

## EVALUATION OF REACTION OF VILLAGE PLANNING AND BUDGETING REMOTE TRAINING PARTICIPANTS AT THE FINANCE TRAINING CENTER IN MALANG

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### Abstract

*To determine the effectiveness of training to increase employee competence and performance, evaluation is needed. This study aims to determine the participant's reactions to the implementation of training and teachers in remote village planning and budgeting training batch 1 of 2022 at the Malang Financial Education and Training Center. The method used in conducting training evaluation is the level-1 Kirkpatrick four levels evaluation model developed by Donald L. Kirkpatrick. This research is quantitative descriptive research using a survey method. The results showed that the reaction of the trainees to the implementation and the instructors of the distance 1 village planning and budgeting training was very good. This is shown by the participant's assessment of the implementation process with an average score above 4.6 and participant's assessment of the teacher with an average score above 4.5. This training was recommended by participants to be carried out to other village apparatus and if the situation is safe it should be carried out offline at the Malang Financial Education and Training Center so that the results are maximized.*

**Keywords:** Evaluation, Training, Reaction, Kirkpatrick

### Abstrak

*Untuk mengetahui efektifitas suatu pelatihan terhadap peningkatan kompetensi dan kinerja pegawai diperlukan evaluasi. Penelitian ini bertujuan untuk mengetahui reaksi peserta terhadap penyelenggaraan pelatihan dan pengajar pada pelatihan jarak jauh perencanaan dan penganggaran desa angkatan 1 tahun 2022 di Balai Pendidikan dan Pelatihan Keuangan Malang. Metode yang digunakan dalam melakukan evaluasi pelatihan adalah level-1 Kirkpatrick four levels evaluation model yang dikembangkan oleh Donald L. Kirkpatrick. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan metode survey. Hasil penelitian menunjukkan bahwa reaksi peserta pelatihan terhadap penyelenggaraan dan pengajar dalam pelatihan jarak jauh perencanaan dan penganggaran desa angkatan 1 ini adalah sangat baik. Hal ini ditunjukkan dari penilaian peserta terhadap proses penyelenggaraan dengan rata-rata nilai diatas 4,6 dan penilaian peserta terhadap pengajar dengan rata-rata nilai diatas 4,5. Pelatihan ini direkomendasikan oleh peserta untuk dilakukan kepada aparatur desa yang lain dan apabila situasi sudah aman sebaiknya dilakukan secara luring di Balai Pendidikan dan Pelatihan Keuangan Malang agar hasilnya lebih maksimal.*

**Kata Kunci:** Evaluasi, Pelatihan, Reaksi, Kirkpatrick

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## PENDAHULUAN

Villages Law No. 6 of 2014 mandates village governments to be more independent in administering local government and natural resources, including village finances and wealth. To harmonize and strengthen policies on accelerating the implementation of the Village Law, the Ministers of Home Affairs, Finance, Villages, Development of Disadvantaged Regions, and Transmigration issued a Joint Decree on the alignment and strengthening of policies on accelerating implementation of the Village Law. The Ministry of Finance is mandated by the Village Law to carry out socialization/technical guidance/training in village financial management, including village finances. As a result of this

collaborative decision, the Ministry of Finance collaborated by providing village financial management training. Distance training in village planning and budgeting is one form of this training, which is provided by the Malang Financial Education and Training Center (BDK).

The purpose of this program is to improve village officials' knowledge and skills in producing the Village Medium Term Development Plan (RPJMDesa) and the Village Revenue and Expenditure Budget (APBDesa). It is envisaged that with increasing knowledge of the village apparatus, the performance of the village apparatus will improve, allowing them to generate quality RPJMDesa and APBDesa. Lestari and Arnu noted that one of the training's goals was to improve employee competence, and that enhancing employee competence would improve employee performance. (Lestari & Arnu, 2021).

Tuhumena et al. conducted a study titled *Effect of Training and Work Motivation on Employee Performance at PT. Pegadaian (Persero) Regional Office V Manado*, which found that training has a positive and significant effect on employee performance and that training is the most influential factor on employee performance. (Tuhumena et al., 2017). This is consistent with the findings of a study conducted by Bolung et al titled *The Effect of Training and Compensation on Employee Performance at BPMPD North Sulawesi Province*, which discovered that training has a positive effect on employee performance; if the training is better, employee performance will improve. (Bolung et al., 2018).

This remote village planning and budgeting training will be introduced in early 2022. Because this is an innovative sort of training, an evaluation is required to determine whether or not the training met the desired goals. Furthermore, evaluation can be used to provide statistics and information to leaders in order for them to make decisions to improve the quality, performance, and effectiveness of training.

There are various methods of conducting training evaluations. One method that can be used is the Kirkpatrick four levels evaluation model developed by Donald L. Kirkpatrick, In training, there are four levels of evaluation. First, evaluation on reactions (evaluation level 1), which measures participants' satisfaction with the training's implementation. Second, evaluation of learning (level 2 evaluation), which measures how well participants grasp the training material presented, which includes knowledge, attitudes, and abilities. Third, evaluation on behavior (level 3 evaluation), which measures the extent to which participants can apply/implement the knowledge learned during training in their workplace. Fourth, evaluation on results (level 4) is used to determine how much impact the training has on organizational performance or the projected final results. (Ananda & Rafida, 2017).

The issue in this study is how participants respond to the Malang Financial Education and Training Center's conduct during remote village planning and budgeting training batch 1 of 2022. The purpose of this study is to determine the response of the training participants to the program's execution utilizing Donald L. Kirkpatrick's evaluation model at level one, namely reaction. The findings of this study are likely to give important information for authorities in making future decisions to increase training quality.

## METODE

This study is a quantitative descriptive study that use survey methods. Data analysis is done by describing or characterizing conditions as they are, with no intention of drawing broad generalizations. The survey method is used to collect data on beliefs, attitudes, behavior, and the relationships between variables, and it typically employs instruments such as tests, observations, interviews, and closed questionnaires.

The participants in this study were all batch 1 of 2022 remote village planning and budgeting training trainees, a total of 24 people. The sampling technique utilized a total sample, which meant that all members of the population were used as samples, despite the fact that the population was quite tiny (less than 30 people). (Sugiyono, 2019).

Data was obtained using a questionnaire developed by the Performance Evaluation and Reporting Section of the Malang Financial session Center and filled out by participants before the session ended. This questionnaire contains a series of questions about participants' perceptions of the training's implementation. A closed questionnaire with a Likert scale of not good (1), not good (2), enough (3), good (4), and very good (5) and one open question were utilized to ask questions.

The questionnaire data was statistically examined using descriptive statistics. Analysis is carried out by presenting or depicting the obtained data as it is, without the intention of drawing broad conclusions, which are presented in the form of data, tables, graphs, and explanations via the mean, median, mode, and so on. (Setyosari Punaji, 2010). The results of the calculation in the form of an average will be ranked based on the following range:

**Tabel 1.** *Range penilaian hasil*

| <b>Range</b>          | <b>Information</b> |
|-----------------------|--------------------|
| 1 ≤ Rata-Rata < 1,8   | Tidak Baik (TB)    |
| 1,8 ≤ Rata-Rata < 2,6 | Kurang Baik (KB)   |
| 2,6 ≤ Rata-Rata < 3,4 | Cukup (C)          |
| 3,4 ≤ Rata-Rata < 4,2 | Baik (B)           |
| 4,2 ≤ Rata-Rata ≤ 5   | Sangat Baik (SB)   |

## RESULTS AND DISCUSSION

The purpose of this study was to assess trainees' responses to the implementation of village planning and budgeting remote training batch 1 of 2022 at the Malang Financial Education and Training Center using Donald L. Kirkpatrick's assessment model at level one. The training took place across four working days, from March 7 to March 10, 2022, using the Zoom app as the medium. The course included 24 participants, however only 18 completed a questionnaire about the entire training. There were six people who refused to complete the questionnaire.

Statements submitted to determine participants' reactions to the training's implementation included nine questions about: a) the suitability of learning materials with the expectations/needs of learning participants, b) easy-to-understand teaching materials, c) the suitability of learning methods with distance training materials, d) the adequacy of time organizing distance training with the amount of material provided, and e) the organizers' readiness to serve participants. At the end of the questionnaire, an open question was asked about participants' suggestions/inputs for improving training implementation.

The instructor is evaluated for each training subject taught by the instructor. A teacher teaches each training subject. This program covers the Village Medium-Term Development Plan (MP-1), the Village Government Work Plan (MP-2), and the Village Revenue and Expenditure Budget (MP-3). The following are the results based on the questionnaires filled out by the participants:

**Tabel 2.** *Responses of participants to the training*

| Pernyataan   | Nilai |   |   |   |    |
|--------------|-------|---|---|---|----|
|              | 1     | 2 | 3 | 4 | 5  |
| Pernyataan a | 0     | 0 | 0 | 4 | 14 |
| Pernyataan b | 0     | 0 | 0 | 4 | 14 |
| Pernyataan c | 0     | 0 | 0 | 4 | 14 |
| Pernyataan d | 0     | 0 | 0 | 7 | 11 |
| Pernyataan e | 0     | 0 | 0 | 4 | 14 |
| Pernyataan f | 0     | 0 | 1 | 5 | 12 |
| Pernyataan g | 0     | 0 | 0 | 4 | 14 |
| Pernyataan h | 0     | 0 | 1 | 3 | 14 |

**Tabel 3**

*Responses of participants to the Tutor*

| Pernyataan        | Nilai |   |   |   |    |
|-------------------|-------|---|---|---|----|
|                   | 1     | 2 | 3 | 4 | 5  |
| Pengajar-1 (MP-1) | 0     | 0 | 0 | 8 | 10 |
| Pengajar-2 (MP-2) | 0     | 0 | 0 | 8 | 10 |
| Pengajar-3 (MP-3) | 0     | 0 | 0 | 7 | 11 |

**a. Suitability of learning materials with the expectations / needs of learning participants.**

Four participants responded with a 4 and fourteen with a 5, resulting in an average participant reaction score of 4.78. If we classify the results of the average reaction of these participants based on table-1's assessment of the range of results, we will obtain excellent results. This indicates that

the training material is relevant and necessary for the participants to carry out their responsibilities in their respective work organizations.

***a. Teaching materials are easy to understand.***

Four participants gave a score of 4 and fourteen gave a score of 5, resulting in an average score of 4.78. If we classify the average reaction of these participants based on the range of assessment results shown in table-1, we will obtain very excellent results. This means that the available teaching materials are easily understood by participants so that they can aid in the training process.

***b. The suitability of learning methods with distance training materials.***

The results of those who responded to the statement of conformity of the learning method with the learning material were four participants scoring 4 and fourteen scoring 5, resulting in a calculation of the average reaction of the participants of 4.78. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This signifies that the teacher's learning approach is in accordance with the learning material, making it easier for participants to understand the learning material.

***c. Adequacy of time for holding distance training with the amount of material provided.***

The responses of the participants to the statement about the suitability of online training with the amount of material offered were as follows: seven participants gave a value of 4 and eleven participants gave a value of 5. The calculation of the average participant reaction value yielded 4.61. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This signifies that the trainees believe the time allotted for online training is adequate for completing the subject presented.

***d. The organizers' preparedness to serve participants during the online training***

procedure. The average participant reaction score was 4.78 based on the participants' reactions to the organizers' alert statement in serving the participants during the online training process. Four participants provided a score of 4 and fourteen participants gave a score of 5. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This means that the organizing committee serves quickly throughout the distance training so that the learning process can proceed easily and without substantial difficulties.

***e. Compatibility of assignments, quizzes or exams with online training materials.***

The results of the participants' reactions to the statement of suitability for assignments, quizzes, or exams with distance training material were one participant scoring 3, five scoring 4, and twelve scoring 5, for an average participant reaction score of 4.61. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This means that the instructor's assignments, quizzes, and test questions correspond to the subject covered throughout the training and may be used to assess participants' ability to learn the material.

***f. Online media uses the latest and easily accessible applications.***

The results of the participants' reactions to the comments of online training media using the most recent and easily accessible applications were that four people gave a score of 4 and fourteen people gave a score of 5, resulting in a calculated average value of the participant's reaction of 4.78. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This means that participants can quickly utilize remote learning facilities during the learning process to assist them achieve learning objectives.

***g. Online training media uses the latest and easy-to-use applications.***

The results of the participants' reactions to the statements of online training media using the most recent and simple-to-use applications are as follows: one participant gives a score of 3, three people give a score of 4, and fourteen people give a score of 5, resulting in a calculation of the average participant reaction score of 4.72. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This means that participants can use distant learning facilities readily during the learning process to assist them attain learning objectives.

***h. The ability of instructors to provide guidance online.***

The following are the participants' reactions to the teacher's capacity to provide instruction online:

**Instructor -1**

The value of the participants' reaction to the ability of the teacher-1 was that eight individuals gave a value of 4 and ten participants gave a value of 5, for a total reaction value of 4.56. We will get extremely good results if we classify the average reply of these individuals based on the range of results assessed as table-1. This means that teacher-1 is quite capable of providing remote guidance during training.

**Instructor -2**

The value of the participant's reaction to the ability of the teacher-2 was 4, with eight participants giving a value of 4 and ten participants giving a value of 5, for an average reaction value of 4.56. We will get extremely good results if we classify the average reply of these individuals based on the range

of results assessed as table-1. This signifies that instructors are skilled at providing remote guidance during training.

### **Instructor -3**

Seven participants gave a value of 4 and eleven participants gave a value of 5, resulting in an average value of 4.61 for the participant reaction to the teacher's competence. If we classify the results of the average reaction of these participants based on table-1's assessment of the range of results, we will obtain excellent results. This indicates that teacher-3 is highly capable of providing remote guidance during training.

Regarding participant suggestions, sixteen participants conveyed gratitude for the training's organization. The material, the organizing process, the alertness of the committee, and the instructors are praised. There were fourteen participants who desired additional training or recommended expanding the scope of this training to include other village apparatus. Additionally, thirteen participants provided recommendations for the next offline training to be conducted at the Malang Financial Education and Training Center.

### **CONCLUSION**

Based on the discussion, it can be determined that the participants in the remote village planning and budgeting training batch 1 of 2022 at the Malang Financial Education and Training Center performed admirably. The findings of an analysis of the suitability of learning materials with the expectations/needs of learning participants, easy-to-understand teaching materials, suitability of learning methods with distance training materials, adequacy of time for conducting distance training with the amount of material provided, the organizers' readiness to serve participants during the distance training process, and the suitability of assignments, quizzes, or exams with distance training materials.

The majority of the participants were pleased with the distance training. The participants desired further training and suggested it to other village leaders.

### **SUGGESTION**

In consideration of the participants' enthusiasm and in an effort to increase the village apparatus's proficiency, it is suggested that additional training and training for other village apparatus be conducted. If possible, it is preferable for the training to be conducted offsite at the Malang Financial Training Center.

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