

Description of Satisfaction of Technical Assistant Training Participants at the Indonesian Ombudsman

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ARTICLE INFO ABSTRACT

Article History

Submitted:

06 May 2026

Revised:

20 July 2026

Accepted:

05 September 2026

Keywords

Education &
Training; Human
Resource
Development;
Technical
Competency

Background: The fulfillment of the competency development rights of Assistant employees at the Indonesian Ombudsman, amounting to 20 Learning Hours (JP) per year, achieved the target in 2022. However, the 2022 community satisfaction survey indicated that Assistant employees were still perceived as lacking competence in handling public complaints. This is a concern because they are at the forefront of public complaint services and directly influence service quality.

Objectives: This study aims to evaluate the implementation of technical competency development through training for Assistant employees at the Indonesian Ombudsman.

Method: This study employed a qualitative approach, with data collected through interviews. The evaluation used Kirkpatrick's (2006) four-level model: reaction, learning, behavior, and results.

Result: The findings show that participants were generally satisfied with the technical training, particularly the training materials, resource persons/facilitators, and supporting facilities. However, competency development still needs to be aligned with employees' actual competency needs. The HRMU Bureau needs to strengthen the existing competency standards and competency dictionary and conduct competency assessments to identify gaps between employees' competency profiles and established standards.

Conclusion: Technical competency development through training has received positive responses from participants. However, a more systematic competency-based development process is needed to ensure that training effectively improves employee competence and the quality of public complaint services.

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INTRODUCTION

Every employee is expected to work effectively and efficiently, with high-quality and high-quantity work, so that the organization's goals, vision, and mission can be achieved successfully. Employee development does require high costs, but these costs represent a long-term investment for the organization. The purpose of development is to support both career and non-career goals for new and existing employees through training and education. Education enhances employees' theoretical, conceptual, and ethical competencies. Meanwhile, training aims to improve employees' technical skills in performing their jobs.

Discussions regarding the management of human resources (HR) for public servants continually demand sound and high-quality reasoning. This is because public servants represent a dynamic aspect of human resources compared to managing other types of resources. All humans possess distinct traits, characters, emotions, motivations, personalities, and emotional responses, necessitating tailored management approaches for each individual. The importance of managing Human Resources (HR) in every organization stems from the fact that each individual serves as an implementer, driver, actor, and steward of other organizational resources. Therefore, every organization is responsible for recruiting, managing, motivating, and controlling all its human resources so that the organization's goals and targets can be achieved and its operations can run effectively and efficiently. In essence, public servants should indeed play a primary role as implementers and enforcers of laws and regulations; performing public management functions; managing governmental tasks; exercising management and leadership; and serving as administrators (Sulistiyan, 2017).

In relation to the above description, based on Presidential Regulation No. 18 of 2020 concerning the 2020-2024 Medium-Term Development Plan, the Indonesian Ombudsman plays a role in overseeing the entire development agenda, specifically supporting the achievement of the 7th development agenda, namely "Strengthening Political Stability, the Rule of Law, Resilience and Security, and the Transformation of Public Services." The Indonesian Ombudsman continues to strive to enhance the oversight system in the transformation of public services. In accordance with the article, the Ombudsman of the Republic of Indonesia oversees

and plays a role in monitoring the implementation of national development priority programs in the public service sector. Public service oversight contributes positively to improvements in reform and governance at both the central and local government levels. The Ombudsman of the Republic of Indonesia also supports strategic issues related to Public Service Transformation.

In carrying out its duties and functions, the Ombudsman's General Secretariat is assisted by the Human Resources and General Affairs Bureau, which is tasked with managing human resources and general services. One of the functions of the Human Resources and General Affairs Bureau Ombudsman of the Republik Indonesia is to manage personnel affairs and human resources development. The HR and General Affairs Bureau also has subdivisions to carry out its functions, namely the Subdivision for Human Resource Development Planning and Evaluation and the Subdivision for Human Resource Capacity Development. The HR and General Affairs Bureau also has the authority and responsibility to plan education and training for employees within the Ombudsman of the Republic of Indonesia, to facilitate career development, and to enhance individual capabilities that will benefit their respective organizational units.

Few members of the Indonesian public and other public service providers are aware that in carrying out its functions, the Ombudsman of the Republic of Indonesia is assisted by the Assistant Ombudsman of the Republic of Indonesia. In accordance with Government Regulation No. 64 of 2012 on the Human Resource Management System at the Ombudsman of the Republic of Indonesia, Article 2 states: "Human Resources at the Ombudsman of the Republic of Indonesia consist of Ombudsman Assistants (permanent Ombudsman staff) and Civil Servants within the General Secretariat of the Ombudsman of the Republic of Indonesia." In terms of their roles, Ombudsman Assistants perform more substantive duties compared to Civil Servants within the General Secretariat of the Ombudsman of the Republic of Indonesia. The latter primarily provide administrative support.

In carrying out their duties and functions, Assistant Ombudsman of the Republic of Indonesia must possess the competence and ability to handle public complaints regarding maladministration and other violations committed by public servants in the provision of high-quality public services. To enhance the

competence, career development, and professionalism of the Assistant Ombudsman of the Republic of Indonesia, a competency development and career development plan is required. This aligns with Regulation of the Ombudsman of the Republic of Indonesia No. 42 of 2020, which governs the Requirements, Grading, and Career Development of Assistant Ombudsman of the Republic of Indonesia. Article 5, paragraph 1, states that “Candidate Assistants must undergo and pass a one-year probationary period, which includes the following activities: Assistant induction training and on-the- job training.”

The importance of technical training conducted by the Ombudsman of the Republic of Indonesia Assistants lies in enhancing their knowledge, skills, and attitude as Ombudsman personnel in technical fields to effectively perform their duties and functions as Ombudsman of the Republic of Indonesia Assistants. The expectation following this technical training is that the technical knowledge and skills of Indonesian Ombudsman Assistants will improve in performing their duties of overseeing public services, which include resolving complaints, preventing maladministration, and ensuring quality.

Based on the above description, it can be concluded that training is crucial for Assistant Ombudsman of the Republic of Indonesia in carrying out their duties and functions to assist the Chairperson of the Ombudsman in overseeing public services. In enhancing training and developing the competencies of Assistants at the Ombudsman of the Republic of Indonesia, the Human Resources and General Affairs Bureau of the Ombudsman of the Republic of Indonesia is making efforts to improve the skills, knowledge, and competencies of all Assistant Ombudsman of the Republic of Indonesia. Based on the above description, the researcher is interested in investigating the technical competency development of Assistants that has been carried out by the Human Resources and General Affairs Bureau of the Indonesian Ombudsman. The researcher conducted pre-research interviews, observed issues related to competency development—including the curriculum and technical training materials for Assistant positions—and gathered data on the implementation of technical training sessions held in 2023 by the Human Resources and General Affairs Bureau.

Subsequently, the researcher conducted interviews regarding the technical competency development of Assistant staff at the Ombudsman of the Republic of Indonesia (RI) Headquarters. Prior to receiving training, all Assistant candidates and Assistant staff of the Ombudsman of the Republic of Indonesia typically undergo a competency assessment or assessment center. The results of this competency assessment inform decisions regarding which competency development and training programs are suitable and appropriate for Assistant staff at the Ombudsman of the Republic of Indonesia. In accordance with the Decision of the Chairman of the Ombudsman No. 85 of 2020 regarding the Competency Dictionary and Job Competency Standards for Assistants to the Ombudsman of the Republic of Indonesia, in fulfilling and developing competencies, Assistants to the Ombudsman of the Republic of Indonesia must perform their functions and duties and participate in the assessment/competency testing process by understanding the definition, explanation, and scope of the job competencies of an Assistant to the Ombudsman. In the implementation of competency assessments/tests for all Assistant Ombudsman of the Republic of Indonesia, there are three competencies to be tested: core competencies, technical competencies, managerial competencies, and socio-cultural competencies across all job levels, both functional and structural.

To enhance their competencies, knowledge, and skills, Assistant Ombudsman of the Republic of Indonesia are required to engage in competency development. In accordance with the Decision of the Chairman of the Ombudsman No. 85 of 2020 regarding the Competency Dictionary and Job Competency Standards for Assistant Ombudsman of the Republic of Indonesia and the Technical Training Curriculum for Assistant Ombudsman of the Republic of Indonesia, Table 1 below outlines the technical competency standards that must be possessed by all levels of Assistants of the Ombudsman of the Republic of Indonesia, where the numbers 1, 2, 3, and 4 indicate the competency levels corresponding to the job levels of Assistant Ombudsman of the Republic of Indonesia.

Table 1. Technical Competency Standards and Technical Training Materials for the Position of Assistant to the Ombudsman of the Republic of Indonesia (Source: Human Resources and General Affairs Bureau Ombudsman of the Republic of Indonesia, 2024)

Technical Competencies	Junior		Junior		Intermediate		Senior	
	Lvl.	Technical Training Materials	Lvl.	Technical Training Materials	Lvl.	Technical Training Materials	Lvl.	Technical Training Materials
Risk Management	1	Detection, analysis, and handling of recommendations for preventing maladministration	2	Detection, analysis, and handling of recommendations for the prevention of maladministration	3	Detection, analysis, and handling of recommendations for the prevention of maladministration	4	Detection, analysis, and handling of recommendations for the prevention of maladministration
Complaint Management	1	1. Receipt and Verification of Reports 2. Drafting of the LAHP 3. Drafting of Recommendations	2	1. Receipt and Verification of Reports 3. Drafting of the LAHP 4. Drafting of Recommendations	3	1. Receipt and Verification of Reports 3. Drafting of the LAHP 4. Drafting of Recommendations	4	1. Receipt and Verification of Reports 2. Drafting of the LAHP 3. Writing Recommendations
Public Service Investigation	1	Report Review	2	Review of reports	3	Report review	4	Report review
Public Service Intelligence	1	Data analysis	2	Data analysis	3	Data analysis	4	Data analysis
Efforts to Resolvw Maladminis-tration	1	1. Mediation 2. Proportional	2	1. Mediation 2. Proportional	3	1. Mediation 2. Proportional	4	1. Mediation 2. Proportional
Quality Managem ent	1	Quality Assurance	2	1. Quality Assurance 2. Work Plan & Budget Preparation	3	1. Quality Assurance 2. Preparation of Work Plans & Budgets	4	1. Quality Assurance 2. Preparation of Work Plans & Budgets

Based on the results of an interview between a staff member of the HR and General Affairs Bureau and the researcher, the development of technical competencies for Assistants is typically carried out through technical education and training. Technical training is usually conducted in person (offline) and remotely via the internet (online). Technical training may take the form of technical guidance provided directly by internal trainers (Regional Office Heads, Mid-Level and Senior Assistants) of the Indonesian Ombudsman. Table 2 presents data on

technical training conducted by the Human Resources and General Affairs Bureau in 2023.

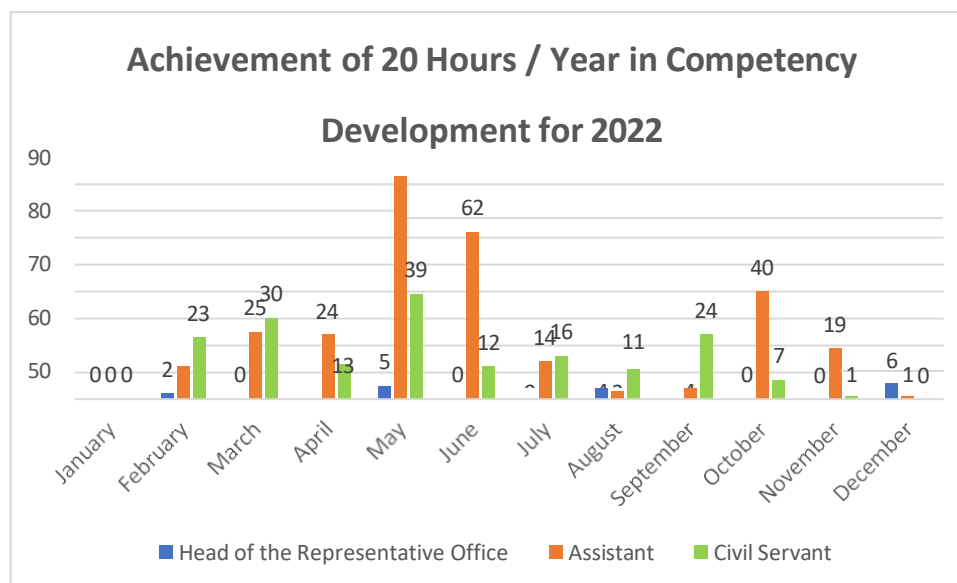
Table 2. Data on Technical Training for Assistant Positions at the Indonesian Ombudsman.

No	Name of Technical Training	Participants	Training Evaluation		
			<i>Pre-Test</i>	<i>Post-Test</i>	Number of Participants
1	Advanced Propartif Training	Junior Assistant, Assistant, and Senior Assistant	-	-	11 people
2	Basic Investigation Training (BIT) Batch 1	Assistant Trainees and Junior Assistants	-	-	34 people
3	Basic Investigation Training (BIT) Batch 2	Assistant Trainees and Junior Assistants	-	-	55 people
4	2023 BIMTEK Training on SAKIP, RAB, RB, and KAK	Junior Assistants and Assistant Trainees	-	-	182 people
5	LAHP Preparation Training	First Assistants and Junior Assistants	-	-	22 people
6	Theoretical Training on the Substance of KU V	Junior Assistants and Assistant I	-	-	41 people
7	Technical Training on the Preparation of Assistant SKA	Junior Assistant, Assistant, and Senior Assistant	-	-	73 people

Based on Table 2 regarding the technical training sessions conducted by the Human Resources and General Affairs Bureau, it can be seen that the Human Resources and General Affairs Bureau has evaluated 7 technical training sessions; however, only 2 technical training classes (the Basic Investigation Training Batch 1 and Batch 2) have been administered written tests in the form of pre-tests and post-tests. The pre-tests and post-tests were administered before and after the trainees attended the training with the aim of measuring the trainees' level of understanding of the training material. In line with the description above, the researcher identified the first issue: out of the 7 technical training sessions held, only 2 (Basic Investigation Training Batch 1 and Batch 2) administered written tests using pre-tests and post-tests to measure participants' understanding before and after attending the technical training.

Referring to Government Regulation No. 11 of 2017, it states that competency development is an effort to meet the competency needs of civil servants in accordance with job competency standards and career development plans. Competency development is a right of all civil servants. Development must be conducted for a minimum of 20 (twenty) instructional hours per year. In line with this regulation, the right to competency development/training for Assistants to the Indonesian Ombudsman is also provided for a minimum of 20 (twenty) instructional hours per year. Figure 1 presents the implementation of employee training (minimum 20 training hours per year) for Regional Office Heads, Assistants, and civil servants of the Indonesian Ombudsman, where employee development was targeted for 360 employees, but the actual achievement reached 133.33%.

Figure 1. Data on Achievement of 20 Training Hours Per Year for Competency Development from January 1 to December 31, 2022 (Source: Bureau of Human Resources and General Affairs (2022)).



Target : 360 employees

Target Achievement : 480 employees

Achievement percentage : 133.33%

As shown in Figure 1, the highest target achievement occurred in May, with 127 employees. Meanwhile, the lowest target achievement occurred in December, with 7 employees in 2022. The percentage of target achievement for the 20 hours per year. Employee Competency Development program at the Indonesian Ombudsman was 133.33%. This means that in 2022, the target of 20 hours per year for Employee Competency Development was met and exceeded expectations. The target of 20 hours per year for Employee Competency Development for all Regional Office Heads, Assistants, and civil servants of the Indonesian Ombudsman was derived from the Performance Agreement document of the Secretary General of the Indonesian Ombudsman.

In order to evaluate and improve service quality, the Indonesian Ombudsman conducted a Public Satisfaction Survey on the handling of public reports and complaints at the Central Office and 34 Regional Offices. The Public Satisfaction Survey elements are based on the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform No. 14 of 2017 concerning Guidelines for the Preparation of Public Satisfaction Surveys for Public Service Providers. The 2022 Public Satisfaction Survey was conducted from September to November 2022. The number of respondents who had reported suspected maladministration to the Indonesian Ombudsman was 416. The 2022 Public Satisfaction Survey score was 3.19, indicating that the Public Report/Complaint Handling Service was rated “Good.” The results of the 2022 Public Satisfaction Survey serve as a basis for evaluating improvements in service quality. Details of the service component scores are presented in Table 3 below.

Table 3. Data Analysis Results of Service Component Scores (Source: Indonesian Ombudsman Public Satisfaction Report (2022))

Service Component	Average Score	Weight	Weighted Average Score	Quality	Performance
Requirements	3.25	0.1	0.33	B	Good
Pl. Clarity of information regarding service requirements	3.25				
Systems, Mechanisms, and Procedures	3.15	0.1	0.31	B	Good

Service Component	Average Score	Weight	Weighted Average Score	Quality	Performance
P2. Ease of procedure in submitting reports	3.15				
Time to Resolution	2.74	0.1	0.27	C	Not Good
P3. Service response time	2.74				
Cost/Rate	3.98	0.1	0.4	A	Excellent
P4. Service fees/rates	3.98				
Product Specifications Type of Service	2.96	0.1	0.3	C	Poor
P5. Suitability of the services provided	2.96				
Implementer Competence	2.99	0.1	0.3	C	Poor
P6. Staff competence in providing service	2.99				

Based on the description in Table 3 regarding the results of the data analysis of service elements, it can be seen in the Staff Competence column (P6. Staff competence in providing services) that the quality received a “C” rating and a “Poor” performance rating. A comparison with Figure 1 shows that in 2022, the target of 20 JP for Ombudsman of the Republic of Indonesia Staff Competency Development was achieved at 133.33%. Table 3, regarding the results of the data analysis on service quality indicators, shows that the “Staff Competence” column (P6. Staff competence in providing services) received a “C” rating and a “Poor” performance rating. From the above comparison, it can be concluded that a problem occurred in 2022: while the target of 20 Training Hours Per Year for Competency Development was achieved, the 2022 public satisfaction survey indicated that, regarding staff competency, Ombudsman RI staff were still deemed insufficiently competent in handling public complaints about public services that did not meet standards. Based on the above description, the researcher identified a second issue (gap) between the 2022 Target Achievement Data for 20 JP of Competency Development and the 2022 Public Satisfaction Survey Report.

The researcher chose the Indonesian Ombudsman as the research focus because, in carrying out its duties as a public service oversight body, the

Ombudsman relies on civil servants and assistants. These assistants are required to possess strong technical competencies in handling public complaints. However, in reality, based on the 2022 Public Satisfaction Survey Report, it was found that the public still considers the competencies of the Indonesian Ombudsman's assistants to be insufficient. Furthermore, the researcher chose to study the implementation of competency development for Assistants because the Indonesian Ombudsman consists of Ombudsman Assistants (permanent Ombudsman staff) and Civil Servants within the Secretariat General of the Indonesian Ombudsman. In terms of their roles, Indonesian Ombudsman Assistants perform more substantive roles compared to Civil Servants within the General Secretariat of the Indonesian Ombudsman. Civil Servants are more dominant in providing administrative support.

LITERATURE REVIEW

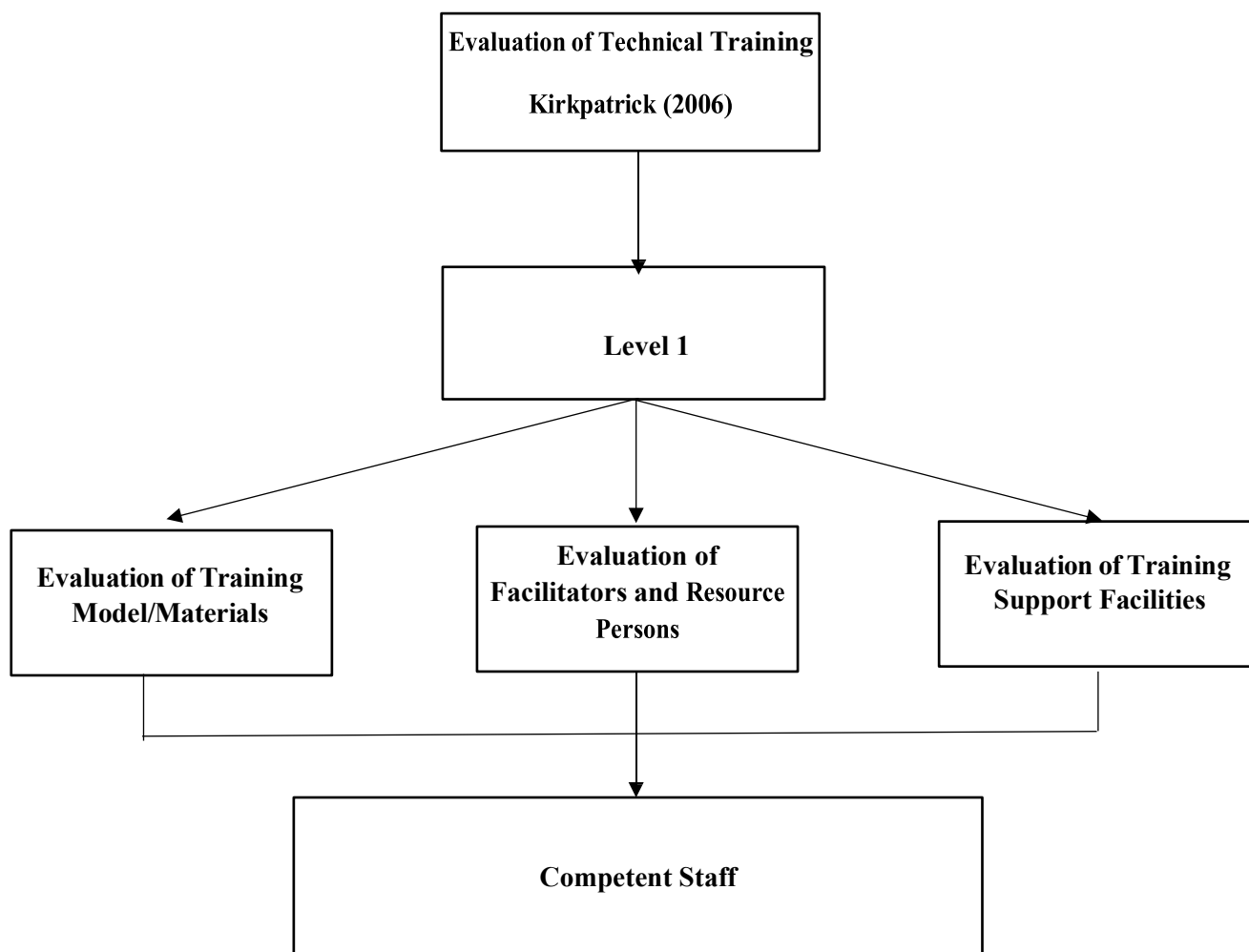
The Kirkpatrick Model (2006) is a comprehensive, straightforward, and adaptable training evaluation model suitable for various training scenarios. This evaluation is comprehensive, meaning it can cover every aspect of a training program through this approach. It is considered simple because its categorization is clear and uncomplicated, and its logical flow is straightforward to follow. Meanwhile, this model can be applied to assess various types of training in different contexts. The Kirkpatrick model has four stages of training evaluation, namely: 1) Level 1 (Reaction), which aims to measure the level of satisfaction of training participants regarding the training delivery. The quality of a training process or implementation can be measured through the level of participant satisfaction. Participants' satisfaction with the organization or process of a training program directly impacts their motivation and enthusiasm for learning during the training. Measuring this reaction is relatively easy as it can be done using a reaction sheet in the form of a questionnaire; 2) Level 2 (Learning), which aims to measure participants' level of understanding of the training material or the extent to which participants in the training program have absorbed the material provided. A training program is considered successful when these aspects show improvement by comparing pre- and post-training measurement results. Measurement tools that can

be used include written tests and performance tests; 3) Level 3 (Behavior), which aims to measure changes in trainees' work behavior after they return to their work environment. The behavior referred to here is work behavior directly related to the material presented during the training. This behavioral evaluation can be conducted through direct interviews with supervisors and coworkers or direct observation within the participant's work environment. 4) Level 4 (Outcomes), which aims to determine the results/impact of changes in trainees' work behavior on the organization's productivity levels. Key indicators for this evaluation include increased production, improved product quality, reduced costs, decreased workplace accident rates (both in terms of severity and frequency), reduced employee turnover, and increased profit margins.

The benefits of competency development/training are to develop and enhance the skills and competencies of each employee in order to improve individual and organizational performance in the future. In this article, the research team uses Level 1 evaluation, also known as the reaction level, which focuses on measuring trainee satisfaction and immediate reactions to the training program. This level is important because it contributes to the effectiveness of training by providing valuable insights into participants' satisfaction and engagement with the training program (AlFaris et al., 2015; Férec et al., 2011; Savul et al., 2021). Additionally, Level 1 evaluation indicates positive reactions from participants, which can demonstrate their willingness to engage with the training content and apply the knowledge gained. These reactions help in understanding the initial impact of the training on participants and their perceptions of its relevance and usefulness (Férec et al., 2011; Savul et al., 2021).

A conceptual framework is a conceptual model of how theories relate to various identified aspects. A conceptual framework contains theories or principles as well as the concepts that form the basis of the research. The benefit of a conceptual framework is that it helps researchers develop a well-defined concept that can then be used to explain every issue in the research. Figure 2 shows the conceptual framework used by the researcher.

Figure 2. Research conceptual framework (Source: Authoring Team, 2024)



The conceptual framework used by the researcher is training evaluation based on Kirkpatrick's theory (2006). According to Kirkpatrick's (2006), training evaluation employs four levels: Level 1 (reaction), Level 2 (learning), Level 3 (behavior), and Level 4 (results). However, the researcher focused only on Level 1 (reaction) because, following the technical training, the evaluation conducted only reached Level 1. All training participants were provided with a G-form containing

evaluations of the training model/materials, the facilitators and resource persons, as well as the supporting facilities during the training. It is expected that the evaluation of the training implementation aligns with the training objectives, namely that after participating in the training, the Assistants (participants) can enhance their knowledge, skills, and technical competencies. Thus, the analytical framework used by the researcher facilitates the analysis of how the evaluation of technical competency development for the Assistant position at the Indonesian Ombudsman is conducted using Level 1 (reaction) of Kirkpatrick's theory.

RESEARCH METHODOLOGY

To assess the evaluation of technical training for Assistants in achieving effective and equitable public service at the Indonesian Ombudsman, the research method employed in this study is qualitative descriptive. This involves the researcher conducting fieldwork to gather comprehensive information or data to understand how the evaluation of technical competency development for Assistant positions at the Indonesian Ombudsman is conducted. The qualitative method employed involved collecting data from civil servants working in the Human Resources and General Affairs Bureau, using a recorder and a smartphone camera to document the interview results. Interviews allowed civil servants to explain their experiences in detail, providing nuances and context that cannot be conveyed through numbers or statistics.

Primary and secondary data collection was conducted using in-depth interviews with Junior Expert Personnel Analysts at the Human Resources and General Affairs Bureau of the Indonesian Ombudsman, who are responsible for managing human resources and general services. One of the functions of the Human Resources and General Affairs Bureau of the Indonesian Ombudsman is to manage personnel affairs and human resources development, as well as to oversee competency development, particularly in the area of training.

Secondary data is sourced from existing laws, regulations, policies, and theories for the researcher's thesis. The secondary data used by the researcher includes Regulation of the Ombudsman of the Republic of Indonesia No. 42 of 2020 on the Requirements, Grading, and Career Development of Assistants to the

Ombudsman of the Republic of Indonesia, Decision of the Chairperson of the Ombudsman of the Republic of Indonesia No. 85 of 2020 on the Competency Dictionary and Job Competency Standards for Assistants to the Ombudsman of the Republic of Indonesia, the Technical Training Curriculum for Assistants to the Ombudsman of the Republic of Indonesia, Technical Training Data for 2023, and Development Competency 20 Hours Per Year Data for 2022. Furthermore, these policy documents and data can also assist researchers in analyzing their research data.

The researcher conducted data validity testing using the Triangulation Technique. In this credibility testing, triangulation is defined as verifying data from various sources through source triangulation and technique triangulation

RESULTS AND DISCUSSION

After completing a training session, organizers typically distribute a training evaluation form to measure participants' satisfaction with the training at the end of each session. As the training organizer, the Human Resources and General Affairs Bureau consistently distributes questionnaires to every participant (Assistant) in technical training sessions to assess participants' reactions and satisfaction levels regarding the training content, trainers/speakers, facilitators, and the training facilities (venue). Throughout 2023, the Human Resources and General Affairs Bureau organized at least 23 technical training sessions; however, based on the researcher's review of these questionnaires, only two sets of evaluation documentation regarding the reactions and satisfaction of Assistants at the Indonesian Ombudsman were found, including the evaluation of the Basic Investigation Training (BIT) Batch 1 in 2023, attended by 34 Assistant staff as presented in Table 4, and the Basic Investigation Training (BIT) Batch 2 in 2023, attended by 55 Assistants as shown in Table 5.

Table 4. Evaluation Form for the Basic Investigation Training (BIT) Batch 1, 2023

No	Indicator	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Evaluation of Model/Material	1. The material presented piqued my interest.	24 people	9 people	-	1 person
		2. The material presented met my needs.	25 people	8 people	1 person	-
		3. The information provided in this program can be applied to my work	27 people	6 people	1 person	-
		4. The material provided aligns with the objectives of this program.	23 people	9 people	2 people	-
2	Evaluation of Facilitators and Speakers	1. Presenting material/ideas/concepts clearly and in an easy-to-understand manner	18 people	15 people	1 person	-
		2. Preparing well and understanding the topic being presented.	23 people	10 people	-	1 person
		3. Listening to and responding to participants effectively	24 people	9 people	-	1 person
		4. Able to motivate participants to participate and express their opinions on the topic being discussed	22 people	10 people	2 people	-
		5. Provide factual and easy-to-understand examples	21 people	12 people	-	1 person
		6. Presenting material in a coherent and structured manner	18 people	14 people	2 people	-

No Indicator	1. Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
3 Evaluation of Supporting Facilities (Materials, Teaching Methods, and Audio-Visuals)	2. The written materials provided were useful and easy to understand	20 people	13 people	1 person	-
	3. The audio-visual equipment was used effectively and helped me understand the material.	20 people	12 people	1 person	1 person
	4. Listening and responding to participants effectively	28 people	5 people	1 person	-
	5. I gained new knowledge and skills	27 people	6 people	-	1 person
	6. Snacks and meals to suit your taste	10 people	16 people	6 people	2 people
4 General Comments	Overall, this training program was beneficial for me	24 people	9 people	-	1 person

Based on the evaluation instrument for the 2023 Basic Investigation Training (BIT) Batch 2 in Table 5, it can be seen that out of 55 participants, only 1 participant stated that the material presented was not interesting and did not meet their needs. Meanwhile, the other 54 participants strongly agreed or agreed that the material presented by the trainers was in line with the needs, interests, and objectives of the training program. The evaluation results regarding facilitators and resource persons indicate that out of 55 participants, only 2 participants stated they strongly disagreed, while the remaining 53 participants stated they strongly agreed and agreed that the resource persons/trainers were able to convey ideas/materials clearly, in an easy-to-understand manner, coherently, and systematically, and were capable of listening to and motivating training participants while providing factual and easily understandable examples.

Regarding the evaluation of facilities (materials, teaching methods, and audiovisual aids), out of 55 participants, 3 stated they disagreed that the provided materials were beneficial and easy to understand. Additionally, 9 participants

disagreed that the audiovisual equipment was used effectively and aided their understanding. On the other hand, 7 participants disagreed or strongly disagreed that the trainer listened to and responded to participants effectively, and 40 participants stated that the snacks and meals provided by the training organizers did not suit their tastes. Meanwhile, on average, about 83% of the other participants strongly agreed and agreed that the audiovisual equipment and teaching methods used were effective and aided the trainees' understanding, and that the trainees gained new knowledge and skills. Based on the perceived benefits, 1 participant stated that only 1 person disagreed, while the other 54 participants strongly agreed and agreed that, overall, this training program was beneficial for the trainees.

The author also identified that, on average, 96% of trainees strongly agreed and agreed that the evaluation of the training model/materials and the evaluation of the facilitators/resource persons were conducted effectively. Regarding the evaluation of supporting facilities, approximately 83% of trainees strongly agreed and agreed that the supporting facilities—including teaching methods and audiovisual aids—helped them understand the learning material, while the remaining 17% of trainees disagreed that the supporting facilities were beneficial and helped them grasp the content of the learning material. For the evaluation of snacks and meals, approximately 73% of trainees disagreed that the food and snacks provided did not suit their tastes. However, regarding the overall results of the Basic Investigation Batch 2 training program, 97% (54 participants) rated the BIT Batch 2 training program as very beneficial.

When compared, the results of the satisfaction evaluation of technical training for Assistants at the Ombudsman are inversely proportional to the research findings. The results of the 2022 public satisfaction survey indicate that the public remains dissatisfied with the performance of Assistants at the Indonesian Ombudsman. More specifically, this survey focuses on the competence of Assistants in handling public reports regarding maladministration. The author emphasizes Aspect 1 (evaluation of the model/content) and Aspect 2 (facilitators/resource persons), which constitute the substantive evaluation of the training. What is interesting is that participants' reactions indicate high levels of satisfaction both cognitively and emotionally; this suggests that the mental

processes demonstrated by participants are highly positive and conducive to learning.

Further research is needed to diagnose the causes and effects of this issue, as the scope of the study could be expanded to higher levels of evaluation using Kirkpatrick's theory. At the very least, before identifying participants' reaction and satisfaction evaluations, the author had already established that competency standards exist for each class and rank of Assistant as a foundation. On the other hand, the author noted that a technical competency gap analysis has not yet been conducted, making it difficult to determine whether all participants have the same needs for each level of training provided. This is supported by interview results indicating that gap analysis, individual development plans (IDPs), and employee development plans have not yet been fully implemented.

CONCLUSION

Based on the research findings regarding the analysis of technical competency development for Assistant positions at the Indonesian Ombudsman, it can be concluded that, overall, participants in the Assistant technical training program are satisfied with the training content, the resource persons/facilitators, and the training support facilities. The Assistants also assess that the technical training program is substantially beneficial for them.

The recommendations the author can offer include that the Human Resources and General Affairs Bureau needs to develop competency standards and a competency dictionary based on existing resources and conduct assessments to identify gaps between employees' competency profiles and established standards. These results will significantly contribute to identifying existing competency gaps, thereby making specific training recommendations more targeted. Additionally, the Human Resources and General Affairs Bureau could develop curriculum/syllabus as well as training modules/materials tailored to the job levels and ranks of Assistants (Pratama, Muda, Madya, and Utama). The author also recommends a review of the reaction measurement instruments to better reflect training needs as a manifestation of competency alignment with established standards for Assistants.

However, training evaluation using Kirkpatrick's Level 1 has limitations, primarily focusing on immediate reactions and participant satisfaction, which may not always correlate with actual learning or behavioral change. Furthermore, this Level 1 evaluation does not provide a comprehensive understanding of the long-term impact of training on participant or organizational performance, and its inability to answer summative questions (Is the training effective?) and formative questions (How can the training be modified to enhance its potential effectiveness?) limits its capacity to fulfill the core ethical duty of beneficence. To address this, organizations should also consider incorporating qualitative methods such as focus groups or interviews to gain deeper insights into participants' reactions and experiences. Thus, future research can focus on optimizing evaluations using this Level 1 approach.

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