
Participant Reaction Assessment of Office Administration Training at Unit Pelaksana Teknis Balai Latihan Kerja (UPT BLK) Dinas Ketenagakerjaan Kota Bandung Based on Kirkpatrick's Level 1 Model

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ARTICLE INFORMATION

Article history :

Submit:

12-08-2024

First Revision:

04-11-2024

Accept Submission:

28-12-2024

Keywords :

*Training Evaluation;
Kirkpatrick Model Level 1
(Reaction)*

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ABSTRACT

Training evaluation is a critical phase in the execution of any training program. The primary objective of training evaluation is to assess the overall success, effectiveness, and efficiency of the training program. This study aims to design, implement, and report on the evaluation of the Office Administration Training using the Kirkpatrick Model Level 1 (Reaction) at the UPT BLK Dinas Ketenagakerjaan Kota Bandung which has not been previously conducted. A quantitative research method was employed, with data collected through questionnaire with some necessary interviews. The data were analyzed to develop a Kirkpatrick Level 1 (Reaction) evaluation questionnaire, focusing on three aspects: (1) instructors/presenters, (2) training materials, and (3) training facilities, rated on a Likert scale from 1 to 4. The evaluation results revealed delays in instructor/presenter attendance and material delivery, as well as discomfort with the lighting facilities and poor internet access. This study underscores the need for improvements in the aspect of instructors/presenters and facilities at the UPT BLK Dinas Ketenagakerjaan Kota Bandung to ensure the success of future training programs.

A. INTRODUCTION

As the times rapidly advance, human resources (HR) must continually enhance their quality and capabilities to adapt to changes and compete in the current global competition. According to Hasibuan (2016:10), human resource management is the science and art of managing employee relationships and functions to work effectively and efficiently in helping achieve the goals of the company, employees, and society. Therefore, according to Aulia Rahmat (2020) HR is one of the key factors in an organization's progress to achieve its established goals and vision, necessitating HR development.

HR development is a process conducted to enhance employee competence and knowledge. According to Sedarmayanti (2017), HR development in an organization is essential to improve employee productivity and morale comprehensively for optimal performance. One form of HR development is through learning and training activities. Learning and HR development is a process to increase individual competence and knowledge, which can be achieved through education and training

programs covering knowledge, skills, and attitudes. Putri & Djuwita (2022) state that HR development efforts need to be aligned with the current required competencies.

Training programs are a series of activities designed to develop employee competencies to achieve organizational goals. Kaswan (2013) explains that training is an effort to develop employee knowledge and skills and improve their work attitudes to be more effective. To create a workforce with the knowledge, skills, and work attitudes required by the organization, implementing training programs based on competency standards is necessary. According to Abdul (2013), competency standards include the knowledge, skills, and attitudes required to study a subject.

The training organized by UPT BLK Dinas Ketenagakerjaan Kota Bandung is a competency-based Office Administration training program. This training focuses on effectiveness, efficiency, practical application, and recognition from the business world for the trainees. Additionally, this program includes competency tests, which are assessment processes to determine whether someone is competent or not in a specific competency unit or qualification. After completing the competency-based training, participants receive a training certificate and a competency certificate issued by the National Professional Certification Board (BNSP).

Creating an optimal training program requires a structured process or training series, starting from planning, implementation, to evaluation. Kaswan (2013) argues that training program evaluation is a systematic technique for collecting information, including descriptive information and assessments necessary for effective training decision-making related to selection, acceptance, evaluation, and adjustment of various learning activities. Rouse (2011) believes that training evaluation aims to measure the success level of activities and serve as a reference for improvements in future training. To understand the effectiveness of the conducted training evaluation, it is crucial to consider the structured stages of training evaluation. According to Supriyono (2013:10), broadly, the stages of a training program evaluation consist of five stages, as also stated by Aryanti, 2015 (in Supriyono):

1. Preparation for Evaluation:
 - a. Clearly define evaluation objectives, ensuring they are measurable, useful, relevant, and aligned with the needs to improve the training program.
 - b. Formulate information based on evaluation objectives by reviewing evaluation questions and determining the types of information to be identified.
 - c. Determine appropriate data collection methods, such as observation, tests, questionnaires, and interviews.
2. Developing Evaluation Instruments:
Instruments are developed after determining the data collection methods, then identifying the appropriate form of instruments and the target respondents for distributing the instruments.
3. Data Collection:
Implement evaluation instruments to gather data, such as distributing questionnaires to all training participants and directly observing participants during training to gain deeper understanding.
4. Data Processing and Analysis:
Collect and organize the gathered data systematically, analyze or identify the data, and interpret the results.
5. Reporting:
Present evaluation results or findings, provide recommendations for further improvement or development based on evaluation findings, and share the report with relevant stakeholders, such as training organizers, management, and trainers.

Currently, UPT BLK Dinas Ketenagakerjaan Kota Bandung has not conducted written document evaluations of the training programs it has implemented. Based on the results of interviews with several chairmen and staff in UPT BLK Dinas Ketenagakerjaan Kota Bandung, it is noted that this organization has only focused on planning and implementing training programs. Without training evaluations, UPT BLK Dinas Ketenagakerjaan Kota Bandung cannot determine the extent to which the training has been optimized.

Given the explained obstacles, this situation is an unusual phenomenon. According to Faikoh (2021), therefore training evaluations need to be conducted to assess the success, effectiveness, and efficiency of all aspects of the training program implementation. Hamblin (in Rusman, 2021) argues

that training program evaluation involves the process of collecting and assessing data to determine whether the training has been successful or effective.

According to Susanty (2022), Kirkpatrick's Four Level Evaluation is designed as a sequence of steps to evaluate a competency development program. According to Kirkpatrick (2007), training evaluation consists of four levels: Level 1 Reaction to assess the satisfaction of participants who have attended the training program, Level 2 Learning to measure the participants' knowledge achievements during the training, Level 3 Behavior to observe any behavioral changes in training alumni when they return to their work environment, and Level 4 Results to obtain the outcomes of the conducted competency development program.

Of the four training evaluation levels, this study only uses Level 1 (Reaction) by creating and distributing questionnaires to measure participants' reactions to the Office Administration Training program that has been implemented, as well as providing objective feedback to the training organizers. The distributed questionnaires consist of three assessment aspects: (1) instructors or speakers, (2) training materials, and (3) training facilities and infrastructure, with a Likert scale from 1 to 4.

The objectives to be achieved in this study are as follows:

- 1) Designing the evaluation of the Office Administration training using the Kirkpatrick Level 1 (Reaction) model at UPT BLK Dinas Ketenagakerjaan Kota Bandung.
- 2) Implementing the training evaluation at Level 1 (Reaction) by assessing participant satisfaction with the Office Administration Training program at UPT BLK Dinas Ketenagakerjaan Kota Bandung.
- 3) Creating an evaluation report of the Office Administration training using the Kirkpatrick Level 1 (Reaction) model at UPT BLK Dinas Ketenagakerjaan Kota Bandung.

This study is expected to provide theoretical benefits to various parties, both educators and students, especially in the field of education. These benefits include scientific contributions of knowledge, experience, and expanded understanding of training evaluation using the Kirkpatrick model that can be applied to organizations to improve the quality of training activities.

B. METHOD

This study employs a quantitative method to collect data in the form of numbers to analyze and answer research questions. The data collection technique used to determine the satisfaction of training participants is by distributing questionnaires.

Sugiono (2019) explains that a questionnaire is a data collection technique conducted by providing a series of questions or written statements for respondents to answer. In this research, questionnaires were distributed to 20 Office Administration training participants..

The questionnaire assesses three aspects: (1) instructors or presenters, (2) training materials, and (3) training facilities and infrastructure. Each aspect is evaluated through several statements using a Likert scale ranging from 1 to 4, corresponding to categories such as Very Poor (VP), Poor (P), Good (G), and Excellent (E).

According to Sugiyono (2021) the collected data is analyzed using a descriptive method. This approach is essential for addressing the research problem by processing and analyzing the data obtained through the questionnaire.

Based on the analyzed data, conclusions are drawn to provide a comprehensive understanding of the topic under study. These conclusions not only answer the research questions or objectives but also offer recommendations that can serve as a foundation for improvements or further developments in the future.

C. RESEARCH FINDINGS AND DISCUSSIONS

The implementation of the Administration Office training evaluation using the Kirkpatrick Model Level 1 (Reaction) aims to assess the execution process of the conducted training activities and evaluate the extent of benefits gained by participants after completing the training program. This evaluation serves as a benchmark for UPT BLK Dinas Ketenagakerjaan Kota Bandung to determine the success and effectiveness of the training conducted, as well as its applicability in the workplace.

The evaluation covers several critical aspects, including the role of instructors in delivering training materials. Considerations include the clarity and comprehensibility of the materials presented, as well as their alignment with the objectives of the training program in progress. Additionally, the evaluation also includes an assessment of the training facilities and infrastructure, determining whether they were adequate and supportive during the implementation of activities.

Table 1
Instructors or Presenters

No	Statement	Frequency of Respondents' Answers								Total		
		E = 4		G = 3		P = 2		VP = 1		J	S	%
		f	S	f	S	f	S	f	S			
1.	Suitability of the material presented by the instructor/presenters person with the training objectives	15	60	4	12	0	0	1	1	20	73	91,25
2.	Instructors/presenters arrive on time	11	44	8	24	1	2	0	0	20	70	87,5
3.	The instructor/presenters person conveys the content of the material and is easy to understand well	15	60	5	15	0	0	0	0	20	75	93,75
4.	The instructor/presenters person is interactive and answers all questions from the training participants	14	56	6	18	0	0	0	0	20	74	92,5
5.	The instructor/presenters person is able to motivate the training participants	15	60	5	15	0	0	0	0	20	75	93,75
Total		70	280	28	84	1	2	1	1	100	367	
Frequency of Respondents' Answers : 20		Total Ideal Score : 20 x 4 x 5 = 400										
Number of Statements : 5		Percentage of total results : $\frac{367}{400} \times 100 = 91,75\%$										

Based on the evaluation results from the questionnaire regarding the aspect of instructors or presenters, several significant findings can be concluded:

- Statement no. 3 (The instructor or presenter delivers the material in an easily understandable manner) and no. 5 (The instructor or presenter motivates the training participants well) received the highest scores with a percentage of 93.75%. This indicates that the material delivered by the instructor or presenter is perceived as easily understandable and effectively motivates the participants.
- Statement no. 4 (The instructor or presenter interacts and answers all participants' questions) received the second-highest score with a percentage of 92.5%. Participants felt there was good interaction and responsiveness from the instructor in addressing their questions.
- Statement no. 1 (The alignment of the material delivered by the instructor or presenter with the training objectives) received the second-lowest score with a percentage of 91.25%. Although the delivered material was considered fairly aligned with the training objectives, there is room for improvement in ensuring better alignment.
- Statement no. 2 (The instructor or presenter arrives on time) received the lowest score with a percentage of 87.5%. Some participants felt that the instructor or presenter did not always arrive on time for the training sessions.

From the explanations one to four, it can be concluded that the instructors or presenters have provided good material delivery, motivation, and interaction, making the material easy to understand for the training participants. However, there are still some notes from several participants regarding the punctuality of the instructors or presenters during the training sessions.

Table 3
Training Material

No	Statement	Frequency of Respondents' Answers								Total		
		E = 4		G = 3		P = 2		VP = 1		J	S	%
		f	S	f	S	f	S	f	S			
1.	The material is well-organized and easy to understand	13	52	7	21	0	0	0	0	20	73	91,25
2.	The material provided aligns with the practice carried out	16	64	4	12	0	0	0	0	20	76	95
3.	All the material provided is sufficient	13	52	6	18	1	2	0	0	20	72	90
4.	The learning material is supported by appropriate methods/media	15	60	5	15	0	0	0	0	20	75	93,75
5.	The material presented is in line with the training objectives	14	56	6	18	0	0	0	0	20	74	92,5
Total		71	284	28	84	1	2	0	0	100	370	
Frequency of Respondents'		Total Ideal Score : 20 x 4 x 5 = 400										
Number of Statements : 5		Percentage of total results : $\frac{370}{400} \times 100 = 92,5 \%$										

Based on the evaluation results from the questionnaire regarding the aspect of training material in the Office Administration training program, several main findings can be summarized:

1. Statement no. 2 (The material provided is relevant to the practices performed) received the highest score with a percentage of 95%. This indicates that the training participants feel the material delivered is relevant to the practices they engage in during their daily work.
2. Statement no. 4 (Learning material is supported by supporting methods/media) received the second-highest score with a percentage of 93.75%. Participants feel that the learning they received is supported by methods and media that assist during the training activities.
3. Statement no. 5 (The material presented is aligned with the training objectives) received the third-highest score with a percentage of 92.5%. This shows that the material presented aligns well with the established training objectives, ensuring consistency between the objectives and the material received by participants.
4. Statement no. 1 (The material is well-organized and easy to understand) received the second-lowest score with a percentage of 91.25%. Some participants feel that while the material is well-presented, there is still room to improve the organization of the material to make it easier to understand.
5. Statement no. 3 (The overall material provided is sufficient) received the lowest score with a percentage of 90%. Some participants feel that the overall material provided is not quite adequate, possibly due to limitations in the time available for delivering the material, resulting in not all participants feeling fully proficient in the taught material.

The evaluation results from the questionnaire indicate that the training material is relevant to work practices, supported by effective methods and media, and aligned with training objectives. However, there is room for improvement in organizing the material to enhance understanding, and some participants feel that the overall material coverage may not be sufficient, possibly due to time constraints in delivering the material.

Table 4
Training Facilities and Infrastructure

No	Statement	Frequency of Respondents' Answers								Total		
		E = 4		G = 3		P = 2		VP = 1		J	S	%
		f	S	f	S	f	S	f	S			
1.	The entire training room is adequate for participants	14	56	6	18	0	0	0	0	20	74	92,5
2.	The training room facilities are clean and comfortable	13	52	6	18	1	2	0	0	20	72	90
3.	The training room has sufficient lighting intensity	10	40	6	18	4	8	0	0	20	66	82,5
4.	The internet facility is easily accessible	7	28	9	27	4	8	0	0	20	63	78,75
5.	The supplies, computers, projectors, and speakers are adequate and function well	12	48	8	24	0	0	0	0	20	72	90
Total		56	224	35	105	9	18	0	0	100	347	
Frequency of Respondents'		Total Ideal Score : 20 x 4 x 5 = 400										
Number of Statements : 5		Percentage of total results : $\frac{347}{400} \times 100 = 86,75 \%$										

Based on the percentage results from the questionnaire regarding the aspect of facilities and infrastructure, several main findings can be summarized as follows:

1. Statement no. 1 (All training rooms are adequate for participants) received the highest score with a percentage of 92.5%. This indicates that training participants feel that the rooms provided are adequate and supportive during the training activities.
2. Statement no. 2 (Training room facilities are clean and comfortable) and Statement no. 5 (Adequacy and good functioning of stationery, computers, projectors, and speakers) received the second-highest score with a percentage of 90%. From these statements, it can be concluded that participants feel the training rooms are clean and comfortable, and the facilities provided such as stationery, computers, projectors, and speakers are adequate and functioning well, thus facilitating participants during practical training sessions.
3. Statement no. 3 (Adequate intensity/lighting in the training room) received the second-lowest score with a percentage of 82.5%. This suggests that participants feel the lighting in the training room is insufficient, making the room feel somewhat dark and stuffy.
4. Statement no. 4 (Easy accessibility to internet facilities) received the lowest score with a percentage of 78.75%. This indicates that participants find accessing the internet during training sessions challenging, requiring additional data to smoothly participate in training activities.

It can be concluded that while participants find the training rooms adequate and the facilities clean and comfortable, there is a need for improvement in lighting conditions and internet accessibility. These findings highlight the importance of addressing these aspects to enhance the overall training experience.

D. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the research findings, it can be concluded that the evaluation of the Office Administration Training at UPT BLK Dinas Ketenagakerjaan Kota Bandung using the Kirkpatrick Level 1 (Reaction) model highlights several key points:

1. Instructor/presenter aspect, instructors were generally rated as delivering easily understandable material, motivating participants effectively, and fostering good interaction. However, punctuality in attendance remains an area for improvement.
2. Training material aspect, the training materials were deemed relevant to participants' daily work practices and supported by effective methods and media. Nevertheless, there is a need to enhance the organization of the material and expand its scope to better meet participants' learning needs.

3. Facilities and infrastructure aspect, participants found the training rooms adequate, clean, and comfortable. However, issues related to insufficient lighting and limited internet access need to be addressed to ensure an optimal training environment.

Recommendations

The study recommends improvements to optimize the execution of training programs by the UPT BLK Dinas Ketenagakerjaan Kota Bandung. This includes developing evaluation instruments and documentation to assess training objectives, identify program strengths and weaknesses, and gather valuable feedback for enhancing future training programs. Survey results indicate several areas requiring attention:

1. Instructors/Presenters: Instructors/presenters need to manage and ensure effective time allocation, as well as punctual attendance for training activities.
2. Training Materials: Instructors/presenters should pay attention to timing when delivering content to ensure it is fully understood and absorbed by training participants.
3. Training Facilities and Infrastructure: Organizers and training committees should focus on providing comfortable facilities, including adequate lighting intensity in training rooms, and improving internet accessibility for participants.

These aspects should be carefully considered and used as evaluation criteria for the success of future training programs.

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