



## APPLICATION OF INTERESTS AND PERFORMANCE IN EDUCATION AND TRAINING MANAGEMENT, AS WELL AS THEIR EFFECT ON WORK PRODUCTIVITY

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**Abstract:** The purpose of this study is as follows: (1) Knowing the evaluation of the performance of the implementation of educational and training programs based on the analysis of interests and performance, so that the results of the review can provide input to the company about activities that must be improved (concentrate here), maintained (keep up good work), have low priority ( low priority ), and the possibility of excessive (possible overkill). (2) Know the level of influence of the implementation of existing education and training programs on employee work productivity. Based on the data processing results, it is known that the elements of the implementation of education and training programs that must be considered and improved are as follows: Training Materials, Non-Formal Education, Training Schedule, Instructor Friendliness, Training Variations, Training Methods, and Training Manuals. While the elements of the implementation of education and training programs that must be maintained are as follows: Formal Education, Instructor Expertise, Instructor Ability, Training Infrastructure Facilities, Training Curriculum, Training Evaluation. The implementation of education and training programs affects employee work productivity, and the implementation of training programs is more dominant. This is because the implementation of training programs is more often done and more applicable, although it still seems theoretical on the employee's work. Therefore, the proper education and training programs will impact increasing the productivity of their employees.

**Keywords:** Performance Evaluation, Training, Productivity.

## INTRODUCTION

Changes in communication/information demand that Human Resources (HR) plays a more optimal role in an organization. In connection with this, the flow of globalization can no longer be avoided in human resource performance. In other words, companies or organizations that want to keep pace with this flow must prepare themselves for the global business competition scene.

One of the companies engaged in the export quality process industry to be marketed is one of them to Japan, a country that is very consistent with skin. Today in the employee environment of PT. PLN PALEMBANG shows a decrease in work productivity, and this can be seen from the many activities of employees outside of their jobs so that their core work becomes neglected (Initial Survey, 2003). the level of employee productivity as seen in the Table.

Month	Leave	Sick	Missed
January	37	87	24
February	40	119	14
March	127	93	24
April	233	87	91
Mei	378	47	102
June	405	50	74
July	553	62	39
Agust	440	27	51
September	438	17	33
Oktober	573	43	28
November	-	-	-
December	-	-	-

Source: Company routine data, 2010.

Based on the table above, it appears that employees who miss almost 50% of employees are on leave, and nearly 90% of employees are sick, and this indicates that employee work productivity is low. Low employee productivity will be able to weaken the company's competitiveness against low-cost companies.

According to Bernardin & Rule (1993: 38), human resources are a factor of production that has a vital role in the company's development. High-quality human resources allow companies to anticipate the possibility of various changes in business competition with competing companies. Human resource development is a compelling strategy.

The process of developing employee knowledge is closely related to internal staffing and career development, education, and training. Internal staffing focuses on trying to regulate the balance of employee movements in the organization as a whole. Career development, including education and training, emphasizes to humans, namely efforts to increase employee values that include improving ability, adjusting to changes, being ready to carry out higher duties or positions in the future.

In addition, in Flippo's opinion (1992: 215), individual development is also beneficial for the company:

1. Increased Productivity
2. Moral Improvement

### 3. Cost Reduction

Stability and Flexibility of the Company to adjust to changing external requirements. Based on the description above, it is clear that low employee productivity is suspected employee knowledge development programs, especially education and training programs provided to employees, are not appropriate. For this reason, employee knowledge development programs, especially education and training programs, must be able to run effectively and efficiently so that employees' morale remains high and with the increasing quality of human resources owned by PT. PLN PALEMBANG, it is expected that with certainty, employee productivity increases.

Based on the description of the above problem, if the development of employee knowledge, especially education and training programs, is not effective and efficient, which is not by "the right job and the right man," then work productivity will decrease if such conditions are allowed continuously, it does not rule out the possibility that the company will experience many losses. Therefore it is necessary to evaluate performance on employee education and training programs using management analysis. Implementation and performance, and measured its effect on employee work productivity at PT. PLN PALEMBANG, so that through this research is expected as an evaluation and input material for PT. PLN PALEMBANG, especially for MSDM, improves the existing knowledge development system, especially its education and training programs.

### Identity Problem

1. How to evaluate the performance of the implementation of education and training programs organized by the company based on interest and performance analysis.
2. The extent to which the implementation of education and training programs that exist today influences employee work productivity

### Research objectives

1. Knowing the evaluation of the performance of the implementation of education and training programs based on the analysis of interests and performance, so that the results of the review can give the company input on activities that must be improved (concentrate here), maintained (keep up good work), have low priority (low priority), and the possibility of excessive (possible overkill).
2. Know the level of influence of the implementation of existing education and training programs on employee work productivity.

### Uses of Research

#### Theoretical Uses

The research results are expected to contribute knowledge in the field of human resource management, especially in the field of education and training.

**Practical Uses**

The results of the study can provide input for PT. PLN PALEMBANG is significantly related to the effects of evaluation of the performance of education and training programs regarding activities that must be improved (concentrate here), maintained (keep up good work), have low priority, and possibly excessive (possible overkill).

**LITERATURE REVIEW**

The globalization of the world economy and the national economic crisis for companies engaged in export products is a significant challenge, so careful preparation and support by government policies on export-import will be one of the forces to penetrate the global market.

Corporate resources consist of tangible assets, intangible assets, and organizational capabilities (Hill and Jones, 1998:123 and Collis and Montgomery, 1998:27-28). Not all resources owned by the company are the core capabilities of the company concerned. A resource can be categorized as a core ability if it meets the criteria of value, rare, cannot be perfectly imitated and cannot be replaced, and can be organized (Hill and Jones, 1998:123; Hitt et al., 1997:98; and Barney in Wheeley and Hunger, 2000:82).

The core capabilities of a company are the source of excellence of the company concerned. The strategy chosen by export-oriented businesses should use its core competencies to respond to external environmental opportunities and neutralize its threats. The company's core capabilities or sources of excellence are unique strengths that enable companies to achieve superior efficiency, quality, innovation, and market response capabilities to become competitive advantages in creating exceptional customer value (Hill and Jones, 1998: 123).

The steps that export-oriented businesses with resource-based models can take in developing competitive advantages and a solid and sustainable market position can be identified as follows: (1) identifying the company's internal resources, as well as studying its strengths and weaknesses, (2) determining core capabilities, (3) inventorying the potential of the organization's resources and capabilities, and (4) establishing appropriate strategies for organizing resources and capabilities—organizational ability to respond to external opportunities. The accuracy of the strategy in responding to external opportunities will be realized if the human resources that support the strategy have adequate capabilities, so it is necessary to evaluate the performance of educational and training programs that support the achievement of organizational goals.

Analysis of interests and performance as stated by Kotler (2003; 245), in addition to these methods appropriately used to respond to customer needs, can also be used to evaluate the performance of each company activity, including evaluations for education and training programs. Steps taken to assess educational and training programs are as follows:

**Present data with a matrix of interest and performance levels**

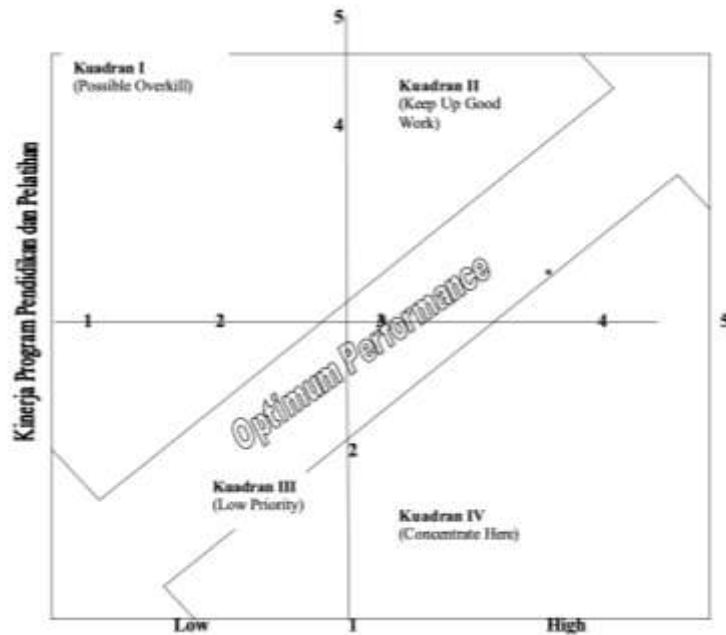


Figure 1. Kepentingan Karyawan

### Evaluation of Education and Training Programs

Quadrant I (Possible overkill), explaining if the level of employee interest in the elements of education and training programs is low, but the performance of the aspects of higher education and training programs, so that the company gives something excessive to employees, even though employees do not attach importance to that element (inefficiency).

Quadrant II (Keep up good work) explained that the interests of employees over elements of higher education and training programs, and the performance of aspects of higher education programs and higher training, so that the components included in this quadrant must be maintained performance by the company.

Quadrant III (Low priority) explained that interest in the education and training program is low. The performance of the elements of education and training programs is also standard so that the details contained in this quadrant have a low priority for the company.

Quadrant IV (Concentrate here), if the employee is interested in the elements of higher education and training programs, but the level of performance of existing education and training program elements is low, the details in this quadrant must be standard be improved implementation by the company.

Optimum Performance is a situation if the elements of education and training programs contained in these limits have optimal performance, meaning that there is similarity or conformity between the level of employee interest in education and training programs with the performance of education and training programs conducted by the company.

The elements of education and training, according to Walker (1992:225), are as follows:

1. Formal education (school)
2. Nonformal education (course, private, etc.)
3. Training Materials
4. Training time
5. Training schedule
6. Training Instructor Skills
7. Instructor Appearance
8. Instructor Friendliness
9. Instructor's in explaining the material
10. Training infrastructure facilities
11. Training curriculum
12. Training variation (outbond/ inbond)
13. Evaluation of training/ exams
14. Training ground
15. Training methods
16. Atmosphere/ training conditions
17. Completeness of Training Book

The role of human resources in a company is very decisive in improving the company's performance because the HR element in a company is an essential element. Therefore, hr ability and motivation are needed for the company's progress, so education and training programs need to be considered in the development framework of hr capabilities and motivation.

The importance of education and training programs for the development of employee abilities according to Walker (1992: 222):

*“Development of all employees is important, the p. The development and succession of management talent is typically a special focus of company efforts. Management talent represents a critical resource, by the experience, skill, and knowledge required as well as the significant potential impact that individuals and teams have on the execution of company strategy”.*

In Bernardin's opinion, this is human resources allocation, appraisal, and evaluation, including education and training & development (training). Thus from the idea of these experts can be concluded that educational and training programs are significant to be considered by the company.

Thus it can be concluded that employee development must pay attention to individual needs and organizational needs by looking at the interest factors, skills, education level, and employee tenure. Employee development that is by the expectations of employees tends to increase employee job satisfaction, and this is in line with what Robbins expressed that: The elements of work that cause or affect job satisfaction, according to Robbins (1997), consist of:

- a. The work itself.

- b. Wages and promotions
- c. Working conditions
- d. Co-workers and superiors
- e. The compatibility between work and personality

To find out whether the individual feels satisfied or dissatisfied in a specific situation, usually used four theories, namely, fulfillment theory ( reward theory ), gap theory ( discrepancy theory ), and equity theory ( equity theory ), and individual satisfaction is what will create work productivity. David J. Cherrington (1989).

Based on the description of the theory above, employee development policies, in this case, education and training programs, affect employee work productivity. Haque and Falk (2000) researched that industries in the processed industry are more suitable for measuring work productivity based on “*standard direct labor hours to actual direct labor hours.*”

Dari beberapa teori yang telah dijabarkan di atas, maka dengan teori yang diuraikan oleh Flippo mengenai metode pengembangan karyawan yang efektif adalah melalui pendidikan dan pelatihan dapat meningkatkan tingkat produktivitas kerja SDM. Akhirnya dapat disimpulkan dari kerangka pemikiran yang ada sebagai dasar pembuatan model seperti di bawah ini. Adapun Paradigma penelitiannya adalah sebagai berikut :

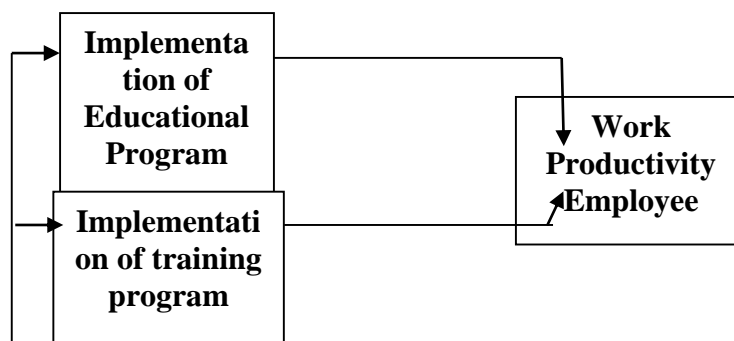


Figure 2. Framework

## Hypothesis

From the frame of mind outlined above, the hypothesis can be described as follows: "Education and training affect employee productivity."

## RESEARCH METHOD

### Research Design

In consideration of the purpose of the study, this study is a verification and descriptive. Descriptive research is research that aims to obtain a description of variable traits. The verified nature of research aims to test the truth of a hypothesis implemented through data collection in the field. Where in this study will be tested whether the implementation of



education and training programs affect work productivity. Given the nature of this research is descriptive and verification carried out through data collection in the field, the research methods used are descriptive survey methods and explanatory survey methods. The type of investigation used is correlational, a type of research that states a correlation relationship or linkage between independent variables, in this case, the implementation of education and training programs against dependent variables, namely work productivity. The analysis unit of this study is an individual which means, using the observation unit of employees of PT. PLN PALEMBANG.

This study is a cross-section, i.e., information from a portion of the population (sample of respondents) collected directly at the scene empirically, to know the opinions of some populations on the object being studied, as stated by (Sekaran, 2003; 161, Malhotra, 2002; 81).

### Operationalization of Research Variables

**Tabel 1. Operationalization of Research Variables**

Variable	Sub Variables	Indicator	Size	Scale
Implementation of Education and Training Programs				
	Implementation of Education and Training Programs	<ul style="list-style-type: none"> <li>- Formal</li> <li>- Non-Formal</li> </ul>	<ul style="list-style-type: none"> <li>- Level of Conformity between formal education and work needs</li> <li>- Level of Conformity between non-formal education and work needs</li> </ul>	Ordinal  Ordinal
	Implementation of the training program	<ul style="list-style-type: none"> <li>- Training materials</li> <li>- Training Time</li> <li>- Training Schedule</li> <li>- Instructor Skills</li> <li>- Instructive Appearance</li> <li>- Instructor Friendliness</li> <li>- Instructor's Kemampaun</li> <li>- Training infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>- Conformity of training materials with job needs</li> <li>- Timeliness of training</li> <li>- Accuracy of training schedule</li> <li>- Instructor skills</li> <li>- The attraction of the instructor's appearance</li> </ul>	Ordinal  Ordinal  Ordinal  Ordinal  Ordinal



		<ul style="list-style-type: none"> <li>- Training curriculum</li> <li>- Training Variations</li> <li>- Training Evaluation</li> <li>- Training Ground</li> <li>- Training Methods</li> <li>- Atmosphere/ training conditions</li> <li>- Training Book</li> </ul>	<ul style="list-style-type: none"> <li>- Instructive hospitality</li> <li>- The instructor's ability to explain the material</li> <li>- Completeness of training facilities</li> <li>- Accuracy of training curriculum</li> <li>- Variety of training</li> <li>- Accuracy of training evaluation</li> <li>- Accuracy of the training ground</li> <li>- Clarity of training methods</li> <li>- Comfort atmosphere/training conditions</li> <li>- Completeness of training playbook</li> </ul>	Ordinal
				Ordinal
				Ordinal
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				Ordinal
				Ordinal
				Ordinal
<b>Work Productivity</b>	Perbandingan antara standard direct labor hours to actual direct labor hours	Prosentase perbandingan standard direct labour hours to actual direct labour hours	Tingkat prbandingan standard direct labour hours to actual direct labour hours	Rasio

## Sample

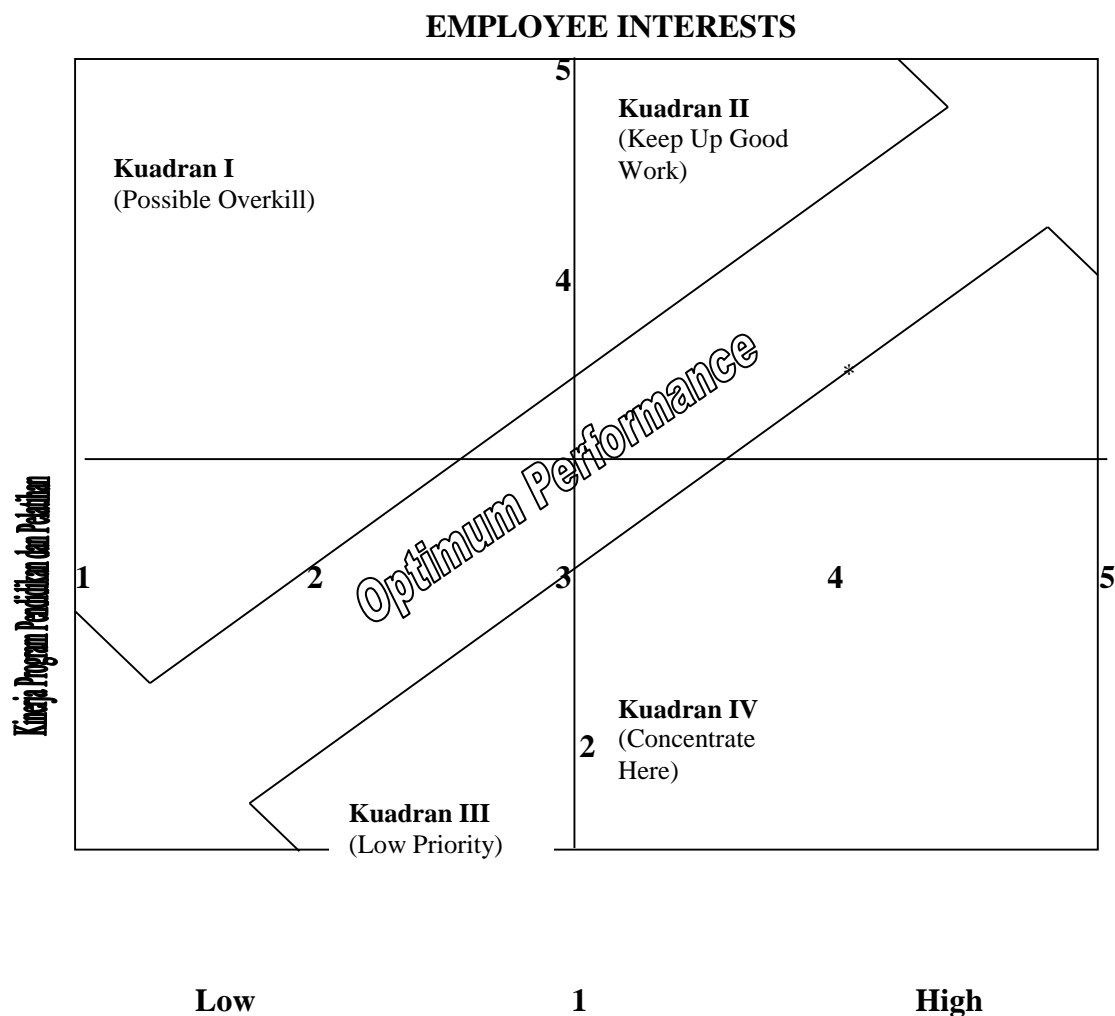
In this study the sample size was determined by the form of statistical test to be used. The statistical test used is path analysis, where the path coefficient is basically the correlation coefficient. Thus the minimum sample size for the analysis of this path, can be determined through the minimum sample size formula for the iterative correlation coefficient (repeated calculations). By conducting preliminary research to obtain the parameter  $r$  where research on the same topic has never been done, it is obtained  $r$  (the smallest correlation coefficient) = 0.653. So with  $r = 0.653$   $\alpha = 0.05$  and  $b = 0.10$ , the sample size ( $n$ ) is obtained at least 99 people. Sampling from each population strata in this study is using a simple random sampling method where each member of the population has the same opportunity to be selected as a sample. The

population in this study is the employees of PT. PLN PALEMBANG Head Office and Branch Office

### Methods of Analysis

To answer the first problem identification, namely the evaluation of the performance of the implementation of education and training programs organized by PT. PLN PALEMBANG to its employees by using interest level analysis with performance with the following steps:

### Presents data with a matrix of interest and performance levels



### Evaluation of Education and Training Programs

Quadrant I (Possible overkill), explaining if the level of employee interest in the elements of education and training programs is low, but the performance of the elements of higher education and training programs, so that the company gives something excessive to employees, even though employees do not attach importance to that element (inefficiency).

Quadrant II (Keep up good work), explained that the interests of employees over elements of higher education and training programs, and the performance of elements of higher education

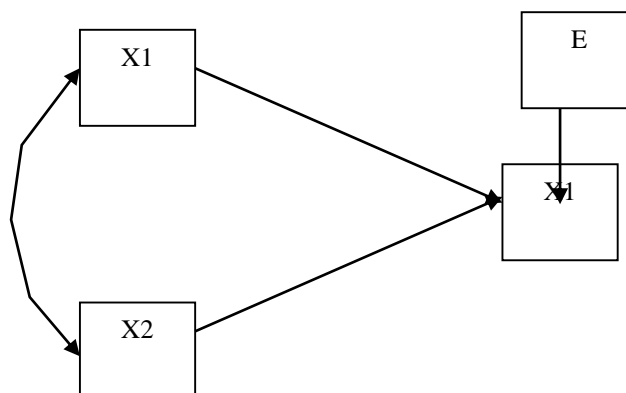
programs and higher training, so that the elements included in this quadrant must be maintained performance by the company.

Quadrant III, (Low priority), explained that the level of interest in the education and training program is low, and the performance of the elements of education and training programs is also low, so that the elements contained in this quadrant have a low priority for the company.

Quadrant IV (Concentrate here), if the level of employee interest in the elements of higher education and training programs, but the level of performance of existing education and training program elements is low, so that the elements contained in this quadrant must absolutely be improved implementation by the company.

Optimum Performance, is a situation if the elements of education and training programs contained in these limits have optimal performance, meaning that there is similarity or conformity between the level of employee interest in education and training programs with the performance of education and training programs conducted by the company.

The discussion of the results of this study includes the implementation of education and training programs as free variabel and work productivity is as a bound variable. From the results of interviews with as many as 100 employees of PT. PLN PALEMBANG as a respondent, as well as testing hypotheses for the influence between the implementation of education and training programs and employee work productivity. The causal relationship between these sub-variables can be described in the form of diagrams as follows:



Information:

X<sub>1</sub> = Implementation of Educational Program

X<sub>2</sub> = Implementation of training program

Y = productivity of work

The relationship between the variables as in the figure above, is called the path diagram. To determine the magnitude of the influence of a variable on other variables whether it is a direct or indirect influence, can be used Path Analysis developed. The magnitude of the

influence of a causal variable to the resulting variable is called the path coefficient and is given a symbol  $p_{yxi}$ .

## FINDINGS AND DISCUSSION

### Evaluation of Performance of Education and Training Program Implementation Based on Interest and Performance Analysis.

Employee assessment of the elements of the implementation of educational and training programs based on the level of interest and performance is as follows:

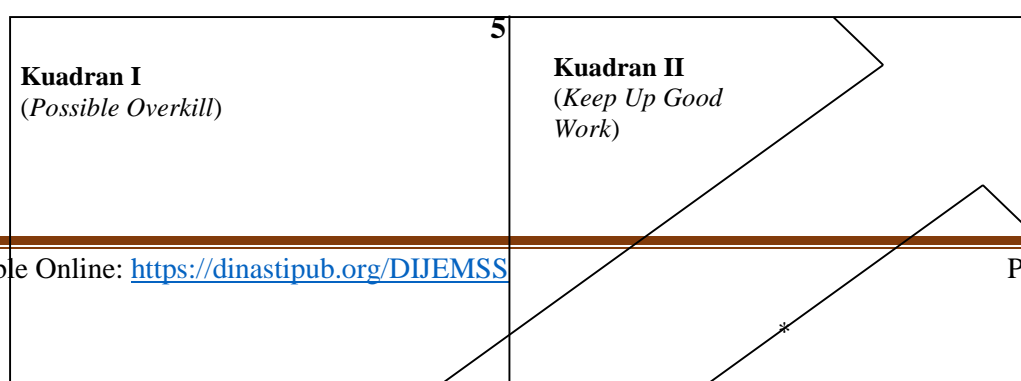
**Table 2. Elements of Education and Training Programs**

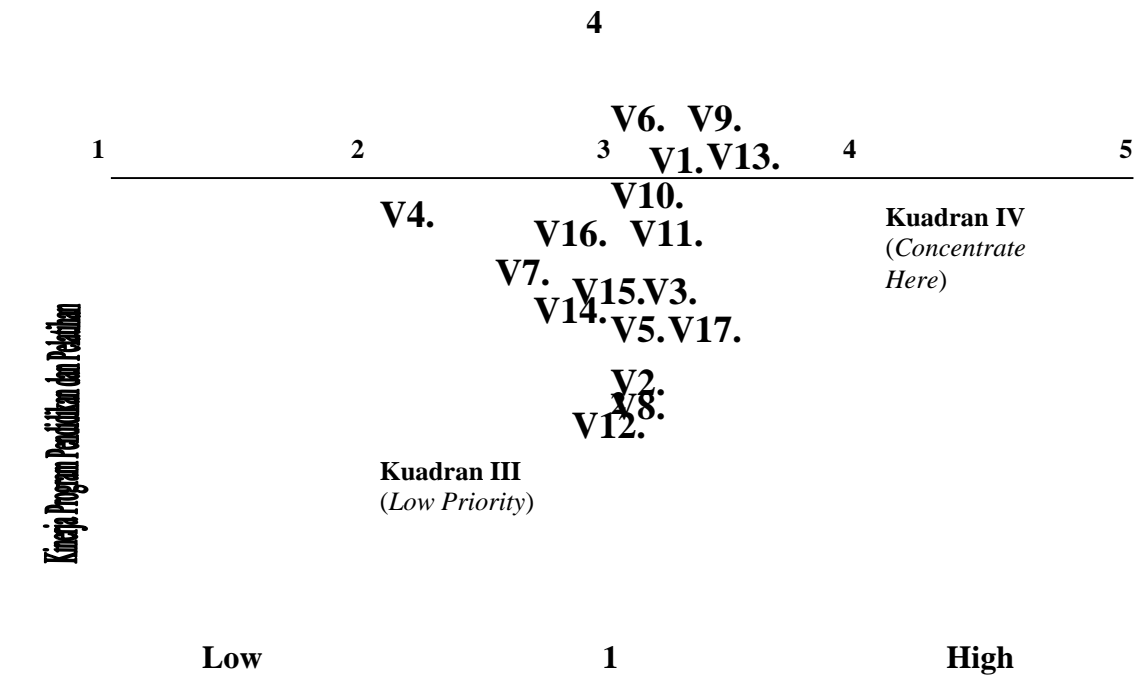
No	Elements of Education and Training Programs	Average Level of Interest	Average Performance Level
1.	Formal Education	3,1	3,2
2.	Non-formal education	3,2	2,5
3.	Training Materials	3,4	2,9
4.	Training Time	2,3	3,1
5.	Training Schedule	3,2	2,6
6.	Training Instructor Skills	3,2	3,6
7.	Instructor Appearance	2,8	2,9
8.	Instructor Friendliness	3,2	2,3
9.	Instructor's mampaun in explaining the material	3,4	3,5
10.	Training Infrastructure Facilities	3,3	3,3
11.	Training Curriculum	3,3	3,1
12.	Training Variations	3,1	2,1
13.	Evaluation of Training/ Examinations	3,4	3,5
14.	Training Ground	3,0	2,7
15.	Training Methods	3,1	2,8
16.	Atmosphere / Training Conditions	3,0	3,1
17.	Training Playbook	3,3	2,7

Sumber : Kuesioner

Based on the average interests and performance above, the following interest and performance analysis is:

### EMPLOYEE INTERESTS





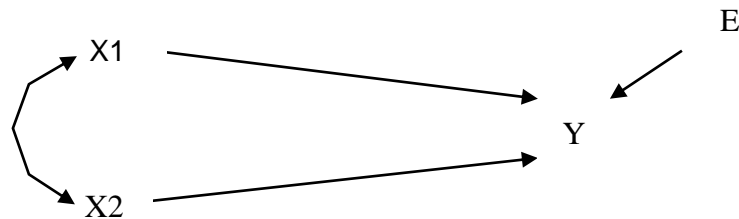
Based on the results of the analysis the level of interest and performance can be identified as follows:

1. The elements that enter quadrant I (possible overkill), are V4, Training time. It turns out that during this training time given very strictly (no leeway in the slightest) even though the employees want to be given a relaxation of training time, for example if it starts at 10:00 right, then they expect to be tolerated up to 5 minutes. So that the time set by the company in carrying out the training program becomes too excessive (in-efficiency). V16, the atmosphere / condition of training exceeds what is important by the employees, but the atmosphere / condition of this training can still be maintained, because it enters the optimal performance area even though it is between quadrants I, and II.
2. The elements that are in quadrant II (keep up good work), are :
  - a. A1, Formal Education conducted by the company is quite appropriate and in accordance with the needs of the work so that employees assess it well enough and important to continue to improve and maintain its performance.
  - b. V6, Instructor Skills. It turns out that the training instructors have been considered experts and the expertise is considered important by employees, so that existing instructors can continue to be maintained.
  - c. V9, Instructor's Ability to explain Materials. Likewise, the instructor's ability to explain the material has been considered good by the employees and stated important, so as explained above, the instructors are very good if maintained.
  - d. V10, Training Infrastructure Facilities have been considered complete and important by their employees so that the facilities and infrastructure used can be maintained and maintained as they should so that they can still be used as desired.
  - e. V11, the Training Curriculum has been considered in accordance with the needs of the work and is considered very supportive of the ease of supporting the work, so that

- although there are always adjustments to the existing conduit and situation, the existing curriculum can still be maintained.
- f. V13, Training Evaluation. The tests conducted post-training are considered good and important by the employees, because the exam will motivate the employees to be really serious in the training process, so that the evaluation of the training absolutely needs to be maintained.
3. The elements in Quadrant III (Low Priority) are as follows::
    - a. V7, Instructor Appearance is not so important by employees as well as the instructor's own appearance is still not good, but the appearance of the instructor is a low priority to be included in the improvement program.
    - b. V14, Training places are also not so important by their employees, they tend to be more comfortable even if the training is not carried out in luxurious places, such as hotels, luxurious meeting places etc.
  4. The elements that enter quadrant IV (Concentrate Here), are as follows: :
    - a. V3, Training Materials. The employees assess that the training materials in detail are still not suitable for use in their work, because it still seems theoretical, so the company must review the material and adjusted to the work needs, even though the curriculum compiled has been considered good.
    - b. V2, Non-Formal Education assessed by employees tends to still rarely be done such as courses to support jobs that require special skills, therefore the company must add its non-formal education program and adjusted to the employee's work.
    - c. V5, Training Schedule is considered inappropriate by employees, because it is always scheduled at the same time as employee work time, they expect training schedules outside of work time and included in the employee overtime count.
    - d. V8, Instructor Friendliness. Although the skills and abilities of instructors have been considered good by employees, they regret the instructor's inhospitality to them, because the instructors tend to have the impression as applies to the teaching and learning process in formal education, so it seems stiffer.
    - e. V12, Training Variation. Training is considered by employees less varied, so it seems monotonous / boring, they expect to be held training in a variety, such as outbond training, etc.
    - f. V15, Training Method. The method used is still considered inappropriate, this training method has to do with the variation of the training earlier. Generally, instructors explain the material in one direction, even though employees expect to be able to discuss real problem solving, not only theoretically.
    - g. V17, The Training Manual is considered incomplete by employees, they expect the training manuals created by each instructor can be used as a user manual to support their work.

### **Effect of The Implementation of Education and Training Programs on Work Productivity.**

The discussion of the results of this study includes the implementation of education and training programs, on employee work productivity as a dependent variable, the results of interviews with as many as 99 employees who were used as respondents. The causal relationship between these variables can be described in the form of diagrams as follows:



X1 = Implementation of Educational Program

X2 = Implementation of training program

Y = Work Productivity

E = Other factors that affect employee work productivity.

Next will be tested the meaning of the correlation coefficient between variables X1 to X2 with the following hypothesis:

Ho :  $\rho_{x_1x_2} = 0$

H<sub>1</sub> :  $\rho_{x_1x_2} \neq 0$

With the following test statistics:

$$t = \frac{r\sqrt{(n-k-1)}}{\sqrt{1-r^2}}$$

then the correlation coefficient and its testing are shown in the table below:

**Table 3. Cholera coefficient**

Correlation	Coefficient	Uji t	Sig.	Conclusion
rx1x2	0,439	2.136	0,000<0,05	Ho Denied There Is a Significant Relationship

From the results of the calculation of the correlation coefficient above it turns out that the correlation coefficient is significant, so the calculation can be continued.

Path coefficients are determined through formulation :

$$P_{Yx_i} = \sum_{j=1}^k CR_{ij} r_{yx_j} \quad i = 1, 2, \dots, 7$$

And the overall influence X<sub>1</sub> and X<sub>2</sub>

$$R^2_{YX_1X_2 \dots X_7} = \sum_{i=1}^k p_{YX_i} r_{YX_i} = 0.626$$



while the coefficient of other variable paths outside the variables X1 and X2 is determined through:

$$p_{Y1\epsilon1} = \sqrt{1 - R_{YX1X2...X7}^2}$$

$$= 0.777$$

This means that the variables of the implementation of education and training programs affect work productivity by 39.56% and the remaining 60.37% are influenced by other factors that do not enter the study.

Based on the theoretical framework that there is an influence between the implementation of educational and training programs on work productivity, it will further test the overall hypothesis with the following forms:

Ho :  $p_{Yx1} = p_{Yx2} = 0$

H<sub>1</sub> : At least there is one  $p_{Yxi} \neq 0$

Test statistics used

$$F = \frac{(n - k - 1)R_{YX_1X_2...X_k}^2}{k(1 - R_{YX_1X_2...X_k}^2)}$$

$$= 20,446$$

With sig. levels based on analysis with SPSS software, obtained:

Sig. = 0.000 smaller than 0.005, hence Ho rejected, meaning it can be passed on to individual tests with the following hypotheses:

Ho :  $p_{Yxi} \leq 0$

H<sub>1</sub> :  $p_{Yxi} > 0$

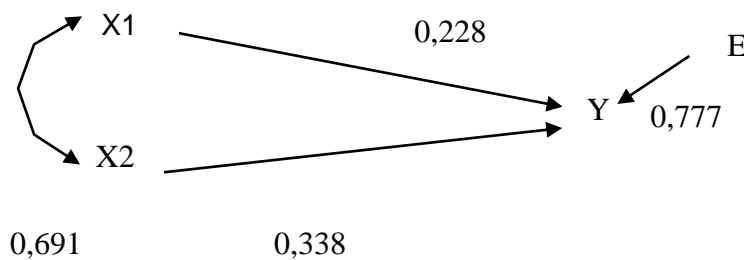
And the test statistics used are:

$$t_i = \frac{p_{YX_i}}{\sqrt{\frac{(1 - R_{YX_1X_2...X_5}^2)CR_{i,i}}{n - k - 1}}} \quad i = 1, 2, 3$$

Then obtained the path coefficient along with the following tests:

Coefficient	Line	Uji t	Sig.	Conclusion
ryx1	0.228	1,941	0,045< 0,05	Ho Ditolak Terdapat Hubungan yang signifikan
ryx2	0.338	3,794	0,000<0,05	Ho Ditolak Terdapat Hubungan yang signifikan

It is structurally causal between variable X1, ... X7, and Y can be revealed in the image below.



Based on the above image, the implementation of education and training programs affects work productivity, and the most dominant influence is the implementation of training programs, this is because the implementation of training programs is more often done and more applicable although still seems theoretical on the work of employees.

## CONCLUSION

The elements of the implementation of educational and training programs that have excessive performance, but are judged by employees are less important, so that these elements become inefficient (not meeting the right goals), are as follows:

- a. V4, Training time. It turns out that during this training time that is very strict (no leeway in the slightest) even though the employees want to be given a relaxation of training time, for example if it starts at 10:00 right, then they expect to be tolerated up to 5 minutes.
- b. V16, The atmosphere / condition of training exceeds what is important by the employees, but the atmosphere / condition of this training can still be maintained, because it enters the optimal performance area even though it is between quadrants I, and II.

The elements that are in quadrant II (keep up good work), the performance of the implementation of education and training programs must be maintained is:

- a. V1, Formal Education conducted by the company is quite appropriate and in accordance with the needs of the work so that employees assess it well enough and important to continue to improve and maintain its performance.
- b. V6, Instructor Skills. It turns out that training instructors are considered experts and important by employees, so that existing instructors can continue to be maintained.
- c. V9, Instructor's Ability to explain Materials. Likewise, the instructor's ability to explain the material has been assessed well by employees and stated important, so as explained above, the instructors are very good if maintained.
- d. V10, Training Infrastructure Facilities have been considered complete and important by their employees so that the facilities and infrastructure used can be maintained and maintained as they should be so that they can still be used as desired.
- e. V11, the Training Curriculum has been considered in accordance with the needs of the work and is considered very supportive of the ease of supporting the work, so that

although there are always adjustments to the existing conduit and situation, the existing curriculum can still be maintained.

- f. V13, Training Evaluation. The tests conducted after training are considered good and important by employees, because the exam will motivate employees to be really serious in the training process, so the evaluation of training absolutely needs to be maintained.

Then the elements that are in Quadrant III (Low Priority), so that these elements have a low priority to be included in the repair program are as follows:

- a. a. V7, The appearance of instruction is not so important by the employees as well as the appearance of the instructor himself is still not good, but the appearance of the instructor is a low priority to be included in the improvement program.
- b. b. V14, Training places are also not so important by their employees, they tend to be more comfortable even if the training is not carried out in luxurious places, such as hotels, luxurious meeting places etc.

While the elements that enter quadrant IV (Concentrate Here), so these elements absolutely must be considered to be repaired by the company is as follows:

- a. V3, Training Materials. The employees assess that the training materials in detail are still not suitable for use in their work, because it still seems theoretical, so the company must review the material and adjusted to the needs of the work, even though the curriculum is well assessed.
- b. V2, Non-Formal Education assessed by employees tends to still be rarely done such as courses to support jobs that require special skills, therefore the company must add its non-formal education program and adjusted to the employee's work.
- c. V5, Training Schedule is considered inappropriate by employees, because it is always scheduled at the same time as employee work time, they expect training schedules outside of work time and included in the employee overtime count.
- d. V8, Instructor Friendliness. Although the skills and abilities of instructors have been judged well by employees, they regret the instructor's disloyalty in them, because the instructors tend to have the impression as applies to the teaching and learning process in formal education, so it seems stiffer.
- e. V12, Training Variation. Training is considered by employees less varied, so it seems monotonous / boring, they expect to be held training in a variety, such as outbond training, etc.
- f. V15, Training Method. The method used is still considered inappropriate, this training method has to do with the variation of the training earlier. Generally, instructors explain the material in one direction, even though the employees expect to be able to discuss in solving problems in real terms, not just theoretically.
- g. V17, The Training Manual is considered incomplete by employees, they expect the training manuals created by each instructor can be used as a user manual to support their work..

The implementation of education and training programs affects employee work productivity and the effect of the implementation of training programs is more dominant, this is because the implementation of training programs is more often done and more applicable although it still seems theoretical on the employee's work. Therefore, the right education and training programs will have an impact on increasing the productivity of their employees.

### Suggestion

The elements of the implementation of educational and training programs that must be considered and improved are as follows:

- a. Training materials.
- b. Non-Formal Education
- c. Training Schedule
- d. Instructor Friendliness
- e. Variations of Training
- f. Training Methods
- g. Training Manual

While the elements of the implementation of education and training programs that must be maintained, are as follows:

- a. Formal Education
- b. Instructor Skills
- c. Instructor's ability
- d. Training Infrastructure Facilities
- e. Training Curriculum
- f. Training Evaluation

Based on the above conclusion, that there is a significant influence between the implementation of educational and training programs on work productivity, therefore to increase work productivity, education and training programs must be adjusted and planned in detail with work needs.

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