Implementation of Education and Training Program Evaluation

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Info Articles	Abstract
	This study aims to describe the program evaluation model Context, Input, Process, and Product in the training of office administration managers at BBPLK Semarang. This research is evaluative research using a qualitative descriptive approach. Data collection techniques were carried out using observation, interviews, and documentation methods. Primary data collection uses observation instruments while secondary data is obtained through documentation and interviews. The research subjects comprised the head of the institution, the head of evaluation and reporting, a training instructor and two trainees. Data analysis techniques used are data collection, data reduction, data presentation, and conclusion. The results obtained in this study are seen from the Context Analysis of the needs and educational background of the training carried out by the training organizers by the planning. Judging from the input, the training was organized well and neatly. Instructors, curriculum, educational facilities, and infrastructure that have been well prepared to support the process Judging from the Process The training schedule compiled is carried out according to how, the performance is very good in preparing all training needs, activities run as expected and evaluation of activities carried out by collecting responses from the trainees and reviewed properly so that program improvements continue to be made. Judging from the product, the participants could understand both theoretically and practically. The conclusions of this study indicate that in the context of organizing training for office administration managers, can develop and organize competency-based training programs with national work competency standards.

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INTRODUCTION

The current era of globalization causes the industrial world to be required to develop quickly in order to be able to keep up with the times. The development of such industries led to a large number of labor needs. The era of Globalization has shown that globalization is not only a phenomenon that has an impact on the field of technology, but has disrupted various other fields such as social, legal, and economic (Prasetyo & Trisyanti, 2018). One of the government's efforts to improve the welfare of the Indonesian nation is economic development which is used for human resource development. According to data released by the Central Statistics Agency, the number of unemployed as of February 2020 reached 6.88 million people. This number increased by 0.06 million or 60 thousand people compared to the same period in 2019. Semarang City is one of the regions in Central Java province whose unemployment rate reaches around 5.29 percent(Antoni, 2019).

One form of government efforts through the Ministry of Manpower of the Republic of Indonesia to improve the quality of human resources and reduce the unemployment rate in Semarang City, one of which is by establishing the Semarang Job Training Development Center (BBPLK). BBPLK is a government institution regulated in Permenaker No. 21 of 2015 aims to increase labor productivity and implement education and skills training programs for job seekers. The training program organized by BBPLK Semarang in Fiscal Year 2020 has two vocational programs, namely Business Management and Fashion Technology. The two vocational courses are still divided into several types of training, one of which is Office Administration Implementation Training. *"Training is imparting a specific skill to do a particular job while development deals with general enhancement and growth of individual skill and abilities through conscious and unconscious learning. The main purpose of training and development is to improve the employee competencies so that organizations can maximize efficiency and effectiveness of their human assets."* Training provides specific skills to perform a specific job while development deals with the general improvement and growth of individual skills and abilities through conscious and unconscious learning. The main objective of training and development is to improve the competence of employees so that the organization can maximize the efficiency and effectiveness of its human assets(Kum , et al., 2014).

Training is a learning process that allows employees to carry out work that is now in accordance with standards (Han, et al., 2019). The Office Administration Manager training program aims to make training participants competent in producing simple documents, carrying out administrative procedures, handling letters/documents, managing archives, managing petty cash and are expected to be able to communicate verbally using English. All training activities must be in accordance with predetermined standards starting from the process of preparation, implementation, to the stage of program evaluation.

Evaluation is a very meaningful part of the training program, considering that it has spent a lot of time, energy, and budget on its implementation. Ralph Tyler in (Sudjana, 2008: 19) explained that evaluation is a process to determine the achievement of an educational goal and an effort to document the compatibility between student learning outcomes and program objectives. Evaluation is the activity of determining the value, price or benefit of an object or thing. These activities include the collection of information or data that is to be used as a basis for making decisions about the value, price or benefits of a program, product, procedure or purpose or the use of various approaches used to obtain certain goals (Achmad Rifa'i RC, 2007: 3).

Based on the results of observations that have been carried out, the evaluation of the program at BBPLK Semarang is ideally carried out in accordance with the time of implementation of the program. It is known that in one package the training program is carried out twice, namely in the second week after the start of training and at the end of the training period. The evaluation carried

out by BBPLK Semarang focused on the responses and responses of program participants, therefore some components and other aspects of the program were not paid attention to. Based on the results of the evaluation conducted by BBPLK Semarang in the 2020 period, it can be seen that the evaluation shows "good" number results (Executive Summary evaluation of PBK Boarding Phase 4 Business and Management). The results of this figure are not a guarantee that the program has been carried out with good results either. This is because the evaluation model applied by BBPLK Semarang has not been able to cover the entire component of the training program.

Training for office administration managers is expected to be able to improve the competence of the training participants so that in its implementation there is a need for improvement. For this reason, from various evaluation models, the CIPP model developed by Stufflebeam is a model that is suitable for evaluation of a training (Joko Sutarto, 2018: 68). This is because there are three aspects of evaluation, namely evaluation to see efficiency, evaluation to see productivity, and evaluation to see the effectiveness of the program. So, the researcher chose the CIPP model as the model used to evaluate the training program for office administration managers.

METHOD

Types of Research
The approach in this study uses qualitative descriptive research. The type of research used in this study is evaluative research.

Time and Place of Research
The implementation of this research was carried out in the office administration management training program. This research process was carried out for 7 months, namely from January to August 2021. This research was conducted at BBPLK Semarang.

Subject and Object of Study
The research subjects in this study were the head of BBPLK Semarang, the head of the organizing section, the training instructor and 2 participants of the office administration management training program at BBPLK Semarang. The object of research in this study is the implementation of training programs which include Context, Input, Process, and Product from the office administration management training program at BBPLK Semarang.

Data Sources
The source of the data according to Lofland in (Moleong, 2006: 157) is words and actions, the rest are documentation data and others. The data sources utilized in this study are mentioned to include Primary Data and Secondary Data. The primary data in this study refers to data obtained by the researcher directly from the research site. The data is in the form of activities in the implementation of training program evaluation activities for office administration managers and instructors managing the program, as well as the results of direct interviews with previously determined informants. Secondary Data, which is in the form of supporting data on primary data obtained through literature studies such as journals, theses, books and related documents in research. Secondary data in this study can also be obtained through the official website of the relevant institution / government.

Data Collection Techniques
Data collection techniques are the method used by researchers in obtaining data when carrying out research (Sugiyono, 2017: 308). The most independent method of qualitative data

collection of all data collection methods and data analysis techniques is to use in-depth interview methods, participation observation, and also documentaries, as well as new methods such as visual material methods and Internet material search methods. Using qualitative methods and based on the required data sources, the data collection techniques used are as follows:

Observation

Observation can be called the initial basis of the existence of science. Scientists can carry out their work on the basis of data, that is, by discovering facts regarding the world of reality obtained through observation. The data is collected often with the help of various very sophisticated tools, so that even very small objects (protons and electrons) and very distant ones (space objects) can be clearly observed (Nasution, 1988 in Sugiyono, 2016: 310).

This study used a participatory observation approach to obtain data. This participatory obsevation directs researchers to be able to participate in the implementation of program activities of people who are observed or who are used as data sources (Sugiyono, 2016: 310). The use of observations carried out is by following and observing the process of activities carried out when the evaluation of the office administration management training program is running. The reason for using observation is because of the high level of effectiveness and efficiency, where researchers become more focused on what will be studied so as to get more detailed results without spending a lot of time.

Interview

An interview is a meeting between two people to exchange information and ideas through question and answer, so that a meaning can be constructed in the discussion of a certain topic (Esterberg, 2002 in Sugiyono, 2016: 317). Interviews are held as affirmed by Lincoln and Guba (1985), among other things constructing such roundness as experienced in the past; projecting roundness as expected for the future; verifying, altering, and expanding information obtained from others, both human and nonhuman (triangulation); and verifying, changing and expanding the construction developed by the researcher as a member check (in Moleong, 2006: 200).

In the process, there are two parties who have a central role in the interview, first is the questioner or the so-called interviewer, while the interlocutor is called the interviewee. A good interviewer is able to use the paraphrase technique – restate the content of the answer in other words and can probing – stimulation or encouragement to dig for further information. Therefore, the interview is actually designed by the interviewer, so the results are also influenced by the personal characteristics of the interviewer.

Looking at the purpose of the author's research, an in-depth interview is felt to be the appropriate type of interview. The in-depth interview technique uses an open-ended question type. The author is also more inclined to interviews that are intended to obtain information about the personal self, stance, and outlook on life. In its implementation, researchers conduct face-to-face interviews with learning residents or participants in the office administration management training program regarding how to implement the evaluation of the program. Furthermore, the instructor who manages the relevant program is also the target of an interview from the researcher, intended so that related parties can provide supporting answers from the main informant.

Documentation

Documentation is one of the data collection methods used to explore historical data. Guba and Lincoln argue that a document is any written material or film, apart from a record that was not prepared due to the request of an investigator in a particular case (Moleong, 2006: 216). In this

study, the researcher used documents as past data from the research object in order to obtain information about the state of the object.

Data Validity

The data validity technique is a process of research activities that must be passed by a researcher. In the data validity technique, it is to use data collection techniques or can be called triangulation, as a data collection technique that combines various data collection techniques with triangulation. Therefore, researchers must actually collect data, namely checking the credibility of data with various data collection techniques and various data sources (Sugiyono, 2015: 330).

Data Triangulation

Triangulation in credibility testing is defined as checking data from various sources in various ways and various time conditions (Sugiyono, 2016: 125). This study refers to the opinion of Bungin & Burhan (2008: 257) which explains that the triangulation of data collection methods is carried out to check the use of data collection methods. Whether the information obtained by the interview method is the same as the observation method or whether the observation results are in accordance with the information provided when the interview took place.

Data Analysis Techniques

In this study, researchers used qualitative data analysis techniques. Qualitative data analysis techniques are inductive, an analysis based on the data obtained and will develop a certain pattern of relationships into hypotheses. The hypothesis formulated based on these data, will then be looked for the data again repeatedly. Thus, it can further conclude whether the hypothesis is accepted or rejected based on the collected data. If based on data that can be collected repeatedly with triangulation techniques, it turns out that the hypothesis is accepted, then the hypothesis develops into a theory (Sugiyono, 2016: 335).

The most popular opinion according to Miles and Huberman (1984) in Sugiyono (2016: 337) states that activities in qualitative data analysis are carried out interactively and last continuously until the point of completion, so that the resulting data is saturated. Using interactive analysis models from Miles and Huberman, the techniques used consist of the process of data collection, data reduction and drawing conclusions. The process of analyzing data in this study has 4 elements that can be considered by researchers, including:

Data Collection

The data was collected after research with data collection techniques using observation, interviews and documentation processed by trianggulation of sources.

Data Reduction

The reduced data provides a clear picture in data collection. If foreign data is found, it does not yet have a pattern, then that is a concern. This stage includes classifying, focusing and sorting the data from the recapitulated interview.

Data Presentation

The presentation of data contains in the form of composed information and the possibility of taking actions or drawing conclusions. The presentation of data at the same time is also an assembly of information organizations, a description in the form of a narrative that allows the conclusions of the researcher to be realized.

Conclusion Drawing

The next process as well as the last. At this stage, the researcher will interpret the case and analyze the data presentation using inductive principles that consider data patterns from the entire data presented.
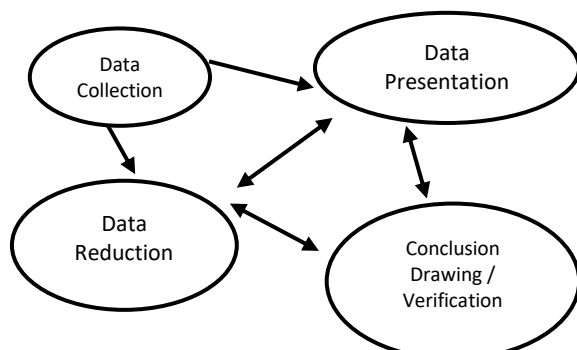
Figure 1. Data Analysis Component Cycle

DISCUSSION

Program Evaluation Implementation

Implementation is the implementation or application according to the Big Dictionary of Indonesian. Implementation is actions tried by authorities and interested parties, both government and private, aimed at realizing the ideals and goals that have been inaugurated. Implementation is related to various actions that are tried to carry out and realize programs that have been prepared in order to achieve the goals of the programs that have been planned, because basically each plan that is inaugurated has goals or objectives to be achieved(Oktaviani.J, 2018). "In theory, implementation analysis seems to offer not just evaluation techniques for the assessment of public program performance but also guidance if not rules for the successful attainment of policy objectives." (Lane, 1979). Stufflebeam and Shinkfield stated that evaluation is a process of providing data that can be used as a consideration to ensure the price and service (the worth and merit) of the goals achieved, design, implementation and impact to support decision making, support accountability and improve explanations of phenomena (Stufflebeam, 1971).

The program is an initial factor that must be tucked away in order to create an activity. In the program, several aspects are made, it is stated that each program describes: (1) the objectives of the activities to be achieved (2) the activities taken in achieving the goals (3) the regulations that must be held and the procedures that must be passed (4) the estimated budget required (5) the implementation strategy. Through the program, all forms of the plan will be more organized and easier to operate (Binanto, 2009). According to Jones the program is a authorized way to achieve goals. In that sense, it is illustrated that programs are the elaboration of the steps in achieving the goal itself (Cakrawijaya, 2014). Evaluation is actually an activity to find out the real situation, so that the evaluation can provide conclusions and then follow up whether the program should be stopped, or continued or continued with improvements (Shofwan et al., 2019). Based on several opinions and views of experts on the implementation, evaluation and program, it can be concluded that the definition of program evaluation implementation is an activity that is implemented or applied systematically in order to match the goals of a predetermined program. The activity itself is to make decisions or policies whether the program is continued, repaired or stopped.

CIPP Program Evaluation

The CIPP Evaluation Model (Context, Input, Procces and Product) was first offered by Stufflebeam D.L in 1965 as a result of its efforts to evaluate ESEA (the Elementary and Secondary Education Act). This evaluation model is known and widely used by evaluators because it has the view that the important purpose of an evaluation is not to prove but rather to improve (Widoyoko, 2017). Evaluation of the CIPP model can be implemented into various fields such as education, management, companies and other fields in various stages, be it projects, programs or institutions. In the field of education Stufflebeam classifies the education system consists of 4 dimensions, namely context, input, process and product. *"The CIPP Evaluation Model was originally developed as a means to systematically provide timely evaluative information for use in decision making. Use of the CIPP Model thus is intended to facilitate educational improvement through a proactive approach to evaluation."*

The CIPP Evaluation Model was originally developed as a means to systematically provide timely evaluative information for use in decision making. The use of the CIPP Model is intended to facilitate the improvement of education through a proactive evaluation approach (Stufflebeam, 1971).

Context

Evaluation of the program context presents information about the reasons for setting program goals as well as goal priorities. This evaluation describes the relevant environmental circumstances, describes the existing and desired circumstances in the environment and recognizes the needs of unmet needs and untapped opportunities. This evaluation also describes things that need to be considered in the planning of programs such as characterization and attitudes of students, curriculum, advantages and disadvantages of implementing personnel, facilities and infrastructure, funding and community. Evaluation is also concerned with existing and new value systems, looking at the tools for setting priorities, and the changes that are coveted.

Input

Evaluation of program inputs provides information to ascertain how to use sources that can be used to achieve program objectives. This relates to relevance, practicality, financing, desired effectiveness, as well as alternative alternatives that are allegedly superior. This evaluation includes identification and evaluation activities for (1) the capabilities of the systems used in the program (2) the strategy to achieve the program objectives and (3) the design of the implementation of the chosen strategy. Two or more techniques for implementing the program need to be analyzed to find out the budget and expected benefits. This model is in response to questions, (1) Has the plan drawn up been implemented in the past? (2) Will the assumptions used to be achievable? (3) What are the side aspects that the program produces? (4) How does the public react to the program? and (5) Can the program be done successfully?

Procces

Process evaluation provides feedback regarding the efficiency of program implementation, including the influence of the system and its implementation. This evaluation detects or predicts deficiencies in the design of program activities procedures and their implementation, provides information for decisions in program implementation, and maintains documentation on tried procedures. In educational programs, this evaluation also provides data on the types of decisions that can be made by educators. This evaluation model is also related to the close relationship between implementers and students, communication media, logistics, sources, activity agendas and potential triggers for program failure. Documentation of the procedure for program implementation activities will help for the final analysis of the results of the program already achieved.

Product

Product evaluation measures and interprets program achievements during program implementation and at the end of the program. This evaluation deals with key influences, side effects, costs and advantages of the program. Product evaluation involves setting criteria, making measurements, comparing measures of success with absolute or relative standards, and conducting national interpretations of outcomes and influences using data on context, inputs, and processes. The criteria set may consist of consequential or instrumental criteria. Conceptual criteria relate to the achievement of long-term goals underlying efforts to achieve the goals of the program's final goals. Instrumental criteria relate to the achievement of short- and medium-term goals that contribute to the achievement of the final goals of the program (Sudjana, 2008: 54).

Office Administration Management Training Program
Definition of Training

According to the Law of the Republic of Indonesia Number 13 of 2003 concerning Manpower, it is stated that job training is organized and directed to equip, improve and develop work competencies in order to improve ability, productivity and welfare. Training can be said to be an effort that is tried to help develop the skills needed by trainees to be able to carry out tasks, both now and in the future. "In Human Resource Management field, training and development is linked with organizational activity with an aim of improving the individual performance and also the performance of groups. Training and development play a very significant role in wake of the technological advancement, effectiveness of organizations and to the experiences of people in their job. Training and Development has direct associations for productivity, efficiency, accuracy and personal development." (Khan & Abdullah, 2019).

Training is a short-term learning process that uses systematic and organized procedures in which non-managerial employees learn knowledge and technical skills in limited purposes (Mangkunegara, 2007). Training or training as an activity that intends to improve and improve the behavior, behavior, expertise and knowledge of employees in accordance with the will of the industry. The training that is intended is training in a broad sense not only limited to improving skills alone (Eka Widiasih, 2015).

Training Objectives and Benefits

Every training certainly has a goal that has been planned. Notoadmodjo, Soekidjo (2009) in (Irawati, 2018) said that training is part of a learning process whose purpose is to improve skills or get special skills for a person or group of people. *The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work-related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations ".* This means that the main purpose of training is to acquire and improve knowledge, skills and attitudes to work-related tasks. It is one of the most important potential motivators that can bring both short-term and long-term benefits to individuals and organizations (Shigenobu & Ikeda, 2009).

Meanwhile Michael J. Jucius: *"states that training enables individuals to acquire and enhance competencies and capabilities that are specific to their job requirements".* This means that training allows individuals to acquire and improve competencies and capabilities that are specific to their job requirements (Chopra, 2017). Based on some of these opinions, it can be concluded that the purpose of the training is to improve and develop certain knowledge, behaviors, skills for individuals / employees or members of the organization in carrying out work effectively and efficiently in accordance with the demands of the needs and developments of science and technology in accordance with job requirements.

In addition to having a training purpose, it also has benefits. M. Saleh Marzuki (1992) in (Dytta Fazrina P. S., 2016) explained the benefits of training as follows: (a) training as a tool to improve the appearance / ability of individuals or groups in the hope of improving organizational performance, (b) certain skills are taught so that employees are able to perform tasks in accordance with the desired standards (c) training can also improve attitudes towards work, towards leaders or employees and (d) benefits other than training is to improve safety standards.

Training Goals

According to Nitisemito (2000, p.54) in (Meitaningrum, 2013) there are several goals to be achieved by conducting education and training, including the following: (1) One of the goals that is expected to be achieved by training is so that work can be done more quickly and well. By carrying out instructions on how to carry out work in training, it is hoped that employees can complete their work faster and better than before (2) With education and training, employees are also taught how to save supporting raw materials and also auxiliary materials for work activities properly (3) In education and training, they are also taught how to use office facilities and infrastructure properly so that the equipment is also durable and extend the life of the equipment itself (4) In the implementation of education and training, it is also taught how to reduce the number of work accidents as small as possible (5) Through education and training, education can also be provided that can increase the sense of responsibility for employees, then in education and training it is emphasized that a success must be accompanied by a great sense of responsibility.

Training Components

In a training event, there are several components that are interrelated with each other. The training component is the factor that affects the quality and quality of a training and are the main key in developing a training program. The components of training according to Mangkunegara (2007: 86) are: (a) The goals and objectives of the training must be clear (b) The trainers (trainers) must be experts who have professional standards (c) Training materials must be adjusted to the goals to be achieved (d) Training methods must be adjusted to the abilities of the employees who are participants (e) Trainees (trainers) must meet the specified standards. Meanwhile, according to (Sugiharto, Yudi Ali Akbar, 2015) the success of a training program is determined from various components that have been prepared, including (1) Trainers, (2) Training participants, (3) Materials, (4) Strategies, (5) Media, and (6) Training conditions.

Training Process

The training process is a learning interaction between the input of facilities, namely the trainer, with raw input is the training participants in achieving predetermined goals (Sudjana, 2008). The training process for Office Administration Managers at BBPLK Semarang begins with the registration process. Prospective training participants can register offline by coming directly to kiosk 3in1 BBPLK Semarang or online at the ministry of manpower website with https://pelatihan.kemnaker.go.id address. In addition, there are still other stages, namely the Written Test to measure the basic knowledge of prospective trainees and interviews to find out the interests and commitments of prospective trainees. After success and being declared to have passed the registration, the training participants will be equipped with ATK uniforms and equipment that have been prepared by BBPLK Semarang.

Program evaluation is also an activity to determine the level of success or achievement of the objectives of a program which is intended as an activity carried out based on planning and appropriate data collection activities as material for decision makers to determine the follow-up of the program that is being or has been implemented (Mahmudi, 2011). The same is explained by the

Joint Commite on Standards for Educational Evaluation (1981: 12):*"program evaluations that assess educational activities which provide service on a continuing basis and often involve curricular offerings."*

Program evaluation is an evaluation that addresses activities in the field of education by providing sustainable data (Widoyoko, 2017). Thus, program evaluation is a series of activities that are carried out intentionally and carefully to determine the level of implementation and success of a program by assessing the effectiveness of each of its components, both to ongoing programs and programs that have passed. The discussion of this study explains the results of research on cipp model evaluation in the office administration management training program of the Semarang Job Training Development Center which consists of Context, Input, Process, and Product.

Context Evaluation

Education and Training Needs Analysis. The needs analysis is focused on what will or what should be done (what should be done) rather than what is done, as an evaluation of most programs. Needs analysis is necessary in the planning process before the holding of educational and training programs. In the analysis, identifying and collecting information and then sorting out the milah to determine the priority to continue on program design (Amin & Nurhadi, 2020). Based on the results of BBPLK Semarang's research in the analysis of needs, everything is prepared very carefully. The expected field conditions are as they should be. Starting from the design of the implementation of education and training programs, the availability of instructors, curriculum, facilities and infrastructure as well as funding are carefully prepared.

Educational and Training Background. Payaman Simanjuntak (2005) explained that training is an investment in human resources whose function is to develop work skills and abilities. Training should be carried out using a curriculum that is in accordance with the needs, carried out in a short time to provide provisions for individuals with work skills (Nababan et al., 2017). Background education and training, the holding of an education and training program for office administration managers at BBPLK Semarang is to prepare experts in administration who have the competence and quality and attitude needed to become an office administration manager. In addition, an education and training program was held at BBPLK Semarang based on the need for the number of administrative experts in the world of work is very wide in the industrial world who have met the requirements to take part in training and for those who pass the training get a certificate of expertise that is useful for entering the industrial world.

Input Evaluation

Implementation of Education and Training. Training providers have a very vital role in the success of an education and training program. Faturrahman (2007: 4) the organizers are required to have good knowledge, skills and insights in organizing education and training which must be based on commitment, patience and also devotion to provide the best for education and training participants (Aminullah, 2018). Each staff of the organizing department has good knowledge, skills, and insights as an organizer. This is evidenced by the preparation of training that is very ready. Judging from the facilities provided by the organizers in the form of instructors whose qualifications are experts in their fields, a curriculum with SKKNI standards, complete facilities and infrastructure and clear sources of funding. With this mature readiness, it will encourage the efficiency of the implementation of training programs.

Availability of Training Inspectors. Instrukur has the function of being a facilitator in improving changes in attitudes, skills, knowledge and also the work ethic of trainees. Instructors are teachers who have a major influence on the success of an education and training program. The instructor explains all the objectives of the work action and then explains the specific task of knowing the continuity of the work and sticking to work procedures and being patient in facing the

learning process (Wulandari, 2020). Instructors at BBPLK Semarang are experienced in their fields strengthened by the results of interviews where before being allowed to teach instructors named YA are required to take part in DIKDAS or basic education as instructors. Training instructors are able to carry out their duties well, are experts in their fields and are patient in dealing with each trainee.

Training Curriculum. Sudjana (2005) explained that the curriculum is ideally prepared in the planning of educational programs implemented by educators in schools. The curriculum as an ideal in this case is a teaching and learning activity whose involvement in it is between educators and those who are educated. The training curriculum used in the office administration management training program at BBPLK Semarang uses a curriculum that is SKKNI standard. The Indonesian National Work Competency Standard (SKKNI) is a formulation of work ability that includes aspects of knowledge, skills, and / or expertise as well as work attitudes that are relevant to the implementation of duties and requirements of the position set. The competency units in the curriculum include:

Table 1. Units of competence in the curriculum

Competency Unit	Hour Training
Handling the Receipt and Delivery of Documents or Letters	20
Creating a Simple Document/Worksheet	20
Producing Documents	20
Creating Presentation Materials	20
Applying Basic Communication Skills	15
Communicating By Phone	10
Conducting Oral Communication in English at the Basic Operational Level	15
Providing Services to Customers	20
Producing Documents on a Computer	20
Operating a Software Application	10
Managing Petty Cash	20
Managing Archives	25
Managing Office Equipment	15
Implementing Office K3 Procedures	10

Training Facilities and Infrastructure. Educational facilities and infrastructure are very supportive of the achievement of a goal of education as a personal education we are required to master and understand the administration of facilities and infrastructure, to increase effective and efficient work power and be able to respect the work ethics of fellow education personnel, so as to create harmony, comfort that can cause pride and a sense of belonging from both school residents and community members surroundings (Habibah & Afriansyah, 2019). The facilities and infrastructure owned by BBPLK Semarang are very complete. Clean and adequate classrooms, many theoretical rooms, laboratories that vary according to vocational, spacious and clean trainee dormitories, complete sports facilities, and internet networks available in each room at BBPLK Semarang. This greatly supports the education and training process in the office administration management training program. The following is a list of facilities and infrastructure owned by BBPLK Semarang:

Table 2. List of facilities and infrastructure owned by BBPLK Semarang

Training Facilities	Meter
Luas Area	6.7 Ha
Office	2 Units
Theory Space	16 Classes
3in1 Kiosk	1 Unit
Workshop	2 Vocational
Library	1 Space
Meeting Room	1 Space
Hall	Hood. 100 people
Auditorium	Hood. 500 people
Lab. Languages	1 Space
Lab. Computer	3 Space
Boarding house	Hood. 686 people
Canteen	1 Canteen
Sports Facilities	Table Tennis, Tennis, Football & Volleyball
Mosque	1 Space
Internet Hotspot	4 Hotspot Areas
Musical Equipment	1Set
Lab. Office Administration	1 Unit
TUK	2 TUK
Security Guard Post	1 Unit
ATM outlets	1 Unit

Sources of Training Funding. Indra Bastian (2015: 160) explained that financial resources are educational funds whose function is to organize and manage an education. Meanwhile, the cost of education itself, namely the amount or value predicted is needed to finance various educational activities (Tamam, 2018). The source of funding in the training program at BBPLK Semarang uses government costs. The fee successfully organizes very structured and good training activities. Thus, the management and budget of education and training of office administration managers are well planned and meet good financial management standards.

Process Evaluation

Education and Training Schedule. In (Purwanto, 2014) Abrar Husein explained that scheduling is the allocation of time available to carry out each work in order to complete a project until optimal results are achieved by considering existing limitations. The education and training program for office administration managers is carried out for 1.5 months. Learning starts at 07.00 WIB until 16.00 WIB interspersed with 2 breaks which are held on Monday-Saturday. opening until the end of the training accordingly i.e., 1.5 months duration. The implementation of activities in the education and training program of office administration managers is in accordance with the curriculum and training syllabus, thus it can be concluded that the training planning is in accordance with its implementation.

Performance of Education and Training Providers. Performance evaluation is a form of assessment of work results or a follow-up process after getting the results of what is done is going well or not, what is done achieves what is cool or not, and with this performance evaluation can make decisions for the future (Reza & Salam, 2014) . The performance of the organizers in the training of office administration managers is organized by human resources who already have experience in the field of education and training. It can be seen from the results of observations in

the field that the performance of the organizers is very organized and functional. Able to facilitate everything that supports the optimal implementation of education and training. The organizer is also able to carry out instructions from the center without any significant obstacles.

Education and Training Activities. Assessing the response of trainees means measuring the level of satisfaction of trainees. A training program is said to be effective if the training process is encouraging and feels satisfied by the trainees so that the participants have the motivation to take part in the learning and training process (Widoyoko, 2019). The activities of the trainees showed a positive response. The trainees are motivated to follow every educational and training process. This is strengthened from the results of direct observations where training participants carry out the following activities: (a) Training participants obey the existing rules of order, (b) Discipline in every theoretical and practical learning activity, (c) Actively conduct questions and answers during questioning sessions in the classroom, (d) Diligently study the materials of all competency units in order to be able to pass the competency exam. It can be concluded that the trainees are actively and optimally involved in the activities of activities and training.

Evaluation of Educational and Training Activities. In essence, evaluation is a systematic and dense activity. Systematic because the evaluation uses various techniques and stages of inquiry in order. Dense because evaluation is not just an activity related to the origination of goals, the origination of exams or information analysts but exceeds it all, which includes the activities of making value decisions (Rifa'i, 2009). Evaluation of education and training in the training program for office administration managers has been carried out systematically. The evaluation carried out in this training program is a competency test where at the end of the training period the participants will be tested by examiners who are not instructors. This exam is to find out the extent of the development of the skills and behavior of the trainees.

Product Evaluation

Mastery of Training Materials and Success Indicators. Material Mastery is the ability of students to understand the material after learning activities. Mastery of Matter can be interpreted as the ability of students to understand meaning scientifically, both theory and application in everyday life (Dahar, 2003: 4). Success indicators are a measuring tool to find out the condition or development of achievements in life. Product evaluation aims to measure, interpret, and assess program achievements. More clearly, product evaluation aims to assess the success of the program in meeting the needs of program targets. These assessments of the success of the program or organization are collected from the people involved individually or collectively, and then analyzed. That is, the success or failure of the program is analyzed from different points of view (Mahmudi, 2011). Mastery of the material in the participants of the office administration management training program is fairly good, the training participants are able to understand the meaning scientifically or theoretically and can apply it to daily life in this case the world of work. Meanwhile, regarding success indicators based on research results, the office administration management training program can be said to be successful. This statement was strengthened by the results of interviews with trainees that the person concerned had succeeded in choosing a job and in accordance with the field of training that was followed, namely the office administration manager.

Training Program Objectives. Becker (1964) in (Kalangi, 2015) explains that human resource investment aims to benefit the organization either in the long or short term. Through the skills and abilities possessed, employees will be motivated to continue to learn to build a superior business environment. The purpose of holding office administration management training at BBPLK Semarang is to produce superior human resources in the field of administration. Based on the results of the study, the program objectives have been achieved as appropriate. The training participants were able to increase their resources, in this case the competence of office administration managers.

In addition, the trainees, after attending the training period are successful and able to get a job that is in accordance with their field.

CONCLUSION

Based on the results of research and discussions seen from the Context Analysis of the needs and background of training education carried out by training providers is in accordance with planning. Judging from the Inputs The implementation of training is arranged properly and neatly. Instructors, curriculum, infrastructure and funding have been well prepared to support the training process. Judging from the Process The training schedule that is prepared is carried out in accordance with how it should be, the performance of the organizers is very good in preparing all training needs, training activities run as expected and evaluation of training activities have been carried out by collecting responses from trainees and reviewed properly so that program improvements continue to be carried out. Judging from the product, the participants were able to understand in theory and practice. The objectives of the program are achieved in terms of graduates who have worked in accordance with their field of training. The conclusion of this study shows that in the context of organizing the training program for office administration managers, BBPLK Semarang is able to compile and organize competency-based training programs with national work competency standards.

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