
The effective training management model of learning guardian in BPPLSP Surabaya, Indonesia

Achmad Rasyad

State University of Malang

e-mail: muhrasyad@yahoo.co.id

Abstract: *This study is aimed at finding out factors that determine the effectiveness of training processes factors that determine the effectiveness of training results. The study used an ex-post facto design. A total of 60 participants took part in the study. Data analysis was done in percentages. The research finding shows that factors such as participants, trainers, training materials, and working environment play significant roles in the training process; factors such as participants, trainers, training materials and working environment affect the training result with the finding notes: (a) trainees' do not only significantly influence the training result through the training process, but they also have direct influence to the training result; (b) the instructors and training materials contribute the training result indirectly; and (c) working environment does not only significantly influence the training result through the training process, but it also gives direct influence to the training result.*

Keywords: *effective, training management, learning guardian*

1. Introduction

In order to improve the effectiveness of the training management based on the finding of the study, it is necessary to rearrange the line. It should be started from choosing the employees who are sent as participants to attend the training. Secondly, it is important to build further communication between the trainers and the participants, so the trainers can be the consultant who is expected to help the participants when they face problems in applying the training result. Furthermore, formulating advanced training material is also important, so the participants will get the broader material. The working environment is also needed to be re-arranged by committing the new regulations that support the result of the training application. Thus, the relative advantage and the usage level can be improved by the participants in applying the result of training.

An excellent working system, a good job description, and a highly-controlled operational standard become three factors that determine

how good an application of a training results. A supporting factor from the working environment, in the form of policies made by the higher authority that support the application of the training result, as well as the support from the colleagues become two things that also determine how good the application of the training result is. Moreover, an evaluation on what skill that is not mastered yet is necessary to give information whether or not the skill taught in the training is the skill needed by the training participants. The training might possibly teach another skill that is not particularly needed by the participant resulting in the inability to perform the job well. A learning guardian as one of the instructors in the non-formal education plays some significant roles. For example, they become the direct instructor to teach people, the instructor of trainers, the non-formal teaching staff, and the non formal researcher and developer. During an enormous amount of time, there is an abundant number of trainings that have been carried out to improve the skill of a learning

guardian. One of the trainings is the training that is carried out in *Balai Pengembangan Pendidikan Luar Sekolah dan Pemuda (BPPLSP)*. Nonetheless, the evaluation of the training effectiveness has not been done yet. As it is said by Wentling (2005), the effectiveness needs to be highlighted as one of the indicators of the training management quality that shows how usable the training is for the training participants.

To order employees of companies to take formal education is quite impossible due to some factors. At least, there are four factors that make it hard to carry out (Boud, 2005; Miller, 2004): first, it needs a long time to take the formal education, so it is impractical to leave the job for such a long time; second, the formal education is done outside the organization or company, so the employees cannot perform their job during the education process; third, it is difficult to synchronize the real needed of the employees or companies and the curriculum of the formal education institution because of the rigid curriculum. Last but not least, the formal education has well-arranged schedule so that it might be hard for the employee to match it with their working schedule.

Without being intended to lower the role of other components, the researcher chooses the non-formal trainers as the subject of the research. There are two reasonable justifications regarding to the subject of research chosen. First, the trainers play an important role in the non-formal education because they do not only become the learning sources for the adult learners, but they also become the learning organizers who determine the success of the training. Second, the role of the trainers who give learning motivation also establishes the success of the training to form a learning person (Thompson, 2004).

Since it is difficult for company employees or organization members to carry out the formal education, it is suggested for them to join trainings. There are several advantages drawn from the training: (1) training is carried out in such a short time; (2) Training has flexible schedule, so the company or organi-

zation can suit the schedule with the working schedule in their company or organization; (3) The training material is more flexible than the formal education curriculum, so it can be matched with the participants' needs in the real world; (4) The company employees or organization members do not necessarily to leave their job for such a long time, especially if the training is held by the organization itself; it happens many times that the schedule of the training and working is arranged neatly so that they can both work and join the training on part-time basis (Layton, 2006). Thus, it can be concluded that trainings in an organization is very essential to improve the productivity of the employees.

The skill that is emphasized in this training is a training management skill, in which learning guardian has to be able to supervise the learning and training process well. Compared to the formal education, the non-formal education needs more improvement in its quality of service, human resources, and facilities. To improve the quality of the service, a strategic solution that can be carried out is to improve the quality of the trainers. Consequently, it is necessary to conduct trainings for the non-formal trainers. One of the functions of BPPLSP/BPKB/SKB is to conduct such trainings for those trainers. As a result, a learning guardian has to have good skill in conducting the trainings that are held by BPPLSP/BPKB/SKB or other institutions.

Based on those reasons above, this research is aimed to find out the effective management model for the training process, and find out what factor that contributes to the effectiveness of the training result. The significance of this study is to find out the effective training management as well as to develop evaluation theories regarding to the training management, especially in human resources management. For the training institution itself, the finding of the study can be used as the reference of how to plan, conduct, and evaluate the training effectively. Moreover, the finding of this study can be used by the company in which the training participants

work to analyze their productivity, develop their career, select the appropriate staff to join the training, and take advantages from the staff who already joined the training.

2. Method

This study focuses on the skill that has to be mastered by a learning guardian which is a training management skill. The researcher chooses this skill to be focused on since this skill is very essential to actualize the strategic role of learning guardian in conducting the non-formal education. From the research design and its relationship with the research subject, which is the training effectiveness, it can be concluded that this study belongs to evaluation research. To avoid misunderstanding, there are at least three definitions that need to be explained. They are evaluation, research, and needs assessment. Those three points have to be explained clearly since they have slight differences and similarities regarding to this study. The research design used in this study is ex-post facto research design. A learning guardian training that is observed by the researcher is a management training which is attended by 60 participants. Therefore, the population and the sample of this study are 60 participants (*total sampling*).

The criterion for the level of effectiveness is determined based on the empirical score ratio which is obtained from the study findings compared to the maximum score (in percent).

It can be shown by Table 1. The formula can be shown by Formula 1.

The training result variable (product) consists of ten indicators with fifteen items. They are: (1) The number of post-training activities that is relevant to the training; (2) The match between the material given in the training and skill needed in the real world; (3) The match between the training material and the participants' expectation; (4) The usage of the material for the participants in relation to their job; (5) The change of the participants' mindset in accomplishing their job; (6) The change of skill to perform the job; (7) The change of working motivation; (8) The promotion for higher position; (9) The satisfaction towards the job; (10) The rising income.

3. Findings and Discussion

The variation of the participants' answers is shown in Table 2.

There are a few participants who get promoted to the higher promotion after joining the training. There are only two participants of the management training that get promoted because they use point credit they get from writing papers and organizing trainings as well as using their training certificates.

Overall, the result training score (*product*) as one of the variables that consists of fifteen items measured in scales 1-5 has the lowest range of score: 1 x 15 items = 15; the highest range of score is 5 x 15 = 75. Therefore, the lowest score obtained by the 58 participants is 58 x 15 = 870, while the highest score is 58 x

Table 1.
Effectiveness Level Criteria

No	Level of Effectiveness	Percentage
1	Very Low	0 - 20 %
2	Low	21 - 40 %
3	Middle	41 - 60 %
4	High	61 - 80 %
5	Very High	81 - 100 %

$$P = \frac{\text{empirical score ratio which is obtained from the study findings}}{\text{maximum score}} \times 100\% \tag{1}$$

Table 2.
Score Frequency Distribution of Result Training Variable

No	Aspect	Frequency					F x score
		1	2	3	4	5	
1	The number of post-training activities that is relevant to the training	0	0	45	13	0	187
2	The match between the material given in the training and skill needed in the real world	0	0	37	21	0	195
3	The match between the material and the participant's expectation	0	0	34	24	0	198
4	The usage of the material for the participant in relation to their job	0	0	37	21	0	195
5	The change of the participant's mindset in accomplishing their job	0	8	128	38	0	536
6	The change of skill to perform the job	0	69	69	36	0	489
7	The change of working motivation	0	61	106	7	0	468
8	The satisfaction towards the job	0	0	37	21	0	195
9	The rising income	0	24	34	0	0	198
Total		0	138	609	239	0	3,043

75 = 4,350. The total score accumulated from the table above is 3,043, so the score obtained compared to the highest score is 61,96%.

Looking back to the criteria above, it can be seen clearly that the score 61.96% belongs to the high level of effectiveness. It means that the quality of the result training is considered high. The training management that has been conducted is also considered good. Moreover, this training result also indicates that the participants, trainers, training materials, working environment, and training process significantly influence the training result. Yet there are some points that need to be noted regarding to this indication: (a) The participants do not only influence the result training through the training process, but they also affect the training result directly; (b) The trainers and training materials affect the training result indirectly; (c) The working environment does not only affect the training result through the training process, but it also gives direct influence to the training result.

There is a difference between the theoretical background and the study finding. The theoretical background says that participants

have nothing to do with the training result. Yet the study findings find that participants do affect the training result. It can be explained as the theory takes trainings in companies in big countries as the example. In such companies, the job description and the operational standard are well-established. Consequently, the training participants do not have any choice other than applying the training result once they get back to work. On the other hand, in the study findings, it is found that the job description does not really set up, so its application fully relies on the training participant themselves. Furthermore, it is found that the training result is not really usable.

The training participants find it difficult to take the advantages of the training to be applied in their real condition. Besides, the researcher finds that the working environment likely gives direct effect to the result of the training. This finding is clearly contrary to the theory which says that the working condition has nothing to do with the training result. It can be understood since the researcher does not see any change of policies in the company in which the training

participants work. The researcher also does not notice the back upshown by the colleagues of the training participants. These two points also have a little resemblance with the theory which states that there are policies from the higher authority and support from the colleagues for the training participants to apply the training results in the working place.

A training process is considered as a well-organized training if it meets the indicator: the method that is applied in the training is suitable with the participants who are adult learners. A suitable method is indicated with some indicators: (1) The training material is understandable by the participants; (2) The participants are actively involved in the training process by giving their ideas; (3) The trainers always give feedbacks to the participants; (4) The trainers involve the participants in the discussion in the training process; (5) The trainers deliver the training materials in a pleasant way to avoid boredom among the participants; (6) The trainers have good time management, so all of the training materials can be delivered as scheduled; (7) The trainers are able to use attractive training media to deliver the materials; and (8) The time allocation for each session of the training is neither too long nor too short.

Another important thing that is needed to be done is an evaluation during and after the training. The evaluation is aimed to know: (1) The participants' skill before joining the process of the training; (2) The skill developed by the participants during the training; and (3) The skill that has not been mastered yet by the participants. Information about the skill that has not been mastered yet by the participants is very crucial since each participant has different experiences and skills.

Based on andragogy principles stated by Mager and Cronbach (2004), it is mentioned that the trainers have to use the participants' experience as one of the prime learning sources. Consequently, an evaluation towards the pre-training skill has to be carried out thoroughly. In line with this statement, by having known the pre-training skills, the trainers will be able to create an effective and efficient training process. By using the pre-training skill as entry behaviors, the trainers can focus only on delivering materials that the participants have not developed yet. It is definitely efficient since it can avoid repeating materials. It is also effective since the materials given to the participants are relevant to the participants' needs.

As it has been stated above, the evaluation is also aimed to know the skill that the participants develop during the process of the training. By knowing the skill developed during the training process, the trainers are able to conclude if the training is effective and efficient or not. Effective is defined as whether the training is able to teach skill that is needed by the participants (whether the amount, kind, range, and quality of the skill are appropriate with the participants' needs). While efficient means whether power, time, and money consumed for the training are worth it.

Furthermore, the evaluation is also used to give an overview about what skill the participants have not been mastered yet. By knowing this piece of information, the trainers are able to conduct a sustainable training in the future. In addition, by having information about what skill the participants have not been mastered yet after the training, the trainers can have such an evaluation on the effectiveness and efficiency of the training. It means that the trainers can tell whether the skills that are taught to the participants are the skills needed by them; or whether the training teaches another skill that

is not needed which leads to decreasing level of productivity.

4. Conclusion and Suggestions

Participants, trainers, training materials, and working environment become significant factors that affect the success of learning guardian training in BPPLSP Regional in Surabaya. This is because leaving the working place and family to join the training become a relative advantage other than the andragogis training environment. This is much different from the theory about human resource development in developed countries. The theory states that people involved in the training and the training environment do not determine the success of the training.

This theory is justifiable since companies in the developed country have had well-established working systems, job descriptions, and operation standard. Thus, the workers in those companies have to apply the skill they get from the training once they get back to work after the training. However, a different finding is found in the research. The research finding concludes that there is still no well-established working system and job description as well as highly controlled operation standard. Moreover, the training is a kind of non-formal education which is so flexible that its application depends on the individual who join it.

The training participants may or may not apply the training result in the working place. In addition, the relative advantage that is drawn by the participants from the training also determines how far the application of the result training in the working place is. The support from the working place in the form of the change of company policy that supports the application of the training result as well as the support from the colleagues also contributes to the success of the application of the training result in the

working place. This study finds that there is no direct relationship among trainers, training materials, and the participants. Hence, when the participants find it difficult to apply the training result in the working place, there will be neither consultation with the trainers nor advanced training materials sent by the training institution to the working place of the participants.

Based on the findings found by the researcher during the study, the researcher suggests that in order to improve the effectiveness of the training management, there are some points that need to be fixed. First, the company's higher authority that is going to send employees to join the training should carefully select employees who are suited to join the training. Second, the relationship among the trainers and the participants should continue after the training is done, so the participants can have a chance to have assistance and consultation from the trainers whenever they find it hard to apply the training result. Third, there should be advanced training materials for the participants after they join the training. Fourth, there should be a rearrangement of the working environment in the form of company policies that more support the application of the training result in the working place as well as the improvement of the relative advantages and the usage level of training results. It is because after the training, there is still no clear relationship among the trainers, training materials, and participants, so it is suggested that the ones who are in charge in conducting the training should set and facilitate the post-training relationship among them. It is also suggested that the training institution comes up with advanced post-training materials. Therefore, the participants who get difficulty in applying the training result in their working place are able to consult their problem and get guidance from the advanced training materials that are sent to their working place.

References

- Boud, D. E. (2005) *Developing student autonomy in learning*. New York: Nichols Publishing Co.
- Cronbach, L. J. (2004) *Toward reform of program evaluation*. San Francisco: Jossey-Bass Inc. Publishers.
- Layton. (2006) *Training management*. New York: AMA.
- Mager, R. (2004) *Preparing instructional objectives*. Belmont California: Fearon.
- Miller. (2004) *Training management*. New York: John Wiley & Sons.
- Thompson, M. (2004) *Key concepts in adult education training*. New York: Routledge Taylor & Francis Group.
- Wentling, T. (2005) *Evaluation for effective training, a guide for training evaluation*, Rome: Food Agriculture Organization of the United Nations.