

Evaluation of Coffee and Spices Export Business Training Program at CV Putra Renjana

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Abstract. Training is a type of short-term education that is designed to teach non-managerial workers specialized technical knowledge and abilities through planned, methodical processes. Because CV Putra Renjana is a trailblazer in the coffee and spice export industries, the company trains staff members about these industries. Evaluation of CV Putra Renjana's coffee and spice export business training program is the aim of this study. The research included data collection procedures, which included documentation studies and interviews with presenters, ten training participants, and the owner of CV Putra Renjana. From the results of the research, it was observed that there were no achievement indicators or program objectives defined by CV Putra Renjana due to program planning that had not been carried out correctly. The ineffective timing of the selection causes the training participants to misunderstand the supplied material. The output that resulted from the training program was unknown as there were no targets or markers of achievement.

Keywords: Training, Program Evaluation, CIPP Evaluation Model

1 Introduction

The most critical factor and crucial component in accomplishing corporate objectives is human resources. One may argue that a company's most valuable asset is its people, and a lack of them will have a significant negative influence on how well the business operates. While the potential of each human resource varies, businesses must be able to maximize it by helping their staff reach their full potential. Human resources, or HR, must be knowledgeable and qualified in order to support productivity and activities for the achievement of organizational objectives. Of course, the successful or unsuccessful growth of the organization's human resources affects the ability to accomplish its goals.

HR management is responsible for keeping an eye on and overseeing human resources with reference to employee competencies. The development function is one of the operational functions in human resource management. Employee development is the process of enhancing workers' abilities through relevant instruction and training so they can carry out their jobs effectively. Education and training will be beneficial in the future because they will help people establish thought and behavior patterns, become skilled and knowledgeable, and have the proper mindset and comprehension to carry out a job.

The use of training indicators is a sign of a well-designed training program. Due to the accomplishment of training objectives or results, achieving the training indicators will result in optimal training. But not all training goes smoothly; there are still some issues with how the

curriculum is put into practice. This occurs when an improper implementation of one of the training indicators renders the training useless. This tendency is seen in CV Putra Renjana's training implementation; there are a number of training indicators that are not carried out properly. CV Putra Renjana established a company that exports spices and coffee. CV Putra Renjana trained staff members about coffee, spices, and the business startup process before to launching a company in the coffee and spice export industry. In order for CV Putra Renjana personnel to comprehend the process of exporting coffee and spice commodities, the company organized training sessions focused on coffee and spice export.

Evaluating the training program to determine whether or not it was implemented correctly comes next after the training session. The process of examining the outcomes of actions taken to ascertain whether or not a training program is implemented successfully is known as training program evaluation. The information gathered from the evaluation activities of the training program will be helpful in formulating future policies, as it will enable stakeholders to decide what actions to take next and whether to alter, terminate, or continue the training program.

2 Theoretical framework

The goal of human resource management, a crucial strategy for managing an organization's human resources, is to accomplish corporate objectives while enhancing the wellbeing of all parties involved, including employees. There are two types of functions in human resource management: managerial and operational. According to Sunyoto managerial functions are (1) Planning, (2) Organizing, (3) Directing, (4) Supervising, while operational functions are (1) Procurement, (2) Development, (3) Compensation, (4) Integration, (5) Maintenance, (6) Termination[1]. The human resource development function is part of the operational function. Enhancing employees' abilities through education and training to enable them to carry out their jobs more effectively is known as human resource development. Training is temporary instruction for achieving objectives within an organization.

Mangkunegara claims that the goals of training are to raise workers' awareness of their responsibilities and the sector they operate in, enhance their technical proficiency to perform tasks more quickly, foster teamwork by developing interpersonal and communication skills, and make sure they stay up to date with advancements in technology and business practices.[2]. Five factors: (1) Training or Development Objectives; (2) Trainers; (3) Training Materials; (4) Training Methods; (5) Participants; (6) Facilities and Infrastructure; and (7) Training Time—all contribute to a training program's effectiveness. Both on-the-job and off-the-job training are acceptable approaches for training programs.

Employees receive training to help them be ready for changes in the workplace. Dessler asserts that there are numerous approaches to lessen resistance to change. [3]. A few of the numerous recommendations include having managers implement incentives or penalties that direct workers' behavior, bargain with them, offer motivational speeches, explain why the change is necessary, or involve workers in the reform's design. Developing organizations makes use of the latter. Employees create the necessary change and carry it out through the process of organizational development, frequently with the aid of qualified consultants.

Organizational growth has a number of unique qualities: (1) Typically, action research is used, which entails gathering information about a team, division, or company and providing it to the staff for analysis and the creation of potential problem hypotheses. (2) It increases the

effectiveness of the company by utilizing knowledge from behavioral science. (3) It shifts the organization in a way that promotes effectiveness, empowerment, better problem resolution, responsiveness, and high work quality. Applications for organizational growth can be divided into four main categories: technological, human resource management, human process, and strategic applications. The foundation of all four is action research, which involves having the employees evaluate the necessary facts and create and implement the solutions.

Evaluation of the training program is required following its implementation. An organized method for assessing the efficacy, efficiency, and applicability of a training or educational program is called program evaluation. Program evaluation, according to Sudjana, seeks to: (1) Provide input for program planners; (2) Present input for decision makers regarding program follow-up, expansion, or termination; (3) Provide input for decision makers regarding program modification or improvement; and (4) Provide input for coaching and motivation activities (supervision and monitoring) for program organizers, managers, and implementers. (5) Provide information on the scientific foundation for assessing extracurricular learning initiatives. [4].

The assessment model displays the evaluation's attributes, including its goal, the factors to be assessed, the scope of its coverage, its stages, the stages of the program to be assessed, and its methodology. The CIPP evaluation model is one of the various program evaluation methods that Arikunto and Safruddin claim exist. [5]. This model was first developed by Stufflebeam [6]. The goal of this more decision-oriented model is to support assessors in their decision-making. This model's notion includes input, process, output, and context. The CIPP evaluation model is a useful tool for determining whether a program has proceeded as intended, produced the intended outcome, and met expectations.

The four parts of the CIPP model are explained as follows:

- a. A requirements assessment is another name for context evaluation. What actions are necessary to fulfill the goals of the program? The goal of context evaluation is to provide a detailed description of the program's aims, the population and sample it serves, the environment, and unmet needs. Context evaluation comprises a description of the program's history, estimations of its needs and objectives, program achievement indicators, program goals, and an assessment of how well this offer satisfies the needs that have been identified.
- b. Projects that answer the identified needs are prescribed with the aid of input evaluation. How a program should be run, as well as the best procedural layout and instructional techniques, in order to attain the intended results. Organizing decisions, identifying resources, exploring alternatives, planning and implementing strategies, and identifying working processes are all made easier with input evaluation. A) Human resources b) Supporting facilities and equipment c) Funds or budget d) Required processes and rules are some of the components of input evaluation.
- c. Process evaluation aids in the execution of the program. It establishes whether the program has been implemented and offers further assurances on the procedure. Process assessment serves as a record or archive of past procedures, predicts implementation design throughout the implementation stage, and provides information for program decisions. The gathering of assessment data that has been decided upon and used in program implementation practice is part of the process evaluation. The process evaluation basically aims to determine how well the strategy has been executed and what aspects require improvement.
- d. Product assessment determines and evaluates the results of programs. Whether the program's goals have been effectively met. Program results are measured, interpreted,

and evaluated as part of the product evaluation process. Ensuring that each participant's requirements are satisfied is the ultimate objective. This assessment exercise uses data or findings from the program to inform future choices. Decisions about whether to extend, terminate, or alter the program are anticipated to be aided by the results of the product review.

- e. Arikunto and Safruddin list four potential policies that could be implemented in response to the outcomes of a decision program's execution, namely: 1. Put an end to the program since it is thought to have no benefits or cannot be carried out as planned. 2. Make revisions to the software, as there are some sections that do not meet expectations (a few faults, but not many). 3. Proceeding with the program, as its execution demonstrates that all has transpired as planned and yields beneficial outcomes. 4. Spreading the program (executing it elsewhere or conducting it again at a later date) since it was successful.

Employees are an investment made by the organization through training programs; these are not financially pointless endeavors. Stredwick contends that it is simple to write off training as a time and money waster unless there is convincing evidence that it provided value.[7]. Subjective and objective assessment are the two types available. The trainer, who will know whether or not the session went successfully, can provide a subjective judgment. It will also come from the trainees themselves, who ought to be consulted verbally and in writing at several points during the program, using "happy sheets" that record their comments.

Trainees should complete a final evaluation that is objective in nature. Questions like "How has this training benefited you in the workplace?" and "name a number of areas where you will put into effect improvements that have arisen from what you have learned during this training" should be answered. In order to track better performance, additional objective metrics (such as productivity, quality, and customer relations) as well as any metrics the business deems reliable can be used. Subjective evaluations from the trainee's management and internal clients will counterbalance this. Certain types of training, like graduate training programs, require time to show results, therefore a final assessment can happen a year or two after the training is finished.

3 Research Method

A qualitative technique was used with a descriptive strategy in the research. The owner of CV Putra Renjana, presenters, and ten trainees were interviewed as part of the documentation study activities and data collection procedures used in the research. Analysis was the next step in the study process after data collecting. Triangulation techniques were employed to verify the outcomes of the data analysis.

3.1 Data and Analysis

According to the findings of the context aspect evaluation, CV Putra Renjana has a proven track record of delivering training programs in line with the organization's mission. An overview of the rationale behind the training program's implementation is previously given in the background. The owner of CV Putra Renjana is driven to fulfill the organization's mission by leading the way in other industries, including coffee and spice commodity exports, and

being able to contend with other export enterprises. This drives the development of the coffee and spice export business training program. Unfortunately, there are no specific goals in this training program to identify the target of the coffee and spice export business training program that will be met in accordance with business requirements.

Additionally, CV Putra Renjana did not establish program goals and success metrics as standards for evaluating the training program's effectiveness. This is because there are not enough human resources to develop training programs, and the export business training program for coffee and spices was prepared too quickly. As a result, the planning for the coffee and spice commodities export business training program has not been well organized. The speakers' compliance with CV Putra Renjana's expected qualities can be explained by looking at the evaluation findings of the input element. Since the speaker does not yet have a curriculum for the material to be taught, the information is still disorganized and out of order. CV Putra Renjana discusses with speakers and lets the choice of materials and techniques up to them. CV Putra Renjana lacks a specific budget and checklist to determine whether the training program's equipment requirements are reasonable. Because of this, there are still training program support materials that are overlooked and affect how the subject is presented. This is because the strategy for the business training program on coffee and spice exports was not properly designed.

Following employee completion of their workday, the training process is implemented based on the findings of the process evaluation. The timing choice is made in accordance with the trainer's and the participating employees' schedules. But now is not the right moment to hold training sessions. The way the content was presented to the training participants at the time made them feel drowsy and bored. This affected how the information was understood; some participants felt that the theory presented was unclear, and even though there was a Q&A period, not all of the participants' queries could be addressed. This is due to the fact that CV Putra Renjana's owner does not want the training program to interfere with the business's operating activities. Given the small workforce, he believes that training cannot be done during regular business hours.

The coffee and spice commodities export business training program cannot be viewed based on the evaluation of the product, as CV Putra Renjana lacks achievement indicators, training program objectives, and a test. The activities of CV Putra Renjana's coffee export business were hindered by the immaturity of the training program that was offered. Because of their lack of knowledge from their training, staff feel unprepared, which causes the coffee export business process to take longer than expected. As a result, customers discourage themselves from purchasing coffee from CV Putra Renjana.

The coffee and spice export business training program needed to be improved because of the challenges encountered during its deployment, which prevented it from functioning as intended. When considering the outcomes of the product review, the lack of training program aims and achievement indicators makes the program's output obscure. Indicators of achievement and program objectives that align with the intended outcomes must be in place in order to assess the training program's impact. As a result, the researcher contributed suggestions for creating program goals and success metrics for the business training program for exporting coffee and spices. The things that must be accomplished for the program to reach its goals are its objectives. In the meantime, the achievement indicator serves as a gauge for accomplishing program objectives.

It is simpler for CV Putra Renjana to recognize the training program's effects once she is aware of the program's goals and the outcomes that need to be met. It can be concluded that the training program affects employees' comprehension level in line with CV Putra Renjana's

goals if the achievement indicators show positive results. Consequently, an achievement indicator is required to gauge employee comprehension of coffee and spice commodity export operations in order to improve the coffee and spice commodity export business training program and enable CV Putra Renjana to conduct export activities in these areas more effectively.

4 Conclusion

The training program design is still disorganized since the preparation has not been organized in a methodical manner. The lack of assessments, achievement indicators, and training program objectives to ascertain the desired training outcomes are the main barriers in the coffee and spice export business training program at CV Putra Renjana. In order to measure the results of training programs in accordance with the desired outcomes, measuring devices must be included in training programs as part of optimization efforts. It will be simpler for CV Putra Renjana to gauge employees' comprehension levels in compliance with the goals the company has established if there is a measurement tool. As a result, CV Putra Renjana is better able to export coffee and spice goods.

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