

Evaluation of Education Program for Employee Competency Enhancement

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Abstract

The Indonesian Bible Society has the task of translating the Bible and its parts from original manuscripts into Indonesian and other regional languages spread throughout Indonesia. In the globalization era, it is important to improve the skill of human resources in order to keep the institution running well. This paper focuses on describing how to evaluate an Education Program for employee competency enhancement. The Education Program is a part of human resources development program of which its evaluation is important to see the effectiveness of the implementation of the program in the Indonesian Bible Society. This research uses Stake's Countenance Evaluation Model, and it focuses on implementation concerning input, process, and outcome. Subjects of the research are employees including structural management. Data collected were analyzed using descriptive method with qualitative approach. Research findings show that managing the human resources could be supported using skill and competency. Curriculum development is important to be revised regularly. In addition, improving employee's skill and competency can motivate them to do their job well.

Keywords: Human resources, evaluation, skill, training

Introduction

The Indonesian Bible Society (IBS) is a non-profit institution that translates the Bible and its parts from original manuscripts into Indonesian and other regional languages in Indonesia. The objectives are making it easier for readers to understand the Word of God. The institution also prints and publishes the Bible throughout Indonesia. The Indonesian Bible Society works with all churches in Indonesia. Hence, the published Bible does not contain interpretations of a particular church or group (Pondaag, 1954).

Stecker stated that non-profit organizations served the community in significant ways. Their heavy reliance on philanthropic and government funding was increasingly not sustainable, especially in the wake of economic downturns. In order to ensure the sustainability of organization, competency of human resources is the key to successful services. In improving the competency, organization should create some training for all members (Stecker, 2014).

Sheehan (2014) stated in his research findings: "HRD interventions can positively contribute to organization's innovation activities." This statement confirmed that human resource development have contributed positively to organizational innovation activities that could ultimately improve organizational performance capabilities and competency.

Competency can be defined in two meanings: one refers to the outputs or results of training, while the other refers to the inputs or underlying attributes that a person requires to achieve his/her performance. The meanings of competency show that they depend on the purpose for which it is used (Hoffmann, 1999). Approaching this is related to individual performance of the goals of the business. Several organizations use competencies as the integrated knowledge, skill, judgment, and attributes that people need to perform a job effectively. With these competencies, organization team members would be able to work and achieve their objectives more effectively (Rahman, 2013). Everyone can enhance his/her competency by learning in class or undergoing online training. According to Semiawan, learning is a necessity in life because it is a continuous process. As human, people learn to achieve independence and to adapt to various environmental changes (Sutopo, 2015). Changes and improving competency of the employee can be developed through Education Program.

Education Program consists of experiencing formal education, training, and informal education. Experience consists of On the Job Training (OJT), Coaching/Mentoring, and Quality Assurance Group. On the Job Training is training that is delivered while an individual is performing tasks or processes related to their particular job (Heathfield, 2018). The employee typically performs tasks that are essential to their job function, and they are supervised by a manager, coach, or a mentor. This type of training is used to broaden an employee's skill and to increase their productivity. Coaching and mentoring may use the same skill and approach (HRINZ National Office, 2017). Coaching will be contracted to a specific term – which can be extended. Mentoring is often a longer term relationship. A Mentor will most likely be in the same profession, sometimes in the same organization, and is usually an experienced practitioner who has already walked the path the Mentee is now walking. Quality assurance (QA) is a way of preventing mistakes and defects in manufactured products and avoiding problems when delivering products or

services to customers. However, ISO 9000 defines it as a "part of quality management focused on providing confidence that quality requirements will be fulfilled" ("ISO 9001:2000 Quality management systems," 1979).

Formal education or higher education is divided into four stages beginning with diploma, bachelor, master, and doctorate ("Undang-Undang No. 12, Tahun 2012. Tentang Pendidikan Tinggi," 2012). On the other hand, informal education has many varieties of education such as trainings, workshops, seminars, and courses that can be taken within a short period of time ("Undang-Undang No. 12, Tahun 2012. Tentang Pendidikan Tinggi," 2012). Informal Education is a general term for education that can occur at the outside of a structured curriculum. Informal Education encompasses student interests within a curriculum in a regular classroom, but is not limited to that setting. It works through conversation and the exploration and enlargement of experience. Sometimes, there is a clear objective link to some broader plan, but not always.

This paper describes how the training program is evaluated. Using the evaluation, Indonesian Bible Society gains some advantages, as (1) Managing the training to enhance the competency of employees; (2) Curriculum development to meet the needs and technology in the global area; (3) Improve motivation and innovation in the organization.

Method

The research design in this paper uses the evaluation model of Stake's Countenance Evaluation Model (Stecker, 2014) as can be seen in Figure 1, that falls into input, process, and outcome. The model is used because it is more effective in describing, obtaining, and providing information so that it could provide an assessment of the human resources, personality, and the training itself.

Figure 1 presents some activities that should be conducted during the research, as follows:

1. Determine the subject of the research i.e. Education Program
2. Establish an intent on the description matrix of each sub focus on the input, process, and outcome stages
3. Identifying the conditions at the observed stage with empirical data
4. Setting standards of each input, process, and outcome stage
5. Confirmation of the input, process, and outcome with standard
6. Conduct an analysis between expectations and reality at each stage of input, process, and outcome
7. Give a decision on each input, process, and outcome stage
8. Conduct an analysis of possible connections between the three input, process, and outcome stage
9. Give a decision based on contingency analysis
10. Provide recommendations

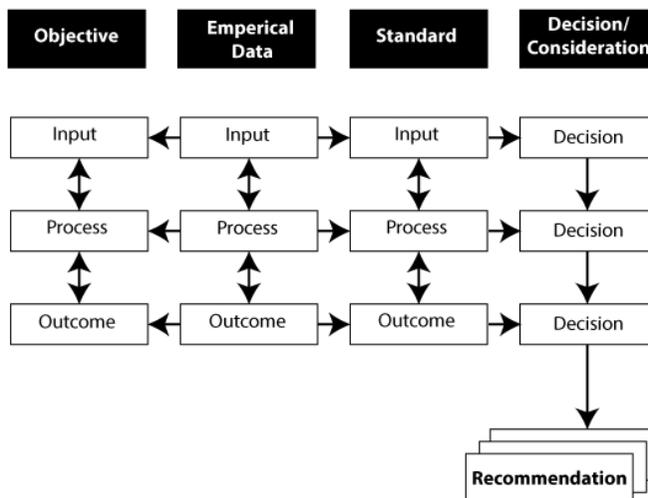


Figure 1. Research design (Stecker, 2014)

This research was conducted in the Indonesian Bible Society as a legal entity which is a non-profit organization in Jakarta, and also in representative offices in four cities. This research began in January 2016 by exploring the basic ideas of research and choosing alternative research titles. The field research was conducted on May 10, 2017 to September 20, 2017 by observing, analyzing documents, and performing in-depth interviews with planning and implementing of training development program.

By using qualitative approach, data are collected from observations, interviews, image, document, notes, and other unstructured data (Creswell, 2014). All qualitative data are analyzed by enriching information, looking for relationships, and comparing and finding patterns based on the original data. The results of data analysis are in the form of exposure of the situation under study, and it is presented as narrative descriptions.

Result and Discussion

Human Resources Development Program falls into four education program which are experience, formal education, public training, and internal training as can be seen in Figure 2. Based on education program as a part of human resources development program in the Indonesian Bible Society, the researchers presented the findings of the evaluation results in three components of program evaluation of the Stake Countenance model, namely: input, process, and outcome.

Input

There were three basic references used in the input stage as: (1) IBS Vision and Mission. The IBS 2011 annual report stated the vision: Presenting the

word of God to its people in a language that is easy to understand so that humanity can meet and interact with God and experience a new life (LAI, 2015); (2) IBS Regulation on Employment. The regulation was ratified by the Indonesian Ministry of Manpower and Transmigration, the Directorate General of Industrial Relations Development and Workers' Social Security. IBS Regulations concerning Employees were subject to the Labor Law of the Republic of Indonesia (LAI, 2012); and (3) IBS Long Term Plan. It listed five (5) strategies for achieving the vision, namely: (1) Improving the quality of services and products; (2) Developing products, both product lines and product items; (3) Management of human resources effectively in order to optimize and utilize them; (4) Management of fund resources and physical resources; and (5) Increasing and developing the role of partners in services (LAI, 2008).

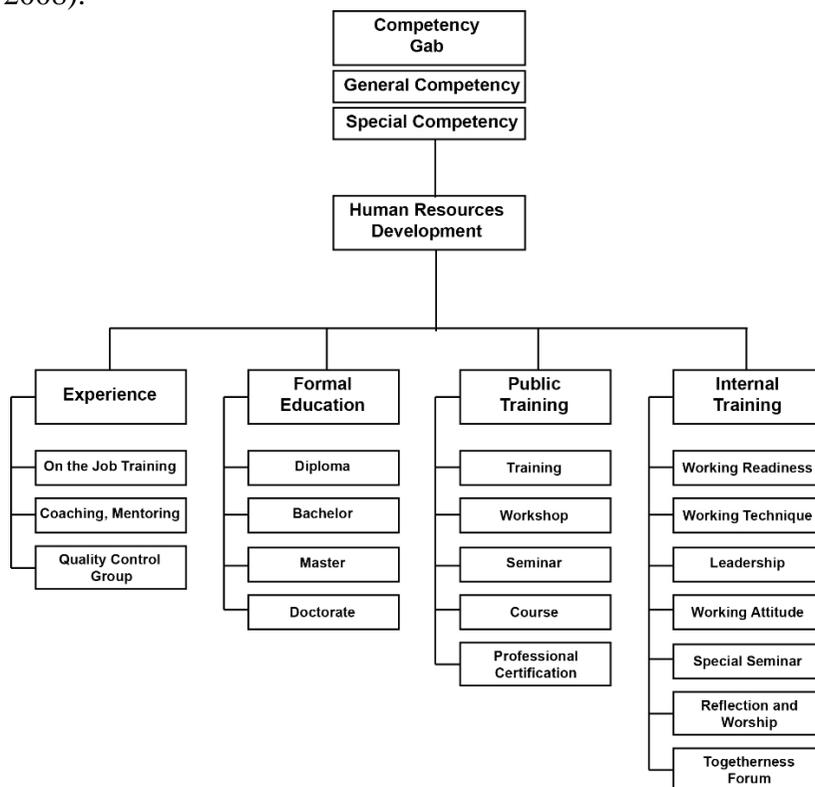


Figure 2. Education program structure

Process

Several trainings were conducted on many aspects such as: (1) Program understanding by the target recipients; (2) Conformity between the objectives and implementation of program; (3) Use of the budget; (4) Reporting the implementation of the program; (5) Supervision and transparency of program implementation; and (6) Improvement of the IBS development program.

During 2011 – 2015, a lot of trainings were conducted to enhance the quality of individual employee and the services of IBS, and also to improve the effectiveness of IBS performance. The training conducted can be categorized as translation, filing, finance, library, visual communication design, marketing, and information technology. The curriculum was evaluated and revised to meet the development of technology and it is audience-oriented.

Outcome

In the Outcome component, the researcher evaluated that all programs had produced positive results and impacts for the institution. The soft skill training program for all leaders and employees with the socialization of the IBS Work Culture, which was conducted at the Head Office, Printing Plant and IBS Representatives, made the work atmosphere to be harmonious. Thus, this serves as a great motivation to improve the organization.

Conclusion

Based on the objectives and the results obtained in this study, the following conclusion can be drawn: (1) Managing the human resources could be supported using skill and competency information from the Education Program; (2) Curriculum development should be revised regularly to meet the needs and technology in the global area; and (3) Improving the skill and competency of the employees motivates them to do their job well.

For future research, IT-based Education Program should be developed in accordance to the flexibility of learning. Also, employees should be able to improve their skill and knowledge without leaving their work.

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