

Participant Satisfaction Towards Training Implementation in Katingan Regency Central Kalimantan

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Abstract. This study aims to analyze and describe the level of participant satisfaction towards the training implementation of Classroom Action Research in Katingan Regency. The research method used was descriptive research, with a sample of 30 people chosen from the training participants using a purposive technique. Research data was collected by distributing questionnaires to participants containing 5 (five) questions. Data analysis was performed using descriptive statistical technique. The study results: (1) The highest satisfaction was found on the capability of the resource persons; 83.33% of the participants were very satisfied, and 16.66% of them were satisfied; (2) the satisfaction in the second place was found on the objectives and benefits of the training; 86.66% of the participants were very satisfied and 13.33% of them were satisfied; (3) the satisfaction in the third place was found on the information delivered by the committee; 83.33% of the participants were very satisfied and 16.66% of them were satisfied; (4) the satisfaction in the fourth place was found on the services of the training committee; 76.66% of the participants were very satisfied and 23.33% of them were satisfied; and (5) the satisfaction in the last order was found on the training equipment and facilities; 63.33% of the participants were very satisfied, 23.33% of them were satisfied, and 13.33% of them were slightly dissatisfied.

Keywords: Satisfaction; Training; Regency; Katingan

1 Introduction

Training is an effort to improve the competence of employees, including educators. Through training, it is hoped that the capability of employees in carrying out their duties and obligations can be improved, in accordance with the needs and requirements that have been set. This statement is in accordance with the opinion of Manullang (2008) that stated that employee education and training is a job requirement that can be determined in relation to skills and knowledge based on the actual activities carried out on the job.

In particular, training for teachers is held as an effort to improve the competencies of teachers as educators, instructors, and as mentors. Those competencies are the basic ones that every teacher should have, which include: pedagogic competence, social competence, personality competence, and professional competence (PPG Module, 2021). In the scope of professional competence, one of the competencies that teachers should have is the ability to reflect in order to improve the quality of learning. The activity to improve the quality of learning

carried out by teachers is known as Classroom Action Research (CAR). Through CAR, teachers are expected to be able to identify all problems in learning, find the root of the problems, determine alternative solutions for problem solving, and compile a report on the implementation of the CAR itself. Given the importance of this CAR implementation, in collaboration with the Postgraduate Program of the University of Palangka Raya with the Education Office of Katingan Regency, 82 hours of CAR training has been held.

Satisfaction can be interpreted as “the extent to which a person’s perception of a performance or product meets customer expectations” Armstrong (2009). This understanding shows that satisfaction is a person’s assumption or feeling about what is experienced in a certain situation and condition. Satisfaction in the context of CAR training describes the participants’ expectations as well as the participants’ feelings towards the services of the committee, training materials, and the capability of the facilitators. The term satisfaction can also be interpreted as a feeling of pleasure or conversely as a feeling of displeasure with a situation and condition or towards a process or product, after a person compared it with what was expected.

This statement is in accordance with the opinion of Kotler (2002) that defined “satisfaction is a person’s feeling of pleasure or disappointment that arises after comparing perceptions or impressions of the performance or results of a product or of his expectations”. The statement above explains that satisfaction is a reaction to one’s feelings in the form of feelings of pleasure or comfort or on the contrary in the form of feelings of anger or discontent after receiving and facing a situation (Lovelock, et al, 2005).

In an effort to improve the implementation of training in the future, we consider the need to obtain information from the trainees regarding the questions: (1) how is the trainee’s satisfaction towards the training organizing committee? (2) how is the trainee’s satisfaction towards the training materials? (3) how is the trainee’s satisfaction towards the capability of facilitators in the education and training activities? All information regarding trainees’ satisfaction is very important as an input to improve the quality of training implementation and services in the future. Good service quality can be a stimulus for all trainees to take all activities seriously, so that both the process and the results of the training will be better. In this regard, satisfaction can be considered as a motivation for the trainees.

It means that the better the implementation of a training, the more motivated the trainees will be, then the better the motivation of the trainees, the better all training activities will be followed. In other words, the trainees are content with all services provided by the training organizing committee. By having participant satisfaction in all activities conducted, it is assumed that the results obtained from training can be maximized. This study aims to analyze and describe the level of participant satisfaction towards the implementation of Classroom Action Research training in Katingan Regency, Central Kalimantan Province.

2 Research Methods

In accordance with the research objectives which are describing and explaining the symptoms or phenomena both happening now and, in the future, the research method used was descriptive research (Sukmadana, 2006). This opinion is in accordance with the statement of Sugiyono (2018) who stated descriptive research is research that is used to describe or analyze a research result. A similar opinion was also conveyed by Arikunto (2013) who said descriptive research is research to investigate circumstances, conditions and others. The phenomenon, condition or situation referred to in this study is the “satisfaction” of the trainees who participated in the CAR training in Katingan Regency. The research sample was chosen using a purposive technique from 30 elementary school teachers.

The research data was collected by distributing questionnaires to the participants consisting of 5 (five) main questions related to how satisfied they were towards the training implementation, while the descriptive statistical technique was used for data analysis.

3 Results and Discussion

3.1 Results

The research data regarding the level of participant satisfaction towards the implementation of Classroom Action Research training can be seen in Table 1.

No.	Aspects of Satisfaction	Frequency			
		Very Satisfied	Satisfied	Slightly Satisfied	Slightly Dissatisfied
1.	Information delivered by training organizing committee	25	5	-	-
2.	Services of training organizing committee	23	7	-	-
3.	Training equipment and facilities	19	7	-	4
4.	Capability of resource persons/ facilitators	26	4	-	-
5.	Objectives and benefits of training	28	2	-	-
	Total	121	25	-	4

According to the data in Table 1, it can be explained: (1) 83.33% of the participants were very satisfied and 16.66% of them were satisfied with the information delivered by the training committee. (2) 76.66% of the participants were very satisfied and 23.33% of them were satisfied with the services of training organizing committee. (3) 63.33% of the participants were very satisfied with the training equipment and facilities, 23.33% of them were satisfied, and 13.33% of them were slightly dissatisfied. (4) 86.66% of the participants were very satisfied with the capability of the resource persons/facilitators and 13.33% of them were satisfied. (5) 93.33% of the participants were very satisfied with the objectives and benefits of the training and 6.66% of them were satisfied. The data contained in Table 1 can be visualized as shown in Figure 1.

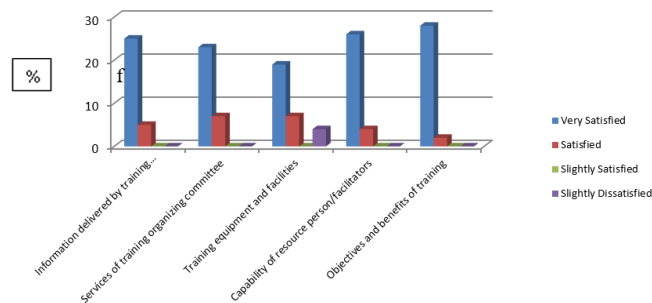


Fig.1. Histogram of Satisfaction of 30 Training Participants

3.2 Discussion

According to the data, it was found that the trainee's satisfaction on the information delivered by the committee was 83.33% for very satisfied category, and 16.66% for satisfied category. This finding indicates that the CAR training committee has conveyed all information completely and clearly to the participants, so that most of the participants were very satisfied with the services of the committee. The results of this study support the statement of Herzberg (in Sion 2008) who stated that one of the factors resulting into satisfaction is the completeness and clarity of information received by a person.

The importance of completeness and clarity of information is also supported by the results of Fitriansyah's research (2021) that concluded that employee satisfaction has a significant relationship with the information conveyed by the leaders where the person works. Trainees' satisfaction with the actual information relates to questions such as: is the information conveyed in a concise, complete and clear manner? is the information conveyed in a friendly, ethical, and open manner? and is the information delivered in a timely manner? In other words, all questions are directly related to how information is delivered, so that it can make a person feel content. It means that the information received is actually in accordance with what is expected by the recipients of the information, in this case are the training participants.

Furthermore, according to the data related to the trainee's satisfaction on services of the committee, it was found that 76.66% of participants stating very satisfied and as many as 23.33% of them stating satisfied. This finding explains that in addition to the completeness and clarity of information, the service quality of the training committee also greatly influences the level of satisfaction of CAR training participants. This statement is in accordance with the results of research by Netto and Rahman (2018) which concluded that good service has a significant effect on the level of satisfaction of university students participating in the Field Experience Training. The services referred to in the committee include responsiveness, friendliness, quickness and punctuality. Those services referred to at the time of registration, during activities, and at the end of training activities. It means that the higher the concern, friendliness and punctuality of a person being served, the more content the person will be, so that he will receive satisfaction. This opinion is in accordance with the opinion of Umar (2005) who stated that satisfaction is the level of consumer feelings after comparing what he received with his expectations.

Regarding the satisfaction of participants with the training equipment and facilities, there were 63.33% of participants stating very satisfied, while 23.33% of them stating satisfied, and there were 13.33% of them stating unsatisfied. According to the research findings, it is clear that there are still quite a number of participants who were not satisfied with the training equipment and facilities. This finding shows that the place where the training being held and all the equipment needed in training still need to be considered, so that it can grant the participants the feeling of safe, comfortable, and contented. The results of this study are supported by the opinion of Zeithaml and Bitner (2000) who defined satisfaction as a response or consumer response regarding the fulfillment of needs.

Empirically, the results of this study are also supported by the conclusions of Nyoto's research (2020) that stated that the lowest level of student satisfaction in Field Experience Training is in the aspects of the facilities and equipment being used. The conclusion of this study is supported by Sion and Nyoto (2020) who found that the lowest level of satisfaction in elementary schools in Central Kalimantan is in the aspect of facilities including school facilities.

Furthermore, according to the data, it was found that participant satisfaction on the capability of the resource persons/facilitators was as many as 86.66% that stated very satisfied and as many as 13.33% that stated satisfied. This finding shows that the capability of the resource persons or

the CAR training facilitators has made the participants feel satisfied. The high percentage of satisfaction in the category of very satisfied is an indication that the human resources who deliver the training materials receive the recognition so as to give satisfaction to the training participants.

This statement is in accordance with the opinion of Herzberg (in Mantja, 2000) who said that recognition is one of the factors that gives a feeling of satisfaction. In all activities, human resource is a very important main factor. In connection with the importance of the human element in an activity, many experts describe human resources in an activity or organization as the "blood of life" (Mantja, 2000). The explanation confirms that the human element in an activity is a very important, so that this element is considered to be the key to success. This statement emphasizes that as well as the existing elements, without the support of reliable human resources, it will be difficult to ensure that all the goals set can be achieved as expected (Sion, 2006).

According to the data, participant satisfaction on the objectives and benefits of the training was 93.33% that stated very satisfied and 6.66% that stated satisfied. A very high level of satisfaction like this shows high expectation on the CAR training activities, so that it can provide high satisfaction to the participants. This statement is in accordance with the objectives of the implementation of a training, as stated by Moekijat (2003) who formulated 4 (four) objectives of the training, namely: (a) to develop skills so that work can be completed faster and more effectively, (b) to develop knowledge, so that work can be completed rationally, and (c) to develop attitudes, thereby creating a willingness to cooperate with fellow employees and leaders.

These goals are supported by Rivai (2004) who stated that the purpose of training is to improve current and future performance. Thus, the training activity is an activity that must be carried out systematically and continuously. This is due to the fact that training is actually carried out not only to overcome current problems but also to create a strategic action in dealing with the needs as well as future work challenges.

According to the participants, this training material is really useful for professional development, especially for promotion requirement. The statement explained that almost all training participants experienced problems in the promotion process, due to their lack of ability to carry out and produce CAR implementation reports. Some research results show that these difficulties are largely due to the fact that teachers have never participated in any training on the construction and implementation of CAR itself (Sion and Nyoto, 2020). The high satisfaction of participants on the benefits of the training can be caused by various factors, one of which is because the material provided is a very important requirement.

On the other hand, the high satisfaction of the participants can also be due to the fact that the material presented is believed to be able to solve the problems they were facing. In connection with this statement, the material for a training should be reviewed through problem identification and needs analysis (Sion, 2006). This opinion is supported by Adler (in Fitriansyah, 2020) who emphasized that in training activities the first step to do is to identify the needs.

4 Conclusion

Based on statistical analysis showed that the interaction between the treatment of liquid cal According to the results of the study, it can be concluded that: (1) The highest level of participant satisfaction was found on the capability of the resource persons, with a percentage of 83.33% of participants stating very satisfied, and 16.66% of them stating satisfied; (2) The level of

satisfaction in the second place was found on the objectives and benefits of the training, with a percentage of 86.66% of participants stating very satisfied, and 13.33% of them stating satisfied; (3) The level of satisfaction in the third place was found on the information delivered, with a percentage of 83.33% of participants stating very satisfied, and 16.66% of them stating satisfied; (4) Furthermore, the level of satisfaction in the fourth place was found on the services of the training committee, with a percentage of 76.66% of participants stating very satisfied, and 23.33% of them stating satisfied; and (5) Finally, the level of satisfaction in the fifth or last order was found on the training equipment and facilities, with a percentage of 63.33% of participants stating very satisfied, and 23.33% of them stating satisfied and 13,33% of them stating slightly dissatisfied.

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