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The Effect of Participatory Training towards the Trainees' Satisfaction with Training Effectiveness as the Mediation Variable

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ABSTRACT

The aims of research to analysis the effect of participatory training towards training effectiveness and towards trainees' satisfaction, to analysis the effect of training effectiveness towards trainees satisfaction as well as to analysis mediation effect of training effectiveness in the relationship between participatory training and trainees satisfaction. The subject of the research are painting batik artisan in Purbalingga-Indonesia. Data collection is conducted with Focus Group Discussion and questionnaire. The tool of analysis used in this research is the Structural Equation Model (SEM) with Smart PLS, while the examination of the mediation effect uses Variance Accounted For (VAF) test. The result of analysis concludes that: participatory training has positive effect towards the effectiveness of training; participatory training has no effect towards the satisfaction of trainees; training effectiveness has positive effect towards the satisfaction of trainees; training effectiveness mediates participatory training and the satisfaction of trainees.

Keywords: *participatory training, training effectiveness, trainee satisfaction.*

INTRODUCTION

Business world is signified with growing tougher competition, market globalization, rapid technological development, so that in order to sustain their existence, companies must have competitive quality (Sanchez *et al.*, 2003). Competitive quality is associated with human resource and training has been necessary to develop this resource.

Various researches have argued that training has positive effect towards productivity (Frayne & Geringer, 2000) in Small-Medium Enterprise (Sanchez *et al.*, 2003). However, lots of training also fails to improve productivity and as the results, many companies are doubtful to make investment in training (Aragon *et al.*, 2003). Guthrie (2001) explains that training is less productive and beneficial since it leads to more complicated work and causes employees leaving organization. Thus, companies do not place training in their budget for the benefit is less than the expense (Acemoglu and Pischke, 1999). Moreover, not all skills acquired in the training program are applicable in organization (McNamara, 2012).

Numerous researches concerning training effectiveness and trainee satisfaction on training program have been conducted. Nevertheless, there is still little number of researches that concerns with training effect with participatory approach towards training effectiveness and trainees satisfaction, very especially in the type of work that constitutes art and specialized craft skill within painting batik industry. Painting batik of Indonesia, including in Purbalingga, has serious regeneration problem for ineffective training for the artisans (Suliyanto *et al.*, 2004).

One of the causes of the ineffectiveness of the training for the artisans of painting batik is that the training that the local government and universities so far have only conducted *top-down* training approach (Suliyanto *et al.*, 2015), while one way to achieve effectiveness is by conducting *bottom-up* training. One technique of such training is participatory training, which involves all participant⁸ in training process (PRIA, 2014). Training process including asses training need, set training objectives, create training action plan, implement training initiatives, and evaluate and revise training.

Participatory training is effective to increase knowledge and skill of painting batik artisans (Suliyanto *et al.*, 2016) but the research is lacks the examination of the effect of effectiveness towards the trainees satisfaction. Furthermore, Suliyanto *et al.*, (2015) argue that participatory training is more satisfactory than non-participatory training, but they still lack the explanation of the relation between trainee satisfaction and training effectiveness.

This research is important because painting batik industry in Indonesia is undergoing regeneration problems, one reason is because painting batik training that organized by the government are often not effective for improving the knowledge and skills of painting batik artisans.

Departing from this consideration, it is still necessary to conduct a research that is aimed at analyzing the effect of participatory training towards training effectiveness and trainee satisfaction within painting batik industry in Indonesia in one model. Based on the above discussed issues, this study to seek answers the question researcs are follow:

1. Does participatory training have positive effect towards training effectiveness?
2. Does participatory training have positive effect towards trainees' satisfaction?
3. Does training effectiveness have positive effect towards trainees' satisfaction?
4. Does training effectiveness mediates the relation between participatory training and trainees' satisfaction?

LITERATURE REVIEW

Training Evaluation

Training evaluation is a systematic collection of descriptive and evaluative information which are necessary to make decision of an effective training, including selection, value adoption and modification of varied learning activity (Werner ad Desimon, 2006). Brikerhoff (in Widoyoko, 2009) explain that evaluation constitutes a process of an extent to which tra⁶ing purpose may be achieved. Evaluation process includes seven elements, which are: focusing the evaluation, designing the evaluation, collecting information, analyzing and interpreting, reporting information, evaluation, and evaluating evaluation.

Training and its evaluation are considered as a important strategy in human resource development so that a systematic training evaluation is important to conduct. Evaluation of training must involve feedback from the trainees, trainer and supervisor to achieve the goal of training. Furthermore, evaluation is also functional to measure the effectiveness of the training in both quantitative and qualitative way (Singh *et al.*, 2013). Training

evaluation is useful to give information regarding the process of training as a basis for the training organizer to design future training programs.

In this way, according to Lynton and Pareek (1992), to achieve effectiveness, a training should be the responsibility of the organization, participants and training organizer and should be based on learning principle, well planned and designed to respond the need of the organization.

Training Effectiveness

Previous researches have concerned the training effectiveness towards the productivity of employees/companies. A training is effective is the result achieves the goal of organization, improves human resources, satisfies the customers and increase internal processes (Branley in Detty et al., 2009). A training program is expected to improve the ability of employees/companies and more importantly to help achieve the goal of organization. Training effectiveness can be measured from the quality of training transfer, which constitutes a definition to what the knowledge; skill and learning behavior in the training process are applied at the real work (Noe et al., 2003).

11

According to Baldwin and Ford (1988), a training transfer is defined as the application of knowledge, skill and behavior acquired from the training, applied and sustained at work situation for a certain period. The ultimate goal of a training program is that the processes that happened throughout the learning are applied and repeated at work. In the context painting batik industry, a training program is effective if the participants acquire benefit in terms of skill and knowledge.

10

Training effectiveness depends on the training design (Velada et al., 2008; Scaduto et al. 2007; Chiaburu and Marinova, 2005). One of training designs is participatory training model. This model emphasizes the process of learning, in which learning activities within the training are built from active participations of the trainees in every aspects of the training activity, including planning, executing and evaluating the activity (Kamil, 2003). Suliyanto et al., (2016) also explains that participatory training is effective in to improve knowledge and skill of trainees since this model is designed in accordance with the need and demand of the trainees.

Training Satisfaction

According to Zeithaml and Bitner (2000:75), satisfaction is defined as 'a respond of consumer regarding necessity fulfillment.' Satisfaction constitutes evaluation over characteristics or particularity of products/services, or products alone, that provide measure for the consumers to fulfill their needs. On the other hand, Kottler (1997) defines: *Satisfaction is a person's feeling of pleasure or disappointment resulting from comparing a product perceived performance (or outcome) in relation to his or her expectations.* In

the context of training, the satisfaction of the trainees involves the feelings of the trainees by comparing their expectation to the result of the training program.

With this limitation, it is clear that after attending the training program, trainees will compare the reality of the training process to the result at work. After that trainees can say whether they are satisfied or disappointed with the training. If they are not satisfied, training organizers should determine if such disappointment is caused by trainees' too high expectation compared to what they acquire from the training program. In this way, a trainee or participant is a person or unit that responds a result of a process or a system. Suliyanto *et. al.*, (2016) states that the quality of participatory training is better compared to non-participatory, since participatory training includes a process of identifying trainees' expectation in earlier stage.

Departing from the literary review and the result of previous researches, hypothesis can formulated as follow:

- H₁ : Participatory training has positive effect towards training effectiveness.
- H₂ : Participatory has positive effect towards trainees' satisfaction.
- H₃ : Training effectiveness has positive effect towards trainees' satisfaction.
- H₄ : Training effectiveness mediates the relation between participatory training and trainees' satisfaction.

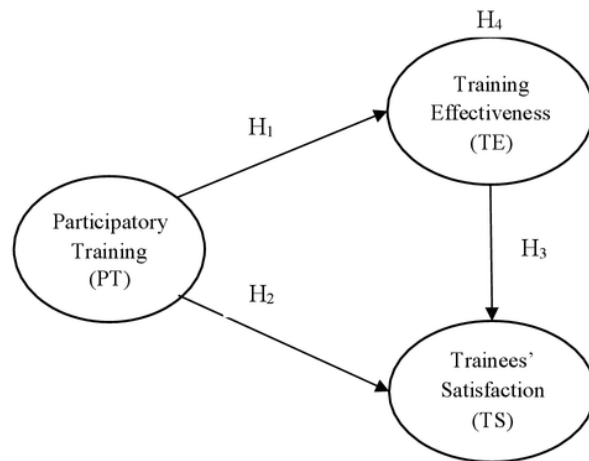


Figure 1. Proposed Conceptual Model

RESEARCH METHODOLOGY

Population and Sample

The population of this research is painting batik artisans in Purbalingga-Indonesia who have ever attended a training program of painting batik. Research was conducted in painting batik industry in Purbalingga, because painting batik artisans in Purbalingga has a lot to get various types of painting batik training from local governments and universities but performance of it has not fulfilled expectation yet.

Sample size was determined by using a Yamane formula (1967). Based on the Yamane formula obtained sample size in this study were 110 painting batik artisans. The questionnaire was distributed randomly to painting batik artisan whom ever join to painting batik training in Purbalingga-Indonesia. Of the 110 questionnaires distributed ,12 were rejected because lack of response. Thus, this study sample composed 98 painting batik artisans.

Measurement

Based on the Focus Group Discussion (FGD) consisting of researchers, trainers and artisans who attended training be structured questionnaire. The questionnaire was tested on batik artisans who attended training to learn batik understanding and relevance of measurements. Participatory training variable is measured using seven indicators, while the effectiveness of training variable and trainee satisfaction variable is measured using four indicators. All statements in the questionnaire measured using a scale of 1 to 10, where 1 represents strongly disagree, while 10 represents strongly agree (see appendix 1)

Data analytic

The tool of analysis used in this research is **5** Structural Equation Model (SEM) using *Smart-Partial Least Square* (PLS). To analyze the effect of effectiveness mediation in the relation between participatory training and trainees' satisfaction, VAF (Variance Accounted For) test is used (Preacher dan Hayes, 2008). Dengan formula sebagai berikut:

$$VAF = \frac{R^2_{YX}}{R^2_{YX} + f^2_{YX}}$$

If the VAF above 80%, then it shows the effectiveness of training as a full mediation, if VAF ranged from 20% to 80% indicates the effectiveness of training as a partial mediation, whereas if VAF is less than 20% indicates the effectiveness of the training has no effect mediation.

ANALYSIS AND RESULTS

General Description of the Respondents

Based on the given questionnaires that are worth analyzing, general description of the respondents are can be categorized into gender, age, education level, experience as artisan, frequency of training attendance and type of batik training.

Table 1
General Review of Respondens

Gender		Experience as Artisan	
- Male	: 9 (9,18%)	- Average	: 5,635
- Female	: 79 (80,61%)	- Minimum	: 2
		- Maximum	: 6
		- Standard Deviation	: 0,907
Age		Frequency Joint the Batik Training	
- Average	: 44,71	- Average	: 2,939
- Minimum	: 22	- Minimum	: 1

- Maximum	:	65		- Maximum	:	8
- Standard Deviation	:	9,54		- Standard Deviation	:	1,466
Education Level				Type of the Batik Training		
- Elementary	:	38	(39%)	- Design of Batik	:	54
- Junior High Scholl	:	33	(34%)	- Coloring	:	49
- Senior High Scholl	:	22	(22%)	- Stamp Batik	:	40
- University	:	5	(5%)	- Business Management	:	6
				- Others	:	14

In gender category, dominant batik craftsman in Purbalingga is female (80.61%). This may be the result of a perception that batik craftsmanship requires thoroughness instead of strength, and is also possible as a side work so that it is more suitably practiced by female worker.

Then, in age category, it is known that the average age of the artisan is 44,7 years old. This indicates that the average age belongs to adult. This finding empirically supports the argument that regeneration is a serious problem for the continuation of batik artisans.

In education category, there is no significant domination of particular education level of the crafters. This is relevant with the fact that the job responsibility in batik craftsmanship does not require particular level education. The data shows that university level of education is the least, while high school level is the most of all. This may be because the batik craftsmanship is still characterized as a Small-Medium Enterprise in the form of home industry, that high school level of education or 12-year obligatory education level is adequate instead of university level.

Coorelation between Variabels

The model in this study consists of one independent variable and two endogenous variables. Relationships between variables can be seen in table 2.

Table 2

Correlation between Variables

Variables	Participatory Training	Training Effectiveness	Trainees' Satisfaction
Participatory Training	1.000	.269**	.257*
Training Effectiveness	.269**	1.000	.829**
Trainees' Satisfaction	.257*	.829**	1.000

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Based on Table 2, the relationship between the variables of the study are significant. The relationship between the variable participatory training with training effectiveness, and the relationship between trainees' satisfaction with training effectiveness are significant at at 0:01, while the relationship between training effectiveness with trainees satisfaction are significant at 0.05.

3
Validity and Reliability Test

Validity test is conducted by examining the factor value of each indicator of every variable. The following table shows the value of loading factor in each indicator of the research.

3
Table 3
The Value of Loading Factor of Research Variables Indicator

Indicator	Participatory	Training	Trainee Satisfaction
	Training	Effectiveness	
PT1	0,845		
PT2	0,858		
PT3	0,905		
PT4	0,905		
PT5	0,933		
PT6	0,933		
PT7	0,759		
TE1		0,949	
TE2		0,962	
TE3		0,979	
TE4		0,969	
TS1			0,964
TS2			0,956
TS3			0,944
TS4			0,930

3
 In table 3, it can be seen that the value of loading factor in the variables *participatory training*, *training effectiveness*, and *trainee satisfaction* are all more than 0.50. This means that the validity of all indicators in this research has been achieved.

Alpha Cronbach is used in testing the reliability of this research. According to the analysis, result of alpha cronbach score can be revealed in the following result:

Table 4
The value of alpha cronbach of the research variables

Variables	Alpha Cronbach
Participatory Training	0,948
Training Effectiveness	0,975
Trainee Satisfaction	0,962

In table 3, it can be seen that the score of alpha cronbach of all research variables are more than 0.60. According to Nunnaly (2006), a construct is reliable if it has more than 0.60 score of alpha cronbach.

Hypothesis Examination

The result of analysis using Structural Equation Model (SEM), and with the help of the software Partial Least Square (PLS), is shown in the following table.

Table 5
Hypothesis examination

Relationship	Original Sample	Mean of Subsamples	Standard Deviation	T-Statistics	Decision
	Estimate				
Participatory Training to Training Effectiveness	0,291	0,308	0,086	3,400	Supported
Participatory Training to Trainee Satisfaction	0,034	0,039	0,079	0,434	Not Supported
Training Effectiveness to Trainee Satisfaction	0,821	0,809	0,082	10,066	Supported

To examine Hypothesis 1, 2 and 3, 0.05 significance is used with the value of t-table 1,654. The relation between participatory training and training effectiveness gains 0.291 beta coefficients, with t-statistic value of 3,400. Because the value of t-calculation (3,400) is higher than the value of t-table (1,654), Hypothesis 1 (that participatory training has positive effect towards training effectiveness) is supported. On the other hand, the relation between participatory training and trainees' satisfaction gains 0,034 beta coefficients, with the value of t-statistics 0,434. Because the value of t-calculation (0,434) is lower than the value of t-table (1,654), Hypothesis 2 (that participatory training has positive effect towards trainees' satisfaction) is not supported. In addition, the relation between training effectiveness and trainees' satisfaction gains 0,821 beta coefficient, with t- statistics value of 10,066. Because the value of t-calculation (10,066) is higher than the value of t-table (1,654), Hypothesis 3 (that training effectiveness has positive effect towards trainees' satisfaction) is supported.

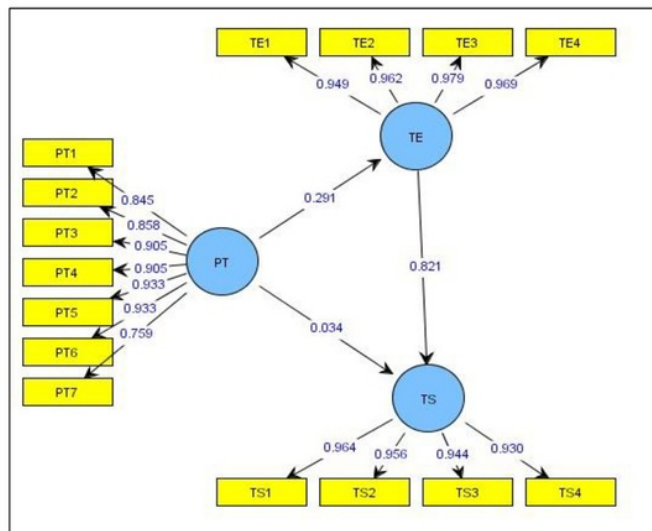


Figure 2. Result of Structural Equation Model analysis with Smart PLS

Base on the result of Structural Equation Model, Variance Accounted For (VAF) can be calculated as follow:

$$VAF = \frac{0.291 * 0.821}{(0.291 * 0.821) + 0.034} = 0.875 \quad (1)$$

According to analysis, *Variance Accounted For* (VAF) test gains 0.875. Because this value is higher than 0,800, Hypothesis 4, training effectiveness mediates the relationship between participatory training and trainees' satisfaction is supported.

DISCUSSION

Participatory training has positive effect towards training effectiveness. The reason is that all elements of participatory training (training materials, trainer, training method, tools and materials, time, location and participant criteria) are adjusted with the problems faced by the participants. As the result, the process of the training is effective to improve skill and knowledge of the participants.

Training effectiveness has positive effect towards trainee's satisfaction. The explanation is that the participants attend the training with a motivation to improve skill and knowledge so that training participants are satisfied if the training is really effective to improve their skill and knowledge.

Participatory training is indirectly influential towards trainees' satisfaction. Though participatory training has been designed in accordance with the demand and necessity of the participants, they are not satisfied anyway if the result of the training is not effective to improve their skill and knowledge.

Training effectiveness mediates the relation between participatory training and trainees' satisfaction. Satisfaction of the participants is not achieved because the process of the training fulfills their expectation. Instead, trainees' satisfaction is achieved with the fact that the result of the training is effective to improve their skill and knowledge.

CONCLUSION AND IMPLICATIONS

According to the result of analysis using *Structural Equation Model (SEM)* with *Partial Least Square (PLS) software*, and mediation test with Variance Accounted For (VAF), it can be concluded:

1. That participatory training has positive effect towards training effectiveness
2. That participatory training has no effect towards trainees' satisfaction
3. That training effectiveness has positive effect towards trainees' satisfaction
4. That training effectiveness mediates the relation between participatory training and trainees' satisfaction

This research is limited in some ways: (1) the measure of training effectiveness only uses subjective measurement so that objective measurement is needed in the future research;

(2) the fact that the type of trainings attended by the participants vary, that it may effect the evaluation over the variables in the research.

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