

# **Evaluation of Education and Training Programs for Naval Officers Personnel Specialization in Kodiklatal (Naval School)**

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## **Abstract**

*The purpose of this study is to analyze education and training programs specializing in Navy officers, using qualitative approaches and descriptive methods. Data analysis was carried out qualitatively through the stages of interviews, observation, documentation and evaluation of Kirkpatrick's four-level model by Donal L. Kirkpatrick and James D. Kirkpatrick. The study also distributed questionnaires to educators and education staff at Kodiklatal as many as 50 people, students who attended training as many as 30 people, coworkers and superiors in the workplace of former students as many as 50 people. Based on calculations using the Linkers Scale, the results obtained are: (1) Reaction, that the reaction aspects of students in training received an average score of 3.4 which means good that students feel satisfied with the readiness to conduct education; (2) Learning, that aspects of learning obtain an average value of 3.3 which means good that all the subject matter given by educators is easily understood by students; (3) Behavior, that the behavior aspect gets an average value of 3.8 which means good behavior during education and after returning to the workplace behaves well; and (4) Results, that the results aspect obtained an average value of 3.7 which means good meaning the former participants after attending the training had motivation, innovation and performance on the personnel field in the Indonesian Navy organization.*

**Keywords:** program evaluation, education and training, Kirkpatrick evaluation models, naval officers personnel

## **1. INTRODUCTION**

Education and Training Doctrine Development Command (Kodiklatal) has the duty to provide special education for personnel of the Indonesian Navy for officers who will be placed in personnel positions. Dikspespa Personnel Indonesian Navy is an education and training program that aims to educate and equip Navy Officers with knowledge and technical skills in the field of personnel, so they will be able to carry out tasks as Head of Section, Head of Subsection, Head of Division, Head of personnel affairs in Kotama and the same level positions in the Navy.

Dikspespa Program of Indonesian Navy personnel is one of the education and training programs carried out by Kodiklatal which is well planned starting from the background, planning, implementation and results to create professionalism towards human resource development for Navy officers. In the process of learning activities students will be given the provision of knowledge and skills that are individual / group of tasks as officers of the Navy personnel in the assignment unit. Dikspespa Program Activities of Indonesian Navy personnel are regularly evaluated by the Education Institution which aims to evaluate the achievement of the results obtained by students on the knowledge and

skills in the Kodiklatal School especially for the progress of the Indonesian Navy organization in the assignment unit. In the evaluation of education and training programs the specialization of officers of the Indonesian Navy used the Kirkpatrick model which was more focused on: (1) Reaction; (b) Learning, (3) Behavior; and (4) Results.

According to Wibowo (2016, p. 372) stated that "There are four levels of Kirkpatrick's evaluation model, namely: (1) Reaction, which is an evaluation activity that serves to measure trainees like programs, training, and training facilities; (2) Learning, which is an evaluation activity to find out the training participants have higher skills and knowledge than before; (3) Behavior, which is an activity of evaluating training participants to behave differently at work after training; and (4) Outcomes, which are activities to evaluate the organization or work unit to be better in performance due to training".

In the opinion of Mulang (2015, p. 195), stated that: "The training program has a goal to help identify the right people according to their expertise and training development programs are needed to help create the right conditions according to their expertise".

Based on the opinions of the experts mentioned above, the evaluation of research education and training programs that

specialize in Navy personnel is very interesting to study because:

- a. During the 16 years since the existence of education and training program specializing officers in the Navy, there has never been any research;
- b. The change in the development of science and technology related to defense equipment owned by the Indonesian Navy continues to grow;
- c. Changes in policies or new rules relating to the field of Indonesian Navy personnel;
- d. Providing provisions related to the duties and responsibilities of the personnel field for Navy officers who will be posted in the personnel field; and
- e. Play a role in improving the competence and professionalism of the development of human resources in Navy officers.

## 2. RESEARCH METHOD

This evaluation study used a qualitative approach with descriptive methods. Data collection technique uses questionnaire, interview, observation and documentation. The questionnaire method is used to evaluate the reactions of students during the learning process, as well as the evaluation of superiors and coworkers on behavior after returning to the workplace. Interviews were conducted with 3 students, 3 educators and education staff, as well as 3 supervisors and coworkers on duty. Observation is done by observing, recording and searching documents that support program activities. Documentation methods for collecting data documents or archives which include manuals / instructions, official reports, scientific works and photos of activities.

Data analysis used descriptive statistical analysis and analysis of Miles and Huberman which included data collection, data reduction, data presentation and conclusion or verification. The evaluation method used in this study is using the Kirkpatrick model modification, as follows:

### 2.1 Reaction

The reaction aspect aims to assess the level of satisfaction of students in the readiness to organize education and training, because the process of education and training will have direct implications for the motivation and enthusiasm of learning of participants in the training.

Kartika (2011, p. 163), said that the simplest and easiest method for collecting data at the reaction stage was the questionnaire method. The distribution of questionnaires was distributed to students who took part in the 2018 education and training program as many as 30 people at the Kodiklatal and statement items as many as 12 items. Interviews were conducted for 3 students in Kodiklatal. Observations were carried out by direct observation of the implementation of education and training programs for specialists in the Navy's personnel and data collection with documentation.

### 2.2 Learning

The learning aspect aims to make an assessment of changes in mental attitude, improvement of knowledge, or the addition of skills of students after completing an education and training program. The program can be said to be successful when students experience improvements and changes by comparing the results of measurements before and after training.

Satriono and Andree (2007, p. 67) explained level 2 training evaluation data: Learning, obtained by comparing the results of measurements before training and after training from each training participant. The distribution of questionnaires was given to all students who took part in the 2018 education and training program as many as 30 people at Kodiklatal and statement items as many as 9 items. Interviews are useful to find out the absorption of subject matter provided by educators as many as 3 people at Kodiklatal. Data collection with documentation to obtain documents that support the learning process activities at Kodiklatal.

### 2.3 Behavior

The behavioral aspect aims to measure the work behavior of students after completing training in their work environment. Evaluation on behavioral aspects is a change in mental attitude, improvement of knowledge and addition of skills that directly affect the performance of trainees when returning to their work environment.

Simamora (2004:406), explains the behavioral evaluation of the training program examining whether participants show behavioral changes in their work. Distribution of questionnaires was given to supervisors and co-workers in the work unit to former students who graduated in 2016, 2017, 2018 as many as 50 people and statement items as many as 15 items. Interviews are given to supervisors and coworkers that are useful for knowing motivation, innovation and performance against the organization in its work unit of 3 people. Collecting data with documentation to obtain documents that support research activities.

### 2.4 Result

The results aspect aims to assess the impact of changes in work behavior on the level of performance in the organization. In learning activities this evaluation model leads to the final results obtained by the training participants. Results evaluation also functions to develop a learning program that includes the design of teaching and learning.

Kartika (2011, p. 164), explained the measurement at the level of results was to see the contribution of training activities to the productivity of institutions/ organizations. Distribution of questionnaires was given to supervisors and coworkers in the assignment unit to former students who graduated in 2016, 2017, 2018 as many as 50 people and statement items as many as 15 items. Interviews that are useful for knowing motivation, innovation and performance against the organization in the assignment unit of 3 people.

Data collection with documentation to obtain documents that support the learning process activities at Kodiklatal.

### 3. RESEARCH RESULTS

The results of the research obtained were assessed using a Likert scale, which in Weksi (2013, p. 129) said that the Likert scale had four or more questions combined which formed a score/ value that represented individual traits, such as knowledge, attitudes and behavior, as follows

#### 3.1 Reaction

The reaction aspect provides an assessment of student satisfaction during the education and training program by distributing questionnaires to students in 2018 as many as 30 people at Kodiklatal, explained in Table 1 below:

**Table 1.** Average Value Reaction Aspect

No.	Information	Average Score*)
1.	Messing readiness.	3.5
2.	Feeding support.	3.6
3.	Sports facilities.	2.4
4.	Educational environment.	3.8
5.	The accuracy of subject matter with current conditions.	2.4
6.	Suitability of subject matter with the conditions in the assignment.	3.3
7.	Quality of teaching staff.	3.6
8.	The accuracy of the delivery of subject matter.	3.4
9.	Methods for delivering subject matter.	3.4
10.	Number of staff to support the education process.	3.6
11.	The accuracy of staff in supporting the learning process.	3.6
12.	Staff responsiveness in supporting the learning process.	3.7
<b>Average</b>		<b>3.4</b>

\*) The average value is on a scale 1-5

Badu (2013, p. 107) stated that the training program was considered effective if the training process was considered fun and satisfying for the training participants so that they were motivated to learn and practice. Assessment of reaction aspects shows an average score of 3.4 which means good so that it illustrates that in general students feel satisfied with the organizers of education and training so that they have high willingness and motivation in education and training programs.

#### 3.2 Learning

The learning aspect provides an assessment of the willingness of students to take part in learning in education and training programs by distributing questionnaires to students in 2018 as many as 30 people at Kodiklatal, can be explained in Table 2 below:

**Table 2.** Average Value Learning Aspect

No.	Information	Average Score*)
1.	Implementation of teaching and learning.	3.5
2.	Completion of the learning process.	3.6
3.	Completion of the study period.	2.4
4.	Variation in the delivery of learning methods.	3.8
5.	Evaluation of the learning process.	2.4
6.	Absorption of subject matter provided by educators.	3.3
7.	Work on all tasks given by educators.	3.6
8.	Periodic evaluation procedures in the learning process.	3.4
9.	Continuous supervision of the learning process.	3.4
<b>Average</b>		<b>3.3</b>

\*) The average value is on a scale 1-5

Badu (2013, p. 114) , stated that learning aims to assess the dimensions of process and student learning outcomes that are not obtained through giving or assessment through tests. Assessment of learning aspects shows an average score of 3.3 which means good, so that it illustrates that students can receive the subject matter given by educators.

#### 3.3 Behavior

Behavioral aspects provide an assessment of the behavior and character of former students in the workplace after returning to education and training programs by distributing questionnaires to superiors and coworkers on former students graduating in 2016, 2017, 2018 as many as 50 people in the work unit, can explain in Table 3 below:

**Table 3.** Average Value Behavior Aspect

No.	Information	Average Score*)
1.	Add new knowledge.	4.1
2.	Provide new concepts related to personnel issues.	3.9
3.	Support to occupy personnel positions.	3.7
4.	Obtain authority in creativity in the workplace.	3.8
5.	Creative.	3.8
6.	Innovative.	3.9
7.	Motivation.	3.9
8.	Adaptive.	3.8
9.	Visionary.	3.9
10.	Professional.	3.9
11.	Responsiveness.	3.6
12.	Applying knowledge obtained at work.	3.7
13.	Improve performance on duty.	3.8
14.	Helps in solving personnel problems at work.	3.8
15.	Giving new enthusiasm on duty.	3.8
<b>Average</b>		<b>3.8</b>

\*) The average value is on a scale 1-5

Rahman and Nurbiyati (2015, p. 58), stated that behavioral evaluation aims at attitude assessment that is focused on changing the behavior of participants after completing learning. Assessment of behavioral aspects shows an average score of 3.8 which means good, so describing the behavioral aspects of former students after returning to the workplace has good behavior in the Indonesian Navy organization.

### 3.4 Results

The results aspect provides an assessment of the application of knowledge and skills acquired during the education and training program in the workplace, by distributing questionnaires to superiors and coworkers on former students graduating in 2016, 2017, 2018 as many as 50 people in the work unit, can explained in Table 4 below:

**Table 4.** Average Value Results Aspect

No.	Information	Average Score*)
1.	Have high integrity in duties and responsibilities.	3.7
2.	Responsibility in carrying out duties and obligations.	3.8
3.	Willing to sacrifice for the success of the Indonesian Navy organization.	3.7
4.	Obedient and committed to the Indonesian Navy organization.	3.7
5.	Understand all the duties and responsibilities.	3.7
6.	Confidence and character in dealing with problems.	3.7
7.	Always practice the values contained in the Sapta Marga and Tri Sila of the Indonesian Navy.	3.8
8.	Doing every task by putting morality first.	3.6
9.	Uphold social norms.	3.9
10.	Prioritizing ethics and morality in their daily lives.	3.9
11.	Always work honestly and responsibly.	3.9
12.	Support the progress of the Indonesian Navy organization.	3.9
13.	Responsibility for the assignment given.	3.8
14.	Providing the best performance.	3.7
15.	Prioritizing tasks and obligations.	3.7
<b>Average</b>		<b>3.7</b>

\*) The average value is on a scale 1-5

Rahman and Nurbiyati (2015, p. 59), states that evaluation of the results aims to measure the ability of development participants before and after participating in learning whether there is an increase or not. Assessment of the results shows an average score of 3.7 which means good, illustrating that aspects of the results of the former students after returning to the workplace can apply knowledge and skills in the workplace and affect their performance

## 4. CONCLUSIONS

The results of the evaluation of education and training programs for specialization of officers of the Indonesian Navy are as follows: (1) Reaction Aspects, that students feel satisfied with the readiness to conduct education; (2) Learning Aspects, that students can understand all the subject matter

given by educators; (3) Behavioral Aspects, that the behavior of former students during training after returning to the workplace behaves well; and (4) Results Aspect, that the former participants after attending the training had motivation, innovation and performance on the field of personnel in the Navy.

This study has the following recommendations: (1) The need for the curriculum to carry out repairs and procurement of facilities that support the implementation of the program; (2) The need for placement for Indonesian Navy officers according to their professionalism and competence; (3) There needs to be new positions at the Pabandya or Kasi level at the Mabasal level (Spersal, Disminpersal and Disdikal); (4) Research on the evaluation of education and training programs for specialization of Indonesian Navy personnel with Kirkpatrick's model has the purpose of supporting human resource development in organizations within the Indonesian Navy, government agencies and private companies so that they can be used as references for similar research in the future; and (5) Research on the evaluation of educational programs and training in specialization for Indonesian Navy personnel is a very useful study in enhancing innovation, motivation, creativity and performance for Indonesian Navy personnel so that the program can be resumed.

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