

An Evaluation of Indonesia's Semi-Assisted Program for the Development of Sales Force Competencies Through Education and Training (Context and Input)



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ABSTRACT: Evaluation stands as a crucial aspect of managing educational and training initiatives. This systematic and ongoing process serves a dual purpose: generating valuable reports on program quality and quantity, while also ensuring its relevance to students' needs. The focus of this research is the evaluation of the implementation of education and training for salesperson competency development in the semi-assisted program of the government of Indonesia, including "Context" components, namely the juridical and legal basis, needs and targets, vision, mission and objectives of education and training for the development of salesperson competency in the semi-government-assisted program. The "Input" component includes a strategic plan established to achieve education and training goals, including a review of its relationship with students, teaching staff, program design and curriculum, and infrastructure. It is hoped that the results of this research will serve as input for parties involved in organizing the program and the Coordinating Ministry for Economic Affairs of the Republic of Indonesia in the context of controlling and guaranteeing the quality of non-formal education.

KEYWORDS: Evaluation, Education and Training, Skill Enhancement, Salespeople, Non Formal Education

INTRODUCTION

Indonesia's pandemic crisis sparked significant job losses, as revealed by 2021 Indonesia's Central Bureau of Statistics, attributed these losses primarily to reduced company activity, resulting in shortened work hours and layoffs, particularly in the provinces of DKI Jakarta, West Java, Central Java, and East Java (Kementerian Koordinator Perekonomian Republik Indonesia, 2021).

The national labor force survey in August 2020 related to 15 indicators, reported that the labor force of the population aged 15 years and over who are economically active includes the employed population, or those who have jobs but are temporarily unemployed, and the unemployed (Badan Pusat Statistik Republik Indonesia, 2020). The labor force participation rate, where the number of the labor force compared to the number of working-age population not in the labor force, was recorded at 65.75 million people, the registered labor force was 138.22 million people, and the open unemployment rate was 7.07%. Above all, the unemployment rate for young people was significantly higher at 20.46%, which means that out of 100 people aged 15-24 years who are part of the workforce, there are around 20 unemployed people (Badan Pusat Statistik Republik Indonesia, 2020).

As a result of this condition, Indonesia took swift action in response to the multifaceted challenges posed by Covid-19 in 2020. The government prioritized the health crisis, as the main trigger of the economic downturn, while taking proactive measures to prevent economic collapse resulting from this pandemic through a dedicated national recovery program (Kementerian Keuangan Republik Indonesia, 2020).

Recognizing the critical role of social protection in economic recovery, Indonesia's 2020 plan saw numerous targeted programs emerge. From flagship initiatives like the "Family Hope Program and Direct Cash Assistance", given to village funds and food aid, the government aimed to reach low-income earners across various sectors, including farmers, factory labors, construction workers, drivers, fishermen and more. Notably, the "Kartu Prakerja" training program added another layer of support with a significant budget of IDR 203.9 trillion (Kementerian Keuangan Republik Indonesia, 2020).

Presidential Regulation Number 36 of 2020 recognizes the crucial role of work competency enhancement in expanding job opportunities, increasing productivity, and enhancing workforce competitiveness in Indonesia. To achieve this, it established the "Kartu Prakerja" Program, launched in April 2020 with a focus on combating unemployment as this program aimed to mitigate the economic impact of Covid-19 by providing financial incentives and access to free certified training and coaching (Ministry of Finance of the Republic of Indonesia, 2021). The "Kartu Prakerja" program has reached a significant portion of the Indonesian

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population. As of 12-22 effective recipient data, it had successfully enrolled 5.9 million participants across all 34 provinces and 514 districts/cities. Notably, this program has attracted a substantial number of young individuals, with 73% of participants falling within the 18-41 age bracket (Kementerian Koordinator Perekonomian Republik Indonesia, 2021).

A.C. Company as a verified and validated education partner has joined forces with K.M digital platform to contribute to the Indonesian "Kartu Prakerja" program since 2020 whose expertise lies in developing distinguished salesperson training programs and helping individuals unlock their potential. Focusing on the Indonesian Formal Occupation Classification System (2014), this research examines the salesperson training program categorized as Main Group Number 5. The salesperson occupational education and training program that will be examined in this research refers to the main type of occupation, namely number 5, where its occupation is divided into two groups, namely: (1) service business personnel, (2) sales personnel, where the main sub-class number 52 is for sales personnel, occupational duties including selling goods or services wholesale or retail face to face or via phone contact (Kementerian Ketenagakerjaan Dan Badan Pusat Statistik, 2014).

Because the sales force competency development occupational program for 2020 to 2022 has ended, an evaluation process may be carried out to determine the effectiveness of the program to obtain information regarding the results and impact based on the Indonesian law (Regulation 4/2020, Article 21) which mandates monitoring and evaluation of training programs to ensure quality and accountability in procurement following the Republic of Indonesia Government Goods/Services Procurement Policy Institute Regulation Number 4 of 2020 concerning Training in Goods/Services Procurement in Article 21.

Evaluation functions as a series of overall systems that are used to see the effectiveness of a program aimed at achieving short and long-term programs in education and training. This systematic and continuous process is useful for obtaining quality and quantity reports and understanding the relevance of the program to student needs under the educational evaluation objectives stated in Law No. 20/2003 establishing evaluation as an essential component of education management, ensuring program effectiveness. This systematically ongoing process utilizes various tools evaluation to assess quality and quantity targeting program improvement and education achievement.

Based on the interesting dimensions to be researched, this study evaluates the implementation of a program designed to improve sales skills through government-aided training. The sub-focus is the context component which includes the juridical and legal basis, needs and targets, vision, mission, and educational and training objectives for developing sales force competence in the semi-assisted program of the government of the Republic of Indonesia. The input components which include curriculum preparation and learning design, monetary readiness, teaching and education staff, facilities and infrastructure as well as students in education and training for sales force competency development are programmed semi-assisted by the government of the Republic of Indonesia. The outcomes of this research are intended to serve as valuable input and recommendations for stakeholders involved in organizing the program, including the Coordinating Ministry for Economic Affairs and relevant State Administration Institutions of the Republic of Indonesia, facilitating their efforts to monitor and guarantee the quality of non-formal education initiatives.

METHOD

This research assesses how well evaluation of education management programs are being implemented by comparing data to established criteria and concluding (Arikunto, 2018:36). It uses a qualitative approach to gather detailed, real-world information through interpretation (Sugiyono, 2013:9). This research collected data through interviews, observing program activities, reviewing documents, and grand tour activities. Primary data was obtained from the interview method, while the secondary data was obtained from observation and documentation.

The documentation review included official reports from the government of the Republic of Indonesia, profiles of semi-assisted education and training programs from the government of the Republic of Indonesia, profiles of digital education and training platform organizers and partners, and official websites of the government of the Republic of Indonesia. and education and training providers, infographics from the government of the Republic of Indonesia and program organizers, schedules of education and training activities, data on students and alumni of education and training, academic documents and other supporting documentation. The informants or sources in this research are the Academic heads, Academic representatives, training providers, facilitators and alumni of salesperson education and training.

The evaluation chosen model is the CIPP model (Stufflebeam), which is a descriptive description of the source of the design of the implementation of education and training programs including the foundation of the guidelines for the provision of renewal and accountability reports, and decisions on program dissemination (Kellaghan, Stufflebeam, & Wingate, 2003: 34), but only two components will be used, namely the "Context" stage component which describes the objectives, strategies, and problems of perceived skills and skills and the economic, social, cultural situation that develops in the community, and the "Input" stage component includes a strategic plan set to achieve education and training goals, including a review of its relationship with students, educators, program design and curriculum, and infrastructure facilities.

The research design referred to in this evaluation research is systematic research according to the rules of research methodology which contains the substance following the program evaluation research guidelines with the CIPP model which is divided into (1)

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identifying objectives (2) selecting methods, (3) designing tools, (4) collect, (5) analyse and report the results. To check the data validity, researchers carry out triangulation using more than one method or data source in research, by referring to approaches that use various observers, theoretical perspectives, sources and methodologies (Bryman, 2012: 392).

RESULTS AND DISCUSSION

The evaluation model chosen in this study is the CIPP evaluation model on the application of the evaluation of the implementation of education and training for the development of salesperson competencies in the semi-assistance program of the Republic of Indonesia government, where the components to be evaluated are "Context and Input".

Context Evaluation assesses the needs of program or project beneficiaries such as students in educational units, collects and examines information about problems in the organization or environment that need to be resolved with the organization's goals and priorities (Stufflebeam & Zhang, 2017: 40). Context evaluation also identifies opportunities to help meet needs that are considered important for solving fundamental problems such as opportunities that are relevant to government assistance programs or projects to support improvement efforts such as those currently being undertaken (Stufflebeam & Zhang, 2017: 40). Ideally, the results of the Context evaluation will result in a decision whether to start improving a program or project. If a decision is made to carry out improvement efforts, the relevant organizational decision maker will clarify and determine the needs that must be met including related problems that must be resolved and the improvement goals to be achieved (Stufflebeam & Zhang, 2017:40).

Input evaluation where decision makers in the organization will evaluate input such as searching for relevant literature from previous research or follow-up studies as well as analysis by utilizing organizational data and information spread across beneficiaries or constituents (Stufflebeam & Zhang, 2017:41). At this stage, the plan will be compared with predetermined criteria, including projections of feasibility and success to meet the needs of targeted beneficiaries so that they can resolve basic problems and achieve program or project improvement goals (Stufflebeam & Zhang, 2017: 41).

A. Context Evaluation of Salesperson Competency Development Education and Training Program

The context evaluation serves several key objectives: (1) define program boundaries and settings, (2) identify beneficiaries and their needs, (3) pinpoint obstacles to meet the need fulfilment, (4) identify assets and opportunities, (5) set improvement goals, (6) validate improvement goals, (7) establish evaluation criteria (Stufflebeam & Zhang, 2017:44).

The "Kartu Prakerja" program's implementation as part of the National Economic Recovery (PEN) policy is secured by established laws and regulations at the national level, including:

1. Presidential Regulation No. 36 of 2020 concerning the Development of Work Competencies through the "Kartu Prakerja Program: it is stipulated that the program implementation will be overseen by the Job Creation Committee. This committee, is responsible for formulating and executing program policies, as well as monitoring and evaluating its effectiveness. An implementation team and implementing management. The team supports the committee's tasks and handles any additional assignments, while the management focuses on program execution. The implementing management within the ministry responsible for economic affairs, ensuring accountability to the committee. And, specifies that funding comes from the designated State Budget allocation within the General Treasury.
2. Presidential Regulation Number 76 of 2020 amends the earlier Regulation Number 36 of 2020 concerning the development of workforce competence through the "Kartu Prakerja" program. This program aims to enhance the skills and productivity of the workforce, ultimately empowering them and fostering entrepreneurship. Eligible individuals include laid-off workers, those seeking to upgrade their skills (including furloughed workers), and non-wage earners such as micro and small business owners. They receive financial assistance for online or offline training in work skills or entrepreneurship. It also claims that the program recipients are entitled to a certain amount of financial assistance to attend training, which can be conducted online or offline. The training is provided by private training institutions, state-owned enterprises, regional-owned enterprises, or the government, and must meet the requirements of cooperation with digital platforms and providing competence-based training that is in line with market needs, considering national, international, or specific job competence standards, and obtaining the approval of the implementing management. It also covers cooperation with digital platforms, the determination of program recipients, curated training, the amount of training program costs, incentives paid to beneficiaries, and the amount of service fee charged by digital platforms to training institutions. And covers cooperation with digital platforms, selecting and funding program beneficiaries, implementing management's curated training, incentives for beneficiaries, and service fees charged by digital platforms to training institutions.
3. Presidential Decree No. 113 of 2022 serves as the second amendment to Presidential Decree No. 36 of 2020, addressing the Development of Work Competencies through the "Kartu Prakerja" Program. The program eligibility expands to encompass both job seekers and employed workers. Participants must be Indonesian citizens aged 18 to 64 and not currently enrolled in formal education. "Kartu Prakerja" program to function beyond its initial function as a social assistance initiative during the

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COVID-19 pandemic. This normal scheme opens the door for adapting policies and actions concerning registration, participation, training, partnerships, training costs and incentives, and other relevant aspects.

4. The Minister of Economic Affairs Regulation No. 17 of 2022 serves as the implementing regulation for the Presidential Regulation No. 36 of 2020 on Developing Work Competencies through the "Kartu Prakerja" Program, as amended by Presidential Regulation No. 113 of 2022. This regulation details various aspects of the program: outlines how participants can utilize their program benefits for training and receive post-training incentives, and allows for online, offline, or blended training formats, catering to diverse participant needs, the program's focus on skills and entrepreneurship development, skills enhancement, and job skill transfer.

This Education and Training Program equips sales professionals with the skills and knowledge needed to excel in diverse sales environments. Based on the Indonesian Standard Classification of Occupations (2014), particularly Major Group No. 5 for Service and Sales Workers, the program targets Sales Workers who sell and display goods in various settings—wholesale or retail stores, markets, small shops, even door-to-door. They handle payments for purchases and manage small retail outlets.

Defined by the 2014 Indonesian Standard Classification of Occupations, The duty of a salesperson includes bringing goods in wholesale hubs, retail spaces, local markets, and even homes, through the magic of door-to-door sales. Engaging potential customers through product demonstrations and displays is key, along with handling immediate food sales and service. Sales Workers also manage inventory and purchase supplies, ensuring goods are attractively presented and packaged for sale. Additionally, they determine product assortments, inventory levels, and pricing. Proficiency in operating cash registers, scanners, computers, and other payment equipment is essential for recording and receiving transactions.

A.C. Company has joined the verified and validated network of education and training providers, offering diverse training programs tailored to learners' needs and interests. Their commitment to quality is evident in successfully passing a rigorous assessment encompassing comprehensive tests, governance inspections, and training evaluations. Notably, A.C. Company has been spearheading job competency development for Sales Workers since 2020, delivering impactful programs in; Public Speaking Techniques, Job Interviewing Techniques, Teamwork Techniques, Professional presentation techniques, Customer Complaint Handling Techniques, Self-Image Transformation Techniques, Customer Acquisition Techniques in Service Industries, Workplace Personal Branding Techniques, Telephone Communication Techniques, and Dealing with Potential Customers in Online Sales techniques.

B. Analysing the effectiveness of educational and training program inputs on developing competency of the sales force.

1. Curriculum planning and learning design of the sales force program

A curriculum is a set of designs and arrangements for education and training programs that contain aims, targets, descriptions, a list of subjects, subject references, syllabi, and teaching methods which are used as a guide for implementing learning activities (Basri & Rusdiana, 2015: 62).

According to the education and training program organizers, the results of interviews conducted with academic managers and facilitators, the designed curriculum is intended as detailed learning that is carried out systematically with coverage of learning objectives, main materials, methods and sources of teaching materials as well as learning phases. The syllabus used in this program is a type of skill based on skills that are aimed at listening to the main idea, comparing the main idea with supporting ideas, and a detailed identification process.

The competency-based curriculum in this program is intended as a general objective described in the form of basic competencies, for example in the program that has been implemented: the "Techniques for Getting Customers in the Service Sector" program, the learning description includes learning where participants are expected to be able to win competition in businesses in the service sector. traditionally or online, with learning materials including Service Introduction, Service Quality, Customer Satisfaction, Customer Communication, Service Business Ideas, How to Master Any Sales Conversation, and Sales Vocabulary. The targeted attitude change competencies are Communicative, Reflective, and Smart.

Additionally, the description of the target participants are workers who are currently working and already have experience in the field of sales of services and want to improve their career path, increase self-confidence at work increase working relationships between departments, improve communication competence in the world of work, increase public speaking competence in the sales process in the service sector. Study Period. The learning duration which is carried out remotely using the platform application method is 8 hours 15 minutes, with a description of 10 videos which are accessed independently by participants, inter-unit quizzes which are carried out independently and are automatically assessed, an independent final test with automatic assessment, and a scheduled webinar to meet with scheduled online teaching staff, as well as evaluation forms carried out by students online.

2. Monetary or financial aspects of the sales force program

Cost calculations can be based on calculations of real costs and fixed costs, where real costs relate to the effort required to produce educational services, while real costs can be interpreted as opportunity costs or opportunities for decision-making within education and educational training providers in achieving goals (Matin & Masduki, 2020:9).

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In this program, there is financial support from the government through the provisions of the regulations of the President of the Republic of Indonesia regarding costs incurred as a result of providing education and training for private educational institution partners and digital platform partners originating from the State Budget allocation within the General Treasury or APBN.

3. Teaching and educational staff of the sales force program

According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2009 concerning Qualification Standards for Supervisors in Courses and Training, it is stated that the qualification standards for supervisors in training require a match between the functions of the course and training where the teaching staff has a minimum academic qualification of Strata-1 education (Bachelor degree) or D-4 (Diploma degree), which is by the training objectives equipped with a supervisor competency certificate in training and work experience as an educator in the relevant field of expertise.

Facilitators in this salesperson occupational program at this education and training provider or A.C. Company, have a minimum of Strata-1 education (Bachelor degree), with a minimum of 10 years of teaching experience have worked in industries relevant to the title of the salesperson occupational program, and have been proven by education and training providers following the pan framework.

4. Facilities and infrastructure of the sales force program

According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 42 of 2009 concerning Standards for Course Management and Training, course managers are required to meet the standards for managing courses that apply nationally. Non-formal education units have a substantial position in providing learning opportunities for people in Indonesia to increase and improve knowledge, and develop skills. as well as skills and changes in attitudes for personal and professional development in the work ecosystem or independent business.

The facilities for implementing the salesperson occupational program at this education and training provider or A.C. Company include the entire range of tools and equipment to achieve learning objectives, while the infrastructure includes all the basic facilities needed to implement the educational function. In addition, the principles emphasized by institutions providing education and training are the principles of effectiveness and efficiency.

5. Participants of the sales force program

Students in this salesperson occupational program are job seekers and workers/labors who are Indonesian citizens, aged at least 18 years old and at most 64 years old, and they are not currently attending formal education.

Student development has been carried out through education and training providers with various activities developed by socializing student activities including information on improving the planning of teaching activity programs, increasing implementation of teaching activities, as well as increasing supervision, monitoring and evaluation of student teaching activity programs.

CONCLUSION

Research findings confirm the legal justification for implementing government-backed educational training programs aimed at enhancing salesperson job skills, particularly within the semi-assisted economic recovery program. This aligns with the urgent public demand for improved education quality and workforce competency development, which intensified following the 2020 Covid-19 outbreak in Indonesia.

To reach potential participants, the program's vision, mission, and objectives are systematically communicated through official government channels and collaborations with educational institutions and digital platforms. This comprehensive approach guarantees clear understanding and engagement about the details of the program within the community. There is financial support from the government in accordance with the provisions of the regulations of the President of the Republic of Indonesia regarding the costs incurred due to the implementation of education and training for private education institution partners and digital platform partners from the State Budget.

There are qualifications of facilitators as educators with a minimum education level of a Bachelor's degree and an increase in pedagogical and professional competencies for facilitators as educators through seminars, workshops, In-house Training conducted by education and training providers institutions or A.C. Company as well as digital platform partners and the Ministry's Program Implementation Management, the distribution of teaching assignments is by the framework of the curation guide "Trainer Profile Form" of the Ministry's Program Implementation Management, related to experience in the field of expertise, or expertise and there are qualifications of education personnel with a minimum education level of D-3 (3 year's diploma).

Facilities and infrastructure have met the minimum service standard provisions of the Ministry's Program Implementation Management, students who are accepted meet the criteria of the Ministry's Program Implementation Management requirements with a minimum passing score of 80/100 on the post-test and independent practice. Additionally, the organizers of education and training have implemented the development of student and alumni development management.

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