THE INFLUENCE AND EFFECTIVENESS OF TRAINING ON WORKFORCE PERFORMANCE USING THE KIRKPATRICK EVALUATION MODEL OF PT PERTAMINA HULU ROKAN

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ABSTRACT
For workers, training, skills, information technology, knowledge, professional ethics are very important for the world of work. The KirkPatrick Evaluation Model attempts to help analyze whether existing training in a company is running effectively. So from this paper, it can be concluded that the training carried out by the company has received a very positive response from the workers so that the results of the evaluation that has been carried out are useful for the company and subsequent training.

Keywords: Employee Performance, KirkPatrick Evaluation Model, Training in Workforce.

INTRODUCTION

In January 2023, a work accident occurred at PT Pertamina Hulu Rokan (PHR) in Siak Regency, Riau which caused one of the PHR workers to die because it was hit by a metal FOSV (Full Opening Safety Valve) during oil well drilling, which hit the victim's head and hands. This incident occurred because the ceiling air host was moved from outside the monkeyboard to inside the monkeyboard to return the ceiling to its position and the FOSV iron weight came off the shurlock and hit the victim. From this incident, the Director of General Criminal Investigation at the Riau Regional Police, Kombes Asep Darmawan, named three suspects with the initials BC as the driller, OF as the floorman, and AF as the tool pusher. Three suspects were charged under Article 359 of the Criminal Code on the basis of work negligence that was not in accordance with Standard Operating Procedures (SOP) resulting in the victim's death. According to the SOP in force at PHR, the use of FOSV is not permitted as ballast. FOSV should only be used if a stray blowout occurs in oil pipeline. (Tanjung, Arief, & redaksi, 2023)

Training is a form of guidance that encourages increased learning efficiency, directed at changing individual performance in their work or responsibilities. The role of training is very important in ensuring that these changes improve performance from an unsatisfactory level to a better one, and from an adequate or above average level to increasingly successful and accomplished (Saputra, Farida, & Rina, 2021). Due to the existence of problems related to work accidents at PHR, Occupational Health and Safety (K3) training becomes an important factor that companies must pay more attention to. This training is important to avoid and minimize work accidents that occur in the future. According to Ida Fauziyah, Minister of Manpower (Menaker), based on a World Bank Enterprises survey, less than 10 percent of companies in Indonesia provide formal training. This figure is quite low compared to neighboring countries. For example, China 80 percent, the Philippines 60 percent, and Vietnam 20 percent (Indonesia, 2020). With the level of productivity in Indonesia still relatively poor compared to neighboring countries,

this has been confirmed by the Gross Domestic Product (GDP) measurement since 2011, causing the gap between the skills required by companies and the skills possessed by the workforce to often become an issue (Larasati, 2022). Employers utilize training as an integrated process to ensure their employees work to achieve company goals. Through a performance management approach, training programs are designed to align with company goals and are provided to employees to help them achieve those goals (Saputra, Farida, & Rina, 2021). According to the Minister of Manpower, there are several factors that cause low levels of workforce training in companies, including quite high training costs, burdensome severance pay, not getting the right skills training to face challenges and minimum wages that are not commensurate with workforce productivity so that funding sources A lot of human resources in the company are used up to facilitate things outside of training (Indonesia, 2020).

So in the case above, the researcher wants to examine through the evaluation of the training that occurred at PT Pertamina Hulu Rokan using the Kirkpatrick Evaluation Model, to find out whether the training has run well and whether it has had an impact on employee and company performance. However, work accidents that occur are not the main factor that causes training to occur because good training must be carried out and evaluated regularly and periodically

Aside from a lack of management support and trainee attitudes, many factors influence training success or failure. One of the leading causes of failure is ineffective training provided to the wrong trainee at the wrong time. As a result, training needs assessments are critical to training success. Training needs assessment is a strategic step in determining the most appropriate training program for the organization and its employees. Training needs assessments are critical because they provide information about an organization's human resource skill and knowledge level. Training and development is one of the functions of human resource management, which means that it is required to hire good and suitable employees. This is an effort to prepare workers to face work tasks that are considered not yet mastered. Workers need job training that suits workers' needs. This is very appropriate to avoid the worst possible work abilities and responsibilities, so that completing work tasks is more effective and efficient in accordance with the established rules (Nazli, 2014).

RESEARCH METHOD
Approach

In this research, researcher used quantitative methods, validity test and reliability test because with this method researcher will get more detailed data and information. According to Sugiyono (2015:14), quantitative research is a scientific research approach that collects data in the form of numbers and analyzes it statistically to understand or explain the phenomenon being studied. This method uses a positivistic approach which assumes that phenomena can be measured objectively, and the data obtained can be analyzed statistically to produce reliable generalizations or patterns (Khoiriah, 2022). Quantitative research is used to collect data on evaluations of administrators, teachers and training participants. To study four ways to improve employee performance through change, Kirkpatrick's model was chosen as the basis for training evaluation. The collected data was processed using SPSS to check validity and reliability test. The aim of this stage is to gather relevant data from respondents (Azmy, 2023).

Likert (1932) developed the Likert scale as a measurement tool. The Likert scale is made up of four or more question items that are combined to produce a

score/value that represents individual characteristics like knowledge, attitudes, and behavior. Data analysis can be conducted using a composite score, which is typically the sum or average of all question items. The sum of all question items is permissible because each question item determines the variable it represents.

A Likert scale can be constructed with at least three columns that correspond to the respondent, Not Good, Neutral and Good. However, the most commonly used Likert Scales are the 4 point and 5 point Likert Scales.

Many researchers often use the Likert scale because it is easy to use. For example, Kelly and Tincani (2013) used a Likert scale to measure individuals' cooperative behavior. This scale measures ideology, perspective, personal training, and other factors such as the training of others.

According to Sugiyono (2016), the Likert scale is used to measure attitudes, opinions and perceptions of individuals or groups towards social situations. By using a Likert scale, the variable to measure becomes an indicator variable. These points are used as a starting point for preparing tools, which can be in the form of statements or questions. The response to each item on the instrument using a Likert scale will be rated from very good to very bad.

Table 1. Table Likert Scale

No.	Score	Information
1.	5	Very Satisfied
2.	4	Satisfied
3.	3	Neutral
4	2	Unsatisfied
5	1	Very Unsatisfied

Unit Analysis

The object of the training is Pertamina Hulu Rokan workers who focus on operations & maintenance. The data collection process uses a questionnaire distributed to training participants.

Data Collection

The data collection process was carried out through a questionnaire distributed to training participants using Google Form. The research results were interpreted according to the research questionnaire. As a basis for training evaluation, the four levels are comprehensively assessed based on metrics. Thus, they can provide profitable recommendations to the company. It is hoped that the training evaluation can provide advice on program planning and implementation, the quality of the material, and the impact of the training on the organizationThe Kirkpatrick model is an ideal evaluation idea for tracking the implementation of training programs from the standpoint of participants and organizational expectations (D. L. Kirkpatrick & Kirkpatrick, 2017).

Data Analysis

Data analysis employs descriptive statistics. The data obtained from the questionnaire must pass validity and reliability tests. Validity tests with significant values must be smaller. The Cronbach Alpha value used in the reliability test must be greater than 0.6. These two values can help determine the suitability of the research data. The average value of the questionnaire provides insight into data interpretation. If the indicator receives a score of 3, it is deemed sufficient, and a score of 4 or higher is considered good. The rating scale is 1 (Very Unsatisfied), 2 (Unsatisfied), 3 (Neutral), 4 (Satisfied), and 5 (Very Satisfied). The data is analyzed descriptively, and the average score will be used to assess the training program. This data is analyzed descriptively, and the average score will be used to evaluate the training program. The data will be analyzed using the Kirkpatrick model's

four levels to map the level of training provided to employees.

RESULTS AND DISCUSSION
Findings
The Training and Certification Program at PT PHR WK Rokan is managed by the Human Capital function

"Training carried out at PT PHR WK Rokan is carried out regularly and periodically and training can also be carried out for reasons of promotion, certification training to acquire certain skills that will be used in activities"

The Training and Certification Program at PT PHR WK Rokan is managed by the Human Capital function which consists of 2 teams, namely Human Resources Training Services and the Technical Training and Personnel Certification Team. Based on the organizer, Training and Certification is divided into 2, namely:

a. External Training and Certification, namely programs facilitated by third party Training Institutions and/or Certification Institutions. This program can be facilitated in-house at the PT PHR WK Rokan training facility or can also be facilitated publicly at the organizing institution's training facility.

b. Internal Training and Certification is a training program facilitated by Internal Instructors who are experienced and competent PT Pertamina workers in their fields who are formally appointed to facilitate training for workers at PT PHR WK Rokan.

Based on the objectives of implementation, Training and Certification is categorized into 2 types:

a. Certification of the Government of the Republic of Indonesia (Government of Indonesia) is a program that is held not only to improve or maintain personnel competency, but also as a form of fulfilling the legal requirements of the Indonesian Government. At PT PHR WK Rokan, this program is a top priority because the absence of the required certification can have a direct impact on not carrying out work that requires GOI Certification. The target participants for GOI Certification are determined based on the Certification Needs Matrix which is based on the Legal Requirements of the Indonesian Government referring to the position or special assignment of each personnel. GOI Training and Certification is organized by authorized external institutions.

b. General Training and Certification is a program held to improve worker competency and is not required by regulations. This program is submitted by workers with approval from their superiors through the Individual Development Program (IDP) application. The implementation can be carried out internally by Internal Instructors or in collaboration with external parties.

Management of the Rokan WK HSSE Management System

These HSSE (Health, Safety, Security and Environment) Management System Guidelines apply in the work environment of PT Pertamina Hulu Rokan WK Rokan (internal use only) and systematically manage worker safety and health, process safety, reliability and integrity, environment, security, and stakeholders to meet the goals or objectives of operational excellence at PT Pertamina Hulu Rokan - WK Rokan.

In an effort to achieve the vision and mission of PT Pertamina Hulu Rokan - WK Rokan, SUPREME functions as a driving force that carries out company operations with measurable performance. SUPREME applies the 3-3-8 principle, which consists of 3 SUPREME Concepts, 3 SUPREME Keys to Success and 8 SUPREME

Processes.
1. SUPREME concept includes:
- Risk Based: Know the scope of activities and assess potential hazards and risks to prevent, control, mitigate, respond and recover from the impacts of these hazards.
- Process Oriented: Respect the process, not just be oriented towards the results, so that continuous improvement is expected to occur.
- Generative: Consistently and persistently able to carry out the Plan Do Check Action (P-D-C-A) work process in a continuous cycle so that performance can be improved to the level of excellence.
2. The keys to SUPREME's success include:
- Mindset: workers must have the right mindset by knowing the scope of work to be carried out, recognizing dangers, impacts and worst-case scenarios and being able to control and mitigate risks in a continuous P-D-C-A cycle.
- Competence In carrying out risk control management, workers must have technical competence (in the areas of K3 risk, HSSE engineering risk, and HSSE business risk), 10system10trative and leadership.

- Management System has business processes and risk control systems that are organized, administered and implemented effectively.
3. Performance Goal: HSSE Excellence Performance goal to achieve HSSE Excellence, where:
- Operational activities take place safely, comfortably and environmentally friendly.
- HSSE level excellent was achieved to support the achievement of energy independence for Indonesia globally.
- No work accidents, work-related diseases, fires, environmental pollution and security disturbances.
- There are no high-consequence process incidents, and the facility operates with high reliability.
- Availability of standardization and integration of the HSSE management system.
- The HSSE Management System and audit protocols are at par with world class HSSE management practices.

To implement SUPREME in all operational activities of PT Pertamina Hulu Rokan - WK Rokan, implementation guidelines and adequate equipment are needed. In terms of documentation, PT Pertamina Hulu Rokan - WK Rokan implements the SUPREME documentation system which is in line with the Pertamina Work Procedure System Management (MSTKP) hierarchy with the following structure:
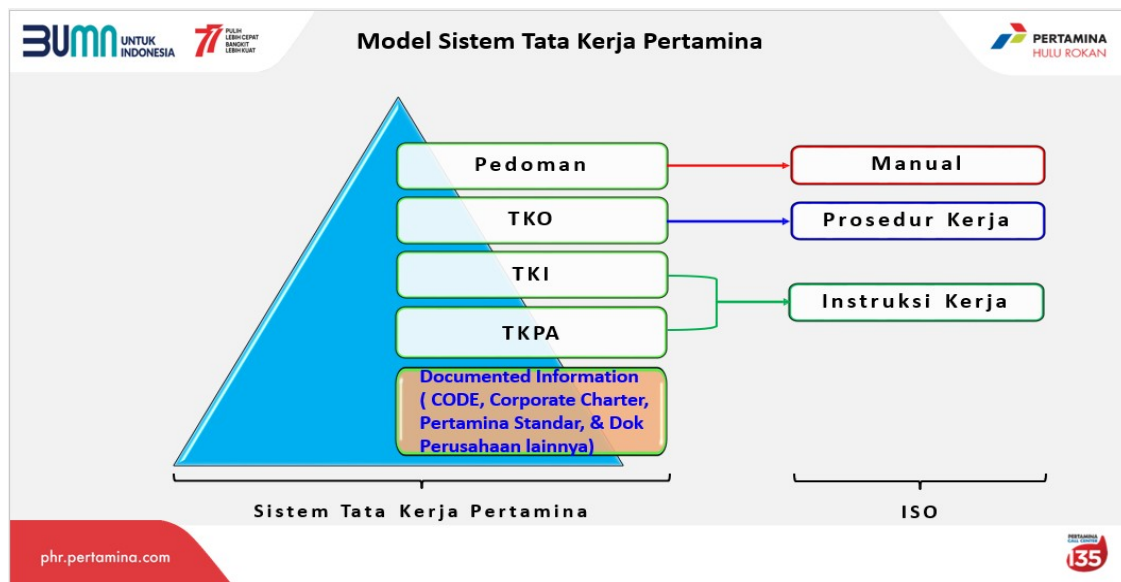
Figure 1. Model Sistem Tata Kerja Pertamina

Information:

1. **Pedoman** is a type of Sistem Tata Kerja (STK) which is prepared with the following provisions:
   a. Contains company regulations/policies at directorate or cross-directorate level.
   b. Manage at least processes (level 3) in business processes.
   c. Set out things that must be done or what must not be done and compiled in complete PDCA stages.

2. **Sistem Tata Kerja (STK)** is a structured system that regulates the implementation of certain activities of the company, consisting of "Pedoman", TKO, TKI/TKPA and the results of their implementation.

3. **Tata Kerja Organisasi (TKO)** is a type of STK which is prepared with the following provisions:
   a. An explanation of the guidelines.
   b. Describe work procedures.
   c. Describes the duties and responsibilities of a function in the activity process
   d. Involves at least 3 (three) functions/organizational units/positions which are directly related to the work implementation process and are equipped with flow diagrams and work forms (if necessary).

4. **Tata Kerja Individu (TKI)** is a type of STK which is prepared with the following provisions:
   a. It is an elaboration of a guideline or TKO that describes an individual's work process systematically, in detail and sequentially regarding how an activity is carried out from the beginning to the end/completion of the activity.
   b. A maximum of 2 (two) functions/organizational units/positions that are directly related to the work implementation process are involved.
   c. Equipped with work forms if necessary.

5. **Tata Kerja Penggunaan Alat (TKPA)** is a type of STK which is prepared with the following provisions:
   a. This is an elaboration of the Pedoman/TKO/TKI which describes operational instructions regarding the operation of work tools and equipment in normal conditions and abnormal/emergency conditions.
   b. Equipped with drawings and working diagrams if necessary.

KirkPatrick Evaluation Model

Validity Test

Validity test uses Pearson Sig correlation. (2-tailed), where each question item is declared valid if the question correlation coefficient is <0.05. The results of the validity test can be seen in the table.

Variable REACTION
Correlations

Table 2. The Validity Test Reaction

	Pearson Correlation	Sig. (2-tailed)	N	Conclusion
R1	,793**	,000	424	Valid
R2	,862**	,000	424	Valid
R3	,855**	,000	424	Valid
R4	,906**	,000	424	Valid
R5	,815**	,000	424	Valid
R6	,793**	,000	424	Valid
R7	,788**	,000	424	Valid
R8	,840**	,000	424	Valid
	1		424	

Variable BEHAVIOUR
Correlations

Table 3. The Validity Test Behavior

	Peason Correlation	Sig. (2-tailed)	N	Conclusion
P1	,903**	,000	113	Valid
P2	,919**	,000	114	Valid
P3	,894**	,000	114	Valid
P4	,879**	,000	114	Valid
P5	,916**	,000	114	Valid
	1		114	

**, Correlation is significant at the 0,01 level (2-tailed)

In the SPSS validity test results table above, it can be seen that all the validity indicators of the response and behavior variables are significant at a critical value of 0.05. Therefore, all statement items used to measure these two variables are valid, so that all statements are valid and suitable to be used as research data.

Reliability Test

The measuring instruments used must not only be valid but also reliable. They tested the reliability of the two variables using the Cronbach alpha method in this research. The test results of a measuring instrument are said to be reliable if the minimum acceptable limit of reliability is a positive coefficient greater than 0.60. Based on this table, it can be concluded that the questionnaire used was able to measure what it wanted to measure, because all coefficients for each statement and variable reached the required critical point. The reliability test results are shown in the table below.

Variable Reaction
Reliability Statistics

Table 4. The reliability test

Cronbach's Alpha	N of items	Conclusion
,932	8	Valid

Variable Behaviour
Reliability Statistics

Table 5. The reliability test Behavior

Cronbach's Alpha	N of items	Conclusion
,949	5	Valid

Average Value

In Level 1, participants are asked to provide their responses about training materials, facilities, infrastructure and providers. An indicator with a value between 3 and 4 can be considered good and if the value is more than 4 it means very good. The following table shows the average values for each level of evaluation of the Kirkpatrick model.

Table 6. Table the avarage values level 1

No.	Statement	Average	Category
1	Suitability of title, objectives and training materials to job needs	4,78	Good
2	The knowledge and skills gained can be applied in the workplace	4,71	Good
3	Instructors have the expected competencies	4,75	Good
4	The material is arranged systematically and presented	4,62	Good

	attractively using appropriate media		
5	Compliance of training duration and rest periods with the session plan	4,66	Good
6	Opportunity for questions, discussion and two-way communication	4,78	Good
7	The facilities and infrastructure used are supported by considering the number of participants	4,53	Good
8	Teaching materials are available as a guide for participants (handbooks, e-books, online pre-reads, and so on)	4,54	Good

The table above shows that the average value for each question is four. Respondents gave positive feedback on the training program's components, which included materials, facilities, infrastructure, services, and new content. The training implementation process must be thoroughly evaluated in order to improve the training program's quality in accordance with the needs of the organization. Level 1 provides a positive picture of how employee training programs are implemented.

Level 2 is the learning stage. Workers at this stage take a competency test in the form of a certification examination. Respondents are asked questions to assess various aspects of learning, including technical skills, information technology, knowledge, professional ethics, and communication abilities. At the second level, the questions serve as a level of learning for participants to consider when enhancing the quality of their worker competence. The following table displays the level 2 score results for the training participants.

Table 7. Table the avarage values level 2

Information	Frequency	Percent	Conclusion
Passed	883	98,3	Valid
Not passed	15	1,7	Valid
Total	898	100,0	Valid

The table above explains that 98.3% of training participants were declared to have passed the learning aspect of the training program provided using a certification exam. This is very important in carrying out work with the principles of high responsibility and transparency. Workers are expected to carry out their work professionally. Therefore, at level 2 learning stage, the majority of participants were declared to have understood the training material provided by the trainer.

Table 8. Table the avarage values level 3

No.	Statement	Average	Category
1	Workers show increased knowledge and skills after attending	4,58	Good

	training		
2	Workers implement the competencies they have in their work	4,51	Good
3	The new competencies possessed improve worker performance	4,48	Good
4	Motivated workers contribute more even without special supervision	4,6	Good
5	Workers are willing to share knowledge and help other colleagues	4,59	Good
6	Mention things that you think need to be corrected or improved to improve the quality of training in the future!	Essay	

According to this table, training participants rate level 3 (behavior) positively. The average response received a 4 rating, indicating that the training program has a positive impact on employee behavior. This training program is expected to change employees' mindsets and work patterns, allowing them to perform more effectively in accordance with the organization's expectations. Positive employee behavior has a wide-ranging impact on performance. Individual and organizational performance play a significant role in improving behavior change. Employees must be given adaptation and trial time to apply all of the knowledge gained during the training program. Employees who participate in this training program can positively influence behavior change. Work patterns can be formed when participants are committed to implementing all material as part of improving organizational performance. Evaluation of behavior related to the training process places greater emphasis on changes in employee behavior regarding the benefits of the training and material provided. This evaluation is said to be successful if the workforce is able to implement training theory and practice within the scope of work. According to Kirkpatrick, D., L. (1998), behavior determines the extent to which changes in behavior occur when participants participate in a training program. Level 3 evaluation determines the extent to which the training material is implemented in the participant's workplace and workplace. According to Tan, K. & Newman, E. (2013), behavioral assessment measures what knowledge, skills, or attitudes are learned to apply or transfer to work. From the definition above, it can be interpreted that the purpose of the behavioral stage evaluation is to measure changes in work behavior resulting from the fact that the employee is following a training program.

According to Kirkpatrick, D., L. (1998), four conditions are needed for this behavior change to be implemented, namely: (1) the person must have the desire to change; (2) knowing what to do and how to do it; (3) must work in a decent work environment; and (4) and one must accept the gift to change. Level 3 measures the extent to which a participant's behavior changes as a result of the training – essentially whether the knowledge and skills from the training are then applied in the workplace. These measurements will get results but do not always reflect whether participants actually learned the course material. For example, failure of behavior change may be caused by other circumstances such as an individual's reluctance to change. Level 3 evaluation involves pre- and post-event measurements of learner behavior.

Some examples of level three evaluation strategies include:
● Workplace observations.
● Peer observations.

- Self-reflection.
- Pre- and post-training assessments and on-the-job assessments.
- Self-assessment before and after training and self-assessment at work.

Discussion
Factors Affecting Training in PT Pertamina Hulu Rokan

Based on the findings of the preceding review, a training effectiveness model was created that emphasizes individual characteristics, expectations, and motivation. This model reflects current knowledge about training effectiveness and is intended to guide ongoing and future research efforts. Although this model is not causal, it can be used to conceptualize and test training effectiveness. This is directly related to training reactions; specifically, training that meets or exceeds expectations and desires should result in more positive trainee reactions. Learning is determined by three factors: training content, methods, and processes; trainee motivation to learn; and training participants' abilities. Training and ability can combine to influence learning. Training performance is a function of the training content and methods, learning, and abilities of the training participants.

A. Individual Characteristics: Individual characteristics are hypothesized to impact a number of variables across evaluation levels. First of all, trainee abilities are hypothesized to influence learning and training performance. Non-ability factors (e.g. attitudes) are hypothesized to influence trainees' expectations, desires, and motivation before and after training.

B. Ability: The term "ability" refers to a range of abilities, including: cognitive abilities, physical abilities, task-specific abilities, and trainability.
  a. Cognitive Ability: Many studies have investigated the impact of cognitive abilities in training settings. Drakeley, Herriot, and Jones (1988) found links between intellectual aptitude (verbal, nonverbal, numeracy, speed, and accuracy) and various measures of training effectiveness, such as professional grades (apparently a measure of learning) and leadership ratings. However, they discovered no link between these measures and wthdrawal from training. In general, the research summarized here suggests that trainees with greater ability will demonstrate better training performance and score higher on learning measures. In a study of military trainees, Ree and Earles (1991) reported that general cognitive ability was the best predictor of training success. This has important implications for selecting employees for training, especially if training is expensive and failure is likely. However, this research does not allow us to conclude that people with higher abilities learn more in training.
  b. Physical ability: Two studies investigated physical ability as a predictor of training efficacy. Biersner, Ryman, and Rahe (1977) discovered that divers' physical fitness was related to their success in training. Hogan and Hogan (1985) discovered that test scores for cardiovascular endurance, lifting strength, and muscular endurance predicted diving training completion and overall performance. In general, the physical ability component can be linked to aspects of exercise performance (e.g., time to complete the exercise). This study specifically demonstrates that for training with a strong physical component, such as underwater diver training, physical fitness is linked to training performance. Regarding cognitive abilities, it is important to select

trainees who are most likely to pass the training. As with any selection paradigm, it is important to identify predictors that match performance criteria. Performance on training tasks with a perceptual ability component is likely to be predicted by tests of perceptual ability, and so on.

C. Self Efficacy: Self-efficacy should be considered as an important dependent variable because it has been shown to be related to subsequent task performance (Barling & Beattie, 1983; Locke, Frederick, Lee, & Bobko, 1984; Taylor et al., 1984). Likewise, pre-training self-efficacy can be an important predictor of learning and training performance. On the basis of these results, Gist, et al. (1989) suggested that the benefits of training can be increased by first increasing self-efficacy through pre-training intervention techniques. They found that self-expectations for performance were related to trainees' subsequent performance. The construct of self-efficacy holds promise as a means of increasing our understanding of the process of training effectiveness. Future training research should include self-efficacy measures whenever possible. Specifically, if a relationship between pretraining self-efficacy and measures of training performance continues to be demonstrated (i.e., trainees who have high self-efficacy perform better), future research should explicitly examine organizational/situational factors that influence pretraining self-efficacy. In addition, the relationship between self-efficacy and motivation before and after training seems logical, although no research has addressed this relationship directly.

D. Attitude: Trainees' work-related attitudes can clearly influence their acceptance of training. In particular,

their level of commitment to the organization will likely influence them to view training as more or less useful, both for themselves and for the organization. Organizational commitment is defined as "...the relative strength of an individual's identification with and involvement in a particular organization. Conceptually, such commitment can be characterized by at least three factors: (1) a strong belief in, and acceptance of, the organization's goals and values- values; (2) a willingness to exert great effort on behalf of the organization and (3) a strong desire to maintain membership in the organization" (Mowday, Porter, & Steers, 1982, p. 27). That may influence training effectiveness include goal orientation (Dweck, 1986), cognitive excitement (Martocchio & Webster, 1992), and individual values about learning. Other trainee attitudes or dispositions that may influence training effectiveness include goal orientation (Dweck, 1986)., cognitive playfulness (Martocchio & Webster, 1992), and individual values about learning.

E. Personality: Several studies have looked into the relationship between personality traits and training performance. In their review of individual differences in military training environments, Hogan, Arenson, and Salas (1987) found several instances where personality was linked to training outcomes. Hogan and Hogan (1985) discovered that personality traits such as good adjustment, risk-taking, and self-confidence were associated with Navy diver training completion. Personality traits influence training outcomes by influencing trainees' dynamic characteristics (e.g., self-efficacy, expectations, or motivation to train). Baumgartel, Reynolds, and Pathan (1984) found a link between locus of control and need to achieve with self-reported effort to apply (post-training

motivation).

F. Experience: The conclusion that experience has a direct impact on training effectiveness is not supported by much evidence. Miles (1965) and Fleishman (1953) found that length of service and the number of subordinates supervised had no effect on training effectiveness. They discovered that previous job performance and job similarity were associated with training completion time. However, both variables can easily be considered as measures of task-specific ability as well as experience. With regard to previous training experience, Cronbach and Snow (1977) showed he influence of previous experience with learning techniques. In general, experience has not been found to be directly related to training effectiveness, unless experience is a surrogate measure of task-specific ability. However, experience may be a useful predictor of training expectations, desire, motivation, and self-efficacy, although no research has examined these relationships.

G. Demographics: There is little evidence of a consistent link between demographics and measures of training effectiveness. Baumgartel and Jeanpierre (1972) discovered no effect on education or age. Baumgartel, Reynolds, and Pathan (1984) found no significance for rank or position level. Fleishman (1953) discovered no effect from age or education. Tubiana and Ben-Shakar (1982) reported a relationship between education and potential assessments. Regarding personality and experience, if demographics tend to influence training effectiveness, then this is indirectly due to the relationship between demographics and expectations and desires.

Organization Implication of the

KirkPatrick Evaluation Model

Evaluation of training programs based on the Kirkpatrick model shows positive results. Training participants considered this program to be effective and well planned. This is proven by material planning, selection of resource persons, and facilities that support program implementation. Based on the Level 1 evaluation (reaction), it is clear that this training program has been carefully prepared. Training participants gave positive responses to this program. However, there are still several things that need to be improved to ensure the sustainability of the training program in the future. The quality of a training program is largely determined by the formulation of plans according to organizational needs (Krötz & Deutscher, 2021). Organizations hope that effective training will improve employee performance. The reactions of the training participants were able to provide a positive stimulus for the sustainability of the competency improvement program for all employees (Cheng & Lunn, 2016).

Level 2 (learning) indicates that the training process was carried out effectively. Participants in training can understand and apply what they have learned in the workplace. The training process teaches several technical skills, technological knowledge, professional ethics, and responsibilities as an assessor. All learning contexts provided by the training program can be used to develop new competencies as assessors. Assessors' assessments must meet government standards. The effectiveness of the learning process greatly determines the quality of the training program (Lourenco & Ferreira, 2019). The positive implication for the organization is that all workers or assessors can carry out work in line with legislation, work standards, and professional ethics. Changes in performance will have a direct impact on the organization and its employees' new talents and competences (Bozionelos et al., 2020; Stamatelatos &

Brooks, 2020).

Level 3 (behavior) illustrates that the training procedure effectively alters employee work routines. Participants stated that the training session had a beneficial effect on altering workplace behavior. Positive workplace behavior can improve the quality of company processes (Carlucci et al., 2020; Muchiri et al., 2020). Training participants must exhibit professional work behavior, as well as a high level of dedication, accountability, and commitment to enforcing all accreditation regulations. The appraiser must act professionally and ethically. The training program is thought to have a positive effect on participant behavior changes. Changes in work quality are positively influenced by the organization. The business processes carried out by training participants are able to be carried out well in accordance with professional ethics.

CONCLUSION

Based on the results of research and discussion in the previous chapter regarding the results of training evaluation at PT Pertamina Hulu Rokan, the following conclusions can be drawn:

1. Kirkpatrick's training evaluation model is a very useful framework for assessing the effectiveness of training programs. With its four-level approach, this model provides a comprehensive view of the impact of training from multiple perspectives.

2. This study concludes that Kirkpatrick's model's four levels are adequate for evaluating a comprehensive training program. The training program is regarded adequate and effective for executing the organization's business procedures. The Kirkpatrick mode's four levels can give participants a thorough understanding of the training assessment process. Organizations must adapt and respond to business developments. Training participants must be supplied with fresh information about measurements, difficulties, and scale analysis for work processes. The evaluation results are rated adequate, with numerous strategic recommendations for improving the quality of the training program. This research can be extended in a variety of scenarios, including its implications for business processes, the objectivity of training based on organizational needs, and leadership interventions in training planning. Training results can be assessed from a variety of perspectives based on the research problem.

3. The response of training recipients to the training program carried out by PT Pertamina Hulu Rokan can be seen from the results of the answer scores for each indicator which show very good results, especially in the Reaction and Behavior variables which are in the good category. Thus, workers who received the program were aware and understood and responded positively to the training program carried out by PT Pertamina Hulu Rokan.

4. After carrying out the Validity and Reliability Test, there were significant validity and reliability values between the evaluation of training and workers by looking at a significance value of less than 0.05 and a reliability value of 0.60, which is included in the strong correlation category and has a positive relationship.

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