DIJDBM: Dinasti International Journal of Digital Business Management
E-ISSN: 2715-4203
P-ISSN: 2715-419X
https://dinastipub.org/DIJDBM dinasti.info@gmail.com +62 811 7404 455
DINASTI PUBLISHER

DOI: https://doi.org/10.38035/dijdbm.v6i2.4164

Evaluation of The Basic Mentality Post-Training Program At Automotive Company In West Java

Aris Yuliyantoro[1], Aula Ahmad Hafidh Saiful Fikri[2]
[1] Universitas Negeri Yogyakarta, Yogyakarta, Indonesia, email. arisyuliyantoro.2022@student.uny.ac.id
[2] Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

Corresponding Author: arisyuliyantoro.2022@student.uny.ac.id[1]

Abstract: This study aims to analyze the implementation of the post-training program evaluation of Basic mentality. To find out all stages of the Kirkpatrick model evaluation; reactions, learning, behavior and results, supporting and inhibiting factors and recommendations. The research method is a mixture of qualitative and quantitative with a population of 360 people and a purposive sampling technique with a sample of 51 people. Data collection techniques using interviews, questionnaires and tests. Research instruments; validity test and reliability test. Validity test results; reaction level; 0.824, learning; 0.862, behavior; 0.854 and results; 0.854, if the correlation value is above 0.30 then the instrument item is declared valid. Reliability test results; 0.946, if the Cronbach's alpha value ε 0.60, then the instrument is declared reliable. It is concluded that the training program using the on-the-job training method and the Kirkpatrick evaluation model is effective. It is recommended that the post-training program evaluation can use the Kirkpatrick evaluation model and the implementation of training can use the on-the-job training method.

Keyword: Evaluation, Kirkpatrick, & Assessment.

INTRODUCTION

The automotive industry in Indonesia began with the establishment of assembly plants by foreign car manufacturers, such as Toyota, Daihatsu, and Suzuki. These factories assembled cars with components that were mostly imported, and local manufacturers only covered the final assembly stage. This resulted in dependence on imports for most car components.

The Indonesian government provides support and incentives to foreign automotive manufacturers to establish factories in the country. The government has implemented a number of policies that benefit the manufacturing sector, especially trade liberalization and exchange rate unification (Poot, et.al, 1991).

The main priority is on the development of the private sector, where many promotions are carried out to attract foreign investors to Indonesia. However, subsidies for government companies are starting to be removed. The result is that raw materials and industrial spare parts are becoming easier to find.

Kuncoro, 2002 proves that this industrial policy choice has led to very rapid growth in the Large and Medium Manufacturing Industry (IBM) business, with spatial concentration in Java, Sumatra, Bali and tends to be concentrated in the middle of urban areas; metropolitan areas. Even deregulation and liberalization since the mid-1980s have been shown to strengthen spatial concentration in Indonesia. This was done as part of an effort to reduce dependence on imports. The liberalization of the automotive market in Indonesia in the 1990s was a significant policy change in the automotive industry.

Car sales in Indonesia still have great potential to be increased, considering that the ratio of car ownership in Indonesia is still relatively low, which is 99 units per 1,000 people. This figure is still far behind Brunei Darussalam with a ratio of 805 units per 1,000 people, then Malaysia with a vehicle ownership ratio of up to 490 units per 1,000 people, while Thailand reaches 275 units per 1,000 people.

Considering that Indonesia's population reaches 270 million people, Indonesia has a large market in the automotive sector, especially since almost half of Indonesia's population is currently in the middle class category. For the ASEAN region, Indonesia has the largest automotive industry in terms of production reaching 1,048,040 units in 2022. Currently, Indonesia has 22 industrial companies (assembly) of four-wheeled or more motorized vehicles with a production capacity of 2.4 million units per year.

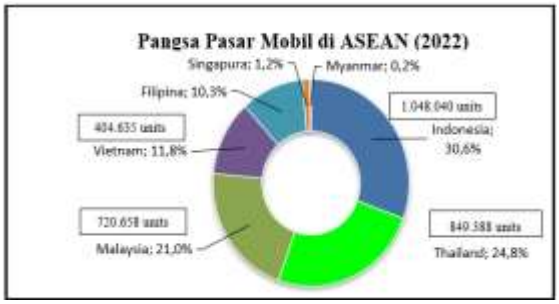
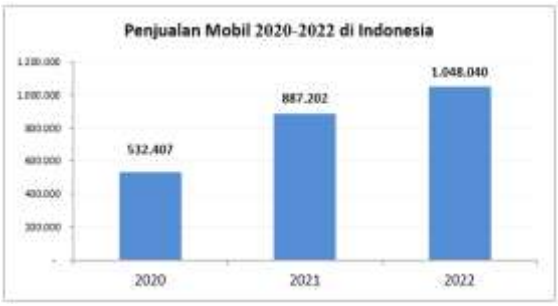


Figure 1. ASEAN car market 2022



Source: Gaikindo Data 2022

Figure 2. Car sales 2020-2022

According to the automotive production development records above, it shows that there is competition between automotive industry companies. Increasing market competition in the Indonesian automotive industry requires companies to adapt quickly by developing products. Developing automotive industry products requires quite a large cost and human resource capabilities that have quality knowledge and skills.

Every organization operates by combining resources in a way that can produce marketable products and services. Whoever manages the organization will process various resources to achieve the goals of the organization/company.

According to Simamora (2014), human resource management is the utilization, development, assessment, reward, and management of individual members of an organization

or group of employees. (Noe, 2017) states that training can prepare employees to use new technologies, carry out functions in new work systems such as virtual teams that have developed during the pandemic, and communicate and collaborate with colleagues or customers who may come from different cultural backgrounds. Training for the Leader level is provided in 5 training materials related to functions and roles and responsibilities.

Training for leader level is *Manpower control hancho, Basic mentality 5S and safety, Production system*. Evaluation is conducted in each training based on the assessment of training participants on the program with pretest and posttest and feedback on training results.

The leader check sheet evaluation of training participants was carried out by instructors to several Leader role models who had the rank of implementer, foreman and senior foreman in the production section. The following is the data from the leader check sheet evaluation questionnaire for leader training carried out from June 2022 to August 2023 using the off the job training method. Interviews using questionnaires were conducted from July 5-14, 2024, at an Automotive Company located in West Java. with a total of 118 role models, Leaders with the rank of implementer 24 people, foreman 51 people and senior foreman 43 people.

Interviews are conducted directly at the work location and during working hours with a morning schedule from 08:00 to 11:00 and an afternoon schedule from 14:00 to 16:00.

Table 1. Leader Check Sheet Evaluation Results

No.	Sexy	Sample (Person)	Average	%	Category
1	Pressing	23	12.6	72.3	C
2	Welding	19	13.7	71.1	C
3	Painting	18	13.3	70	D
4	Injection	11	11.1	58.6	D
5	Assembling	29	14.1	74.1	C
6	Final Inspection	12	13.7	72.2	C
7	Production Quality	6	13.3	69.7	D
Total		**118**	**13.3**	**69.8**	**D**

Source: PMD training instructor data

Table 2. Leader Check Sheet Evaluation Assessment

No.	Score	Category	Evaluation
1	Score ≥ 91	A	Very satisfactory
2	81 ≤ score ≤ 90	B	Satisfying
3	71 ≤ score ≤ 80	C	Less satisfactory
4	Score ≤ 70	D	Not satisfactory

Source: PMD training instructor data

The results of *the leader check sheet evaluation* above, are still below the target expected by the Company, with the average sampling value from all sections being 69.8% with category D. The target for the training evaluation is 90% with category B, based on the assessment table, the leader check sheet evaluation received an unsatisfactory rating.

With the survey results, it turns out that the training that has been carried out for 2 years has not been understood and implemented by the Leaders in their work locations. This means that the Role and function of the Leader have not been fully implemented properly according to the Company's expectations. The training evaluation expected by the company is an evaluation of the implementation of the Basic mentality training results. This training evaluation can assess whether the Leader has implemented the training provided by the Company. This training evaluation is also able to assist the Company in making decisions whether the training provided is continued, improved or terminated.

Training evaluation is very important for participants, companies and trainers because it can provide feedback for them. Evaluation is not the end of a training, but rather as a tool to assess the results of the training where we can see which parts of the training have achieved

the target and which have not and then make improvements or enhancements to the existing training program. By conducting a training evaluation we can also see what impact the training program has on company performance. The evaluation that will be conducted by the researcher is the Kirkpatrick model evaluation with 4 stages of evaluation; reaction, learning, behavior and results.

METHOD

Mixed Research Types

This research is a descriptive evaluative research with qualitative and qualitative methods. According to (Cresswell and Clark, 2007), the focus of mixed methods is to collect, analyze and combine quantitative and qualitative data in one study or one research session. As a methodology, this method directly guides researchers in collecting, analyzing data and combining quantitative and qualitative processes.

Mixed research methods are used as a solution in research when quantitative or qualitative methods are considered unable to provide complete results in answering the formulation of research problems. This mixed research method was born due to the many problems experienced by researchers when using quantitative or qualitative alone. According to (Sugiyono, 2018), a mixed research method is a research method by combining two quantitative and qualitative research methods in a research activity so that more comprehensive, valid, reliable, and objective data will be obtained.

According to (Fraenkel and Wallen, 2009), mixed methods research involves the use of quantitative and qualitative methods in one study, both methods provide a more complete understanding of research problems.

According to (Sugiyono, 2018), Kirkpatrick's evaluation can be used as a method for evaluating training programs (education and training), Kirkpatrick stated the scope of training program evaluation (education and training) where this program is implemented at four levels, namely reaction stage evaluation, learning stage evaluation, behavioral stage evaluation and results stage evaluation.

Population and Sample

According to Sugiono (2003, p.90), Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population in this study were production Leader level employees, namely Leaders who participated in *Basic Mentality training* from June 2022 - August 2023 as many as 360 people.

With the following details; Pressing 41 people, Welding 107 people; Painting 50 people; Injection; 28 people; Assembling 107 people; Final Inspection 12 people, Production Quality 6 people and Plant Control 3 people, Technical Control 6 people.

According to (Sugiyono, 2010) a sample is part of the number and characteristics possessed by a population. A sample is also part of a population that is a source of data in a study. Sugiyono also defines a population as a generalization area consisting of objects or subjects that have certain qualities and characteristics. The technique used by researchers uses purposive sampling techniques. According to Sugiyono (2010), purposive sampling is a data collection technique by determining samples that have been considered. The sample criteria are as follows;

- The sample is a Leader who attended the Basic mentality training in June 2022 – August 2023.
- The sample is the Leader who filled out the Leader check sheet evaluation questionnaire.
- The sample is a leader who has the rank of foreman.
  Based on the above criteria, the following samples can be obtained;
- The number of Leaders who participated in the *Basic Mentality training* in June 2022 –

August 2023 was 360 people.
- The number of Leaders who filled out the Leader check sheet evaluation questionnaire was 118 people.
- The number of Leaders who have the rank of foreman is 51 people. From the criteria above, it is concluded that the sample used in the study is 51 Leaders.

Data source

Data sources are anything that can provide information about related research. The data used in this study uses two types of data sources, namely:

Primary Data

According to (Sugiyono, 2018), primary data is a data source that directly provides data to data collectors. Data is collected by researchers themselves directly from the first source or the place where the research object is carried out.

Researchers used the results of interviews using questionnaires, where the indicators came from the Leader's job description and the role of the line in charge guidebook (Manufacturing Operation Management Dept., 2016).

The job description of the Leader of each section will be different, according to Robbins and Judge (2013) the job description indicators are as follows: 1) Authority; 2) Responsibility; 3) Working conditions; 4) Work equipment; and 5) Work result standards. The Leader job description is made by each Group head. Interviews were conducted on July 5-14, 2024 directly with the Leaders who had attended the training.

Secondary Data

According to (Sugiyono, 2018), secondary data is a data source that does not directly provide data to data collectors, for example through other people or through documents. In this study, the sources of secondary data are training documents, books, journals, car sales data, which are related to the research topic regarding the evaluation of the post-Basic mentality training program.

Data collection technique

Data collection techniques used by researchers in obtaining data and information include; interviews, questionnaires and tests. The data taken is data that is related to Basic mentality training.

Interview

According to (Sugiyono, 2016), interviews are used as a data collection technique if researchers want to conduct preliminary studies to find problems that need to be researched, and also if researchers want to know more in-depth things from respondents.

In interviews, here are three interview objectives that need to be known in doing them. (1) To obtain information directly in describing and explaining a certain situation and condition. (2) To obtain data in order to influence a certain situation or person. (3) To complete a scientific research or investigation.

The instrument that is often used is called an interview guideline. Interview instruments tend to be used in qualitative research. Researchers in qualitative research as interviewers also act as research instruments. Even in qualitative research the main research instrument is the researcher himself.

Interviews by conducting direct conversations with Leader resource persons who attended the training, by meeting directly with training participants at their respective work locations during working hours using a questionnaire that had been prepared in advance.

Questionnaire

According to (Sugiyono, 2017, p.142), a questionnaire is a data collection technique carried out by giving a set of written questions or statements to respondents to be answered. A questionnaire is a method of data collection that is obtained through answers to statements from correspondents in research.

A questionnaire is a research instrument that contains a list of questions to be filled out by respondents or questionnaires can also contain statement items that can be selected by respondents. The questionnaire instrument used by researchers is a closed questionnaire, in a closed questionnaire respondents only choose the answer options that have been provided in the questionnaire, this type of questionnaire is a multiple-choice questionnaire.

Test

Test is a method or procedure that can be done for assessment or measurement in the field of education in the form of giving tasks in the form of orders, instructions or questions that are worked on by the testee (Sudijono, 2009). Based on the data obtained from the assessment or measurement through a test, a value can be obtained that symbolizes the achievement or behavior of the research subject or what is called a test.

The tests used by the researcher were pretest and posttest during the training. The pretest aims to determine the knowledge and abilities of participants before the training begins. The posttest aims to determine the level of mastery of the material by participants after the training is completed. Comparison of pre-test and post-test results can provide important information regarding the improvement of participants' abilities. This information can be used as feedback to improve learning methods.

Validity and Reliability of Data

According to (Azwar, 1999), the forms of data collection instruments in social and psychological research include interviews, questionnaires, tests, psychological scales, and so on. Whatever form of data collection instrument is used, the issue of the accuracy of the objectives and use of the instrument (validity) and the reliability of the measurement results (reliability) are two characteristics that cannot be negotiated, in addition to the demands for objectivity, efficiency, and economy. Analysis of research instruments includes analysis of the validity and reliability of instruments in the form of questionnaires.

a. Validity

   According to (Ghozali, 2016), a questionnaire is said to be valid if the questions in the questionnaire are able to explain and reveal something that can be measured by the questionnaire. The measuring instrument that can be used in testing the validity of a questionnaire is the correlation between the questionnaire score and the respondent's overall score on the information in the questionnaire. The validity or invalidity of a question can be seen from the output of the Statistical Program For Social Science (SPSS) in the form of the total statistical item value of each questionnaire item using Pearson Correlation, namely by calculating the correlation between the score of each statement and the total score (Ghozali, 2016).

   According to (Sugiyono, 2019), the basis for making a decision whether an item is valid or not can be known by correlating the item score with the total score, if the correlation is above 0.30 then it is concluded that the instrument item is valid. Conversely, if the correlation r is below 0.30 then it is concluded that the instrument item is invalid, so it must be improved or not used.

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2]\,[n\sum y^2 - (\sum y)^2]}}$$

Information: r =: item correlation coefficient ; ∑x = sum of values of variable x; n = number of respondents; ∑y = sum of values of variable y; x = sum of item scores; ∑x2 = sum of the squares of the x values; y = total score; ∑y2 = sum of the squares of the y values; ∑xy = sum of the multiplication of the values x and y

b. Reliability

Reliability is tested using the reliability coefficient, namely Cronbach's Alpha, to check the internal consistency of the questionnaire in measuring these variables. According to (Ghozali, 2016), a questionnaire is considered reliable if a person's answers to the questions asked remain stable or consistent over time. Reliability testing is carried out by looking at the Cronbach's Alpha value, the instrument or measurement item is declared reliable if the Cronbach's Alpha value is ≥ 0.60. Conversely, if the Cronbach's Alpha value is <0.60, the variable can be said to be unreliable.

This value is the minimum value of each variable to be said to be reliable. The Cronbach's Alpha formula is as follows.

$$r_{kk} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum {S_b}^2}{{S_t}^2}\right]$$

Information: r_{kk} = instrument reliability; k = number of questionnaire items; $\sum {S_b}^2$ = number of item variances; ${S_t}^2$= total variance.

Descriptive Analysis

The Likert scale is used to measure the attitudes, perceptions, and opinions of a person or group of people about the quality of a program's needs analysis, program implementation, program input quality and others (Sugiyono, 2018). The Likert scale used in this study is a scale with 5 intervals and 3 intervals. Before being presented, the data obtained were analyzed using descriptive statistics which were converted into qualitative data for researchers to draw conclusions.

RESULTS AND DISCUSSION

Result

Results of the Validity Test of the Reaction Evaluation Instrument,

The results of the validity of the reaction evaluation research instrument are valid because the correlation value of 27 questionnaires for each item is greater than 0.30.

Results of the Validity Test of Learning Evaluation Instruments

The results of the validity of the learning evaluation research instrument are valid. Because the correlation value of 27 questionnaires, each item is greater than 0.30.

Results of the Validity Test of the Behavioral Evaluation Instrument

Learning evaluation research instrument are valid because the correlation value of 38 questionnaires for each item is greater than 0.30.

Results of the Validity Test of the Evaluation Instrument Results

The results of the validity of the learning evaluation research instrument are valid. because the correlation value of 30 questionnaires, each item is greater than 0.30.

Table 3. Validity of Research Instruments

Evaluation	Questionnaire	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Remark
Reaction	X1-5	17.31	8,208	0.965	Valid
	X2-5	16.39	5,779	0.795	Valid
	X3-8	30.02	17,487	0.813	Valid
	X4-9	38.74	6,062	0.807	Valid
	X5-5	15.67	5,745	0.790	Valid
	X6-5	15.68	5,893	0.793	Valid
Learning	X1-5	3.68	0.466	0.873	Valid
	X2-7	5.51	1,056	0.891	Valid
	X3-5	3.49	0.643	0.851	Valid
	X4-5	3.56	0.555	0.819	Valid
	X5-5	3.74	0.381	0.866	Valid
Behavior	X1-7	5,471	1,077	0.860	Valid
	X2-7	5,353	1,224	0.847	Valid
	X3-5	3,773	0.339	0.852	Valid
	X4-5	3,804	0.295	0.844	Valid
	X5-5	3,490	0.643	0.851	Valid
	X6-9	6,405	3,103	0.862	Valid
Results	X1-5	3,796	0.320	0.879	Valid
	X2-5	3,827	0.274	0.876	Valid
	X3-5	3,639	0.794	0.843	Valid
	X4-5	3,647	0.491	0.850	Valid
	X5-5	3,545	0.572	0.844	Valid
	X6-5	3,490	0.638	0.832	Valid

Reliability of Research Instruments

The results of the reliability analysis show that the Cronbach's alpha value for each research instrument is ≥ 0.60, so it can be concluded that all instruments have reliability to measure each variable in this study.

Table 4. Reliability of Research Instruments

Questionnaire	N of Items	Cronbach's Alpha	Remark
1. Reaction Level			
a. Training Program	5	0.988	Valid
b. Pre test and post test	5	0.920	Valid
c. Training Materials	8	0.948	Valid
d. Training Instructor	9	0.950	Valid
e. Training Facilities	5	0.917	Valid
f. Use of Training	5	0.920	Valid
2. Learning Level			
a. Check the use of Personal Protective Equipment	5	0.953	Valid
b. Check for unsafe locations and activities	7	0.969	Valid
c. SEIRI - SEITON Activities	5	0.945	Valid
d. Check and 5S activities	5	0.931	Valid
e. Handling if an undesirable condition occurs	5	0.948	Valid

Questionnaire	N of Items	Cronbach's Alpha	Remark
3. Behavior Level			
a. Function and Role	7	0.960	Valid
b. Morning meeting	7	0.955	Valid
c. Check and ensure employee health	5	0.944	Valid
d. Work transfer between shifts	5	0.940	Valid
e. Control of working conditions	5	0.945	Valid
f. Human Resources Development	9	0.968	Valid
4. Result Level			
a. Control of production results and daily production preparatio conditions	5	0.955	Valid
b. Submission of daily reports	5	0.954	Valid
c. Understand about HPV productivity, SPH etc.	5	0.938	Valid
d. Machine productivity level and handling and implementation of daily machine checks	5	0.944	Valid
e. If an abnormal condition occurs in the machine.	5	0.939	Valid
f. Handling of WIP units and Handling when abnormal material conditions occur.	5	0.934	Valid

Discussion of Research Results

Reaction Evaluation Results

Reaction Evaluation is related to the level of satisfaction of the training participants and can be known through the motivation they have and the enthusiasm of the training participants when undergoing training activities. Where there are some training participants who have not attended training for a long time and there are some who have never attended training.

According to Widoyoko (2011), evaluation of the reaction stage plays an important role in relation to the satisfaction of participants who take part in the training process and activities because in the end this sense of satisfaction will influence the motivation of participants in taking part in the next training.

According to Ngalim Purwanto (2007) so it is known that motivation is related to the drive that comes from the needs and stimuli owned by a person or individual accompanied by the determination of a goal or hope. The results of the assessment of the overall reaction evaluation of indicators and instruments are as follows:

Table 5. Results of Reaction Evaluation Assessment

Stage	Indicator	Score	Category	Evaluation
Reaction Evaluation	Training Program	4.33	Very high	Very satisfactory
	Pretest and Posttest	4.10	Tall	Satisfying
	Training Materials	4.29	Very high	Very satisfactory
	Training Instructor	4.84	Very high	Very satisfactory
	Training Facilities and Infrastructure	3.92	Tall	Satisfying
	Benefits of Training	4.12	Tall	Satisfying

Learning Evaluation Results

According to Sudijono (2010), learning evaluation is a systematic process for collecting data on student learning outcomes, analyzing the data, and making assessments about the level of achievement of predetermined learning objectives.

Learning evaluation aims to provide objective, accurate, and reliable information about student learning progress and the effectiveness of the learning process. This definition emphasizes the systematic aspect in conducting learning evaluation.

Mulyasa (2013) stated that the purpose of learning evaluation is to evaluate student achievement, obtain information about the effectiveness of the learning process, and improve the learning process continuously. Evaluation also aims to provide constructive feedback to students and teachers, as well as to monitor and measure the effectiveness of the learning program.

Hamalik (2014) stated that the purpose of learning evaluation is to measure the level of student achievement, identify weaknesses in the learning process, and inform learning decision making.21 Evaluation is also used to improve and enhance the quality of learning and provide useful feedback to students and teachers.

The definition of evaluation conveyed by Sudjana (1990, p.3), is more emphasized on the limitations as a process of channeling or giving value to a certain object by considering certain criteria. With certain limitations, a person must pass all certain criteria to achieve the desired final goal.

Based on the graph above, the average assessment score before OJT was 69.8 with category D and the assessment was less understanding/doing. After the method was changed to OJT, the average score was 1.7 with category A and the assessment was very understanding/doing. It can be concluded that training with the on the job training method can improve the knowledge of training participants regarding their duties and responsibilities, so that training participants can provide optimal performance for the company.

The training participants can have a work attitude full of motivation and innovation, this will form a work ethic and responsibility for their work. Improve the ability of the field of work and make training focused effectively. This can also make the training participants more agile, so they can carry out their responsibilities better and in accordance with the company's goals. The results of the assessment of the overall learning evaluation of indicators and instruments are as follows:

Table 6. Results of Learning Evaluation Assessment

Stage	Indicator	Score average	Category	Evaluation
Learning Evaluation	Check the use of personal protective equipment	92.16	A	Very Understanding/doing
	Check for unsafe locations and activities	90.40	B	Understand/do
	Seiri & Seiton Activities	88.63	B	Understand/do
	Check and 5S activities	89.22	B	Understand/do
	Handling if an undesirable condition occurs	93.14	A	Very Understanding/doing

Behavior Evaluation Results

Behavior according to Kirkpatrick, D., L. (1998), defines it as the extent to which behavioral changes occur because participants follow a training program. Level-3 evaluation is conducted to identify the extent to which the training material is applied to the participant's work and workplace.

According to Tan, K. & Newman, E. (2013), behavioral evaluation measures what knowledge, skills, or attitudes are learned to be applied or transferred to work. From the definition above, it can be interpreted that the purpose of conducting evaluation at the

behavioral stage is to measure changes in work behavior that arise because the employee follows the training program. In order to apply these behavioral changes, according to Kirkpatrick, D., L. (1998), there are four conditions that are needed, namely: 1) 1) A person must have the desire to change; 2) One must know what to do and how to do it; 3) A person must work in the right work environment; and 4) A person should get an award because he changed.

The appropriate action in this case is to carry out confirmative action with the evaluation results at the reaction level, whether because the teacher is less communicative in delivering the material, related to learning strategies that do not match the participants' expectations, or because of other factors at level-1 that may cause participants to experience demotivation in learning, so that the lack of evaluation in the reaction can immediately receive attention.

Table 7. Results of Behavioral Evaluation Assessment

Stage	Indicator	Average score	Category	Evaluation
Behavior Evaluation	Functions and Roles	91.18	A	Very Understanding/doing
	Morning meeting	90.76	A	Understand/do
	Check and ensure employee health	93.53	A	Very Understanding/doing
	Work transfer between shifts	93.14	A	Very Understanding/doing
	Control of working conditions	89.61	B	Understand/do
	Human Resources Development	88.24	B	Understand/do

Evaluation Results

The implementation of training programs, of course, aims to obtain good results, such as improving quality, productivity, or safety levels. Evaluation of results according to Kirkpatrick, D., L. (2006, p.134) can be defined as a final result that occurs as a result of participants following a training program. Evaluation of results at level 4 is focused on the final results that occur because participants have followed a program, evaluation of these results aims to determine the impact of changes in the work behavior of training participants on their performance levels in the organization.

Table 8. Results of The Evaluation Assessment

Stage	Indicator	Average score	Category	Evaluation
Evaluation of Results	Control of production results and daily production preparation conditions	94.90	A	Very Understanding/doing
	Submission of daily reports	94.75	A	Very Understanding/doing
	Understand about HPV productivity, SPH and others	91.73	A	Very Understanding/doing
	Machine productivity level, handling and implementation of daily machine checks	91.18	A	Very Understanding/doing
	If an abnormal condition occurs in the machine.	90.51	A	Very Understanding/doing
	Handling of WIP units and handling when abnormal material conditions occur.	90.39	B	Understand/do

CONCLUSION

Evaluation of the implementation of Basic mentality training held in June 2022 - August 2023, based on the results of research conducted using the Kirkpatrick model evaluation, the following conclusions can be drawn:

1. The implementation of Basic mentality training has been carried out in accordance with the stages and processes of training needs analysis, training programs, training materials, implementation of training programs and evaluation of training results in accordance with the job description and Leader's guidebook.
2. Evaluation of the level of reaction of training participants, getting an average score of 4.267 with a very high category and a very satisfactory assessment. The reaction of participants to the implementation of the training in general is at a very good and very satisfactory level.
3. Evaluation of the learning level of all training participants was declared to have passed with an assessment of very understanding/doing of 20%, an assessment of understanding/doing of 73% and an assessment of not understanding/doing of 8%. The learning evaluation measures the relevance of the curriculum and the effectiveness of the absorption of materials by training participants. In general, this level received a very good assessment by measuring the indicators of curriculum relevance, skill improvement and Leader knowledge improvement.
4. The evaluation of the behavior of all training participants was declared to have passed, with an assessment of very understanding/doing of 22%, an assessment of understanding/doing of 76% and an assessment of not understanding/doing of 2%. In general, this level received a very good assessment in measuring the implementation of knowledge, skills and improvements in attitudes obtained in training activities in understanding/doing the work of a Leader.
5. The evaluation of the results of the training participants was all declared to have passed, with an assessment of very understanding/doing of 37% and an assessment of understanding/doing of 63%. The final results of this evaluation of the results showed that participants had been able to apply knowledge, skills and knowledge as well as improving attitudes in understanding/doing the work of the Leader.
6. The implementation of this training can run well thanks to the supporting factors from the Division Head Manufacturing and the organizers from the Production Management and Development section and the training instructors from the retired leaders. The inhibiting factors of the implementation of this training are the facilities and infrastructure and support from the Leader leadership to control and supervise the implementation and evaluation of the Leader training results.

REFERENCE

Afandi, Pandi. (2018). Manajemen Sumber Daya Manusia Teori, Konsep dan Indikator. Zanafa Publishing.

Amirin, Tatang M. (1996). Menyusun Rencana Penelitian. Rajawali.

Arikunto, Suharsimi. (1993). Metode Penelitian. Usaha Nasional.

Arikunto, Suharsimi. (2001). Dasar-Dasar Evaluasi. Bumi Aksara.

Arikunto, Suharsimi. (2002). Prosedur penelitian. Rineka Cipta.

A.S. Munandar dkk. (2004). Peran Budaya Organisasi dalam Peningkatan Untuk Kerja Perusahaan. Bagian Psikologi Industri dan Organisasi Fakultas Psikologi Universitas Indonesia.

Assuari, S. (2008). Manajemen Produksi dan Operasi. Lembaga Fakultas Ekonomi Universitas Indonesia.

Azwar. (2007). Metode Penelitian. Pustaka Belajar

Baroto, Teguh. (2002), Perencanaan dan Pengendalian Produksi. Ghalia Indonesia

Bell Gredler, E. Margaret. (1991). Belajar dan Membelajarkan. CV. Rajawali.

Bernadeta, dan Tini, W.K, (2014). Simple Morning Briefing. Scritto Books Publisher.

Cardoso.G, Faustino. (2001). Manajemen Sumber Daya Manusia. ANDI.

Creswell, John W. (2014). Penelitian Kualitatif & Disain Riset. Ahli Bahasa: Ahmad Lintang. Pustaka Pelajar.
Cronbach, L.J, (1973). Course Improvement Through Evaluation Educational Evaluation: Theory and Practic.M.B.R Warthen &J.R. Sanders (Eds.). Belmont C.A Wadsorth.
Degeng, I Nyoman Sudana. (1989). Ilmu Pengajaran Taksonomi Variable. Depdikbud.
Divayana, Dewa Gede H. dan Gusti Ayu D. Sugiharni. (2016). Evaluasi Program Sertifikasi Komputer pada Universitas Teknologi Indonesia Menggunakan Model CSE-UCLA. Volume 5 Nomor 2 Oktober 2016.
Eko Putro Widoyoko (2009). Evaluasi Program Pembelajaran. Pustaka Belajar.
Gabungan Industri Kendaraan Bermotor Indonesia. Indonesian Automobile Industri Data. https://www.gaikindo.or.id/indonesian-automobile-industry-data/
Gagne, E.D., (1985). The Cognitive Psychology of School Learning. Little, Brown and Company.
Gage, N.L., & Berliner, D. (1979). Educational Psychology. Second Edition, Chicago: Rand Mc. Nally.
Gary Dessler. (2010). Manajemen Sumber Daya Manusia. Indeks.
Gomes, Faustino Cardoso. (2003). Manajemen Sumber Daya Manusia. C.V Andi Offset.
Hamalik, Oemar. (1990). Evaluasi Kurikulum. Rosdakarya.
Hapsari, N. D. (2003). Penggunaan Alat Pelindung Diri Bagi Tenaga Kerja. Bunga Rampai Hiperkes dan KK UNDIP.
Hartono. (2004). Statistik untuk Penelitian. LSFK2.
Hasibuan SP Malayu. (2000), Manajemen Sumber Daya Manusia. PT. Gunung Agung
Heizer, J., & Render, B. (2014). Operations Management: Sustainability and Supply Chain Management. Pearson Education, Inc.
Hergenhahn, B.R, & Olson, M.H. (2008). Teori belajar. (Terjemahan Triwibowo, B.S) Edisi ketujuh. Kencana Prenada Media Group.
Irianto, Jusuf. (2001). Prinsip-Prinsip Dasar Manajemen Pelatihan. Insan Cendikia.
Irawan, Prasetya. (2000). Pengembangan Sumber Daya Manusia. STIA-LAN.
Iswadi. (2014). Teori belajar. In Media.
Jumadin., Wabdillah., Jayanegara Sudarmanto., Bhilal Muhammad., Husda Riadi Baso., Yusuf Zulfikar Andi., Aminuddin., G. Faisal., Ali Taufik MA., (2023) Keselamatan Dan Kesehatan Kerja (K3) Industri Otomotif. Rizmedia Pustaka Indonesia.
Kartono, Kartini. (1990). Pengantar Metodologi Riset. Mandar Maju.
Kaswan. (2013). Pelatihan dan Pengembangan untuk Meningkatkan Kinerja SDM. Alfabeta.
Kirkpatrick, Donald. L. (1998). Evaluating Training Programs. 2nd Edition. Berret-Koehler Publisher, Inc.
Kirkpatrick, L. Donald. (2006). Implementing the Four levels. Berret-Koehler Publisher, Inc.
Kuncoro, Mudrajad. 2007. Ekonomika Industri Indonesia Menuju Negara Industri Baru 2030. Penerbit Andi.
Light, G. and Cox, R. (2001). Learning and Teaching ini Higher Education**.** Paul Chapman Publising
Liong, Freddy, 2013, Morning Briefing At Work. PT. Gramedia Pustaka Utama.
Mangkunegara, Anwar A.A.P. (2009), Manajemen Sumber Daya Manusia Perusahaan. PT. Remaja Rosdakarya.
Manufacturing operation management Dept., (2016), The Role of the Line in Charge.
Meirina, D. T. (2011). Pengembangan Sumber Daya Manusia Dan Produktivitas Kerja Pegawai. https://doi.org/10.17509/manajerial.v10i2.2161
Moekijat. (1994). Metode Riset dalam Pelatihan. Mandar Maju.
Moleong, Lexi J. (2007). Metode Penelitian Kualitatif. PT Remaja Rosda Karya.
Musfah, Jejen. (2016). Tips Menulis Karya Ilmiah: Makalah, Penelitian, Skripsi,Tesis dan Disertasi. Kencana Prenadamedia Group.

Nasution, Mulia. (2000). Manajemen Personalia. Djambatan.
Nazir, Moh. (2011). Metode Penelitian. Ghalia Indonesia.
Notoatmodjo, Soekidjo. (2003). Pengembangan Sumber Daya Manusia. Rineka Cipta.
Oemar Hamalik, (2007). Manajemen Pelatihan Ketenaga Kerjaan: Pendekatan Terpadu Pengembangan Sumber Daya Manusia. Bumi Aksara.
Panggabean, Mutiara Sibarani. (2002). Manajemen Sumber Daya Manusia. Ghalia Indonesia
Rafi'i, Suryani. (1985). Teknik Evaluasi. Angkasa.
Rahayu, Dian. (2021). Konsep Dasar Evaluasi Program Pelatihan. CV. Dandelion Publiser.
Riantoni, C. (2021). Metode Penelitian Campuran: Konsep, Prosedur dan Contoh Penerapan. Penerbit Nem.
Rivai, Veithzal. (2004). Manajemen SDM untuk Perusahaan. Rajagrafindo Persada.
Robert L Mathis. (2002). Manajemen Sumber Daya Manusia. Salemba Empat.
Sadili Samsudin, (2009). Manajemen Sumber Daya Manusia. CV Pustaka Setia.
Saparudin, Arizona Kurniawan. (2022), Metode Penelitian Campuran; Alternatif Menjawab Permasalahan yang Komprehensif. Prenada
Sedarmayanti. (2017a). Perencanaan dan Pengembangan Sumber Daya Manusia untuk Meningkatkan Kompetensi, Kinerja, dan Produktivitas Kerja. PT. Refika Aditama.
Semiun, Yustinus. (2020). Behavioristik: teori-teori kepribadian. PT Kanisius.
Siagian, Sondang. (1999). Manajemen sumber Daya Manusia. Bumi Aksara.
Simamora, Henry. (1995). Manajemen sumber daya manusia. Sekolah Tinggi Ilmu Ekonomi YKPN, 1995.
Simanjuntak, Payaman S. (2005). Manajemen dan Evaluasi Kinerja. Lembaga Penerbit Fakultas Ekonomi Universitas Indonesia.
Siregar, Eveline & Nara, Hartini. (2010). Teori Belajar dan pembelajaran. Ghalia Indonesia
Slavin, R.E. (1991). Educational Psychology. Third Edition. Allyn and Bacon
Slavin, R.E. (2000). Educational Psychology: Theory and Practice. Sixth Edition. Allyn and Bacon
Subagyo, P. Joko. (2006). Metode Penelitian dalam Teori dan Praktek. Remaja Rosdakarya.
Sucipto, C. D. (2014. Keselamatan dan Kesehatan Kerja. Gosyen Publishing.
Sugiyono (2012). Metode Penelitan Kuantitatif, Kualitatif, dan R & D. Alfabeta.
Sugiyono (2013). Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi. Alfabeta.
Suma'mur (2018). Keselamatan Kerja dan Pencegahan Kecelakaan. PT. Gunung Agung
Suratno. (2015). Teori Belajar & Pembelajaran Kontemporer. Laksbang Pressindo.
Suryabrata, Sumadi. (2004). Metodologi Penelitian. Pustaka Pelajar.
Sutopo H.B. (2006). Metodologi Penelitian Kualitatif. Universitas Negeri Sebelas Maret.
Suwatno., Priansa DJ. (2011). Manajemen SDM dalam organisasi public dan bisnis. Alfabeta.
Tarwaka. 2017. Keselamatan Dan Kesehatan Kerja Manajemen dan Implementasi K3 di Tempat Kerja. Harapan Press.
Tayibnafis, Yusuf. Faridah. (2000). Evaluasi Program. Rineka Cipta.
Utomo, Anggoro Prasetyo dan Karina Priskila Tehupeiory, (2016). Evaluasi Pelatihan dengan Metode Kirkpatrick Analysis. Jurnal Telematika Volume 9 Nomor 2.
Wibowo. (2016). Manajemen Kinerja. Rajawali Pers.
Widodo, Suparno Eko. (2015). Manajemen Pengembangan Sumber Daya Manusia. Pustaka Pelajar.
Widoyoko, Eko Putro. (2017), Evaluasi Program Pelatihan. Pustaka Pelajar
Yaqin, Ainul. (2020). Pendidikan akhlak/moral berbasis teori kognitif. Rajawali Pers
Zainal, Arifin. (2012) Evaluasi Pembelajaran. Remaja Rosdakarya.