

Evaluation of the Goods/Services Procurement Training Implementation at the Goods/Services Procurement Work Unit (UKPBJ) of Tanah Laut Regency

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Abstract

The purpose of this study is to evaluate the effectiveness of the training implementation process, the effectiveness of the results of the training implementation and the gap in the effectiveness of the implementation of government goods/services procurement training in the Goods/Services Procurement Work Unit (UKPBJ) Tanah Laut Regency. The research method used is a qualitative research method using the Discrepancy Evaluation Model (DEM) by Malcolm Provus, the ADDIE model as a component of training evaluated in the DEM and using Kirkpatrick as a benchmark for training effectiveness. Research informants are officials of UKPBJ Tanah Laut Regency, employees of UKPBJ and employees at SKPD Tanah Laut Regency. Research focused on training, training effectiveness and training evaluation. The sub-focus of research is training needs analysis and training design, training development, training implementation, evaluation of training implementation and impact. The conclusion of this study is 1) Analysis of training needs and training design, there is a gap or mismatch between S (standard) and or with P (Performance); 2) Development of training with training preparation, there is conformity between (standard) and or with P (Performance); 3) Implementation of training, there is conformity between (standard) and or with P (Performance); 4) Training evaluation, there is a conformity between S (standard) and or with P (performance) related to training monitoring, there is a gap or discrepancy between S (standard) and or with P (Performance) related to training evaluation and the results of the training carried out have a positive impact on the institution that sends its participation; 5) The impact of training, there is a conformity between S (standard) and or with P (Performance).

Keywords: Discrepancy Evaluation Model, Training, Training Effectiveness, UKPBJ.

1. Introduction

The Goods/Services Procurement Work Unit (UKPBJ) is a work unit that is the center of excellence for the procurement of goods/services within the Ministry/Institution/Local Government. UKPBJ as a Center of Excellence for Procurement of Goods/Services is a work unit that has a strategic, collaborative, performance-oriented, proactive character and can make continuous improvements (LKPP RI Regulation Number 10 concerning the Work Unit for Procurement of Goods/Services, 2021).

UKPBJ as a Center of Excellence for Procurement of Goods/Services is carried out by applying the UKPBJ Maturity Model, field assessment of the application of the UKPBJ Maturity model and cooperation between UKPBJ to apply the UKPBJ Maturity Model in the Ministries/Agencies/Local Governments (K/L/PD) environment. The UKPBJ Maturity Model

is a measurement indicator in the institutional management of UKPBJ, which will provide an overview of UKPBJ's capabilities and become a reference for UKPBJ in improving the ability of UKPBJ to become a Center of Excellence for Procurement of Goods/Services.

Regulation of the Regent of Tanah Laut Number 53 (2020), stated that UKPBJ Tanah Laut Regency must be formed and ratified in 2020. UKPBJ Tanah Laut Regency is a unit of the Procurement of Goods/Services Section of the Tanah Laut Regency Regional Secretariat which in the organizational structure is under the authority of the Economic and Development Assistant. As for the organizational structure, UKPBJ Tanah Laut Regency is led by the Head of the Goods/Services Procurement Section who acts as the Head of UKPBJ, in accordance with the provisions of the Laws and Regulations.

The achievement indicator of UKPBJ Tanah Laut District for the Implementation of the Tanah Laut District Government Bureaucratic Reform Action Plan in 2023 is the creation of agile, collaborative, and accountable Digital Governance with the achievement of the Procurement Governance Index (ITKP). UKPBJ Tanah Laut Regency is required to be able to meet the achievement of the Procurement Governance Index (ITKP) at least Good. The ITKP UKPBJ Tanah Laut District value in 2023 is 80.8 (Good Category).

For this reason, UKPBJ Tanah Laut Regency always carries out training and technical guidance for procurement actors in the Regional Equipment Work Unit (SKPD) of Tanah Laut Regency in order to realize the minimum ITKP good achievements. The training and technical guidance carried out include BJP planning, selection of government goods/services providers, management of procurement contracts and self-managed management of government BJP.

Training and technical guidance carried out by UKPBJ Tanah Laut Regency is also part of the implementation of the duties and functions of the BJP guidance and advocacy section, which is expected to improve the competence and performance of procurement actors in SKPD in carrying out the procurement process of government goods/services. Prasetyo & Nurnida, A. I. I, (2017), state that education and training have a direct effect on performance and indirectly through competence.

But unfortunately, on the ground, a gap was found between the effectiveness of training carried out by UKPBJ Tanah Laut Regency on the achievement of ITKP scores and the documents produced to support the procurement process at SKPD. The ITKP value of Tanah Laut Regency has been categorized as Good, which shows that the achievements of the ITKP are on target. However, the results of the monitoring of UKPBJ Tanah Laut Regency on the input results in the General Plan of Procurement Information System application found that there are still many records that must be corrected by SKPD.

Therefore, researchers are interested in evaluating the effectiveness of government procurement training programs in UKPBJ Tanah Laut Regency. (Putri, 2019) who quotes Tyler (1950), states that the process of determining whether goals have been achieved is called program evaluation. The results of the program evaluation carried out will be useful for the implementation of the next program.

This study used a *discrepancy* evaluation model developed by Provus. The *discrepancy* research model does not prove cause and effect, but rather looks at whether what is expected matches what happens (Yusup et al. , 2019). This model also focuses on the vision of gaps in program implementation. The gap in question is what is expected on the program plan or standard with the results in the program application. Standards are criteria that are determined with the expectation of effective results.

Based on the above problems, this study will evaluate the effectiveness of the government BJP training implementation process in Tanah Laut District UKPBJ, the effectiveness of the results of government BJP training implementation in Tanah Laut Regency UKPBJ, and the gap in the effectiveness of government BJP training implementation in Tanah Laut Regency UKPBJ, so that Tanah Laut District UKPBJ can decide to continue the program, stop the program or continue with improvements.

2. Literature Review

2.1 Training concept

The competence of State Civil Apparatus (ASN) employees must always be developed. Setiadi (2017), states that competency development aims to overcome the existence of competency gaps. With the development of these competencies, it is also expected that there will be a balance of competencies possessed by each employee, which can be done through education and training.

Nadler dan Wiggs in Achmat, (2010), defining training is a set of techniques that emphasize learning about the skills, knowledge, and abilities necessary to start a job or complete a task and to increase one's capacity to carry out that task. In planning training activities, accuracy is needed to get maximum results in the training process.

Training is a series of activities programmed to improve individual skills, experience, knowledge, or attitude discussion. Aryadi (2020), stated that training has a major role in filling the lack of knowledge and skills needed by employees, in order to be able to carry out work to achieve organizational goals.

Nurhajati and Bachri, (2018), stated that there are 5 (five) important components in the implementation of competency-based training, namely the ADDIE Model, which consists of: (1) *Analyze Needs*, (2) *Design Curriculum*, (3) *Development training*, (Training Development), (4) *Implement Training* , and (5). *Evaluate Training*.

Branch, (2009), states that the ADDIE Model (*Analysis Design Development Implementation Evaluations*) is one of the training designs/concepts that shows the basic stages of the training system that form a cycle of five stages.

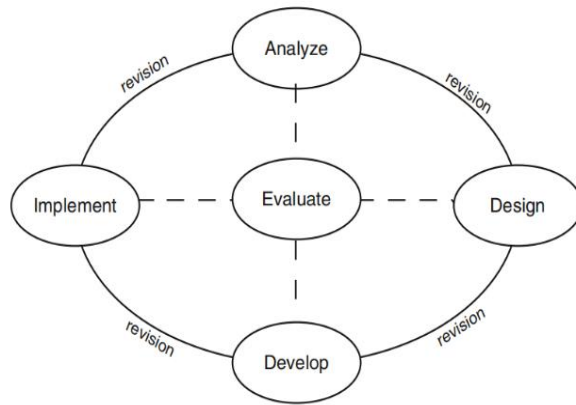


Figure 1. The Five Stages of ADDIE Model

Source: Prawiradilaga, 2012

Training has a positive and significant effect on employee competence and employee competence has a positive and significant effect on employee performance (Pranata et al., 2018). Training also has a positive and significant influence on employee motivation and has a positive and significant influence on employee performance (Darmawan et al. , 2017).

To ensure that training objectives are achieved, training should be designed and evaluated. According to Steer in Wandasari (2019), states that effectiveness should be judged based on workable objectives, not on the basis of the concept of maximum goals. Measure the effectiveness of training, according to Kirkpatrick & et al, . (2006), It consists of four levels which include level 1: reaction, level 2: learning, level 3: behavior and level 4: results.

Training evaluation consists of evaluation during training and post-training evaluation which is commonly called post-training evaluation (Safril, 2023). Training effectiveness will not be achieved if it does not meet individual, organizational and task needs. These three characteristics affect the effectiveness of training,

Wandasari (2019), quoting from Kirkpatrick & et al, (2006) mentioned that the effectiveness of training cannot be done through evaluation of the results alone, but it is necessary to evaluate the reactions of participants who will show the learning results obtained. The learning outcomes are then applied in action so as to change behavior. If sorted in reverse, satisfactory worker behavior produces good results. The material provided during the training encourages good behavior. People can only receive materials if they are interested. Seeing and feeling the internal environment of an organization, as well as the events that occur in it on a regular basis, affects the attitudes and behaviors of employees and their performance, which in turn affects the performance of the organization as a whole.

As for the conditions for an effective program, according to (Kirkpatrick & et al. , 2006) are (1). Determining needs. (2). Setting goals. (3). Determine the content of the Subject. (4). Select participants. (5). Determine the best schedule. (6). Choose suitable facilities. (7). Choose a

suitable instructor. (8). Select and prepare audiovisual aids. (9). Coordinate programs. (10). Evaluate the program.

Putri (2019), by quoting Tyler (1950), states program evaluation is the process of knowing whether objectives have been achieved. The results of the program evaluation will help the implementation of the next program. Leaders can use this evaluation to create policies that improve trainee competence and improve the quality, performance, and effectiveness of training delivery.

As for the evaluation approach, according to Fitzpatrick et al. , (2012) in (Madhakomala et al. , 2020) can be clarified into four categories arranged based on:

1. A comprehensive assessment-oriented approach to the quality of a program or policy.
2. A characteristic-oriented approach to evaluating whether the focus or objectives of the program/policy can be achieved.
3. A decision-oriented approach made over a program or policy. This approach focuses on collecting information to improve the quality of policies/programs that will be made by stakeholders and organizations in the future.
4. An approach oriented towards stakeholder participation.

2.2 Goods/Services Procurement Training

LKPP RI Regulation Number 4 of 2020 states that Goods/Services Procurement Training is a teaching and learning process using certain techniques and methods that aim to improve and develop the knowledge, skills and/or attitudes of participants in carrying out duties as Human Resources for Procurement of Goods/Services professionally in the field of Procurement of Goods/Services. The Training Program is a unit of training activities that have a specific curriculum and teaching materials in one type of training. The implementation of PBJ training consists of preparation for BJP training, implementation of BJP training and evaluation of PBJ training implementation (LKPP, 2020).

By (Permendagri, 2018), It is stated that the implementation of ASN competency development has at least the following conditions including (1). Facilities and infrastructure, (2). Learning methods, (3). Trainer/facilitator, (4). Participants, (5). Programs/activities, and (6). Competency development management personnel.

In (Permendagri, 2018), it is stated that competency development has stages: (1). Planning, (2). Implementation, (3). Monitoring (4). Evaluation and (5). Reporting.

Competency development planning is carried out by determining (1). Type of training, (2). Training Objectives, (3). Curriculum, (4). Syllabus, (5). Participants, (6). Presenter, (7). Learning Modules (8). Learning Media, (9). Facilities and Infrastructure, (10). Implementation Schedule, (11). Place of Implementation and (12). Financing (Permendagri, 2018).

The implementation of competency development is guided by the implementation guidebook. Competency development monitoring is carried out from preparation to the end of competency development implementation Competency development evaluation as includes evaluation of

planning, implementation and post-competency development.

2.3 Discrepancy Evaluation Model (DEM)

Provus, (1974) in Madhakomala et al. (2020) states that the *Discrepancy Evaluation Model (DEM)* is a model that introduces the concept of evaluation that can show whether a policy has been implemented in accordance with established standards or not. The DEM-model is carried out by identifying inequalities between established standards and implementation in the field with the results of the actual implementation of evaluation objects and determining the inequality ratio. In addition, it is also to determine the causes of inequality between standards and the performance of evaluation objects, so that recommendations can be made for policy improvement.

Evaluation through the DEM Model is carried out by comparing the performance that occurs in the field (*performance / P*) with the standard (*S*) that should be. (Provus, 1974), mentions five stages of evaluation in comparing P and S, namely design, installation, process, product and benefit. In this study, the focus was on training and training effectiveness organized by UKPBJ Tanah Laut District for the technical team of SKPD Commitment Making Officers (PPK). The keyword is **"training and training effectiveness."**

Based on explanations related to training, according to Nurhajati and Bachri, (2018), stated that there are five concepts/components in competency-based education and training commonly abbreviated as ADDIE, namely: (1) *Analyzing Needs*, (2) *Designing Curriculum*, (3) *Developing training*, (4) *Implementing Training*, and Evaluating Training. This ADDIE component will be a component in the evaluation criteria of the DEM Design.

The conceptual framework underlying the research on the effectiveness of the implementation of Government BJP training in UKPBJ Tanah Laut District is as follows:

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STANDART	DISCREPANCY	PERFORMANCE
Design : Training Needs Analysis and Training Design based on regulations Installation : Training Development with training preparation Process : Training Implementation Product : Implementation Evaluation Benefit : Training impact	Design : It is likely that there has never been a needs analysis and training design based on competency improvement regulations Installation : It is likely that no training preparation has ever been carried out. Process : The possibility of training implementation is not in accordance with effective training standards. Product : It is possible that there has never been an evaluation of the implementation of training. Benefit : It may not be recorded the impact of training on the achievement of organizational goals.	Design : No training needs analysis and training design was ever made Installation : No training preparation was carried out. Process : does not conform to effective training standards. Product : No evaluation of the implementation of the training was carried out. Benefit : The impact of training on achieving organizational goals was not recorded.

3. Research Method

This research is evaluative research, where research is conducted to determine the benefits and quality of the policy for the implementation of goods/services procurement training at UKPBJ Tanah Laut Regency. The research design used for this study was using qualitative research methods. The combination of the use of qualitative research methods is using the Discrepancy Evaluation Model (DEM) as a benchmark for the evaluation process of a policy that has been implemented in accordance with established standards or not, namely the policy for implementing training on procurement of goods/services at UKPBJ Tanah Laut Regency, the ADDIE model as a component of training evaluated in the DEM and using Kirkpatrick as a benchmark Measure the effectiveness of training.

The ADDIE model is a reference model for the implementation of competency-based training consisting of: (1) Analysis Needs, (2) Design Curriculum, (3) Development training, (Training Development), (4) Implement Training, and (5). Evaluate Training (Evaluasi Diklat) (Nurhajati & Bachri, 2018).

The DEM model in this study will analyze by comparing the performance that occurs in the field (*performance* / P) with the standard (S) of the implementation of ASN competency development training in the field of Procurement of Goods/Services (Madhakomala et.al, 2020). DEM embodies five stages of evaluation based on the natural progression of a program: program design, installation, process, product, and benefit analysis. The stages of the evaluation model (Discrepancy Evaluation Model - DEM), based on the Input-Process-Output component and the subcomponents used during the study can be seen in Table 1.

The type of research data that will be used in this qualitative method is in the form of words generated from interviews. The research data sources used in this study consist of two sources, namely primary data obtained through observation, interviews, pretest and posttest fillings and reaction questionnaires and secondary data obtained through personnel data of UKPBJ personnel of Tanah Laut Regency involved in training on procurement of goods/services and administrative data of training participants from SKPD Tanah Laut Regency.

The key informants in this study involved 2 informants involved in planning the procurement training, 5 informants of the training organizing committee, 3 superior informants who sent trainees, 2 informants involved in monitoring and evaluating the Goods/Services Procurement Training and 1 informant involved in reporting the results of the Goods/Services Procurement Training who have the status of a civil servants. As for the method of collecting reaction questionnaire data and filling in the pretest and posttest, it was carried out to 25 training participants.

4. Finding and Discussion

4.1 *Training Needs Analysis and Training Design*

At the design stage of the procurement training carried out by UKPBJ Tanah Laut Regency, a comparison will be made between the Basic Policy for carrying out ASN competency development training in the field of PBJ for Competency Development / Training of ASN Human Resources (Permendagri RI No. 11 of 2018) with performance that occurs in the field. So that outputs are obtained related to the need for training.

Based on the Regulation of the Ministry of Home Affairs Number 11 of 2018, it is stated that competency development has stages: (1). Planning, (2). Implementation, (3). Monitoring (4). Evaluation and (5). Reporting. In the planning stage, competency development is carried out by determining (1). Type of training, (2). Training Objectives, (3). Curriculum, (4). Syllabus, (5). Participants, (6). Presenter, (7). Learning Modules (8). Learning Media, (9). Facilities and Infrastructure, (10). Implementation Schedule, (11). Place of Implementation and (12). Financing (Permendagri, 2018). The needs analysis design in the training focuses on participants. And at this stage the things that must be analyzed are the problems faced by participants, the purpose of carrying out the training, training objectives, identifying the training environment and the knowledge possessed by the target. The design stage is a stage related to determining targets, content, assessment instruments and also analysis related to training materials, training plans and media selection. This stage is carried out systematically and also specifically (Prawiradilaga, 2012).

All informants in the training planner for the procurement of goods/services design stages of the research needs analysis component and training design stated that a competency development plan had been carried out containing the type of training to be carried out by UKPB Tanah Laut District, the training objectives to be achieved by UKPBJ Tanah Laut Regency to support the achievement of performance indicators, participants who will attend the training, resource persons who will deliver material, Learning modules, learning media to be used, facilities and infrastructure, training implementation schedules, places for training and financing. The curriculum and syllabus have not been created in competency development planning.

Training development is based on preparation for the implementation of goods/services procurement training. At the installation stage of this DEM Provus, the output at the design stage, namely the training needs, will be input at the installation stage of the training development component with training preparation. Input in the form of training needs will be processed in accordance with the training components that must be prepared. And output will be generated in the form of training implementation. In the training preparation process, based on the DEM evaluation, it must be sought whether there is a gap between S (Permendagri Standard Number 11 of 2018) and P (Performance) during preparation for the implementation of training.

The training development stage with training preparation is carried out through the process of

creating and combining content that has been designed at the design stage (Prawiradilaga, 2012). The implementation of ASN competency development has at least the following conditions: (1). Facilities and infrastructure, (2). Learning methods, (3). Trainer/facilitator, (4). Participants, (5). Programs/activities, and (6). Training competency development management personnel that must be prepared based on (Permendagri, 2018).

Interviews related to the preparation for the implementation of the training were conducted to the training organizing committee with the position of Treasury and Service Manager and PTT at UKPBJ Tanah Laut Regency.

From the results of the evaluation through the Model-DEM, at the design stage, conclusions were obtained, namely: 1) There is a conformity between S (standard) and or with P (Performance) related to training needs analysis and training design for procurement of goods/services, namely in training planning, training needs analysis and training design are carried out by UKPBJ Tanah Laut Regency, which is then outlined in the Budget Work Plan (RKA). 2) There is a gap or discrepancy between S (standard) and or with P (Performance) related to the elements of training needs analysis that must be met, namely the lack of detailed components of training needs analysis and training design on working papers, so that there is no curriculum and training syllabus. 3). The output of the design component design stage of training needs analysis and training design shows that there is a training need for Procurement of Goods/Services.

Table 1. DEM Standard Design Criteria

STAGES	COMPONENTS	INPUT	PROCESS	OUTPUT
Design	<i>Analyzing for training need and Design for Curriculum</i>	Basic Policy to carry out competency development training for civil servants in the field of BJP for Competency Development / ASN HR Training (Permendagri RI No. 11 Tahun 2018)	The order to carry out training is that ASN is required to have the ability and characteristics so that it is necessary to carry out competency development in the form of education and training.	There is a need for Training.
Installation	<i>Developing training</i>	There is a need for Training	Required training components.	Training implementation

Process	<i>Implementation of Training</i>	Training implementation	Training Effectiveness Evaluation a) Level 1: Participant Reaction b) Level 2: Learning	Results of the training carried out
Product	<i>Evaluating Training</i>	Results of the training carried out	Training Effectiveness Evaluation c) Level 3: behaviour	Resume a program or stop a program
<i>Benefit</i>	Training impact	Resume a program or stop a program	Training impact analysis d) Level 4: result	a) Achievement of organizational goals. b) Human Resources Competency Development through PBJ Training

4.2 Training Development with training preparation

Training development is based on preparation for the implementation of goods/services procurement training. At the installation stage of this DEM Provus, the output at the design stage, namely the training needs, will be input at the installation stage of the training development component with training preparation. Input in the form of training needs will be processed in accordance with the training components that must be prepared. And output will be generated in the form of training implementation. In the training preparation process, based on the DEM evaluation, it must be sought whether there is a gap between S (Permendagri Standard Number 11 of 2018) and P (Performance) during preparation for the implementation of training (Madhakomala et al. , 2020).

The training development stage with training preparation is carried out through the process of creating and combining content that has been designed at the design stage (Prawiradilaga, 2012). The implementation of ASN competency development has at least the following conditions: (1). Facilities and infrastructure, (2). Learning methods, (3). Trainer/facilitator, (4). Participants, (5). Programs/activities, and (6). Training competency development management personnel that must be prepared based on (Permendagri, 2018).

Based on the results of interviews with the training organizing committee from UKPBJ Tanah Laut Regency, it is known that training preparation has been carried out at least 1 month before the day of the training. The elements that must be prepared are 1). administrative equipment related to activity plans such as Staff Review to leaders, invitations to participation and requests for resource persons. 2). Determination of the location of the implementation of activities 3). Determination of infrastructure facilities that must be prepared 4). Determination of learning methods, 5). Determination of trainer/facilitator, 6). Determination of participants, 7). Determination of programs/activities, and 8). Determination of training management personnel. Thus, at the stage of training development with training preparation there is a congruence between S and P.

4.3 *Training Implementation*

The implementation of training is a component at the stage of the process, with input in the form of training implementation, the process is in the form of evaluation of training effectiveness based on Kirkpatrick theory Level 1 is an evaluation of participant reactions and Level 2 is an evaluation of learning and output in the form of training results carried out.

To ensure that training objectives are achieved, training should be designed and evaluated. According to Steer in (Wandasari, 2019), states that effectiveness must be assessed based on goals that can be implemented, not on the basis of the concept of maximum goals. Measuring the effectiveness of training, according to Kirkpatrick & Kirkpatrick (2006), consists of four levels; Level 1, namely evaluation of participant reactions and Level 2, namely evaluation of learning. The research method used to determine the reaction of participants was carried out by filling out reaction questionnaires by trainees and to evaluate the effectiveness of learning/training was carried out by filling out pretest and posttest.

From the results of filling out the reaction questionnaire by training participants, it can be seen that 86.15% of training participants agree that the implementation of the training has gone according to plan, 86.20% of training participants agree that the training material delivered is in accordance with the training objectives, 85.37% of training participants agree that the learning media used is in accordance with the material presented, 86.45% of training participants strongly agree that the resource person who delivered The material mastered the training material well and 86.11% of trainees agreed that the assessment of the overall training implementation went well and smoothly. The filling of this participant reaction questionnaire is in accordance with Kirkpatrick & Kirkpatrick's (2006) statement which states that Level 1 reaction evaluation, describes the extent to which participants show positive reactions to learning events.

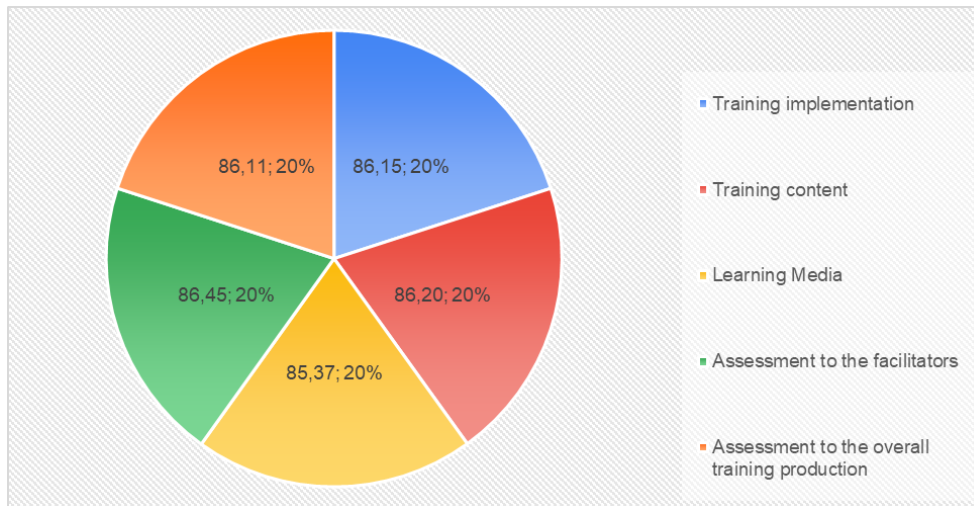


Figure 1. Results of filling out reaction questionnaires by trainees

The number of participants who filled out the pretest and posttest was 25 people. The results of filling out the pretest by the trainees were known that 15 participants scored below 6. While 10 participants scored above 8 on filling out the pretest for filling out the post test, there was an increase in participants' knowledge and skills after the training. The results of filling out the posttest by training participants found that 20 participants got a score of 10, 3 people got a score of 9 and 2 people got a score of 8. Thus, there is an increase in knowledge and skills after the training is carried out.

In the training implementation component, an evaluation of the DEM Provus gap model was carried out, to determine the suitability between S (Permendagri Standard Number 11 of 2018) and P (Performance) during the training. S mentioned that the implementation of training has at least requirements including facilities and infrastructure, learning methods, trainers/facilitators, participants, programs/activities, and competency development management personnel.

Based on the results of interviews with the training organizing committee from UKPBJ Tanah Laut Regency, it is known that the implementation of training is in accordance with the training planning. The implementation of training has met the minimum requirements, which include 1). Facilities and infrastructure 2). Learning methods 3). trainer/facilitator 4). participants, 5). Program/activity, 6). training staff. Thus, at the stage of training implementation there has been a conformity between (standard) and or with P (Performance).

4.4 Implementation Evaluation

The evaluation component of training implementation in the evaluation stage assesses gaps through the DEM Model, including at the product stage with input from the results of the training carried out, the process in the form of evaluating the effectiveness of training, Level 3: behavior and output in the form of continuing the program or stopping the program. Training evaluation consists of evaluation during training and post-training evaluation, commonly called

post-training evaluation (Safril, 2023). Training effectiveness will not be achieved if it does not meet individual, organizational and task needs. These three characteristics affect the effectiveness of training,

Wandasari (2019), quoting from Kirkpatrick & Kirkpatrick (2006) stated that the effectiveness of training cannot be done through evaluation of results alone, but it is necessary to evaluate the reactions of participants who will show the learning results obtained. The learning outcomes are then applied in action to change behavior. Evaluation of training effectiveness based on Kirkpatrick Level 3 theory, namely evaluation of the behavior of learning participants and evaluation of the implementation of monitoring and evaluation. Evaluation of training implementation is carried out to assess the effectiveness of training, both internal and external.

The research method used to evaluate the behavior of learning participants is an interview with the supervisor who sent the trainee, so that the benefits and impacts are known for the SKPD who sent the messenger. The results of interviews with superiors who sent training participants, namely the head of the Planning Section at the Investment and One-Stop Integrated Services Agency (PMPTSP), it was known that there was a positive impact of the training organized by UKPBJ Tanah Laut Regency on individual and team performance. In addition, there are changes or improvements that can be directly practiced in the procurement process of goods/services in the Agency.

In Permendagri Number 11 of 2018, article 61 paragraphs 6 and 7, training monitoring is carried out starting from preparation until the end of the training implementation. The training evaluation includes planning evaluation, implementation evaluation and post-training evaluation. Data collection related to monitoring and evaluation of implementation is carried out by interview method to UKPBJ Tanah Laut Regency Personnel who have the status of civil servants with the position of Treasury and Service Manager as and are involved in monitoring and evaluating training.

Based on the results of the interview, it is known that training monitoring has been carried out since the training preparation phase, the implementation of training until the end of the training implementation. However, monitoring is not stated on the conformity checklist working paper. For the results of interviews related to training evaluation, it is known that the evaluation has been carried out at the stage of evaluation of implementation and post-training evaluation. For evaluation planning has not been done.

The conclusions obtained are 1). At the product stage, the training evaluation component related to training monitoring is in accordance with S (standard) and or P (performance), but it is not stated on the working paper. 2). At the product stage of the training evaluation component related to training evaluation, there is a gap or mismatch between S and P, where the training planning evaluation is not carried out. Evaluation is only carried out at the stage of training implementation and post-training evaluation. 3). The results of the training carried out have a positive impact on the agencies that send their participation so that they can support individual performance and the performance of the SKPD team, so the training program deserves to be continued.

4.5 Training Impact

Based on Permendagri Number 11 of 2018, article 1 paragraph 13, competence is the ability possessed by civil servants in the form of knowledge, skills and behavioral attitudes needed in carrying out their duties professionally, efficiently and successfully. At the *benefit* stage of the training impact component, a training impact analysis is carried out based on *Kirkpatrick* Level 4 theory, namely results.

The research method used to analyze the impact of training on results is carried out through interviews with superiors who send trainees, so that the results of achievement of organizational goals are known. The results of interviews, it was known that there was a positive impact of the training organized by UKPBJ Tanah Laut Regency, namely the achievement of 100% General Procurement Plan (RUP) input at the PMPTSP Office. Input of 100% RUP in the General Plan of Procurement Information System (SiRUP) application is a 100% performance indicator for UKPBJ Tanah Laut Regency. Thus, at the stage of the training impact component, there has been a conformity between the S (standard) of Permendagri Number 11 of 2018, namely training that produces professional, efficient and successful civil servants with P (Performance), namely the achievement of the goals of the training organizing organization and the organizational objectives of training participants.

5. Conclusion

At the stage of training needs analysis and training design, it is known that there is a conformity between S (standard) and or with P (Performance) related to training needs analysis and training design for procurement of goods/services, namely in training planning, training needs analysis and training design are carried out by UKPBJ Tanah Laut Regency, which is then outlined in the Budget Work Plan (RKA). However, there is a gap or discrepancy between S (standard) and or with P (Performance) related to the elements of training needs analysis that must be met, namely the lack of detailed components of training needs analysis and training design on working papers, so there is no curriculum and training syllabus.

At the stage of training development with training preparation, there is a conformity between (standard) and or with P (Performance), namely the fulfillment of the preparation component for the implementation of training which includes minimum requirements, namely facilities and infrastructure, learning methods, trainers/facilitators, participants, programs/activities, and competency development management personnel.

At the stage of training implementation, it shows that the implementation of training is in accordance with training planning. The implementation of training has met the minimum requirements, which include 1). Facilities and infrastructure 2). Learning methods 3). trainer/facilitator 4). participants, 5). Program/activity, 6). training staff. Thus, at the stage of training implementation there has been a conformity between S and P.

At the evaluation stage, the implementation shows that 1). At the product stage, the training evaluation component related to training monitoring is in accordance with S (standard) and or P (performance), but it is not stated on the working paper. 2). At the product stage of the training

evaluation component related to training evaluation, there is a gap or mismatch between S and P, where the training planning evaluation is not carried out. Evaluation is only carried out at the stage of training implementation and post-training evaluation. 3). The results of the training carried out have a positive impact on the agencies that send their participants so that they can support individual performance and the performance of the SKPD team, so that the training program is feasible to continue.

At the stage of the impact of training, there has been a conformity between S (standards), which is in accordance with Permendagri Number 11 of 2018, namely training that produces professional, efficient and successful civil servants with P (Performance), namely the achievement of the goals of the training provider organization and the organizational goals of training participants. 100% General Procurement Plan (RUP) has been inputted to the Office that sent training participation. Input of 100% RUP in the General Plan of Procurement Information System (SiRUP) application is a 100% performance indicator for UKPBJ Tanah Laut Regency.

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