EVALUATION OF WORK-RELATED TRAINING BY THE MINISTRY OF RELIGIOUS AFFAIRS AND ITS EFFECTS ON EDUCATORS' AND EDUCATIONAL PERSONNEL'S COMPETENCE

EVALUASI PELATIHAN KERJA OLEH KEMENTERIAN AGAMA DAN PENGARUHNYA TERHADAP KOMPETENSI PENDIDIK DAN TENAGA KEPENDIDIKAN

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Abstract

The vast territory of Indonesia and the large number of employees of the Ministry of Religion who need competency improvement has an impact on the inability of the Religious Education and Training Center to provide training. Pelatihan di Wilayah Kerja (PDWK) s a solution to overcome these obstacles. This study aims to look at the process of implementing PDWK, the level of effectiveness, and its influence on the competency level of its alumni. The research method used is a combination of descriptive qualitative and quantitative data. The research was conducted in 10 Religious Training Centers, namely BDK DKI, BDK Bandung, BDK Semarang, BDK Surabaya, BDK Denpasar, BDK Makassar, BDK Manado, BDK Banjarmasin, BDK Medan, and BDK Palembang. The research results show that PDWK training has been running effectively, with improvements in several aspects. In addition, the results of this training show that the competence of alumni has increased after attending the training, the calculation results obtained a coefficient of determination = 0.521, which means that 52.1% of the competence of alumni is influenced by the effectiveness of the training and 47.9% due to other factors.

Keywords: Effectiveness, Training in the Work Area, Competence

Abstrak

Luasnya wilayah Indonesia dan banyaknya pegawai Kemenag yang membutuhkan peningkatan kompetensi, berdampak pada ketidakmampuan Balai Diklat Keagamaan untuk memberikan pelatihan. Pelatihan di Wilayah Kerja (PDWK) merupakan solusi untuk mengatasi kendala tersebut. Penelitian ini bertujuan melihat proses penyelenggaraan PDWK, tingkat efektivitas dan pengaruhnya terhadap tingkat kompetensi alumninya. Metode penelitian yang digunakan deskriptif kualitatif dikombinasikan dengan data kuantitatif. Lokasi Penelitian di 10 Balai Diklat Keagamaan yakni BDK DKI, BDK Bandung, BDK Semarang, BDK Surabaya, BDK Denpasar, BDK Makassar, BDK Menado, BDK Banjarmasin, BDK Medan, dan BDK Palembang. Hasil Penelitian menunjukkan bahwa diklat PDWK selama ini berjalan efektif, dengan tetap ada penyempurnaan di beberapa aspek. Di samping itu hasil diklat ini menunjukkan bahwa kompetensi alumni meningkat setelah mengikuti diklat, hasil perhitungan diperoleh koefisien determinasi = 0.521 yang artinya 52,1% kompetensi alumninya dipengaruhi oleh efektivitas diklat dan 47,9% disebabkan faktor lainnya.

Kata Kunci: *Efektivitas, Pelatihan di Wilayah Kerja, Kompetensi*

INTRODUCTION

President Joko Widodo's administration in the second period, 2019–2024, emphasized the development of Indonesia's human resources (HR). Because Human Resources (HR) is one of the elements that is considered the most important and strategic in determining organizational performance (Sareen, 2018). The abundance of resources owned by an institution if inadequate human resources do not support it, it can be ascertained that its performance will not be optimal. Conversely, the limited available resources if supported by the capacity and quality of reliable human resources are believed to be able to boost institutional performance. On this basis, modern management theory tends to position humans above other resources (Crane, 2013; Wilton, 2019).

Strengthening HR competencies is a must in facing an increasingly challenging era of globalization (Parjaman et al., 2019a). Through Law no. 5 of 2014 concerning State Civil Apparatus, the government states that every ASN has the right and opportunity to develop the competencies that every ASN must have. Through education and training, referred to hereafter as "Training," one of the efforts to improve government officials' performance and enhance human resources' quality is made (Amaluis, 2015; Megalia, 2011). Furthermore, it was also emphasized that the intended competency development must be evaluated by authorized officials and used as one of the bases for appointments and career development.

Given the vast territory of Indonesia and a large number of Ministry of Religion employees who need competency improvement, this has an impact on the inability of the Religious Education and Training Center (BDK) to provide training to every ASN of the Ministry of Religion. The existing BDKs are only available in 14 out of 34 provinces in Indonesia, which means they are not sufficient. This poses a separate obstacle that requires a solution. One of these conditions has encouraged the Balitbang Ministry of Religion to hold Pelatihan Di Wilayah Kerja (hereinafter abbreviated as PDWK) (Basuki, 2022). The Decree of the Head of Balitbang Ministry of Religion of the Republic of Indonesia No. 9 of 2017 concerning Guidelines for Education and Training in Work Areas/Education and Training in the Workplace, states that this training is organized by the Religious Education and Training Center and the place of implementation is at the Regency/City Ministry of Religion Office or other designated places.

The PDWK pattern of education and training has been running for about 4 years. However, until now, the Ministry of Religion, especially the Ministry of Religion, does not have data and information about its effectiveness. Therefore, an in-depth study is needed through research to find out the process of implementing PDWK, the level of effectiveness of training, and the influence of effectiveness

on the competence of PDWK alumni. This is important to do so that it can provide input for the future improvement and development of the PDWK program.

The purpose of this research is to find out and analyze matters relating to the process of implementing PDWK. Moreover, the results of this research are expected to provide useful data and information for education and training administrators (Pusdiklat and Balai Pendidikanklat) as input that can be used as material for consideration in making policies towards improving the implementation of PDWK in the future.

Theoretical Framework

Effectiveness is a measure of success in achieving predetermined goals (Haywood, 1992; Johnes et al., 2017). Effectiveness shows success in terms of whether or not the indicators that have been set are achieved. Measuring effectiveness can be done by looking at the work results achieved by an organization. Effectiveness can be measured through the success or failure of an organization in achieving its goals (Jaya et al., 2020). If an organization succeeds in achieving its goals, then the organization can be said to have been running effectively. Most importantly is that effectiveness does not state how much it costs to achieve that goal.

According to Cambel, the measurement of effectiveness in general and the most prominent is a. program success, b. target success, c. satisfaction with the program, d. input and output levels, and e. achievement of overall goals (Campbell & Lambright, 2016). Meanwhile, specifically regarding training, one model for measuring effectiveness was put forward by Kirkpatrick (Hayati & Yulianto, 2021). The most well-known model and has been used for years to measure the benefits of a training was that Donald Kirkpatrick created in the fifties Indeed many people have made modifications of Kirkpatrick's model, but the essence remains the same.

The structure of Kirkpatrick's measurement model has four stages. 1). Level 4 Measurement – Results Discuss the results obtained from a training program. 2). Level 3 Measurement – Behavior. To see this behavior change, several things must be done. 3). Level 2 Measurement - Learning, Learning can also be seen from direct assessments at work, whether there is additional knowledge that can be seen from employees carrying out tasks in their work. 4). Level 1 Measurement – Reaction. This stage looks at the extent to which the participants feel the training is useful, challenging, structured and neat (Prasetyo & Salabi, 2021; Rochaendi et al., 2021).

Spencer and Spencer in Uno, argued that "Competence is a characteristic that stands out for a person and becomes ways of behaving and thinking in all situations, and lasts for a long period of time" (Spencer et al., 2009; Sulistiasih, 2019). Based on this opinion, it can be understood that competence refers to a person's performance in a job which can be seen from thoughts, attitudes, and behavior.

According to (Rahmatullah et al., 2022), competence is defined as knowledge, skills and abilities that are mastered by someone who has become part of himself so that he can carry out cognitive, affective and psychomotor behaviors as well as possible.

Based on the description above, competence is defined as the ability to master knowledge, skills, attitudes, and those who carry out their profession. Competence is an important factor that educators and educational personnel must demonstrate in work. To produce high competence, training is one of the important things to do for educators and educational personnel. However, the training effectiveness is influenced by the competence of instructors, training materials and training infrastructure. So, the effectiveness of PDWK affects the competence of educators and education personnel. In order to make it easier to understand the direction and purpose of this research, it can be described in the following model.
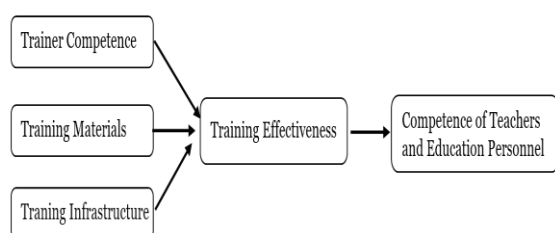
Picture 1.
Theoretical Framework

RESEARCH METHOD

The research method used in this research is descriptive qualitative combined with quantitative research. There are two techniques used in sampling, namely:

probability sampling and non-probability sampling. Sugiyono (Sugiyono, 2016) defines probability sampling as a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample. While non-probability sampling is a sampling technique that does not provide equal opportunities for each element or member of the population to be selected as a sample.

The probability sampling technique was used to determine respondents from each type of PDWK training which was held by simple random sampling with each sample totaling 20 training participant respondents and 5 Trainers from each training. Meanwhile, non-probability sampling techniques were used to determine training centers, PDWK areas and types of training based on ease of access to research locations and the diversity of types of research (Sugiyono, 2016).

Quality data from training organizers at the Education and Training Center and executors at city/district religious auctions will be obtained. Meanwhile, quantitative data will be obtained from widyaiswara respondents and training participants. Data collection techniques consist of interviews, questionnaires and documentation studies. while the research data collection instruments consisted of interview guides, closed and open questionnaires, as well as study documentation guidelines.

The preparation of data collection instruments refers to the effectiveness measurement model

proposed by Kirpatrick, which is modified according to the needs of this study. This model classifies education and training evaluation into four levels, namely: 1). response or reaction of training participants to the training program. 2). Learning is an evaluation of the learning outcomes of training participants. 3). behavior refers to the evaluation of changes in participants' behavior after attending the training program. 4). Results are evaluations of the results achieved by training participants and organizations after participating in the training program.

The research was carried out in semester 2 of the 2021 fiscal year, with locations set at 10 Religious Training Centers (BDK) of the Ministry of Religion, namely BDK DKI Jakarta, BDK Bandung, BDK Semarang, BDK Surabaya, BDK Denpasar, BDK Makassar, BDK Manado, BDK Banjarmasin, BDK Medan, and BDK Palembang.

Respondents to this study were alumni of PDWK training participants who had attended face-to-face training since 2018. The emphasis was on face-to-face training, bearing in mind that since March 2020, the government had limited face-to-face activities involving community groups due to the covid virus pandemic, so PDWK training was conducted online. However, in line with the government's policy of starting to allow face-to-face meetings, since the end of 2020, several face-to-face training programs have been implemented in work areas (PDWK). The number of respondents for each location was 40, bringing the total to 400 respondents.

RESEARCH RESULTS AND DISCUSSION

According to measurement theory according to Kirkpatrick, the evaluation of training effectiveness is influenced by widyaiswara competence, training materials and training infrastructure. The following is an overview of the implementation of the training.

Widyaiswara (WI)

The PDWK pattern implemented in the 10 Religious Education and Training Centers generally only uses 2 (two) widyaiswara in each generation. Meanwhile, judging from the number of lessons, it reaches 60 hours or an average of 6 days. It can be seen from the answers of most of the participants who said that the performance of the teaching team was good.

Determination of widyaiswara to become trainers in PDWK, based on educational background and ToT followed according to the name of the training to be held, and the authority for determining widyaiswara to train is the Head of BDK by referring to Decree of the Head of Research and Development Agency and Education and Training No. 685 of 2018.

Widyaiswara's qualifications are determined as follows: (1) Have a specialization relevant to the training subject taught with proof of expertise certificate / proof of Training of Trainner (TOT) graduation, experience and last educational certificate); (2) Mastering the

material to be delivered with evidence of the results of the preparation of teaching materials, display materials, working papers, and test questions for each training subject; (3) Be able to apply learning methods that are appropriate to the material presented, and apply an appropriate evaluation system; (4) Have a noble character, physically and mentally healthy, competent, have good ethics and communication skills, and have the ability to motivate trainees; (5) Having a focus and optimal commitment in learning, with readiness to deliver learning material not exceeding 2 (two) training subjects in the implementation of each class per training batch; and (6) Have a minimum rank and class equal to the participants or receive a recommendation from the leadership.

Training Materials

The PDWK material in BDK refers to the training curriculum that has been set, so that the widyaiswara has an official reference from the Pusdiklat as a standard for each region. Written and video teaching materials written by each widyaiswara which are then validated by experts.

Determination of the material is in accordance with the curriculum and syllabi that the Center for Education and Religious Technical Personnel has determined. So, there is no mechanism for choosing the material to be delivered in the training. The head of the technical section at BDK does not have authority with training materials, he only carries out training materials according to the

curriculum set by the Pusdiklat. Moreover, according to him, the quality of teaching materials provided to training participants is good.

Infrastructure

In general, the PDWK implementation location has sufficient infrastructure, such as the availability of a large enough hall, adequate classrooms, teaching aids, library, sports facilities, worship facilities, and other necessary supporting equipment. The only thing that many participants complained about was the internet/WIFI network.

In general, training facilities and infrastructure for PDWK are held at the District/City Ministry of Religion or at at madrasas that are close to proper facilities and infrastructure.

The ministry of religion provides study rooms, such as using the hall at the ministry of religion to be used as a study room and most importantly the room has an internet network (WIFI) and in focus. The room can accommodate a minimum of 30 PDWK training participants. it's just that usually, the problem of facilities and infrastructure that often becomes an obstacle is the LCD, sound system, study room and air conditioning.

ANALYSIS AND DISCUSSION

The position of education and training today not only addresses competency gaps but also fulfills job requirements and employee career development. Therefore, it is important to conduct training for Teachers and Education

Personnel which can include a larger number of participants. However, the facts show that any training organized by the Ministry of Religion or government agencies is training that is in demand by teachers or education personnel because the value of the certificate is higher or more recognized than certificates from other institutions, especially for those with civil servant status.

Referring to Permenpan no. 16 of 2009 concerning Functional Teacher Positions and Credit Scores, it is stated that one of the sub-activities whose credit scores are assessed is carrying out continuous competency development activities through self-development programs through functional training activities. Concerning these regulations, it is understandable why city/regency Ministry of Religion officials prioritize teachers with PNS status to participate in the PDWK. Furthermore, it is stated that if the teacher attends a minimum of 30 hours of training, he will get a score of 1, so the PDWK activities organized by the Education and Training Center for 60 hours will give 1 credit point. Teachers must get grades from the training because the components are included in the main elements of scoring credit scores. However, non-PNS teachers must still be given the opportunity to attend training because this will be very useful for in-passing needs (equalization) so that they have the same position and rank as PNS teachers. This equalization will also be useful for non-PNS teachers who will take the test to become State Civil Apparatus (ASN) through the Government Employee with Work Agreement (P3K) route which is currently run by the Ministry of Education and Culture.

Research data shows that 9.50% of respondents were dissatisfied with the use of information and communication technology used in delivering training materials. Such conditions should not have occurred because, since 2015, the world has entered a new era called the industrial era 4.0 which was marked by extraordinary developments in internet technology. Computers whose capabilities continue to grow become Incomplete comparison because they are connected to a large network called the internet (Parjaman et al., 2019b; Wan et al., 2016).

The era of the Industrial Revolution 4.0 was an era where knowledge and technology developed very quickly resulting in fast and competitive changes (Sharma & Singh, 2020; Sima et al., 2020). Therefore, if the utilization of information and communication technology is not optimal, there will be a risk that training will also run less than optimally. The use of information technology is increasing during a pandemic like today which limits direct face-to-face interaction between teachers or trainers and students or trainees. In addition, various studies have shown that the use of IT will affect achievement, performance or competence. For example, research from (Utami & Yulianto, 2019) concluded that that the use of Information Technology (IT) has a significant effect on the company.

Research data shows that the internet network

in PDWK is still not optimal because the training venue is not specifically designed to meet the needs of many people using the internet simultaneously. The number of respondents who gave a negative opinion about the condition of the internet network was 7.25%. This was also not reinforced by the fact that there were still 15.25% of respondents who were dissatisfied with the condition of the study rooms used for training, because the majority used were the halls of the city/district ministry of religion which during the training some had to be moved to the nearest state madrasah and came back after the hall room was empty again. In addition to the limited availability of tables with an outlet for installing laptops, it is also limited. In fact, education and training centers can choose training rooms that are relatively up to standard because training for education personnel, such as for madrasa heads, is carried out outside the city/district ministry of religion building. It means that Education and Training Center can include a training venue financing component financing component.

Regarding the mastery of widyaiswara material when presenting practical material, 10.25% of respondents expressed dissatisfaction. This should have been minimized when widyaiswara understood that the training focused on practical activities, not on enriching insights in the form of theory and concepts. This condition is related to the presence of 13% of respondents who stated that the training methods used by widyaiswara are still teacher-centered. This pattern still

occurs because there are widyaiswara who do not master practical material so the widyaiswara concerned dominates the delivery of material that focuses on factual and conceptual knowledge. This condition becomes less effective when the material presented is outdated, as stated by 14.50% of respondents.

Another thing that also needs to be considered is the change in the schedule for delivering material by the widyaiswara, which was delivered by 15% of respondents. In preparing training materials, they must be arranged serially, which means that the sequence of materials and the relationship between one material and another material is clear. This linkage is technically administrative and then manifested in the training schedule. However, because widyaiswara teaches only 2 people and there is no supervision from the Education and Training Center or the City/District Ministry of Religion, widyaiswara has the freedom to change the schedule. This condition will confuse the participants in following the series of training materials. In addition, the determination of the schedule that has been arranged by the Education and Training Center or even the Education and Training Center has of course taken many things into account and widyaiswara should be disciplined in following this policy.

A training activity, even though it focuses on the skills aspect, but in the process, there is a kind of hidden curriculum that can also be conveyed to the training participants whether

it is carried out by widyaiswara, the committee, or fellow participants in the form of visible daily behavior. The results showed that 35.75% of respondents stated that work motivation and work commitment did not increase or were mediocre after attending the training. This is less positive, because work motivation will affect one's performance. In addition, properly giving motivation will generate enthusiasm, enthusiasm and sincerity to work in a person. Increased enthusiasm and willingness to work voluntarily will result in better work, thereby increasing work productivity.

Meanwhile, work commitment shows a condition of an individual who favors a particular organization, as well as his goals and desire to maintain his membership in the organization (Hayati & Syafrida, 2020; Widyastuti et al., 2020). According to Alonazi, W., & Bakry (2019) that the benefits of organizational commitment are: (1) Employees who are serious about showing high commitment to the organization have a much greater possibility of showing a high level of participation in the organization; (2) Have a stronger desire to continue working in the current organization and be able to continue to contribute to achieving goals; and (3) Fully involved with the work, because the work is a key mechanism and channel for individuals to contribute to the achievement of organizational goals.

The results showed that 43.25% of respondents stated that their communication

skills had not improved. It needs to be a concern because the teacher's main job is related to effective communication skills with students, fellow teachers, school/madrasah employees and especially with superiors, namely the head of the madrasa/school. Having strong communication skills helps in all aspects of life – from professional life to personal life and everything in between. Good communication skills are very important so that others and yourself can understand information more accurately and quickly.

The results showed that 13.75% of respondents were still unsure about achieving their goals. In this context, trainees need help to have high confidence to achieve their work goals. Koinwroks.com reveals that there are 7 steps that a person can take to achieve the desired goal, namely: (1) having a courageous attitude, (2) visualizing the achievement of goals, (3) having big dreams, (4) setting long-term goals, (5) being an inspiring figure, (6) taking small steps on an ongoing basis, and (7) being confident in their abilities. These steps need to be trained for teachers so that they can become figures who inspire their students to learn optimally and become the best individuals.

Research data shows that 14.75% of respondents stated that the results of the training had not had an impact on their performance. This is due to training materials and supporting tools such as computer/internet-based applications which they cannot operate due to limited technology they have or because the materials are not

directly related to their work or field of study. This can happen because several times, there are trainings that participants cannot take part in for one reason or several, so the executor invites or includes other people as substitutes, in order to meet the number of training participant quotas that must be met.

Research data also shows that 28% of respondents still have difficulty determining work materials and tools. This is because they did not get complete information about the training materials or because the areas where they live or work do not have the materials and tools needed. Therefore, the creativity of teachers and education personnel is needed to be able to utilize the materials and tools around them to support the effectiveness of work or learning.

Regarding competence, 32.5% of respondents had difficulty doing a good job. It becomes important for them to receive further monitoring and coaching after attending the relatively limited time training so that the work they do is more accountable from time to time. Something similar is also related to the presence of 23% of respondents who still depend on other people when they have to make decisions when faced with problems in a job. This dependence must be minimized by building the respondent's self-confidence through independent self-development and supervision from the madrasah/school principal.

Research data also shows that 15.50% of respondents are less able to build and maintain networks. Network or networking is an important part of the current work process that encourages collaboration to achieve goals. Quoted from managementmentor.blogspot.com The teacher work network is a group of teachers, whether in the same school, in one field of study, or across fields of study who communicate with each other. Teacher or educational personnel has a network because several objectives can be achieved through a network, including. (1) Building cooperation among teachers to create an active, innovative, creative, effective, and fun learning process, (2) Growing motivation of teachers to improve their abilities and skills in planning, implementing and assessing learning in class, (3) Discussing educational and learning problems faced by teachers in carrying out their daily tasks and finding methods of solving according to the nature of the subjects, teachers, schools and respective environmental conditions, and (4) Provide a way for teachers to share information and experiences in implementing the curriculum and using learning technology.

There are still teachers and education personnel who have not been able to build and maintain work networks, which also impacts those who experience difficulties in collaborating with colleagues. This happened to 17.25% of respondents. Collaboration is equally necessary because not everything we can do alone. Building effective collaboration will allow work to be completed more quickly and can also improve individual skills because

by working in a team, individuals can learn from others and improve their competence.

Description of Training Data in Work Area

The effectiveness of PDWK training is measured by developing instruments based on the Kirpatrick model, which consists of four indicators: reaction, learning, behavior and results. Statement points were prepared from each of these indicators, which were then used as data collection instruments. As part of the research rules, research instruments have been tested to test the validity of the items and calculate the reliability of the instrument. The results of trials conducted in August with a trial sample of 132 respondents, obtained a reliability coefficient of 0.93 which can be concluded that the instrument is feasible to use to collect research data.

14 statement items measured reaction indicators,1) In the material provided by the participants, 46.25% said they were very satisfied, 50.25% satisfied, 3% dissatisfied and 0.50 very dissatisfied. 2) regarding the depth of the training material 42.50% said very satisfied, 50.25% satisfied, 1.75% dissatisfied and 0.50 very dissatisfied. 3) Regarding the competence of widyaiswara from the Training Center, 66.50% of participants said they were competent, 26% said they were very competent, and only 2.5% said they were incompetent. 4). 54% of participants said they were competent, 38% said they were not. 5) regarding information and communication technology used in delivering training materials, 72.23% said they were satisfied. 6). regarding the availability of the internet network at the training site 72.23% said they were satisfied. 7) regarding the physical training materials provided 76.50% said they were satisfied. 8). regarding the completeness of the training materials 60.75% said they were satisfied. 9) regarding the condition of the study room used for training 71.50% said they were satisfied. 10). regarding the completeness of the training facilities provided 67.25% said they were satisfied. 11) regarding the services provided by the committee in the implementation of the training 39.75% were very satisfied and 57.50% were satisfied, very few were dissatisfied 2.75%. 12). regarding the competence of the committee at work 73.50% said they were competent, 17.50% very competent, and only 6.25% said they were not competent. 13, regarding the delivery of training information delivered to participants 77.25% said they were satisfied. And 14) to the communication media provided by the committee 60.50% satisfied, 31.75% very satisfied and only 7.00% dissatisfied, 0.75% very dissatisfied

Learning process indicators are measured by 10 statement items. The details of the statement items and the number of respondents who answered according to the available alternative choices, are as follows: 1) The theoretical material provided by the WI, 38.75% of participants said they really mastered, 58.25% said they mastered, 2.50% do not master and 0.50% do not really master. 2) widyaiswara material when delivering

practical material, participants said 17.75% were very satisfied, 72% satisfied, 8.00% were dissatisfied and 2.25% were very dissatisfied. 3) Competence of widyaiswara with the training material provided, participants said 34.25% were competent, 60.00% competent, 5.00% incompetent and 0.75% very incompetent. 4) Competence in managing widyaiswara learning that provides substantive group material participants say 15% are very competent, 76.50 are competent, 7.00% are incompetent, and 1.50% are very incompetent. 5) The diversity of methods used by widyaiswara, participants said 35.25% were very satisfied, 59.00% satisfied, 4.75% dissatisfied, and 1.00% very dissatisfied. 6) The training method used by widyaiswara is still teacher centered, 14.75%, very satisfied, 72.25% satisfied, 10.50 dissatisfied, and 2.50% very dissatisfied. 7) The schedule for starting and ending the training is according to the schedule, 40.25% of participants said it was very suitable, 55.25 was appropriate, 3.50 said it was not appropriate, and 1% said it was very inappropriate. 8) There was a change in the material delivery schedule carried out by the widyaiswara, 12.25% of participants said they were very satisfied, 72.25% said they were satisfied, 12.24% were not satisfied, and 2.75% said they were very dissatisfied. 9) There is additional insight regarding policy material within the Ministry of Religion, 43.00 are very satisfied, 54.00% are satisfied, 2.20% are dissatisfied, and 0.50% are very dissatisfied. 10) I am not satisfied with some of the material provided because it is out of date, 12.50% said

they were very satisfied, 73.00% satisfied, 13.00% dissatisfied, and 1.50% very dissatisfied.

7 statement items measure behavioral/change indicators. The details of the statement items and the number of respondents who answered according to the alternative choices are as follows: 1) Behavior towards work discipline increased more after attending the training, 96% said it had increased, and only 4% said it had not. 2) Motivation and work commitment were mediocre after attending the training, 64.25 disagreed, 25.75% said they agreed. 3) There is an increase in skills in using work equipment, 96% say yes, and 4% say no. 4) Communication skills with colleagues and other people were normal after attending the training, 56.75 said they were getting more skilled, and 53.25% said they were less skilled. 5) After attending the training, the goals to be achieved in work, 97% said they understood, and 3% said they did not understand. 6) After attending the training, 13.75% doubted they would be able to achieve the goals of the work they did, but 87.25% were optimistic they could achieve the goals of the work done. 7) After attending the training, 95% of participants said there was an increase in the quality of their work processes, and only 5% felt there was no improvement.

5 statement items measure the indicators of learning outcomes. The details of the statement items and the number of respondents who answered according to the alternative choices available, are as follows: 1)

The results of the training attended had an impact on the results/work products made, 14.75% said it had no impact, and 85.25% said it had an impact. 2) After attending the training 93.75% of participants said they could determine the priority of work to be done and only 5.25% said they could not. 3) After attending the training 98.5% of participants said they could estimate the time needed to complete a job, and only 1.5% said they could not estimate. 4) 28% of participants said it was still difficult to determine the need for materials and equipment needed to expedite the work, while 72% said they had no difficulty. 5) 95.50% of participants said they could arrange the mandated work division of the work team, and only 4.50% could not arrange.

COMPETENCY OF PDWK ALUMNI

The competency of training alumni is measured by a questionnaire consisting of 3 indicators, namely: knowledge, skills, and attitudes which are further described in 15 statement items. 3 statement items measure knowledge indicators. The details of the statement items and the number of respondents who answered according to the alternative choices are as follows: 1) Participants know the theories that form the scientific basis of the work done, those who say they know (97.50%) and only (2.50%) say do not know. 2) Participants understand the relationship between their knowledge and the work they do, almost all say they understand (99.50%) and only (0.50%) say they don't understand. 3) Participants know examples or guidelines that can be used as a reference in doing work 99.50% of participants said they knew and 0.50% of participants said they did not know.

8 statement items measure skills indicators. The details of the statement items and the number of respondents who answered according to the alternative choices available, are as follows; 1) Participants often have difficulty doing a good job. Participants who experienced difficulties 32.50% and 67.50% did not experience difficulties. 2) Participants who know the steps to carry out a job effectively are 95.25%, and those who do not know are 4.75%. 3) Participants depend on other people when they have to make decisions when faced with problems in a job, only 23% depend and the remaining 77% do not depend on other people. 4) participants generally know existing work procedures and can apply them according to existing conditions (96%). And 4% don't know. 5) in general, participants were able to use appropriate technology in carrying out work, those who said they were able (98%), those who were unable only (2%). 6) . Participants were able to evaluate the achievement of their work (98.75), and 1.25% said they were unable. 7) Participants who are less able to build and maintain a network (15.50%) and 84.50% are able to build a network, and 8) Some participants can. utilize the latest information and communication technology to support the effectiveness of their work (95.75%), and those who can't afford it are 4.25%.

4 statement items measure attitude indicators. The details of the statement items and the number of respondents who answered according to the alternative choices available, are as follows: 1) Participants who have a spirit of independence and struggle at work are 99.50%, only 050% of participants are not enthusiastic. 2) Participants who adhere to the values and norms at work are also 99.50%, while those who do not comply are 0.50%. 3) Participants whose level of work discipline increased after attending the training .97.50% said it had increased and 2.50 stated it had not improved. 4) Participants who often experience difficulties in working with colleagues, 17.25% experience difficulties, and 82.75% do not experience difficulties.

CONCLUSION

Based on several findings, it can be concluded that the Pelatihan di Wilayah Kerja (PDWK) has been running effectively, with improvements in several aspects. In addition, the results of the PDWK show that the competence of alumni has increased after participating in the training. Based on the correlation calculation, there is a positive relationship between the effectiveness of training Implementation and Alumni Competence. And the coefficient of determination = 0.521, which means that the effectiveness of training influences 52.1% of alumni competence while 47.9% is due to other factors.

This research suggests that for religious training center of the ministry of religion

(BDK), in the future it still needs to be implemented with improvements in several aspects, namely religious education and training centers should send information about training earlier, teacher group (MGMP) should be made a partner for providing training participants, Madrasah/School Heads should ask teachers who have completed training to imitate other teachers. For the technical training center, it is better to make efforts to prepare chairs that are approved more quickly. Each chair preparation can be carried out with a workshop mechanism by involving experts as supervisors and after the workshop is finished it can immediately be ratified and used in the current budget year.

For widyaswara, the chair that is prepared by the widyaiswara should adapt to the latest developments in terms of policy, science and technology. The prepared training material should be more directed at procedural knowledge.

The city/district Ministry of Religion should provide training venues that meet eligibility standards and have adequate internet network support. Therefore, the City/District Head of the Ministry of Religion needs to propose that the Religious Training Centers provide a budget for renting the space.

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