



## Strengthening Rural Community Job Readiness through Curriculum Vitae Writing and Job Interview Training Programs

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**Abstract:** This community service activity aims to improve the knowledge, skills, and confidence of job seekers in preparing curricula vitae (CVs) and facing job interviews in order to enhance job readiness. The program was conducted across eight strategic villages in Gresik Regency, East Java Province, namely Watuagung, Tanjung Widoro, Kramat, Karangrejo, Bedanten, Banyuwangi, Manyarejo, and Manyarsidomukti. A total of 108 respondents with diverse educational backgrounds, ranging from secondary education to bachelor's degrees, participated in the activity. All participants were classified as job seekers at the time of program implementation. The community service method employed participatory training and experiential learning through three stages: diagnosis, intervention, and evaluation. The results showed an improvement in participants' understanding of the function and structure of CVs. The effectiveness of the program was demonstrated by 90% of participants successfully producing industry-standard, ATS-compliant CVs. This achievement was supported by a significant increase in average scores from 68.11 to 87.11, indicating substantial progress in both cognitive and technical competencies. In addition, participants showed improvements in the quality of their CVs, communication skills, and confidence during job interview simulations. In conclusion, the CV writing and job interview workshops proved effective as a form of community service in improving the job readiness and competitiveness of rural communities in the labor market, with potential positive impacts in both the short and long term.

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## Introduction

As economic growth continues to accelerate throughout 2025, the government will ensure macroeconomic stability is maintained by promoting a quality, inclusive, and sustainable economy. The Central Statistics Agency (BPS) reported that Indonesia experienced growth of 4.87 percent year-on-year (y-o-y) in the first quarter of 2025 compared to the first quarter of 2024, and 0.98 percent year-on-year (q-o-q) in the first quarter of 2025 compared to the fourth quarter of 2024 (Badan Pusat Statistik, 2025). Indicators of the quality of economic growth can be seen in the Labor Force Participation Rate, which rose to 70.59% in August 2025, reflecting the increasing involvement of the working-age population in



economic activities. The unemployment rate decreased by 4.85%, the poverty rate by 8.47%, and extreme poverty by 0.85% (Limanseto, 2025).

These conditions impact the competitiveness of the productive-age workforce and recent graduates in obtaining jobs. In practice, this problem is not only related to limited job opportunities, but also to a mismatch between job seekers' competencies and the recruitment demands imposed by industry (Rahmawati, 2025). The challenge of job readiness is evident in the industry's need for not only technical competence but also strong soft skills and industry work experience, which are crucial in closing the gap between education and labor market needs (Kamila & Paglevi, 2025).

The designation of these eight villages as the study's loci was not conducted arbitrarily; rather, it was based on strategic economic and geopolitical considerations. These villages hold particular significance due to their immediate proximity to vital industrial zones; yet, paradoxically, the region continues to face a significant prevalence of unemployment. This condition indicates a disconnect between macro-industrial growth and local labor absorption, thereby establishing these eight villages as crucial subjects for human resource development interventions. Gresik Regency, known as a major industrial area in East Java Province, continues to grow as a center of investment and manufacturing activity. Gresik, which has large-scale industrial areas such as the Java Integrated Industrial and Ports Estate (JIPE) Special Economic Zone (SEZ), creates significant job opportunities in various industrial sectors, which is projected to increase labor demand for graduates with skills aligned with industry market needs (KEK JIPE, 2022). In addition to the SEZ, which houses various companies, Gresik already has large companies such as PT. Wilmar Nabati Indonesia, PT. Smelting, PT. Wings Surya (Wings Group), PT. Petrokimia Gresik and PT. Semen Indonesia Group (SIG).



**Figure 1. Map of Gresik Regency**

Gresik's high market potential presents challenges for the local workforce in maximizing opportunities. The high demand for technical skills and professionalism is not fully met by the local workforce. This is evidenced by the gap between graduate competencies and industry needs, necessitating interventions in the form of training to strengthen workforce readiness (Kamila & Paglevi, 2025). One of the main challenges faced by job seekers, especially those from rural areas who are just entering the labor market, is their unpreparedness in developing an effective Curriculum Vitae (CV) and facing job interviews, which are often crucial stages in the recruitment process.

CV writing and job interviews, as practical training and preparation in this area, have proven effective in improving participants' job readiness (Krisdiyanto & Murti, 2025). The Curriculum Vitae is the initial document that serves to convey an applicant's competencies,



experience, and educational background to employers. This document forms the first impression that determines whether an applicant will be invited to the next selection stage, a job interview (Janaka et al., 2023).

Several community service studies have shown that professional curriculum vitae (CV) writing training significantly improves participants' ability to create informative and compelling application documents for recruiters (Rachmawati et al., 2024). In the context of the modern recruitment process, the CV is no longer simply a list of educational and employment histories, but has become a strategic communication tool used by applicants to showcase their competencies, experience, and potential in a concise, systematic, and relevant manner to the company's needs.

Furthermore, the job interview is one of the most crucial stages in the recruitment process because recruiters assess not only the applicant's technical competency but also their personality, attitude, communication skills, and fit with the organization's culture. Interview simulations during training have shown that participants develop the confidence and communication skills necessary to answer questions effectively and professionally (Rahayu, 2025). Interviews allow companies to directly observe how candidates convey ideas, respond to questions, and display confidence and professional ethics.

Many job seekers, particularly those from rural backgrounds or recent graduates, still create CV in a haphazard, unstructured manner, and under-emphasize core competencies, making it difficult to compete in the initial selection process. Therefore, a CV writing workshop and job interview simulation are strategic and relevant interventions to improve the competency and job readiness of job seekers in Gresik Regency. The uniqueness of this workshop lies in its iterative assistance methodology, where the development of curricula vitae (CVs) is not a one-time task but involves multiple stages of revision and alignment. This approach ensures that every document achieves optimal ATS (Applicant Tracking System) compatibility through rigorous technical validation. Unlike generic mass training programs, this workshop integrates behavioral-based interview simulations with immediate feedback, allowing participants to perform self-calibration on their performance. This transformation from conceptual understanding to measurable practical experience is specifically designed to strengthen the local workforce's competitiveness within a highly dynamic and competitive industrial labor market.

This community service activity is designed to enhance the readiness of local job seekers to enter the labor market. It also aims to improve participants' understanding of the role of the Curriculum Vitae in the selection process, enabling them to develop a Curriculum Vitae as a professional, systematic, and relevant self-promotion tool that meets the needs of the job market. It also enhances job interview readiness and confidence through materials and simulations that mimic real-world job selection situations.

## **Method**

This community service activity was conducted in November 2025. The implementation of this program encompassed eight villages distributed across three districts in Gresik Regency: Manyar, Bungah, and Duduk Sampeyan. On-site operations were collectively coordinated by the local Karang Taruna, with strategic facilitation provided by the Pusat Transformasi Bersama (PTB). As a social institution with a strong orientation toward community empowerment and environmental stewardship, PTB's involvement in this initiative strengthens the synergy between youth actors and civil society organizations in responding to labor challenges within the region. The design of this intervention integrates



participatory approaches and experiential learning to ensure the practical mastery of the materials. A key instructional advantage of this program lies in the involvement of a professional academic specializing in Human Resource Management, who possesses a proven practical track record in industrial recruitment and selection. This expertise ensures the delivery of a curriculum that is precisely aligned with the rigorous standards and requirements of the private sector. The participatory approach was used to ensure active participant involvement (Imamul Hak et al., 2024); the experiential learning approach ensured that learning took place through real-world experiences that resembled real-world work situations (Rachmawati et al., 2024; Rahayu, 2025).

This activity design was built in a systematic flow consisting of three main phases:

### **Diagnostic phase**

The diagnostic phase is the initial stage in the Curriculum Vitae (CV) writing and job interview workshop. It aims to identify participants' initial level of knowledge, understanding, and readiness before participating in the training (Ferine et al., 2024). In this phase, a pre-test instrument is used as a measurement tool to obtain an objective picture of the participants' initial condition, particularly among rural residents seeking employment. The pre-test is designed to measure three main aspects:

- 1) Participants' understanding of the function and structure of a CV,
- 2) Knowledge of basic job interview techniques, and
- 3) Level of confidence in facing the job selection process.

This instrument consists of a combination of multiple-choice questions and Likert-scale statements that reflect participants' attitudes and perceptions of job readiness. The pre-test is administered before the presentation of materials and practical activities begin. Each participant is asked to complete the instrument independently so that the data obtained reflects real-world conditions without the influence of the learning process. The pre-test data is then analyzed descriptively to determine the average score, the distribution of understanding levels, and the participants' main areas of weakness.

### **Intervention Phase**

The intervention phase is the core stage of the Curriculum Vitae (CV) writing and job interview workshop. It aims to provide participants with treatment in the form of knowledge, skills, and practical experience related to their readiness to enter the workforce (Wardhana & Anggriani, 2025). In this phase, all learning activities are designed based on the results of the diagnostic phase, ensuring that the materials and methods used truly align with the participants' actual needs. The intervention is carried out through:

- 1) **Conceptual Briefing.** Participants are provided with a basic understanding of the importance of a CV as a self-marketing tool and the role of job interviews in the employment selection process. The material is delivered communicatively and contextually to the industry.
- 2) **CV Writing Practice.** Participants draft or revise their CVs directly with the guidance of a facilitator. This activity allows participants to apply the concepts learned in a real-world document.
- 3) **Job Interview Simulation.** Participants participate in a job interview simulation in a situation designed to mimic real-life recruitment conditions. This simulation serves as a means of practicing communication, self-control, and competency development.



- 4) Reflection and Feedback. After each practice session, participants receive feedback from the facilitator and reflect on their performance. This stage is crucial for building self-awareness and addressing weaknesses.

### **Evaluation Phase**

The evaluation phase is the final stage in the Curriculum Vitae (CV) writing and job interview workshop. It aims to measure the effectiveness of the training intervention in improving participants' competency and job readiness (Makbul et al., 2024). The evaluation was conducted comprehensively through three main indicators:

- 1) A post-test was administered to all participants after the training series was completed. The post-test instrument had a structure similar to the pre-test, allowing for comparison of results before and after the intervention. The post-test was used to measure participants' increased knowledge of the structure and function of a CV, job interview techniques, and general understanding of the recruitment process.
- 2) The CV writing results were analyzed to evaluate participants' practical skills. Participants' CVs were assessed using a rubric covering aspects of completeness of information, appropriateness of format, clarity of description of experience and skills, and use of professional language.
- 3) Participants' improved communication skills and self-confidence were evaluated through observation during a simulated job interview. The facilitator used an observation sheet to assess aspects such as fluency in speaking, accuracy in answering questions, eye contact, body posture, and the ability to convey one's strengths convincingly.

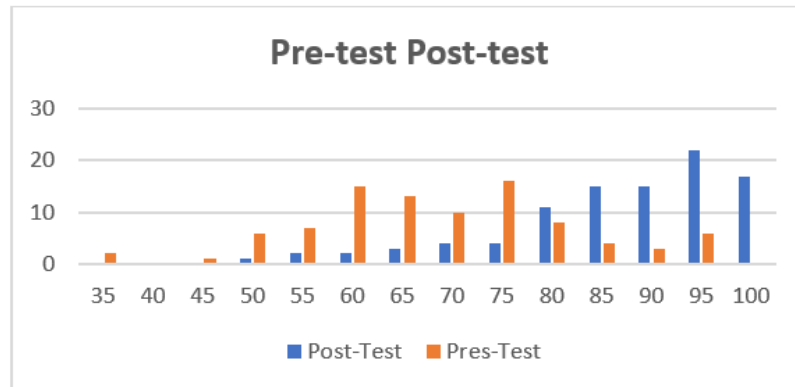
### **Result and Discussion**

Community service activities involving CV writing workshops and job interviews aimed at developing human resources (HR). Job seekers in eight villages across two sub-districts in Gresik Regency demonstrated a tangible impact on improving the job readiness of village residents as job seekers. These activities served not only as a means of knowledge transfer but also as an empowerment intervention that encouraged changes in participants' attitudes, skills, and self-confidence in facing the world of work.

#### **Participant Knowledge and Readiness Aspects**

The escalation of average scores from 68.11 (pre-test) to 87.11 (post-test) does not merely indicate the training's effectiveness but also reflects the methodological alignment with the demographic profile of participants in Manyar, Bungah and Duduk Sampeyan Districts. Given that most participants are from rural communities with limited information access and minimal exposure to industrial recruitment standards in Gresik Regency, there was a prior disconnect in understanding the strategic function of a CV as a self-branding instrument.

This significant improvement was driven by the implementation of experiential learning through CV drafting prototypes and immersive job interview simulations. This approach transformed theoretical knowledge into empirical experience, effectively reducing participants' interview anxiety. Furthermore, the provision of immediate feedback from facilitators served as a key determinant in calibrating communication skills and self-efficacy.



**Figure 2. Results of the Pre-Test and Post-Test of the participants**

Thus, the enhancement of labor literacy in this program is a result of the synergy between applicable material and the contextualization of the participants' socio-cultural needs. This demonstrates that the workshop served as a means of disseminating practical knowledge that has previously been under-accessed by rural communities (Wardhana & Anggriani, 2025).

#### **Curriculum Vitae Quality Aspects**

One of the main outputs of this activity was the CV training, which participants developed. Evaluation of participants' CVs showed clear improvements in:

- 1) Structure and systematics,
- 2) Completeness of information,
- 3) Clarity of descriptions of experience and skills,
- 4) Use of professional language.



**Figure 3. Practical CV creation**

Prior to the workshop, the majority of the participants' curricula vitae (CVs) lacked adequate structural standards, characterized by inconsistent information and a non-coherent blending of educational and professional histories. This condition reflected a recruitment literacy gap among the rural communities of Manyar, Bungah and Duduk Sampeyan Districts, exacerbated by limited access to professional benchmarks and minimal exposure to industrial expectations in Gresik Regency.

Post-intervention, the resulting CVs exhibited a significant transformation toward a more systematic framework, effectively articulating professional profiles, academic backgrounds, and industry-aligned competencies. This shift was driven by the synergy of conceptual knowledge transfer and intensive technical mentoring, enabling participants to contextually apply the materials. Consequently, this community service initiative did not only produce job-ready documents but also enhanced the participants' technical capacity and professional adaptability, effectively overcoming the informational and experiential barriers that previously hindered their labor market entry. These results align with previous research describing the implementation and impact of CV and job interview training on students,



including improved technical understanding and the relevance of practical preparation before entering the workforce (Rachmawati et al., 2024).

### **Behavioral Aspects and Increased Self-Confidence**

Observations during the job interview simulations indicated a significant escalation in participants' communicative capabilities and self-efficacy. This finding aligns with previous research that found that job interview training improves participants' self-confidence and communication skills (Zulfiani et al., 2025) At the beginning of the simulation, many participants appeared nervous and sat at the back, and were less able to explain their strengths. After receiving briefings and feedback, participants began to show positive changes, such as:

- 1) Being able to answer questions in a more structured manner,
- 2) Using more polite and professional language,
- 3) Demonstrating more confident eye contact and body posture.

These changes reflect that the activity not only improved technical skills but also encouraged changes in participants' behavior and mental attitude, which are crucial elements of job readiness.



**Figure 4. Job Interview Simulation**

### **Success Indicators**

The main objective of this activity, which is to improve the job readiness of rural residents seeking employment, can be declared achieved based on several indicators:

- 1) Improved post-test scores as an indicator of increased knowledge,
- 2) Improved CV quality as an indicator of practical skills,
- 3) Improved communication and self-confidence as indicators of psychological and social readiness.

These three indicators indicate that the intervention was effective in simultaneously improving participants' cognitive, skill, and attitudinal aspects. Previous research by Wikaningtyas et al. (2023) stated that the success of CV writing and job interview training was reflected not only in improved post-test scores but also in the positive feedback received from participants regarding the quality and relevance of the material presented

The main strength of this activity is its practical, contextual, and participatory approach, thus aligning with the characteristics of rural communities who require applicable and easy-to-understand learning. The outputs, such as CVs and improved interview skills, also have a direct impact that can be felt by participants. However, the weaknesses of this activity lie in the limited time of the workshop, which is only held for one day, and the lack of follow-up mentoring after the workshop. This limits the opportunity for long-term monitoring of participants' success in finding employment.

The implementation of this activity faced challenges due to differences in the educational backgrounds and abilities of the participants, requiring facilitators to adapt delivery methods to ensure they are accessible to all participants. Nevertheless, this activity is relatively easy to replicate and has significant potential for development into a sustainable



mentoring program, such as a village CV clinic or community-based career guidance. In the short term, this activity improves participants' skills in compiling CVs and preparing for job interviews. In the long term, this activity has the potential to increase the competitiveness of the local workforce, expand village communities' access to the industrial job market, and support human resource development in Gresik Regency.

## Conclusion

Community service activities through Curriculum Vitae (CV) writing and job interview workshops have proven effective in improving the job readiness of rural communities as job seekers. Through a participatory training approach and experiential learning, participants not only gained an understanding of the job recruitment process but also developed practical skills in creating professional CVs and communication skills for job interviews.

Comparative analysis of pre-test and post-test scores revealed an average escalation of 19 points, rising from 68.11 to 87.11, indicating a significant enhancement in participants' cognitive understanding. Furthermore, all participants (n=108) successfully produced curricula vitae that meet industrial structural and recruitment standards. This improvement, coupled with increased self-efficacy and communicative competence during interview simulations, demonstrates that the program exerted a holistic impact across the cognitive, psychomotor (skills), and affective (work attitude) domains of the participants. Thus, these workshops served not only as a means of knowledge transfer but also as a form of empowerment that could encourage behavioral change and increase the competitiveness of the local workforce.

In addition to providing short-term benefits in the form of increased individual competency, these activities also have the potential for long-term impact in supporting human resource development and strengthening the job readiness of rural communities in industrial areas such as Gresik Regency. Therefore, similar training programs are worthy of continued development and expansion as part of a community-based workforce capacity building strategy.

## Recommendation

To ensure long-term impact, it is recommended that village governments establish 'Village Career Corners' (Pojok Karier Desa) as centers for CV consultation and industrial job information. Furthermore, this training curriculum should be integrated into the regular programs of youth organizations (Karang Taruna) to foster continuous labor literacy among local youth. Regional policymakers are encouraged to facilitate tripartite partnerships involving universities, the industrial sector, and local authorities to synchronize recruitment standards. Finally, replicating this model in other communities must incorporate a post-training monitoring mechanism to periodically measure participants' employability and program effectiveness.

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