TRAINING NEEDS ANALYSIS
OF PLANTATION MANAGEMENT
ADMINISTRATORS AND ASSISTANT HEADS
PT PERKEBUNAN NUSANTARA III, MEDAN, INDONSSIA

BY
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Submitted in partial fulfilment of the requirements for
the Master of Science Degree (Human Resource Development)
Department of Professional Development and Continuing Education
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OCTOBER 2002
An Abstract of a Project Paper submitted to the Department of Professional Development and Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia in Partial fulfilment of the requirements for the Degree of Master of Science (Human Resource Development)

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Supervisor : Associate Professor Dr. Hj. Saidin Teh
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This study investigates the perceptions of all The Plantation Management Administrators and Assistant Heads at PT Perkebunan Nusantara III, Medan, Indonesia, on several aspects of training needs in accordance with the organization’s restructuring.

The data for the descriptive study were gathered through structured questionnaires and interviews. The data obtained were analyzed using SPSS program version 10 for frequency, percentages and means.

The first objective of this study, was to determine the perceptions of the Administrators and Assistant Heads toward different aspects of training. The findings show that their perceptions were positive. A majority of the respondents stated that they need training in four areas namely financial
management', 'human resource management', 'marketing management',
and 'leadership training'.

The second objective of this study was to determine the levels of
importance of the Plantation Management Course. The findings showed that
almost all the Administrators and Assistant Heads perceived the course
important. The highest level of importance, in term of knowledge of training
needs and duties was 'Widely knowledgeable management'. In terms of
skills training needs and duties the highest level of importance was
'Motivation skill'; and in terms of attitude training needs and duties, the
highest a level of importance were 'Perseverance in efforts to overcome
weaknesses' and 'Constantly creative, motivated and proactive in
performing duties'.

The third objective of this study focused on the distribution of
knowledge, skill and attitude related to Plantation Management possessed
by the Administrators and Assistant Heads. The respondents stated their
level of knowledge was high for 'Knowing Method and Technique of
Work', the higher level for the skill was 'Leadership skill', and
'Communication skill', and perceptions of attitudes possessed is high for
'Constantly creative, motivated and proactive for performing duties' and
'Highly motivation at all time'.

These perceptions reflect areas for the future training needed to
change the level of knowledge, skills and attitudes of respondents and to
guide the organization in identifying training needed to be carried out in
accordance with the requirements of the organization and employees.
The study recommended that training be carefully planned to strike a balance between the needs of the organization and of the employees and to intensify training needs analysis processes especially to carry out post training evaluation in future training.
Abstrak Projek Penyelidikan yang dikemukakan kepada Jabatan Pemajuan Professional dan Pendidikan Lanjutan, Fakulti Pengajian Pendidikan, Universiti Putra Malaysia sebagai memenuhi sebahagian daripada keperluan untuk mendapat ijazah Master Sains.

ANALISIS KEPERLVAN LATIHAN DALAM PENGURUSAN LADANG DARIPADA PENTADBIR DAN PENOLONG KETUA PT PERKEBUNAN NUSANTARA III MEDAN INDONESIA.

Oleh

SITTI RAHA AGOES SALIM

OKTOBER 2002

Penyelia : Prof. Madya Dr. Hj. Saidin Teh
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Kajian ini bertujuan untuk mengetahui persepsi Pentadbir dan Penolong Ketua di PT Perkebunan Nusantara III Medan Indonesia, terhadap beberapa aspek dari keperluan latihan yang berhubung kait dengan masalah pengstrukturan organisasi.

Kajian deskriptif ini menggambarkan, data untuk kajian di peroleh melalui soalselidik dan wawancara. Hasil yang didapati atas soalan dalam soalselidik dianalisis dengan menggunakan SPSS versi 10 untuk frekuensi, peratusan dan min.

Dapatan daripada objektif pertama kajian ini tentang persepsi Pentadbir dan Pembantu Ketua terhadap beberapa aspek latihan adalah

Dalam objektif kedua kajian ini didapati tingkat kepentingan Kursus Pengurusan Ladang dari Pentadbir dan Penolong Ketua adalah pada tingkat penting, nilai tertinggi untuk keperluan hubungan latihan pengetahuan dengan tugas adalah latihan untuk ‘Berpengetahuan luas dalam pengurusan’, keperluan hubungan latihan kemahiran dengan tugas adalah latihan untuk ‘Kemahiran dalam motivasi’, dan latihan yang berhubungan antara sikap dengan tugas adalah untuk ‘Sentiasa gigih dalam membaiki kelemahan serta selalu kreatif, inovatif dan proaktif’.

Objektif ketiga kajian ini berfokus kepada pengetahuan, kemahiran, sikap yang mempunyai hubungan kepada pengurusan ladang yang dimiliki oleh Pentadbir dan Penolong Ketua, responden menyatakan mempunyai tingkat pengetahuan yang tinggi untuk ‘Memahami kaedah dan teknik pekerjaan’, tingkat yang tinggi untuk kemahiran adalah ‘kemahiran pimpinan’, dan ‘Kemahiran komunikasi’, dan persepsi untuk sikap dinyatakan yang tinggi dimiliki adalah ‘Sikap yang sentiasa kreatif, motivatif, dan proaktif dalam pekerjaan’, dan ‘Setiap waktu mempunyai motivasi tinggi’.

Persepsi responden ini dapat dijadikan pertimbangan untuk latihan dimasa datang, untuk meningkatkan pengetahuan, kemahiran dan sikap responden, serta sebagai pedoman kepada organisasi dalam melaksanakan identifikasi keperluan latihan untuk melaksanakan latihan yang sesuai antara kehendak organisasi dan kehendak pekerja.
Kajian ini mencadangkan, perencanaan latihan harus dilaksanakan dengan hati-hati agar terdapat keseimbangan antara kepeluan dari organisasi dan keperluan pekerja, juga disarankan untuk lebih intensif dalam proses analisa keperluan latihan khususnya untuk program latihan dimasa mendatang untuk melaksanakan program evaluasi selepas latihan.
ACKNOWLEDGEMENTS

First I wish to express my gratitude to Allah Subhanahu Wa Ta’ala for His Blessings and Pleasure which made it possible for me to complete this project. My sincerest gratitude goes to my supervisor Associate Professor Dr. Hj. Saidin Teh for his valuable advice and guidance throughout the whole process of completing this project. I would also like to extend my appreciation to my co-supervisor, Dr. Ir. Chairul Muluk MBA, and all my lecturers who have given me their valuable knowledge and insights through their lectures and out of class interactions. My thanks also go to the Directors and staff of PTPN III who gave me permission and assisted me in identifying and selecting respondents from the company’s staff through whom I was allowed to collect information and specific data on the company needed for this study. I thank the leadership and staff of LPP Medan for the valuable information with which they provided me. I would also like to express my gratitude to the Rector of the University of North Sumatera and the Dean of the Economics Faculty of the University for their encouragement and support, and for granting me a paid study leave to pursue the present study at the Universiti Putra Malaysia. I would also like to thank Dr. Dahnil Adnani for helping overcome some language-related problems in the course of writing this report.
Last but not least, I wish to express my deep appreciation to both of my parents. My late father Hj Agoes Salim for always being there for me when I needed his attention. To my mother, Mrs Hjh Marlian Agoes Salim I owe the deepest of gratitude for her loving support and encouragement and for the sacrifices she made staying with me in Serdang Selangor, Malaysia going through thick and thin, away from the comfort of her own home in Medan, through the entire period I was pursuing the Master’s of Human Resource Development Program at Universiti Putra Malaysia. My gratitude and appreciation also go to my brother Ir. Hj Arsyad A.Salim and my aunt Dr.Hjh Maartdiana Ibrahim Sp THT and family. To my fellow students, as well as all my other friends whose names are too many to mention here, I would also like to express my thanks for all their support.
We acknowledge that we have examined the Project Paper entitled 'Training Needs Analysis of Plantation Management Administrators and Assistant Heads, PT Perkebunan Nusantara III, Medan, Indonesia' by Sitti Raha Agoes Salim. We certify that this project satisfies the partial fulfilment of the requirement for the degree of Master of Science (Human Resource Development).

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DECLARATION

I hereby declare that this project paper is the result of my own work, except for quotations and summaries, the sources of which are duly credited.

Sitti Raha Agoes Salim
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CHAPTER 1
INTRODUCTION

Background of Study

Human resource development takes as its primary domain the improvement of individual, group, and organizational effectiveness. The development of human resources in an organization should occupy a central position in all employees' activities. Every employer should be concerned about the development of their employees; executives should be concerned about the development of managers, and so on, down to all categories of employees. The more skillful the work force, the greater the likelihood that employees from operators to managers and executives will be more productive (Pace et al. 1991).

In many ways, employees are the greatest resource a company has. Therefore, they are very important if organizations are able to maximize the capacity of their workforce. At the beginning of the 21st century, organizations are becoming more aware of the competitive advantage that competent and committed individuals bring to the workplace. Currently, many organizations are making changes in the way they operate to respond to a changing environment (in their culture, technology, and structure) of world class competition. Change alters the ways people work in organizations, for example, how they function in groups, how they relate to others, and even how they see themselves (Harvey and Brown, 1996). Rapid technological advancement,
coupled with the growing complexity of society, as well as the increasing uncertainty in the economic and business environment demand more serious efforts to develop human resources in organizations, and to improve the value of peoples’ judgment, creativity and thinking (Mondy, 1996). Human Resource Development (HRD) is the ultimate key to executing the bold vision and strategies needed for global success. Therefore, if every organization is to achieve its objective, training must be central to the organizational system (Marquardt, 1993).

Training is the main method for human resource developments and this will be even more so in the era of increased globalization. Therefore, organizations need to study and re-examine how effective training programs are for organizations. As pointed out by some researchers, training is about developing people as individuals and helping them to become more confident and competent in their lives and jobs (Pond, 1991). Training as an experience is a discipline, or a regiment that causes people to acquire new predetermined behaviours, which permit them to perform to a standard (Laird, 1990). Training in an organization is a learning process to change employees’ attitude, knowledge, skills and performance (Ibrahim, 1996). Whenever organizations grow in size, anticipate a merger, adjust to new plants, go on line, or introduce new products and services, an organization wide training effort is often needed.

The general purpose of training and development involves knowledge and skill acquisition. According to Wexley and Latham (1991) any training and development effort can have one or more of the following three goals: to improve an individual’s level of self-awareness, to increase an individual’s
skill in one or more areas of expertise, or to increase an individual’s motivation to perform his or her job well.

Specifically, the training department should make efforts to develop this kind of awareness. Among the symptoms of performance problems typically found are increased levels of absenteeism, time-off for illnesses, grievances, and numerous accidents. Major changes such as organizational restructuring or technological changes may also automatically raise performance questions. In the case of re-structuring one might be able to anticipate performance problems or, more positively, performance concerns such as how to handle employee and cultural diversity and to make the organization more competitive (Harvey and Brown, 1996).

New concepts of management or restructuring involve new and expanded roles for the training and development functions within organizations (Tracey, 1992) in order to be strategically aligned with organizational strategies. To achieve an effective training program is not easy, however, and one must make a few considerations because many variables and issues are involved (Tracy et al. 2002, quote by Sulistyohadi, 2002). The most important issues considered in training processes in human resource development are, among others, training needs analysis (Anderson, 1994; Chiu, 1999, quoted by Sulistyohadi, 2002). In all cases, training needs analysis process must still apply (Peterson, 1992). Organizations have a variety of different structures, depending upon their size; in some large organizations, they have training departments and several staff specialists, some to organize management training, while others to organize computer training (Hargreaves, Jarvis, 2000).
P.T. Perkebunan Nusantara III (Persero)

The history of P.T. Perkebunan Nusantara III dates back to 1958, when Indonesia nationalized the holdings of Rubber Cultuur Maatschappij Amsterdam (RCMA) and N.V. Cultuur Mijde Oeskust (CMO). These two plantation giants were reconstituted and restructured and became Perusahaan Perkebunan Negara Baru Cabang Sumatera Utara. In 1968, the Company was then extended into P.N. Perkebunan III, P.N.Perkebunan IV, P.N. Perkebunan V, and in the year 1971 it went through another state of legal transfer in line with Government regulations and became PTP III (Persero), PTP IV (Persero), PTP V (Persero), from a State Corporation to a State-Owned Limited Liability Company. On February 14, 1996, in accordance with Government Regulation 8/1996, the latter three Companies were consolidated into one company under the name PT Perkebunan Nusantara III (Persero) with its Head Office in North Sumatera. P.T.Perkebunan Nusantara III (Persero) cultivates oil palm, rubber and cocoa on 166,000 hectares of land consisting of some 33 scattered plantations (PTPN III, 2000)

The person responsible for each autonomous plantation (the general manager) is the Plantation Head, who belongs to the management staff. Besides management staff there is also an operational group of employees.
Vision and Mission

The vision of PT Perkebunan Nusantara III is to become a solid and global plantation–based agro-industry company. Among others the mission of PTPN III is to increase sustainable profits and benefit for the stakeholders, i.e., the shareholders, employees and the society in general (PTPN III, 2000).

To improve and upgrade the quality, knowledge, skills, and attitudes among the management and executing groups of employees at PTPN III the company decided to carry out continuous training programs involving in house and external training activities.

External training activities are carried out in cooperation with the Estate Training Institute in Agribusiness Management and HRD (LPP) namely the Institute for Training and Education, which focuses on Human Resource Development. In addition, external training may also be conducted in cooperation with other external agencies.

Within the organizational structure of the autonomous plantation, the leader is the Administrator (ADM) who is assisted by an Assistant Head and five heads of units, including the head of security.

Importance Of Training At PTPN III

PTPN III recognizes the importance of having quality people. For this reason, it has deemed Human Resource Development (HRD) and Human Capacity Development (HCD) the most important factors to ensure the future growth and development of the company (PTPN III, 2000).
The target set by HRD is to make available an effective mechanism for the development of high quality HRD. This target will be achieved through the implementation of continuous up-grading of skills and knowledge for a professionally competent, skillful personnel in all fields, and constantly developing these regular in-house up-grading and training programs at plantations education centers and in cooperation with other agencies (PTPN III, 2000).

Categories of Training At PTPN III

There are three categories of training at PTPN III. They are: General Training, Specific Training and Computer Training.

General Training is organized by LPP and other agencies. External Training belongs to this category as well. General training includes Job Training, Quality Skill Improvement Training and other training related to job field and career planning. Specific Training is an in-house training held by PTPN III. An example of a Specific Training is Computer Training.

In restructuring PTPN III, training for Administrators and Assistant Heads has focused on Job Training, Career Life Planning and training to help anticipate changes in different fields (Amalia, 2002). In other words, fundamental training at PTPN III aims at progress and development to realize the regulation of organization and training programs that are suitable for every level. The priority criteria to determine training are cost, job description needs and methods to determine training and development programs based on individual job and organization need. (Ahmad, 2002)
There are four levels of Job Training, these are:

1. Basic Plantation Management Course (KMPD). The participants of this training consist of Assistant level/middle managers. The objective is to enable the participants to carry out effective supervision.

2. Middle Plantation Management Course (KMPM). The participants of this training consist of middle managers and managers. The objective of this course is to enhance coordination skills.

3. Senior Plantation Management Course (KMP). The participants of this training consist of general managers. The objective of KMP is to enhance the participants' ability to integrate the KMPD, KMPM, and KMP in job.

4. Advanced Plantation Management Course (KMPL). The participants of this training consist of top management candidates such as members of the Board of Directors. The objective of KMPL is to enhance skills and abilities to plan effective (LPP, 2000 and Sulistia, 2002).

Training Needs Analysis At PTPN III

Training needs analysis at PTPN III use the Human Resource Development Need Identification Method (Identifikasi Kebutuhan Pengembangan SDM [IKPS]). Based on the results obtained through this method, the training is expected to be more effective. This method uses questionnaires and interviews as the means of obtaining information. These questionnaires and interviews are conducted with individuals and groups
involved with the running of the company. Among the individuals included are the executives and their subordinates. The groups involved include the ADMs and Assistant Heads. The questionnaire include among others, job needs, technological development, human resource development, and natural and environmental changes. (Ahmad and Sulistia, 2002)

**JOB descriptions of ADM and Assistant Head:**

The job description of Administrator includes many levels of responsibility and authority. Among others:

**Responsibility**

To ensure that the required human resources including deployment of trained personnel for all departments and units is carried out. To instruct the Assistant Heads, and other assistants to identify the training needs for personnel directly involved in the process of obtaining desired quality.

**Authority**

To agree on all training needs for personnel directly effecting the qualities of the product of the plantation directly under his jurisdiction. The Administrator reports to the Director of Production.

In the job description of Assistant Head there are many levels of responsibilities related to training.
Responsibility

To assist the Administrator in identifying human resource requirements and to assign training personnel to all positions that affects the quality of the plantation unit (afdeling) under his authority. To identify training needs which directly affect all personnel under his leadership. The Assistant Head reports to the Administrator.

Statement of Problem

Restructuring is a typical large-scale change in corporations. With respect to PTPN III, before restructuring, every PTPN had a different culture and each had undergone various types of changes. When they were brought to PTPN III, the various cultures and different types of changes often clashed following restructuring because they all had to consolidate into one organization that could be understood and accepted by stakeholders. In this climate the management must manage the organization and the changes to not only meet present but also future demand, especially in human resource development (Harvey and Brown, 1996). To secure the future of the company, PTPN III recognizes the importance of efforts to prepare its people to realize that objective. Through human resource development, the company aims to nurture high quality human resources through the implementation of continuous up-grading in order to fulfill staff needs and changes. Effective training can only be achieved, if training needs are accurately assessed, because training needs analysis constitutes a systematic effort to gather information on the performance problems to be solved by the company through its training and
development programs (Sulistyohadi, 2002). Therefore, this study aims to address and determine the training needs of PTPN III staff regarding the Management of its Plantation.

This study aims to answer the following questions:

1. Do the staff of PT Perkebunan Nusantara III understand the importance of training?

2. What specific training courses are needed by the staff of PT Perkebunan Nusantara III?

3. What other levels of knowledge, practice and attitude were identified by the study?
Objective Of The Study

The general objective of this study is to determine the training needs of the company and to emphasize the importance of training to the Administrators and Assistants Heads of all the plantations.

Specifically this study aims:

1. To determine the perceptions of the Administrators and Assistant Heads towards aspects of training at PT Perkebunan Nusantara III.
2. To determine the level of importance of the Plantation Management Course for Administrators and Assistant Heads in performance of their duties.
3. To determine the level of knowledge, skills and attitudes around plantation management possessed by the Administrators and Assistant Heads

Significance of The Study

- The findings of this study will be used as a guideline for training managers, and to highlight what type of training is necessary at PTPN III.

- The findings of this study will contribute to human resource department around importance of training and training needs analysis for staff (managers) to further improve their performance levels.
The findings of this study will also contribute to the importance of the field of human resource development by way of adding to the existing knowledge base.

Assumptions of This Study

1. That PTPN III has planned to train their managers. Therefore, by studying their training needs we will help them develop their training framework and prepare the training program needed by the managers.

2. That training in at PTPN III is important for enhancing their staffs’ (managers) performance.

3. That all managers can give right information about work process and have high levels of motivation.

4. That managers generally have a good perception and opinion about training programs.

Limitations of The Study

1. This study will be carried out at the PTPN III Medan North Sumatera Indonesia, thus, the objectives of this study are limited to the plantations in the three zones comprising PTPN III.

2. This study will carried out on Plantation Managers (heads of the plantation) who are the administrators and the assistant managers who are the assistant head plantation.

3. This study focuses particularly on the Plantation Management Course at the managerial level, which is part of the General Training category.
The terms and definitions referred to in this study are limited to those defined in Chapter II.

**Definition of Terms**

The terms and concepts used in this study are defined as follows:

**Human resource development** - Includes activities that enhance knowledge and skills, change attitude and behavior; correct poor performance, and help people face changes impacting their organizations.

**Organization** - The organization in the study refers to PT Perkebunan Nusantara III (PTPN III).

**PT Perkebunan Nusantara III** - The name of a plantation company in Indonesia with share property is government.

**Plantation** - Is the location of PTPN III, which cultivates palm oil, rubber and cocoa.

**Training** - The term generally refers to the training process at PTPN III.

**General training** - The term used by PTPN III for training carried out by LPP and conducted with other agencies.
Specific Training
- The term used by PTPN III for training carried out in-house by PTPN III itself.

Computer Training
- The term used by PTPN III for carrying out computer training in-house conducted by PTPN III itself.

Administrator
- The term used by PTPN III for the general manager of an autonomous plantation.

Assistant Head
- The term used by PTPN III for the position between ADM and head of unit.

LPP
- Name of Estate Training Institute in Agribusiness Management and Human Resource Development
CHAPTER II
LITERATURE REVIEW

This chapter will discuss the following: concept of training; restructuring and training; fundamental of training; importance of training; effectiveness of training; training needs; training needs analysis model; and evaluation in training and development.

Concept of Training

Organizations are discovering that training, when correctly developed and properly utilized, is an essential tool in their efforts to insert quality procedures and continuous performance improvement into their organizations. Training is about change - change in knowledge and skill levels, change in the way skills are utilized, change in the way processes are completed, change in interpersonal relations, and change in culture. Training must lead organizational transformation toward excellence (Johnson, 1993).

Training consists of planned programs designed to improve performance at the individual, group, and/or organizational levels. Improved performance, in turn, implies that there are measurable changes in knowledge, skill, attitudes, and/or social behavior. In instituting training at an organization, many variations of methods can be used (quoted by Hargreaves and Jarvis 2000). Training is one practice area of HRD, and focuses on identifying, assuring and helping employees develop, through planned learning.
Training emphasis is on individuals in their work roles (Marquardt and Engel, 1993). According to them, the mission of the training function at COMSAT is to support the organization's strategic planning by providing effective training opportunities for all employees. The efforts will help develop the perspective, knowledge, competencies and behaviors that will further strengthen their position as a major player in the global telecommunications arena over the long term.

Restructuring and Training

Restructuring is one form of organizational change. Organizational structure is important because it provides the framework that relates elements of the organization to one another. During the restructuring time, many American companies are finding that they must learn to manage more effectively all levels of the organization in developing practices that are customer-oriented, flexible, and responsive to changing needs. For example, at Motorola, change is overhauling its corporate culture. The company is becoming a leader for market share focusing on high quality, cutting manufacturing costs, investing in research and development, and pouring heavy resources into training and empowering its employees (Harvey and Brown, 1996). New concept of management or restructuring involves new and expanded roles for the training and development function (Tracey, 1992).
Fundamental of Training

Tracey (1992) views planning as the keystone to effective and efficient management, and it is particularly crucial in training and development, because with planning, training and development programs are likely to support the plans and objectives of the enterprise as a whole. According to him, there are ten principles of training. One of which is that a training program must meet both organizational and employee needs, and it must include all types and levels of employees. The assessment (or planning) phase serves as a foundation for the entire training effort, as the training, development, and evaluation phases all depend on inputs from the assessment. The purpose of the assessment phase is thus to define what the employee should learn in relation to desired job behaviors. If this phase is not carefully done, the training program as a whole will have little chance of achieving what it is intended to do (Casio; 1998).

This mention and what convey among others in training concept about planned program in accordance with planning is essentially a social activity in which people negotiate with each other in answering questions about a program’s form, including its purposes, content, audience, and format (Goodson, 1991. quote by Cervero and Wilson, 1994). Furthermore, Forester (1989) cited that planning terms such as ‘comprehensive rationality’ assumes that the planner has a well – defined problem to solve, a full array of alternatives, complete information about the context and the consequences of each alternative, and unlimited time, skill, resources, (quote by Cervero and
Wilson, 1994). Therefore, to do planning for a training program in order to execute training needs is critically important.

Importances of Training

The importance of thorough training for both managers and individuals in the skills required to operate performance management effectively cannot be over emphasized (Armstrong, 1994). Training and development are so important for both employees and organizations. There are several reasons for this: changes in the workplace and the workforce; maintaining competitiveness and improving productivity; and regulatory requirements (Harris, 2000).

The above researchers use different terminologies when they discuss the importance of training. Some researchers mention only training while others include training and development. Notwithstanding the different terminologies, this study makes one assumption: that training and development of staff are linked to almost every aspect of human resource management. Staff developers play a vital role in assisting in the creation and development of their companies as learning organizations. They may organize, or take part in, any educational or training initiative designed to enable individual employees to achieve their full potential (Hargreaves and Jarvis, 2000). Businesses in the United State today, generally speaking, are spending more money than ever before – more than $60 billion on employee training and education. Thus, clearly training is a critical component in a company’s staffing and overall business strategy (Messmer, 1999).
Effectiveness of Training

Effective training starts with the identification of a need, and it is also at this stage that evaluation starts. A training need stems from an equation which shows that a factor is missing and the training event supplies that missing factor. The existence of a training need implies that a change is necessary; a change from a situation or performance which is below the level required by the organization. The change agent is the training event (Rae, 1991). Furthermore, Yong (1996), mentions that an effective training program must take into consideration how trainees will learn, in that people tend to learn through various ways, depending on their age, gender, education, social background and orientation at work. The diversity of people in the work place is not gab, however such differences can be opportunities to an organization, especially when a training program aims at transferring knowledge to a broad cross-section of people. Mitchel (1993), in a similar study, mentions that to be a fully effective training program, a trainer must control the pre-training process. This involves a formal needs analysis, in-house networking, and company wide publicity. Controlling training involves personal leadership, planning, sound methodology, and an effective physical environment. Maintaining control of post-training environments calls for formal evaluations, assessment sessions, and additional public relations.

One survey of corporate training and development practices found the following: top management is committed to training and development; training is part of the corporate, training is tied to business strategy and objectives and is linked to bottom line results; a comprehensive, systematic approach to training
exist; training and retraining are done at all levels on an ongoing basis; and there is a commitment to invest the necessary resources and to provide sufficient time and money for training (Cascio, 1998).

Training Need

Before an organization starts training people it needs to identify as accurately as possible what the needs are of the participants. Participant however are mainly concerned with increasing the effectiveness of individuals and their contribution to organizational productivity (Sheal, 1994). Tracey (1992) in a similar study mentions that needs assessment is the foremost training and development activity. Generally, there are four types of needs assessments, i.e., organization needs, group needs, individual employee needs and job needs. Organization needs are macro needs that emerge from the vision and mission of an organization and can be met by some form of organizational development. Group needs relate to specific job levels or categories of employees. Individual employee needs are more specific and can be identified by analyzing individual profiles, knowledge, skills, past performance and career orientation of individual employees. And job needs are dependent on the type of job. Peterson (1992) explains that the need for training need is a need for human performance improvement. He also perceives training needs identification as the process required to detect and specify training needs at the individual or organizational levels. In effect, he says, this process involves a form of information filtering designed to sort out needs from wants, and then clarifying which of the needs discovered are actually training needs. Last, he
says that analysis of training needs is the process of examining training needs to determine how best they might actually be met. In this process such considerations as organizational priorities, costs, resources, and the precise nature of the learning involved come into play. Therefore analyzing training needs provides a focus and direction for the investment an organization has to make on its people (Bartram and Gibson, 1994).

**Training Needs Analysis Model**

Training needs analysis is a method of identification to know which staff need training and what kind of training program the person needs. A needs analysis is one way to anticipate future needs and avoid this situation (Mitchel, 1993). The assessment phase includes collecting information to determine if training is needed in the organization. Then it is important to determine where in the organization it is needed, what kind of training is needed, and what specific knowledge, abilities, skills, or other characteristics should be taught (Bernardin and Russell, 1998).

To prepare a training framework it is necessary to know how to choose training models, as this is a very important part of a training process. From examinations of training models, all components and processes involved in one training program should be known. In addition, the training models can help predict the results of the training before hand.

Tracey (1992, defined a model as a representation of a system. The model is not the system itself the model represents in simplified form, selected
features of the system under study, but the system is always more complicated and richer in detail than the model.

In general, many models can be used for a training design. Between one model and another, there are different formats and phases; but all models have nearly similar contents. Backley and Caple, (1992) as cited by Ibrahim, (1996) recognized that all training models have four main activities, i.e., identifying training needs, designing a training plan, implementing training, and evaluating training. Asmah (1994) in content analysis research on training design has mentioned among others more than ten designs, by several researchers.

Atkins (1983), stresses on the importance of a systems approach model to training, to identifying objectives by job / problem analysis. Atkins’ training system consist of the following steps: 1. Analyze the job; 2. Prepare job specification; 3. Write training objectives; 4. Determine training content; 5. Select methods and media; 6. Conduct training; 7. Validate training; and 8. Modify or update training as necessary.

Bramley (1989) traces the evolution of a training model which originated from the traditional approach of training to one of organizational change. In general, the process of a training plan is:

1. Identification of training needs; 2. Training objectives; 3. Selection and design of programmes; 4. Carry out training; and 5. Evaluative feedback loops.

Bramley proposes the ‘systems approach’ to training that is implied within the training cycle. This model covers five components of the proposed seven training components. The third component ‘selection and design of
programmes’, covers two components of the proposed model, i.e. ‘Derive training content’ and ‘Design methods and training materials’, whereas ‘Evaluation feedback loops’ covers the ‘Monitoring and Evaluation’ and ‘Follow-up and Revision’ components.

Murk et al. (1988) propose the ‘systems approach model’ or SAM which consist of five components 1. Needs assessment; 2. Instructional planning and development; 3. Administration and budget development; 4 Implementation phase; and 5. Evaluation procedures. This model is unique in that it allows planners to work on two or three components simultaneously. Shamsuddin (1995) in a content evaluation of selected adult and continuing education practices has mentioned the systematic training model as one of the models which are congruent with the belief that evaluation is a special kind of applied social science research (Patton, 1990; Levin, Solomon, Hellstern, and Wollmann, 1981).

In continuing education for business and the professions, Nowlen (1988) conveys some example models which can be used for training needs analysis, among them are:

**Update Model**. Typically, this model is a short course billed variously as a ‘knowledge update’ or ‘technology transfer. The updates are more specifically promoted as “Finance for the Non Financial Executive”.

The Update model consists of:

- Keeping up in center position
- New knowledge / skill in upper position
- New technology in right position

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- New legislation in lower position and
- A profession's knowledge / skill base in left position

**Competence model.** This model says that to be competent is to possess sufficient knowledge and ability to meet specified requirements in the sense of being able, adequate, suitable and capable.

The Competence model consists of:

- Job function analysis in center position
- Refreshers and updates in upper position
- New roles preparation in right position
- Applied human relations lower position
- Critical skills of mind in left position

**Evaluation in Training and Development**

There are a number of reasons why it is important to undertake evaluation. It is essential to know whether the course or session met the objectives of the participants, whether the processes of the course were satisfactory, to find out what course participants thought about speakers or demonstrators, to know whether the content was relevant, to know how much of the content was relevant, to discover the impact where applicable, of the course on the organization or department, to have data that can be used in preparing and marketing future training, to know what materials can be used again, to gain the support of managers or other sponsors, and to try to estimate
the cost - effectiveness of the training event. When training is external, then the training department should still evaluate the course and it might be wise to have a specially prepared schedule of questions to ask employees who attend the course, and include a report about the course and its relevance. Beside that, it is necessary for the training department to know about the quality of programs offered by other providers (Hargreaves, Jarvis, 2000).

If training and development are to be effective, there must be some method by which they can be evaluated in an effective manner, otherwise organizational leaders shall never know whether all the time, money and energy really produced positive results. They can feel, suspect, or guess that a training and learning were successful, but without an evaluative approach they can never know for certain (Rae, 1999) The criteria for evaluation is essential as a minimum requirement. The level of the learners prior to training, the level of the learners post training, confirmation of the effective implementation of the learning, are all evidence that the implementation changes were a result of the training. Holcomb, (1998) describes some methods for evaluation: interviews focus on small groups ; pre-and post-tests to find out what trainees know or can do before training and when they finish training , (should know more and be able to perform better ); questionnaires and surveys that provide information (for example for some programs), products and services, observations at the workplace to determine how well employees are able to perform, (this method is necessary to determine what kind of behaviors are being looked for before conducting this type of evaluation).
Kirkpatrick, (1994) states some additional reasons for evaluating: to justify the existence of the training department by showing how it contributes to the organization’s objectives and goals and to decide whether to continue or discontinue training programs and to gain information on how to improve future training programs. Motorola University has adopted the Kirkpatrick model for training evaluation. This evaluation process also calls for the identification and interviewing of evaluation stakeholders – individuals who have a vested interest in the training and its outcomes. The purpose of the evaluation is to determine what the participants liked and disliked about the training (level 1 evaluation), the learning that occurred as a result of the training (level 2 evaluation), and the degree to which participants have successfully learned skills related to their jobs (level 3 evaluation). After the information was collected, the findings were used to identify and correct problems associated with the training and thereby improve the program and to verify the worth and merit of the training itself.

Motorola’s Evaluation also used Kirkpatrick’s four definition of what? The ‘level 1’ reaction, is used to identify the customer satisfaction index from participants. The ‘level 2’ learning, is to identify mastery of knowledge and skills. The ‘level 3’ behavior is to identify the application of knowledge and skills on the job and. And ‘level 4’, is used to identify organizational impact.
Summary

Training needs models employed by the study. Variable considered for the researcher. Training is a practice area of human resource development and aims to identify, assure and help employees develop through planned learning. The basic principle is to meet the needs of the organization and the employees at various levels, according to degrees of importance. Training is important for a person be he/she a manager or an individual, because it is a process to effect change in an individual, workplace and workforce.

Effective training can be attained through the implementation of activities which constitute a continuous process. Effective training starts from the identification of needs highlighting that a factor is missing and the training event can supply that missing factor. In other words the event must be controlled from the pre-training to the post-training stage, to identify the employees’ training needs.

Needs assessment is foremost among training and development activities. There are four areas of needs assessment: organization needs; group needs; individual needs; and job needs. Training needs analysis provides information such as who needs training and what kinds of training are needed, and what is required to deal with anticipated future needs. Many researchers have contributed to the research on training in the form of models of training needs analysis. Of those mentioned, none are guarantee to produce effective training because none of them can fit the particular position and condition of all organizations. To be useful they must be adjusted for use in a given organization.

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CHAPTER III

METHODOLOGY

Introduction

This chapter describes the type and design of method to be employed in this study, as well as some important aspects such as respondents, methods, and instruments to be used.

Research design

This is a descriptive study using a questionnaire to collect information on the effect of training acquired with respect to three aspects: knowledge, skills and attitude change.

Respondents of the Study

The population of this study is comprised of 66 (Administrators and Assistant Heads) at the 33 PTPN III Plantations, distributed in three zones i.e. Zones A, B & C. Zones A, B and C cover 7,13 and 13 plantations respectively.

The sample population comprises 32% of all the Administrators and Assistant Heads of each plantation. The 32% of the total Administrators and Assistant Heads are determined using Purposive Sampling (convenient sample). This method is chosen due to cost factors and geographical distance between respondents, (Ary et al.1996), and based on information and suggestions received from the company's Human Resource Department.
Instrumentation

The respondents for the questionnaire are Administrators and Assistant Heads. Additional information was obtained from free interviews with individual staff of the Human Resource Department at PTPN III and LPP. Considering geographical distance and other difficulties, the questionnaires were distributed and administered by the PTPN III Human Resource Department.

The questionnaire was divided into two parts:

Part 1: Background of the Administrator and Assistant Head

This part seeks personal information on the respondents regarding age group, academic qualification, area of specialization, additional qualifications (if any) posts held, and length of service at PTPN III. In this section the respondents marked the relevant boxes representing the most appropriate response to the statement given. The last part consisted of a number of open-ended questions to which the respondents were free to provide any amount of information which they had on in-service training.

Part 2: Duties of Administrators and Assistant Heads.

This part was to seek the respondents’ evaluation of the training needs from the perceptions of duties of the Administrators and Assistant Heads. This part contains four sections of structured questions of the following nature:
Types of Question

The questions provided in the questionnaire covered the following:

1. The respondent’s knowledge of relevance of knowledge training need and duties, and knowledge possessed

2. The respondent’s skill of relevance of skill training need and duties, and skills possessed.

3. The respondent’s attitude of relevance of attitude training need and duties and attitudes possessed

4. Perceptions of the Administrators and Assistant Heads on the training programs offered by PTPN III

5. Other matters

Total

Measurement

Questions number one, two and three (of the above) are divided into part A (about the relationships between training-related knowledge, skills and attitudes and duties) and part B (about knowledge, skills and attitudes having). In both parts A and B the respondent were allowed to choose one of the points in the three scales given. The relative values of the points are: (1=less important, 2=important, 3=very important) and in B (1=low, 2=moderate, 3=high). For questions number 4, the respondents were choose one of the values
in the following five-point scale: (1=agree totally, 2= agree, 3= doubting, 4= disagree, 5= disagree completely). The final part of the questionnaire consisted of nine questions were which were multiple-choice and open-ended, to which the respondents were free to provide any amount of information they saw fit.

Before questionnaires were administered to the respondents, they were given to staff of the human resource department PTPN III and training specialists at LLP. These questions administered to the respondents had been subjected to adjustments where corrections were made to facilitate responses. The reliability of the instrument was determined using Cronbach's alpha value, (an acceptable value is 0.7) (Darren and Paul, 2001). The reliability of this instrument for knowledge = 0.74, skills = 0.78 and attitudes = 0.72.

To assess the value of responses, in accordance with the objective of this study, are used Likert scales to score the values, and to see the perceptions of respondents toward aspects of the training. Respondents were given five choice ranging from 1 = low until 5 = high. Form of question is negative questions, but in finding table showed form of question was change to positive question, value of respondent given also change to becomes value 1 = high until 5 = low.

To determine the level of importance of the training in carrying out their duties and to determine the level of knowledge, skills, and attitudes of the respondents, we utilized three scales that different between space A and space B, respondents were given three choice to choose from. A was about the relationship between training and knowledge, skills and attitudes and duties. The scores for respondents were: 1=relevance of training need and duties is
less important; 2 = relevance of training need and duties is important; and 3 = relevance of training need and duties is very important.

In part B the level of knowledge possessed, skills possessed and attitudes possessed, was measured using an inverted score i.e. 3 = high level possessed, that interpret the respondent score is low less in knowledge, skill, and attitude; 2 = moderate level possessed, that interpret respondent score is moderate less in knowledge, skill and attitude; and 1 = low level possessed that interpret, respondent score is high less in knowledge, skill and attitude.

Data Collection

Data collection was carried out by sending out questionnaires to Administrators and Assistant Heads in April, 2002. Considering the geographical distance and other difficulties, the questionnaires were distributed and administered by PTPN III Human Resource Department. Furthermore, some difficulties arose in getting feedback therefore they were given three weeks to return the questionnaire. In fact some questionnaires were received within that period and others after the three weeks. However, all the questionnaires that were sent out were received within a little more than three weeks time.
Data Analysis

The data were analyzed using the Statistical Package for Social Sciences (SPSS) for Windows 10. Before doing the analysis the questionnaires were given codes, and the responses gathered from them were directly transferred into the computer for data analysis. Data were analyzed using the following procedures:

- Frequency and Percentages (%).

  Frequency referred to the number of times the respondents answered a certain statement, and it displayed the number of respondents belonging to a specific category, which was presented in terms of numbers or percentages. When percentages were given, the number of respondents was stated in the table.

- Mean.

  The average or mean is a measure of central tendency that offers a general profile of the data gathered and analyzed. It indicates the center of the score distribution, and is calculated by adding all respondents’ scores for each subject matter or category and dividing them by the total number of respondents.
CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

This chapter presents the findings of the study on the training needs of the Administrators and Assistant Heads of PT Perkebunan Nusantara III in Medan North Sumatera. It presents the Administrators’ and Assistant Heads’ perceptions of the relevance between job related types of training need for staff, level of knowledge possessed, and skills needed by staff, and their attitudes. It reveals the views held by the Administrators and Assistant Heads of departments on the relationship between training needs and the duties of the Administrator and Assistant Heads. This chapter also reports on the respondents’ backgrounds and answers to their open-ended questions.

Discussion of this study is based on information from PT Perkebunan Nusantara III and the literature, indicating the views of Administrators and Assistant Heads toward aspects of the training, level of importance of training to the execution of their duties, and the level of knowledge, skills and attitudes possessed.
Respondents’ Profile

Sex

Respondents in this study were the Administrator and Assistant Heads in PTPN III. All of the 21 respondents were males. This proved that the work placement system prevailing from the beginning did not allow career development for female staff toward direct involvement in the plantation. This, however, was based on certain consideration, for example, their safety (Ahmad, 2002).

Age

Table 1 showed the respondents’ age groups, i.e., 36 – 40, 41 – 45, 46 – 50, and 51 – 55 years. The mean age was 47.0 years. Almost all of the respondents (80.9 percent) were aged between 41 – 50 years old; that is they were mostly middle-aged.

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 – 40 years</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>41 – 45 years</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>46 – 50 years</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>51 – 55 years</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Mean = 47.0 years
Academic Qualifications

Table 2 showed the types of qualifications obtained by the respondents. These are: Master’s degree (S2); Bachelor degree (S1); Diploma (D3); and others (e.g. Agricultural Senior High School). Almost all of the respondents (81.0 percent) were Bachelor Degree holders, while the others (4.8 percent) has a Master’s Degree, Diploma (4.8 percent) or Agricultural Senior High School certificate (9.5 percent).

Table 2: Distribution of respondents according highest academic qualification.

<table>
<thead>
<tr>
<th>Highest Academic Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree (S1)</td>
<td>17</td>
<td>81.00</td>
</tr>
<tr>
<td>Master Degree (S2)</td>
<td>1</td>
<td>4.80</td>
</tr>
<tr>
<td>Diploma (D3)</td>
<td>1</td>
<td>4.80</td>
</tr>
<tr>
<td>Agriculture Senior High School</td>
<td>2</td>
<td>9.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Status of Post

All 21 of the respondents were permanent staff members of the PTPN III as the company does not employ temporary staff.
Length of Service

Table 3 showed a majority or two-thirds (66.7 percent) of the respondents had served between 17 to 24 years. The longest time of service was 32 years, while the shortest was 13 years, and the average was 21.0 years.

Table 3: Distribution of respondents according to length of service

<table>
<thead>
<tr>
<th>Length of service</th>
<th>frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 – 16 year</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>17 – 20 year</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>21 – 24 year</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>25 – 28 year</td>
<td>3</td>
<td>14.2</td>
</tr>
<tr>
<td>29 – 32 year</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean: 21.0 years

Perception of Respondents Towards Some Aspects of the Training

Perceptions on training program offered

Table 4 showed the perceptions of the participants towards training that had been carried out by PTPN III so far. The top three views of the respondents were:

1) ‘In most training programs, the participants can exchange ideas and opinions with each other’ (95.2 percent)
2) ‘In the training program, the trainee is considered as important’ (90.4 percent).

3) ‘Most of the training programs offered are relevant to the needs of Administrators and Assistants Heads’ (85.7 percent).

The lowest percentage to agree (52.3 percent) was to fulfill the needs of participants is priority rather than use training.

From the point of views of training and development, the training programs offered appear to have covered the interests of the employees as well as the interests of the organization, which can thus bring about change in the workforce and the workplace and, in turn, improve productivity. The results and observations presented here can be used as valuable inputs to gauge the levels of effectiveness of the various training programs already undertaken by PTPN III.

Evaluations which have been carried out at PTPN III to date have only been during-training while post-training evaluation has not yet been carried out (Ahmad and Sulistia, 2002).
Table 4: Distribution of Respondents by Perceptions on Training Programs Offered PTPN III

<table>
<thead>
<tr>
<th>Distribution of views</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Ranking *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most of the training programs offered are relevant to the needs of ADMs and Ass. Heads.</td>
<td>4</td>
<td>14</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(19.0)</td>
<td>(66.7)</td>
<td>(9.5)</td>
<td>(4.8)</td>
<td>(0)</td>
<td></td>
</tr>
<tr>
<td>2. Most of the training programs offered do not take a long time.</td>
<td>2</td>
<td>11</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(9.5)</td>
<td>(52.4)</td>
<td>(28.6)</td>
<td>(9.5)</td>
<td>(0)</td>
<td></td>
</tr>
<tr>
<td>3. Most of the training programs are have any relationship to actual work problem situation.</td>
<td>3</td>
<td>11</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(14.3)</td>
<td>(52.4)</td>
<td>(23.8)</td>
<td>(9.5)</td>
<td>(0)</td>
<td></td>
</tr>
<tr>
<td>4. In the training program, the trainee is considered important.</td>
<td>12</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(57.1)</td>
<td>(33.3)</td>
<td>(0)</td>
<td>(4.8)</td>
<td>(4.8)</td>
<td></td>
</tr>
<tr>
<td>5. Most of the training programs’ success is in providing more knowledge, skills and changes of attitude to the participants</td>
<td>5</td>
<td>11</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(23.8)</td>
<td>(52.4)</td>
<td>(23.8)</td>
<td>(0)</td>
<td>(0)</td>
<td></td>
</tr>
<tr>
<td>6. To fulfill the needs of participants is priority rather than use training</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>(19.0)</td>
<td>(33.3)</td>
<td>(28.6)</td>
<td>(19.0)</td>
<td>(0)</td>
<td></td>
</tr>
<tr>
<td>7. The organization gives priority to the trainee rather than to new ideas during the training</td>
<td>4</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(19.0)</td>
<td>(42.9)</td>
<td>(23.8)</td>
<td>(9.5)</td>
<td>(4.8)</td>
<td></td>
</tr>
<tr>
<td>8. In most training programs, the participants can exchange ideas and opinions with each other.</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(47.6)</td>
<td>(47.6)</td>
<td>(4.8)</td>
<td>(0)</td>
<td>(0)</td>
<td></td>
</tr>
<tr>
<td>9. In most organizations the Management encourages training activities.</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(28.6)</td>
<td>(33.3)</td>
<td>(33.3)</td>
<td>(4.8)</td>
<td>(0)</td>
<td></td>
</tr>
<tr>
<td>10. Most of the participants to be Training participant rather that amuse and deliver</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(28.6)</td>
<td>(38.1)</td>
<td>(28.6)</td>
<td>(4.8)</td>
<td>(0)</td>
<td></td>
</tr>
</tbody>
</table>

Scale: 1= Totally Agree; 2= Agree; 3=Doubting; 4=Disagree; 5= Disagree

*Ranking = Totally Agree + Agree
Training Program Undergone During the 2000 – 2001 Period

Table 5 lists 14 categories of training programs that the Administrator and Assistant Heads have underwent during this period. The study discloses that during this period only 16 attended the various training programs conducted by PTPN III and 5 never attended any programs at all. Hence, the implementation of the program to up grading skills and knowledge for professional competence and for continuous development did not taken place as desired.

A number of respondents were not able to take part in the programs due to various reasons. For example, “having work that cannot be left unattended to during training” and “requirements which must be fulfilled such as discipline, work achievement and others” (Amelia, 2002) were two such reasons given.

Among the various categories of training identified, the types with the highest participation (31.3 percent) among the various types listed were “ILO 98,99 Socialization Convention”. The lowest level of participation, (6.3 percent) was obtained for six categories of training, i.e. “Computer Appreciation”, “Indonesia Rubber Conference IRRDB Symposium 2000”, “Workshop on Oil Palm Maintenance”, “Estate leadership Character Development Course”, “Bipartite Management Education Course”, and “Benchmarking Program”.

By utilizing training to develop their individual employees and the company as a whole, PTPN III can be considered a learning organization due to its innovations in the area of human resources development (Rachmadi, 2002)
Table 5: Training Programs Undergone by Respondent
During the 2000 – 2001 period
(n = 16)

<table>
<thead>
<tr>
<th>No</th>
<th>Training</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ILO Socialization Convention 98,99</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>2.</td>
<td>Plantation Management Course</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>3.</td>
<td>Seminar on Challenges for Plantations in the Reformation Era in Indonesia</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>4.</td>
<td>Workshop on Application Satellite and Weather Sensors to increase Production and efficiency of Plantation Efforts in the Millennium Era</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>5.</td>
<td>Seminar on The Perspective of the Forest Environment in the Era of Regional Autonomy</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>6.</td>
<td>Workshop on Development of Strategic Decision.</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>7.</td>
<td>A Course on Molding Tough Managers</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>8.</td>
<td>A Course on Management of Rubber Plants</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>9.</td>
<td>Computer Appreciation</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>10.</td>
<td>Indonesia Rubber Conference IRRDB Symposium 2000</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>11.</td>
<td>Workshop on Oil Palm Maintenance</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>12.</td>
<td>Character Development Course for Plantation Leaders</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>13.</td>
<td>Management Education Bipartite Course</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>14.</td>
<td>Benchmarking Program</td>
<td>1</td>
<td>6.3</td>
</tr>
</tbody>
</table>

41
Other Matters /Responses to Opened – Ended Questions

This section is intended to provide additional information about the training programs. In planning the training programs, the respondents stated that it is better if the organization negotiates with the staff to plan the training programs together (Cervero and Wilson, 1994). In addition, in human resource development, the learning environment in which a learner operates must be taken into account because learning is a function of the interaction of the learner with the environment (Bandura, 1986 and Staddon, 1984, as cited by Meriam and Caffarella, 1998).

Training need

These studies also attempted to get additional information for training programs. Table 6 shows training needs according to the level of priority as expressed by the respondents. The perceptions of respondents showed that most training needs are field related to management areas and to be top four level that were Finance Management (66.7 percent), Human Resource Management (57.1 percent), Marketing Management (47.6 percent) and Leadership (42.9). The three lower levels were Management Information (9.5 percent), Sociology (4.8 percent) and English (4.8 percent). The average level was 28.6 percent for Decision Making, 19.0 percent for Communication, Psychology, Law, and Technology, and 14.3 percent for plants management and plantation management.
<table>
<thead>
<tr>
<th>No</th>
<th>Training Need</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Finance management</td>
<td>14</td>
<td>66.7</td>
</tr>
<tr>
<td>2.</td>
<td>Human Resource Management</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>3.</td>
<td>Marketing Management</td>
<td>10</td>
<td>47.6</td>
</tr>
<tr>
<td>4.</td>
<td>Related to Leadership</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>5.</td>
<td>Related to Decision Making</td>
<td>6</td>
<td>28.6</td>
</tr>
<tr>
<td>6.</td>
<td>Related to Communication</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>7.</td>
<td>Psychology</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>8.</td>
<td>Related to law</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>9.</td>
<td>Technology</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>10.</td>
<td>Plants Management</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>11.</td>
<td>Plantation management</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>12.</td>
<td>Management Information</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>13.</td>
<td>Sociology</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>14.</td>
<td>English</td>
<td>1</td>
<td>4.8</td>
</tr>
</tbody>
</table>
Duration of training

Table 7 shows the duration of training, in which the respondents felt they were able to participate. A majority of respondents (52.4 percent) expressed that they could attend if the training duration is between 1 – 30 days. One – third of them (33.3 percent) preferred to attend a training duration of 31 – 60 days.

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 30 days</td>
<td>11</td>
<td>52.4</td>
</tr>
<tr>
<td>31 – 60 days</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>61 – above</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Training Conduct

Table 8 shows respondents’ perception of training conducted by external agencies and that of in – house training conducted by PTPN III. A Majority of respondents (71.4) preferred training conducted by other agencies.
Table 8 Distribution of Respondents by Training Conduct Preferred  
\( n=21 \)

<table>
<thead>
<tr>
<th>Training conducts</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other agencies</td>
<td>15</td>
<td>71.4</td>
</tr>
<tr>
<td>PTPN III</td>
<td>14</td>
<td>66.7</td>
</tr>
</tbody>
</table>

Training Location

Table 9 shows that there are five training locations preferred by the respondents. They are hotel, specified training center, beach resort and hill resort; and plantation. A majority of respondents preferred to attend a training if the training location is in a specified training center such as a university percentage (85.7 percent), hill resort / plantation location (71.4 percent), hotel (33.3 percent) or beach resort (19.0 percent).
Table 9: Distribution of Respondents by Training Location Preferred (n = 21)

<table>
<thead>
<tr>
<th>Training location</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specified training center</td>
<td>18</td>
<td>85.7</td>
</tr>
<tr>
<td>Hill resort / plantation</td>
<td>15</td>
<td>71.4</td>
</tr>
<tr>
<td>Hotel</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>Beach resort</td>
<td>4</td>
<td>19.0</td>
</tr>
</tbody>
</table>

Ability to Leave Family

All 21 of the respondents stated that they are able to leave their families to participate in training even if it is conducted for away from their homes.

Kinds of Training

Table 10 shows two kinds of training programs, in which the respondents preferred to participate. Group training program was mostly preferred (85.5 percent) while individual training program was less preferred (14.3 percent).
Table 10: Distribution of Respondents by Kinds of Training Program preferred

<table>
<thead>
<tr>
<th>Kind of training program</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>18</td>
<td>85.7</td>
</tr>
<tr>
<td>Individual</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Modes of Learning in Training Programs

Table 11 shows 12 modes of learning in the training programs. Panel Discussion and Visit and Field Work ranked the highest (81.0 percent), followed by Case Study (61.9 percent), Lecture and Seminars (52.4 percent), Forums (4.8 percent). Respondents did not have any perception of three kinds of learning modes, i.e., Workshops, Census, and Tutorial Assignments.
<table>
<thead>
<tr>
<th>Kind of learning</th>
<th>Frequency</th>
<th>Percent</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture</td>
<td>11</td>
<td>52.4</td>
<td>3</td>
</tr>
<tr>
<td>2. Panel Discussion</td>
<td>17</td>
<td>81.0</td>
<td>1</td>
</tr>
<tr>
<td>3. Workshops</td>
<td>0</td>
<td>0.0</td>
<td>-</td>
</tr>
<tr>
<td>4. Seminars</td>
<td>11</td>
<td>52.4</td>
<td>3</td>
</tr>
<tr>
<td>5. Forums</td>
<td>1</td>
<td>4.8</td>
<td>7</td>
</tr>
<tr>
<td>6. Demonstrations</td>
<td>5</td>
<td>23.8</td>
<td>4</td>
</tr>
<tr>
<td>7. Individual / group reports</td>
<td>3</td>
<td>14.3</td>
<td>6</td>
</tr>
<tr>
<td>8. Simulation</td>
<td>4</td>
<td>19.0</td>
<td>5</td>
</tr>
<tr>
<td>9. Case study</td>
<td>13</td>
<td>61.9</td>
<td>2</td>
</tr>
<tr>
<td>10. Census</td>
<td>0</td>
<td>0.0</td>
<td>-</td>
</tr>
<tr>
<td>11. Tutorial Assignments</td>
<td>0</td>
<td>0.0</td>
<td>-</td>
</tr>
<tr>
<td>12. Visit and field work</td>
<td>17</td>
<td>81.0</td>
<td>1</td>
</tr>
</tbody>
</table>
Preferred Frequency of Trainings

Table 12 shows the preferred frequency of trainings. A majority of respondents (90.5 percent) stated that 1 – 2 times per year is a convenient training frequency, (4.8 percent) stated 3 – 4 times per year and 4.8 percent also stated that 5 times and higher is a good number.

<table>
<thead>
<tr>
<th>Frequency of training</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 2 times / year</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>3 – 4 times / year</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>5 – up times / year</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Types of Recreation

Table 13 shows that most of respondents (81.0 percent) preferred, walking as their activity of leisure during training, followed by gymnastics (57.1 percent) and golf (9.5 percent).
Table 13: Distribution of Respondents by Types of Recreation Preferred  

( n = 21 )

<table>
<thead>
<tr>
<th>Types of recreation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td>17</td>
<td>81.0</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>Free</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>Football</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>Badminton</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>Golf</td>
<td>2</td>
<td>9.5</td>
</tr>
</tbody>
</table>

Level of Importance of Plantation Management Course and Duties

Relevance of knowledge training need and duties

Respondents’ perception of the interconnections between knowledge training needs and duties is illustrated in table 14. Responses to the various items in the questionnaire indicate the various degrees of importance the respondents gave to the different categories of training programs specified. The categories are represented by such phrases as ‘widely knowledgeable management’ (mean = 2.81) followed by ‘knowing the methods and techniques of work’, and ‘knowing organizational values and objectives’(mean = 2.71), followed by
'having knowledge in the philosophy and principles of work' (mean 2.62) and, 'Knowledge of English language' which received the least level of importance with a mean of 2.23.
Table 14: Distribution of Respondents by Relevance of Knowledge Training Need and Duties

<table>
<thead>
<tr>
<th>Knowledge Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Mean</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(%)</td>
<td>n</td>
<td>(%)</td>
<td>(%)</td>
</tr>
<tr>
<td>1. Having knowledge in philosophy and the principles of work</td>
<td>0</td>
<td>(0)</td>
<td>8</td>
<td>(38.1)</td>
<td>13</td>
</tr>
<tr>
<td>2. Knowing good work ethics</td>
<td>0</td>
<td>(0)</td>
<td>9</td>
<td>(42.9)</td>
<td>12</td>
</tr>
<tr>
<td>3. Knowing methods and techniques of work</td>
<td>0</td>
<td>(0)</td>
<td>6</td>
<td>(28.6)</td>
<td>15</td>
</tr>
<tr>
<td>4. Knowing organizational values and objectives</td>
<td>0</td>
<td>(0)</td>
<td>6</td>
<td>(28.6)</td>
<td>15</td>
</tr>
<tr>
<td>5. Widely knowledgeable management</td>
<td>0</td>
<td>(0)</td>
<td>4</td>
<td>(19.0)</td>
<td>17</td>
</tr>
<tr>
<td>6. Wide experience in agriculture</td>
<td>0</td>
<td>(0)</td>
<td>10</td>
<td>(47.6)</td>
<td>11</td>
</tr>
<tr>
<td>7. Knowledge of English language</td>
<td>1</td>
<td>(4.8)</td>
<td>14</td>
<td>(66.7)</td>
<td>6</td>
</tr>
<tr>
<td>8. Knowledge of training and development</td>
<td>1</td>
<td>(4.8)</td>
<td>8</td>
<td>(38.1)</td>
<td>12</td>
</tr>
</tbody>
</table>

scale 1 = Less Important; 2 = Important; 3 = Very Important.
Relevance of Skill Training Needs and Duties

As shown in Table 15, the Administrators and the Assistant Heads at PTPN III saw their skills as the most important component of training need, particularly with regard to the connections between skills training and performance of duties. This is indicated by a mean score of 2.95 for ‘motivation skill’. This was followed by ‘communication skills’ and ‘ability to make decisions’ with a mean of 2.90. ‘Leadership skills’ was placed in the next level of importance with a mean of 2.81. The lowest mean level of importance was allotted to ‘English language skills’ (mean 2.24).
<table>
<thead>
<tr>
<th>Skill distribution</th>
<th>1 (%)</th>
<th>2 (%)</th>
<th>3 (%)</th>
<th>Mean</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership skills</td>
<td>0 (0)</td>
<td>4 (19.0)</td>
<td>17 (81.0)</td>
<td>2.81</td>
<td>3</td>
</tr>
<tr>
<td>2. Communication</td>
<td>0 (0)</td>
<td>2 (9.5)</td>
<td>19 (90.5)</td>
<td>2.90</td>
<td>2</td>
</tr>
<tr>
<td>3. English language skills</td>
<td>0 (0)</td>
<td>16 (76.2)</td>
<td>5 (23.8)</td>
<td>2.24</td>
<td>6</td>
</tr>
<tr>
<td>4. Motivation skills</td>
<td>0 (0)</td>
<td>1 (4.8)</td>
<td>20 (95.2)</td>
<td>2.95</td>
<td>1</td>
</tr>
<tr>
<td>5. Ability to see training needs</td>
<td>0 (0)</td>
<td>11 (52.4)</td>
<td>10 (47.6)</td>
<td>2.48</td>
<td>5</td>
</tr>
<tr>
<td>6. Ability to make decisions</td>
<td>0 (0)</td>
<td>2 (9.5)</td>
<td>19 (90.5)</td>
<td>2.90</td>
<td>2</td>
</tr>
<tr>
<td>7. Ability to develop and maintain horizontal and vertical relationships</td>
<td>0 (0)</td>
<td>5 (23.8)</td>
<td>16 (76.2)</td>
<td>2.76</td>
<td>4</td>
</tr>
<tr>
<td>8. Ability to see changes in work situation and environment</td>
<td>0 (0)</td>
<td>5 (23.8)</td>
<td>16 (76.2)</td>
<td>2.76</td>
<td>4</td>
</tr>
</tbody>
</table>

scale 1= Less Important; 2= Important; 3= Very Important.
Relevance of Attitude Training Needs and Duties

Table 16 indicates the interconnections between the ADMs’ and Assistant Heads’ attitudes, attitude toward training, and performance of duties. The highest level of needs (mean of 3.00) was indicated for two attributes, ‘perseverance in efforts to overcome weaknesses’ and ‘constantly creative, motivated and proactive in performing duties’. Next was ‘highly motivated at all times’ (mean of 2.90), followed by ‘displaying exemplary moral conduct at all times’. The lowest mean score (2.42) was obtained for ‘best appearance at all time’.
Table 16: Distribution of Respondents by
Relevance of Attitude Training Need and Duties.

<table>
<thead>
<tr>
<th>Attitude Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Mean</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Always shows self confidence while performing duties</td>
<td>0 (0)</td>
<td>4 (19.0)</td>
<td>17 (81.0)</td>
<td>2.81</td>
<td>4</td>
</tr>
<tr>
<td>2. Maintain best appearance at all time</td>
<td>0 (0)</td>
<td>12 (57.1)</td>
<td>9 (42.9)</td>
<td>2.43</td>
<td>5</td>
</tr>
<tr>
<td>3. Perseveres in efforts to overcome weaknesses</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>21 (100.0)</td>
<td>3.00</td>
<td>1</td>
</tr>
<tr>
<td>4. Constantly creative, motivated and proactive for performing duties.</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>21 (100.0)</td>
<td>3.00</td>
<td>1</td>
</tr>
<tr>
<td>5. Displays moral conduct at all times</td>
<td>0 (0)</td>
<td>3 (13)</td>
<td>18 (85.7)</td>
<td>2.86</td>
<td>3</td>
</tr>
<tr>
<td>6. Highly motivated at all time</td>
<td>0 (0)</td>
<td>2 (9.5)</td>
<td>19 (90.5)</td>
<td>2.90</td>
<td>2</td>
</tr>
</tbody>
</table>

Scale 1= Less Important; 2= Important; 3=Very Important

Level of Knowledge, Skills and Attitudes Related to Plantation Management

Perception of Knowledge Possessed

Table 17 records the respondents’ perception of the knowledge they possessed in descending order. The means of 2.81, 2.71, 2.67 were
obtained respectively for ‘knowing methods and techniques of work’, ‘knowing good work ethics’, and ‘widely knowledgeable management’.

The lowest mean of 2.1429 was obtained for possession of ‘Knowledge on English language’.

<table>
<thead>
<tr>
<th>Knowledge Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Mean</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Having knowledge in philosophy and the principles of work</td>
<td>0</td>
<td>9</td>
<td>12</td>
<td>2.57</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(42.9)</td>
<td>(57.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Knowing good work ethics</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>2.71</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(28.6)</td>
<td>(71.4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Knowing methods and techniques of work</td>
<td>0</td>
<td>4</td>
<td>17</td>
<td>2.81</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(19.0)</td>
<td>(81.0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Knowing organizational values and objectives</td>
<td>0</td>
<td>8</td>
<td>13</td>
<td>2.62</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(38.1)</td>
<td>(61.9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Widely knowledgeable management</td>
<td>0</td>
<td>7</td>
<td>14</td>
<td>2.67</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(33.3)</td>
<td>(66.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Wide experience in agriculture</td>
<td>0</td>
<td>9</td>
<td>12</td>
<td>2.57</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(42.9)</td>
<td>(57.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Knowledge on English language</td>
<td>2</td>
<td>14</td>
<td>5</td>
<td>2.14</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>(9.5)</td>
<td>(66.7)</td>
<td>(23.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Knowledge on Training and Development</td>
<td>0</td>
<td>13</td>
<td>8</td>
<td>2.38</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(61.9)</td>
<td>(38.1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

scale 1 = Low; 2 = Moderate; 3 = High
Perceptions of Skills Possessed

Table 18 shows that in rating their own skills the respondents gave themselves the highest scores for ‘leadership skills’ and ‘communication skills’ (mean of 2.76). Followed by a mean of 2.71 and 2.67 for ‘motivation skills’ and ‘ability to make decision,’ respectively, English language skills, was given the lowest score with a mean of 2.10.
### Table 18: Distribution of respondents by Skill Possessed

<table>
<thead>
<tr>
<th>Skill Distribution</th>
<th>1 (%)</th>
<th>2 (%)</th>
<th>3 (%)</th>
<th>Mean</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership skills</td>
<td>0 (0)</td>
<td>5 (23.8)</td>
<td>16 (76.2)</td>
<td>2.76</td>
<td>1</td>
</tr>
<tr>
<td>2. Communication skills</td>
<td>0 (0)</td>
<td>5 (23.8)</td>
<td>16 (76.2)</td>
<td>2.76</td>
<td>1</td>
</tr>
<tr>
<td>3. English language skills</td>
<td>3 (14.3)</td>
<td>13 (61.9)</td>
<td>5 (23.8)</td>
<td>2.10</td>
<td>6</td>
</tr>
<tr>
<td>4. Motivation skills</td>
<td>0 (0)</td>
<td>6 (28.6)</td>
<td>15 (71.4)</td>
<td>2.71</td>
<td>2</td>
</tr>
<tr>
<td>5. Ability to see training needs</td>
<td>0 (0)</td>
<td>10 (47.6)</td>
<td>11 (52.4)</td>
<td>2.52</td>
<td>5</td>
</tr>
<tr>
<td>6. Ability to make decisions</td>
<td>0 (0)</td>
<td>7 (33.3)</td>
<td>14 (66.7)</td>
<td>2.67</td>
<td>3</td>
</tr>
<tr>
<td>7. Ability to development and maintain horizontal and vertical relationship</td>
<td>0 (0)</td>
<td>9 (42.9)</td>
<td>12 (57.1)</td>
<td>2.57</td>
<td>4</td>
</tr>
<tr>
<td>8. Ability to see change in work situation and environment</td>
<td>0 (0)</td>
<td>9 (42.9)</td>
<td>12 (57.1)</td>
<td>2.57</td>
<td>4</td>
</tr>
</tbody>
</table>

Scale 1= Low; 2= Moderate; 3=High
Perceptions of Attitudes Possessed

The means obtained for different categories of respondents’ attitude are listed in Table 19. The highest mean of 2.71 was obtained for ‘constantly creative, motivated and proactive for performing duties’, a ‘highly motivation at all time’. The lowest mean of 2.38 was obtained for ‘best appearance at all time’. A middle mean score of 2.52 was obtained for two items, ‘always show self confidence while performing duties’ and ‘displaying morale conduct at all time,’ additional ability to make decisions’ obtained a mean of 2.67 obtain mean 2.67.
Table 19: Distribution of Respondents by Attitude Possessed

<table>
<thead>
<tr>
<th>Attitude Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Mean</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(%)</td>
<td>n</td>
<td>(%)</td>
<td>(%)</td>
</tr>
<tr>
<td>1. Always shows self confidence while performing duties</td>
<td>0</td>
<td>(0)</td>
<td>10</td>
<td>11</td>
<td>2.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(47.6)%</td>
<td>(52.4)%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Best appearance at all times</td>
<td>0</td>
<td>(0)</td>
<td>12</td>
<td>8</td>
<td>2.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(61.9)%</td>
<td>(38.1)%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Perseverance in efforts to overcome weaknesses</td>
<td>0</td>
<td>(0)</td>
<td>7</td>
<td>14</td>
<td>2.67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(33.3)%</td>
<td>(66.7)%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Constantly creative, motivated and proactive in performing duties.</td>
<td>0</td>
<td>(0)</td>
<td>6</td>
<td>15</td>
<td>2.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(28.6)%</td>
<td>(71.4)%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Displays morale conduct0 at all times</td>
<td>0</td>
<td>(0)</td>
<td>10</td>
<td>11</td>
<td>2.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(47.6)%</td>
<td>(52.4)%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Highly motivated at all times</td>
<td>0</td>
<td>(0)</td>
<td>6</td>
<td>15</td>
<td>2.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(28.6)%</td>
<td>(71.4)%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

scale 1= Low; 2= Moderate; 3= High

Summary and discussion

Some additional responses gathered from respondents through questionnaires and interviews to individual staff Human of the Resource Department at PTPN III, shows

- The profile of respondents was homogeneous in gender, age, academic qualification, status of post and length of service. This
represents an opportunity to get effective training program to Administrators and Assistant Heads, Yong, (1996) mentions about effecting training depending on their age, gender, education, social background and orientation at work.

Perceptions of respondents toward aspects of the training, obtained three top perceptions. Almost the majority of respondents stated that in most training programs they can exchange ideas and opinions with each other (95.2 percent). This means that in training programs, PTPN III can facilitate the transfer of knowledge between their ADMs and Assistant Heads (Yong, 1996).

As the trainee is considered as important (90.4 percent) and most of the training programs offered are relevant to the needs of ADMs and Assistant Heads (85.7 percent), this implies that the training offered was meeting both organizational and employee needs (Tracey, 1992). It is also considered important for employees and the organization for several reasons, among others, to respond to changes in the workplace and the workforce, and maintaining competitiveness and improving productivity (Harris, 2000). Training offered has consideration to fundamental of training, because training program meet both organization and employee needs (Tracey, 1992). Consideration is important for employees and organization with several reasons, among others, for changes in the workplace and the workforce, maintaining competitiveness and improving productivity (Harris, 2000). Respondents also provided
their perceptions on future training needs at all four levels that are: ‘field related to management areas’. To carry out future training based on these views, the organization can choose a training needs analysis model, particularly a model for professionals such as the update model, competence model, etc. (Nowlen, 1988)

In terms of the level of importance of the Plantation Management Course to ADMs and Assistant Heads, we can divide the responses into first relevance of knowledge training needs and duties. The most important response in this category was ‘widely knowledgeable management’. Perception of respondents stated the important one is ‘widely knowledgeable management’, second relevance of skills training needs and duties the most important response was ‘motivation skill’ and third relevance of attitudes training needs and duties, the most important responses were ‘perseverance in efforts to overcome weaknesses’ and ‘constantly creative, motivated and proactive for performing duties’.

In terms of level of knowledge, skills and attitudes related to plantation management possessed, respondents stated that the most important is ‘knowing method’ and ‘techniques of work’. For skill possessed, respondents gave highest rank; For skills possessed, respondents gave the highest rank to ‘leadership skill’ and ‘communication skill’, and for attitude possessed, respondents stated ‘constantly creative, motivated and proactive for performing duties’ and ‘highly motivation at all time’ were the most important.
CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This last chapter summarizes study highlighting the background and the objectives of the study, the methodology, and the findings. At the end a conclusion and some suggestions are presented.

Statement of Problem

The study was carried out at PTPN III, at one of its plantations in Medan, Indonesia, and the respondents were the plantations’ Administrators and Assistant Heads.

With the reorganization that took place in 1996 came the need for adjustments to changes that took place as a preparation for entering the globalization era. As such, human resources became the focus of attention. The objective, as clearly stated in the company’s statements of vision and mission, is to improve and upgrade the quality of knowledge, skills and attitudes among the management and executive groups of employees and to achieve a high quality human resource development (HRD) through continuous up-grading.
Objective

The general objective of this study was to determine the training needs of the company and to emphasize the importance of training to Administrators and Assistant Heads of the all plantations. In addition, this study aimed at acquiring perceptions of certain aspects of the trainings, determining the level of importance of training in carrying out their duties, and determining the level of knowledge, skills and attitudes possessed by the Administrators and Assistant heads.

Methodology

This study is descriptive and used questionnaire as the main instrument for obtaining information on the effects of training in three areas, i.e. knowledge, skills, and attitudes. Attention was also given to other important matters, which might be given consideration in a training program. The population of this study was comprised of 66 Administrators and Assistant Heads, with the total number of respondent being 21. The data obtained was analyzed using the SPSS program version 10, to obtain frequencies, percentage and means.
Findings

Profile of Respondents.

1. Total number of respondents were 21 persons. All respondents Administrator and Assistant Heads were male.

2. A high majority of the Administrators and Assistant Heads were age between 41 – 50 years old (80.9 percent). The oldest age was 55 years, and the youngest was 36 years.

3. A majority of the Administrators and Assistant Heads (81.0 percent) were Bachelors Degree holders, indicating that a majority of them have a high level of education (university level). Only 9.5 percent had a Agricultural Senior High School certificate.

4. In terms of status of post held all the Administrators and Assistant Heads included have permanent status. A majority or two-thirds (66.7 percent) of the Administrators and Assistant Heads had served 17 – 24 years, while the longest served has 32 years and the shortest 13 years.

Perceptions of Respondents Towards Some Aspect of Training

5. In terms of the views of Administrators and Assistant Heads toward the training programs offered, almost all respondent (95.2 percent) stated in “most training programs the participants can exchange ideas and opinions with each other”.

66
6. To acquire additional information for this section, training program that took place during the 2000 – 2001 period, the produce only 16 respondents that had attended the various training programs conduct by PTPN III. The other five respondents never attended any programs at all. During this period frequency of attendance was also obtained toward 14 items training, with n=16 the biggest percentage is 31.3 percent, the smallest one is 6.3 percent, that intended, statement in vision and mission PTPN III in human resource development has not taken place as desired.

7. Training need

Perceptions of respondents’ most needed training area is field related to management’ category and to be top four levels, that are Finance Management (66.7 percent), Human Resource Management (57.1 percent), Marketing Management (47.6 percent) and Leadership (42.9 percent).

8. Duration of training

The duration of training which the respondents feel they are able to participate, a majority of respondents (52.4 percent) expressed that they like to attend if the training duration is between 1-30 days.
9. Training Conduct

A majority of respondents (71.4 percent) prefer training conducted by other agencies.

10. Training Location

Almost all respondents (85.7 percent) like training located in a specified training center such as a university.

11. Ability to Leave Family

All 21 of the respondents stated that they are able to leave their families for participating in training that is far from their homes.

12. Kinds of Training Program

The kinds of training programs, that the respondents most like to participate in are group training programs (85.5 percent).

13. Modes of Learning in Training Programs

There are 12 modes of learning in the training programs, 'Panel Discussion' and 'Visit and Field Work' are rank the highest (81.0 percent.)

14. Frequency of Training

Almost all the respondents (90.5 percent) stated 1–2 times per year is a convenient training frequency.
15. Types of Recreation

Almost all respondents (81.0 percent) stated that walking is their preferred activity during training.

Level of Importance of the Plantation Management Courses for Administrators and Assistant Heads.

16. Relevance of Knowledge Training Need and Duties

In terms of respondents’ perception of the interconnections between knowledge training needs and duties, the highest mean (2.81) was obtained for knowledgeable of management, while the lowest (with a mean of 2.23) was obtained for knowledge of English language.

17. Relevance of Skill Training Need and Duties

The most important component of training needs with regard to the connections between skills training and performance of duties is indicated by the top mean of 2.95 for ‘motivation skills’, while the lowest mean of 2.24 seems to be allotted to English language skills.

18. Relevance of Attitude Training Needs and Duties

The highest level of needs (mean of 3.00) was indicated for two attributes, ‘perseverance in efforts to overcome weaknesses’, and
‘constantly creative, motivated, and proactive in performing
duties’. The lowest mean (2.43) was obtained for ‘best
appearance at all time’.

**Level of Knowledge, Skills and Attitudes related to Plantation
Management**

19. **Perception of knowledge possessed**

In term of respondent’ perceptions of the knowledge they
possessed, the highest (mean of 2.81) was ‘knowing methods
and techniques of work’, while the lowest (mean of 2.14) was
for ‘possession of knowledge on English Language’.

20. **Perceptions of Skills Possessed**

Respondents gave the highest scores for ‘leadership skill’ and
‘communication skills’ (mean of 2.76) and the lowest (mean of
2.10) for ‘English language skill.’

21. **Perception of Attitude Possessed**

The highest scores (mean of 2.71) were given for constantly
creative, motivated, and proactive in performing duties, and the
same mean was given for ‘highly motivation at all time’, the
lowest (mean 2.38) was given for ‘best appearance at all time’.
Conclusions

1. Overall perceptions of the Administrators and Assistant Heads toward certain aspects of the training is positive. This conclusion is based on their statement on the training programs offered PT Perkebunan Nusantara III such as:

1.1 In most training programs the participants can exchange ideas and opinions with each other.

1.2 In the training program the trainee is considered as important.

1.3 Most of the training programs offered are relevant to the needs of Administrators and Assistant Heads, which can be seen in the training program conducted during the 2000 - 2001 period. Statement the positive perception because the Administrators and Assistant Heads gave their perception towards some matters for future training.

2. The Level of importance of the Plantation Management Course for Administrators and Assistant Heads can be divided into three categories:

2.1 Relevance of knowledge training needs and duties.

   High importance level; ‘widely knowledgeable management.

2.2 Relevance of skill training needs and duties.

   High importance level; ‘Motivation skill’.

2.3 Relevance of attitude training needs and duties.
High importance level; ‘Perseverance in efforts to overcome weaknesses’ and ‘Constantly creative, motivated and proactive for performing duties’. These perceptions are to become categories for future training at PTPN III.

3. The Plantation Management Courses produced a high level of knowledge, skills and attitudes relating to Plantation Management for the Administrators and Assistant Heads. This conclusion is based on the perceptions of respondents who stated that their knowledge possessed is high for ‘knowing method and technique of work’, respondents perception also showed that skills possessed are high for ‘leadership skills’ and ‘communication skill’, and perceptions of attitude possessed is high for ‘Constantly creative, motivated and proactive for performing duties’.

Recommendations

1. Training must be carefully planned to ensure a balance between the needs of the organization and the employees. Assessment of various areas of training must be conducted with the aim to increase production, enhance quality and reduce costs, with the ultimate goal of enhancing the competitiveness of the organization.

2. That PT Perkebunan Nusantara III intensify the Training Needs Analysis process, especially for future trainings and to carry out
post evaluation programs that will enable it to upgrade the knowledge, skills, and attitudes, of its Administrators and Assistant Heads. This is to ensure high quality human resources.

3. This study concentrated on the views toward certain aspects of training, needs for Administrator and Assistant Heads, of the PTPN III organization focused on the areas of training needed and the kinds of training already conducted. One area for further exploration and research is to learn how effective training has been to date.
BIBLIOGRAPHY


PTPN III. (2000). Company Profile. PT Perkebunan Nusantara III


**Personal Communications:**


Appendix A

KUESIONER

ANALISA KEBUTUHAN LATIHAN ADMINISTRATUR dan ASISTEN KEPALA DI PTPN III MEDAN SUMATERA UTARA INDONESIA.

QUESTIONNAIRE ON

THE TRAINING ANALYSIS OF ADMINISTRATORS and ASSISTANT HEADS

AT PTPN III MEDAN NORTH SUMATERA INDONESIA.

Bahagian A : Profil Responden

Part A : Respondent Profile

Mohon diisi ( ) pada tempat/ruang [ ] sesuai pilihan data pribadi anda dibawah ini:

Please fill ( ) in the blanked [ ] bellow according to your personal data :

1. jenis kelamin
   [ ] pria
   [ ] wanita
   [ ] male
   [ ] female

2. umur
   [ ] 25 - 30 thn
   [ ] 31 - 35 thn
   [ ] 36 - 40 thn
   [ ] 41 - 45 thn
   [ ] 46 - 50 thn
   [ ] 51 - 55 thn
   [ ] 56 tahun keatas
   [ ] 56 years and above
3. Tingkat pendidikan tertinggi:

Highest academic qualification:

[ ] D3  [ ] S1  [ ] S2  [ ] S3

4. Pendidikan lain jika ada:

Other qualification (if any):

5. Status pekerjaan:

Status of post held:

[ ] sementara  [ ] tetap  [ ] kontrak

[ ] temporary  [ ] permanent  [ ] contract

6. Jangka waktu bekerja di PTPN III [ ] thn

Length of service at PTPN III [ ] year(s)

7. Latihan yang pernah diikuti pada tahun 2000 - 2001

Training in 2000 – 2001 period

Tahun

Year

1. ............................

2. ............................

3. ............................

4. ............................

5. ............................
Part B : Duties of Administrator and Assistant Heads

The purpose of these questions is to at the perceptions of Administrators and Assistant Heads towards their knowledge, skills and attitude. Please answer by circling one of a number 1, 2 or 3 in A and B the following scale:

(A) hubungan keperluan latihan dengan tugas:

relationship between training and duties:

1 kurang penting
less important

2 penting
important

3 sangat penting
very important

(B) pengetahuan / kemahiran / sikap yang dimiliki

knowledge / skill / attitude having

1 rendah (tidak mencukupi / tidak ada)
low (not sufficient / none)

2 sederhana (kurang mencukupi)
moderate (not sufficient enough)

3 tinggi (mencukupi)
high (sufficient)
Setiap pilihan memerlukan dua jawaban yaitu satu jawaban di ruang (A) dan satu jawaban diruang (B).

*Every choice needs two answers, one in A and one in B.*

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hubungan keperluan Latihan dengan tugas</td>
<td>Pengetahuan yang dimiliki</td>
</tr>
<tr>
<td>Relationship between Training and Duties</td>
<td>having the knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kurang penting sangat penting</th>
<th>rendah sederhana tinggi</th>
</tr>
</thead>
<tbody>
<tr>
<td>less important very important</td>
<td>low moderate high</td>
</tr>
</tbody>
</table>

| (1) | (2) | (3) |
| (1) | (2) | (3) |

**PENGETAHUAN : KNOWLEDGE :**

1. Mengetahui falsafah dan prinsip kerja  
*Having knowledge in philosophy and the principles of work*

2. Mengetahui etika kerja  
*Knowing good work ethics*

3. Memahami kaedah dan teknik pelkerjaan  
*Knowing method and technique of work*

4. Mengetahui nilai dan tujuan organisasi  
*Knowing organizational values and objective*

5. Berpengetahuan luas dalam manajemen  
*Widely knowledgeable management*

6. Berpengetahuan luas tentang pertanian  
*Wide experience in agriculture*

7. Pengetahuan Bahasa Inggris  
*Knowledge on English language*

8. Pengatauhan tentang latihan dan pengembangan  
*Knowledge on training and development*
### Relationship between Training and Duties

<table>
<thead>
<tr>
<th>Skill</th>
<th>Kurang Penting</th>
<th>Sangat Penting</th>
<th>Rendah Sederhana</th>
<th>Tinggi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(A)</strong> Leader skill</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>(A)</strong> Communication skill</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>(A)</strong> English language skill</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>(A)</strong> Motivation skill</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>(A)</strong> Ability to see training needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>(A)</strong> Ability to make decision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>(A)</strong> Ability to development and maintain horizontal and vertical relationship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>(A)</strong> Ability to see change in work situation and Environment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**Kemahiran**

1. Kemahiran pimipinan
   *Leader skill*

2. Kemahiran komunikasi
   *Communication skill*

3. Kemahiran Bahasa Inggris
   *English language skill*

4. Kemahiran dalam motivasi
   *Motivation skill*

5. Kemampuan dalam melihat keperluan latihan.
   *Ability to see training needs*

6. Kemampuan dalam mengambil keputusan
   *Ability to make decision*

7. Kemampuan menciptakan hubungan yang baik secara horizontal dan vertikal
   *Ability to development and maintain horizontal and vertical relationship*

8. Kemampuan melihat adanya perubahan dalam situasi kerja dan lingkungan sekitarnya
   *Ability to see change in work situation and Environment.*
(A)
Hubungan keperluan
Latihan dengan tugas

(B)
Sikap yang
dimiliki

Relationship between
Training and Duties

having
the attitude

kurang penting sangat penting
rendah sederhana tinggi

less important important very important Low moderate high
(1) (2) (3) (1) (2) (3)

SIKAP
ATTITUDE:

1. Senantiasa menunjukkan keyakinan diri semasa menjalankan tugas. Always show self confidence while performing duties.

2. Penampilan rapi dan bersih. Best appearance at all time.

3. Senantiasa gigh dalam usaha memperbaiki kelemahan yang ada. Perseverance in efforts to overcome weaknesses.


5. Senantiasa berakhilak mulia Displaying morale conduct at all time.

6. Senantiasa mempunyai motivasi yang tinggi. Highly motivation at all time
PANDANGAN TERHADAP PROGRAM LATIHAN YANG DITAWARKAN
OLEH PTPN III

PERCEPTIONS ON TRAINING PROGRAMS OFFERED PTPN III

Nyatakan pendapat anda dengan melingkari satu pilihan dari lima skala pilihan berikut:
State your perceptions by circling are of the five following choice:

<table>
<thead>
<tr>
<th>sangat setuju</th>
<th>setuju</th>
<th>tidak pasti</th>
<th>tidak setuju</th>
<th>sangat tidak setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree totally</td>
<td>agree</td>
<td>doubting</td>
<td>disagree</td>
<td>disagree completely</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
</tbody>
</table>

1. Kebanyakan program latihan yang ditawarkan tidak berkaitan dengan keperluan ADM & As Kep.
   Most of the training programs offered are not relevant to the needs of ADMs and Assistant Heads.

2. Kebanyakan program latihan yang ditawarkan mengambil waktu yang panjang.
   Most of the training programs offered take a long time.

3. Kebanyakan program latihan adalah secara teori dan tidak berkaitan dengan masalah sebenar di tempat kerja.
   Most of the training programs are theoretical do not have any relationships to actual work problem situation.
4. Didalam program latihan peserta di anggap sebagai peserta yang kurang penting.
*In the training program the trainee is considered as unimportant.*

5. Kebanyakan program latihan gagal untuk memberi lebih pengetahuan, kemahiran, perubahan sikap kepada peserta.
*Most of the training program failed to give more knowledge, skill and change of attitude to the participant.*

*Participants are use to test training techniques rather than to fulfill the needs of the participants.*

7. Organisasi tidak menggalakkan peserta tetapi lebih mengutamakan ide-ide baru dalam latihan.
*The organization does not give priority to the trainee but rather to new ideas during training.*

8. Dalam kebanyakan program latihan peserta tidak dapat bertukar fikiran dengan sesama peserta.
*In most training program the participants can not exchange idea and opinions with each other.*
In most organization the management do not encourage training activities.

Most of the participants amuse and deliver rather than to be training participant.
HAL-HAL LAIN:

OTHER MATTER

1. Nyatakan bidang latihan yang diperlukan menurut kepentingannya.
   
   *State areas of training needs according to levels of priority.*
   
   1. .................................................................
   2. .................................................................
   3. .................................................................
   4. .................................................................
   5. .................................................................

2. Jangka waktu latihan yang sanggup anda ikuti: ............. hari.
   
   *Duration of training which you are able to do: ............. day(s)*

3. Saya suka menghadiri latihan yang diberikan oleh: [ ] PTPN III [ ] lembaga lain
   
   *I like to participant in the training conducted by: [ ] PTPN III [ ] others agencies.*

4. Jenis tempat latihan yang anda gemari (jawaban boleh lebih dari satu).
   
   *Kinds of training locations you would like (more than one answers as possible)*
   
   [ ] hotel
   
   hotel
   
   [ ] lembaga latihan khusus (LPP, universitas dan sebagainya)
   
   *specified training center (LPP, university, etc.)*
   
   [ ] lokasi wisata tepi pantai
   
   beach resort
   
   [ ] lokasi wisata dalam perkebunan / pegunungan
   
   hill resort / plantations.

5. Sanggupkah anda meninggalkan keluarga (anak, istri/suami, orang tua) untuk menghadiri latihan yang jauh dari mereka?
   
   *Are you able to leave your family (children, spouse, or parent).*
   
   [ ] ya
   
   yes
   
   [ ] tidak, (berikan alasan)
   
   no, (state your reasons)
   
   ........................................................................................................
   
   ........................................................................................................
6. Apakah bentuk program latihan yang anda suka.
What kinds of training program you like

- [ ] individu
  individual
- [ ] berkelompok
  group

7. Apakah bentuk pengajaran dalam latihan yang anda inginkan (jawaban boleh lebih dari satu)
What kinds of learning would you like in training program (you may give more than one answers).

- [ ] kuliah / ceramah
  lectures
- [ ] panel diskusi / kumpulan kecil
  panel discussion / small groups
- [ ] bengkel
  workshops
- [ ] forum
  forums
- [ ] laporan individu / berkelompok
  individual / group reports
- [ ] studi kasus
  case study
- [ ] tugas tutorial lapangan
  tutorial assignment
- [ ] seminar
  seminars
- [ ] demonstrasi
  demonstrations
- [ ] simulasi
  simulations
- [ ] sensus
  census
- [ ] kunjungan dan kerja
  visit and filed work.

8. Jenis rekreasi jika diperlukan sewaktu latihan (jawaban boleh lebih dari satu).
Types of recreation if needed during training (more than one answers as possible)

- [ ] senam
  gymnastics
- [ ] sepak bola
  football
- [ ] golf
  golf
- [ ] jalan santai
  walking
- [ ] bulutangkis
  badminton
- [ ] bebas
  free
9. Frekuensi latihan yang sesuai untuk anda (berapa kali dalam satu tahun) .......... /
   tahun
   Frequency of training which in convenient for you (how many time a year) .......... /
   year.

TERIMA KASIH ATAS KERJA SAMA YANG DI BERIKAN
THANK YOU FOR THE COOPERATION GIVEN
Appendix B

BIODATA

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Experience : 1986 – present Lecturer at Faculty of Economic USU, Medan Indonesia.