

# Effect of Training Need Analysis (TNA) on Effectiveness of Training in Garut Indonesia

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**Abstract:** *Several organizations in developed countries have demonstrated success by using effective HR management practices by increasing skills and organizational HR expertise. This was felt by the Office of Small and Medium Enterprises Cooperative in Garut Regency in order to always improve the efficiency and effectiveness of its performance in order to be able to compete with competitors. In an effort to improve efficiency and effectiveness, quality human resources are needed, because HR is one of the factors that determine the success of an organization. The research objectives that the authors do are as follows: To find out the extent of the effect of Training Need Analysis (TNA) on the effectiveness of training at the Small and Medium Enterprises Cooperative Office of Garut Regency using quantitative analysis method that is analyzing data using statistical non-parametric tests that using path analysis. The analysis is used to test hypotheses about Training Need Analysis (TNA) and the effectiveness of training. Data to be processed, obtained after distributing questionnaires to respondents to answer each item questions involving independent variables and dependent variables Based on the overall test that is by using F-test testing and path analysis, it can be concluded that Training Need Analysis (TNA) has a positive effect on Training Effectiveness, with a percentage of 44.4%. The remaining 55.6% of training effectiveness is influenced by other factors that have not been studied in this study, which also means that there is a greater influence coming from outside factors that influence the effectiveness of training.*

**Keywords:** Training Need Analysis (TNA), Effectiveness of Training, Small and Medium Enterprises Cooperative, Human Resources Management

## 1. Background

The era of globalization can be said to be a period where competition in the business and business world is not only national or regional, but more international scale. Therefore, every organization is demanded to be able to compete with competitors closely. The increasingly competitive business world has brought economic actors in the business world to reformulate their strategies, so that they can still exist and can grow and develop.

After employees are accepted through the recruitment and selection process, the ability of these employees is often not as expected, related to the demands of productivity, so they need to get training. The author points out the notion of training according to Haris (1997: 206) that: "Training is a planned effort from the organization to improve the knowledge, skills and abilities of employees".

There are several reasons why training must be done or become a very important part of HR management activities, including because newly recruited employees often do not understand correctly how to do work. In addition, there is a gap in the competency of employees caused by changes in the work environment and workforce.

According to Efendi (2000: 174), there are several processes or activities that must be carried out in an effort to develop an effective training program, namely:

- 1) Analyzing organizational training needs, often called *Training Need Analysis* or *Training Need Assessment* (TNA).
- 2) Determine training objectives, training program materials, and training methods used.
- 3) Evaluate training programs.

The most important initial activity to increase the effectiveness of training is to analyze the training needs of the organization, because it often occurs in some organizations that the training carried out is not in accordance with the needs of employees and the needs of the organization. This activity is very important, complicated, and difficult. It is said to be very important because besides being the basis of further activities such as choosing the right training method, the cost of training is not cheap so if the training does not fit the needs, besides not increasing organizational capacity it will also cost a lot. Another reason is the importance of diagnosing organizational competency at this time and the competencies needed in accordance with the changing trends in the environmental situation that is being faced and that will be faced in the future.

By conducting research on training needs, it is expected that good needs and opportunities for training programs can be well formulated. Furthermore, in order for the training to be truly effective, there must be relevance between the training needs analysis that has been made, and the implementation of the training.

The problem is whether the implementation of *Training Need Analysis* (TNA) has been going well and implemented in training, as well as whether TNA has an influence in increasing the effectiveness of training. Where there are three (3) aspects that must be considered in the implementation of *Training Need Analysis* (TNA), namely **Competency Assessment, Needs Inquiry, and Activity Analysis** (Mangkunegara, 2001: 64).

The purpose of the research by the author is as follows: To find out the extent of the influence of *Training Need Analysis* (TNA) on the effectiveness of training at the Garut Small and Medium Enterprises Cooperative Office.

The research uses that the authors do are as follows:

- 1) It is hoped that the results of this study will be useful for Small Business Cooperative Office and Middle Garut Regency as input in determining policies relating to TNA and training.
- 2) It is expected to add to the literature of research results in the HR field, and is expected to be used as a reference for subsequent research.

## 2. Training

To understand more about training, some opinions of experts will be described. Haris (1997: 206) argues that: "Training is a planned effort from the organization to improve the knowledge, skills and abilities of employees". Another definition of training was put forward by Proctor (1999: 43) as follows: "Training is an action to increase the knowledge and skills of an employee to carry out a particular job".

### 2.1 The Purpose of Training in Human Resources

The training objectives include demanding behavior and conditions that are needed and at the same time a benchmark for the success and failure of trainees, in addition to the accuracy of the training program itself. The description of objectives can provide a clear target for the trainer and those who are trained, so that it can be used as a benchmark in evaluating the success of the training. For example, it turns out that the target was not achieved, the HR development department will receive feedback to review the training program and the qualifications of the participants.

### 2.2 Training Need Analysis

The first step in training is to determine whether there is a real need for training. The most important activity to increase the effectiveness of training is analyzing organizational training needs (TNA) because it often occurs in some organizations that the training carried out is not in accordance with the needs of employees or the needs of the organization. TNA is an activity that aims to identify the training needs that currently exist at the level of individuals, groups and organizations, as well as future training needs (Harris, 1997: 310).

Training needs analysis can diagnose current problems and future challenges to be faced through training (Davis, 1993: 286). Managers assess the needs of the employee concerned where the employee lacks. There are various ways that can be done for training needs assessment, namely by means of (Hasibuan, 1999: 363):

- 1) Reviewing business data.
- 2) Interviews.
- 3) Questionnaires.
- 4) Events.
- 5) Observation.
- 6) Review performance data.
- 7) Information discussions.

Reviewing various job requirements

To ensure that training activities are relevant or support the organization's efforts to achieve its objectives, a training needs must be conducted *analysis* (TNA). *Training*

*NeedAnalysis* (TNA) is an activity that aims to identify training needs currently available at the individual, group and organizational levels, as well as future training needs. Identification of individual training needs carried out using questionnaires to employees also consider observations of employee supervisors to their subordinates, so that employee competency gaps can be detected.

## 3. Research Model and Research Hypothesis

Based on the background and framework above, a research model can be made as follows:

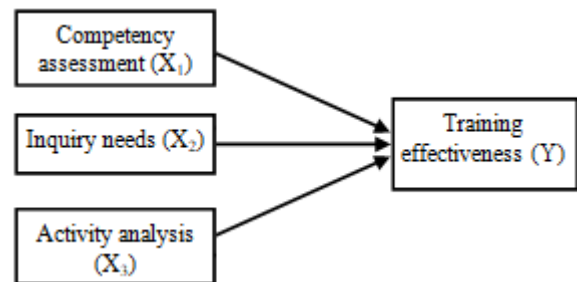


Figure 3.1: Research Model

Formulating a hypothesis in research will provide direction and guidelines so that the author has a handle in carrying out the research process. From the description above, the writer can submit a hypothesis where the hypothesis can be interpreted as a formulation of temporary conclusions that must be tested with data collected through research activities.

From the description that has been stated above, it can be interpreted that the hypothesis is a temporary answer or a temporary conclusion, which after being tested may be correct may be wrong. The research hypothesis that will be tested through this research is:

- 1) Competency assessment ( $X_1$ ) has a significant positive effect on the effectiveness of training ( $Y$ ).
- 2) Inquiry needs ( $X_2$ ) have a significant positive effect on training effectiveness ( $Y$ ).
- 3) Activity analysis ( $X_3$ ) has a significant positive effect on training effectiveness ( $Y$ ).
- 4) Competency assessment ( $X_1$ ), inquiry needs ( $X_2$ ), activity analysis ( $X_3$ ) together have a significant positive effect on training effectiveness ( $Y$ ).

### 3.1 Research Methods Research

It uses a quantitative analysis method that is analyzing data that using statistical *non-parametric tests* and *path analysis*. The analysis is used to test hypotheses about TNA and the effectiveness of training. Data to be processed, obtained after distributing questionnaires to respondents to answer each item question involving independent variables and dependent variables.

### 3.2 Operationalization of Research Variables

Based on the title "Role of *Training NeedAnalysis* (TNA) on the effectiveness of training ", the variables are determined as follows:

1) Free Variables (Variable X) are:

- Competency Assessment ( $X_1$ )
- Needs Investigation ( $X_2$ )
- Activity Analysis ( $X_3$ )

2) Bound Variables (Y Variable) is training effectiveness, which is a situation where the results of training can be implemented in work and have supported the improvement of individual employee performance and then support the achievement of short-term and long-term goals of the organization.

The Sub Variables are as follows:

- Participant reactions.
- Learning.
- Changes in work behavior.
- Improvements to the organization ...

### 3.3 Population and Samples

Whereas according to Singarimbun (2003: 149): "Population is not just people or numbers that exist in the object or subject being studied but the population in question is also other natural objects which also include all the characteristics or properties possessed by the subject or object". So the population is the whole research that will be examined and has certain characteristics possessed by the subject or object. The population in the research conducted by the author is **all employees of the Office of Small and Medium Enterprises Cooperative Garut Regency as many as 130 people.**

## 4. Results and Discussion

Based on the overall test using F-test and path analysis, it can be concluded that *Training Need Analysis* (TNA) has a positive effect on Training Effectiveness, with a percentage of 44.4%. The remaining 55.6% of training effectiveness is influenced by other factors that have not been studied in this study, which also means that there is a greater influence coming from outside factors that influence the effectiveness of training.

## 5. Conclusions and Suggestions

### 5.1 Conclusion

- a) Training goals and objectives are clear and measurable. This factor is a follow-up of *Training Need Analysis* (TNA) and indirectly still relates to *Training Need Analysis* (TNA), because the training objectives and objectives to be achieved are tailored to the training needs analysis.
- b) Fill in the training or *Course Content* the right. Based on the training objectives and targets that have been previously set, it is also based on training needs analysis, determined training materials or programs, which are related to specific materials taught in the training process.
- c) The right training method because it is in accordance with the objectives and content of the training program, is also in accordance with the level of ability of the employees who are training participants.

- d) Training participants or *Trainees* meet the specified requirements.
- e) (*Trainers*/*Trainers*) or guides (*Instructor*) have adequate qualifications.
- f) *Sequence* and appropriate time allocation.
- g) Learning strategies or *Instructional Strategies* are very good.
- h) Materials, equipment and training facilities that support.

### 5.2. Suggestion

Suggestions that the author can give based on the above conclusions are:

Seeing the effect of *Training Need Analysis* (TNA) on training effectiveness of 44.4% is felt to be quite significant when compared to 8 (eight) residual factors and other factors that influence the effectiveness of training, especially again 3 (three) of them are follow-up from the *Training Need Analysis* (TNA). For this reason, the *Training Need Analysis* (TNA) should receive attention to be carried out properly and correctly, so that a match between TNA results and training can be achieved.

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