

Evaluation of The Kirkpatrick Model of Employment Training Center For Manpower Training and Transmigration (BPTT) Jambi Province

Syamsul Huda^{1*}, M. Ghazali²

^{1,2} Department of Islamic Education Management, Faculty of Education and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia

Abstract

This study discusses the preparation of work skills as the main requirement for creating a reliable workforce in filling jobs. This research was conducted with a descriptive evaluation approach using the four levels evaluation model or Kirkpatrick's model, which includes: reaction, learning, behavior, and result. The sampling technique used purposive research with research subjects consisting of trainees who had gotten a job and who had not gotten a job after attending training at BPTT, training implementers, instructors, and service users. Data were collected using questionnaires and in-depth interviews, and documentation. The results of the research show: (1) good response by the trainees on the reaction aspect; (2) changes or improvements in the knowledge and skills of the trainees have not been well measured in the learning aspect; (3) good response by service users on behavioral aspects; and (4) it is difficult for the training organizers to detect the number of training participants who have been absorbed or have not been absorbed into the workforce due to the lack of communication with participants who have attended training on the outcome aspect.

Keywords: Kirkpatrick, Training, Manpower

1. Introduction

Employment and decent life as needs that must be met in the life of the nation and state as mandated through Article 27 paragraph 2 of the 1945 Constitution is still fundamental problems for the government to prepare the capacity of the community to fulfill employment absorption in order to get a decent living.

Based on data from the Central Statistics Agency (BPS) 2016, the unemployment rate in Indonesia reached 7.2 million people or 5.5 percent of the country's total population. As part of Indonesia, Jambi Province also has a fairly large unemployment rate.

The government must realize that the progress of a nation is primarily determined by the quality of its human resources so that additional education through training as a means to improve the competence of human resources is a significant factor (Jhingan, 2007: 417). Training institutions as a process of acquiring the ability to do work (Mathis and Jackson, 2011:253) are indispensable and cannot be ignored. With all kinds of demands, improvements to job training institutions must

be carried out, starting from the facilities, infrastructure, facilities to the availability of instructors and training management.

The preparation of abilities and skills is the main requirement for the creation of a reliable workforce in filling job fields. This effort can only be made through the provision of training places as a formal, planned, and structured activity (Robbins, 2003:111) which in this context is the Jambi Province Manpower and Transmigration Training Center (BPTT), which has a set of visions, facilities, programs, and qualified coach. Thus, it becomes very important the effectiveness of training that is implemented and carried out at the Jambi Province BPTT.

Evaluation of the impact and effectiveness of the training is needed so that the strengths and weaknesses in the training program can be identified so that improvements can be followed up (Sudjana, 2008:46). In the evaluation, there are several elements that must be done, namely first; determining the focus to be evaluated (focusing the evaluation), second; preparation of the evaluation design (designing the evaluation), third; information collection (collecting information), fourth; analysis and interpretation of information (analyzing and interpreting), fifth; reporting information, the sixth;

*) Corresponding Author

E-mail: syamsulhuda@uinjambi.ac.id

management evaluation (managing evaluation), and the seventh; evaluation for evaluation (evaluating evaluation) Brinkerhoff (2006:9).

According to Gomes (2000: 209), to measure the effectiveness of a training program, it can be evaluated based on information obtained at five levels: First, namely, reactions to find out the opinions of participants regarding the training program, using a questionnaire, at the end of the training the participants were asked about how far they are satisfied with the training as a whole, the trainer/instructor, the material presented, the content, the materials provided, and the training environment (room, rest time, food, air temperature). The second is learning, which is to find out how far the participants have mastered the concepts, knowledge, and skills given during the training—usually done by holding a written test (essay or multiple choice), performance test, and simulation exercises. The three behaviors to assess the participants before and after training can be compared to determine the level of influence of training on changes in their performance. The fourth organizational result is to examine the impact of training on workgroups or the organization as a whole. Data can be collected before and after training on the basis of criteria for productivity, turnover, absenteeism, accidents, complaints, quality improvement, client satisfaction, and the like. Sixth, Cost Effectiveness, is intended to determine the number of costs spent on training programs and whether the costs for the training are small or large compared to costs arising from problems experienced by the organization.

The training program conducted by the Manpower and Transmigration Training Center (BPTT) of Jambi Province is a form of human resource development that is intentionally carried out within a certain period with the aim of developing skills, competencies, attitudes, and behavior so as to improve the performance of human resources (Ghani, 2015: 250-252), so that the appropriate evaluation used in this study is the Kirkpatrick evaluation model which includes the stages of the reaction, learning, behavior, and result (Mulyaningsih, 2011:115).

2. Method

This study uses a descriptive, evaluative research approach to describe the phenomenon being studied or evaluated (Arikunto, 2013: 36) by using the four levels evaluation model or Kirkpatrick's evaluation model, which includes reaction, learning, behavior, and results (Daryanto and Bintoro, 2014: 145).

In general, the evaluation procedure in this study includes six stages. First; Evaluation planning, in which researchers understand in advance the purpose of the

training program held by the Jambi Province Manpower and Transmigration Training Center (BPTT) to improve labor competencies. Second; preparation of an evaluation design in which researchers prepare everything related to the training program held by the Jambi Province Manpower and Transmigration Training Center (BPTT) to improve labor competencies, starting from determining the purpose of the evaluation, the evaluation model to be used, the type of data to be collected, data collection methods used, data analysis and decision-making methods based on the evaluation results. Third, instrument development, after the data collection method is determined, is to determine the form and arrange the instrument to be used in data collection. To obtain valid data, the validity and reliability tests of the data collection instruments will first be carried out. Fourth, data collection, researchers collect relevant data for evaluation in accordance with the design and evaluation objectives of the training program held by the Jambi Province Manpower and Transmigration Training Center (BPTT) to improve labor competencies. Fifth, data analysis and evaluation. After good planning and complete and accurate data have been obtained; the next step is to analyze and evaluate data. In the six reporting evaluation results, researchers report all activities and data obtained during evaluation activities from planning to conclusions and follow-up in the form of research reports.

The population in this study is everyone who is involved or who gets the effect or impact of the training carried out by the Jambi Province Manpower and Transmigration Training Center. The research subjects and the data collection techniques used can be seen in the **Table.1**

Table 1. Research Subject

Subject	Amount	Instrument
Participants who are absorbed into the workforce	16	Questionnaire
Participants who have not been absorbed into the workforce	16	Questionnaire Interview
Instructor	3	Interview/ documentation
Organizer	3	Interview/ documentation
Service User	3	Interview

3. Result and Discussion

Reaction evaluation is an evaluation to measure how the trainees react to the training program including;

materials, instructors, facilities and implementation time. The research subjects in this variable include trainees who have attended training and are absorbed in employment as well as trainees who have attended training and have not been absorbed in employment.

The data contained in the reaction variable consists of several indicators including; material that is relevant to the needs of the training participants, the competence of the instructor or training facilitator, facilities that support the smooth running of the training and time efficiency and effectiveness of training activities. To see the reaction of the training participants to the training conducted by the Jambi Province Manpower and Transmigration Training Center (BPTT), the researcher used a questionnaire to the trainees who had been absorbed in the workforce and the trainees who had not been absorbed into the workforce.

Of the 16 training participants who were absorbed in the workforce, 81.25% of respondents responded very well to the indicators of training materials. In contrast, 56.25% of training participants who had not been absorbed in the workforce responded well to the training materials on training conducted by BPTT Jambi Province in 2017.

In the indicator of instructor competence, 75% of respondents who are absorbed in the workforce respond very well, and 50% of respondents who have not been absorbed in the workforce respond well to the competence of training instructors.

As many as 87.5% of respondents who were absorbed in the workforce and 81.25% of respondents who were not absorbed in the workforce responded very well to the training facilities at the Manpower and Transmigration Training Center (BPTT) Jambi Province.

Respondents who were absorbed in the workforce responded very well to the efficient and effective use of time, by 62.5% and 56.25% of respondents who had not been absorbed in the workforce responded both to the efficient and effective use of time.

Based on the evaluation results of training participants' reactions to the training program conducted by the Jambi Province Manpower and Transmigration Training Center (BPTT) in 2017, out of 12 questionnaire items filled out by two groups of respondents with 16 respondents each, on average they responded very well. Trainees who have been absorbed into the workforce and on average responded well by trainees who have not been absorbed into the workforce.

The qualitative results regarding the knowledge and skills of the trainees before and after attending the training were very good, this was based on several sources of information, namely the training instructors. Based on the documentation data, before entering the

training, prospective trainees must first take a pretest. After being deemed to have passed, the participants will attend theoretical training classes to practical training classes. However, the researcher did not find documentation of the development scores of the trainees at each meeting during the training practice, making it difficult to measure the success of the training at each meeting. In addition, the researchers also did not find documentation of the final results or some kind of graduation score for the trainees on which the participants were deemed to have passed the training held by the Jambi Province Manpower and Transmigration Training Center (BPTT).

Based on qualitative data sourced from service users, it is stated that special skills require training. Therefore the training activities held by the Jambi Province Manpower and Transmigration Training Center (BPTT) play an important role for employees who work with special skills.

This means that the training program held by the Jambi Province Manpower and Transmigration Training Center (BPTT) provides at least a positive paradigm for service users to facilitate training participants who have attended training to be absorbed in the workforce.

Based on qualitative data sourced from the training organizers, most of the participants who attended the training at the Jambi Province Manpower and Transmigration Training Center (BPTT) after attending the training lost contact with the organizers, so that the training organizers had difficulty getting information, whether the trainees who have participated in the training have been absorbed into the workforce or not.

Training participants who have not been absorbed in employment with qualitative data sources reveal that one of the causes that make it difficult to find employment is that the skills they have acquired during training at the Manpower and Transmigration Training Center (BPTT) Jambi Province have made them feel the need to return. Attend training. There are also trainees who find it difficult to find work and take the initiative to open their own business.

4. Conclusion

The results showed that the basic indicators and objectives of the training program carried out by the Manpower and Transmigration Training Center (BPTT) of Jambi Province had met the criteria for implementation because the basis and purpose of the training program were to answer the needs of the community. However, it should be noted that the main goal of participants participating in the training is to be absorbed in the workforce. Therefore, the Jambi Province BPTT needs to prepare effective technical

steps to facilitate the absorption of training participants into the workforce.

Evaluation at the reaction level shows a positive reaction of respondents who are absorbed in the workforce and those who have not been absorbed in the workforce to the training program. At the learning level, life skills can be learned, but there is no assessment of participant development and final/graduation assessment as a standard for trainees to be absorbed in the workforce. At the behavior level, participants experienced positive behavioral changes after attending the training. At the resulting level, not all training participants are absorbed in the workforce. Some of the training participants (who have not been absorbed into the workforce) after the training feel that they do not have adequate or sufficient skills to be absorbed into the workforce.

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