

Post-Training Evaluation in Financial Sector

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Abstract- This research aims to analyze post-training evaluations in the financial sector. The research used a quantitative method with data processing by using Google Form which is given to 89 training alumni, 37 direct supervisors, and 78 colleagues. The results showed that the behavioral change in the workplace in the Alumni Training responses was excellent, with an average of 86.59%, while the perception of Direct Superiors rated Training Alumni showed behavioral changes of 91.47% and finally, colleagues' perception of alumni assessment of training in the workplace on behavioral changes was considered very good, namely, the average assessment reached 92.74%. It means, overall with the results or impact after participating in financial training, it has an impact on improving behavior positively in the workplace.

Keywords: Post-Training Evaluation, Finance

INTRODUCTION

Training can be defined as activities geared toward acquiring knowledge, skills, and attitudes that are implemented immediately or in the near future [1]. Therefore training is considered an effort to develop human Resources. Researchers argue that corporate training programs may not have a positive impact on trainee performance unless knowledge, skills and behaviors are transferred to work activities and daily tasks [2]–[4]. Meanwhile [5] argues that the results of a training program can be achieved when acquired knowledge, skills and attitudes can be applied by trainees in the workplace. To find out the effectiveness of the training, a post-training evaluation carried out. [6] define the term 'posttraining behavior' as 'the extent to which it has changed the behavior' of participants in the workplace because of their participation in the training program, in the sense that upon completion of the training process, trainees must transfer the knowledge they acquire and/or skills to their daily work activities in order to progressively improve their work performance [6], [7].

Meanwhile. research on post-training evaluations has been widely conducted. Research mentions the effectiveness of training can be assessed through post-training evaluation by assessing the behavior and competence of training results. System or way of evaluating training is to be considered such as: evaluator criteria, evaluator tasks and responsibilities, post-training evaluation indicators, post-training evaluation instruments, post-training evaluation reporting and post-training evaluation recommendations [8]. Other research shows that with post-training evaluation is known to increase competence in the form of knowledge and insight, skills and improvements in attitudes and work behavior, the implementation of training shows a fairly high effectiveness, where there are benefits for individual trainees/alumni of training, for work units and for workplace organizations [9]. Still in the research on post-training evaluation, that the posttraining evaluation is considered important to collect data and determine the extent to which the training objectives have been achieved, with the post-training evaluation it is known that the trainees showed that the training held has been successful and achieved well goals such as changes in institutions in a positive direction and changes to the improvement of trainee performance. Supporting by improved attitudes so as to obtain optimal quality of work [10].

Related to this, previous research assesses training can improve the ability to carry out tasks and daily work in the workplace. Likewise, in this research, considering that in the context of human



resource development in the Ministry of Public Works and Public Housing of the Republic of Indonesia the development of management competencies is one of the most important. The implementation of competency development always needs to be evaluated both in terms of implementation and also after alumni return to work. The evaluation is an evaluation of the impact of competency development in line with the duties and functions of the Management Competency Development Center contained in ministerial regulation PUPR No. 13 of 2020.

Impact evaluation of competency development is an integral part of the evaluation of the implementation of all competency development. The implementation of competency development is a form of human resource investment that is very important and requires a high allocation of costs and efforts. Thus the development of these competencies needs to be measured in relation to the benefits obtained by the organization.

Further information from impact evaluation is needed to: (1) measuring perceptions of behavioral change in the workplace after alumni follow competency development programs, (2) identifying the perception of direct superiors and colleagues about the contribution of training alumni to task completion efforts and the achievement of work unit objectives or organizational units (3) identifying constraints on the implementation of training results in the workplace, (4) analyzing the problems related to the support needed to implement the results of the training and (5) identifying suggestions and inputs from trainees and stakeholders to follow up on the results of the training in order to truly provide benefits and impacts for efforts to achieve the strategic plan of the Ministry of PUPR.

Furthermore, the results of this impact evaluation can be increasing the effectiveness and benefits for competency development. This research will review the evaluation of post-training in finance. This financial training consists of 19 pieces of training including 1) Expenditure Treasurer Training; 2) Implementation of the Budget; 3) Budget Planning Training; 4) Agency Accounting System Training (SAI) and 5) Financial Management Training in the Ministry of PUPR Environment for CPNS Formation in 2019.

Financial training is important for members of the organization to understand. This is because the field of finance or financial management is an integral part of the management process in the organization as a whole and is associated with attracting financial resources and efficient utilization for the achievement of company goals [11], [12]. Infrastructure development is believed to be able to move the real sector, absorb labor, increase public and government consumption, and trigger production activities. The infrastructure sector is widely understood as a trigger for productive economic activity in other sectors [13]. **Evaluation with the Kirkpatrick Method**

Leadership Training Design and Implementation can be seen based on four criteria, namely reaction, learning, transfer and results that we are familiar with the Kirkpatrick method (1959) [14].

A. Reaction

Reaction describes the effectiveness attitude component and consists of the trainee's attitude towards training (e.g. usability and satisfaction with training/widyaiswara). Trainee reactions can serve as indicators of motivation.

B. Learning

Learning outcomes can be categorized as affective, cognitive, and psychomotor. This leadership development or leadership training program is designed to produce changes in trainees' ability to engage in roles and processes by presenting new information [15].

C. Transfer

The main goal of leadership training is to create positive behavioral change in leaders in the workplace.

D. Results

The Results are evaluative methods that reflect the effect of a training program in achieving organizational goals; results here are often defined as training benefits compared to program costs [14]. So in this result, it is seen the impact that occurs in the form of better changes after the implementation of leadership training.

RESEARCH METHODOLOGY

A. Data Collection Techniques

Data collection techniques are carried out by distributing questionnaires to Alumni, Direct Supervisors, and Peers through the Google Form application, in addition to visiting alumni training workplaces and finally conducting Focus Group Discussion (FGD).



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B. Data Processing Techniques

Data processing techniques are performed by calculating a weighted mean score for questionnaires. Qualitative data is used text and line analysis and triangulation.

C. Respondents

Here are the respondents to the study:

Table 1. Respondents								
Alumni	Direct Boss	Peer	Sum					
89	37	78	204					

Based on the table, respondents numbered 204 and consisted of 89 training alumni, Direct Superiors as many as 37 people, and colleagues as many as 78 people.

D. Classification

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I able 2.	Classification

No.	Interval (%)	Classification
1	0-60	Less
2	61-70	Pretty Good
3	71-80	Good
4	81-100	Excellent

Based on the classification, the classification of the results of WMS for intervals of 0-60% classification conclusions is less, intervals of 61-70% classification conclusions are quite good, intervals of 71-80% of classification conclusions are good, an interval of 81-100% of classification conclusions are very good.

RESEARCH FINDINGS

A. Weighted Means Score (WMS)

The field of financial training is very important as a supporter of activities in the implementation of ministry duties. The results of the study are as follows:

1. Behavioral Change (Alumni Training Response)



Response)

Based on the results of the Alumni Training response, the following descriptions are obtained: changes in work behavior in a better direction reached 90.72%, increased knowledge and skills reached 92.27%, the benefits of knowledge for career improvement reached 90.21%, discipline increased by 83.30%, dared to express opinions reached 85.32%, confidence increased by 88.95%, accuracy and speed of work increased to 84.99%, rarely did work. Rework reached 78.62% and was able to use tools and materials for work more efficiently reaching 85.07%. The conclusion of changes in workplace behavior on alumni training response is excellent, with an average of 86.59%. That is, overall with the results or impact after participating in financial training, it has an impact on improving behavior positively in the alumni training workplace.

2. Behavior Change (Direct Superior Perception)



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Figure 2. Behavioral Change (Perception of Direct Superior)

Based on the results of the Direct Superior's perception of alumni training assessment in the workplace, for the improvement of Alumni knowledge reached 91.25%, confidence and enthusiasm reached 91.25%, increased effectiveness and work productivity reached 91.88%, competence shown by 91.25%, ability to implement training results by 92.31%, conducted knowledge transfer to colleagues or stakeholders reached 89.47%. cooperation ability by 92.31%, conducted knowledge transfer to colleagues or stakeholders reached 89.47%, cooperation ability by 92.31%, conducted knowledge transfer to colleagues or stakeholders reached 89.47%, cooperation ability by 92.31%, conducted knowledge transfer to colleagues or stakeholders reached 89.47%, cooperation ability by 92.31%, conducted knowledge transfer to colleagues or stakeholders reached 89.47%, cooperation ability by 92.31%, conducted knowledge transfer to colleagues or stakeholders reached 89.47%, cooperation ability by 92.31%, conducted knowledge transfer to colleagues or stakeholders reached 89.47%, cooperation ability by 92.31%, conducted knowledge transfer to colleagues or stakeholders reached 89.47% 91.25% and alumni attitudes / behaviors in accordance with ethical values applicable in the workplace reached 93.10%. The conclusion of the results of direct superior perception of alumni assessment of training in the workplace on changes in behavior is considered very good, namely the average assessment reached 91.47%. Thus the training that has been followed has a positive impact on improving the performance of alumni training in the workplace.





Eigung 2	Behavior	Chamaa	(Daan Dana	antian)
Figure 5.	Benavior	Change	Peer Perc	eption

Based on the results of peer perception of alumni training assessment in the workplace, for the improvement of Alumni knowledge reached 92.19%, confidence and enthusiasm reached 92.97%, increased effectiveness and productivity of work reached 93.49%, competence shown by 92.97%, ability to implement training results by 92.45%, conducted information transfer to colleagues or stakeholders reached 91.15%, cooperation ability by 92.45%, conducted information transfer to colleagues or stakeholders reached 91.15%, cooperation ability by 92.45%, conducted information transfer to



colleagues or stakeholders reached 91.15%, ability 92.45%. cooperation by conducted information transfer to colleagues or stakeholders reached 91.15%, cooperation ability by 92.45%, conducted knowledge transfer to colleagues or stakeholders reached 91.15%, cooperation ability by 92.45%, conducted knowledge transfer to colleagues or stakeholders reached 91.15%, cooperation ability by 92.45%, conducted information /transfer knowledge to colleagues or stakeholders reached 91.15%, cooperation ability by 92.45%, conducted information transfer to colleagues or stakeholders reached 91.15%, cooperation ability by 9 93.23% and alumni attitudes / behaviors in accordance with ethical values applicable in the workplace reached 93.49%. The conclusion of the results of peer perception of alumni assessment of training in the workplace on behavior changes is considered to have been very good, namely the average assessment reached 92.74%. Thus the training that has been followed has a positive impact on improving the performance of alumni training in the workplace.

B. Visitation Results

Based on the results of visitation, in the training of finance, alumni follow the training is pushed by the need for competency development to carry out the work. After participating in the training, Alumni experience improved performance/performance and more confidence in preparing the activity program. Meanwhile, the material taught during training is considered to be in accordance with the needs of competence, and, training materials can help in the completion of work tasks.

As for the assessment of Direct Superiors and Peers to Alumni, that alumni experience improved performance after participating in training, in addition to the level of work error decreased, by participating in training felt very useful for work to be more organized, another very positive thing is active alumni for sharing knowledge. With other coworkers so as to provide an experience (knowledge) so as to have a good impact on coworkers.

C. FGD Results

Based on the results of FGD, in the application of materials provided during training has the needs of organizational units that vary, so that the level of relevance to daily work is relevant. As for the advice for future training, teaching materials can be more specific.

DISCUSSION

Based on the results of training, behavior changes and financial training results show that it still needs to be followed up with a coaching and mentoring approach so that behavior changes such as discipline, alertness, ability to express opinions, working fast, and not doing rework can be improved in the workplace. The results of financial training can improve the bluntness of work so as to increase speed and reduce rework. This statement is in line with research conducted by [16] that the level of reaction. learning rate, and level of behavior change affect the level of performance of employees after training turned out to be simultaneously significant, although only the level of behavior change is significant, it indicates that the training that has been held is able to change behavior so that the level of performance increases.

Another encouraging thing is the occurrence of knowledge sharing from training alumni to other colleagues who have not participated in training and not infrequently also conduct informal psychomotor guidance of participants, this indicates organizational culture in the work unit supporting the occurrence of knowledge sharing. In line with research [17] shows that organizational culture that positively influences knowledge sharing is a supportive and team-oriented organizational culture. Organizations can create a supportive and team-oriented culture by creating organizational values that value teamwork and mutual support.

Especially for training related to applications and software there are still those that cannot be applied considering that the software trained is not yet available in the workplace and indeed there must be a procurement stage for the software. Changes in technology and systems become things that must be prepared both by agencies and human resources who will use the technology. This is in line with research [18] which states that changes in technology and systems that the review and development of the use of new technologies in companies need to be balanced by increasing employee capabilities in their implementation. Changes in the work system and other systems in the organization will have an impact on the process of interacting the old system with the new system.



The direct superior assessment of alumni performance shows that it has been very good. This is validated by the response from the direct superior to alumni, namely after returning from training work more neatly, organized and organized, and more efficient. This condition is also validated by peers that train alumni to work better after returning from training. In line with the research mentions the effectiveness of training can be assessed through posttraining evaluation by assessing the behavior and competence of training results. System or how to evaluate training is considered to be considered such evaluator as evaluator criteria, tasks and responsibilities, post-training evaluation indicators, post-training evaluation instruments, post-training evaluation reporting and post-training evaluation recommendations [8].

Other research shows that with post-training evaluation is known to increase competence in the form of knowledge and insight, skills and improvements in attitudes and work behavior, the implementation of training shows fairly high effectiveness, where there are benefits of individual trainees/alumni training, for work units and for workplace organizations [9].

Still in the research on post-training evaluation, the post-training evaluation is considered important to collect data and determine the extent to which the training objectives have been achieved, with the posttraining evaluation it is known that the trainees showed that the training held had been successful and achieved the goal well such as changes in institutions in a positive direction and changes to the improvement of the performance of trainees supported by improved attitudes so as to obtain an optimal quality of work [10].

Based on the results of the study, training has a positive impact on improving employee performance, this is in line with research that shows that training is a tool that organizations can use to build more commitment and a productive workforce and balanced with information technology, and the gap between the performance provided and the desired performance can be reduced by effective training for employees in an organization [19]-[21]. Such as is known that in overcoming challenges in the organization, generally about the efforts of competitive organizational resources so as to make a improve boost to performance, because

organizational resources become the most valuable asset to achieve competitive advantage [22], [23].

As for in an organization, the need for training will increase along with the urgency in solving problems in improving employee and organizational performance, which is considered of course the purpose of identifying program training needs, This is needed to identify the gap that exists between the competence of current employees and the competence needs of the organization, of course, the preparation is needed to get employees who are truly able to complete the progress of competency needs, both as staff employees and as organizational leaders [24]– [27].

CONCLUSION

In general, changes in workplace behavior in the alumni response of Training are very good, with an average of 86.59%, while the perception of direct superiors to the assessment of Alumni Training has been very good, namely, the average assessment reached 91.47% and finally peer perception of alumni assessment in the workplace on changes in behavior is considered very good, namely, the average assessment reached 92.74%, that is, overall with the results or impact after participating in financial training, it has an impact on improving behavior positively in the alumni training workplace.

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