

Development & Implementation of Training

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INPUT

PROCESS

OUTPUT

Determine Factors that Facilitate Learning & Transfer

Alternative Instructional Methods

Instructional Strategy

Instructional Material

Instructional Equipment

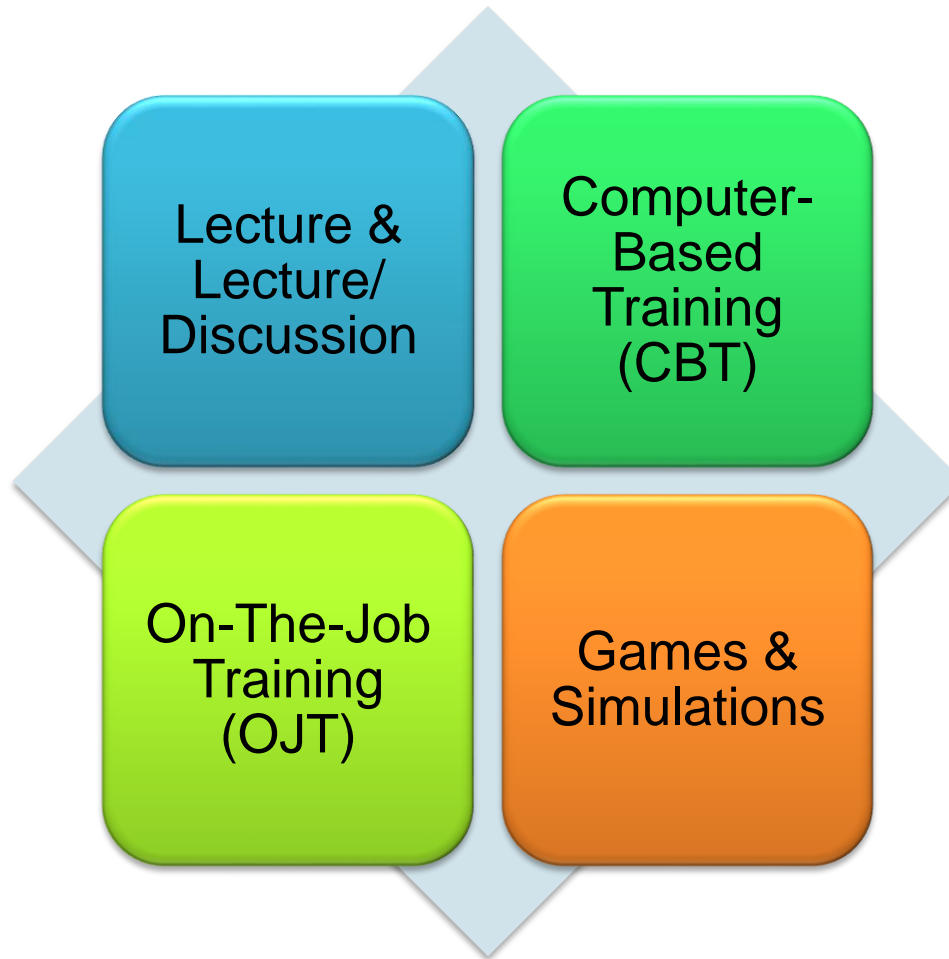
Trainee & Trainer Manuals

Facilities

Development Phase

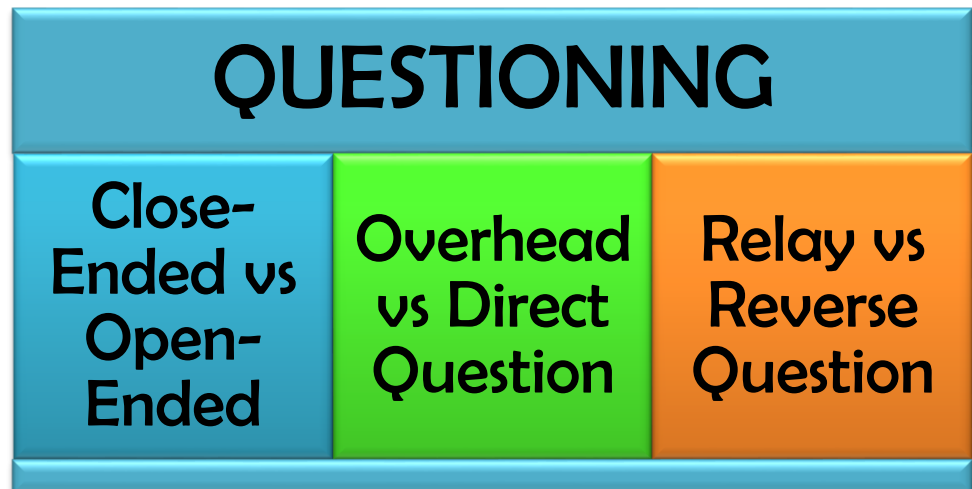
Instructional Methods

Metode Training (Blanchard & Thacker)



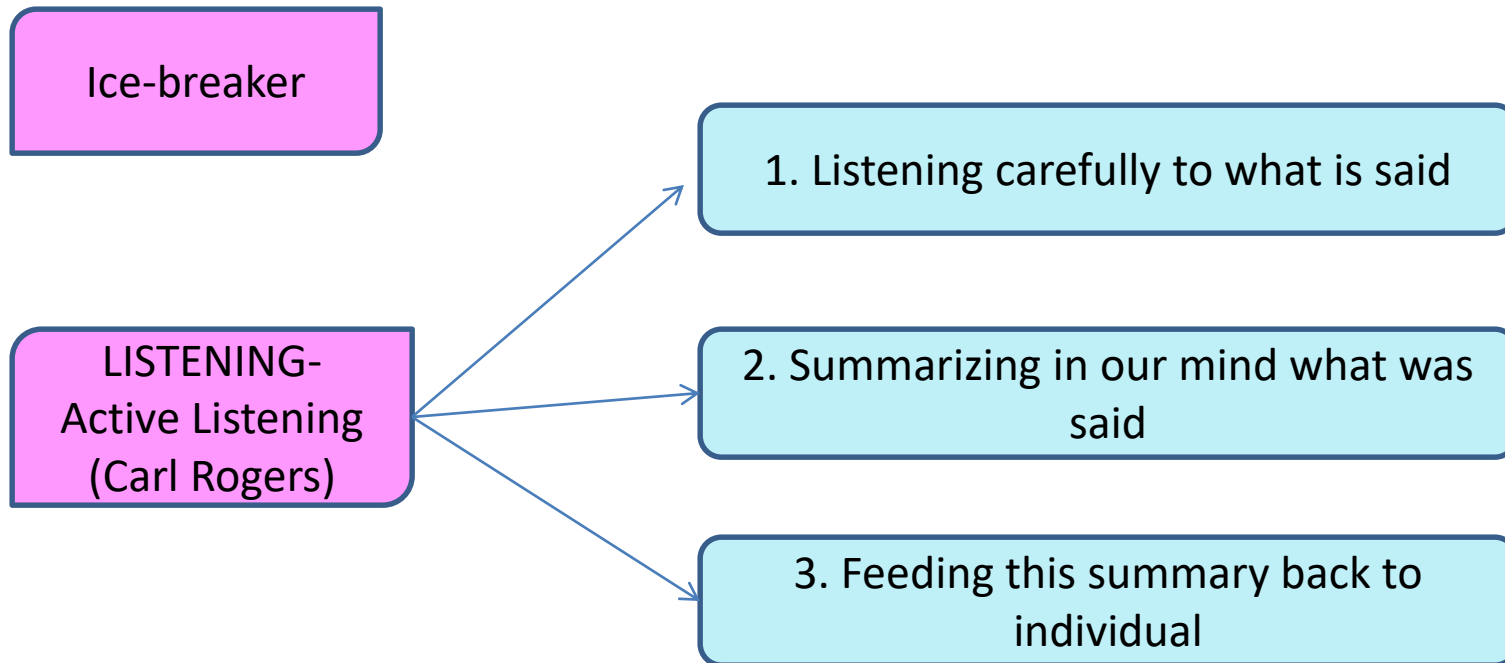
LECTURE

- Lecture dirancang untuk transfer informasi, hal ini dapat diterapkan ketika tujuan atau sasaran *knowledge & attitudinal* telah ditetapkan.
- Harus memfasilitasi komunikasi 2 arah → melalui diskusi dan *questioning*.



Encouraging Trainee to Respond

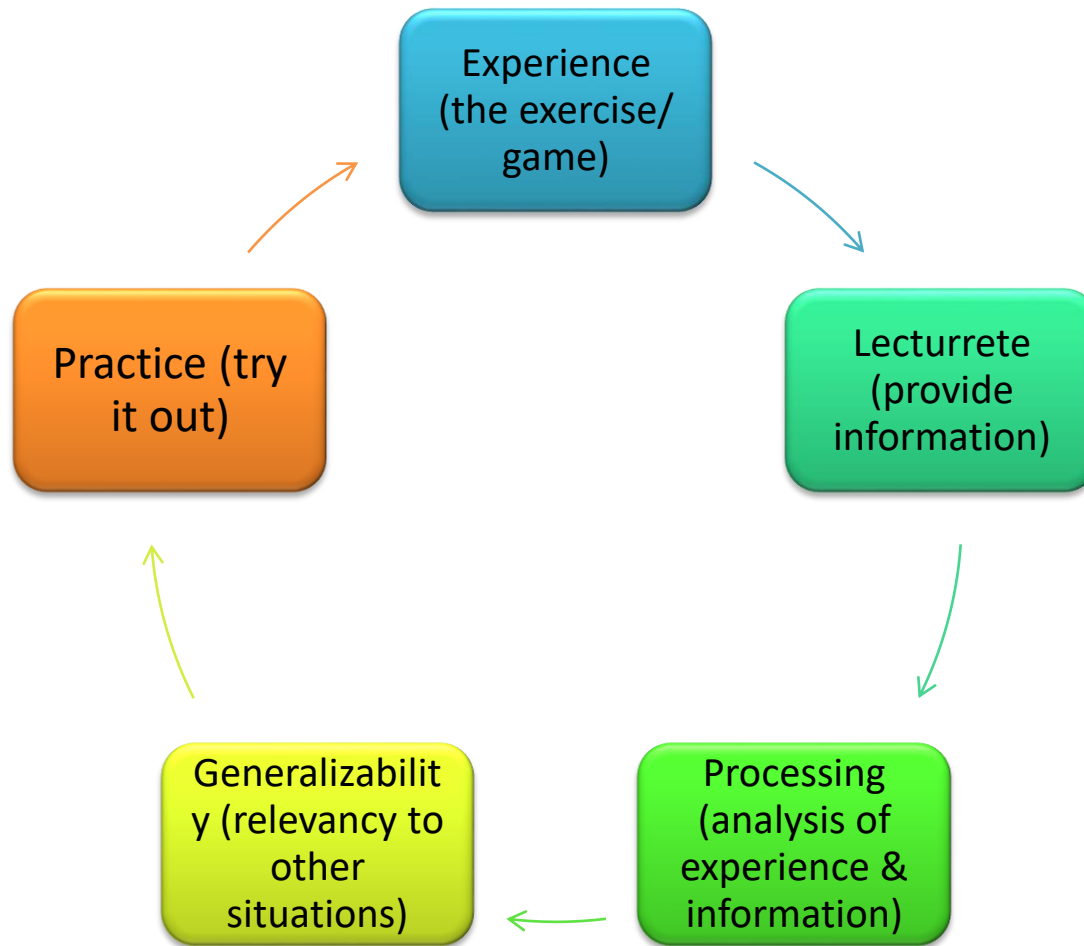
1. Do not rush to fill the silence.
2. Ask them to write out an answer.



Techniques for Maintaining Interest

1. Effective questioning & listening
2. Move around while talking
3. Use nonverbal communication
4. Get rid of dysfluencies
5. Provide Variety

Experiential Learning Model



COMPUTER-BASED TRAINING (CBT)

- CBT sangat efektif untuk *declarative knowledge*.
- Trainee dapat menyelesaikan training sesuai dengan kapasitasnya (*own pace-own time*) dan dari berbagai lokasi/ tidak harus hadir di ruangan training khusus.
- *CBT can handle knowledge-based training, while classroom training and OJT can deal with the hands on practice.*
- Dalam program CBT ada tiga hal yang harus dipertimbangkan (1) **Self-pacing** membuat trainee dapat memilih topik yang ingin dipelajari dengan tingkat kesulitan dan metode instruksi yang disesuaikan dengan keinginan sendiri; (2) **Level of interactivity** mengacu pada kemampuan program dalam merespon pertanyaan trainee; (3) **The sophistication of the multimedia** yaitu hubungan antara porsi audio dan visual dalam program training.

GAMES AND SIMULATIONS

EQUIPMENT SIMULATORS

- Jika *technical skills* dalam mengoperasikan atau menjalankan suatu peralatan menjadi fokus training.
- Untuk pekerjaan dimana error merupakan hal yang fatal terjadi.
- Harus memasukkan *real situations*.

BUSINESS GAMES

- Fokus pada *cognitive skills*
- Intercompany & Intracompany Business Games → with & without competition
- Harus mencari yang relevan dan fokus pada satu bidang

IN-BASKET

- Fokus pada *cognitive skills*
- Jika learning objectives nya fokus pada prioritizing, organizing & planning, & decision making.
- Dibatasi waktu.

CASE STUDY

- Fokus pada *cognitive skills*
- Trainee membaca kasus dan punya cukup waktu untuk mengembangkan jawaban dari kasus tsb
- Trainer memfasilitasi diskusi.
- Terutama pada problem solving skill.

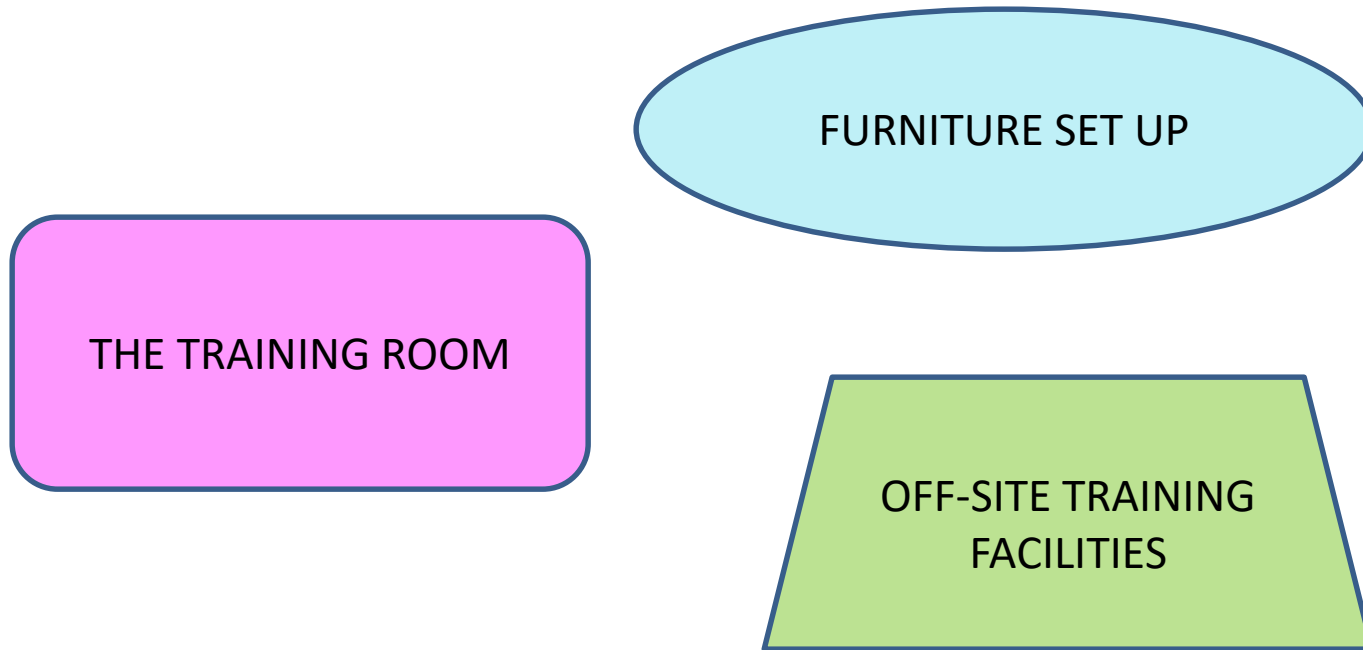
ROLE PLAY/ BEHAVIOR MODELING

- Goal dari training adalah interpersonal skills
- Feedback menjadi komponen penting
- Pada behavior modeling membutuhkan video.

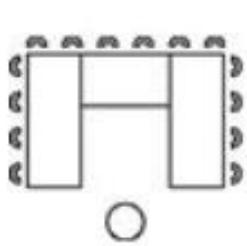
ON-THE-JOB TRAINING

- **Job Instruction Training (JIT):** 4 steps prepare-present-try out-follow up.
- **Apprenticeship** membagi kegiatan menjadi *classroom training* dan *workplace*.
- **Coaching** dimana supervisor menjalin hubungan dengan bawahan; supervisor secara berkelanjutan menganalisa kinerja bawahan, menyediakan iklim yang suportif, dan memotivasi bawahan untuk terus maju.
- **Mentoring** biasanya dilakukan di level yang lebih tinggi dalam organisasi. Misal: senior manager menjadi mentor bagi junior manager.

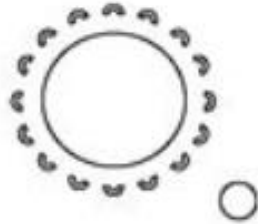
Facilities



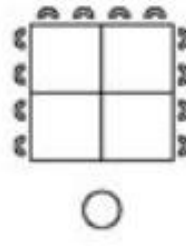
Room Arrangement



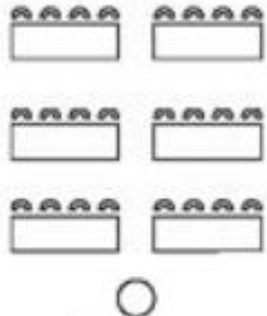
U-shape



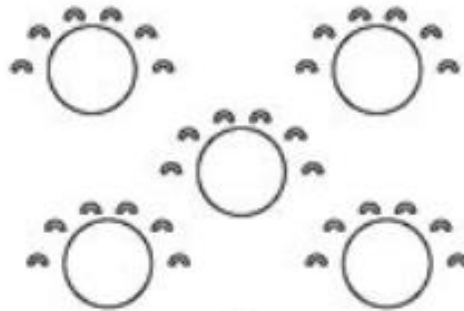
Single square or round



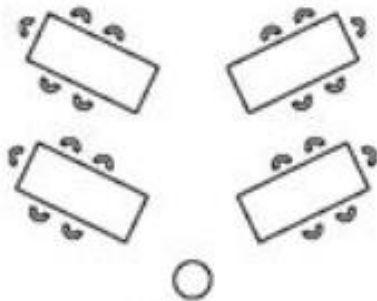
Conference



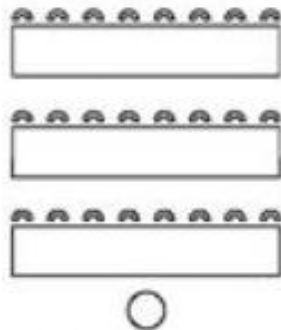
Classroom



Clusters



V-shape



Traditional classroom

Seating arrangements.

THE TRAINER

- Trainer credibility (first impression & experience)
- Trainer KSA's needed

KNOWLEDGE

- Subject matter
- Organization
- Adult learning process
- Instructional methods

SKILLS

- Interpersonal communication skills
- Verbal skills (ability to explain clearly): active listening, questioning, providing feedback
- Platform skills (ability to speak with inflection, gesture appropriately, and maintain eye contact)
- Organization skills (ability to present information in logical order and stay on point)

ATTITUDES

- Commitment to organization
- Commitment to helping others
- High-level of self-efficacy

Integrated Instructional Strategy

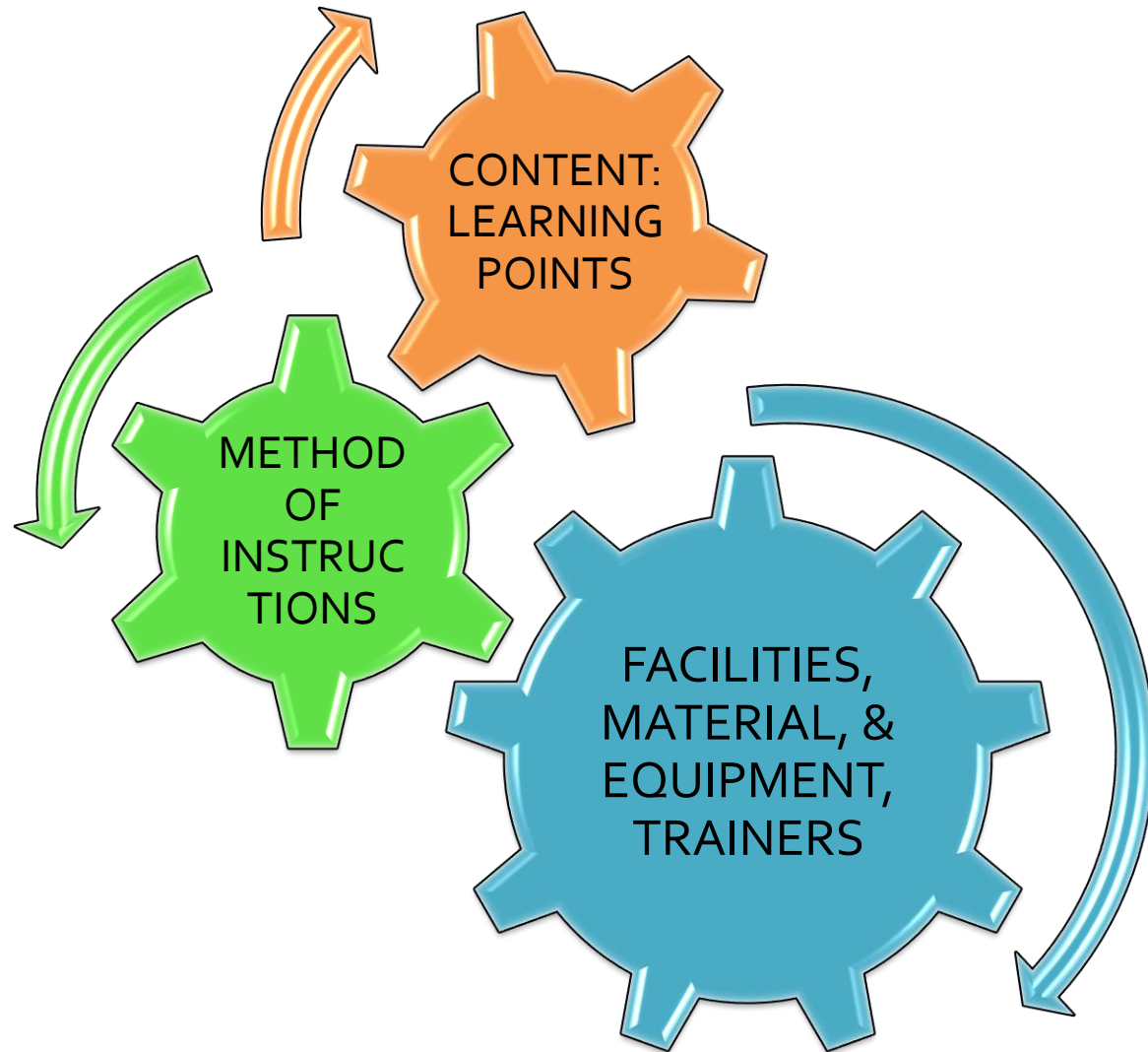


TABLE 8.12 Components of Instructional Strategy

Program Development Plan

Name of Program: Pipe Fitting I

Target Population: Apprentices who have successfully passed the gas fitters exam

Overall Training Objective: Trainees will be able to examine a work project and with appropriate tools; measure, cut, thread, and install the piping according to standards outlined in the gas code.

<i>Learning Objective</i>	<i>Learning Points</i>	<i>Method</i>	<i>Material and AV</i>
1. Using a tape measure, determine the length of and number of pipes necessary to connect the furnace to the gas meter in a manner that meets the gas code	1. Take into account the extra length necessary because of threading 2. Take into account that length is reduced by different fittings, e.g., street elbow, union, elbow, etc. 3. How to construct appropriate drop for furnace	Lecture and simulation	Trainee manual Overhead projector Assortment of 1-inch and 3/4-inch fittings; elbows, street elbows, and unions Mock meter and furnace setup Tape measure, no pads
2. Use threading machine to cut and thread length of pipe required	1. Length of thread required 2. Importance of cutting and reaming, measuring, and use of threading machine oil	Lecture and simulation	Trainee manual VCR and TV Threading tape Threading machine Steel pipe Oil Tape measure

Facility and configuration:

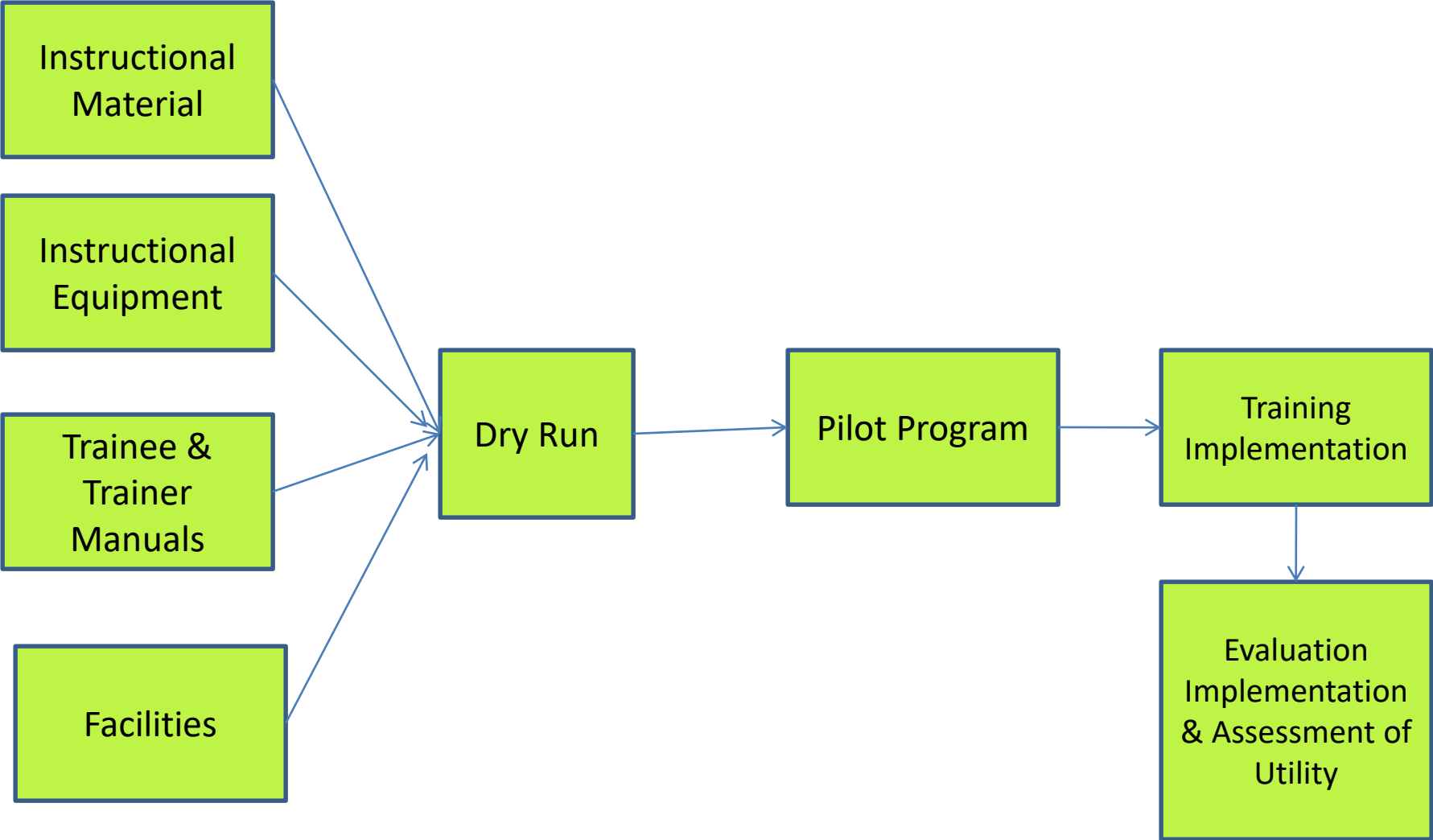
Trainer:

Measures to assist transfer:

Method of evaluation:

The Strategy

Implementation Phase of the Training Model



INPUT

PROCESS

OUTPUT

DISKUSI

- Selama Ujian Compre kelas diharap tenang!
- Duduk per kelompok silahkan bahas dan lanjutkan laporan training kelompok bagi yang sudah melakukan training.
- Bagi yang belum, buat rundown dan materi ppt yang akan dipresentasikan dalam training kelompok.
- Consult anything relate your training project with lecturer during this class.