue with management trainees to address any concerns or questions they may have. | Managers should actively participate in curriculum development by identifying key skills and competencies required for success in their respective areas. Managers should create a conducive environment where management trainees feel empowered to take initiative, innovate, and contribute to the organization's success. Managers should serve as role models, demonstrating the company's values, ethics, and expectations for leadership behavior. | Managers should actively participate in curriculum development by providing insights into the skills and competencies needed for success in their respective areas. Managers should create a supportive environment where management trainees feel empowered to take initiative, innovate, and contribute to organizational goals. Managers should model leadership behaviors and reinforce company values, ethics, and expectations for leadership conduct. |

Design and development of a management trainee curriculum based on the responses provided to the questions from different perspectives at MTJ Company:

- There is a consensus among stakeholders that management trainees should develop a combination of technical, interpersonal, and leadership skills. These include strategic thinking, communication, decision-making, leadership, adaptability, and business acumen.
- There are identified gaps in current training programs, including limited emphasis on soft skills development, lack of exposure to real-world business challenges, and insufficient opportunities for cross-functional collaboration and experiential learning.
- A well-designed management trainee program has the potential to enhance the leadership pipeline within the organization by identifying and nurturing talent, providing exposure to different functions, and preparing individuals for broader leadership roles through rotation programs and mentorship.

- d. Stakeholders highlight the importance of mentorship from experienced leaders, regular feedback sessions, access to leadership development programs, and peer-to-peer learning as beneficial components of the mentorship or coaching structure for management trainees.
- e. Managerial staff should play a crucial role in shaping the curriculum and providing guidance to management trainees. They can contribute insights into the skills and competencies needed for success, serve as mentors and coaches, create a supportive learning environment, and provide opportunities for on-the-job training and experiential learning (Hindasah & Astuti, 2019).

Based on a previous survey of company MTJ, the appropriate method and the best positive impact for developing the management trainee curriculum is that:

| Methods | | | | | |
|----------------------------------|--|-------------------------------------|--|---------------------------------------|---|
| Experiential Learning | | Mentorship and Coaching | | Evaluation and Continuous Improvement | |
| Job Rotations | Management trainees are given the opportunity to work in different departments or roles within the organization for a set period. This allows them to gain exposure to various functions, understand interdepartmental dynamics, and develop a holistic view of the organization's operations. | Mentorship Pairing | Each management trainee is matched with a senior leader or experienced manager who provides guidance, support, and career advice. Mentors offer insights based on their own experiences, help trainees navigate challenges, and serve as role models for professional behavior. | Feedback Mechanisms | Gather feedback from management trainees, mentors, trainers, and other stakeholders through surveys, focus groups, or one-on-one discussions. Ask about their experiences, perceptions, and suggestions for improvement. |
| Cross-Functional Projects | Management trainees collaborate on projects that require input from multiple departments or teams. This fosters teamwork, communication, and problem-solving skills while providing insights into how different parts of the organization work together to achieve common goals. | Regular Feedback and Support | Trainees meet regularly with their mentors to discuss progress, set goals, and address any concerns or questions. Mentors provide constructive feedback, identify areas for improvement, and offer encouragement to help trainees stay motivated and focused on their development. | Performance Metrics | Establish key performance indicators (KPIs) to measure the impact of the curriculum on trainee performance, skill development, and organizational outcomes. Track progress against these metrics and identify areas where improvements are needed. |
| Case Studies | Real-life business scenarios are presented to management trainees for analysis and discussion. Through case studies, trainees can apply theoretical knowledge to practical situations, develop critical thinking skills, and explore different approaches to decision-making. | Peer-to-Peer Learning | In addition to mentorship, trainees engage in peer-to-peer learning activities where they share experiences, exchange ideas, and collaborate on projects. This creates a supportive learning community where trainees can learn from each other's perspectives and experiences. | Benchmarking | Compare the curriculum against industry standards, best practices, and competitor programs. Identify areas of strength and areas for enhancement based on benchmarking data. |
| Simulations | Interactive simulations replicate realistic business environments and challenges. Trainees can experiment with different strategies, make decisions, and observe the consequences in a risk-free setting. This allows them to develop problem-solving skills, decision-making abilities, and resilience. | Networking Opportunities | Mentors help facilitate networking opportunities for trainees, introducing them to key contacts within the organization and industry. This expands trainees' professional networks, enhances their visibility, and opens doors to potential career opportunities. | Iterative Review Process | Regularly review and update the curriculum based on feedback, performance data, and changing organizational needs. Incorporate new learning technologies, methodologies, or content to keep the curriculum fresh and engaging. |
| Role-Playing Exercises | Trainees participate in simulated scenarios where they take on different roles and interact with colleagues, clients, or stakeholders. Role-playing exercises help improve communication, negotiation, and conflict resolution skills by providing opportunities to practice and receive feedback in a controlled environment. | | | Stakeholder Involvement | Involve stakeholders in the evaluation and improvement process to ensure buy-in and alignment with organizational goals. Seek input from managers, executives, HR professionals, and other relevant parties to inform decision-making and prioritize initiatives. |

By integrating these methods into the curriculum development process, organizations can create a robust and effective management trainee program that prepares participants for leadership roles and contributes to the overall success of the organization.

In addition, training can also influence the level of participant involvement in company projects. Participants who may initially be less motivated to get involved in company initiatives may show an increase in their involvement and dedication after attending training that provides a better understanding of the importance of their role in achieving organizational goals. This may be reflected in increased participation in team projects, volunteer initiatives, or a greater level of contribution to overall company goals (Hardjono, 2022).

Positive responses from participants, reflected in satisfaction surveys and interviews, are also important indicators in assessing the effectiveness of the training curriculum. Participants who provided positive feedback indicated that they felt value from the material taught and the overall training experience. They may highlight the practical usefulness of the concepts learned in the context of their work, as well as the quality of the teaching and training facilities provided. This positive response provides evidence that the training curriculum successfully met participants' needs and provided significant benefits for them in preparing themselves for managerial roles in the gold industry (Sudewo & Christiana, 2022).

Overall, the change in attitudes and positive responses of participants after participating in the training is a strong indicator of the effectiveness of the training curriculum in the trainee management program at the MTJ company. These changes not only include increased participants' motivation, confidence, and engagement in company projects but also reflect the value they perceive from the overall training experience. Thus, a well-designed training curriculum can have a significant positive impact on participants and companies in facing the challenges and opportunities in the dynamic gold industry.

CONCLUSION

In this conclusion, it is important to highlight the urgency and value of developing a focused training curriculum in management training programs in MTJ companies, especially in the context of the dynamic gold industry. A training curriculum that fits the company's needs and current industry trends is not only a necessity, but also a strategic investment that can bring long-term benefits to the company and trainees.

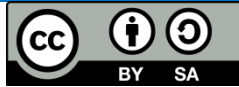
The development of training curricula in MTJ companies in the gold industry highlights the importance of adapting training materials to the evolving needs and dynamics of the industry. The right curriculum can prepare trainee managers with skills and knowledge that match today's industry demands. It involves responding to technological changes, regulations, and market trends that affect a company's operations. Effective curriculum development methods include needs analysis, consultation with stakeholders, and best practice research in management training. Using this method, organizations can ensure that the training curriculum provides maximum benefits for employee development and the long-term success of the company in the dynamic and competitive gold industry.

REFERENCE

- Amalina, D., & Achnes, S. (2017). *Faktor Yang Mempengaruhi Proses Pengambilan Keputusan Wisatawan Berkunjung Ke Objek Wisata Religi Masjid Agung Islamic Centre Kabupaten Rokan Hulu*. Riau University.
- Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Komparasi implementasi kurikulum 2013 dan kurikulum merdeka di sekolah dasar Kabupaten Garut. *Jurnal Basicedu*, 6(4), 5877–5889.
- Effendi, A., & Pradiani, T. (2023). Pengaruh Kualitas Program, Layanan, Biaya Dan Citra Merek Terhadap Kepuasan Peserta Pelatihan Pada Lembaga Pelatihan Dan Kursus Pt Trampil Sistem Manajemen: Studi Kasus Di Pt Trampil Sistem Manajemen Batam. *Jurnal Ilmiah Riset Aplikasi Manajemen*, 1(2).
- Gofur, A. (2019). The effect of service quality and price on customer satisfaction. *Journal of Management and Business Research (JRMB) Faculty of Economics UNIAT*, 4(1), 37–44.
- Hardjono, W. (2022). Keberlanjutan Pengembangan Kurikulum Pelatihan Manajemen Usaha Pelayanan Jasa Alat Mesin Pertanian (UPJA). *Jurnal Widyaiswara Indonesia*, 3(4), 227–240.
- Hindasah, L., & Astuti, R. J. (2019). Pelatihan manajemen produksi dan pemasaran untuk mendukung eduwisata Desa Panjangrejo Bantul. *Prosiding Seminar Nasional Program Pengabdian Masyarakat*.
- Mahlianurrahman, M., & Aprilia, R. (2022). Menyusun cerita praktik baik pembelajaran berbasis Kurikulum Merdeka di sekolah dasar. *Jurnal Anugerah*, 4(1), 43–49.
- Mahlianurrahman, M., Rafli, M. F., Aprilia, R., Putra, A., & Auliaurrahman, A. (2023). Pelatihan Menyusun Program Kerja Berbasis Kurikulum Merdeka Untuk Mewujudkan Sekolah Aman Dan Nyaman. *Qardhul Hasan: Media Pengabdian Kepada Masyarakat*, 9(1), 78–82.
- Notodiharjo, S., & Supriyoko, S. (2019). Pengembangan Modul Pelatihan untuk Meningkatkan Kualitas Hasil Pelatihan. *Media Manajemen Pendidikan*, 2(1), 79.
- Permana, A. I., Fauzan, M., & Prastowo, S. L. (2018). Pengaruh Citra Merek, Kualitas Pelayanan Dan Persepsi Harga Terhadap Kepuasan Mahasiswa Di Universitas Muhammadiyah Tangerang. *Pelita: Jurnal Penelitian Dan Karya Ilmiah*, 18(2), 121–143.
- Puspitasari, D. R., Basalamah, M. R., & Rahmawati, R. (2022). Pengaruh Kualitas Pelayanan Dosen, Pelayanan Akademik, Fasilitas Pendidikan, Dan Citra Merek Lembaga Terhadap Kepuasan Mahasiswa Fakultas Ekonomi Dan Bisnis Universitas Islam Malang. *E-JRM: Elektronik Jurnal Riset Manajemen*, 11(12).
- Rismita, B. (2022). Journal of Educational Science and Technology. *Journal of Educational Science and Technology*, 8(1), 45–53.
- Saputra, D. W., & Hadi, M. S. (2022). Persepsi guru sekolah dasar jakarta utara dan kepulauan seribu tentang kurikulum merdeka. *Holistika: Jurnal Ilmiah PGSD*, 6(1), 28–33.
- Smith, M., & Wallace, M. (2019). An analysis of key issues in spa management: Viewpoints from international industry professionals. *International Journal of Spa*

and Wellness, 2(3), 119–134.

- Sudewo, P. A., & Christiana, W. (2022). Hubungan antara kompetensi manajerial dan sosial kultural dengan akuntabilitas kinerja organisasi pemerintah: studi kasus unit kerja di Badan Pengawas Obat dan Makanan. *Jurnal Widyaiswara Indonesia*, 3(3), 119–130.
- Suganda, T., Handiyani, H., & Nurdiana, N. (2021). Penerapan Training Need Analysis dalam Penyusunan Kurikulum Pelatihan Kompetensi Nursing Informatics Kepala Ruangan. *Jurnal Kepemimpinan Dan Manajemen Keperawatan*, 4(1), 31–40.
- Sugiyono, P. (2015). Metode penelitian kombinasi (mixed methods). *Bandung: Alfabeta*, 28, 1–12.
- Suheriyantini, S., Al Idrus, A., Asrin, A., Fahrudin, F., & Hakim, M. (2023). Pengelolaan Program Kelompok Kerja Guru (KKG) Dalam Memperbaiki Kompetensi Dan Kinerja Guru Sekolah Dasar (SD) Kabupaten Lombok Barat. *JPAP (Jurnal Praktisi Administrasi Pendidikan)*, 7(1), 22–30.
- Wulandari, A. (2020). Pengaruh Instruktur Pelatihan, Peserta Pelatihan, Materi Pelatihan, Metode Pelatihan Dan Tujuan Pelatihan Terhadap Kinerja Karyawan. *Value: Jurnal Manajemen Dan Akuntansi*, 15(1), 40–53.



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)
