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THE EFFECT OF TRAINING ON IMPROVING THE QUALITY OF PERFORMANCE OF TRAINING PARTICIPANTS AT THE CENTER FOR COMMUNITY TRAINING DEVELOPMENT (BPPLM) OF JAKARTA

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ABSTRACT

The Center for Community Training Development (BBPLM) Jakarta as a training program provider has a strategic role in providing quality human resources.To find out the effectiveness of the training program carried out by BPPLM Jakarta, an evaluation is needed.The BBPLM Jakarta also cannot yet know the extent of the effectiveness of the training that has been carried out on the development of the performance of alumni who have been trained. This paper is set out to develop a conceptual model of the effectiveness of the training. This paper has discussed the problems of the training program; literature review of training evaluation methods, the Kirkpatrick method, and performance evaluation; the conceptual model; hypotheses development; and research methodology.The implementation of this paper can provide information about the effectiveness of training programs implemented by BBPLM Jakarta.

KeyWords

Conceptual Model, Effectiveness, Training Program, BPPLM Jakarta.

INTRODUCTION

The development of science and technology demands the availability of human resources that have quality in accordance with the demands of the global market and have the ability to adapt to changes precisely and quickly. Quality Human Resources are the most valuable asset compared to other resources in the development of a country in order to be more advanced and equal with other nations in the world. Human resources are the most important factor that supports the achievement of organizational goals effectively and efficiently, especially its role in every effort to organize cooperation and responsibilities in an organization (Notoatmodjo, 2009). Therefore, to improve the quality of human resources, an effective training program is needed so that it can improve performance and morale.

Training is an activity that is programmed to enhance experience, knowledge, or discussion of individual attitudes. The expected outcome of the training is the creation of trained human resources so as to be able to do short-term operational tasks better. The training program is considered effective if the training process is felt to be fun and satisfying for the trainees so that they are interested and motivated to learn and practice.

The Center for Community Training Development (BBPLM) as a training program provider has a strategic role in providing quality human resources. The types of training programmed by BBPLM Jakarta are: Village Community Empowerment Cadre Training (KPMD), Village-Owned Enterprise Training (BUMDesa), Leading Regional Rural Product Training (Prukades), Tourism Village Training, and Hydroponic Plant Cultivation Training. In 2017, BPPLM began holding Hydroponic Training considering the need for agricultural products has increased along with the increase in human population (Prihmantoro and Indriani 2005) and the increasingly narrow agricultural land, especially in urban areas. This training was held in the hope that urban communities would be able to maximize narrow land, especially for growing vegetables in a hydroponic manner.

To find out the effectiveness of the training program carried out by BPPLM Jakarta, an evaluation is needed. Nevertheless, every time BPPLM Jakarta is implementing a training program, they always conduct evaluation in which is limited to evaluating the implementation of the training such as; training materials, trainers, infrastructure and target participants. BBPLM Jakarta also cannot yet know the extent of the effectiveness of the training that has been carried out on the development of the performance of alumni who have been trained. Not only that, other problems experienced by BPPLM also include a lack of budget, which causes no assistance for alumni who have been trained by BBPLM, as well as uneven training conducted by BBPLM Jakarta. This causes the need for an evaluation of the BBPLM training program.

In evaluating a program, it is necessary to consider the evaluation model that will be created and aim to find out whether the training program that has been implemented can achieve the expected results. One model used is the Kirkpatrick model. This model has several advantages including being more comprehensive, because it covers hard skills and soft skills and the object of evaluation is not only learning outcomes but also includes processes, outputs and outcomes.

Based on the background of the problems mentioned above, this conceptual paper will discuss the effectiveness of the training program that has been carried out at the Jakarta Center for Community Development Training (BBPLM), specifically the hydroponic training program, using the Kirkpatrick method.

LITERATURE REVIEW

Performance is a description of the level of achievement of the implementation of an activity/program/policy in realizing the goals, objectives, mission and vision of the organization contained in the strategic planning of an organization (Mahsun 2009). Rogers (1994) in Mahmudi (2010) states that performance is a construct that is multidimensional, its measurement also varies depending on the complexity of personal factors, leadership, systems, and contextual factors that shape performance. Performance measurement is a measurement action carried out on various activities in the value chain contained in a company or organization (Yuwono et al, 2004), and it is a measurement process to the extent in which management reaches job requirements or how well someone does assigned work (Harvey and Bowin, 1996).

In order to achieve organizational goals, companies often choose training as one of the strategies to develop their human resources. Sastrohadiwiryo (2003) states that training is part of education that involves the learning process to acquire and improve skills outside the applicable education system in a relatively short time, and with methods that prioritize practice rather than theory. For an activity to be called a training, it must meet the requirements; help participants increase their abilities; bring about changes in the employee's work habits, in his attitude towards work, in the information and knowledge he applies in his daily work, and must be related to certain jobs.

To find out whether training can contribute to the achievement of organizational goals, training needs to be evaluated (Kirk-

patrick, 1998). The training also needs to be evaluated to decide whether the training should continue or not and to get information on how to improve and develop future training programs. According to Alvarez, Salas, and Garofano (2004) training evaluation itself is a measurement technique to determine the extent in which the training program meets the objectives whose results are compared with the initial objectives of the training program.

The first training evaluation model raised was the four level evaluation model of Kirkpatrick. This model presents four stages in evaluating training (Kirkpatrick, 1998). The first stage of evaluation is evaluating participants' reactions to the training program. The reaction referred here refers to the participant's satisfaction with the training that he/she has participated in. The second level of evaluation is learning. In this level, learning is expressed as the degree to which participants change attitudes, increase knowledge and/or improve skills as a result of attending training. Level three is evaluating behavior skills, i.e. the extent to which changes in behavior occur because of the training program participated by participants. The final level in this evaluation is the result. According to Kirkpatrick, the training program should produce the final results for the company in the form of overall organizational performance improvement.

Another evaluation model is a model developed by Tannenbaum, Cannon-Bowers, Salas, & Mathieu (1993) in Alvarez, Salas, and Garofano (2004). This model is an extension of the Kirkpatrick model. There are several additional dimensions to the model, namely post-training attitudes as well as training performance and transfer performance, both of which are part of behavior. The learning is associated with training performance. According to Alvarex, Salas, and Garofano, the training performance is associated with the results, while reaction to the training and post-training attitudes are not related to the target evaluation altogether.

Many practitioners and researchers believe that the criteria in the four level evaluation model of Kirkpatrick are too simple, so more complex criteria are needed. For this reason, several additional criteria were developed such as motivation and return on investment (ROI) as a complement to the basic criteria that already exist in Kirkpatrick's initial model of training evaluation. The following are some of the criteria that are often used to measure training results:

1) Affective outcomes, which include motivation, reaction and participant satisfaction with the training program.
2) Cognitive outcomes, namely the acquisition of knowledge due to training.
3) Skill-based outcomes, namely improving behavior as well as abilities and skills resulting from training results, such as business results that can be achieved by the organization.
4) Return on investment (ROI), refers to comparing the monetary benefits of training with the training costs.

Kirkpatrick's evaluation modelassumes that training success measured at one level will be the basis of success at the next level. So if the level of reaction of a participant has experienced dissatisfaction, then it is not possible that he can produce good performance for himself and for the organization associated with the material presented in the training.

In addition, if training does not have a visible influence on organizational performance, then level 4 cannot be carried out either. Likewise, level 3 provides evidence of the transfer of knowledge, skills and attitudes to work. If the transfer does not occur, then level 4 cannot show any results (Shelton and Alliger, 1993). Based on this relationship, it can be said that success at each level becomes important because there is a depth of evaluation level to determine whether a training provides benefits for the organization or not. In order to better understand the relationships that exist between levels in the Kirkpatrick model, it can be seen in the table below:

Table 1: Four Levels and the Focus of Their Evaluation.

Level of Evaluation	Areas	Focus
Level 1 Learner reaction	Within the training	Participant's satisfaction with the training program.
Level 2 Learning		Changes in participants' knowledge, skills and attitude.
Level 3 Behavior	At the job after training	Application of what has been learned into work.
Level 4 Result	Organizational Effectiveness	Achieving the desired results.

Source: Kirkpatrick's Training Evaluation Model (2009)

To identify the causes of a training program that does not achieve efficiency or effectiveness, it is necessary to analyze the relationship between cause and effect, one of which is by using a Fishbone Diagram. Fishbone Diagram is a causal diagramdeveloped by Kaoru Ishikawa in 1943 that is able to show the relationship between quality characteristics and factors. The Fishbone Diagram can

be used to analyze problems at the individual, team, or organizational level. With this diagram, we will know the relationship between causes or factors that cause something to the quality characteristics. There are five main cases that must be considered to explore the factors that influence or have an impact on quality, which are, people, methods, machines, materials, and the environment.

As for it knowing all the problems comprehensively, an analysis can be done in the form of the 5 Whys Method. The 5 Whys-strategy is a strategy popularized by Sakichi Toyoda since 1930 with an approach of finding out what all the problems are and asking "why" and "what is the root of the problem". After a problem is revealed, it is needed to then proceed with the question "Why", and after answering it will be asked again "why", and so on until the fifth "Why". The 5 Whys strategy, it is very simple and effective in the management of work processes; such as in troubleshooting, problem solving, or a quality improvement initiative.

CONCEPTUAL MODEL

The general objective of this research is to evaluate the effectiveness of the training program that has been carried out at the Jakarta Center for Community Training Development using the Kirkpatrick method. Conceptual model that can be produced in this study can be seen in the following figure.
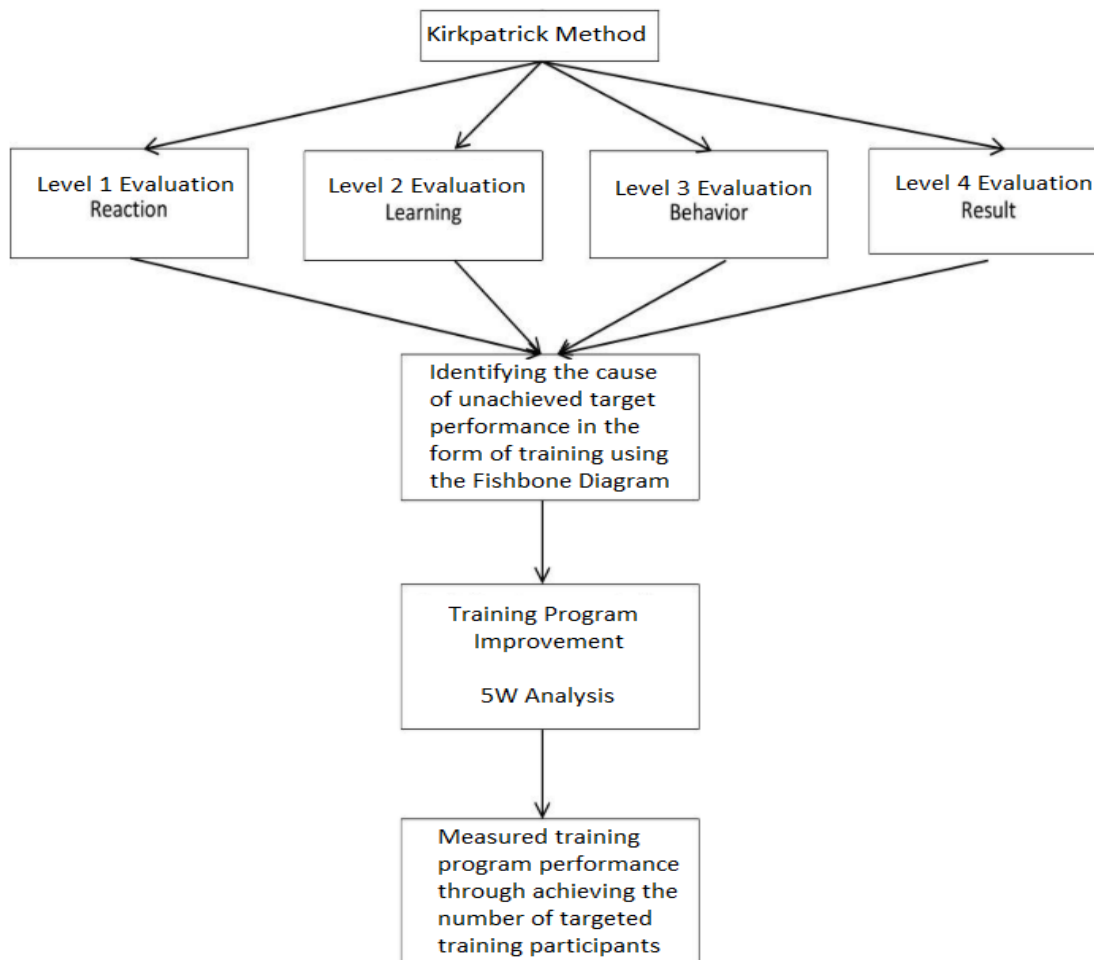

Figure 1: The Conceptual Model

HYPOTHESIS DEVELOPMENT

Training can contribute to the achievement of organizational goals(Kirkpatrick, 1998). The training needs to be evaluated (Kirkpatrick, 1998). The training evaluation itself is a measurement technique to determine the extent in which the training program meets the objectives whose results are compared with the initial objectives of the training program (Alvarez et al., 2004).The Kirkpatrick's Training Evaluation Model (2009), it will use in this research. Based on those informations, a hypothesis was developed as follow:

Ho: The training improving the quality of training participants at the Center for Community Training Development (BPPLM) Jakarta.

Versus

Ha: The training improving the quality of training participants at the Center for Community Training Development (BPPLM) Jakarta.

METHODOLOGY

This research is a quantitative research and will be conducted at the Jakarta Center for Community Training Development. The population in this study was all of the 2018 Hydroponic Training participants, totaling 350 participants. Slovin calculation results determine the number of samples of 186.6 and it is rounded up to 187. Samples were taken randomly.

The method of data collection is done by using a questionnaire using the Likert scale. The study will be tested for validity and reliability using Statistical Product and Service Solution (SPSS) software and the results of the study will be analyzed using the same software.

CONCLUSION

This paper aim is to develop a conceptual model to investigate the effectiveness of training programs implemented by BBPLM Jakarta.This conceptual paper has discussed the problems of the training program at the Center of Community Training Development (BBPLM) Jakarta; literature review of training evaluation methods, the Kirkpatrick method, performance, and performance evaluation; the conceptual model; hypotheses development; and research methodology. The implementation of this paper can provide information about the effectiveness of training programs, especially training programs implemented by BBPLM Jakarta.

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