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Evaluating the Effectiveness of Office Administration Training Using the Kirkpatrick Model (Case Study at PT Supportindo Prima Mandiri)

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A B S T R A C T

This study aims to evaluate the effectiveness of office administration training from PT Supportindo Prima Mandiri using the Kirkpatrick model. The population of this study was comprised of alumni of office administrative training participants held by PT Supportindo Prima Mandiri, with a sample size of 70 people. Data analysis through SmartPLS with brainstorming techniques The results of this study indicate that office administration training has been going well. The results of the evaluation at each level were: (1) at level 1-reaction, the trainees showed positive reactions in the good category; (2) at level 2-learning, the trainees showed positive reactions in the good category; and (3) at level 3-behavior, they obtained training participants showed positive reactions in the good category.

INTRODUCTION

The office administration profession has now become a necessity in all organizational sectors, including government institutions or agencies that, in the operation of their activities and services, require office administration functions. Noting the increasing importance of the need for professionals in the field of office administration, the government issued Ministerial Decree No. 183 of 2016 containing provisions on the establishment of Indonesian national work competency standards (SKKNI) for the category of professional administrative activities.

In an effort to meet the needs of professional office administration personnel, there are many office administration training providers, one of which is PT Supportindo Prima Mandiri. As a provider of office administration training services, PT Supportindo Prima Mandiri is always committed to maintaining and improving the quality of training provided in order to realize excellent service. In order to obtain feedback from alumni trainees, PT Supportindo Prima Mandiri conducts satisfaction surveys related to training materials, resource persons' abilities, and participant satisfaction.

Table 1.1 Satisfaction Index of Office Administration Training Participants

Satisfaction Element	Training Session Semester I Year 2022 (%)						Average (%)	Category
	1	2	3	4	5	6		
TRAINING METER								
As needed	85.26	83.59	79.72	82.93	83.28	81.84	82.77	Good
Easy to understand	82.74	88.46	87.85	85.46	84.57	85.36	85.74	Good
Easy to implement	70.31	73.94	75.68	82.96	78.51	79.68	76.85	Less
Trainer								
Mastering the material	86.37	87.64	86.76	85.93	87.48	87.93	87.02	Good
Material delivery	85.84	84.97	83.95	87.68	84.79	83.75	85.16	Good
Attitude	86.46	85.52	83.74	88.47	87.68	86.24	86.35	Good
Average (%)	82.83	84.02	82.95	85.57	84.39	84.13	83.98	Good
Number of participants (people)	39	42	39	37	40	34		

Source: PT Supportindo Prima Mandiri (2022).

The results of the satisfaction survey obtained the quality of training services of PT Supportindo Prima Mandiri in the good category with a trainee satisfaction index value of 83.98%. This means that as many as 194 people (83.98%) alumni participants are satisfied after attending office administration training or there are 37 people (16.02%) alumni participants who are less satisfied. Furthermore, the results of the competency assessment by the Indonesian Professional Administrative and Secretary Professional Certification Institute (LSP-APSI) as a partner of PT Supportindo Prima Mandiri show that not all elements of competence assessed are in the competent category.

Table 1.2 Post-training Competency Assessment Results

Satisfaction Element	Training Session Semester I Year 2022 (Score)						Average	Category
	1	2	3	4	5	6		
Knowledge	98.56	99.48	98.57	99.43	97.84	98.17	98.68	Competent
Attitude	97.54	98.63	99.15	98.84	99.82	99.26	98.87	Competent
Skills	94.82	96.74	95.48	93.76	93.58	93.87	94.71	Not yet Competent
Critical aspects	98.48	98.27	95.83	97.46	98.73	97.52	97.72	Competent
Average	97.35	98.28	97.26	97.37	97.49	97.21	97.49	Competent
Number of participants (people)	39	42	39	37	40	34		

Source: LSP-APSI (2023).

The results of the LSP-APSI assessment obtained the competence of participants after attending training in the competent category (average score of 97.49%), except in the aspect of skills getting an assessment of not yet competent (94.71%). The results of the pre-survey found that the causal factor of the incompetent skills aspect was that the work equipment did not support the implementation of office administration tasks according to the training material. Based on the Minutes of Competency Assessment from LSP-APSI, it is known that not all trainees are declared competent or eligible to be recommended to obtain professional administrative professional certification from the National Professional Certification Agency (BNSP).

Table 1.3 Recommendations for Competency Assessment Results

Results	Training Session (Soul)						Total	
	1	2	3	4	5	6	(Soul)	(%)
Competent	35	39	32	32	36	31	205	88.74
Not yet Competent	4	3	7	5	4	3	26	11.26
Number of participants	39	42	39	37	40	34	231	
Competent (%)	89.74	92.86	82.05	86.49	90.00	91.18		88.72

Source: LSP-APSI (2023).

Apart from the various factors that influence it, the existence of alumni trainees who have competencies that are not as required by SKKNI indicates that the quality of office administration training services from PT Supportindo Prima Mandiri has not been optimal in improving the competence of trainees. Furthermore, the results of the presurvey on the quality of office administration training services from PT Supportindo Prima Mandiri are as follows:

Table 1.4 Training Service Quality Survey Results

No.	Question	Score	Percentage (%)
A	REACTION	4.40	87.92
1	Material as needed	4.33	86.67
2	The trainer masters the material	4.46	89.17
B	LEARNING	3.98	79.58
3	Work understanding improved	4.13	82.50
4	Skills as expected	3.83	76.67
C	BEHAVIOR	3.94	78.75
5	Improved morale	3.96	79.17
6	Increased work discipline	3.92	78.33
	Average	4.10	82.08

Source: Pre-survey data (2022).

The results of the pre-survey obtained by as many as 82.19% of alumni trainees gave a good assessment of the implementation of office administrative training by P2KPTK2 North Jakarta with the resource person of the PT Supportindo Prima Mandiri Team. However, at level 2, learning (79.58% < 80.00%) shows that the training process has not gone well, while at level 3, behavior (78.75%) means that office administration training has not had the maximum impact on changes in the work behavior of alumni trainees.

Based on the background of the problem, this study aims to evaluate the effectiveness of office administration training from PT Supportindo Prima Mandiri using the Kirkpatrick model.

THEORETICAL REVIEW

Evaluation is a series of activities that aim to measure the level of success in an educational program (Arikunto, 2018). According to Worthen and Sanders, evaluation is an activity to find information that is useful in assessing the existence of a program and alternative strategies proposed to achieve predetermined goals (Ambiyar and Muharika, 2019). The purpose of evaluation is to obtain accurate and objective information about a program (Taufiqoh, Sukamto, and Mardiyono, 2021).

Gertler et al. suggest that training evaluation is necessary for policymakers to be able to make informed decisions, such as to discontinue inefficient programs and expand efficient ones. Moreover, evaluation identifies the areas in training that need further improvement and may provide insight into methods for improving training programs (Alsalamah and Callinan, 2021). Training evaluation is necessary for policy makers to make informed decisions, such as discontinuing inefficient and ineffective programs and expanding efficient and effective ones. In addition, evaluations also identify areas in training that require further improvement and can provide insight into methods for improving training.

In evaluating training, an evaluation model is needed that is able to assess the quality and effectiveness of training implementation. One such

evaluation model is the Kirkpatrick Model, also known as the Kirkpatrick Four Levels Evaluation Model (Alamsyahri, 2020). The Kirkpatrick model is a conceptual framework to help determine what data should be captured in a training evaluation. Lin & Chuang suggest that the Kirkpatrick model is an evaluation model whose evaluation levels cover the entire training to assess what is needed. The Kirkpatrick model describes four levels of evaluation to answer specific reasons for conducting training evaluations (Ritonga, Saepudin, and Wahyudin, 2019), namely:

1. Measuring reactions is very important, as it allows you to find out how participants feel about the training and provide feedback.
2. Level 2-learning. Learning at level 2 is the competence of the participants in terms of knowledge, skills, and attitudes according to the training objectives. The purpose of level 2 evaluation is to determine participants' understanding of the material presented, which means that learning is related to measuring the learning principles, facts, techniques, and skills presented in the training.
3. Level 3-behavior. This level 3-behavior evaluation is conducted to compare the behavior of participants before and after attending the program. Behavioral evaluation aims to see changes in participants' behavior when they return to work armed with the abilities and skills gained during the training. Level 3-behavior evaluation means measuring changes in behavior caused by the training.
4. Level 4-results. Level 4-result evaluation focuses on the final results that occur because participants have attended the training. The evaluation is conducted on changes in performance, for example, comparing the quality and quantity of work results and work process time between before and after the training. In other words, this level 4-result evaluation is an evaluation of the impact of the program.
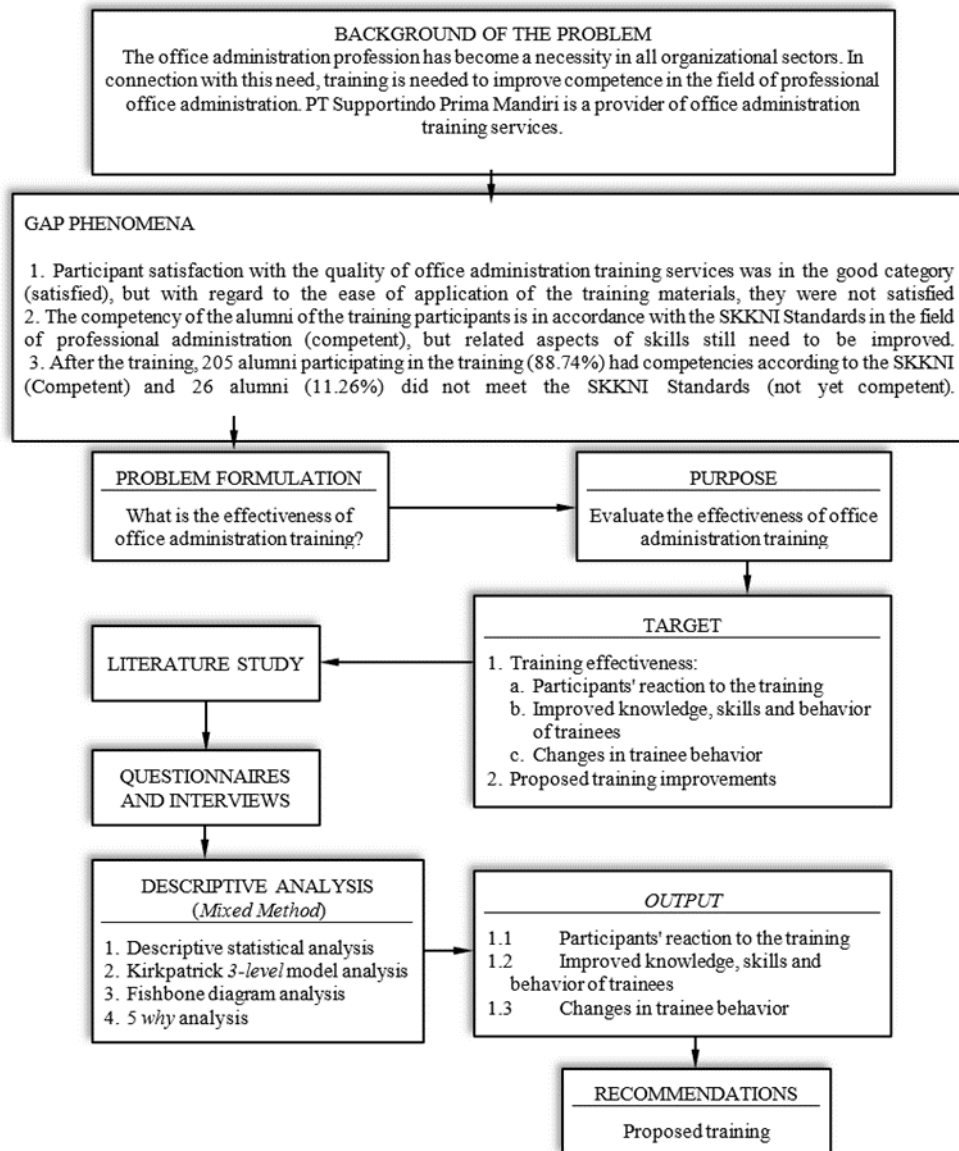
Source: Researcher modification (2023)

Figure 2.1 Research Framework

Training

Training is one of the efforts to improve the quality of human resources in the world of work. Training is the process of teaching new or existing employees the basic skills they need to do their jobs (Dessler, 2018). According to Flippo, training is the process of helping employees gain effectiveness in current or future jobs through the development of habits, thoughts, actions, skills, knowledge, and attitudes (Sedarmayanti, 2017).

Ivancevich suggests training as an effort to improve employee performance in his current job or in another job he will hold soon (Sutrisno, 2017). Sikula defines training as a short-term educational process utilizing systematic and organized procedures where non-managerial personnel learn technical skills and knowledge for a specific purpose (Sedarmayanti, 2017). Training is the process of systematically changing employee behavior to achieve

organizational goals, related to the skills and abilities of employees to carry out current work (Rivai, 2018).

Based on the opinions of experts, it can be stated that the definition of training is a process to improve employee competence and can train employee skills (expertise) and knowledge to carry out work effectively and efficiently to achieve company goals. In the concept of HR management, training is an effort to develop (explore) HR capabilities so that they have the skills, ways of thinking, and attitude improvements needed by the organization.

Training Evaluation

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c. Level 3-behavior. This level 3-behavior evaluation is conducted to compare the behavior of participants before and after attending the program. Behavioral evaluation aims to see changes in participants' behavior when they return to work armed with the abilities and skills gained during the training. Level 3-behavior evaluation means measuring changes in behavior caused by the training.

d. Level 4-results. Level 4-result evaluation focuses on the final results that occur because participants have attended the training. The evaluation is conducted on changes in performance, for example, comparing the quality and quantity of work results and work process time between before and after the training. In other words, this level 4-result evaluation is an evaluation of the impact of the program.

Training Effectiveness

Achievement of success in achieving predetermined goals. Effectiveness is always related to the relationship between the expected results and the results that can actually be achieved. According to Miller, effectiveness can be defined as the degree to which a social system achieves its goals. Effectiveness is mainly concerned with goal attainments (Tangkilisan, 2015). Effectiveness is to show the level of success of a social system in achieving certain goals. Effectiveness is not the same as efficiency. Efficiency is often interpreted as a comparison between costs (inputs) and results (outputs), while effectiveness is always related to goal achievement.

Effectiveness is assessed on the basis of goals that can be achieved or implemented, not on the basis of the concept of maximum goals. Thus, effectiveness refers to a measure of success in achieving the goals and objectives desired by an organization (Steers, 2015). The effectiveness of training is the benchmark of training activities in achieving success in achieving a training goal (Rivai, 2018).

Based on the opinions of the experts above, it can be stated that the definition of effectiveness is a measure that shows how much the targeted goals and objectives have been achieved. The effectiveness of training shows the success or failure of the implementation of training in achieving the goals and objectives that have been set.

The successful implementation of training in achieving the goals and objectives that have been set is influenced by many factors. Factors that influence the effectiveness of training are: (1) training materials; (2) training methods; (3) training facilities; (4) training participants; (5) trainers or instructors; and (6) training evaluation (Rivai, 2018). Duncan suggests that there are three indicators that affect the effectiveness of organizational work (Steers, 2015), namely:

1. Goal achievement is the whole effort of achieving goals seen as a process. Therefore, in order to ensure the achievement of the final goal, phasing is required, both in the sense of phasing the achievement of its parts and phasing in the sense of its periodization. Goal achievement consists of

several aspects, namely: timeframe, objectives as concrete targets, and legal basis.

2. Integration is a measurement of the level of an organization's ability to socialize, develop consensus and communicate with various other organizations. Integration includes procedural factors and socialization processes.

3. Adaptation is the ability of an organization to adjust to its environment. Adjustments made to align individual employees to changes that occur in the organizational environment include factors that increase employee capabilities and facilities and infrastructure.

METHODOLOGY

Provide a clear and shortened version of your methods in conducting the values of people, objects, organizations, or activities that have certain variations set by researchers to study and then draw conclusions (Sugiyono, 2018). The variable of this study is the effectiveness of training, then described in the three levels of the Kirkpatrick Model, namely: level 1-reaction, level 2-learning, and level 3-behavior.

The operational definition of a research variable is an attribute or trait or value of an object or activity that has certain variations that have been determined by researchers to study and then draw conclusions (Sugiyono, 2018). The definition of research variables must be formulated to avoid confusion in collecting data. The operational definitions of the research variables are presented in tabular form as follows:

Table 3.1 Operational Definition of Research Variables

Variables	Dimensions (Kirkpatrick Model)	Indicator (Ministerial Decree No. 183/2017)
Training Effectiveness	Reaction	1. Material as needed 2. The material is provided systematically 3. The material is easy to understand and apply 4. Comfortable classroom conditions 5. Adequate equipment 6. Participant interaction with trainers 7. Adequate training duration 8. The trainer masters the material 9. Presentation of material is clear and interesting 10. Use of language is easy to understand 11. Trainers show up on time 12. Utilizing learning media
	Learning	1. Understanding of office administration improved 2. Improved understanding of work 3. Develop office administrative skills 4. Developing work-related skills 5. Skills acquired in line with expectations

		6. Changed my attitude towards work
		7. Makes me more valued by my coworkers
	Behavior	1. Improved morale
		2. Increased confidence in work
		3. Increased work discipline
		4. Competence in the field of work
		5. Difficulties in the work environment helped
		6. Skills are easy to apply in work
		7. Able to come up with new and creative ideas
		8. Able to give opinions objectively and rationally
		9. Coworkers feel supported at work
		10. Provide direction and guidance to coworkers

Source: Processed by researchers (2023).

Population and Sample

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions from (Sugiyono, 2018). The research population is made up of alumni of office administrative training participants conducted by PT Supportindo Prima Mandiri (as a resource person or instructor) in 2022, totaling 231 people. The sample can be interpreted as part of the number and characteristics of the population (Sugiyono, 2018). The sample size in this study was calculated using the Slovin formula as follows:

$$n = \frac{N}{1+N(e)^2} = \frac{231}{1+231(0,1)^2} = \frac{231}{3,31} = 69,789 = 70 \text{ (rounded)}$$

Description:

N= population size

n= number of samples

e= 10% error rate

The research sample of 70 alumni trainees was taken using a simple random sampling technique, namely taking sample members from a population that is carried out randomly (random) without paying attention to the strata in that population (Sugiyono, 2018). Furthermore, to obtain more in-depth data, interviews were conducted with three alumni trainees and two trainers.

Data Collection Technique

In order to obtain research data, researchers used the following data collection techniques:

1. A questionnaire (questionnaire) is a data collection technique that is done by giving a set of questions or statements in writing to respondents to answer (Sugiyono, 2018). The questionnaire used in this study has a closed question type, namely a list of questions that is presented in such a way that the respondent only needs to provide a cross (X) in the appropriate answer column or place. The questionnaire was distributed

to 70 alumni of office administrative training participants through WhatsApp or Google Forms.

2. An interview is a conversation with a specific purpose conducted by two parties, namely: the interviewer, who asks questions, and the interviewee (interviewer), who provides answers to the questions given (Sugiyono, 2018). Interviews in this study were conducted with five resource persons, namely three alumni of office administrative training participants and two trainers. Interviews were conducted using Google Meet or Google Forms.

Data Analysis Technique

Data analysis in this study used the following analysis techniques:

1. Instrument quality test. In an effort to obtain quality research data, the instrument (questionnaire) that will be used as a measuring instrument and data collection tool is tested for quality through validity and reliability tests.

2. Quantitative data analysis is carried out through descriptive statistical analysis, which is statistical analysis used to analyze data by describing the data that has been collected as it is without intending to make general conclusions or generalizations. Included in descriptive statistical analysis is the presentation of data through tables, pie charts, and graphs, as well as calculations of the mean, median, mode, standard deviation, and percentage (Sugiyono, 2018).

3. Qualitative data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that it is easy to understand and the findings can be communicated to other parties (Sugiyono, 2018). The data analysis process begins with reviewing all available data from various sources, namely: interviews, observations that have been written in field notes, personal and official documents, drawings, photographs, and so on (Moleong, 2018).

4. A fishbone diagram is a cause-and-effect discovery tool that helps find out the various reasons for failure or damage in a process. The fishbone diagram technique combines brainstorming and mind mapping to find the causal relationship of an underlying problem (Kinasih, 2022).

5. The 5 Why method is a simple question-and-answer technique to investigate the causal relationship that is the root cause of a problem. The five-why analysis method is a tool used to find the root cause of a problem. This tool helps in identifying the root causes of non-conformity or ineffectiveness in a training process (Sholehhudin, 2018).

RESULTS AND DISCUSSION

Validity and Reliability Test

The results of the validity test with SmartPLS for convergent validity obtained for each variable construct (reaction, learning, and behavior) have a

loading factor value> 0.70, meaning that all indicators that form the reaction, learning, and behavior variable constructs have a high level of validity (validity). Furthermore, the results of the discriminant validity test obtained indicate that the AVE value of the behavior dimension is 0.569, the AVE of the learning dimension is 0.574, and the AVE of the reaction dimension is 0.575, all of which are greater than 0.5, meaning that all indicators that make up the reaction, learning, and behavior variable constructs have valid descriminant validity.

The results of the reliability test with SmartPLS for the Cronbach's alpha coefficient obtained the Cronbach's alpha value of the behavior construct = 0.920, the learning construct = 0.877, and the reaction construct = 0.933 are all greater than 0.80, which means that all variable constructs (reaction, learning, and behavior) have very good reliability. Furthermore, the composite reliability values of the behavior construct (0.929), the learning construct (0.904), and the reaction construct (0.942) are all greater than 0.70, which means that all variable constructs (reaction, learning, and behavior) have very good reliability.

Descriptive Statistical Analysis

The results of descriptive statistical analysis of data scores from the reaction, learning, and behavior dimension questionnaires are as follows:

Table 4.8 Descriptive Statistics of Reaction Dimension

No.	Statement	Score	Percentage	Category
R01	The training material suits my needs	270	77.14	Good
R02	Training materials are provided systematically	264	75.43	Good
R03	Training materials are easy to understand and apply	265	75.71	Good
R04	The training atmosphere and conditions are pleasant	264	75.43	Good
R05	Equipment that supports the training process is adequate	256	73.14	Good
R06	There is interaction between participants and trainers	264	75.43	Good
R07	Adequate training duration	213	60.86	Simply
R08	Trainers master the training material	288	82.29	Very good
R09	The trainer presents the material clearly and interestingly	277	79.14	Good
R10	The trainer uses language that is easy to understand	260	74.29	Good
R11	Trainers show up on time	272	77.71	Good
R12	The trainer utilizes learning media well	270	77.14	Good
	Total Score	3.163	75.31	Good

Source: Data processed by researchers (2023).

The results of the descriptive statistical analysis obtained the highest score = 288 with BP = 82.29% on statement item R08 means that the trainer masters the office administrative training material very well, so that he is able to explain the training material in detail (clear and detailed) which is finally easily understood by the trainees. The lowest score = 213 with BP = 60.86% on statement item R07 means that the duration or time of office administrative training is still considered insufficient for trainees to be able to master the training material that has been delivered by the trainer until it is skillful. The total score of the reaction dimension = 3,163 with BP = 75.31% means that the trainees showed a positive reaction because they realized that they received useful input during the training, including in the good category. This result shows that the majority of trainees understand and comprehend the training material delivered by the trainer and are satisfied with the trainer's ability to deliver the training material.

Table 4.9 Descriptive Statistics of Learning Dimension

No.	Statement	Score	Percentage	Category
L01	Improved understanding of OA	285	81.43	Very good
L02	Improved understanding of work	271	77.43	Good
L03	Training to develop OA-related skills	274	78.29	Good
L04	Training develops work-related skills	272	77.71	Good
L05	Skills acquired in line with expectations	271	77.43	Good
L06	Skills acquired change work attitudes	243	69.43	Good
L07	Training makes you more respected by your coworkers	269	76.86	Good
Total Score		1.885	76.94	Good

Source: Data processed by researchers (2023).

The results of descriptive statistical analysis obtained the highest score of 285 with a BP of 81.43% on statement item L01, which means that office administrative training is able to increase the knowledge (understanding) of trainees related to the office administrative field. The lowest score value of 243 with BP = 69.43% on statement item L06 means that office administrative training has not had a significant impact on changes (improvements) in the work attitude of trainees when returning to their work environment. The total score of the learning dimension = 1,885 with BP = 76.94% means that the trainees showed a positive reaction because they realized that they received useful input during the training, including in the good category. These results indicate that the office administrative learning and training activities have gone well, so that the majority of trainees experience an increase in knowledge and skills as well as changes in attitudes and behavior in carrying out work, although changes in work attitudes and behavior are not yet optimal.

Table 4.10 Descriptive Statistics of Behavior Dimension

No.	Statement	Score	Percentage	Category
B01	After the training, morale has improved	272	77.71	Good
B02	After the training, confidence increased	268	76.57	Good
B03	After training, work discipline improved	263	75.14	Good
B04	Competencies acquired according to the field of work	274	78.29	Good
B05	Difficulties in the work environment helped	212	60.57	Simply
B06	Skills acquired are easy to apply	264	75.43	Good
B07	After the training, be able to express ideas	284	81.14	Very good
B08	After the training, able to give opinions	263	75.14	Good
B09	After the training, coworkers were helped in their work	274	78.29	Good
B10	After the training, able to provide direction/guidance	266	76.00	Good
	Total Score	2.640	75.43	Good

Source: Data processed by researchers (2023).

The results of descriptive statistical analysis obtained the highest score of 284 with BP = 81.14% on statement item B07, which means that office administrative training has a positive impact on the ability of trainees to express creative and innovative ideas or ideas related to the implementation of their work. The lowest score of 212 with BP = 60.57% on statement item B05 means that office administrative training is less likely to have a significant impact on the ability of trainees to solve problems that arise in carrying out work. The total score of the behavior dimension = 2,640 with BP = 75.43% means a positive reaction because they realize they get useful input during training, including in the good category. These results indicate that the office administrative training has had a positive impact on changes in the attitudes and behaviors of the trainees when they return to their work environment. Changes in the attitudes and behavior of trainees are mainly related to their ability to express ideas and opinions, as well as their confidence in carrying out their work.

Level 1-Reaction Evaluation

Level 1 reaction evaluation is to measure the satisfaction of office administrative trainees based on their perceptions and what they feel. Referring to the statement item with the lowest score, a meaningful policy can be made in order to increase the value of training. The aspect that must be analyzed in depth at level 1 reaction is statement item R07, which reads "the duration of the training is sufficient." It obtained the lowest score of 213 with a BP value of 60.86%. Furthermore, the analysis of why item R07 obtained the lowest score value was carried out using the Fishbone diagram method as follows:
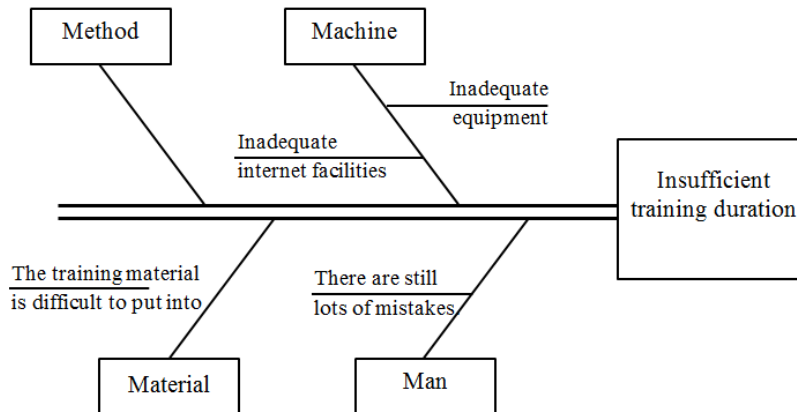
Source: Data processed by researchers (2023).
Figure 4.1 Fishbone Diagram of Reaction Dimension

The results of brainstorming about the factors causing insufficient training duration obtained an agreement that the main causal factor is the completion of the task (practice), which is still wrong. In an effort to dig deeper into why the planned training duration is insufficient, a five-why analysis was conducted. The results of the 5 Why analysis obtained indicate that the applicative training material is the main problem that must be solved by PT Supportindo Prima Mandiri. Partially applicable training materials require trainees to practice more often in order to be skilled. Without repeated practice, it will be difficult for trainees to be skilled in all training materials. Meanwhile, practicing repeatedly requires more practice time.

Furthermore, in an effort to increase the effectiveness of training related to the issue of applicable training materials, several aspects must be considered by PT Supportindo Prima Mandiri, among others:

1. Develop office administrative training modules in a systematic, detailed, and complete manner and focus on essential materials and the competency development of trainees.
2. Design the duration of the training with more attention to task completion and practice.

Level 2-Learning Evaluation

The 2-learning level evaluation is to measure the impact of office administrative training attended by trainees in terms of increasing knowledge and skills as well as attitudes and behaviors related to the office administrative field learned in training. The 2-learning level evaluation focuses on how far the knowledge is in understanding the training material and how far the skills acquired bring about changes in work attitudes and behavior. Referring to the statement items with the lowest scores, a meaningful policy or handling can be made in order to increase the value of office administrative training. The aspect that must be analyzed in depth at the 2-learning level is statement item L06, which reads "the skills obtained change work attitudes." It obtained the lowest score value of 243 with a BP value of 69.43%. The analysis of why L06 obtained

the lowest score value was carried out using the Fishbone diagram method as follows:
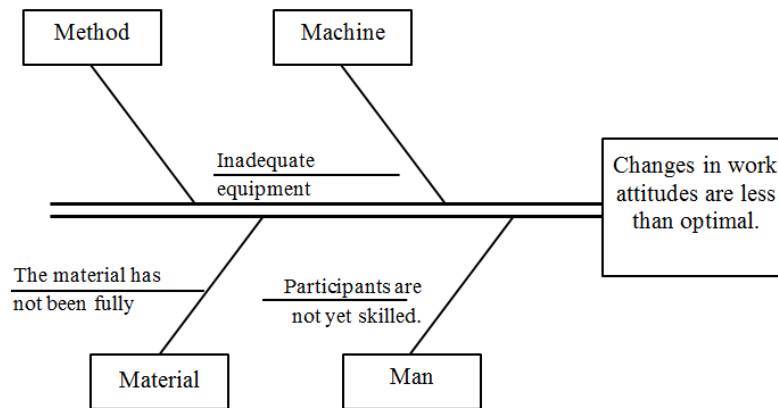
Source: Data processed by researchers (2023).
Figure 4.2 Fishbone Diagram of Learning Dimension

The results of brainstorming about the factors that cause changes in work attitudes to be less than optimal obtained an agreement that the main causal factor is that the trainees are not yet skilled in practicing the training material. In an effort to dig deeper into why changes in work attitudes of trainees are less than optimal, a 5 Why analysis was conducted. The results of the 5 Why analysis obtained inadequate practical equipment (available) in the workplace is the main problem that must be solved by PT Supportindo Prima Mandiri. The availability of practical equipment or equipment is very supportive of efforts to improve skills and form the work attitude of trainees, because the attitude of participants when practicing the material presented by the trainer is an important part of professional office administrative competence. In an effort to increase the availability of practical equipment for office administrative trainees, several aspects that must be considered by PT Supportindo Prima Mandiri include:

1. Prioritize the list of practical office administrative equipment to be provided by trainees.
2. Encourage trainees to try to provide practical office administrative equipment.
3. Mapping trainees based on the availability of office administrative practice equipment in their workplace.

Level 3-Behavior Evaluation
At the 3-behavior level, it is expected that after the training there will be changes in the attitudes and behaviors of the trainees in doing their work. The level 3-behavior evaluation focuses on how far the trainees' behavior changes when they return to work armed with the knowledge and skills they gained during the office administrative training. The aspect that must be analyzed in depth at level 3-behavior is statement item B05, which reads "difficulties in the work environment are helped." It obtained the lowest score of 212 with a BP value of 60.57%. The analysis of why B05 obtained the lowest score was carried out using the Fishbone diagram method as follows:
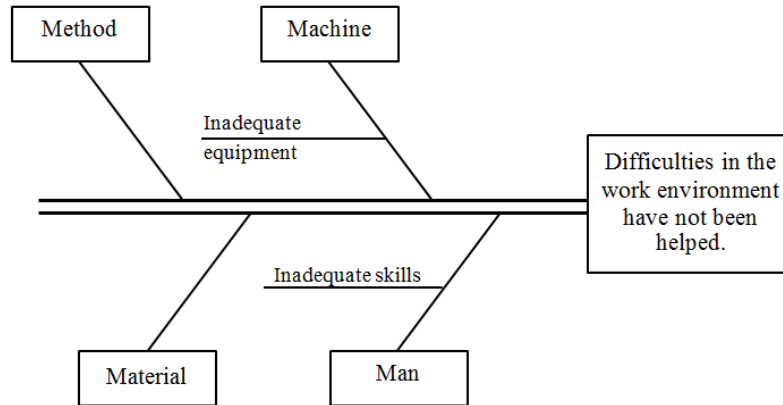
Source: Data processed by researchers (2023).
Figure 4.3 Fishbone Diagram of Behavior Dimension

The results of brainstorming about the factors that cause difficulties in the work environment have not been helped. It was agreed that the main factor causing difficulties in the work environment has not been helped because the skills obtained from office administrative training are inadequate or not in accordance with the trainees' field of work. In an effort to dig deeper into why difficulties in the work environment have not been helped, a 5 Why analysis was conducted. The results of the 5 Whys analysis obtained indicate that career development is the main problem that must be solved by PT Supportindo Prima Mandiri. The motivation to take part in office administrative training is to obtain technical competency certification. The demand for certification of lecturers and education personnel encourages participants (teachers and lecturers) to take office administrative training in the hope of obtaining technical competency certification that can support career development. In an effort to develop participants' career paths through improving office administrative skills, several aspects must be considered by PT Supportindo Prima Mandiri, among others:

Mapping the educational background of trainees
1. Mapping the work background of trainees
2. Design a sustainable office administrative training program in accordance with the demands of science and technology development.
3. Improve the competence of trainers in accordance with the demands of science and technology development.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of evaluating the effectiveness of office administration training using the Kirkpatrick model, it is concluded that the office administration training by PT Supportindo Prima Mandiri has run well, which means that the trainees showed a positive reaction because they realized that they received useful input during the office administrative training. The evaluation results at each level (dimension) are as follows:

1. At level 1 reaction, it was found that the trainees showed a positive reaction in the good category, but the trainees considered the duration of training time insufficient.
2. At the 2-learning level, it was found that the trainees showed positive reactions in the good category, but the changes in their skills when returning to their work environment were not maximized.
3. At level 3 behavior, it was found that the trainees showed positive reactions in the good category, but with the skills obtained, the participants were not able to solve problems that arose in carrying out the work.

Based on the findings of the research results and discussion, suggestions can be given for improving the implementation of office administrative training as follows:

1. Based on the results of brainstorming at level 1, it is recommended that PT Supportindo Prima Mandiri prepare systematic, detailed, and complete office administrative training materials (modules) along with links to teaching materials. In addition, it is necessary to design the duration of training by paying attention to the portion of task completion and practicing more.
2. Based on the results of brainstorming at the 2-learning level, it is recommended that PT Supportindo Prima Mandiri compile a prioritized list of office administrative practice equipment that must be provided by trainees and map trainees based on educational and work backgrounds and the availability of practical equipment.
3. Based on the results of brainstorming at level 3-behavior, it is recommended that PT Supportindo Prima Mandiri conduct a mapping of the educational and work backgrounds of trainees and design office administrative training that is sustainable in accordance with the demands of science and technology development.

FURTHER STUDY

Future researchers who want to evaluate the effectiveness of training programs are expected to use a larger sample with a 5% *margin of error* so that it is more representative of the population (research subjects). Furthermore, future researchers can also add data collection instruments for each *level* in the *Kirkptrick* model, for example: (a) *pretest*, *posttest*, and observation sheet (*check list)* instruments for *level 2: learning;* and (b) observation sheet (*check list)* instruments, document analysis, and performance assessment analysis for *level 3: behavior*.

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