



The Effectiveness of The Inhouse Training Model to Improve Technical Ability of Administrative Staff of The Faculty of Languages and Arts, State University of Surabaya

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Abstract. The Effectiveness of the Inhouse Training Model in Improving the Technical Capabilities of Administrative Staff at the Faculty of Languages and Arts, State University of Surabaya, this research is needed to find an effective training model according to the tasks and conditions of the number of staff in the faculty and Study Program, so that the technical abilities of Administrative Staff increase according to the needs of the institution. The method used in this research is qualitative which refers to descriptive-narrative data. Respondents in this study were Administrative Staff of FBS Unesa who had service assignments in the fields of academic administration, student affairs, finance, general affairs, staffing and infrastructure facilities at faculties and study programs. The purposes of this study are to (1) explain the effectiveness of the in-house training model in improving the technical abilities of the Administrative Staff of the UNESA Faculty of Languages and Arts and (2) explain the obstacles that affect the effectiveness of the in-house training model in improving the technical abilities of the UNESA Faculty of Languages and Arts Administrative Staff. The results of this study obtained an explanation that (1) the in-house training model was effectively carried out in order to improve the technical competence of Administrative Staff. The results of the training also showed that the training materials provided could be put into practice by the Administrative Staff (2). The obstacles to the training were deficiencies: trial/practice time, provided face-to-face time, training facilities and infrastructure, and time for debriefing.

Keywords: effectiveness, in-house training, technical competency improvement, administrative staff.

1 Introduction

The Faculty of Languages and Arts at Surabaya State University (UNESA) has an important task in forming qualified language and arts teacher candidates. To achieve this goal, Administrative Staff who have administrative service duties must have adequate technical capabilities. Advanced information technology can be very helpful for ease of administration and information services. To be able to master the use of information

technology is not necessarily just by studying alone, but it is necessary with adequate training. Administrative Staff need to be equipped with readiness and reliable technical skills according to the need for fast, precise and accurate administrative services. Therefore, researchers see that the in-house training model can be applied according to the conditions of the Administrative Staff at the faculty.

This research is focused on two problems which are formulated as follows:

1. What is the effectiveness of the in-house training model in increasing the technical abilities of the Administrative Staff of the Faculty of Languages and Arts, Unesa?
2. What are the obstacles that affect the effectiveness of the in-house training model in improving the technical abilities of the Administrative Staff of the Faculty of Languages and Arts, Unesa?

1.1 Literature Review

Research that has been done and is relevant. Human resource development essentially increases the competence of human resources so that they can be optimal and reliable in carrying out a job in an organization. In this context, those who take part in HR development are expected to be able to complete tasks according to their duties and positions in each organization or institution [1].

In the Effectiveness and Performance Development of the Administrative Staff of the Faculty of Languages and Arts, Unesa, obtained an overview of the effectiveness and performance development of the Administrative Staff of the Faculty of Languages and Arts in general has been good [2]. Only in obedience to work, attending training, and taking competency tests are still lacking. In order to improve the performance and career development of Administrative Staff in the future, it is best to improve their technical capabilities and skills in using information technology.

Factors related to development include recruitment, training, career development, benefits, promotions, transfers, structural special training, and technical training [3]. Assessment is given towards achieving good governance in Sangihe Islands Regency, North Sulawesi. This study concludes that in order to realize good governance, the government must act more quickly, to further improve the quality of professionalism in order to create competitive advantage and uphold bureaucratic ethics in providing excellent service as expected by the public.

Limitations and Definitions of Terms. In the Big Indonesian Dictionary (KBBI), effective means being able to produce results, have an effect, have consequences, have an effect, can bring results and use value. In general, the theory of effectiveness is result-oriented and goal-oriented, where the greater the goals achieved, the higher the effectiveness.

The word effectiveness comes from English, namely effective, which means successful or something that is done well. Meanwhile, the popular scientific dictionary defines effectiveness as the accuracy of use, results for or support goals.

Effectiveness is a measure of the success or failure of achieving organizational goals [4]. If an organization achieves its goal then the organization has been running effectively. Effectiveness is always emphasized on the organization's ability to adapt

successfully to a changing environment, which is the main characteristic of an effective organization [5]. From this it is clear that it is a feature of a successful organization that is always adapting to the environment. Effectiveness is the accuracy of expectations, implementation and results achieved [6]. Furthermore, to determine the size of effectiveness can be measured by: timeliness, accuracy of work targets, and accuracy of costs.

Effectiveness is a key element for achieving predetermined goals or objectives. Effectiveness is also called effective, if the goals or objectives that have been predetermined are achieved [7]. This is in accordance with the notion of effectiveness which explains that: Effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved. Quantity refers more to the number of people, it can also be goods involved in an activity that is successful. Meanwhile, quality is more directed towards achieving quality, value or other designations of an institution's activities. For the target time in question is the time used for a process or activity in producing a success. Thus, effective is more directed to the achievement of goals/objectives.

Training is an effective method in developing human resources. In-house training is a training method that is carried out in the work environment or organization itself and has several advantages, such as reducing costs and increasing the relevance of training materials. Previous research also shows that in-house training is effective in improving the technical skills of Administrative Staff at several universities in Indonesia.

Human resources in public universities consist of Educators and Administrative Staff. In Law Number 20 of 2002, Administrative Staff are members of the public who are dedicated and appointed to support the implementation of Education. Competence can be interpreted as abilities in the form of knowledge, skills, skills, attitudes and behaviors needed in carrying out the main tasks, functions of authority and responsibility mandated to him. An employee is required to have adequate competence, because it relates to the duties, principals, functions, authorities and responsibilities that must be carried out, namely providing public services; Implementation of good governance. Besides that, it is also in an effort to keep pace with changes in the rapidly changing strategic environment, both the internal environment of the organization and the external environment of the organization; Developments in science, technology and the ongoing era of globalization which cannot be denied or prevented; Implementation of campus autonomy as a Legal Entity State University (PTNBH).

Technical Competency Required for Administrative Staff.

Making Flyer Designs

Flyers are media similar to brochures and pamphlets. The content of the flyer is shorter and concise than other similar media. Lately, in society and also in organizations the use of flyers is very often needed.

Making Banner Designs

What is meant by a banner in general is a non-personal information medium that contains a promotional message, either for the purpose of selling or to introduce something to the public.

Another opinion says that the meaning of banner is a promotional/publication media that is printed using a digital print with a certain size and is in the form of a portrait or vertical.

Zoom Account Operation

In a general sense, Zoom is a cloud computing-based video conferencing service. The application can be used on a variety of mobile devices, from desktops to telephones and room systems. In general, users use this application to conduct meetings to video and audio conferencing.

Google Meet Account Operation

According to the general understanding, Google Meet is a video communication service developed by Google. This app is one of two Google Hangouts replacement apps, the other being Google Chat. Google provides enterprise-grade video conferencing solutions for everyone. Now, anyone with a Google account can create online meetings with up to 100 people and hold meetings that are up to 60 minutes long per meeting.

Using Google Drive

Google Drive is a synchronized data storage service developed by Google. Launched in 2012, Google Drive allows users to store data on their servers, synchronize data across different devices, and share files with one another.

Using Google Forms

Google also has a variety of other services that are no less interesting. One of them is Google Forms which is also quite widely known and utilized by the community, including in educational institutions. Google Forms itself is a service from Google that makes it easy for its users to create questionnaire surveys, forms, or the like on an online or digital basis.

Design Certificate

What is meant by a certificate here is a written or printed sign or statement from an authorized official which can be used as proof of ownership, proof of having carried out an activity, proof of being an activity committee, and so on, which is very much needed in higher education activities.

2 Research Method

This research uses a qualitative approach with a case study method. The research subjects were the Administrative Staff of the UNESA Faculty of Languages and Arts who attended in-house training. Data will be collected through questionnaires, interviews, observation, and documentation. Data analysis will be carried out using descriptive analysis techniques.

In this regard, qualitative research refers more to research using verbal or linguistic data. This is in line with the views of Creswell which reveal that qualitative research is research that presents more narrative data [8].

The total number of Education Staff of the Faculty of Languages and Arts is 40 people, who need to take part in technical competency improvement training because of the need for their main duties and functions, there are 22 people, as shown in the Table.1

Table 1. List Of Administrative Staff Who Follow IT Training.

No	Position
1	Head of section for Finance, HR, Assets and General Affairs
2	Data and Information Processing (Academic Affairs) Faculty
3	Data and Information Administrator (Student Affairs) Faculty
4	Data and Information Processing (Academic) Indonesian Language Education Study Program and Indonesian Literature Study Program
5	Office Administration (Academic) English Education Study Program and English Literature Study Program
6	Office Administration (Academic) Fine Arts Education Study Program and Fine Arts Study Program
7	Academic Information Administrator for the Japanese Language Education Study Program
8	Data and Information Processing (Administration) German Language Education Study Program and German Literature Study Program
9	Office Administration (Academic) Javanese Language Education Study Program
10	Office Administration (Academic) Drama, Dance, and Music Study Program and Music Study Program
11	Data and Information Processing (Academic) Chinese Language Education Study Program
12	Office Administration (Academic) Visual Communication Design Study Program
13	Office Administration (Student/Academic) Masters/Doctoral Program
14	Faculty of Data and Information (Finance) Processing
15	Faculty of Data and Information (Finance) Processing
16	Data and Information Manager (Asset)
17	Office Administration (Human Resource) Faculty
18	Data and Information Processing (Human Resource) Faculty
19	Office Administration (Correspondence) Secretary
20	Operational Service Administrator (General) Faculty
21	Data and Information Processor (Asset)/FBS Language Lab Technician and Network Technician
22	Operational Service Administrator (Reading Room)/Faculty Library

Data collection techniques were carried out using two models, namely questionnaires and interviews. Data analysis techniques include the stages of identification, classification, reduction, and exposure. The Administrative Staff of the Faculty of Languages and Arts, Unesa who will take part in the in-house training are Administrative Staff in charge of Study Programs, and Faculty Administrative Staff in charge of academics, student and alumni affairs, finance, staffing and general affairs.

The selection and number of samples is adjusted to Administrative Staff who have positions or tasks related to technical competence because they often use flyers, banners, Google Drive, Google Forms, Google Meet, Zoom.

3 Results And Discussion

Respondents' questions and answers as well as an overview of the results of the training using the in-house training model are presented below:

3.1. Implementation of Inhouse Training Model Training (Training in the Workplace)

Data number 1 shows that the majority of respondents when assigned such as the task of attending training must leave the office within 2 to 5 days, administrative services in the study program/assignment will be disrupted by 68.2%, who are still unsure whether the services in 13.6% where their work is disturbed or not, and 18% who do not agree if it will be disturbed. Data number 2 illustrates that if respondents received training assignments or other assignments that had to leave their assignments, 59.1% answered that they did not have someone to replace them while on duty following the training. Respondents who said they were unsure whether someone would replace their duties were 4.5%, and respondents who disagreed or thought that someone would replace their duties were 36.4%. Data number 3 illustrates that 95.5% of respondents can take part in on-the-job training while still carrying out routine daily tasks. Only 4.5% of respondents answered that they did not agree, meaning that they could not continue to carry out routine tasks by participating in on-the-job training. Data number 4 illustrates that the training held at the workplace does not interfere with the administrative staff's daily routine tasks. Data number 5 illustrates that when the respondent was assigned to attend training held at work, his work tasks were still carried out properly, his work was not delayed, customers were still served, they were still able to carry out services according to their duties. Data number 6 describes the respondent (81.8%) when assigned to take part in training or other tasks outside the office, the respondent wants his daily tasks while attending the training to be carried out by his co-workers or by his superiors, no longer still burdened with completing tasks his job. Data number 7 describes those who strongly agree and agree that if the respondent attends training outside the workplace, the respondent wants no longer to be burdened with completing the tasks that are on the day the respondent is on duty to attend training outside the workplace (72.7%). The rest of the respondents felt doubtful and did not agree.

Table 2. Table of Inhouse Training Model Implementation Questionnaire.

No	Questions	SA (%)	A (%)	D (%)	DA (%)	TD
1	If I am assigned such as the task of participating in training which must leave the office within 2 to 5 days, administrative services in my study program/place of assignment are disrupted	-	68,2	13,6	18,2	-
2	During my assignment in this work unit, if I receive training assignments or other assignments that have to leave the office/place of assignment, no one replaces my duties	-	59,1	4,5	36,4	-
3	I can take part in the in-house training model while continuing to carry out routine tasks	27,3	68,2	-	4,5	-
4	the in-house training model doesn't interfere with my work duties	40,9	59,1	-	-	-
5	when participating in the in-house training model, I still do my job tasks well	40,9	59,1	-	-	-
6	When I get training assignments or other assignments that have to leave the office, my assignments are done by my co-workers or by my boss	13,6	68,2	9,1	9,1	-
7	If I get the assignment to take part in training outside the office, I should no longer be burdened with completing my tasks while attending the training	22,7	50,0	18,2	9,1	-
8	If I get the assignment to take part in training outside the office, administrative services at my work place must continue to run as they should	22,7	63,6	4,6	9,1	-
9	The in-house training model can adapt to my busy schedule and/or workload	13,6	86,4	-	-	-
10	The in-house training model can reduce training costs because it does not require accommodation costs (transportation and lodging)	13,6	86,4	-	-	-
11	I can take part in the in-house training model well	18,2	81,8	-	-	-
12	If I am assigned again to take part in another training with an in-house training model, I have no objections and am ready to take part	40,9	59,1	-	-	-
13	I like training outside the work unit (outside Unesa) if I am not burdened with completing assignments while I am outside assignments/outside training	18,2	59,1	9,1	13,6	-
14	I like training outside the work unit because I can go for a walk or have a picnic	13,6	50,0	13,6	22,7	-

SA: Strongly Agree; A: Agree; D: Doubtful; DA: Disagree; TD: Totally Disagree

Data number 8 shows that the majority, 83.3% of respondents stated that they strongly agreed and agreed that if respondents were assigned to attend training outside the office, administrative services at the place of assignment must continue as they should. Data number 9 illustrates that the on-the-job training model can adjust to the busyness and/or workload of the respondent during the training. Data number 10 shows that the on-the-job training model can reduce training costs or in other words, lower training costs. Data number 11 shows that the on-the-job training model can be followed by the respondents well. Data number 12 shows that the on-the-job training model, according to the respondent, has no objections and is ready to take part in this model of training if assigned again. Data number 13 shows that the majority of respondents (77.3%) strongly agree and agree with the training model outside the workplace if they are not burdened they still have to work on or complete the workload on training days. Respondents are very likely to choose the on-the-job training model if they are still burdened with completing assignments on training days. Data number 14 shows that the majority of respondents (63%) strongly agree and agree to take part in training outside the workplace so that they can travel while traveling.

3.2 Training Success with Inhouse Training Model

Data number 1 and number 2 show that in the workplace respondents often need flyers to convey information to make it more attractive and effective. as well as showing that training participants or respondents after attending the training can make flyers. Data number 3 and number 4 show that the respondent's workplace often requires banners for various activities. as well as showing that training participants or respondents after attending the training can make banner designs. Data number 5 and number 6 show that in the workplace the respondents (95.4%) often hold meetings or lectures online using zoom. It also shows that training participants or respondents (95.5%) after attending the training can operate a zoom account. Data number 7 and number 8 show that at work all respondents often hold online meeting activities using Google Meet. It also shows that the training participants or respondents (95.5%) after attending the training can operate their Google Meet accounts.

Data Number 9 and number 10 show that at work all respondents often use Google Drive to manage data together or individually using Google Drive. As well as indicating that the training participants or all respondents after attending the training can create and utilize Google Drive. Data number 11 and number 12 show that at work all respondents often use Google Forms to facilitate quick data collection using Google Forms. As well as showing that training participants or all respondents after attending the training can create and utilize Google Forms. Data number 13 shows that at work all respondents stated that they strongly agreed and agreed, the training on making flyer and banner designs, operating google meet, google drive, google form, and zoom accounts as well as making certificate designs was very interesting.

Table 3. Table of Training Effectiveness using the Inhouse Training Model.

No	Questions	SA (%)	A (%)	D (%)	DA (%)	TD
1	In my place of work flyers are often needed to provide information to make it more interesting	27,3	72,7	-	-	-
2	After completing the training, I can make flyers	9,1	90,9	-	-	-
3	At my job I often organize activities and have to make banners	22,7	77,3	-	-	-
4	After completing this training, I can make a banner design	9,1	90,9	-	-	-
5	After completing this training, I can make a banner design	22,7	72,7	4,6	-	-
6	After completing this training, I can make a schedule for using zoom	27,3	68,2	4,5	-	-
7	At my job I often organize online activities using Google Meet	27,3	72,7	-	-	-
8	At work I often use Google Drive to store data, which can be used together or as needed	18,2	77,3	4,5	-	-
9	At work I often use Google Drive to store data, which can be used together or as needed	31,8	68,2	-	-	-
10	After completing this training, I can create and use Google Drive	27,3	72,7	-	-	-
11	At work I often use Google forms for attendance, polls, and so on	27,3	72,7	-	-	-
12	After completing this training, I can create and use a google form	18,2	81,8	-	-	-
13	Training in making flyer and banner designs, operating google meet, google drive, google form, and zoom accounts as well as making certificate designs is very interesting for me	40,9	59,1	-	-	-
14	If I can make flyer and banner designs, create Google Meet, Google Drive, Google Forms, and Zoom as well as design activity certificates, it will make it easier for me to carry out my tasks	31,8	68,2	-	-	-
15	At my job I often need to make certificates for seminars, workshops, public lectures, and others	18,2	81,8	-	-	-
16	After completing this training, I can design an activity certificate	9,1	86,4	4,5	-	-

SA: Strongly Agree; A: Agree; D: Doubtful; DA: Disagree; TD: Totally Disagree

Data number 14 shows that the training participants or all respondents stated that if they could make flyer and banner designs, create Google Meet, Google Drive, Google Forms, and Zoom as well as design activity certificates, it would make it easier for them to carry out the respondents' tasks. This data can also show that the material provided in this training corresponds to the real needs of the respondents. Data number 16 and

number 17 illustrate that at work all respondents (100%) often have to make certificates for academic and non-academic activities. In addition, it also shows that training participants or respondents (95.5%) after attending the training could make a certificate design, and only 4.5% of participants or respondents were still unsure whether they could make a certificate design or not.

Table 4. Table of Training Constraints.

No	Constraints	Value
1	Lack of infrastructure	36,4%
2	Less question and answer time	18,2%
3	Not many trials	68,2%
4	Less training time	36,4%
5	Implementation on weekdays	4,5%
6	Safe	4,5%

According to Table 4. All respondents had clear constraints, no respondents chose less clear delivery answers. The largest percentage has constraints regarding time and training equipment.

4 Conclusion

The results of the study concluded that training using the in-house training model or on-the-job training in order to increase technical competence for Administrative Staff of the Faculty of Languages and Arts is effective. This can be seen from the components of the results of the discussion on the effectiveness of the implementation of the in-house training model or training in the workplace which shows an overview of respondents who strongly agree and agree with an average of above 80%. If the training is held outside the campus, respondents feel happy because they can go for a walk or have a tour. However, most of the respondents objected to the off-campus training situation but were still burdened with their daily tasks. If the training activities are outside the campus, the Administrative Staff wants their daily tasks to be carried out by their co-workers or by their superiors. However, the staff in the Unesa Faculty of Languages and Arts Study Program is only one person, in fact there are several, one staff member who doubles as administrator for two Study Programs. In addition, organizing training outside the campus, either self-managed (self-organized) or sent to the Training Institute, requires a large amount of money, which in this case is of course adjusted to the faculty's budgetary capabilities.

The training success rate component also shows good results. This is illustrated by the answers of the Administrative Staff who expressed their strong agreement and more than 80% agreed that after completing the training they could design banners, flyers and certificates, were able to operate Zoom and Google Meet accounts, and were able to create and utilize Google Drive and Google Forms. Only a small number of

Administrative Staff (less than 10%) after attending the training were still unsure about being able to design banners, flyers and certificates.

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