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Analysis of Effectiveness of Change of Training Program with Adkar Approach (Awareness, Desire, Knowledge, Ability and Reinforcement)

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ABSTRACT

Every organisation must experience changes to survive and develop amid increasingly fierce business competition, especially during the Covid-19 pandemic. This study identifies essential changes in the company using the ADKAR model (Awareness, Desire, Knowledge, Ability, Reinforcement) before and after the pandemic. It makes suggestions for improvements to increase the effectiveness of employee performance. The research object is a company engaged in training, namely the Edu Prima Cemerlang Training Institute Surabaya, using 5 (five) Key Informants. Data mining is carried out through in-depth interviews, and then the data obtained will be validated through FGD. The results of this study got strategic steps for neglecting ADKAR that can be applied, among others building awareness, among others, namely: (a) communication with directors and technicians; (b) preparation of materials following the time allocation; (c) addition of training assistants; (d) creation of animations or creative media to help participants understand the training; (e) cooperation with several vendors who have studios; etc. At the creating desire stage, the following steps are carried out: (a) communication with directors and technicians regarding training innovations; (b) preparation of materials following the time allocation; (c) addition of training assistants; (d) efficiency of agency spending; etc. The foresting ability and reinforcing change stages include: (a) self-study; (b) job immersing; (c) webinars and simulations; (d) FGD (Focus Group Discussion); etc. Meanwhile, reinforcing change includes: (a) assistance; (b) personal coaching; (c) buddy system; (d) negotiations with studio owners; (e) increase in working capital through provision for operating profit; (f) equipment loans through financing institutions or banks; etc.

INTRODUCTION

The Edu Prima Cemerlang Training Institute is an independent educational institution in Surabaya that provides training related to employee development, consulting with company management in solving problem-solving for company problems, unique research and processing survey data and so on with various fields of management studies such as human resource management, marketing, finance and operations, besides that this institution also provides training and consulting services in the engineering field, especially in the industrial engineering field. However, with the Covid-19

Pandemic at the beginning of 2020, there has been a drastic decrease in the number of clients; at the end of 2020, it became 67 clients, and at the end of 2021, it became 52 clients.

This is undoubtedly a critical issue for the management of the Edu Training Institute because it is related to the organisation's sustainability. Companies that become clients want some sudden changes and require extensive and complex resources. Some of the conditions before the pandemic, among others, (a) trainers or presenters are required to master the material to be taught, (b)

training is carried out offline (face to face) or offline either through On The Job training or On The Job Training, (c) assessing participants' understanding is easier to do because it can be through direct feedback. Direct or interactive, (d) the profit of the Edu Institute is relatively more significant because the company is willing to pay rather expensive and is calculated based on the number of participants, and (e) only standard training equipment is needed, for example, laptops, printers, projectors, pointers and so on.

Meanwhile, during a pandemic, the conditions faced include (1) trainers or presenters, in addition to mastering the material, must also master information technology, (2) conducted online (online), (3) assessing participants' understanding of the material that has been taught is difficult because feedback is not obtained interactively, (4) profit margin relatively small because many costs are cut such as transportation costs, accommodation costs and so on. In addition, often, the number of training participants is not a measure of cost, (5) apart from laptops, modems, routers, LEDs, webcams, mini studios, silencers, equalisers and so on are needed.

Therefore, this study aims to measure and analyse the effectiveness of employee training programs through the ADKAR approach (Awareness, Desire, Knowledge, Ability and Reinforcement) and to obtain suggestions for improving employee training programs at the Edu Prima Cemerlang Training Institute Surabaya to increase training effectiveness and worker productivity. From this description, the researcher seeks to find solutions so that effective and profitable changes can occur for the training institution.

METHODS

Types of Research, Research Objects and Subjects

This research uses qualitative research to measure training effectiveness at the Edu Prima Cemerlang Training Institute, Surabaya. In this study, the object in question is the Edu Prima Cemerlang Training Institute, Surabaya. While the subject is a crucial employee with specific criteria from various companies who are trained by the

training institution who is aware of the problem being studied and can be an accurate source of data to determine research information, the researcher will use a purposive procedure or in qualitative research commonly referred to as a key informant. Purposive methods are one of the most common strategies for determining information in qualitative research, namely determining criteria relevant to specific research problems [16].

Data Type

The types of data in this study are primary data and secondary data. The preliminary data in this study are generated from interviews conducted by researchers on the subject, the distribution of questionnaires, and the researcher's documentation of the research object. In comparison, secondary data is obtained from sources other than the subject of the informant. For example, secondary data can be obtained from training results, training complaints data, and the number of employees being prepared. So on, books, journals or results of previous research related to the study conducted.

Data Collection Technique

To obtain more accurate data, the research will use three data collection techniques: observation, interviews, and documentation of data related to training conducted by the Edu Prima Cemerlang Training Institute.

Measurement

Researchers measure the effectiveness of the training conducted by the Edu Prima Cemerlang Training Institute with several approaches to the ADKAR method.

Table 1. ADKAR Questions

No.	Stages	Questions	Targets
1.	Awareness	How is employee communication with stakeholders in the previous and current conditions	Employee
		How is employee access to information on previous and current conditions	Employee
		What is the level of employee need for training in previous and current conditions?	Manager
		What is the individual perspective on the company's condition in the previous and current conditions?	Manager
		How is the	Consultant

		management work style in the previous and current conditions?	
		How is the credibility of the leadership changed in the previous and current conditions?	Consultant
		How is validation related to changes in the company	Manager
		What are the risks if the changes are not made	Manager
		Is the vision to be achieved by the company related to the changes made?	Manager
		What things need to be related to determining the scope of change, objectives and timing?	Manager
2.	Desire	What is the motivation of employees in previous conditions and current conditions?	Employee
		Are there any risks associated with providing employee training	Manager
		What is the level of instruction and communication in the previous and current conditions?	Manager
		Is there a risk of job loss if changes are not made?	Employee
		Is there any discomfort that is felt with the change?	Employee
		If employees make changes, there will be career advancement	Employee
		Can the changes that occur increase incentives and compensation?	Employee
		Can the change increase trust in superiors and the organisation?	Consultant
		Can change increase expectations?	Consultant

		and monitoring	
		How is the availability of resources in the company related to change?	Manager
4.	Ability	Are employees able to demonstrate their ability to deal with change?	Manager
		Are employees able to carry out continuous training to deal with change?	Employee
		How can employees provide feedback regarding changes made by the company	Employee
		How are the psychological aspects of employees in dealing with changes made by the company?	Consultant
		How is the availability of resources owned by the company in the face of change?	Manager
		Does the company have standard procedures related to changes?	Employee
		How does the company give the reward to employees who are willing to make changes desired by the organisation?	Manager
		How can the measurement results and feedback be used to further increase the level of the organisation through change?	Consultant
5.	Reinforcement	How is the implementation of the accountability system in the company related to change	Manager
		Are there any negative impacts felt by employees when changes occur?	Employee

Table 2. ADKAR Questions (advanced)

No.	Stages	Questions	Targets
3.	Knowledge	What is the proper training method to increase knowledge related to change?	Consultant
		Do employees have sufficient experience related to changes?	Manager
		Do employees have access to information	Employee

Analysis Technique

Solving this research problem starts from the identification and problem formulation stage, the preparation and planning stage, the change management design drafting stage, the change

management design validation stage, and the conclusion and suggestion stage.

Preparation and Planning Stage

In the preparation and planning stages, there are several steps, including (1) Determination of the Scope of Change, (2) Formulation of Affected Parties, (3) Change Risk Analysis, and (4) Preparation of Change Management Design Phase. In addition, while at the level of planning this change management plan, there are several steps as follows: (1) Planning for the Building Awareness Level, (2) Planning for the Creating Desire Level, (3) Planning for the Developing Knowledge Level, (4) Planning for the Fostering Ability Level, and (5) Planning Level Reinforcing Change.

RESULTS AND DISCUSSION

Analysis of Affected Parties

Several parties were affected when the training system changed from offline to online, as shown in Table below.

Table 3. Affected Parties Due to Changes in Business Processes from Offline to Online Training

Change Key	Format Change	Affected Party
Format of Training	<p>Previous condition: The training is carried out using an offline/offline system which can take the form of On Job Training and Off the Job Training</p> <p>Present condition: The training is carried out using an online/online system that can take the form of Full Body and Webinars</p>	<ul style="list-style-type: none"> - Trainer - Technician - Marketer
Training support equipment	<p>Previous condition: The training institution does not need to prepare much-supporting equipment because it has been designed by the company or hotel hired for training, such as projectors.</p> <p>Present condition: Training institutions must prepare many supporting equipment because this online</p>	<ul style="list-style-type: none"> - Technician - Trainer

	method must be done independently, such as setting up LCD projectors, internet networks, supporting software, etc. In addition, many trainers do not understand the use of online training support tools	
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Table 4. Affected Parties Due to Changes in Business Processes from Offline to Online Training (advanced)

Change Key	Format Change	Affected Party
Delivery of training Theory	<p>Previous condition: Trainers conduct conventional training such as direct teaching and learning process by preparing a laptop and presenting it in the form of slides on the LCD projector</p> <p>Present condition: Trainers conduct online training by utilising specific devices by using the internet network with the criteria desired by the client</p>	<ul style="list-style-type: none"> - Trainer
Financing	<p>Previous condition: The Edu Prima Cemerlang Training Institute has a tariff with a reasonably large profit margin because, Off Job Training, there is a fee from the hotel or the event venue. And if it takes the form of On Job Training, you will get transportation and accommodation costs from the client.</p> <p>Present condition: Edu Prima Cemerlang Training Institute has tariffs with thin profit margins because many clients think that online training costs are not much. Meanwhile, for Edu Prima Cemerlang, finding a trainer willing to be paid at a low rate will be challenging. Besides that, a studio rental fee is quite expensive for a total body concept.</p>	<ul style="list-style-type: none"> - Owner - Trainer

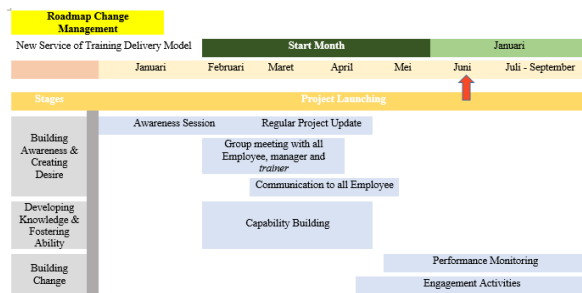


Figure 1. Change Management Roadmap at Edu Prima Cemerlang Training Institute – Surabaya

Changes that occur in the Edu Prima Cemerlang training institution due to system changes can be mapped from each of its business processes, changes that occur in the form of training from an offline system (offline) to an online system (online), training support equipment for online training, delivery of training materials through a visual interface so that it is more difficult for trainers to provide understanding to training participants, as well as changes related to financing where the training costs paid by clients for online training are lower than offline training, so this has an impact on decreasing the profits of training institutions and the continuity of the training business.

CONCLUSION

In this study, a change management design was carried out using the ADKAR model (Awareness, Desire, Knowledge, Ability, Reinforcement). The plan was successfully mapped out from each stage, among others, in the first stage, namely building awareness, including (a) communication with the board of directors and technicians; (b) preparation of materials following the time allocation; (c) addition of training assistants; (d) creation of animation or creative media to assist the understanding of the trainees. In the second stage, namely creating desire, the following steps were taken: (a) communication with the directors and technicians related to training innovations; (b) preparation of materials following the time allocation; (c) addition of training assistants; (d) creation of animation or creative media to assist the understanding of the trainees. Finally, in the third stage, namely developing knowledge, the following

steps are taken: (a) self-study; (b) job immersing; (c) webinars; (d) simulation; (e) FGD (Focus Group Discussion); (f) negotiation.

Change management action plans to support a successful implementation, namely foresting ability and reinforcing change. Forgetting ability includes the following activities: (a) self study; (b) job immersing; (c) webinars and simulations; (d) FGD (Focus Group Discussion); (e) negotiations; (f) teamwork; (g) job shadowing; (h) TNA (Training Need Assessment); (i) STP (Segmenting Targeting and Positioning); (j) Benchmarking; (k) Guaranteed or Warranty; (l) KPI (Key Performance Indicators); (m) Alliance and cooperation; (o) Enrichment Skill

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