

# Development of Training Program and Evaluation in Efforts to Increase Employee Performance At West Lombok Regency

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## Abstract

Providing training for employees is a must in order to be competitive. In improving competitiveness and organizational performance, it is required to provide employees through training so that they are more skilled at work so that productivity is also increasing. To improve the work skills of its employees, the West Lombok district government has organized various types of training, according to the results of a field assessment of the skills gaps they have which are tailored to the current job skills needs of employees. The implementation of training is said to be successful if it has an impact on improving employee work skills which in turn also improves performance. There are four factors the influence the success of training, namely: training instructors, training materials, teaching methods, and training facilities. This study aims to determine the impact of training and the development of training models on job skills and employee performance in the government of West Lombok Regency. To determine the impact of developing a training model, a training evaluation was conducted. The evaluation begins with developing an assessment instrument and then continues with an assessment in five stages, namely: 1) evaluation of the training implementation, 2) evaluation of the learning process, 3) evaluation of applications on the job, 4) evaluation of the impact on employee performance, and 5) evaluation of the impact of training costs. with employee performance.

**Keywords:** Performance, Training development and Evaluation

## 1. Introduction

By taking into account the regulation of the Minister of Home Affairs number 31 of 2007, concerning guidelines for the implementation of Education and Training within the Ministry of Home Affairs and Regional Governments; who considers that in order to improve the competence and professionalism of government administrators within the Ministry of Home Affairs and Regional Governments, it is necessary to organize integrated and continuous education and training. In addition, to ensure the quality of education and training within the Ministry of Home Affairs and Regional Government, it is necessary to have a standard for planning, implementing and evaluating the implementation of education and training.

Based on this statement, the Regional Government of West Lombok Regency needs to draw up a Regional Head Regent Regulation regarding Guidelines for the Implementation of Education and Training (Diklat) and Evaluation for Civil Servants (PNS) within the West Lombok Regency Government.

Rivai (2009: 211) says that training is part of education that involves the learning process to acquire and improve skills outside the education system that applies in a relatively short time with methods that prioritize practice rather than theory and according to Mangkuprawira (2004: 135) that training is a process of teaching knowledge and skills and attitudes so that employees are more skilled and able to carry out their responsibilities better, in accordance with standards.

Hasibuan (2005) development is an effort to improve the technical, theoretical, conceptual and moral abilities of employees in accordance with the needs of the job/position through education and training.

Employee training and development has an important role for an organization to improve the performance of the organization. Therefore, employee training and development is very important for organizations or companies to improve the quality of human resources in the organization or company.

The success of a development program is supported by several factors, including: clear development targets, the interest and participation of development participants, the ability and skills of the instructors in delivering development materials, development materials that are in accordance with development goals, and the existence of facilities that support the needs in the development process. development.

Hanggraeni (2012: 99) reveals that the process of analyzing training needs is very important because it can provide information to organizations about what types of training and development are needed by workers to increase organizational effectiveness and efficiency and Siagian (1998: 175) says that the implementation of training is intended to obtain workers who have good knowledge of skills, abilities and good attitudes to fill available job positions with high work productivity that are able to produce good performance.

Managing the training program is the responsibility of all parties in an institution or agency. The commitment and responsibility starts from the beginning, during the assessment and identification of training needs to follow-up training. According to Simamora (2004), the categories of training can be divided into three which can be explained as follows.

#### 1. Training Needs

The first and main step in managing training is to explore and know the training needs and the extent to which these needs need to be met. This step is an absolute and essential step. Given the importance of this step, doing so requires careful attention and preparation. This systematically has a clear relevance between training needs and the needs or requirements of the task.

To avoid giving an inappropriate training which will result in wasted use of company time and money, it is necessary to identify training needs. This training needs analysis serves as the foundation for the overall training effort. This training needs analysis is a systematic effort to gather information on performance issues within the organization and to correct (performance deficiencies.)

Work performance deficiencies relate to a mismatch between actual behavior and expected behavior. This gap is a difference between the actual behavior of employees which includes knowledge, skills, and attitudes with the behavior of employees expected by the company to complete various tasks or jobs assigned to employees so that to overcome the individual competency gap, the company implements a training program (Simamora, 2004: 113).

In relation to the training needs, it is necessary to know what knowledge and skills are needed by employees to work and what knowledge and skills employees already have. According to Dale (2003: 35) "knowledge possessed by a person can be categorized into two types, namely: conscious knowledge, and unconscious knowledge". As a person goes through his life, that person will collect and learn facts, witness events and get other pieces of information which will then be added to his cognitive store. All of these will form a memory and are accessed when the person processes new information and/or prepares a reaction to a situation or other person. There is also knowledge related to work or special situations that is obtained through education or training to carry out a task or series of tasks.

#### 2. Training Impact

Regina (2008) states "providing training to employees is one way for companies to be able to improve the abilities and capabilities of employees. Of course the results desired by the company are the best results, in the sense that they can make a positive contribution to the company. One ideal goal is increasing company turnover". According to Sumantri (2005) training also has the following impacts.

- a. Increased work performance through changes in knowledge and skills
- b. Measurable costs incurred with the benefits to be obtained (Cost Benefit Ratio)
- c. The specification of the training objectives is in accordance with the specifications and requirements of the existing tasks.
- d. There is a measurable improvement in the achievement of organizational or institutional goals.

#### 3. Training Evaluation

According to Simamora (2004) that evaluation of training training can be in the form of:

##### 1) Evaluation of the Training Process

Process evaluation is an evaluation carried out on the activity steps during the training process. Process evaluation is carried out by expressing the opinions of all participants about the Facilitator, Participants, Material/Content, and the training process. In general, the evaluation of the training process can be carried out in several models or ways, namely: Daily evaluation, weekly evaluation and final evaluation

##### 2) Evaluation of Training Results

Evaluation of training results is useful for knowing and measuring the consequences caused by a training action. The implementation of training programs must be based on training methods. The training

method chosen should be adjusted to the type of training to be carried out and the training objectives. By taking into account the regulation of the Minister of Home Affairs number 31 of 2007, concerning guidelines for the implementation of Education and Training within the Ministry of Home Affairs and Regional Governments; who considers that in order to improve the competence and professionalism of government administrators within the Ministry of Home Affairs and Regional Governments, it is necessary to organize integrated and continuous education and training. In addition, to ensure the quality of education and training within the Ministry of Home Affairs and Regional Governments, it is necessary to have a standard for planning, implementing and evaluating the implementation of education and training.

Based on this statement, the Regional Government of West Lombok Regency needs to draw up a Regional Head Regent Regulation regarding Guidelines for the Implementation of Education and Training (Training and Evaluation of Training and Education) for Civil Servants (PNS) in the West Lombok Regency Government.

From the above objectives, the Education and Training Policies that are set and set forth in the Regent's Regulations that can be guided are:

- 1) Education and training is an integral part of the employee development system within the Regency Government
- 2) Education and training has a relationship with employee career development
- 3) The Education and Training System includes the process of identifying the needs, planning, organizing and evaluating the Education and Training
- 4) Education and training is directed to prepare employees to meet the requirements of the position specified and the needs of the organization, including the procurement of leadership cadres.
- 5) Education and training is also directed at increasing the attitude and spirit of service that is oriented to the interests of the community, nation, state and homeland; improvement of functional, technical, managerial and/or leadership competencies; improvement of efficiency, effectiveness, and quality of task implementation is carried out in the spirit of cooperation and responsibility in accordance with the demands of the task and the organization.

## 2. Research Methodology

This type of research used by researchers is descriptive research, while for data collection, survey research is used. The population in this survey is all staff employees in all Local Government Work Units (LGWU) in West Lombok Regency, respondents were determined purposively, that is, for each Office and Agency two people were taken as a sample of respondents, while in the Office and Secretariat one person was taken as a sample of respondents. So that the total number of respondents for staff employees was 76 people. While the data collection method used in this study is; (1) questionnaire distribution, (2) Focus Group Discussion, and (3) Indepth Interview.

## 3. The Result of The Research and Discussion

Description of general staff, education and training carried by employees, then the characteristics of work with the perspective of staff employees and descriptions of staff service positions that show attitude to their work, as well as problems faced by staff employees in carrying out their duties, can be stated that employees general staff West Lombok Regency Government in carrying out the assigned duties assigned to it, is still less competent.

The capacity of staff employees in terms of education is not yet fully in accordance with the demands of the task. Employees have a high level of education, but their education related to the knowledge needed to complete the task is not in accordance with the demands of the task itself, so that employees tend not to understand the task and less able to solve problems at work. Staff employees formally improve education through study permits (not study assignments) that are in line with job demands. They follow / take education programs, while they work (outside working hours); unfortunately the education he took was not in line with the demands of his job duties. It can be said that the educational gap that is held by staff employees with their assigned duties remains.

The capacity of staff employees in terms of skills is inadequate because there are still many staff employees who have not received training (55 percent), especially those that are technical in carrying out their duties. All staff employees receive pre-service training which is an organizational orientation orientation and little about their job duties. Some of them have received technical training to improve their work skills. By experiencing a long period of work and a

shift or rotation of positions, the technical training they have ever received is not applied. The gap between the demands of the task and the skills of the employees is very clear, because all staff employees put forward professional demands and increase work skills to improve their perform.

There are several steps taken in training evaluation, including: Identify Components. Identification of Indicators. Identification of Evidence. Determine the Data Source. Determine the Data Collection Method. Determine Data Collection Instruments.

Some of the components that have been identified are then used to identify the indicators that have been made, then the evidence is determined for the preparation of the research instrument grid in the context of evaluating the Education and Training program. The data sources can be divided into 3 (three), namely: employees directly, available documents, and place of implementation. Collecting data from available documents is done by observing what is written in the document, so that it can be concluded temporarily. The implementation of the training can be assessed from the results of questionnaires to training participants, the results of direct observations from the field, examining documents and interview conclusion

Description of general staff positions (GSP), education and training carried by employees, then the characteristics of work with the perspective of staff employees and descriptions of staff service positions that show attitude to their work, as well as problems faced by staff employees in carrying out their duties, can be stated that employees general functional position (GSP) of We3st Lombok Regency Government in carrying out the assigned duties assigned to it, is still less competent.

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In terms of attitudes and behaviors in carrying out tasks, it can be shown that staff employees have morale and work motivation, are classified as mediocre, while all tasks require implementers to work with enthusiasm, with high work motivation, so that from there it is expected to emerge employee innovation and creativity. Staff employees tend to work with the attitude of waiting for orders from superiors, not being pick up the ball, they do not demand work let alone responsibility. So it can be said that in carrying out the duties of the office there are still gaps in the attitudes and behavior of staff employees with the demands of their job duties.

To overcome the competency gap of staff position above with the demands of their duties, management should in this case the Regional Government Agency (RGA) in charge of staffing especially in the field of Education and Training (Diklat), be able to program and design training programs in accordance with employee task needs.

Considering that general functional employees or staff carrying out office duties, who are under the structural positions of section heads or section heads in each LGWU, it is certain that they need training to improve their competence, according to their area of work.

The required skills can be applied by staff employees who are given office assignments in each section that is in each field or each section contained in each LGWU namely on: General Administration Section, Staffing Section, Finance Section, Equipment Section, and Service Technical Section.

#### 4. Conclusions

- 1) Employees holding general staff positions in the scope of the west Lombok District Government, which in carrying out the assigned duties, there is still a negative gap between the competencies (knowledge, skills and attitudes) possessed by the demands of their work. This means that JFU implementing employees are still less competent with the demands of their job duties, so their performance is not yet optimal. While they are required to work professionally in their respective fields with appropriate competencies.

The competency gap referred to is:

- 1) The knowledge (education) possessed by staff is relatively high, but the majors or fields of science are less appropriate to their fields of work, so they tend to lack understanding of the task and less able to solve problems at work.

- 2) Work skills of staff employees that are inadequate or not in accordance with the demands of their duties, because there are still many staff employees who have not received training, especially those of a technical nature, so that the work is certainly not optimal.
  - 3) Attitudes and Behavior of staff employees who are shown through mediocre enthusiasm and work motivation and with the attitude of waiting for orders from superiors, do not fully support the achievement of good work. They are required to be dedicated and have high morale and to innovate and be creative in carrying out their duties.
- 2) Staff employees are positioned as executors of various positions under the Echelon IV structural positions, or under the Head of Subdivision (Kasub Bag) or Head of Sub Division (Kasub Bid) in each section in each field or in each section contained in each LGWU namely in the General Administration Section, Staffing Section, Finance Section, Equipment Section and Service Technical Section.

Training required by staff employees in each of the existing sections, across agencies including: Secretariat Training (Official Text Management) Archiving Training (data documentation Treasurer training (expenditure assistance) Computer Operations Training (work program, Information Access Training (E-mail and Internet) Data Collection and Processing Training (Inventory, Training on Planning and Work Programs (Renop and Renstra, Monitoring, Evaluation and Reporting Training, Training in Personnel Management (Description of Aut Work Motivation Training (Emotional and Spiritual)

Technical Training in Accordance with Tasks

The type of training currently available is more towards managerial training. From the training data, it is known that 50% of the participants took part in managerial training, 5% in post-service training, 18% in certification training and 27% in technical training.

- 3) Evaluation of training

The elements contained in the evaluation of education and training include:

- a) Systematic, that the implementation of the education and training is accompanied by and equipped with regulations, policies, rules (Tatib) and implementation guidelines, so that every activity can refer to the regulations made.
- b) Contains a critical analysis of ongoing training/training against individual and workplace needs.
- c) Provide a clear indication of the progress of the next education and training.
- d) Evaluation is carried out with reasons/considerations that can identify the possibility for the development of training to be more effective and the possibility of resource efficiency.

In carrying out the evaluation, the education and training manager should:

- a) Supervise participants, facilitators, time schedules, room or place facilities as well as training and education implementing officers, guided by the Rules of Conduct
- b) Evaluate the suitability of the training materials/materials or curriculum through participant responses and facilitator responses
- c) Evaluate the time and place of the event
- d) Evaluate facilitators/ resource persons
- e) Evaluate the facilities used
- f) Evaluate operational implementers
- g) Conduct pre-test and post-test for each training participant
- h) Conduct post-Training evaluations by monitoring and assessing the suitability of the placement of graduates with the type of training that has been followed

## 5. Recommendation

In connection with the negative gap between the competencies held by staff employees and the demands of their job duties, it is recommended to the management in this case ( West Lombok )

- 1) Create a training program in stages with priority scale in a continuous period of time, with the types of training above
- 2) Skills Priorities; provide training for task implementers with priority skills that are very much needed now (short term) in each field or section in each LGWU or in the Technical Services Unit (UPT). Example that in each section it is necessary to implement a task that is skilled in operating a computer, then the computer operating training program can be given to staff position who have the potential to handle computer equipment, in each section, each area in each LGWU.

- 3) Employee Priorities; The assignment of employees who carry out priority tasks for training are employees who within the next 4 or 5 years can be promoted at a higher level (will hold structural positions at least Echelon IV), with the hope that they will already know and understand the position assignments below. There are some structural Echelon IV officials who do not understand their duties and those of their subordinates.

Staff employees who are given the training can be a form of appreciation from the institution to those concerned, which can later be linked to their career development. But on the other hand, employees are also guaranteed to have a higher commitment than before and can support the implementation of various institutional activities where they are.

Preparation of periodic training evaluation instruments with the following assessment steps: (1) Determine the standards and objectives of each type of training, (2) Establish indicators and measurement scales, (3) Standardize the training indicators, (4) Standardize job skills indicators, (5) Standardize the performance appraisal., (6) Communicating measurement standards to employees as measurement objects.

The assessment benchmarks are directed into four categories according to Kirkpatrick, namely: (1)Reaction (Reaction), (2) Learning (Learning), (3)Behavior, (4) Result (Result).

The results of the training evaluation in stage three: the impact of the evaluation on work results and stage four: the impact of training on organizational performance can be used as a basis for providing rewards/punishments to employees

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