

Post-Training Evaluation in Financial Sector

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Abstract- This research aims to analyze post-training evaluations in the financial sector. The research used a quantitative method with data processing by using Google Form which is given to 89 training alumni, 37 direct supervisors, and 78 colleagues. The results showed that the behavioral change in the workplace in the Alumni Training responses was excellent, with an average of 86.59%, while the perception of Direct Superiors rated Training Alumni showed behavioral changes of 91.47% and finally, colleagues' perception of alumni assessment of training in the workplace on behavioral changes was considered very good, namely, the average assessment reached 92.74%. It means, overall with the results or impact after participating in financial training, it has an impact on improving behavior positively in the workplace.

Keywords: Post-Training Evaluation, Finance

INTRODUCTION

Training can be defined as activities geared toward acquiring knowledge, skills, and attitudes that are implemented immediately or in the near future [1]. Therefore training is considered an effort to develop human Resources. Researchers argue that corporate training programs may not have a positive impact on trainee performance unless knowledge, skills and behaviors are transferred to work activities and daily tasks [2]–[4]. Meanwhile [5] argues that the results of a training program can be achieved when acquired knowledge, skills and attitudes can be applied by trainees in the workplace. To find out the effectiveness of the training, a post-training evaluation carried out. [6] define the term 'post-training behavior' as 'the extent to which it has changed the behavior' of participants in the workplace because of their participation in the training program, in the sense that upon completion of the training

process, trainees must transfer the knowledge they acquire and/or skills to their daily work activities in order to progressively improve their work performance [6], [7].

Meanwhile, research on post-training evaluations has been widely conducted. Research mentions the effectiveness of training can be assessed through post-training evaluation by assessing the behavior and competence of training results. System or way of evaluating training is to be considered such as: evaluator criteria, evaluator tasks and responsibilities, post-training evaluation indicators, post-training evaluation instruments, post-training evaluation reporting and post-training evaluation recommendations [8]. Other research shows that with post-training evaluation is known to increase competence in the form of knowledge and insight, skills and improvements in attitudes and work behavior, the implementation of training shows a fairly high effectiveness, where there are benefits for individual trainees/alumni of training, for work units and for workplace organizations [9]. Still in the research on post-training evaluation, that the post-training evaluation is considered important to collect data and determine the extent to which the training objectives have been achieved, with the post-training evaluation it is known that the trainees showed that the training held has been successful and achieved well goals such as changes in institutions in a positive direction and changes to the improvement of trainee performance. Supporting by improved attitudes so as to obtain optimal quality of work [10].

Related to this, previous research assesses training can improve the ability to carry out tasks and daily work in the workplace. Likewise, in this research, considering that in the context of human

resource development in the Ministry of Public Works and Public Housing of the Republic of Indonesia the development of management competencies is one of the most important. The implementation of competency development always needs to be evaluated both in terms of implementation and also after alumni return to work. The evaluation is an evaluation of the impact of competency development in line with the duties and functions of the Management Competency Development Center contained in ministerial regulation PUPR No. 13 of 2020.

Impact evaluation of competency development is an integral part of the evaluation of the implementation of all competency development. The implementation of competency development is a form of human resource investment that is very important and requires a high allocation of costs and efforts. Thus the development of these competencies needs to be measured in relation to the benefits obtained by the organization.

Further information from impact evaluation is needed to: (1) measuring perceptions of behavioral change in the workplace after alumni follow competency development programs, (2) identifying the perception of direct superiors and colleagues about the contribution of training alumni to task completion efforts and the achievement of work unit objectives or organizational units (3) identifying constraints on the implementation of training results in the workplace, (4) analyzing the problems related to the support needed to implement the results of the training and (5) identifying suggestions and inputs from trainees and stakeholders to follow up on the results of the training in order to truly provide benefits and impacts for efforts to achieve the strategic plan of the Ministry of PUPR.

Furthermore, the results of this impact evaluation can be increasing the effectiveness and benefits for competency development. This research will review the evaluation of post-training in finance. This financial training consists of 19 pieces of training including 1) Expenditure Treasurer Training; 2) Implementation of the Budget; 3) Budget Planning Training; 4) Agency Accounting System Training (SAI) and 5) Financial Management Training in the Ministry of PUPR Environment for CPNS Formation in 2019.

Financial training is important for members of the organization to understand. This is because the

field of finance or financial management is an integral part of the management process in the organization as a whole and is associated with attracting financial resources and efficient utilization for the achievement of company goals [11], [12]. Infrastructure development is believed to be able to move the real sector, absorb labor, increase public and government consumption, and trigger production activities. The infrastructure sector is widely understood as a trigger for productive economic activity in other sectors [13].

Evaluation with the Kirkpatrick Method

Leadership Training Design and Implementation can be seen based on four criteria, namely reaction, learning, transfer and results that we are familiar with the Kirkpatrick method (1959) [14].

A. Reaction

Reaction describes the effectiveness attitude component and consists of the trainee's attitude towards training (e.g. usability and satisfaction with training/widyaiswara). Trainee reactions can serve as indicators of motivation.

B. Learning

Learning outcomes can be categorized as affective, cognitive, and psychomotor. This leadership development or leadership training program is designed to produce changes in trainees' ability to engage in roles and processes by presenting new information [15].

C. Transfer

The main goal of leadership training is to create positive behavioral change in leaders in the workplace.

D. Results

The Results are evaluative methods that reflect the effect of a training program in achieving organizational goals; results here are often defined as training benefits compared to program costs [14]. So in this result, it is seen the impact that occurs in the form of better changes after the implementation of leadership training.

RESEARCH METHODOLOGY

A. Data Collection Techniques

Data collection techniques are carried out by distributing questionnaires to Alumni, Direct Supervisors, and Peers through the Google Form application, in addition to visiting alumni training workplaces and finally conducting Focus Group Discussion (FGD).

B. Data Processing Techniques

Data processing techniques are performed by calculating a weighted mean score for questionnaires. Qualitative data is used text and line analysis and triangulation.

C. Respondents

Here are the respondents to the study:

Table 1. Respondents

Alumni	Direct Boss	Peer	Sum
89	37	78	204

Based on the table, respondents numbered 204 and consisted of 89 training alumni, Direct Superiors as many as 37 people, and colleagues as many as 78 people.

D. Classification

Table 2. Classification

No.	Interval (%)	Classification
1	0-60	Less
2	61-70	Pretty Good
3	71-80	Good
4	81-100	Excellent

Based on the classification, the classification of the results of WMS for intervals of 0-60% classification conclusions is less, intervals of 61-70% classification conclusions are quite good, intervals of 71-80% of classification conclusions are good, an interval of 81-100% of classification conclusions are very good.

RESEARCH FINDINGS

A. Weighted Means Score (WMS)

The field of financial training is very important as a supporter of activities in the implementation of ministry duties. The results of the study are as follows:

1. Behavioral Change (Alumni Training Response)

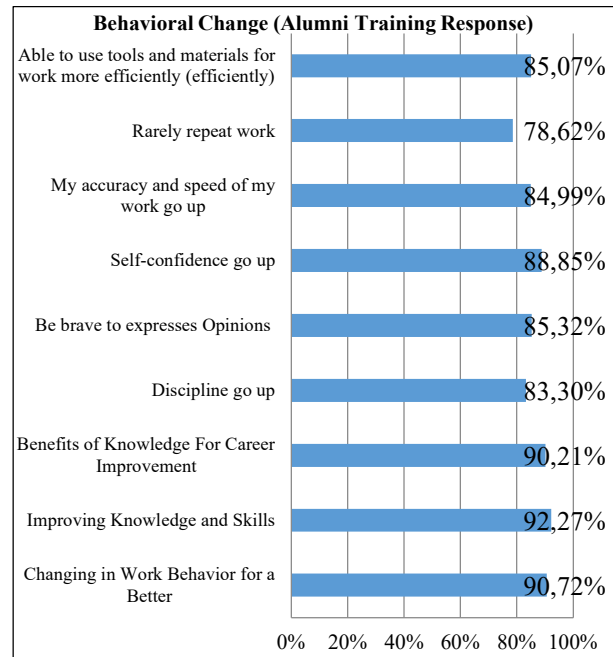


Figure 1. Behavior Change (Alumni Training Response)

Based on the results of the Alumni Training response, the following descriptions are obtained: changes in work behavior in a better direction reached 90.72%, increased knowledge and skills reached 92.27%, the benefits of knowledge for career improvement reached 90.21%, discipline increased by 83.30%, dared to express opinions reached 85.32%, confidence increased by 88.95%, accuracy and speed of work increased to 84.99%, rarely did work. Rework reached 78.62% and was able to use tools and materials for work more efficiently reaching 85.07%. The conclusion of changes in workplace behavior on alumni training response is excellent, with an average of 86.59%. That is, overall with the results or impact after participating in financial training, it has an impact on improving behavior positively in the alumni training workplace.

2. Behavior Change (Direct Superior Perception)

The direct superior assessment of alumni performance shows that it has been very good. This is validated by the response from the direct superior to alumni, namely after returning from training work more neatly, organized and organized, and more efficient. This condition is also validated by peers that train alumni to work better after returning from training. In line with the research mentions the effectiveness of training can be assessed through post-training evaluation by assessing the behavior and competence of training results. System or how to evaluate training is considered to be considered such as evaluator criteria, evaluator tasks and responsibilities, post-training evaluation indicators, post-training evaluation instruments, post-training evaluation reporting and post-training evaluation recommendations [8].

Other research shows that with post-training evaluation is known to increase competence in the form of knowledge and insight, skills and improvements in attitudes and work behavior, the implementation of training shows fairly high effectiveness, where there are benefits of individual trainees/alumni training, for work units and for workplace organizations [9].

Still in the research on post-training evaluation, the post-training evaluation is considered important to collect data and determine the extent to which the training objectives have been achieved, with the post-training evaluation it is known that the trainees showed that the training held had been successful and achieved the goal well such as changes in institutions in a positive direction and changes to the improvement of the performance of trainees supported by improved attitudes so as to obtain an optimal quality of work [10].

Based on the results of the study, training has a positive impact on improving employee performance, this is in line with research that shows that training is a tool that organizations can use to build more commitment and a productive workforce and balanced with information technology, and the gap between the performance provided and the desired performance can be reduced by effective training for employees in an organization [19]–[21]. Such as is known that in overcoming challenges in the organization, generally about the efforts of competitive organizational resources so as to make a boost to improve performance, because

organizational resources become the most valuable asset to achieve competitive advantage [22], [23].

As for in an organization, the need for training will increase along with the urgency in solving problems in improving employee and organizational performance, which is considered of course the purpose of identifying program training needs, This is needed to identify the gap that exists between the competence of current employees and the competence needs of the organization, of course, the preparation is needed to get employees who are truly able to complete the progress of competency needs, both as staff employees and as organizational leaders [24]–[27].

CONCLUSION

In general, changes in workplace behavior in the alumni response of Training are very good, with an average of 86.59%, while the perception of direct superiors to the assessment of Alumni Training has been very good, namely, the average assessment reached 91.47% and finally peer perception of alumni assessment in the workplace on changes in behavior is considered very good, namely, the average assessment reached 92.74%, that is, overall with the results or impact after participating in financial training, it has an impact on improving behavior positively in the alumni training workplace.

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