

**ANALYSIS OF TRAINING EVALUATION PROCESS USING KIRKPATRICK'S
TRAINING EVALUATION MODEL AT PT. BANK TABUNGAN NEGARA
(Persero) Tbk.**

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Abstract- The main topic of this research is finding problems and gap using training evaluation model in PT Bank Tabungan Negara (Persero) Tbk, then coming up with a way to reduce it. In order to know whether the training is successful or not, it is needed to evaluate the training, one of the methods is Kirkpatrick's the four levels training evaluation model. In this research, the training evaluation program in BTN is analyzed by interviewing the learning division manager and also by comparing the existing training evaluation design used by BTN with the theory that is stated by Kirkpatrick. The training evaluation program is analyzed to see the behavioral change in behavior level of evaluation. This research will show the result of the listing problems that happened in behavior level of evaluation, and also will state the gap that occurred between the theory and the implementation in BTN current training evaluation design. Furthermore, the list of possible recommendations such as coaching and making control group which also will be stated as the end result to be proposed to BTN in order to improve future training evaluation design.

Keywords: *training, training evaluation program, BTN, comparison, Kirkpatrick, gap, coaching*
Category: *human capital management*

Introduction

A development of human resource is a process which always involving the integration towards fulfilling the vision and goals of a company or an organization. It is a systematic and continuous process allowing identifying, maintaining and promoting the individual performance and learning potential for any staff member at any level. The main goal of human development is to increase the employee performance by giving essentials knowledge or opportunities depends on their personal skill and current job in achieving the competencies criteria and goals of the company, and then resulting in maximizing employee performance in smaller scale, which will contributes to company's expected performance, growth and income in bigger scale.

The company needs to have a training evaluation and measurement standard, which would identify and explain the contribution result from the training process. As the company use Kirkpatrick's four levels evaluation method, then the author used the method as a guidance and to find similarities and differences between the theory and the application. The purpose of this research is to identify how decide a proper way to evaluate the training given for the employee and to identify the training evaluation method which shows a valuable productivity result to the company in terms of behavioral change at PT. Bank Tabungan Negara (Persero) Tbk.

Literature Review

Training

According to Bernardin & Russell (1998), training is defined as any attempt to improve employee performance on a currently held job or one related to it. This usually means changes in specific knowledge, skills, attitudes or behaviors. Moreover, Harrison (1993) stated that training and development is the field which is concerned with organizational activity aimed at bettering the performance of individuals. Training is also an activity which should also support by the leaders, because through training, the employee will become more skillful and knowledgeable on how performing their job better. Indonesia has also ruled about training itself. In Constitution of Republic Indonesia no 13/2003 about Employment, it is stated that "Training is an overall activities to give, obtain, increase, and develop job competencies, productivity, discipline, behavior, and work ethos on several competency and skill level related to the job level and qualification".

In the other hand, Noe, Hollenbeck, Gerhart, & Wright, (2003) stated that functions of training are to develop knowledge of the employees about the corporate culture and their competitor, to help the employees whose have a skill to work with a new technology, to help the employees to understand how to work efficiently and effectively on a team in order to produce products and service with good quality, to ensure that the corporate culture is concerned to innovation, creativity, and knowledge, to ensure safety with giving ideas about how the employees can contribute for the company in working hours and when their needs change or when their skills become absolute, and to prepare the employees for accepting and working more effectively with one another, especially with the minority and women.

Training Evaluation

Ensuring whether the training program is successfully got to the objective, an evaluation is needed. Kirkpatrick (in National Weather Service Training Center, 2007), stated that training evaluation is the process of information and data collecting systematically. This training evaluation ought to be planned along with the training plan, based on the planning of objectives and goals the company wanted to obtain. The evaluation is meant to obtain information about the training program results. Training evaluation later will results in feedback, including the reaction of the participants, learning result of the participants, behavioral changes of the participants in the workplace, and result obtained (Kirkpatrick, 1998).

Kirkpatrick's The Four Levels Training Evaluation Model

There are many ways to evaluate training or called a training evaluation method that can be used in a company. In this research, the method used is Kirkpatrick 4 Levels stated by Donald Kirkpatrick (1998), which are:

- ✓ **Level 1: Reaction**
This level measures how the trainee or the participants of the training reacted to the training. It is important to measure reaction, because it may helps to understand how well the training was received by the participants. It is also helps to improve the training for future trainees, including identifying important areas or topics that are missing from the training.
- ✓ **Level 2: Learning**
This level measures what the participants have learned. When planning the training session, it is normally started with list of specific learning objective, which can be the starting point of the measurement. It is important to measure this level, because knowing what the participants are learning and what they are not will helps to improve future training.
- ✓ **Level 3: Behavior**
This level will evaluate how far the participants have changed their behavior, based on the training received. It is important to realize that behavior can only change if conditions are favorable. So this stage is best measured after the two levels above are done. However, just

because behavior has not changed, it doesn't mean that the participants have not learned anything.

✓ **Level 4: Results**

This level will analyze the final results of training. This includes outcomes that the company has determined to be good for business, good for the employees, or good for the bottom line.

Methodology

Research design shows the way this research done systematically as follows:

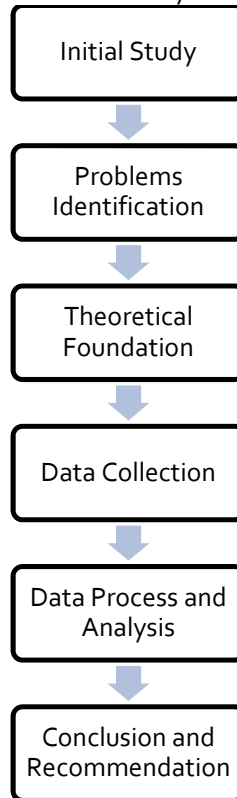


Figure 1. Research Methodology

The author choose to do an interview as the research tool to get the primary data at PT. Bank Tabungan Negara (Persero) Tbk on human capital (sub learning) division that is responsible for doing training evaluation and given the training evaluation data needed as secondary data. Based on Charles Stewart and W.B. Cash, interview is a communication process with a serious objective and has been planned beforehand in order to exchange behavior, and also including a questions and answers. An interview is a process of interaction and communication. In the process, interview is objected into several factors that interact and influence the information stream. Below is the question list:

Table 1. Question List

No	Interview Question Scope	Theoretical Guidance
1	Number of training conducted per year. Question: How many training is held every year?	As Kirkpatrick (1959) stated that evaluation on reaction level of the training is essential because if the participants think and respond in a negative way, then it is resulted in difficulties of understanding the matters given in the training before. In this level,

		the evaluator will consider addressing these things; feeling of the participant for their worth of time, the venue and presentation style, accommodate personal learning style, and strength and weakness of the training.
2	Evaluation process done by the company. Question: Is there any training evaluation process done by the company?	In this question, it is as the initial step of looking at the company training evaluation implementation. In this reaction level , the evaluator can also watch participants' body language and get verbal feedback by asking them about their experience. Reaction level evaluation also will help the next training planner in planning and implementing the suitable training, and in the other hand also giving quantitative information to the upper management.
3	To what level of Kirkpatrick does the evaluation done? Question: How far (to which level) does the training evaluation have been done in the company?	This question will lead us to know how far the evaluation has done. The expected answer will be included to the behavior evaluation or on level 3. The behavior evaluation will allow giving information on how far the change that happen to the participant when they get back to work in terms of knowledge, skills, and attitude.
4	Kind of things evaluated. Question: What kind of things that is evaluated in the training evaluation done by the company?	In this question, based on Kirkpatrick (1959), it is aimed to see what kind change that occurs in doing their job after they attend training. It can be challenging to measure behavior effectively, as behavior of the participants will only change if conditions are favorable. There is also a possibility of the participants' behavior change in only several days after training.
5	How the evaluation done. Question: How and by whom does the training evaluation is done?	This evaluation will give quantitative result as an input to the upper management and also giving information for the evaluator and trainer to serve better training in the future.
6	Follow up actions after the evaluation. Question: What is the necessary following action done after the training evaluation result is obtained?	As stated by Kirkpatrick (1959), a result that is obtained often seen very difficult to be counted. For example, job satisfaction, communication effectiveness, error rates, cooperation among staff, and others. The training itself would result in a cost that is difficult to be determined. That will affect the calculation of benefits and cost of training.

Data Collection and Analysis

In this research, the author used Kirkpatrick training evaluation model in theory which compared to training evaluation that is currently done in the company. The training evaluation design of the company is Kirkpatrick-based too. So, a comparison could be made in order to find problems and gap that occurred in each level of evaluation.

The four levels of Kirkpatrick's evaluation model essentially measure:

- Reaction of participant – what they thought and felt about the training
- Learning – the resulting increase in knowledge or capability
- Behavior – extent of behavior and capability improvement and implementation or application
- Results – the effects on the business or environment resulting from the participant's performance

As a guidance of what training evaluation program measure, can be seen through Kirkpatrick (1959) evaluation structure illustration on a table below. As PT. Bank Tabungan Negara (Persero) Tbk. use Kirkpatrick the four levels evaluation model for their training evaluation guidance, the table below will most likely show the example of usage and application of the model.

Table 2. Training Evaluation Illustration Model

Level of Evaluation and Description		Critical Incidents Measured	Typical Questions Evaluation
Reaction	Measuring training satisfaction, training benefit, difficulties in training felt by the participant	Reaction	1. Does the required level for the participants to take the most of learning fulfilled? 2. Does it practical and potential for the participant applying the learning.
		Feeling	1. Did the participant like and enjoy the training? 2. Did they like the venue, the style, the timing, domestics, etc? 3. Does it an ease and comfort of experience for the participant?
		Thought	1. Did they consider the training relevant? 2. Was it a good use of their time? 3. Does it easy to participate in the training?

Learning	Measuring participant's ability to answer about the content of training and the ability to demonstrate new skill gotten from the training	Successful learning	<ol style="list-style-type: none"> 1. Did the trainees learn what intended to be taught? 2. Did the trainee experience what was intended for them to experience?
		Advanced effect from learning	<ol style="list-style-type: none"> 1. What is the extent of advancement or change in the trainees after the training, in the direction or area was intended?
Behavior	Measuring to what extent the change on participant's behavior after training and the application of the knowledge	Application to work	<ol style="list-style-type: none"> 1. Did the trainees put their learning into effect when back to job? 2. Were the relevant skills and knowledge used? 3. Would the trainee be able to transfer their learning to another person?
		Change of behavior	<ol style="list-style-type: none"> 1. Was there noticeable and measurable change in the activity and performance of the participants when back in their roles? 2. Is the participant aware of the change in behavior, knowledge, and skill level?

In order to differentiate and clearly see the tools and method used in every level of evaluation, below is the table that will show the tools and the practicability of every level of evaluation:

Table 3. Evaluation Tools and Method

Level of Evaluation	Tools and Method Examples	Practicability and Relevance
Reaction	Typically 'happy sheets' Feedback forms based on subjective personal reaction which can be noted and analyzed Post-training surveys or questionnaires	Can be done immediately the training ends Very easy to obtain reaction feedback Feedback is not expensive to gather or to analyze for groups Important to know that people were not upset or disappointed

	<p>Online evaluation or grading by delegates</p> <p>Subsequent verbal or written reports given by delegates to managers back at their job.</p>	<p>Important that people give a positive impression when relating their experience to others who might be deciding whether to experience same.</p>
Learning	<p>Typically assessments or tests before and after the training</p> <p>Interview or observation can be used before and after although this is time-consuming and can be inconsistent</p> <p>Measurement and analysis is possible and easy on a group scale</p> <p>Reliable, clear scoring, and measurements need to be established, so as to limit the risk of inconsistent assessment</p> <p>Hard-copy, electronic, online, or interview assessment are all possible.</p>	<p>Relatively simple to set up, but more investment and thought required than reaction evaluation</p> <p>Highly relevant and clear-cut for certain training such as quantifiable or technical skills</p> <p>Less easy for more complex learning such as attitudinal development, this is famously difficult to assess</p> <p>Cost escalates if systems are poorly designed, which increases work required to measure and analyze.</p>
Behavior	<p>Multirater (a 360 degree evaluation) is useful method and need not be used before training, because respondents can make a judgment as to change after training, and this can be analyzed for groups of respondents and trainees</p> <p>Observation and interview over time is required to assess change, relevance of change, and sustainability of change</p> <p>Assessments need to be subtle and ongoing, and then transferred to a suitable analysis tool</p> <p>Online and electronic assessments are more difficult to incorporate – assessments tend to be more successful when integrated within existing management and coaching protocols</p>	<p>Measurement of behavior change is less easy to quantify and interpret than reaction and learning evaluation</p> <p>Simple quick response systems unlikely to be adequate</p> <p>Cooperation and skill of observers, typically line-managers, are important factors, and difficult to control</p> <p>Evaluation of implementation and application is an extremely important assessment – there is little point in a good reaction and good increase in capability if nothing changes back in the job, therefore evaluation in this area is vital and also challenging</p> <p>Behavior change evaluation is possible given good support and involvement from line managers or trainees, so it is helpful to involve them from the start, and to identify benefits for them, which links to the level 4 evaluation.</p>

	Self-assessment can be useful, using carefully designed criteria and measurements.	
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PT. Bank Tabungan Negara (Persero) have designed a learning and development measure technique used in the company. This learning and development measure technique used also as a policy or guidance for the company. The measurement is done based on the goals, data, and measure, analyze and result.

- Goals: a description about the measurement goals for every evaluation level to explain why it is important to do learning and development program evaluation
- Data: a further detail explanation about what kind of information that needs to be collected and what method will be used to collect the data
- Measure: creating an evaluation measurement guidance to guide data analysis in every level of learning and development program
- Analyze: explaining the steps taken in data analysis for each level of learning and development program based on the sum of earlier collected data
- Result: a result and conclusion from data analysis that later served as information for the needing parties.

PT. Bank Tabungan Negara (Persero) Tbk is currently doing successful training evaluation up to second level or at learning level. In BTN, the problems on level 3 evaluation come from two ways, from the evaluator and also the participants. The learning division does not have enough resources to put up since doing this evaluation might be costly, and also the human resource itself. By approximately 800 trainings held per year, it should be difficult to do one on one evaluation and observation from each participant's activity plan, both from the cost and the evaluator. As the upper management also takes part, it made the evaluation can be time consuming, since many parties should be involved in this evaluation, which otherwise, the evaluation might not work.

The level 3 evaluation is also different from level 1 and 2 because the evaluation is focused on what happened after the participant leave the training and get back to the workplace. In this case, the main focus of this level is not training evaluation but training effectiveness. The measure tool cannot be just a scale of positivity and negativity, because behavior change usually influenced by many factors beside the content of the training, and the learning unit employee were not realized it yet. There is also a problem in controlling the evaluation. Since PT Bank Tabungan Negara (Persero) Tbk has many branches all over Indonesia, the evaluation cannot be controlled by headquarter, which in fact, the needs of working together in the same lane of vision and mission is very urgent. Even though there is a guidance that should be applied generally in the office, it is not easy to control and have all the data sent to headquarter. As stated above, the employee of human capital division is not enough to do level 3 or behavior evaluation. Then it is creating a gap between the design and the theory on level 3 evaluation.

When there are problems occurred, there must be something that is the root of the problem itself. The guidance Kirkpatrick's made might be the best way the evaluation can work, which had proven by time to time to be the most useful evaluation method used by many companies.. One of the reasons is because there is a gap between the theory design and the existing design, as stated in the table below.

Table 4. Gap Analysis

No	Theory Design	Existing Design
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1	As behavior is difficult to measure, it is essential to have more than one evaluation tools and method	The company is currently using only one tool, which is activity plan
2	The evaluation is better done on before and after the training program continuously	The evaluation done only after training program continuously to 6 months later

From the table above, we can only see two gap sources, but it is an essential to get the gap out of the evaluation design. It is important to have more than one tool since behavior is not easy to evaluate or measure. The other tools that could be done will be explained later in the recommendation. The gap could be reduced if the company has a structured performance management system that has an accurate source of achievement data from the training participant as one of the evaluation tool.

It is not easy also because the employee usually not going to implement behavioral change directly after the training is done. It is getting more difficult if the company does not have a record of what is the current condition of the participant that later should be changed after training program. That is when the gap occurred since the theory design has suggested to have the evaluation begin before the training is given to the employee.

Conclusion and Recommendation

The conclusion if this research are:

1. The problems that PT Bank Tabungan Negara (Persero) Tbk faced in level 3 evaluations are: (1) the participants did not change their behavior right after training, sometimes in the evaluation time that is up to 6 months, the employee is hesitant to change, which some of them did not know how to change, (2) too much cost and time consumption needed for the evaluation, (3) the company did not have enough resources to do the evaluation, (4) it is not easy to evaluate because the evaluator might missed the real factor of changing behavior, and (5) loss of control between the branch office and the headquarter that could lead to misleading and mistake in doing the evaluation.
2. Because there is problems, the root of all of it is the gap that occurred between the evaluation theory design and existing evaluation design at PT Bank Tabungan Negara (Persero) Tbk. The sources of gap are (1) the theory suggested more than one measure tools but the company currently using only one tool which is activity plan and (2) the design required to do both pre-training and post-training evaluation but the company only did the evaluation after the training programs is finished.

To overcome the problem, the author suggests PT Bank Tabungan Negara (Persero) Tbk to do several actions as stated below as an additional:

1. **Make a control group as additional evaluation tool:** Using control group which is a group of employee who does not attending the training but asked to participate in behavior evaluation. The evaluation method is by comparing the result from the trained group and the control group for their behavior in the workplace..
2. **Coaching as additional evaluation tool:** Coaching is a method to help the evaluator understand and can get direct feedback from training participant. Coaching can happen in two approaching ways; formal and situational. The formal approach is usually done with routine scheduled meetings to monitor working performance of the employee. Meanwhile, the situational approach is basically an informal approach, which can be done continuously and more frequent than the formal one

3. **Make a structured performance data:** A structured performance data will help the company cut the cost and also time. This data basically records the previous behavior evaluation data before the training program begins.
4. **Make or renew a general learning and development evaluation design:** The headquarters should make or renew a general guidance of learning and development evaluation design that should be used in all over the branch offices. The guidance will help the company to be united and moving towards the same goal in a same lane. This is also to create standard competencies on how the employee should be evaluated after training.

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