Conference Paper

Program Evaluation of Training for Candidates for Expert-Level Librarian Roles at the National Library of Indonesia's Training Center

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Abstract

This article describes a program evaluation using Kirkpatrick's four levels model. The program evaluation was conducted by studying 24 candidates for the Expert-Level Librarian training program at the National Library of Indonesia. This research uses a quantitative method to measure the level of the participants' satisfaction level with the training and a qualitative method is used to gain deeper information through interviews. The results shows that on reaction level, 87.5% of participants have high level of satisfaction. The learning level shows an increase from the pre-test to the post-test results. In the third level, it was found that 100% of the participants received high scores. Finally, at the result level, it is shown that 87.5% of the participants received high scores. There are recommendations regarding 1) the lack of dormitories; 2) the learning process using information technology that needs to adapt to the characteristics participants; 3) training for the lecturers before actually lecturing the participants.

Keywords: training program evaluation, Kirkpatrick Evaluation Model, librarian, librarianship education and training

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1. Introduction

The quality of librarians plays an important role in increasing satisfaction with the users. Librarian quality can be improved through education and training for librarian. The Training Center of the National Library of Indonesia sees that it is necessary to organize education and training of librarianship. One of the trainings held by the institution is the Candidate for Expert Level Librarians training program.

There are main problems in the implementation of the training based on preliminary research on Government Institution Performance Report in 2017 and 2018, and observations resulted in 1) Curriculum, the Outlines of Lecturing Program, and lecturing materials of the training are not in line with the Law No. 43 of 2007 about Libraries

and the developments of information science, and communication technology (ICT), and 2) lack of facilities and infrastructure (such as dormitories, classrooms, libraries, and laboratories); currently, the training is held at a hotel. Therefore, it is necessary to evaluate the training program to find out the effectiveness of the program. This research uses Kirkpatrick's 1975 model which is a well-known model for analysis and evaluating the results of a training program, and it has been widely used for evaluating training in various industrial sectors.

1.1. Background

The implementation of human resources training is constituted on Government Regulation Number 101 of 2000 on Regulation of the Education and Training of Civil Servants' Position. It explains two types of training that can be followed; Pre-service Training and Training on Position. In the Decree of the Head of the National Library of Indonesia Number 54 of 2003 on Regulation of the Training Program for Candidates for Expert Level Librarian as well as the Curriculum and Outline of the Learning Program, it is said that the CPTA Training is aimed at appointing Candidates for Expert Level Librarians from Civil Servants who are not from library science graduates, intending to provide knowledge, skills, attitudes and professional insights in library field for civil servants who graduated from other than library science. The purpose of the training is to be able to change a person's behavior by gaining knowledge and skills that exist in one so that it can be useful for one's life [1].

1.2. Research Questions

The implementation of training generally has several issues that often emerge: 1) service of the committee, 2) facilities/infrastructure, 3) curriculum, 4) learning process, 5) competency of the lecturers/speakers, 6) communication activity, 7) learning media/teaching aids, and 8) academic atmosphere within the education and training campus. There are four main issues related to the effective implementation of training results:

1. How are participants' reactions on the satisfaction with the training program?

2. How do the participants increase their understanding during the training program?

3. How are the changes in participants' behavior after attending the training program?

4. What is the impact of the training on the institution where the participants work?

Other researches using Kirkpatrick program evaluation have aim to determine the success, achievements, and constraints faced at the time the training takes place [2], examining the satisfaction level of participants on the training, improvement of knowledge, skills and attitudes after the training participation, changes in working behavior, and improvement of institution performance as a result of behavior changes of the alumni [3].

1.3. Research Purposes

The purpose of this study generally is to determine the effectiveness of the Training Program at the Training Center of National Library of Indonesia in Jakarta. Specifically, this research aims to:

1. Determining the reaction of participants' satisfaction with the implementation of the education and training program.

2. Determining the increase in participant understanding during the training program.

3. Determining changes in participant behavior after attending a training program.

4. Determining the impact of the training program for the organization where the participants work.

2. Research Methodology

2.1. Research Method

This study uses mixed-method approach; qualitative methods or techniques in one phase and quantitative methods in another phase. Data collection techniques and procedures used in this study are 1) questionnaire, 2) test, 3) interview, 4) observation, 5) document analysis, and 6) data triangulation, as shown in Table 1.

2.1.1. Quantitative

Descriptive statistical analysis in this study aims to describe the research data obtained from a questionnaire distributed to 24 participants of the Training Program. Each questionnaire contains 29 questions. The total of participants' scores are divided into three categories; high, moderate, and low, using ordinal categorization [5].

TABLE 1: Research data collection guidelines

Level	Components being Evaluated	Criteria	Indicators
1	*Reaction*	Satisfaction	Participant is satisfy with the training program
2	*Learning*	Understanding of learning material	An increase in test results from *pre-test* to *post-test*
3	*Behavior*	Use of training materials in the workplace	An increase in individual performance in the organization
4	*Results*	Benefits for the organization	An increase in organizational performance

2.1.2. Qualitative

Qualitative data is analyzed in two ways; analyzing during data collection and after data is collected. Analysis during data collection includes the development of field notes obtained from interviews, observations, and questionnaires. Afterward, categorizing and putting the data into analysis format and developing questions for further data collection. Analysis after the data collected includes classifying data based on chronological and the time of data collection, grouping the data into categorization form, presenting data per components of the evaluation model, and making conclusions after comparing the data from every evaluated aspect with fixed criteria.

2.1.3. Research Model and Design

This research uses Kirkpatrick Evaluation Model which consists of four levels of evaluation criteria; reaction, learning, behavior, and result, with the research design as shown below.
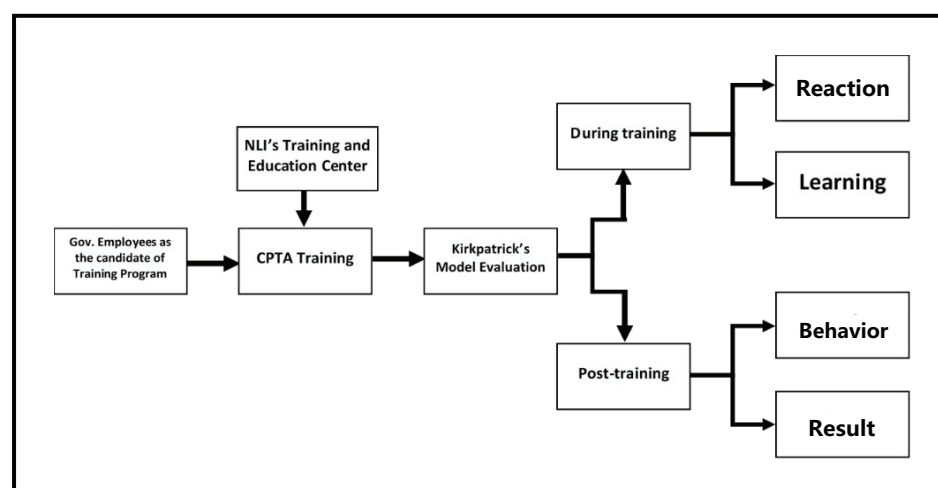

Figure 1: Research Design

Kirkpatrick Evaluation Model consists of four levels of evaluation criteria, level 1 (reaction) measures how the participants react to the training (e.g. satisfaction), level 2 (learning) analyzes the participants' understanding of the training (e.g. increased knowledge), level 3 (behavior) explores the benefits that the participant obtained from the training for their daily workdays (e.g. behavior changes), and level 4 (results) determines whether the training material has positive impact on the organization [4].

3. Results

3.1. Level 1 - Reaction

This level emphasized the activity of measuring the participants' reactions to the training program. The Indicators of participants' satisfaction at this level are included material provided, the facilities available, the material delivery strategy used by instructors or lecturers, learning media provided, schedule training activities, and menus as well as the presentation of the consumption of a given k e the participants during the training takes place.

The data regarding the level of participants' satisfaction in the reaction level are as follows: on the training material aspect, 24 participants (100%) have high level; on training facilities, 12 participants (50%) have high level and 12 others (50%) are categorized moderate; on the subjects delivery, 8 participants (33%) have high level and 16 participants (67%) have moderate level; on the learning media, 19 participants (79%) have high levels, 3 participants (13%) moderate, and 2 participants (8%) have low satisfaction; on schedule and consumption, 21 participants (88%) have high level and 3 participants (12%) are moderate; From all aspects assessed at the reaction level, it was found that 23 participants (96%) have high level of satisfaction and only 1 participants (4%) have a moderate level of satisfaction.

From the results of research and observations, the level of participants' satisfaction considerably influenced the objectives of the training program, especially in increasing the participants' knowledge and competence. A training is considered having certain qualities if it can satisfy and meet the participants' expectations, so that they increase their motivation and sense of comfort to study [1].

The results of the interviews generally show satisfactory results, although several aspects need to be improved to optimize the implementation of the training program, 1) Training materials considered abundant, that it gives negative psychological effect for the participants, 2) training materials that still need to be adapted to technological

developments (for example cataloging material), 3) how the lecturers can meet the participants' satisfaction in answering their question. As for the media, several studies show that the majority of adults are visual learners, others are auditory, others kinesthetic learners, and there is also the combination of the three [1], and to provide them, using PowerPoint is considered to accommodate visual or auditory learners. Regarding the facilities, generally the participants have experienced satisfaction, although choosing a hotel as the training place had several shortcomings. Lack of facilities to implement the knowledge directly can be one of the causes of the lack of understanding in participants. Also, the cost of choosing a hotel as a place for training has the potential to significantly increase the expenses.

3.2. Level 2 - Learning

The main focus in this level is the increase in understanding by using *post-test* and *pre-test* evaluation. The comparison between pre-test and post-test scores is shown in Figure 2.
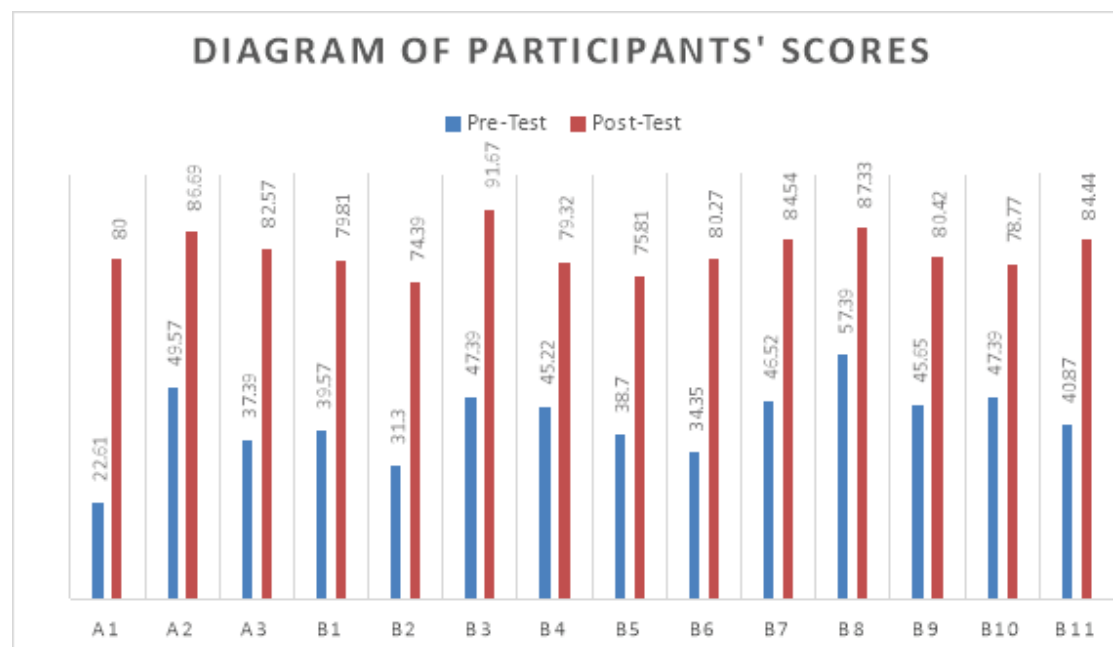

Figure 2: The Diagram of the Participants' Scores

The comparison of the pre-test and post-test results show the extent to which participants in the training can comprehend or understand the delivered subjects during the training. Based on data above, it can be seen that there is a significant increase in the participants' average score. This is inversely proportional to the level of participants' satisfaction of the reaction level.

The aspect measured in this level is the competency that is expected to be obtained by the participants after attending the training program. The obstacles in the process of comprehending the subjects is physiological and psychological, related to the effectiveness of the human brain in learning something, brain competence decreases as human ages. Also, differences in the abilities and backgrounds of each individual [1].

3.3. Level 3 - Behavior

The main focus in this level is the change in the participants' behavior after returning to their workplaces. The indicators in this level are improvements on personality, competency, and performance. The data shows that all 24 participants (100%) have high level of satisfaction on each indicator. Changes in behavior can occur immediately after training is completed because there is an opportunity, but it can also not happen because there is never a chance. The Kirkpatrick evaluation model's application shows in the implementation stage, the environment in which the training participants work in their daily is more significant than learning itself [1].

Based on the interviews with the participants, resulting in their experience in personality, competence and performance improvement. On personality, the most significant increase is shown in the participants' confidence after gaining knowledge. A significant increase in expected competence by the participants has been proved by the increasing scores of the post-test and their insight on librarianship. In addition, the other participants experienced an increase in work motivation so that it impacts on work routines. The obstacle for participants come from their original workplaces where the facilities are not sufficiently provided.

3.4. Level 4 - Result

The main focus on this level is the impact resulted by the participants on the organization where they work. Indicators measured are improvement in work performance and library services provided. From the data that has been processed, it was found that 21 participants (87.5%) received high scores, and very few of them received moderate scores (12.5%).

The result level focuses on the expected outcomes as a result of training process. The main indicators measured are performance and improvement on library services. The improvement on work performance the participants from the Ministry of Health Library and Banyuwangi District Library and Archives Service can be identified from the addition

in the types of library activities managed by the alumni. Before participating in training activities, CPTA alumni only perform activities such as data entry, user service, and collection processing. Compared to that, after participating the training, library activities managed by the alumni has increased and the type is more diverse (such as, library promotion, taking part in exhibitions, coordinating stock taking activities, drafting local government agency program. This significant increase means that the alumni are able to apply the teaching materials they obtained during the training and that the teaching materials are relevant with the needs of the alumni in terms of applying. In terms of library services, the results have different results between one institution and another. A recapitulation data at the Ministry of Health Library shows that there was no significant increase in the number of visitors between before and after participating in training, as for other institution there was a decrease in the number of visitors from 1,262 visits in a month to 728 visits due to restrictions on visits due to *re- shelving* activity. From services aspect, there is an additional type of service after attending training in both institutions.

In general, there was an increase both in work performance and services aspects in the two alumni institutions that were chosen as sample in this study. However, an increase in both performance and library service cannot happen instantly, the improvement of work performance and library services necessarily influenced by the conditions of each institution where the alumni work, such as the infrastructure and other required resources.

4. Discussion

The first level in Kirkpatrick evaluation model basically measures how the participants react to the training. Evaluation at this stage begins with collecting data on the reaction of the participants to the training program. The reaction is measured based on the level of participant satisfaction with the training program, especially the provided learning materials, the strategy used by the lecturer in delivering the materials, the learning media available, the schedule, the amenities, and the catering. The reaction of participants' satisfaction shows that 23 participants (96%) have high level of satisfaction, and only 1 participant (4%) has moderate level.

The second level basically aims to measure all changes that occur by conducting an assessment pre and post training. The measured aspect is the competency that is expected from the training participants after attending the training program. To evaluate or assess the changes, an assessment is carried out in a pre-test and post-test evaluation. Increased comprehension during the course of the training shows that

there is a significant increase in the average score obtained by the participants. The comparison of the pre-test and post-test results show the extent to which the participants in the training are able to understand the subjects delivered by the lecturers. The average score in the class obtained from the pre-test is 41.71 while the average score of obtained from the post test is 82.42 with an average final score of the class is 82.57.

The third level focuses on the participants' behavior changes after returning to their institution. At this level, what concerns the most is how much change occurs to the participants, especially when related to the personality, competence and performance improvements. Changes in behavior resulting in 24 participants (100%) that received high scores, and none of them received moderate or low score. In conclusion to this, each of the participants has shown improvements in their personality and improving performance in the institution where they work.

The fourth level focuses on the expected end result as an output of the training process. This level aims to measure the impact or outcome obtained after the training participants completed a series of training programs, and have returned to their institution to employ the knowledge they have gained during the training in carrying out their responsibilities at work. The impact of the training program for the organizations where the participants work can be identified based on the score of participants' answers to every statement with a purpose to assess the improvement in work performance and library services provided by the participants. The data shows that mainly participants (87.5%) get high scores, and the rest three get moderate score (12.5%).

5. Conclusions

The evaluation finally resulting in four answer to the research objective as follows:

1. The majority of the participants (96%) shows high satisfaction on the program. They tend to satisfy with the facilities, learning materials, the schedules, and the catering that the training program has provided to them.

2. The participants significantly have increased their comprehension in the learning level. It is shown from how significantly the post-test scores has increased compared to the pre-test scores.

3. The participants claim to have improved their personality, competency and performance after completing the program and return to their institution. It is shown from the survey that resulting in 100% high scores in behavior improvements.

4. The final level shows that 87.5% of the participants have improved their individual performance and library service which it would bring positive impact for their institution's performance.

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