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Communication Strategy In Human Resource Training At Qfah_Vintage MSME

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Abstract

Micro, Small, and Medium Enterprises (MSMEs) play an important role in supporting economic growth, but their development is often constrained by the quality of human resources. This study aims to analyze the communication strategies implemented in human resource training at Qfah_Vintage MSME, identify the obstacles encountered during the training process, and examine the role of communication strategies in improving trainees' performance. This research employed a descriptive qualitative approach. Data were collected through observation, in-depth interviews, and documentation involving the owner, trainer, assistant trainer, and two training participants selected using purposive sampling. The data were analyzed using the interactive model of Miles and Huberman, consisting of data collection, data reduction, data display, and conclusion drawing. The findings indicate that communication strategies in the training process were implemented through direct communication, simple language, step-by-step material delivery, demonstrations, hands-on practice, and two-way communication. These strategies facilitated participants' understanding and improved their knitting skills. However, several obstacles were identified, including differences in participants' abilities, limited training time, and participants' lack of confidence in asking questions. Overall, effective communication strategies contributed to improving the quality of human resources and supported the production quality of Qfah_Vintage MSME.

Keywords: Communication Strategy; Human Resource Training; MSMEs; Organizational Communication; Qfah_Vintage.

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INTRODUCTION

Micro, Small, and Medium Enterprises (MSMEs) play an important role in supporting the Indonesian economy through job creation and the improvement of community welfare. However, one of the obstacles still faced by many MSMEs is the management of human resources (HR), particularly in improving employees' skills and quality of work. HR training therefore becomes an important effort to enhance employee competence and the quality of the products produced.

The success of training is strongly influenced by the communication strategy applied. Communication is a process of conveying messages in order to achieve particular objectives. In a training context, an effective communication strategy can help participants understand the material, improve their skills, and reduce errors in performing their work.

Qfah_Vintage MSME is a business engaged in the production of knitted doll crafts. Several obstacles are still found within this enterprise, such as differences in employees' abilities, limited training time, and communication that tends to be one-way, so that the learning process has not yet run optimally. These conditions have an impact on the productivity and the quality of the employees' work.

Based on these problems, this study aims to analyze the communication strategies applied in HR training at Qfah_Vintage MSME, to identify the obstacles encountered, and to determine the role of communication strategies in improving HR performance. This study is expected to provide recommendations for more effective communication strategies so that HR training can run optimally and support the improvement of product quality and the competitiveness of MSMEs.

LITERATURE REVIEW

Communication Strategy

A communication strategy is the systematic planning and management of messages in order to achieve a particular objective. According to Onong Uchjana Effendy (2003), a communication strategy does not only function as the delivery of a message, but also ensures that the message can be understood, accepted, and produces an impact in accordance with its purpose. A communication strategy covers the stages of planning, implementation, and evaluation. The application of an appropriate communication strategy in HR training helps participants understand the material better so that their skills can improve. The communication model of Harold D. Lasswell, which consists of the elements who, says what, in which channel, to whom, and with what effect, is used to analyze the effectiveness of the message delivery process

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in training.

Organizational Communication

Organizational communication is the process of conveying and exchanging information within an organization in order to achieve shared goals. According to Wayne Pace and Don F. Faules (2010), organizational communication comprises vertical, horizontal, and diagonal communication. In HR training, organizational communication plays a role in delivering instructions, coordinating activities, and facilitating interaction among the owner, the mentor, the assistant trainer, and the training participants. Effective communication helps create shared understanding, improves cooperation, and supports the successful implementation of the training.

Human Resource Training

HR training is a process of improving knowledge, skills, and work capabilities so that employees are able to carry out their tasks effectively. Good training does not depend solely on the material, but also on the delivery method and the communication between the trainer and the participants.

Previous Studies

Previous studies show that communication strategies play an important role in the success of HR training. Research by Taryanto (2025) found that open communication and digital-based training were able to improve the effectiveness of human resources in MSMEs. Alfatechah et al. (2023) showed that the communication strategy applied by the Office of Cooperatives succeeded in improving the skills of MSME actors through various training programs. Meanwhile, the study by Rachmawati et al. explained that the development of HR competence requires a sound communication strategy so that training can improve both the technical and the managerial abilities of employees. The similarity between those studies and the present research lies in the focus on communication strategy and HR training, whereas the difference is that this study was conducted specifically at Qfah_Vintage MSME, which operates in the field of knitted doll crafts.

This research departs from the existence of communication problems in HR training at Qfah_Vintage MSME. The communication strategies applied during the training are analyzed using the communication strategy theory of Onong Uchjana Effendy (2003) and the organizational communication theory of Wayne Pace and Don F. Faules (2010). An effective communication

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strategy is expected to be able to overcome training obstacles, improve participants' understanding, and have an impact on the improvement of HR competence and performance so that the product quality of the MSME becomes better.

METHOD

This study employed a descriptive method with a qualitative approach in order to analyze the communication strategies in human resource (HR) training at Qfah_Vintage MSME. The object of the research is the communication strategy applied during HR training at Qfah_Vintage MSME. The research was conducted at the business premises of Qfah_Vintage MSME with informants selected through purposive sampling, consisting of the owner of the MSME, the training mentor, the assistant trainer, and two training participants.

Data were collected through observation, in-depth interviews, and documentation. The main research instrument was the researcher, supported by interview guidelines, observation sheets, a recording device, and documentation. The focus of the research covers communication strategy, the implementation of HR training, and the improvement of HR performance. The data were analyzed using the interactive model of Miles and Huberman through the stages of data collection, data reduction, data display, and conclusion drawing. The validity of the data was tested using source triangulation and technique triangulation.

RESULTS AND DISCUSSION

Table 1. Summary of Informants' Statements

NO.	TOPIC	INFORMANT 1	INFORMANT 2	INFORMANT 3	INFORMANT 4	INFORMANT 5
1.	Communication strategy	Uses simple language, delivers the material in stages, and applies two-way communication.	Delivers the material through explanation, demonstration, practice, and question-and-answer sessions.	Uses direct communication with a relaxed approach so that participants feel comfortable.	The material is delivered clearly, gradually, and is easy to understand.	The mentor's communication is easy to understand and helps participants follow the training.
2.	Implementation of	The training starts from the	Guides the participants	Accompanies the	Follows the training	The training improves

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NO.	TOPIC	INFORMANT 1	INFORMANT 2	INFORMANT 3	INFORMANT 4	INFORMANT 5
	the training	introduction of tools and materials, then theory, and continues with hands-on practice.	during practice until they master the knitting technique.	participants during practice and helps to re-explain the material.	from theory to practice in stages.	understanding of knitting techniques.
3.	Obstacles	Differences in the participants' abilities affect the training process.	The participants' abilities vary and the training time is limited.	Participants find it difficult to understand knitting patterns and lack confidence.	Still requires repeated explanation for certain techniques.	Difficulty in understanding certain techniques, so repeated explanation is required.
4.	Efforts to overcome the obstacles	Instructs the mentor and the assistant trainer to guide the participants more intensively.	Repeats the explanation and provides direct assistance.	Provides individual assistance to participants who experience difficulties.	Asks the mentor questions and follows the instructions during practice.	Receives mentoring and direct examples of practice.
5.	Impact of the training	Improves the quality of human resources and the quality of the products.	Participants understand knitting techniques better and are more confident.	Participants are more active and able to follow the training process.	Knitting skills improved after attending the training.	The training helps to improve knitting ability.

Source: Research Data, 2026

The results of the research show that the communication strategies applied in HR training at Qfah_Vintage MSME were carried out through direct communication, the use of simple language, the delivery of material in stages, demonstrations, hands-on practice, and two-way communication between the mentor and the training participants. These strategies made it easier

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for participants to understand the material because the delivery was adjusted to the participants' level of ability. In addition, the existence of hands-on practice and mentoring during the training gave participants the opportunity to apply the material they had received, so that the learning process became more effective.

The findings of this study are in line with the communication strategy theory proposed by Onong Uchjana Effendy (2003), which explains that a communication strategy is not only intended to convey a message, but also to ensure that the message can be understood, accepted, and produce an effect in accordance with the objective of the communication. In HR training at Qfah_Vintage MSME, this is reflected in the way the mentor plans the delivery of material using simple and easily understood language, provides demonstrations, and conducts evaluation through hands-on practice, so that participants are able to understand and master the skills being taught. Furthermore, the communication model of Harold D. Lasswell is also consistent with the research findings, because the training process fulfils the elements of who, says what, in which channel, to whom, and with what effect, namely the mentor as the communicator, the training material as the message, demonstration and practice as the medium, the training participants as the receivers of the message, and the improvement of participants' understanding and skills as the effect of the communication.

The results also show that two-way communication is one of the factors supporting the success of the training. Participants were given the opportunity to ask questions, to discuss, and to express the difficulties they experienced during the learning process. Nevertheless, there were still some participants who felt insufficiently confident to ask questions, so that the mentor and the assistant trainer needed to adopt a personal approach. This finding is consistent with the organizational communication theory of Wayne Pace and Don F. Faules (2010), which explains that organizational communication takes place through vertical, horizontal, and diagonal communication. In the training at Qfah_Vintage MSME, vertical communication can be seen in the delivery of instructions and material by the mentor to the participants; horizontal communication occurs when participants discuss with and help one another during practice; while diagonal communication is evident in the coordination among the mentor, the assistant trainer, and the participants. Such communication patterns support the smooth running of the training process and help participants understand the material better.

In addition to the communication strategies applied, this study also found several obstacles in the implementation of the training, namely differences in the participants' basic abilities, the limited training time, and the participants' lack of confidence in asking questions.

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Differences in educational background and experience caused each participant to have a different level of understanding of the training material. The mentor and the assistant trainer applied communication strategies in the form of repeating the material, using simpler language, and providing individual mentoring so that each participant was able to follow the training in accordance with their respective abilities.

The findings of this study also support the results of the research by Taryanto (2025), which states that clear communication and structured training are able to improve the effectiveness of human resources. In addition, the study by Alfatechah et al. (2023) showed that a sound communication strategy in training can improve participants' skills and the productivity of MSMEs. The similarity between the results of those studies and the present research can be seen in the importance of interactive communication, the use of practice-based methods, and the provision of feedback as factors influencing the success of HR training.

Overall, the communication strategies applied at Qfah_Vintage MSME have been implemented well and have had a positive impact on improving the skills of the training participants. However, the effectiveness of the training still needs to be improved through the addition of practice time, the enhancement of two-way communication, and more intensive mentoring for participants with different basic abilities. With more effective communication strategies, HR training is expected to be able to produce a more competent workforce, so that it can improve the product quality and the competitiveness of Qfah_Vintage MSME.

CONCLUSION

Based on the results of the research, it can be concluded that the communication strategies in HR training at Qfah_Vintage MSME were applied through direct communication, the use of simple language, the delivery of material in stages, demonstrations, hands-on practice, and two-way communication between the mentor and the training participants. These strategies helped participants understand the material and improve their knitting skills more effectively.

This study also found several obstacles in the implementation of the training, namely differences in the participants' basic abilities, the limited training time, and the low level of confidence of some participants in asking questions. To overcome these obstacles, the mentor and the assistant trainer provided individual mentoring, repeated explanations using simpler language, and gave direct examples of practice. The communication strategies applied were able to support the improvement of HR competence and contributed to the improvement of the quality of work outcomes at Qfah_Vintage MSME.

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