

# The Implementation of Training Need Analysis for the Improvement of Apparatus Training Quality

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**Abstract**—Current implementation of apparatus training has not provided significant results for improvement of apparatus competencies. Discrepancies between training materials and competency needed by participants still exists. The result of post evaluation of technical training shown only 75% of materials received in class is implementable in apparatus works. One of the contributing problem with curriculum discrepancies is inaccurate application of training need analysis. This study aims to prove a competency-oriented training need analysis that can be utilized as the basis for training program preparation. We conducted observation, interview, discussion and document study to achieve that goal. Indication of competence will be judged from competencies that must be acquired by the apparatus including competence management, technical, socio-cultural. This study contributed in form of production of an effective model to map the required competencies and types of training required by apparatus. We found that training is necessary for improvement of apparatus competencies. We also found that training need analysis is an important step for determining training qualities.

**Keywords**—TNA; competencies; apparatus training

## I. INTRODUCTION

Government apparatus are the front line of public service system who account for the satisfaction of community as the users of public services. As public servants, government apparatus need to have adequate performance and professionalism which both can be fulfilled by enhancing their competencies. There are four kinds of competence that must be possessed by government apparatus; managerial competence, technical competence and sociocultural competence. Those competencies can be improved through professional trainings. Professional trainings need to contain the element of education that is considered the most fundamental and strategic aspect that continuously improves employees' knowledge, attitudes and skills. Education is a process, technique and method that is carried out to increase one's knowledge through teaching and learning efforts to develop one's ability in carrying out certain duties and responsibilities as the member of an organization. Meanwhile, professional training refers to the process, technique, and method that is carried out in order to improve one's ability. Professional trainings were also administered to improve the performance of Government apparatus as the front liners of the public service system who should ensure satisfactory public services for the community as the

consumers. To properly run the function of public servants, government apparatus are required to have adequate performance and professionalism which can be obtained by competence improvement. There are four competencies that must be possessed by the apparatus, namely managerial, technical, sociocultural competencies. Fulfillment of those competencies can be administered by training. Professional trainings need to contain the element of education that is considered the most fundamental and strategic aspect that continuously improves employees' knowledge, attitudes and skills. Education is a process, technique and method that is carried out to increase one's knowledge through teaching and learning efforts to develop one's ability in carrying out certain duties and responsibilities as the member of an organization. Meanwhile, professional training refers to the process, technique, and method that is carried out in order to improve one's ability. Professional trainings were also administered to improve the performance of Government apparatus as the front liners of the public service system who should ensure satisfactory public services for the community as the consumers.

The needs for professional trainings among government apparatus still becomes an interesting issues as many complaints have been directed to them as the community did not feel the public service satisfactory. This problem cannot be separated apart from the quality of the trainings done to improve apparatus' competencies. The quality of the training is influenced by some factors including the design of the training program, trainers and *widyaiswara* planning to determine the training program. One of attempts to enhance the effectiveness of human development program through training is by conducting proper needs assessment for training program. Proper needs assessment will provide valuable insights about the real needs of trainees upon competence improvement. Meanwhile, the needs assessment should be conducted based on the current condition of trainees.

One of government apparatus whose competence needs to be enhanced is school principals. According to the result of post-training evaluation on elementary school principal competence enhancement in Bogor, 75% materials provided in the training were considered applicable

The objective of this research was to confirm that appropriate implementation of Training Needs Assessment

gives significant contribution to the quality of the training. Research questions were formulated as follows.

- What are factors that influence the material comprehension among trainees?
- What are factors that hinder trainees from being able to comprehend and implement the training materials?

This research is expected to add up to the body of knowledge in the form of knowledge development and it is expected to provide empirical knowledge on Training Needs Assessment among government apparatus.

## II. THEORETICAL BASIS

A good training program includes three stages, namely training Needs Analysis, training implementation and training program evaluation. In this context, training Needs Analysis is the most crucial initial stage in designing an organization's training program [1]. TNA is a way of adjusting between training needs and training material to obtain the maximum results for the organization [2]. Need analysis is a systematic process of objectively determining training needs by carrying out organizational analysis, personnel analysis and individual analysis [3]. Organizational analysis answers problems which emphasizes on the type of training that should be carried out and the possible influencing factors. Operational analysis solves problems about the materials that should be provided in training to enable trainees showing satisfactory performance. Individual analysis tries to answer problems regarding the subjects who need training and the specific type of training needed. In the first phase of organizational training, assessment is done through Training Need Assessment (Training Need Analysis).

Training Need Analysis (TNA) is a needs analysis that is specifically done to determine the necessities of training based on the level of priority in order to design clear training plan and target implementation time [4]. TNA can help organizations to use resources including time and funds, to make training program more effective to avoid unnecessary training. As a systematic and comprehensive investigation of problems to identify various dimensions of the TNA problem, the step should be seen as a culture that must be established [5].

In order to obtain maximum results from training, it is necessary to take effective steps, namely needs analysis, determination of training and development goals, preparation of program material, principles of training, actual programs and evaluation and feedback.

TNA should be conducted through various stages of systematic activities to obtain real valid data. In general, these stages include: identification of gaps, information collection about the gap, solutions through education and training, and the implementation of training programs. The TNA process used in this study was adapted from one proposed by Tovey & Lawlor [6], illustrated in the following Figure.

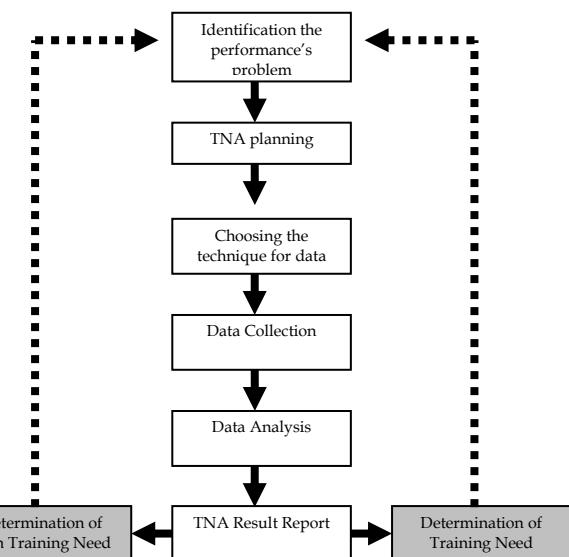


Fig. 1. The TNA process.

Meanwhile, TNA in an organization according to Boydell includes three levels as follows [7].

- Needs at the organizational level; identification of education and training needs that affect the performance of the entire organization, for example education and training aimed at socializing changes in organizational culture.
- Needs at the task or work level; identification of training needs that affect certain groups of jobs or tasks, for example the need for training in accounting systems in finance department.
- Needs at the individual level; identification of education and training needs that affect individual performance or the personal needs such as the need for training in time management for certain employees.

## III. PRELIMINARY SURVEY

Preliminary survey was done as the basis for the implementation of this research. The survey was conducted using a 5 level Likert scale with 5 scales. Questions on general aspects of the implementation of training and responses to training materials were employed in the survey.

The data obtained from the survey were then scaled, in which positive response was scored 1 and 2 and negative responses for 4 and 5. The final assessment measured the average score of each indicator, which result showed that material comprehension among trainees of Elementary School Principal Strengthening Training 2015 reached 75%.

## IV. RESEARCH METHOD

Interviews were conducted to 69 out of 80 former trainees of Bogor Elementary School Principal Strengthening Training. Interviews were administered in March 2017. During the interview, participants were divided into 8 groups and were interviewed in groups

This method was employed in order to deeply explore the factors supporting material comprehension and factors that inhibit the comprehension and implementation of the training materials at work. Interview guidelines had been prepared before interviews took place. The focus of the interview was to obtain deeper information related to general aspects of the implementation of education and training, the suitability of the material with the needs of competencies, material comprehension, material delivery by trainers, facility during the training.

In addition, interviews were also conducted to the education and training organizers, including the Head of the Education and Training Division, the Head of the Technical and Functional Education and Training Sub-Division and the 2 field staffs. Interview was done to each individual. The interview was done to obtain information related to the management of the Technical Training for Strengthening Primary Principal Candidates training.

Researchers also analyzed various documents related to the training provisions regarding the competence of school principals and training schedules

## V. RESULTS

### A. General Aspect of Training

From the results of interview with the training alumni, it obtained the information about some general aspects of the implementation of the 2015 Elementary Headmaster Strengthening training. Regarding the interest to join the training program, shown by the alumni who state "This training opportunity is very much awaited because we rarely get it, especially our experience of being the principal of the school that has just been for 3 months really needs to strengthen competencies to carry out the task". Strengthening that statement, almost all alumni stated "we did not take part in the training of candidate of principals so that the technical training in strengthening the principal became very meaningful".

### B. Suitability of Material with Competency Needs

The material given in this training consists of 1) policy of Bogor Regional Government on improving the quality of primary schools, 2) policy of BKPP in the context of staffing development, 3) development of professional culture, 4) action research, 4) decision making, 5) change management, 6) educational entrepreneurship, 7) school partnership development, 8) school strategic planning, 9) effective school development, 10) visionary and transformational leadership, 11) school quality management, 12) teacher performance assessment (PKG), 13) sustainable professional development (PKB), 14) sustainable professional development practices (PKB), 15) implementation of sustainable professional development (PKB) at school, 16) development of educational service standards and 17) school-based management.

The respondents give a variety of responses to the training material provided. Some respondents stated that the material which is most relevant to the development need of principals' competencies was Strategic Planning of School,

Entrepreneurship, PKG, Leadership, PKB. However, it was also stated that the materials still had to be deepened because many examples of case were adapted to the current conditions.

### C. Understanding the Material

Information obtained from interviews about the level of understanding which is obtained from the whole material is quite large. In general, respondents can understand the material presented, as the statements of the respondents "we can understand the material which is delivered because we have done some materials at school, but leadership materials such as visionary leadership and teacher performance assessment are not fully understood because while working as a teacher, we do not conduct those things". From the statement, it can be illustrated that the background of the respondents who came from the teacher contributed to the understanding ability of the training material.

Training Alumni of Strengthening Principal stated that understanding of the material could be obtained because the training curriculum was given in a structured manner in accordance with the needs of the training. The composition between theory and practice is given proportionally to each material; 70% theory and 30% practice.

Case study practices can be understood quickly but the practices that require multi media are not very easy to understand.

### D. Delivering the Material

Teachers are certainly being an important thing in the training process. Respondents give response to the teaching staff that in general the speaker delivered the material with various methods. However, there are still presenters who give the material monotonously so that it makes the atmosphere of learning passive and not in accordance with the principles of adult learning.

There are presenters who give the material by forcing when the participants are tired so that the ability to understand the material is felt to be lacking. There are some presenters that still start from general problems even though they see the conditions of the homogeneous participants.

### E. Training Management

From the results of interviews with the organizers of the education and training program, it obtained the information that training management was carried out with three stages of training, namely need of training, implementation and evaluation. The analysis stage of training need, carried out by stages: (1) identifying organizational performance problems, in this stage the identification of problems that will be completed through training is a problem related to the competence of the principal. From the results of the identification, the organizers found that the cause of the low performance of principals was due to the lack of principals' competency by some elementary school principals. This is supported by data that from 1543 new elementary schools 350 people have been trained to fulfill the competencies of principals (data from 2016 to 2018). (2) planning the need analysis of training. Planning the need analysis of training is done by setting goals, respondents and

the Need Analysis Model of Training that will be used. Respondents were determined by exploring the problems and training needs of 25 principals. The method used to identify is participatory where problems and solution plan discussed together with the rest of the respondents. (3) choosing data collection techniques. The organizer stipulates that data collection is done by questionnaires and interviews. (4) data collection and analysis. The collected data is analyzed based on the priorities of problem and competency needs. In this process, regulations related to the competence of primary school principals were used as references. (5) the last stage is to determine the needs of training based on the results of the analysis. Determining training needs, including aspects of training type, training course, the content of each training course, allocation of time, the requirements of the participants, lecturers and training facilities.

The second stage of education and training management is the implementation of training. At this stage everything that has been planned in the Needs Analysis of Training was implemented.

## VI. DISCUSSION

Based on the results of the research we got, we found 4 (four) factors to answer RQ 1. The first factor we found was the huge of participants' interests to participate in the training. This can be caused by the initial condition of raw input (candidates for training participants), most of whom do not have knowledge about the material related to the competencies that must be possessed by the principal. From the results of interviews with respondents, it is very possible because at the time of participating in the technical training of the principal, the respondent had just held the position of principal less than 3 (three) months and not through the training of principals candidate. The huge of interests of participants makes the great of motivation to participate and receive training materials to develop the competence. The huge of the participants' interest was also based on the fact that the opportunity to receive the same training was very small while this type of training became a compulsory education and training for principals who did not attend the training of principals candidate.

The second factor is material relevance to the principal's competency needs. Training materials that are relevant to competency improvement needs make the participants able to understand material quickly. This can be possible because part of the training material is work that is carried out daily but the quality still needs to be improved. Determination of the material carried out with a parstipative approach is also important to be discussed. The parstipative approach was conducted by exploring the competency needs that are actually needed by the principal with the direct source of the principal itself which can produce accurate data on the need of training materials that are relevant to the needs of the job. By this method, it will get an accurate need also because it is based on the working experience.

The third factor is the accuracy of determining the teaching staff. From the results of the study, it obtained data that almost all teaching staffs in this training were those who had scientific background and experience relevant to the material being

taught. Understanding and applying the principles of andragogy learning is also an ideal condition which makes it easy for participants to understand training material. The arrangement of composition between theory and proportionate practice became a booster to create a comfortable learning atmosphere. This condition facilitates participants' understanding because many of the theories presented were continued by practice in the form of practice

The fourth factor is training management. Planning carried out by the organizers is a key factor that boost the success of training which is characterized by high understanding ability of material. Analysis of training needs carried out by training organizers by considering performance problems, accurate data collection and analysis and the determination of a comprehensive training plan were the processes that are the basis for the implementation of training in accordance with needs. The application of a good TNA can consider the use of resources appropriately. It was proven in the determination of facilities for training participants. A positive statement from alumni on the training facilities provided by the organizing committee illustrated the readiness for the implementation of the training. The training will depend on the quality of the TNA. The organizer carried out the right Traning Need Analysis which is at the position level. Homogeneity of participants candidate will certainly facilitate the determination of the type of training needed.

Then to answer RQ 2, we found 3 (three) factors. The first factor is the age of the participant. Determination of participants who limit the maximum age of 50 years makes high disparity of participants. This condition makes some participants have low understanding. Even though the age factor is not an indicator of the competency of the principals, but in the training process age factor will be one thing of the level of understanding.

Mastery of technology is the next factor. One of the technical competencies that must be possessed by the principal is information technology. When computer literacy requirement is not included as one of the participant's requirements, it becomes a definite condition that not all participants can use participants. This can make the participant difficult for doing practice that use computers.

The third factor is material related to some functions they do not work on. Classroom Action Research Material cannot be implemented because the role of the principal demanded more for managerial competence. Material planning that is still mixed with the teacher's function becomes ineffective to give in training whereas the Training Needs Analysis (TNA) is a process of determining training needs that is carried out systematically and objectively.

## VII. CONCLUSION

This study had shown that the implementation of appropriate Training Need Analysis (TNA) that will give contribution to the quality of training. It is proven by the answer of the question in which the interest factor to the quality of training, the determination of relevant material with the competence need, and the requirement of training teacher are the components which can increase understanding ability of the

contestant toward the material given. Those factors become the consideration to do Training Need Analysis (TNA). Then age factor of the contestant and computer literation that is not to be the consideration in Training Need Analysis (TNA) had proven that understanding ability toward the whole material is not achieved.

From this research result, the aim of the study that can be done further are; how is the implementation model of TNA which is more effective in the other technical training with the background of different position, how is the model of TNA which is effective in the organization level.

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