

TRAINING EVALUATION MODEL DEVELOPMENT EFFECTIVE COMMUNICATION & COLLABORATION FOR UPGRADE LEARNING PERFORMANCE UPTD SPNF KABUPATEN TAKALAR

Fatmawati Gaffar, Universitas Negeri Makassar
E-mail: fatmawatigaffar@unm.ac.id

Remark: If all authors are from the same university, it is not necessary to use numbering/superscript for each author's name.

ARTICLE INFO

Original Article

Received: 2-2-2023

Revised: 3-3-2023

Accepted: 6-3-2023

Keywords:

*training evaluation,
communication,
collaboration,
performance*

ABSTRACT

UPTD SPNF Kabupaten Takalar as a non-formal education service institution that organizes education and training to provide excellent service in its role and function so as to make a maximum contribution to achieving the vision and mission. One of the efforts that has been made is to increase the competence of human resources through a soft competency development program that is closely related to the values of the institution. One way is to organize Effective Communication & Collaboration Training which is attended by tutors, staff and non-formal educators within the UPTD SPNF Takalar Regency. This study aims to: (1) explain the impact of effective communication and collaboration training that has been carried out on performance improvement, (2) find out how much changes in employee behavior to provide optimal performance, (3) understand a comprehensive and effective training valuation model to monitor the improvements made sustainable in employee performance. The research procedures are: 1) preliminary study, 2) conceptual model formulation, 3) model validation and revision, 4) limited trial (small scale), 5) model revision, 6) model (field) trial, 7) refinement model/validation, 8) determination of the final product of the training model.

© 2023 EESEAJ (Fatmawati Gaffar). All rights reserved.

INTRODUCTION

The implementation of the national education system, including the non-formal education sub-system, often receives sharp criticism from the public and other institutions because policies and implementation often change without being supported by accurate data. One reason is the lack of regular and ongoing evaluations.

Evaluation needs to be carried out on an ongoing basis on the process, results, and impact of out-of-school education programs, using standard standards used in assessing systemic programs. Evaluation can use a variety of appropriate approaches, methods and techniques to collect data to be submitted to program administrators, managers and implementers, as well as other related parties, as input in making decisions related to terminating, expanding, repairing, and enhancing out-of-school education programs (Sudjana D, 2008: 15).

The rationale for how to evaluate is to determine the effectiveness of a training program. If the evaluation is carried out, then we can hope that the results will be positive and satisfactory, both for those who are responsible for the program and for the leaders at the top level who will make decisions based on the evaluation of the program. Therefore, a great deal of thought and planning needs to be put into the program itself to ensure that it is effective. What is important in evaluating a training program is the rationale for how to evaluate it and presenting descriptions, guidelines, and evaluation techniques as well as suggestions on how to evaluate and implement the program in order to ensure its effectiveness.

Factors that must be carefully considered when planning and implementing an effective training program are: a) Determining needs, b) Setting objectives, c) Determining content, d) Selecting participants, e) Determining making the best schedule, f) Selecting the right facilities, g) Selecting the right instructors, h) Selecting and preparing audiovisual assistance, i) Coordinating the program, j) Evaluating the program.

2. Technical Procedures for Evaluation of Training Programs-Four Levels

These four levels describe a series of ways to evaluate programs. Each level is important and has an impact on the next level. As you move from one level to the next it becomes more difficult and takes a lot of time, but it also provides valuable information. None of these levels can easily be passed to get to a level where the coach considers the most important.

The four levels are:

Level 1— Reaction

Level 2— Learning

Level 3— Behavior

Level 4— Results

Reaction

Evaluation at this level measures how those who participated in the program reacted. For example, a reaction that describes a measure of consumer satisfaction. Kirkpatrick, Donald J (2005) conducts seminars, institutes, conferences at the University of Wisconsin Management Institute. Organizations provide the costs for sending people to these public programs. It is clear that the reaction of the participants is a measure of consumer satisfaction. It is also clear that the reaction will be better if we stay in the company and attract new customers and get customers to return to future programs.

Learning

Learning can be defined as the level at which participants experience learning to increase knowledge, and or improve skills as a result of participating in the program. These programs address topics such as differences in the workplace and the goal is primarily to change behavior. Technical programs aim to improve skills. Programs on topics such as leadership, motivation, and communication aim at all three objectives.

In order for a study to be evaluated, specific objectives must be set.

Behavior

Behavior can be defined as the degree to which a change in behavior occurs due to the participant participating in a training program. Many trainers want to go through Levels 1 and 2 of reaction and learning in order to measure changes in behavior. This is a egregious error, assuming no changes to the behavior are found. The obvious conclusion is that the program is not effective and that it should be discontinued. This conclusion is likely to be inaccurate. Reactions may be better, and learning objectives may have to be completed, but conditions at level 3 or 4 may not exist.

This training program can fulfill two requirements, the first is by creating a positive attitude towards the desired change and by teaching the necessary knowledge and skills. The third condition, suitable climate, concerns supervisors participating suddenly. Five different types of climates can be described.

Prevention: The leader prohibits the participant from doing what he or she has considered working according to the training program. Leaders may have been influenced by the organizational culture that has been established through top management. Or his leadership style may be at odds with what has been considered.

Scaring: The leader doesn't say, "You can't do that," but he does make it clear that participants should not change behavior because this will upset the leader. Or the leader doesn't shape the behavior as envisaged in the program, and the negative example scares the subordinates away from change.

Neutral: The leader ignores the fact that the participant is following a training program. This is the usual business. If subordinates want to make changes, the leader will not object as long as the work is carried out. If negative results occur because of changing behavior, then leaders may either fear or avoid the climate.

Support: leaders support participants to learn and apply their learning to the job. ideally, the leader discussed the program with the subordinate beforehand and stated that the two would discuss implementation of the program as soon as possible. The leader is basically saying, "I'm interested to know what you've learned and how I can help you transfer this learning to your job."

Demanding: leaders know what subordinates are learning and ensure that learning transfers on the job. In many cases, a learning contract has been prepared which states that the subordinate agrees. This contract can be prepared at the end of the training meeting, and a copy is given to the leadership. The management sees that the contract has been executed. Malcolm Knowles in his book *Using Learning*

Contracts (San Francisco: Jossey-Bass, 1986) describes this process.

The fourth condition, rewards can be intrinsic (from within), extrinsic (from without), or both. Intrinsic rewards include feelings of satisfaction, pride, and accomplishments that can occur. Extrinsic rewards include praise from leaders, recognition by others, and monetary gifts, such as increased services and bonuses.

It is important for trainers to know which type of climate the participants will face when they return from the training program. It is also important for them to do everything where they can see that it is climate neutral or better. Otherwise, there is little or no chance that the program will be able to complete the behavior and achieve the goal, because the participants are not even trying to use what they have learned. Not only will no change occur, but those who attend the training program will feel disappointed with the leader, the training program, or both for teaching them things they cannot apply.

One way to create a positive work climate is to involve leaders in program development. to ask questions of leaders to help determine the needs of subordinates. Such involvement can help ensure that a program teaches practical concepts, foundations, and techniques.

Results

Results or results can be defined as the final results that occur because the participants follow the program. These outcomes can include increased production, increased quality, reduced costs, decreased frequency and/or severity of events, increased sales, decreased turnover rates, and higher profits. It is important to realize that such results are the reason why some training programs are conducted. Therefore, the ultimate objectives of this training program need to be defined within these matters.

Several programs have been considered on a long-term basis. For example, one of the main goals of a training program on workplace differences is to change the behavior of supervisors and managers towards minorities in their departments. We want inspectors to treat everyone openly, show no discrimination, and so on. These are not tangible results that can be measured in terms of dollars and cents. Nonetheless it is hoped that tangible results will follow. Conversely, it is difficult if not possible to measure program outcomes on topics such as leadership, communication, motivation and time management, empowerment, decision making, or managing change.

METHOD

The development of the Effective Communication & Collaboration Training Evaluation Model was carried out using a qualitative and quantitative descriptive approach to the educational research and development design written by Borg and Gall (1983). Data was collected through observation, interviews, questionnaires and documentation.

RESULT AND DISCUSSION

In effective communication & collaboration training at the UPTD SPNF Takalar District the emphasis is on improving the interpersonal skills of the participants. Interpersonal skills acquired through training are very important in increasing the effectiveness of these employees/staff/subordinates. Some of the skills that were identified through the interview process were: 1) Improving effective communication and being open; 2) Able to communicate, both with superiors and with co-workers with full ethics and courtesy; 3) Uphold togetherness in doing work; 4) Be able to manage emotions and be calm in dealing with all conditions, especially related to work; 5) Grow initiative and realize the importance of cooperation without waiting for instructions from superiors.

The results of this study, according to the opinion expressed by Safaria (2005) interpersonal skills are important because basically humans cannot be alone. Many activities in one's life are always related to other people. Individuals who fail to develop interpersonal relationship skills will experience many obstacles in their social world. As a result, they are easily excluded socially. These individuals will be lonely, feel worthless, and like to isolate themselves, which in turn easily becomes depressed and loses the meaning of life. Individuals who are unable to work together with other individuals or groups will tend to be excluded and do not get an important role in their lives.

CONCLUSION

Based on the description above, in order to increase program effectiveness which will impact on the performance of UPTD SPNF Takalar Regency employees, as a center for providing education and training it is very important to develop a comprehensive training evaluation model for sustainable growth. The Kirkpatrick evaluation model in the Effective Communication & Collaboration training provides an illustration that the Level 3 Kirkpatrick Evaluation

(behavior evaluation) has an effective impact on the training participants so that it leads to changes in behavior that are expected to be better than before attending the training.

ACKNOWLEDGEMENT

The author would like to thank the UPTD SPNF Takalar Regency, Jakarta, for providing opportunities for researchers to carry out activities in the skills learning program for adult learning residents. provide guidance in this research.

REFERENCES

- Borg and Gall, (1989). *Educational Research*. New York: Pinancing. Washington: The Word Bank
- Kirkpatrick, Donald L. and Kirkpatrick, James L. 2005. *Evaluating Training Program*. San Fransisco: Berrett – Koehler Publishers, Inc.
- Sudjana, D. (2012). *Evaluasi Program Pendidikan Luar Sekolah: untuk Pendidikan Non-Formal dan Pengembangan Sumber Daya Manusia*. Bandung: Remaja Rosdakarya.
- Sudjana, D. (2004). *Manajemen Program Pendidikan.: Bab 6 Evaluasi Program*. Bandung: Fallah Production.
- Sukmadinata, N. S, (2016). *Metode Penelitian*. Bandung: Remaja Rosda Karya.
- Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta
- Spencer, L., & Signe, M Spencer. (1993). *Competence at Work, Modes For Superior Performance*. Canada; John Wiley & Sons, Inc
- Handayati, S., & Sudjana, D. (2010). Pelatihan Peningkatan Kualitas Pelaksanaan Sistem Instansi Akuntansi. *Jurnal Ilmiah Visi PTK-PNF*. Vol 5 No 2.
- Umi Widyastuti dan Dedi Purwana ES. 2015. Evaluasi Pelatihan (Training) Level II Berdasarkan Teori The Four Levels Kirkpatrick. *Jurnal Pendidikan Ekonomi dan Bisnis*. Vol. 3 No. 2.