

Developing an Evaluation Model for Junior Planner Training to Enhance Planner Competency

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ABSTRACT

Human resource planners must be managed effectively by providing knowledge, skills, and expertise that are more in line with their needs, one of which is through functional training for first-level planning experts. To determine the results, impacts, and benefits obtained from the training provided, evaluation is necessary. The aim of this research is to analyze the effectiveness of functional training for first-level planning experts, determine the extent of the influence of functional training for first-level planning experts on competence, and describe the development of an evaluation model. This research is a mixed methods study with a sequential explanatory model. The sampling technique used purposive sampling with a sample size of 23 people. The results show that functional training for first-level planning experts can effectively improve knowledge, skills, and work attitudes through the learning process and provide benefits for both personal and career development. The influence of training on competence is 78.7%, with the development model of the four levels of training evaluation and perceived training benefit as the evaluation method forming an integrative evaluation model consisting of 5 levels of evaluation as a novelty product about training evaluation, including reactions, learning, behavior, results, and benefits.

INTRODUCTION

The shift in the paradigm of government administration from "rule government" to "good governance" and from centralization to decentralization needs to be approached and balanced with personnel who possess adequate competencies that align with job requirements. The presence of government personnel in the era of reform and local autonomy holds a highly strategic position. The smoothness and effectiveness of government administration and public services largely depend on the competencies held and mastered by government officials. Therefore, bureaucratic reform is necessary through individual development and performance improvement. This is achieved by enhancing fundamental aspects, such as knowledge and skills, as well as motivating work by nurturing individuals' mentality and creating a conducive environment that encourages their willingness to work.

Competency-based management of government personnel is the management of employees based on their competencies, allowing the organization to effectively place the right person in specific job positions to support its mission and vision. In the current era of bureaucratic reform and national development, all components of the nation are driven to enhance and develop systems, work procedures, and other efforts towards improvement. Similarly, there is a push for systematic efforts to better utilize state personnel to realize the ideal of a civil society that the entire Indonesian population aspires to. To achieve this goal, it requires professional state personnel who exhibit loyalty, obedience, discipline, morality, a positive mindset, accountability, and a strong sense of responsibility as public servants. This can be achieved through human resource development, which aims to improve work productivity and contribute to national development.

Human resource development is essentially capacity building for individuals to determine their future, both personally and as a community. It aims to actualize the potential individuals possess, including their skills, desires, and external resources. This capacity building can be achieved through formal, informal, and non-formal education and training. In the process of human resource capacity building, there is a need to instill awareness and motivation that every individual is equipped with knowledge, skills, and abilities, as well as environmental or natural resources that can be managed and developed to add value and improve the quality of life.

Human potential refers to the latent abilities or strengths within an individual that can be developed through training. As described by Prihadhi (2004:6), potential can be seen as the inherent knowledge, energy, or untapped abilities an individual possesses and has not yet utilized optimally. Human potential, in this context, refers to latent abilities in terms of physical attributes, character, interests, talents, intelligence, and values that exist within an individual but have not been fully utilized or harnessed. Human potential can be defined as the fundamental abilities that individuals possess, which are latent within them, waiting to be realized (Wiyono, 2006). Furthermore, Habsari (2005) explains that human potential is the physical and mental abilities and strengths individuals have, which have the potential for development through

training and adequate resources. Therefore, any organization that seeks to develop must place significant emphasis on training for its personnel.

THEORETICAL REVIEW

Human Resource Development

a) Definition of Human Resource Development

Development is the preparation of individuals to assume different or higher responsibilities within an organization (Sunyoto, 2012:145). Jackson, Schuler, & Werner (2011:11) define development as activities intended to enhance long-term competencies in anticipation of the organization's future needs. According to Simamora (2004:287), development is closely related to improving intellectual or emotional abilities required to perform one's job better. There are three interpretations of human resources according to Setiono (2011:76):

- 1) Human resources are individuals working within an organization (personnel, labor, workers, or employees).
- 2) Human resources represent the human potential that drives the organization to realize its existence.
- 3) Human resources are a potential asset that serves as non-material/non-financial capital within a business organization, which can be transformed into tangible and intangible potential in realizing the organization's existence. Human resources are assets to organizations, serving as active planners and participants in various organizational activities. Human resources encompass thoughts, feelings, desires, status, and educational backgrounds, and their thought patterns can be brought into an organizational environment.

The definition of human resource development (HRD) according to Bangun (2012:200) is the process of enhancing human resource capabilities to help achieve organizational goals. According to Samsudin (2010:107), human resource development is the preparation of individuals or employees to assume higher responsibilities within an organization or company. Human resource development is closely related to enhancing intellectual abilities needed for better job performance.

Human resource development (HRD) is an effort to enhance the quality or capabilities of human resources through the planning of education, training, and employee management to achieve optimal outcomes. Human resource development involves the process of behavioral change (behavior engineering). In conclusion, human resource development is a process of enhancing an individual's abilities in preparation for assuming higher responsibilities within an organization to achieve the organization's goals.

In general, there are several factors that need to be considered to achieve human resource development (Jumawan 2015:34), including:

1. Selecting human resources according to needs.
2. Designing alignment between organizational needs and employee competencies.
3. Providing suitable infrastructure, facilities, and technology.
4. High commitment from every element of the organization

b) The Purpose of Human Resource Development

Human resource development programs provide benefits to both the organization and its members. Organizations benefit from increased work productivity, making human resource development a necessity and an expectation for every organization. Human resource development aims to enhance the professionalism and skills of employees in performing their tasks and functions optimally. According to Sutrisno (2017:62-63), the development of employee skills is an effort to improve work expertise so that tasks can be carried out more efficiently and productively. The objectives of development, according to Mangkunegara (2012:52), include:

1. Enhancing the understanding of ideology and values.
2. Increasing work productivity.
3. Improving work quality.
4. Strengthening human resource planning.
5. Boosting moral values and work motivation.

The objective of Human Resource Development (HRD) is to improve the effectiveness of employees in achieving the set work goals. Improving work effectiveness can be achieved by enhancing employees' knowledge, skills, and attitudes toward their tasks. An employee's knowledge about their job execution significantly influences their success. Employees with insufficient knowledge about their field of work may not perform optimally. Therefore, organizations need to continuously invest in HRD because it is an expenditure aimed at improving the productivity capacity of individuals, making them more competent in their respective fields.

Competence

The concept of competence was popularized by Boyatzis (1982), who defined competence as the ability possessed by an individual that is evident in their behavior, which is aligned with the job requirements within the parameters of the organizational environment and produces desired outcomes. Woodruffe (1992), on the other hand, stated that competence should not be seen as a thing but as a concept that indicates an understanding of the relationship between expected performance and desired performance based on information about prior performance patterns. According to Woodruffe (1992), competence is a "set of behavior patterns that the incumbent needs to bring to a position to perform its task and function with competence." In this sense, the focus of competence is the capacity, qualifications, or behaviors that an employee brings to their position to carry out their tasks and functions effectively. In a contextual sense, the components of competence include not only behavior but also knowledge and skills.

According to Mitrani et al. (1992), Spencer & Spencer (1993), competence is defined as "underlying characteristics of an individual which are causally related to criterion-referenced effective and/or superior performance in a job or situation." Based on this definition, "underlying characteristics" implies that competence is a deep-seated part of an individual's personality and behavior that can be predicted in various work conditions and tasks, while "causally

related" means that competence is something that leads to behavior and performance.

Spencer and Spencer (1993) define competence as a fundamental characteristic of an individual that is causally related to criterion-referenced effective and/or highly successful performance in a job or situation. According to Spencer and Spencer (1993), there are five characteristics of competence:

a. Motives

Motives are something that a person consistently thinks about or desires, which drives, directs, and selects behavior towards actions or goals. For example, a person with a consistent achievement motivation develops challenging goals, takes full responsibility for achieving them, and expects feedback to improve themselves.

b. Traits

Traits are characteristics that make people behave in a certain way or how someone responds to something. For example, emotional control and initiative are consistent responses to situations. Emotional control and taking action to solve problems are trait competencies that are characteristics of successful managers.

c. Self-Concept

Self-concept refers to a person's attitudes and values. Attitudes and values are measured through tests on respondents to determine a person's values and what attracts them to do something. For example, self-confidence is a person's belief in their ability to act effectively in any situation and is part of a person's self-concept.

d. Knowledge

Knowledge is the information that a person possesses in a particular field. Knowledge is a complex competency. Knowledge test scores often fail to predict job performance because they fail to measure knowledge and ability when both are used effectively in the job. Therefore, knowledge is about what a person can do, not just what they know.

e. Skill

Skill is the ability to perform specific physical or mental tasks. Cognitive or mental skill competencies include analytical thinking (processing knowledge and data, determining cause and effect, organizing data, and planning) and conceptual thinking (recognizing patterns in complex data). According to Langbert (2000), competencies comprise a set of knowledge, skills, abilities, personality traits, and knowledge that result in effective management practices. Four competency boundaries, as identified by Woodal and Winstanley (2000), are as follows:

- a) Characteristics that can influence high and effective performance in a job. This means that competencies will be demonstrated through an individual's performance.
- b) High competencies are generally produced from stable behaviors that will ultimately yield high group performance in complex organizational environments.
- c) Job competencies are the ability to perform tasks well in a job at a performance level accepted by management.
- d) Skills, knowledge, and understanding, qualities and attributes, a set of values and attitudes, that will drive effective managerial performance in specific situations or roles.

Training

The development of human resource competencies within an organization can be enhanced, one of which is through training programs. As stated by Kasmir (2018), competency development programs include participating in training, interdepartmental transfers, and promotions to a higher position. Training can be defined as a systematic effort to improve the knowledge, skills, and work attitudes of employees through the learning process. With self-development training, it is hoped that employees can broaden their insights, change attitudes, and develop their personalities (Kirkpatrick, 2006).

Evaluation Model - Kirkpatrick's Four Levels of Training Evaluation

a. Reaction

The evaluation of reactions aims to determine the level of satisfaction of training participants with the implementation of the training. The quality of the process or implementation of training can be measured through the participants' satisfaction level. Participant satisfaction with the organization or process of training will directly impact the motivation and learning enthusiasm of participants in the training.

b. Learning

Learning can be defined as a change in mental attitudes, improvement of knowledge, or the acquisition of skills by participants after completing the program.

c. Behavior

Evaluation of behavior focuses on the work behavior of training participants after they return to their work environment. The behavior referred to here is work behavior directly related to the training material, not behavior in the context of personal relationships with colleagues. Thus, what is sought to be known in this evaluation is the extent to which changes in mental attitudes, improvement of knowledge, or the acquisition of skills by participants have a direct impact on their performance when they return to their work environment.

d. Results

Evaluation of results in this fourth level focuses on the final results that occur because participants have completed a program. The evaluation of results aims to determine the impact of changes in the work behavior of training participants on their performance level within the organization. In the context of learning activities, this evaluation model focuses on the final results obtained by training participants.

Evaluation Model of Perceived Training Benefit

Noe (2010) states that the effectiveness of training refers to the benefits gained by both the organization and the employees who participate in the training. This indicates that the success of a training is not only assessed based on the success of its implementation or organization but also on how much benefit is perceived by both the organization and the participants. Perceived training benefit, also referred to in some literature as perceived training utility or perceived training effectiveness, is the employees' belief in the extent of the benefits perceived from the attended training (Riaz et al., 2014). This opinion aligns with Sahinidis and Bouris (2008), who state that perceived training effectiveness is the extent to which employees feel that the training they undergo is beneficial for themselves and can be applied to improve their performance. Noe et al. (2013) state that the benefits that employees can derive from training include personal, job-related, and career-related aspects.

METHODOLOGY

Population and Sample

In line with the research objectives, this study is categorized as evaluative research. Evaluative research describes research activities that evaluate something, usually the implementation and plans of learning programs. This research is a mixed methods research using a sequential explanatory model (a sequential combination from quantitative to qualitative). The population in this study is all selected participants who attended junior planner training in 2022 in all study programs/institutions/centers at universities collaborating with Pusbindiklatren Bappenas. As the implementer of junior planner training program, the research sample was selected using purposive sampling, namely the junior planner training participants at PPKP-LPPM UNHAS (Center for Development of Development Policy, Research, and Community Service, Hasanuddin University), totaling 23 people.

Independent Variables

Independent variables are those that influence or cause changes in dependent variables. The independent variables in this study are the junior planner training evaluated with the four levels of training evaluation model (X1) and perceived training benefit (X2). "Four Levels of Training Evaluation" is measured based on reactions, learning, behavior, and the result of training participants. "Perceived Training Benefit" is measured based on participants' perceptions of the personal, job-related, and career development benefits resulting from the training they have undergone.

Dependent Variable

The dependent variable is one that is influenced or a consequence of independent variables. In this study, the dependent variable is "Planning Competence (Y)." Planning competence is measured through several dimensions, including motivation, disposition, self-concept, knowledge, and skills. These variables are used to analyze the relationship between junior planner training with planning competence in this research.

Data Collection Techniques

Data collection in this study is carried out using several techniques, namely questionnaires, interviews, documentation, and observation.

RESULTS

Research Instrument Test Results

a) Validity Test

Validity is the extent to which a concept corresponds to empirical reality, demonstrating how well the items in an instrument represent the measured concept. Validity testing is conducted using the Pearson Product Moment correlation technique (Pearson correlation analysis). The Pearson correlation analysis involves correlating the values obtained for each statement (item score) with the total value of all statements (total item score). An item is considered valid when there is a significant correlation between the individual statements (item scores) and the total value of all statements (total item score) at a 5% error level.

Validity testing is conducted to examine each variable, namely, four levels of training evaluation (X₁), perceived training benefit (X₂), and planning competence (Y), using SPSS 24.0 for Windows. The variable four levels of training evaluation (X₁) is measured with dimensions of reactions, learning, behavior, and results. The variable perceived training benefit (X₂) is measured with dimensions of personal benefit, job-related benefit, and career development benefit. Furthermore, the planning competence variable (Y) is measured with dimensions of motivation, disposition, self-concept, knowledge, and skills.

1) Kirkpatrick's Four Levels of Training Evaluation Variable Validity Test Results (X₁)

Dimesions	Question Items	r_{xy} (r_{count})	r_{table}	Description
Reaction	1	0,613	0,4132	Valid
	2	0,656		Valid
	3	0,667		Valid
	4	0,747		Valid
	5	0,516		Valid
	6	0,667		Valid
	7	0,577		Valid
	8	0,683		Valid
	9	0,670		Valid
	10	0,688		Valid
Learning	<i>Pre test</i>	1,000	0,4132	Valid
	<i>Post test</i>	1,000		Valid

Behavior	1	0,814	0,4132	Valid
	2	0,806		Valid
	3	0,842		Valid
	4	0,782		Valid
	5	0,879		Valid
	6	0,786		Valid
	7	0,750		Valid
	8	0,707		Valid
	9	0,896		Valid
Result	1	0,809	0,4132	Valid
	2	0,831		Valid
	3	0,906		Valid
	4	0,807		Valid
	5	0,462		Valid
	6	0,814		Valid
	7	0,877		Valid
	8	0,862		Valid

2) Validity Test Results of the Perceived Training Benefit Variable (X2)

For the variable "perceived training benefit" with 19 statement items and testing conducted with 23 respondents, the data processing results for the validity test of each statement item are as follows:

Dimesions	Question Items	r_{xy} (r_{count})	r_{table}	Description
Personal Benefits	1	0,794	0,4132	Valid
	2	0,794		Valid
	3	0,824		Valid
	4	0,863		Valid
	5	0,842		Valid
	6	0,865		Valid
Job-Related Benefits	1	0,710	0,4132	Valid
	2	0,771		Valid
	3	0,776		Valid
	4	0,887		Valid
	5	0,549		Valid
	6	0,800		Valid
	7	0,705		Valid
	8	0,754		Valid
	9	0,686		Valid
	10	0,724		Valid
Career Development Benefits	1	0,856	0,4132	Valid
	2	0,853		Valid
	3	0,822		Valid

Based on the validity test results, all variables indicate that all items are considered valid because the calculated value (r-value) is greater than the tabulated value (0.4132).

3) Validity Test Results of the Planning Competency Variable (Y)

On the planner competence variable with 23 statement items, testing was conducted with 23 respondents. The results of the validity test data processing are as follows:

Dimesions	Question Items	r_{xy} (r_{count})	r_{table}	Description
Motive	1	0,760	0,4132	Valid
	2	0,873		Valid
	3	0,852		Valid
	4	0,780		Valid
	5	0,837		Valid
	6	0,614		Valid
Disposition	1	0,768	0,4132	Valid
	2	0,805		Valid
	3	0,863		Valid
	4	0,775		Valid
Self-concept	1	0,761	0,4132	Valid
	2	0,755		Valid
	3	0,826		Valid
	4	0,723		Valid
Knowledge	1	0,741	0,4132	Valid
	2	0,826		Valid
	3	0,821		Valid
	4	0,728		Valid
Skills	1	0,658	0,4132	Valid
	2	0,679		Valid
	3	0,782		Valid
	4	0,654		Valid
	5	0,795		Valid

b) Reliability Test

Reliability testing relates to the issue of trust in the research instrument. A research instrument is considered reliable if respondents' answers to statements are consistent or stable over time. An instrument is considered reliable if it meets the criteria for testing instrument reliability using a significance level of 5%.

The research instrument is considered reliable if the Cronbach's Alpha value is greater than 0.60. The reliability of the questionnaire is tested using the SPSS 24.0 for Windows program with the Cronbach's Alpha (α) statistical test.

1) Results of Kirkpatrick's Four Levels of Training Evaluation Variable Reliability Test (X1)

Dimesions	Cronbach's Alpha	Critical Limits	Description
Reaction	0,828	0,60	Reliable
Learning	1,000		Reliable
Behavior	0,932		Reliable
Result	0,908		Reliable

2) Reliability Test Results for Perceived Training Benefit Variables (X2)

Dimesions	Cronbach's Alpha	Critical Limits	Description
Personal Benefits	0,904		Reliable
Job-Related Benefits	0,898	0,60	Reliable
Career Development Benefits	0,785		Reliable

c) Reliability Test Results for the Planning Competency Variable (Y)

Dimesions	Cronbach's Alpha	Critical Limits	Description
Motive	0,873		Reliable
Disposition	0,814		Reliable
Self-concepts	0,766	0,60	Reliable
Knowledge	0,773		Reliable
Skills	0,758		Reliable

Based on the reliability data processing results for all variables, it is stated that the tested data has good reliability because the overall Cronbach's Alpha values indicate results greater than the critical value set at 0.60.

Requirements Testing Results

a. The result normality test

The normality test is an examination of the normality of data distribution, which can be assessed through the output of SPSS 24.0 for Windows, using methods such as the Kolmogorov-Smirnov test and probability plots to show the distribution of research data. The results of the normality test for the data obtained with the assistance of SPSS 24.0 for Windows are as follows:

<i>One-Sample Kolmogorov-Smirnov Test</i>		
		<i>Standardized Residual</i>
<i>N</i>		23
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	.0000000
	<i>Std. Deviation</i>	.95346259
<i>Most Extreme Differences</i>	<i>Absolute</i>	.098
	<i>Positive</i>	.098
	<i>Negative</i>	-.082
<i>Test Statistic</i>		.098
<i>Asymp. Sig. (2-tailed)</i>		.200 ^{c,d}

a. Test distribution is Normal.

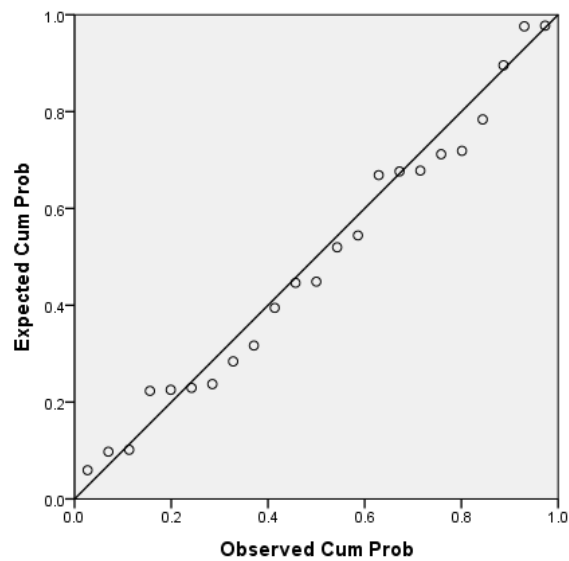
b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the One Sample Kolmogorov-Smirnov Test table above, it can be observed that the Asymp.Sig.(2-tailed) value is 0.200, which is greater than the significance level of 0.05. Therefore, it can be concluded that the tested data follows a normal distribution. Additionally, the normality test can also be assessed through the probability plot method, as indicated by the Normal P-P Plot of Regression curve as shown below.

Normal P-P Plot of Regression Curve



The Normal P-P Plot of Regression curve above shows that the diagonal line in the graph represents the ideal state following a normal distribution. The points around the line represent the tested data, and it is evident that the residual points are very close to and tend to scatter along the diagonal line. Based on the results of the normality test using the Kolmogorov-Smirnov method and probability plot, it can be concluded that the research data follows a normal distribution, thus satisfying the assumption of normality.

b. The result of multicollinearity test

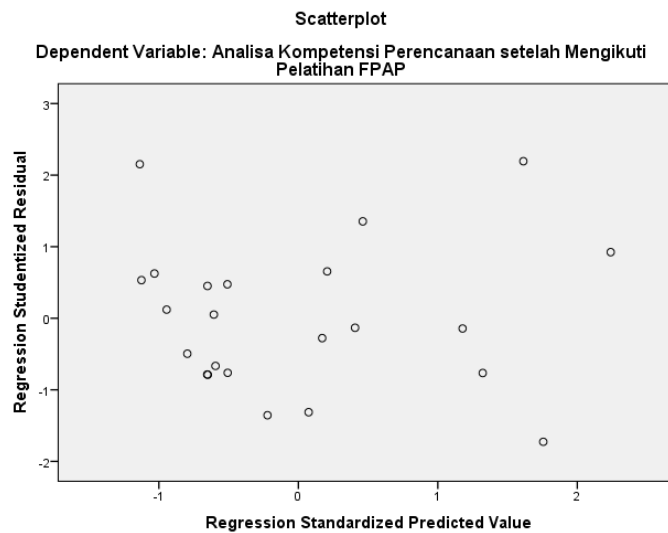
The multicollinearity test is conducted to determine whether there is correlation between independent variables in the regression model. In this research, the multicollinearity test results can be seen from the data processing using SPSS 24.0 for Windows, as shown in the following table.

Model	Collinearity Statistics	
	Tolerance	VIF
1		
	(Constant)	
	Four Levels of Training Evaluation	.507 1.973
	Perceived Training Benefit	.507 1.973

Based on the table above, it can be determined that the tolerance value for the independent variable "four level of training evaluation" (X_1) is 0.507, and the tolerance value for the independent variable "perceived training benefit" (X_2) is 0.507. Both tolerance values are greater than 0.1, indicating that there is no multicollinearity in the model. Additionally, the VIF (Variance Inflation Factor) for the independent variable "four level of training evaluation" (X_1) is 1.973, and the VIF for the independent variable "perceived training benefit" (X_2) is 1.973. Both VIF values are smaller than 10, which implies that there is no multicollinearity in this research model.

c. The result of heteroskedasticity test

The heteroskedasticity test can be conducted using the scatterplot method by examining whether there is any specific pattern on the graph. If the scatterplot forms a specific pattern like waves, widening, or narrowing, then the regression model exhibits heteroskedasticity. On the other hand, if there is no clear pattern (points scattered randomly), then there is no heteroskedasticity. Below are the results of the heteroskedasticity test in the figure.



From the above figure, it can be observed that the data distribution appears irregular, without forming a specific pattern, and is scattered randomly. This can be seen in the scattered plot both above and below the number 0 on the Y-axis. Therefore, it can be concluded that in this regression model, there is no issue of heteroskedasticity, or in other words, the regression equation satisfies the assumption of homoskedasticity.

Hypothesis Testing

The hypothesis proposed in this study is that the junior planner training has a significant effect on the competence of planners. The evaluation of the junior planner training in this study is based on the four levels of training evaluation model and perceived training benefit. Multiple linear regression analysis was chosen to analyze the hypothesis in this study.

ANOVA ^a						
	<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	<i>Regression</i>	933.677	2	466.838	41.638	.000 ^b
	<i>Residual</i>	224.236	20	11.212		
	<i>Total</i>	1157.913	22			

a. *Dependent Variable:* Planning Competence

b. *Predictors:* (Constant), Perceived Training Benefit, Four Levels of Training Evaluation

Based on the data in the table above, the calculated F-value is 41.638, and the significance value is 0.000. With a significance level (α) of 0.05, degrees of freedom (df1) of 2 (k-1, where k=3), and degrees of freedom (df2) of 20 (n-k, where n=23), the critical F-value is 3.490. The research results indicate that the

calculated F-value > critical F-value (41.962 > 3.490), and the significance value is < 0.05 (0.000 < 0.05). Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. This indicates that the variables "four levels of training evaluation" and "perceived training benefit" together have a significant effect on the competence of planners. Hence, both independent variables can be used to estimate or predict the dependent variable, i.e., the competence of planners. In conclusion, the first-level functional training significantly influences the competence of planners.

Coefficient of Determination Test (R²)

The coefficient of determination is a tool used to measure the contribution of the independent variables to the variation in the dependent variable. The results of the coefficient of determination test for the two independent variables on the dependent variable are as follows:

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.898 ^a	.806	.787	3.348

a. Predictors: (Constant), Perceived Training Benefit, Four Levels of Training Evaluation
 b. Dependent Variable: Planning Competence

Based on the table above, the adjusted R-squared (R²) value obtained is 0.787. This indicates that the percentage of influence of the variables four levels of training evaluation and perceived training benefit used to measure the junior planner training on the competence of planners is 78.7%, while 21.3% is influenced by other variables outside the model in this study.

DISCUSSION

Effectiveness of Junior Planner Training

Junior Planner training effectively enhances knowledge, skills, and work behaviors through the learning process, benefiting individuals, jobs, and the career of planners. Participants' reactions to the training indicate that the implementation of the training is highly effective. Participants give positive feedback on the competence of the trainer, the support of the facilitator, the structured training system, and the professionalism of the training organizer. However, the in-depth analysis conducted by the researcher found that the training material provided is considered universal and requires operationalization in the context of job needs and the background of each participant. According to Fatimah (2013), one of the achievements of a training program is that the material is delivered in-depth according to technical backgrounds, issues, and the participants' comprehension. The online training mechanism also encountered obstacles, including unstable internet connections, the prolonged time required to be present in front of the device screen causing participants to become less focused and bored, the suboptimal group discussion activities, and the limited role of the facilitator in overseeing group discussions among training participants.

Learning analysis examines the distribution of scores for Junior Planner training participants in pre-test and post-test sessions. The assessment of the learning process is carried out to determine the participants' abilities based on

the indicators of a training subject (Aulia, 2020). Based on the analysis results, the majority of Junior Planner training participants experienced an increase in scores. The improvement in post-test scores can be an important indicator to observe changes before and after training. This indicates that the majority of participants gained increased knowledge and insight after attending the training.

Behavioral analysis aims to measure changes in the work behavior of training participants after they return to their work environment. The results of the Junior Planner training explain that overall, planners' perceptions of behavior are rated as highly effective in terms of applying knowledge and skills, improving attitudes in the work environment, sharing knowledge, and assisting colleagues. To determine this, the researcher analyzed based on observations and interviews with representatives of the supervisors of participant alumni, showing that there are changes in the behavior of planners in terms of collaboration, negotiation with colleagues, and increased work motivation, as seen from the assessment of very good behavioral performance. Woodruffe (1992) explains with the term "set of behavior patterns," contextualizing competency components that emphasize the change in behavior patterns towards behaviors that align with achieving organizational goals.

Analysis of results aims to determine the impact of participants' work behavior on the level of organizational productivity. Kirkpatrick (1998) explains that this results evaluation is focused on the final outcomes that occur after participants undergo a program. In this aspect, the research results indicate that the training successfully enhances the performance of planners in terms of understanding the preparation of quality planning documents. Overall, planners' perceptions of the results are rated as highly effective.

In terms of personal benefits, the research findings show that overall, planners' perceptions of personal benefits are considered effective. This indicates that the training aids in the personal development of planners by increasing confidence and self-assurance in developing talents and implementing materials for the preparation of planning documents such as strategic plans (Renstra), annual work plans (RKT), work reference frameworks (KAK), standard operating procedures (SOP), and so on. According to Carell et al (1982), training is expected to improve performance and update employee skills. The value of training benefits is seen in how much employees feel that the training they have undergone is beneficial to them and can be applied to enhance their performance (Sahinidis and Bouris, 2008).

Analyzing the benefits of training to support work or the organization, the research results find that overall, planners perceive the training outcomes as effectively supporting participants' contributions to the organization. The training provides the skills and capabilities needed in the work environment to help carry out tasks and build good relationships with colleagues. Training participants perceive a correlation between the learning material and the job requirements as planners, so the benefits of training align with organizational needs. The organizational benefits of training have been highlighted by Carrel

et al (1982), who explain that the goal of training is to solve organizational problems.

Analyzing the benefits of junior planner training on the career development of planners, the research results show that overall, participants perceive the benefits for career development as effective, especially in terms of job promotion based on job performance, open opportunities for planners to advance their careers in functional planning positions, and training helps planners improve their careers for promotion in functional planning positions. Achievements obtained from improving self-capabilities, indicating enhanced performance, can have an impact on the organization, simultaneously providing opportunities for career advancement or a more strategic role. Carrel et al (1982) emphasize that training benefits can encourage promotion and managerial succession preparation.

The Influence of Junior Planner Training on Planner Competence

Based on the results of multiple linear regression tests, it is evident that the variables of four levels of training evaluation and perceived training benefit collectively have a significant impact on planner competence. Consequently, both of these independent variables can be used to estimate or predict the variable of planner competence. It can be concluded that Junior Planner training significantly influences planner competence. Calculating the coefficient of determination, which measures the contribution of the independent variables being examined to the variation in the dependent variable, reveals that the percentage of the influence of the variables of four levels of training evaluation and perceived training benefit used to measure Junior Planner training on planner competence is 78.7%, while 21.3% is influenced by other variables outside the model in this study. This calculation signifies that the values of levels of training evaluation and perceived training benefit regarding competence are considered reliable and proven as determinant factors in training that influence planner competence.

These results affirm training as a transformative process for participants' competencies in efforts to enhance knowledge and skills, as well as attitudes, enabling participants to be more adept and capable in fulfilling their responsibilities and meeting standards (Mangkuprawira, 2014). As per the general objectives of training according to Carrel et al. (1982:401-402), Junior Planner training can improve performance, update skills, solve organizational problems, prepare for promotion and managerial succession, and satisfy personal growth needs. These objectives are substantiated by the results indicating the extent of the influence of training on planner competence.

In connection with the above achievement, it indicates that the variables of four levels of training evaluation and perceived training benefit can be brought together as concepts and have equivalent value as variables to formulate new approaches in training evaluation. Both variables complement and enhance each other in the training evaluation process.

Development of the Junior Planner Training Evaluation Model to Improve Planner Competence

The results of this research confirm the researcher's hypothesis that there is an influence of training on competence using the four levels of training evaluation model according to Kirkpatrick (1998), consisting of reaction, learning, behavior, results, and perceived training benefit (Noe et al., 2013). This is to determine the extent to which training participants assess the perceived benefits for themselves, their jobs, and career development. Both evaluation models collectively play a crucial role in developing planner competencies.

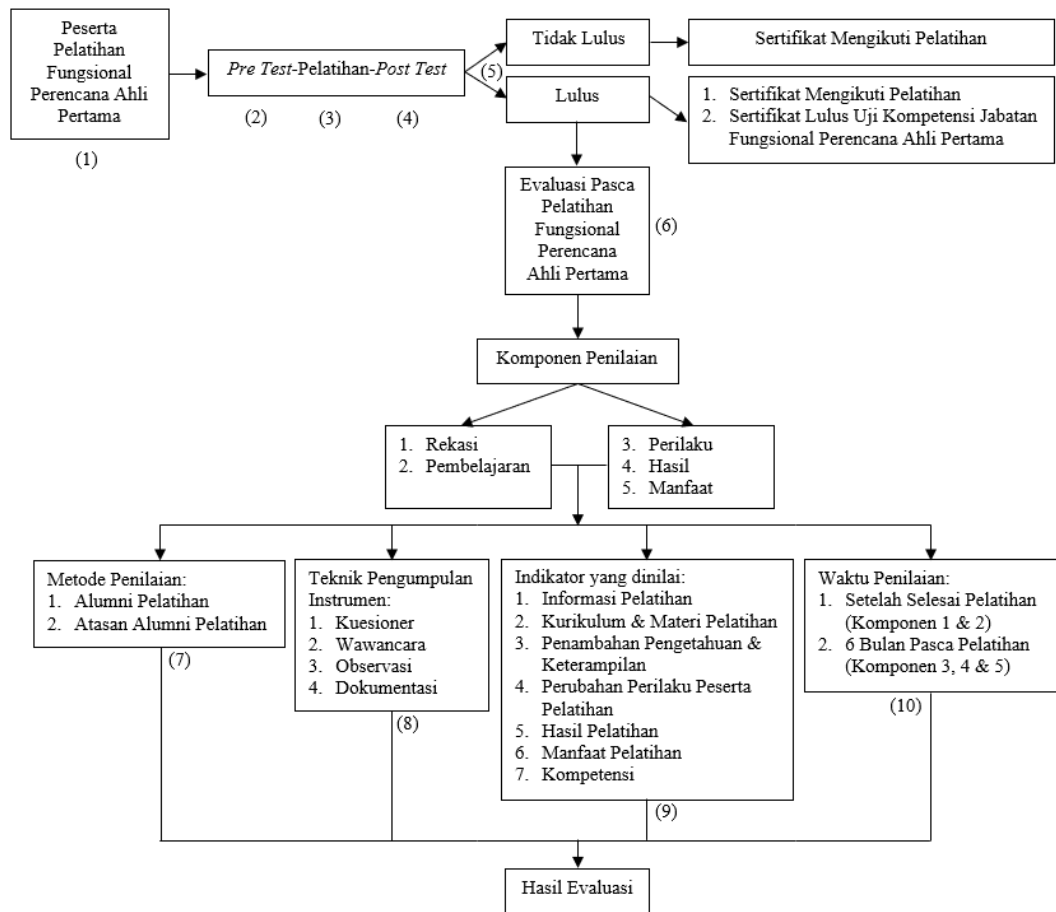
Based on the measurement test results of reactions, learning, behavior, results, and the assessment of the benefits of training implementation, it can support the development of planner competencies in aspects such as the development of motivation, characteristics, self-concept, knowledge, and skills. Training can support the role of planners as think tanks, responsible for formulating policy materials, preparing planning implementation materials, providing input in policy analysis, formulating recommendations and plans, as well as directing, monitoring, and evaluating program and activity implementation.

In practice, the implementation of the Junior Planner training at Pusbindiklatren Bappenas can fill the competency gaps needed in carrying out tasks and functions as a planner. The gap between the competencies possessed by planners and the job/organizational needs can be addressed through training. This training can stimulate the improvement of knowledge, skills, and job-related attitudes according to applicable standards (Eneh et al., 2015).

However, a fundamental problem in the evaluation system of the first-level functional training at Pusbindiklatren Bappenas is that it currently does not use an integrative approach that measures both the four levels of training evaluation and perceived training benefit as instruments in the training evaluation system. The current training evaluation governance focuses only on reaction and learning evaluations, emphasizing the evaluation of training organization aspects by looking at participant satisfaction levels and the improvement of participant knowledge and skills. This approach does not comprehensively and integratively combine the assessment aspects of reaction, learning, behavior, results, and perceived benefits for individuals (personal), jobs/organizations, and career development.

The development of the training evaluation model needs updating and reorientation to produce a comprehensive and in-depth training evaluation mechanism. A deepening aspect in training evaluation converges the four levels of training evaluation and perceived training benefit into one integrated evaluation model that assesses reactions, learning, behavior, results, and the assessment of the benefits of training implementation collectively. This integrative model can serve as a guide and material for implementing the evaluation of the effectiveness of training implementation, training results, and the benefits of training for individuals (personal), jobs, and career development. The following is the integrated evaluation model for the Junior Planner training. The stages of the integrated evaluation of the junior planner training are as follows:

1. Training participants, consisting of junior planners from various central and regional institutions, attend the junior planner training conducted by Pusbindiklatren Bappenas.
2. Participants take a pre-test evaluation to measure the extent of the competencies they already possess as a preparation for participating in the training.
3. Subsequently, participants engage in the junior planner training activities that last for 7 weeks.
4. The series of junior planner training is concluded with a post-test evaluation activity.
5. The results of the post-test determine the graduation of first-level planning expert training participants. Participants who do not pass will receive a training attendance certificate, while those who pass will receive a training attendance certificate and a certificate of passing the junior planner position competency test.
6. The series of training evaluations carried out by Pusbindiklatren Bappenas only measures the extent of reaction and learning. Therefore, the author proposes an integrated evaluation model for the junior planner training that covers 5 components: reaction, learning, behavior, results, and benefits.
7. The assessment involves related elements such as training alumni and the superiors of training alumni.
8. Instruments used for this post-training evaluation include questionnaires, interviews, observations, and documentation.
9. Standards used in this evaluation include examining training information, curricula and training materials, additional knowledge and skills, changes in participant behavior, training results, training benefits, and competencies.
10. The assessment time for reaction and learning components is after the training, while for the behavior, results, and benefits assessment components, it is 6 months after the training.



CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings and discussions outlined earlier, it can be concluded that:

1. Effectiveness of Junior Planner Training:

Junior Planner training effectively enhances knowledge, skills, and work attitudes through the learning process, providing benefits to individuals, job performance, and the career development of planners. Participant reactions indicate that the training implementation is highly effective. Participants show positive reactions towards the competency of the instructor, facilitator support, structured training systems, and the professionalism of training administration.

2. Influence of Four Levels of Training Evaluation and Perceived Training Benefit:

The variables of four levels of training evaluation and perceived training benefit, used to measure junior planner functional training, have a significant influence of 78.7% on planner competence. The values of levels of training evaluation and perceived training benefit concerning competence are considered reliable and proven as determinant factors in junior planner training that impact planner competence.

3. Convergence of Four Levels of Training Evaluation and Perceived Training Benefit as an Integrative Evaluation Model:

The convergence of four levels of training evaluation and perceived training benefit, as an evaluation method, forms an integrative evaluation model consisting of 5 (five) levels of evaluation. This innovative product includes reactions, learning, behavior, results, and expected benefits, aiming to enhance planner competence.

Based on the research findings and conclusions outlined, the functional training evaluation for Junior Planner has generally been effective. However, the researcher would like to provide some recommendations for improving future training evaluations:

1. Material Enhancement:

It is essential to improve and refine the training material by aligning it with the specific needs of each relevant organizational unit. This adjustment should be tailored to the participants' job areas, aiming for better understanding and application within the participants' organizational environment.

2. Development of Training Mechanisms:

There is a need for the development of training mechanisms, transitioning from the previously used face-to-face training model to a blended learning approach. Blended learning combines traditional face-to-face instruction with online learning methods (e-learning). This shift is expected to enhance participant motivation, and the interaction and communication between trainers and trainees can be more effective and efficient.

FURTHER STUDY

This research still has limitations; therefore, For future researchers, it is advisable to expand the research sample and extend the pool of interview informants to include colleagues of training alumni. This expansion is expected to yield more relevant, comprehensive, and accurate results in subsequent research.

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