



## Evaluation of post-education and training to determine alumni performance quality

**Nia Kurniawati**

Universitas Pendidikan Indonesia, Bandung, Indonesia  
[niamalika69@upi.edu](mailto:niamalika69@upi.edu)

### ABSTRACT

Education and training are structured and planned actions or processes with the aim of forming an optimal learning environment. The purpose of this article is to increase understanding of post-education and training evaluation and the importance of seeing the quality of education and training alumni on an ongoing basis. Through an effective and continuous evaluation, we can identify the strengths and weaknesses of training programs, provide recommendations for appropriate improvements, and improve the quality of education and training alumni to face competition in the ever-evolving world of work. The method used in this research is a descriptive method using a literature study approach. The findings obtained from this article are that as a whole, the community has not directly experienced the impacts and benefits provided by the various types of training held. The conclusion is that it is often found that a training activity is ultimately only limited to measuring the output of training participants and tends to ignore alumni outcomes. Outcomes of this training can be known through post-training evaluation activities which are carried out three to 6 months after the training is completed.

### ARTICLE INFO

#### Article History:

Received: 7 May 2023

Revised: 3 Jul 2023

Accepted: 14 Jul 2023

Available online: 1 Sept 2023

Publish: 21 Dec 2023

#### Keyword:

evaluation; education and training outcome; post-training evaluation.

#### Open access

Curricula: Journal of Curriculum Development is a peer-reviewed open-access journal.

### ABSTRAK

Pendidikan dan pelatihan merupakan tindakan atau proses yang terstruktur dan terencana dengan tujuan membentuk lingkungan pembelajaran yang optimal. Tujuan dari artikel ini adalah untuk meningkatkan pemahaman tentang evaluasi pasca pendidikan dan pelatihan serta pentingnya melihat kualitas alumni diklat secara berkelanjutan. Melalui evaluasi yang efektif dan berkelanjutan, kita dapat mengidentifikasi kekuatan dan kelemahan program pelatihan, memberikan rekomendasi perbaikan yang tepat, dan meningkatkan kualitas alumni diklat untuk menghadapi persaingan di dunia kerja yang terus berkembang. Metode yang digunakan dalam penelitian ini yaitu metode deskriptif menggunakan pendekatan studi literatur. Temuan yang didapat dari artikel ini bahwa secara keseluruhan, masyarakat hingga saat ini belum mengalami secara langsung dampak dan manfaat yang diberikan oleh berbagai jenis diklat yang diselenggarakan. Kesimpulannya bahwa banyak sekali ditemukan bahwa suatu kegiatan diklat ini pada akhirnya hanya sebatas mengukur output peserta diklat dan cenderung mengabaikan outcome alumni. Outcome diklat ini dapat diketahui melalui kegiatan evaluasi pasca diklat yang dilakukan tiga sampai 6 bulan setelah diklat selesai dilaksanakan.

**Kata Kunci:** Evaluasi; Evaluasi Pasca Diklat; Outcome Diklat.

### How to cite (APA 7)

Kurniawati, N. (2023). Evaluation of post-education and training to determine alumni performance quality. *Curricula: Journal of Curriculum Development*, 2(2), 195-212.

### Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

### Copyright



2023, Nia Kurniawati. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. \*Corresponding author:

[niamalika69@upi.edu](mailto:niamalika69@upi.edu)

## **INTRODUCTION**

In an ever-evolving world, education and training play a central role in equipping individuals with relevant knowledge and skills. However, the effectiveness of this education and training can't solely be measured by the quality of the process; it must also consider the impact on the quality of alumni performance. Evaluating post-education and training is crucial to assess whether participants can apply what they've learned in their work or professional practice. This article analyzes the necessity of post-education and training evaluations for measuring alumni performance quality, as well as their influence on future improvements and development of education and training programs.

The success of education and training implementation can be evaluated through various means, including post-training evaluation. Post-training evaluation is a component of the training management process, serving as a control function. It entails evaluative steps carried out after the training concludes, aiming to measure training success in an objective, reliable, and valid manner (Sulathiah & Hidayati, 2021).

Regarding post-education and training evaluation, continuous assessment of the quality of education and training alumni is essential. This evaluation offers insights into how effectively training alumni can tackle challenges after completing their training. High-quality training alumni indicate the triumph of education and training programs in producing competent graduates who are prepared for the workforce (Brits & Steyn, 2019; Macmahon et al., 2020).

A study by Ketut Rusmulyani in 2020, titled "Kajian Evaluasi Pasca Pendidikan Dan Pelatihan Kepemimpinan Tingkat III Pada Badan Diklat Provinsi," revealed that alumni often disseminate information to transfer knowledge after participating in training programs. Respondents in the study rated dissemination activities highly (Rusmulyani, 2020).

Furthermore, a study titled "Evaluasi Pasca Diklat Tim Pendamping Keluarga dalam Rangka Percepatan Penurunan Stunting di Provinsi Lampung," conducted by Annastasia Nika Susanti and Anisa Kuswandari Banuwa (2021), aimed to determine the results of post-training evaluation (TPK orientation). The study indicated that respondents, who were alumni, had attained a good level of knowledge but required further improvement in comprehension. The implementation of the 2021 TPK orientation aligned with guidelines from the Lampung Province BKKBN Representative.

Another study by Bulyadi et al. (2019), titled "Evaluasi Kinerja Alumni Pendidikan dan Pelatihan Kepemimpinan Tingkat IV Dilaksanakan oleh Badan Pengembangan Sumber Daya Manusia," reported positive feedback from alumni, direct supervisors, and co-workers regarding the performance of training alumni. Leadership abilities were assessed positively, while technical abilities received lower ratings. Factors influencing alumni performance included strong leadership support to enhance performance and hindering factors such as limited internet access, conservative thinking among staff, and ambiguity in transferring officials/staff in each Organisasi Perangkat Daerah (OPD).

This study underscores the importance of post-education and training evaluation in consistently determining the quality of education and training alumni. The research was undertaken to comprehensively understand the contribution and success of training alumni

in the workforce. It is hoped that this article can provide an in-depth understanding of post-education and training evaluation.

The focal point of discussion in this article is predicated on several problem formulations that will be elucidated through a comprehensive literature study. Firstly, the scope entails ascertaining the extent to which the prevailing education and training curriculum is adept at meeting the requisites and demands of the contemporary realm of work. Secondly, it seeks to unravel the ramifications of education and training on enhancing the quality of life, bolstering productivity, and amplifying the competitiveness of training participants within the professional sphere. Lastly, the intention is to furnish pertinent recommendations aimed at refining the caliber of education and training, while rectifying existing shortcomings.

By devising these inquiries, the evaluation of training, within the context of augmenting the competence and skills of education and training participants, can be conducted in a more targeted and systematic manner. Responses to these queries will furnish a more profound comprehension of the prevailing state of education and training, subsequently furnishing a bedrock for policy formulation and requisite enhancements.

## LITERATURE REVIEW

### Education and Training

Pendidikan dan pelatihan merujuk pada pembuatan lingkungan di mana karyawan memiliki kesempatan untuk meningkatkan keterampilan, pengetahuan, dan sikap, yang semuanya bertujuan untuk mendukung pencapaian tujuan organisasi. Berdasarkan konsep ini, pelatihan dan pendidikan seringkali dianggap serupa karena keduanya memiliki tujuan yang sama, yaitu membantu karyawan dalam perkembangan mereka (Nurjannah & Nurhadi, 2020; Yasin *et al.*, 2021).

Pendidikan dan pelatihan merupakan proses yang melibatkan perilaku untuk mengubah kemampuan individu, dengan tujuan meningkatkan kapabilitas intelektual, sikap, dan keterampilan. Dalam konteks pendidikan dan pelatihan (diklat), fokusnya adalah mengembangkan bakat individu, tidak hanya pada aspek pengetahuan dan keterampilan, tetapi juga pada sikap (Ashary & Komara, 2022; Chuang, 2021).

### Evaluation of Education and Training

In embarking on an explanation of training evaluation, it is imperative to delineate the definitions of the terms "evaluation" and "training". Evaluation denotes the process of ascertaining the quality of something, encompassing attributes such as good or bad, aesthetically pleasing or not, highly satisfactory or unsatisfactory, and the like. In this context, the ambit extends to encompass individuals, edifices, objects, and even the training itself. "Training" encompasses the facets of both "education" and "training". It constitutes a systematic framework imbued with program planning. Consequently, the precise term to encapsulate this concept is "training program evaluation".

The evaluation of a training program entails a multitude of objectives. Initially, it aims to gauge the efficiency and effectiveness with which the training program has been executed.

Secondly, it involves the measurement of the degree of accomplishment of the training program's objectives. Thirdly, it assesses the alignment of program implementation with the pre-established plan. Subsequently, it delves into the analysis of the post-implementation impact ensuing from the training program. Lastly, it endeavors to unearth the strengths and weaknesses intrinsic to the training program. For the purpose of appraising the triumph of the training program's objectives, a thorough evaluation of the training program becomes requisite. This comprehensive evaluation is carried out by educational and training institutions in consonance with established guidelines. The findings derived from program evaluation serve as a compass for decision-makers in determining subsequent actions for ongoing or concluded programs (Dachliyani, 2019).

Within the precincts of a training program, evaluation occupies a position of paramount significance. The post-training evaluation process, conducted between six to twelve months subsequent to training, assumes a pivotal role in assessing how effectively alumni apply their training within structural roles. It measures progress in effecting planned changes, enhances alumni performance, and elevates the performance of the organizational units to which the alumni belong. Additionally, the post-training evaluation aligns with the timing of the pre-training evaluation (Checa et al., 2020; Sulaiman, 2020).

### **Stages of Post-Training Evaluation**

Kirkpatrick introduced a framework comprising four distinct stages that delineate the sequential process for evaluating education and training programs. Each stage holds a distinct level of significance and exerts influence on the subsequent stages. While transitioning from one stage to the next necessitates intricate efforts and time investment, the outcomes yield invaluable evaluative insights. Essentially, this theory posits that the evaluation of training programs encompasses four levels, namely reaction, learning, behavior, and results (Ebner & Gegenfurtner, 2019; Iskandar, 2019).

**Tabel 1.** Basic Characteristics of Kirkpatrick's Model Evaluation and Application in BPPK Environment

Level	Mengukur	Objek Ukur	Teknik Pengukuran	Waktu	Aplikasi BPPK
<i>Reaction</i>	Perasaan/ Persepsi	1. Kurikulum 2. Lingkungan beajar 3. Pengajar 4. Harapan peserta	1. Kuesioner 2. <i>Smile sheet</i> 3. <i>Reactionnaires</i>	Pada saat penyelenggaraan	1. Evaluasi penyelenggaraan 2. Evaluasi pengajar 3. Evaluasi Tatap muka
<i>Learning</i>	Keterampilan, Pengetahuan, Sikap	1. peningkatan pengetahuan yang spesifik 2. mengembangkan keterampilan 3. merubah sikap	1. Ujian 2. Observasi 3. <i>Check list</i> 4. <i>Interviews</i>	Pada akhir penyelenggaraan	1. <i>Pre-Test</i> dan <i>Post-Test</i> 2. Ujian
<i>Behavior</i>	Perubahan perilaku	1. Perubahan perilaku dalam bekerja 2. Menerapkan keterampilan hasil diklat 3. Opini dan sikap dalam mengemukakan ide baru 4. Perubahan lingkungan yang memfasilitasi rekannya untuk belajar	1. <i>Interview</i> (tatap muka, telepon) 2. Observasi langsung 3. Analisis dokumen 4. Analisis penilaian kinerja	Setelah penyelenggaraan (beberapa waktu setelah menerapkan hasil diklatnya)	Evaluasi Pascadiklat untuk mengukur implementasi hasil Pembelajaran dalam meningkatkan kompetensi alumni.
<i>Results</i>	Peningkatan produktivitas kinerja	1. Pengurangan pemborosan 2. Peningkatan output 3. Pengurangan input 4. Perbaikan kualitas 5. Efisiensi proses 6. Efektivitas biaya dan keuntungan	1. Pengukuran efisiensi 2. Pengukuran keuangan 3. Efektifitas non keuangan 4. Pengukuran manfaat 5. Perubahan optimal 6. Pertumbuhan 7. Penguasaan pasar	<i>Short Term</i> (½ sampai 1 tahun)  <i>Long Term</i> (2 sampai 10 tahun)	Evaluasi Pascadiklat untuk mengukur dampak hasil Pembelajaran dalam meningkatkan kinerja alumni diklat dan/atau organisasi.

Source: (Iskandar, 2019)

1. Level 1 (Reaction) pertains to an evaluation that assesses how participants respond to the training sessions they attend. In other words, it gauges participants' satisfaction with the learning experience (akin to customer satisfaction).
2. Level 2 (Learning) involves an evaluation that gauges the learning process during training—specifically, the extent to which participants absorb and apply knowledge (transference of learning). The primary objective of this stage of evaluation is to measure participants' learning outcomes, encompassing shifts in attitudes, heightened knowledge, and honed skills.
3. Level 3 (Behavior) signifies an evaluation directed at measuring the degree to which behavioral changes transpire after participants complete the training.
4. Level 4 (Results) entails an evaluation intended to measure the ultimate outcomes that materialize after participants conclude the training. These outcomes could manifest as escalated productivity, improved quality, heightened cost efficiency, diminished work-related accidents, augmented sales, enhanced employee stability, and amplified profitability.

## **METHODS**

This research employs a descriptive method with the objective of offering an overview of the studied phenomenon. The descriptive method serves as a means to elucidate existing phenomena and is conducted in accordance with the prevailing circumstances (Huda et al., 2018). Consequently, this approach proves instrumental in providing an intricate portrayal of the entire study. The descriptive method functions as a research approach that communicates reality or facts through detailed descriptions of observations, acquisitions, and perceptions. Ramdhan, in his book titled "Metodologi Penelitian," contends that the essence of this descriptive research approach lies in furnishing an overview, clarification, and validation of the phenomenon under investigation.

For data collection in this research, a secondary method was employed utilizing library techniques. Library research can be defined as a data collection technique that involves organizing and amassing diverse information and data via library resources, both online and offline (Rafi et al., 2020; Sari & Asmendri, 2020). Library research, also known as bibliographic research, entails the study, perusal, and notetaking from various pertinent reading materials or literature related to the research topic.

Literature research is executed through a combination of literature reviews and evaluations of relevant subjects. A literature search encompasses diverse sources such as journals, books, dictionaries, documents, magazines, and other references without necessitating field investigations (Mendes et al., 2020).

The secondary data harnessed for this study take the form of journals, papers, and articles germane to issues surrounding the efficacy of post-training evaluations in enhancing the quality of training alumni's performance. Data collection unfolded through the aggregation of reference sources, which were subsequently analyzed and scrutinized to facilitate their incorporation into articles.

## **RESULT AND DISCUSSION**

Education and training hold immense significance as they serve to fortify individual knowledge and skills, enhance competitiveness, and underpin organizational expansion in an era characterized by rapid transformations. Conceptually, education and training encompass endeavors aimed at bolstering employee competencies, particularly in elevating professionalism and honing administrative and management proficiencies, including leadership capabilities (Al Hiali et al., 2020; Hanun, 2018).

Education and training constitute essential strides taken to augment individual potential, particularly in refining both academic prowess and character. To attain optimal outcomes in fostering employee growth, tailor-made education and training programs are imperative, aligned with job assessment. This alignment empowers employees to grasp the objectives inherent in the education and training processes they partake in. Through the provision of education and training to employees, a positive metamorphosis unfolds in terms of their knowledge, aptitudes, and skills. This transformation emanates from dedicated human

resource development endeavors such as training, which precipitates notable enhancements in these domains (Syahputra & Jufrizen, 2019).

Drawing from the aforementioned discourse, it becomes evident that education and training assume a pivotal role in fortifying individual knowledge and skills, amplifying competitiveness, and bolstering organizational advancement in the face of dynamic changes. The affirmative impact resonates in the elevation of professionalism, individual potential, and employee performance. Programs crafted in accordance with job analyses facilitate a comprehension of objectives, while human resource development initiatives through training yield substantial enhancements in capabilities (Yong et al., 2020). In summation, education and training wield substantial influence in nurturing both individuals and organizations, ushering benefits for employees and companies alike through a continuum of performance enhancement.

### **Relationship between Education and Training Curriculum in Meeting the Needs and Demands of the World of Work**

Training encompasses two distinct dimensions, namely Education and Training. Although distinct in meaning, their shared objective revolves around the augmentation of knowledge and skills. Through training, the aspiration is to enhance the quality of human resources, for education and training not only heighten knowledge but also refine work-related skills. This engenders a ripple effect, culminating in improved work performance, enhanced company efficiency, and heightened job satisfaction for the participating employees. The significance of training isn't limited to benefiting employees alone; companies also stand to gain. Elevating employees' abilities and skills directly translates to improved performance (Kiayi et al., 2022; Niati et al., 2021).

The process of education and training encompasses the dissemination of knowledge, specialized skills, and perspectives with the intent of elevating employee competency and their capacity to execute responsibilities in alignment with established standards. This approach holds the potential to substantially ameliorate employee performance, yielding positive enhancements in work outcomes (Handayani, 2019).

In essence, the discourse above underscores the profound importance of education and training in augmenting individual knowledge and skills within the professional sphere. Training wields a positive influence on the caliber of human resources by amplifying knowledge and skills, consequently yielding augmented achievements, efficiency, and satisfaction within companies. Education and training processes centered around team competencies and proficiencies play a pivotal role in enhancing performance. Training reaps benefits not just for employees but also for companies, given that enhancing employee capacities results in a favorable impact on performance.

Fundamentally, competency-based education and training curricula are built upon the foundation of LAN 2015, as detailed in Nurhajati and Bachri's work (2017). This curriculum is rooted in the behavioristic learning theory, prioritizing individualized instruction, overseeing participant experiences, adopting a systemic approach, focusing on learning

processes and outcomes, and often employing modules or alternative systems to meet the unique needs of students.

The education and training curriculum is intricately intertwined with the objective of fulfilling the requisites and demands of the workforce. Addressing these requisites and demands can be expounded as follows:

1. Material Relevance

The education and training curriculum must encompass materials that are pertinent to the requisites of the working world. The curriculum should guarantee that students or trainees acquire knowledge and skills in alignment with the current job demands.

2. Adaptation to Change

The professional landscape undergoes continual evolution and transformation. The education and training curricula must exhibit adaptability to these shifts, enabling graduates or trainees to possess skills that resonate with the ongoing work dynamics.

3. Industry Collaboration

A triumphant education and training curriculum necessitates collaboration with industries. Through such partnerships, the curriculum can be informed by the genuine requirements of specific companies and industrial sectors, thus equipping graduates or trainees with the qualifications sought after by employers.

4. Cultivation of General and Specific Proficiencies

Curricula should cultivate general proficiencies, encompassing communication, problem-solving, and teamwork skills, alongside the specific proficiencies requisite for distinct job roles. These proficiencies aid graduates or trainees in adapting to diverse roles and responsibilities in the professional sphere.

5. Ongoing Monitoring and Evaluation

Education and training curricula ought to undergo consistent monitoring and evaluation. This practice ensures that the curriculum retains its relevance in light of work-related developments and can be tailored to address emerging requisites.

Hence, a meticulously crafted education and training curriculum assumes a pivotal role in producing graduates or trainees who are well-equipped to confront the challenges of the professional realm and fulfill the prevailing requirements.

Curriculum development, focused on addressing needs to bridge the gap between anticipated capabilities and current proficiencies, will enhance the efficacy of the training process. This will yield more precise and tailored training interventions. The curriculum regards participants not merely as objects but also as active learners who engage in experiential learning both within and beyond the classroom, aligning with the demands of their competencies (Haug & Mork, 2021; Nurhajati & Bachri, 2017). By the culmination of the training, participants are anticipated to evolve into individuals characterized by excellence, integrity, discipline, accountability, and professionalism.



## **The Impact of Education and Training on Increasing the Quality of Life, Productivity and Competitiveness of Participants in the World of Work**

Participation in education and training programs serves as a pathway to construct and advance careers. In these programs, organizations deliberately equip employees to assume diverse job responsibilities through rotation or ascend to higher positions via promotion in the future. Consequently, education and training constitute a valuable investment in human resources for every organization. The implementation of such programs aims to enhance the quality of human resources in alignment with the existing demands of jobs (Aqsa, 2018).

Education and training play a pivotal role in enhancing the quality of life, productivity, and competitiveness of participants within the work environment. Through pertinent education, participants acquire the skills and knowledge essential to address the requisites of the contemporary world of work. The enhancement in quality of life arises from the access to improved employment opportunities and higher income potential. Leveraging the knowledge garnered from education and training, participants can augment efficiency in executing tasks, thereby directly boosting workplace productivity (Rivaldo & Nabella, 2023).

Work productivity encompasses not only striving for maximal output but also considering the quality of the work undertaken. The evaluation of individual productivity encompasses the actions undertaken by individuals in fulfilling their duties. In essence, individual productivity delineates the manner in which someone executes their work or responsibilities (Prajitiasari, 2012).

Furthermore, education and training heighten the competitiveness of participants within an increasingly competitive job market. As a result of their specialized skills and up-to-date knowledge, participants undergoing training become more appealing to companies and organizations. This creates opportunities for them to assume more strategic and impactful roles, with the potential to advance their careers significantly. In accordance with Dartha (2010), the education and training process is anticipated to yield several outcomes. Primarily, it fosters an efficient communication process. Secondly, it cultivates a shared perception of the tasks to be accomplished. Thirdly, it ensures adherence to normative regulations, both general and those prescribed by government authorities. Fourthly, it fosters a positive organizational environment conducive to the development of all individuals. Lastly, it transforms the organization into a more engaging environment for contribution and innovation.

Moreover, education and training empower participants to adapt to the rapid changes unfolding in the world of work, encompassing technological advancements, industry trends, and novel work methodologies. Consequently, participants not only evolve into dependable workers but also actively contribute to confronting emerging challenges. Fundamentally, the execution of education and training endeavors aims to amplify participants' comprehension of skills and knowledge, ultimately augmenting work performance (Dartha, 2010).

In sum, education and training yield a multidimensional impact encompassing elevated quality of life, enhanced productivity, and the aptitude to compete effectively within the dynamic world of work. By nurturing individuals with pertinent knowledge and skills, education and training lay a robust foundation for perpetual advancement and innovation

across diverse sectors. Consequently, investing in education and training emerges as a pivotal strategy underpinning the growth and stability of the global community.

### **Recommendations for Improving the Quality of Education and Training**

As stated by Manullang in (Aliya & Tobari, 2019), the objective of education and training is to enhance the technical, theoretical, conceptual, and ethical competencies of human resources. This enables their work productivity to attain optimal growth in alignment with the acquired skills. This endeavor provides individuals with the opportunity to evolve personally and seize prospects for higher positions in the future.

Quoting Aryanti et al. (2018), several recommendations can be formulated to enhance the quality of education and training (training). These recommendations encompass enhancing the caliber of subsequent training endeavors and aligning them with the prevailing training needs. The subsequent step involves adjusting the training program to augment the execution of education and training, if deemed necessary. It is essential to pay heed to and embrace input from training participants concerning the continuous progress of education and training.

Apart from the aforementioned aspects, the utmost significance lies in consistent evaluation. This evaluation is conducted to uphold the proper implementation of the education and training process. The evaluations that can be undertaken encompass evaluating instructors, assessing program implementation, and reviewing the curriculum. Furthermore, it's pivotal to recognize the necessity for refining the training program in congruence with the guidelines for training program evaluation set forth by the implementing institution (Aryanti et al., 2018).

From the aforementioned discourse, it is evident that the underlying aim of education and training is to enhance the technical, theoretical, conceptual, and ethical acumen of the workforce. Consequently, their productivity can flourish optimally in accordance with the acquired skills, thus creating avenues for attaining higher positions in the future. The recommendations to elevate education and training quality encompass tailoring training activities to requirements, modifying the training program as necessary, and valuing input from participants. Consistent evaluations, encompassing the assessment of instructors, program execution, and curriculum, are of paramount importance. Enhancements to the education and training program should diligently adhere to the training program evaluation guidelines prescribed by the implementing agency.

### **The Importance of Post-Education and Training Evaluation**

The success of a training program hinges on actions taken after planning, aligned with the established goals and targets. Studies and evaluations can be undertaken to enhance the quality of education and training and elevate the benchmarks for training program execution.

Post-training evaluation assumes a crucial role in gauging the real outcomes and benefits of education and training initiatives. While the outcomes of education and training processes are evident in the performance of training participants or alumni, the more pivotal results manifest in the extent to which training enhances participants' performance. Thus, post-

training evaluations should constitute an integral component of contemporary training programs.

Commonly referred to as training outcome transfer, post-training evaluation involves the assessment of how a training program influences the enhancement of employee and organizational performance. Particularly, its purpose is to gauge the extent to which training participants can apply acquired skills upon their return to the workplace and the ensuing impact on organizational performance.

In essence, the aim of evaluation at this stage is to measure participants' satisfaction with the training program. Consequently, numerous training institutions, spanning substantive, functional, pre-service, and leadership training, predominantly focus on evaluating the training implementation alone, disregarding the impact of leadership training despite its substantial budget allocation. Thus, post-training evaluation becomes pivotal in showcasing to the community the extent to which the allocated budget for training contributes to enhancing the quality of services provided to the community.

Drawing from research by PKP2A I LAN as cited in the article ([Sulaiman, 2020](#)), findings indicate that both central and regional governments allocate around IDR 180 billion annually for organizing leadership training. This training is organized by various institutions at both levels. Notably, this sum doesn't encompass costs earmarked for technical and functional courses annually. As outlined in the 2015 Kerangka Acuan Kerja (KAK) of the Balai Diklat Keagamaan Semarang, technical training designed to offer additional assignments to MI heads necessitates a budget of Rp. 117,835,000 for a cohort of 30 members. Given this substantial budget allocation, attention has shifted among the community and policy makers within the training sector towards assessing the effectiveness and impact of the training ([Rahmat et al., 2022](#)).

In a general sense, the populace has yet to tangibly experience the benefits of diverse training types. The aspiration is for advancements in government management, enhanced public service performance, and the successful execution of programs aimed at elevating the well-being of individuals. Despite incurring considerable costs for training endeavors, numerous organizations harbor reservations concerning the benefits and outcomes of training ([Blume et al., 2010](#)).

To allay these reservations, training practitioners and policy makers ought to conduct training evaluations to ascertain whether training genuinely augments employee performance upon their reintegration into the workplace. This evaluation serves to furnish data and insights into the degree to which training influences individual and organizational performance ([Arthur, 2018](#)).

### **Improving the Quality of Alumni After Training Implementation.**

In accordance with the Decree of the Keputusan Kepala LAN No. 193, this evaluation encompasses various aspects, including: a) Curriculum b) Participants c) Widyaiswara d) Training financing e) Training facilities and infrastructure f) Organizers

According to the prevailing training policy, training evaluation entails two primary activities. The first pertains to the evaluation of training participants, encompassing participant

attitudes and behaviors such as discipline, leadership, cooperation, and initiative. The second involves the evaluation of the organizer's performance, which encompasses assessments and written tests for widyaiswara to gauge material and academic mastery. The outcomes of this evaluation will serve as the basis for determining whether training participants will graduate.

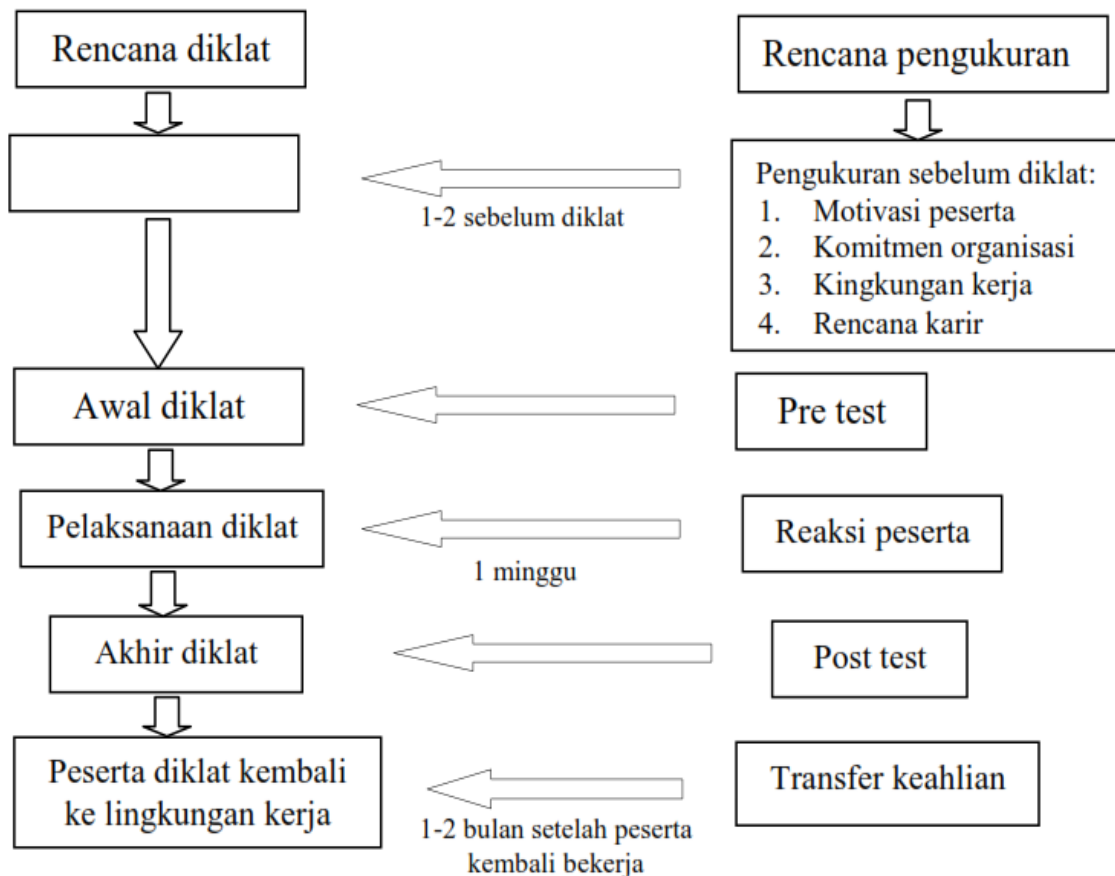
Education and training program alumni undergo regular evaluations to gauge the implementation of acquired knowledge during the training period. At the very least, it is anticipated that they will bring about changes within themselves upon returning to their work environment (Suryani, 2021).

Organizations must institute an evaluation system that demonstrates how training contributes to enhancing both organizational and individual performance. Post-training evaluation serves as one avenue for achieving this. It aids in refining and optimizing existing training programs, as well as discerning the requisites for future training methodologies. Research conducted by Sulaiman (2020) has underscored the significance of post-training evaluation. Within post-training evaluation, the competencies, knowledge, and perspectives of participants are assessed.

According to Baldwin et al. (1988), three fundamental elements influence post-training evaluation: input, output, and transfer conditions. The input aspect pertains to preceding conditions that impact the learning process during training and subsequently influence training outcomes. This facet encompasses the characteristics of training participants, the training design, and the work environment. Participant characteristics encompass their abilities, personality traits, and motivation, all of which exert an influence on training outcomes.

Drawing from Schacter's research, as quoted by Haryanto (Sulaiman, 2020), the success of capacity development programs is frequently gauged based on activities undertaken, often neglecting the primary objective. The assessment of a capacity-building program's success frequently centers on inputs rather than outputs. According to Campbell (Oppler et al., 1992), as elucidated in (Mathieu et al., 1992) and (Sulaiman, 2020), achieving training effectiveness mandates the consideration of individual and environmental factors. Activities conducted before, during, and after training profoundly impact the quality of the training. Additionally, individual factors among training participants, their working environment, and the training itself also influence training quality.

Each agency or institution responsible for organizing training must evaluate the impact of participants' engagement in training on performance changes. This evaluation is conducted by comparing it against the costs incurred by the institution. The ensuing framework is utilized to ascertain the effectiveness of the training:



**Gambar 1.** Framework for Measuring Training Effectiveness  
*Source: (Sulaiman, 2020)*

Post-training evaluation studies hold immense significance in comprehensively assessing the performance of training alumni, both through direct and indirect means. The analysis of training program evaluations and post-training evaluations concerning various factors influencing training implementation can be elucidated as follows:

1. Training program evaluation serves the purpose of appraising the effectiveness and efficiency of training implementation. This is achieved by considering factors that contribute to the attainment of training objectives.
2. Post-training evaluation, or the assessment of training transfer outcomes, scrutinizes the competencies of training participants or employees. These acquired competencies are subsequently applied within the work environment of training alumni, thereby showcasing elevated organizational performance.

Several considerations come into play when conducting post-training evaluations:

1. The ability of alumni to apply the knowledge acquired during training.
2. The implementation of employee knowledge and competencies in executing their assigned responsibilities.
3. The enhancement of employee competencies in alignment with their respective positions.

Post-training evaluation necessitates well-defined policies, meticulously planned execution, comprehensive evaluation reports, and an adequate budget. Clear policies pertaining to post-training evaluations must explicitly designate training institutions and regional personnel agencies as responsible entities. During the implementation phase, harmonious collaboration between the institution sending participants and the entity tasked with conducting post-training evaluations is imperative. The post-training evaluation report should offer dependable insights into the extent of the training's impact on organizational performance. Simultaneously, the budget required for conducting post-training evaluations must be meticulously planned and thoroughly prepared.

## **Discussion**

While training programs play a crucial role in enhancing an organization's human resources, the practice of conducting post-training evaluations remains infrequent among training providers or institutions. Hence, it becomes imperative to execute evaluations to ensure the efficacy and efficiency of training programs. Every facet of training implementation, spanning planning, execution, evaluation, and subsequent actions, is informed by this evaluation. By means of post-training evaluation, organizations can gauge the extent to which training needs are being fulfilled. A meticulously crafted training program can yield benefits for the organizers, participants, training milieu, and the workplace of alumni.

Post-training evaluation serves as a means to ascertain the efficacy of alumni following the training. It encompasses the measurement of how effectively and sustainably alumni can apply the knowledge, skills, and attitudes gleaned during the training. Through this evaluation, the extent to which training benefits organizational performance enhancement via the achievements of training alumni becomes discernible.

In truth, post-training evaluations underscore that training institutions bear a significant cost for training endeavors. Training is defined as a continuous and ongoing endeavor aimed at enhancing the competencies of individuals attending training sessions or public employees. Should training fall short of yielding success, adjustments must be made to the curriculum, implementation procedures, and training design in order to rectify any shortcomings.

## **CONCLUSION**

After meticulously reviewing a series of literature related to post-education and training evaluations, which are intricately linked to enhancing the work quality of training alumni, the author draws the conclusion that post-training evaluation constitutes an integral facet across

all stages of training. Organizers of training should not confine themselves to merely measuring outputs; instead, they must extend their assessment to encompass outcomes. These outcomes become discernible only after a period post-training completion, typically around three to six months later. If this outcome measurement practice becomes a standard for all training organizers, the author holds a confident belief that the educational and training objectives of enhancing the quality of training alumni's performance will be duly accomplished.

An adeptly structured education and training curriculum assumes a pivotal role in producing graduates or trainees who are poised to confront the challenges of the professional realm and fulfill existing demands. The manifold impacts of education and training encompass an elevated quality of life, heightened productivity, and a readiness to competently navigate an ever-evolving work milieu. Within the spectrum of education and training endeavors, a salient aspect pertains to the continuous execution of evaluations, aimed at buttressing the efficient implementation of the learning process.

Building upon this conclusion, the author advocates for the formulation of regulations mandating training organizers to conduct post-training evaluations. It should be stipulated that training participants cannot be deemed as having successfully completed their training until they have undergone a post-training evaluation to assess the assimilation of acquired training content into the performance quality of training alumni.

### **AUTHOR'S NOTE**

The authors declare that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

### **REFERENCES**

- Al Hilali, K. S., Al Mughairi, B. M., Kian, M. W., & Karim, A. M. (2020). Coaching and mentoring, concepts and practices in development of competencies: a theoretical perspective. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 10(1), 41-54.
- Aliya, S., & Tobari, T. (2019). Pengaruh pendidikan dan pelatihan terhadap produktivitas kerja karyawan bagian produksi pada PT. Semen Baturaja (persero) tbk Palembang. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, 4(1), 97-103.
- Aqsa, M. A. (2018). Dampak pendidikan dan pelatihan terhadap produktivitas kerja guru pada SMK Kansai Kota Pekanbaru. *Eko dan Bisnis: Riau Economic and Business Review*, 9(4), 251-259.
- Arthur, R. (2018). Evaluasi program diklat karya tulis ilmiah untuk widyaiswara Pusbangtendik Kemdikbud. *Jurnal Penelitian dan Evaluasi Pendidikan*, 22(1), 35-48.
- Aryanti, T., Supriyono, S., & Ishaq, I. (2018). Evaluasi program pendidikan dan pelatihan. *Jurnal Pendidikan Nonformal*, 10(1), 1-13.

- Baldwin, T. T., & Ford, K. J. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63–105.
- Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: a meta-analytic review. *Journal of Management*, 36(4), 1065–1105.
- Brits, H. J., & Steyn, C. (2019). Conducting a graduate tracer study at a university of technology: a quest to enhance the learning experience. *Balkan Region Conference on Engineering and Business Education*, 3(1), 10-18.
- Bulyadi, B., Mering, A., & Astuti, I. (2019). Evaluasi kinerja alumni pendidikan dan pelatihan kepemimpinan tingkat IV dilaksanakan oleh badan pengembangan sumber daya manusia. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 8(11), 1-13.
- Checa, D., & Bustillo, A. (2020). A review of immersive virtual reality serious games to enhance learning and training. *Multimedia Tools and Applications*, 79, 5501-5527.
- Chuang, S. (2021). The applications of constructivist learning theory and social learning theory on adult continuous development. *Performance Improvement*, 60(3), 6-14.
- Dachliyani, L., & Sos, S. (2019). Instrumen yang sahih: sebagai alat ukur keberhasilan suatu evaluasi program diklat (evaluasi pembelajaran). *Madika: Media Informasi dan Komunikasi Diklat Kepustakawanan*, 5(1), 57-65.
- Dartha, I. K. (2010). Pengaruh pendidikan dan pelatihan (diklat) terhadap kinerja pegawai negeri sipil pada sekretariat daerah Kota Malang. *Jurnal Ekonomi Modernisasi*, 6(2), 140-160.
- Ebner, C., & Gegenfurtner, A. (2019). Learning and satisfaction in webinar, online, and face-to-face instruction: a meta-analysis. *Frontiers in Education*, 4, 474274.
- Goldkuhl, G. (2012). From action research to practice research. *Australasian Journal of Information Systems*, 17(2), 57-78.
- Handayani, D. (2019). Pengaruh pendidikan dan pelatihan, motivasi, serta lingkungan kerja terhadap kinerja guru SMK Negeribanyuasin. *Jurnal Ilmu Manajemen*, 6(2), 140-150.
- Hanun, F. (2018). Evaluasi penyelenggaraan diklat di kementerian agama. *Edukasi*, 16(2), 191-203.
- Haug, B. S., & Mork, S. M. (2021). Taking 21st century skills from vision to classroom: what teachers highlight as supportive professional development in the light of new demands from educational reforms. *Teaching and Teacher Education*, 100, 103286.
- Huda, C., Hudha, M. N., Ain, N., Nandiyanto, A. B. D., Abdullah, A. G., & Widiaty, I. (2018). The implementation of blended learning using android-based tutorial video in computer programming course II. *IOP Conference Series: Materials Science and Engineering*, 288(1), 1-6.
- Iskandar, A. (2019). Evaluasi diklat ASN model kirkpatrick (studi kasus pelatihan effective negotiation skill balai diklat keuangan Makassar). *Jurnal Pendidikan*, 20(1), 18-39.



- Kiayi, M., Bokingo, A. H., & Tantawi, R. (2022). Pengaruh pendidikan dan pelatihan (diklat) terhadap prestasi kerja karyawan pada Maqna Hotel Gorontalo. *Jambura: Jurnal Ilmiah Manajemen dan Bisnis*, 5(2), 519-526.
- MacMahon, S. J., Carroll, A., Osika, A., & Howell, A. (2022). Learning how to learn—implementing self-regulated learning evidence into practice in higher education: illustrations from diverse disciplines. *Review of Education*, 10(1), e3339.
- Mathieu, J. E., Tannenbaum, S. I., & Salas, E. (1992). Influences of individual and situational characteristics on measures of training effectiveness. *Academy of Management Journal*, 35(4), 828–847.
- Mendes, E., Wohlin, C., Felizardo, K., & Kalinowski, M. (2020). When to update systematic literature reviews in software engineering. *Journal of Systems and Software*, 167(1), 110607.
- Niati, D. R., Siregar, Z. M. E., & Prayoga, Y. (2021). The effect of training on work performance and career development: the role of motivation as intervening variable. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(2), 2385-2393.
- Nurhajati, W. A., & Bachri, B. S. (2017). Pengembangan kurikulum diklat (pendidikan dan pelatihan) berbasis kompetensi dalam membangun profesionalisme dan kompetensi Pegawai Negeri Sipil (PNS). *JP (Jurnal Pendidikan): Teori dan Praktik*, 2(2), 156-164.
- Nurjannah, S., & Nurhadi, A. (2020). Relevansi tujuan dan materi dalam program pendidikan dan pelatihan pengembangan guru PAI di era digital. *Indonesian Journal of Islamic Educational Management*, 3(2), 96-107.
- Oppler, S. H., Campbell, J. P., Pulakos, E. D., & Borman, W. C. (1992). Three approaches to the investigation of subgroup bias in performance measurement: review, results, and conclusions. *Journal of Applied Psychology*, 77(2), 201–217.
- Prajitiasari, E. D. (2012). Pengaruh pendidikan dan pelatihan pada karyawan terhadap produktivitas kerja pada PT. Bank Rakyat Indonesia (persero) cabang Tulungagung. *Jurnal Media Mahardhika*, 10(2), 1-15.
- Rafi, M., JianMing, Z., & Ahmad, K. (2020). Digital resources integration under the knowledge management model: an analysis based on the structural equation model. *Information Discovery and Delivery*, 48(4), 237-253.
- Rahmat, Y., Hartati, S., Tinggi, S., & Riau, I. E. (2022). Pengaruh diklat terhadap kinerja pegawai ASN pada dinas xx di Kabupaten Bengkalis. *Eko dan Bisnis (Riau Economics and Business Review)*, 13(2), 188-197.
- Rivaldo, Y., & Nabella, S. D. (2023). Employee performance: education, training, experience and work discipline. *Calitatea*, 24(193), 182-188.
- Rusmulyani, K. (2020). Kajian evaluasi pasca pendidikan dan pelatihan kepemimpinan tingkat III pada badan diklat Provinsi Bali. *Jurnal Wacana Kinerja: Kajian Praktis-Akademis Kinerja dan Administrasi Pelayanan Publik*, 18(2), 236-262.

- Sari, M., & Asmendri, A. (2020). Penelitian kepustakaan (library research) dalam penelitian pendidikan IPA. *Natural Science: Jurnal Penelitian Bidang IPA dan Pendidikan IPA*, 6(1), 41–53.
- Sulaiman, S. (2020). Evaluasi pendidikan dan pelatihan dalam meningkatkan kualitas penyelenggaraan diklat. *Lecturer Papers*, 1(1), 1-14.
- Sulasiah, F., & Hidayati, S. (2021). Evaluasi pasca pendidikan pelatihan kepemimpinan tingkat III terhadap kinerja aparatur DKI Jakarta. *Jurnal Muara Pendidikan*, 6(1), 18-32.
- Suryani, L. (2021). Pengaruh diklat peningkatan kompetensi guru IPA MTS terhadap pemahaman guru IPA MTS dalam membuat Rencana Pelaksanaan Pembelajaran (RPP). *Jurnal Perspektif*, 14(2), 232–249.
- Susanti, A. N., & Banuwa, A. K. (2022). Evaluasi pasca diklat tim pendamping keluarga dalam rangka percepatan penurunan stunting di Provinsi Lampung. *Jurnal Ilmiah Widyaiswara*, 1(2), 67–75.
- Syahputra, I., & Jufrizen, J. (2019). Pengaruh diklat, promosi, dan kepuasan kerja terhadap kinerja pegawai. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 2(1), 104-116.
- Yasin, S. N., Ilyas, G. B., Fattah, M. N., & Parenden, A. (2021). Pengaruh pengalaman kerja, pendidikan dan pelatihan (diklat) dan tingkat pendidikan terhadap kinerja pegawai di Dinas Pendidikan Kabupaten Soppeng. *Bata Ilyas Educational Management Review*, 1(1), 17-28.
- Yong, J. Y., Yusliza, M. Y., Ramayah, T., Chiappetta Jabbour, C. J., Sehnem, S., & Mani, V. (2020). Pathways towards sustainability in manufacturing organizations: empirical evidence on the role of green human resource management. *Business Strategy and the Environment*, 29(1), 212-228.