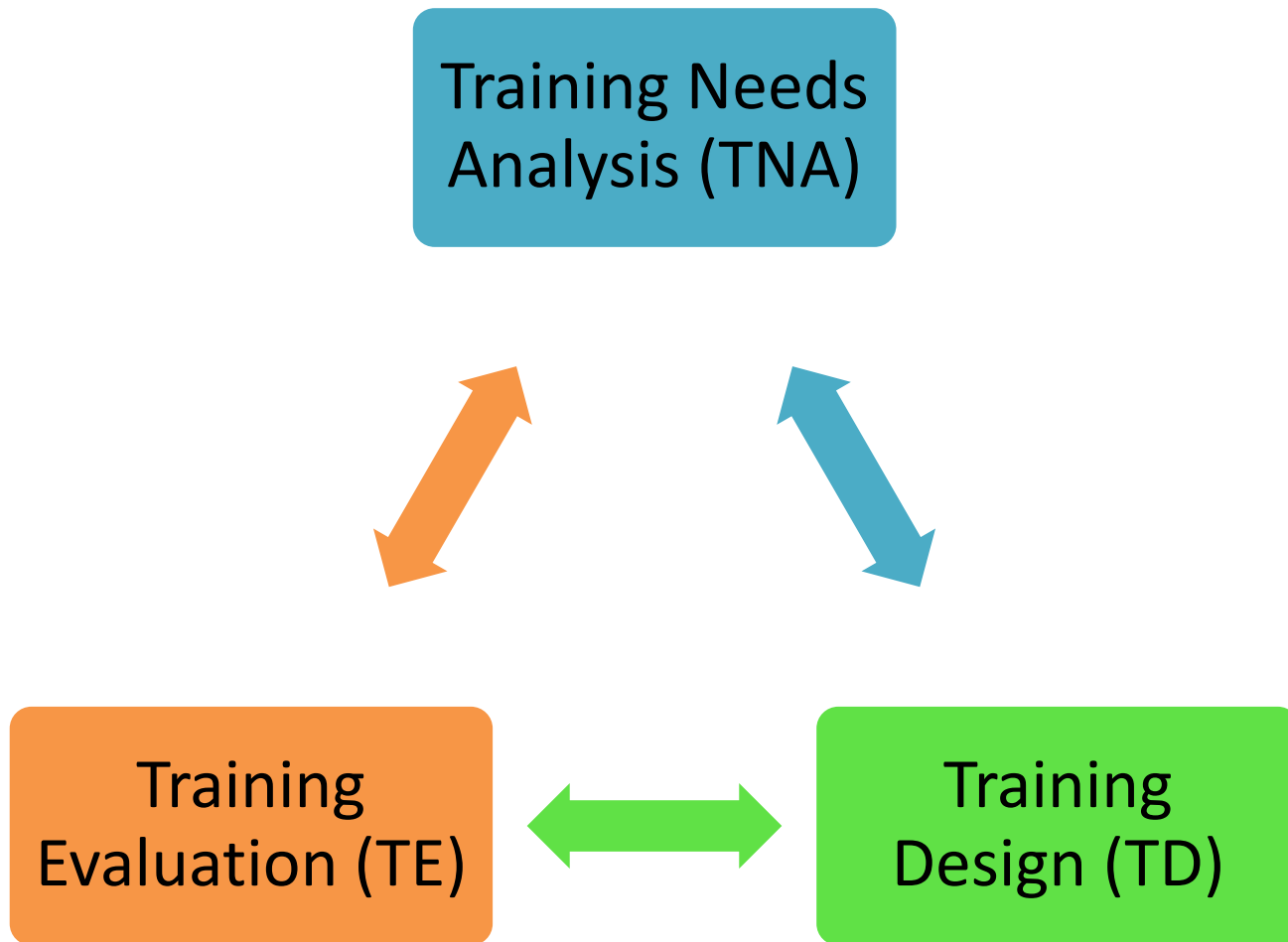


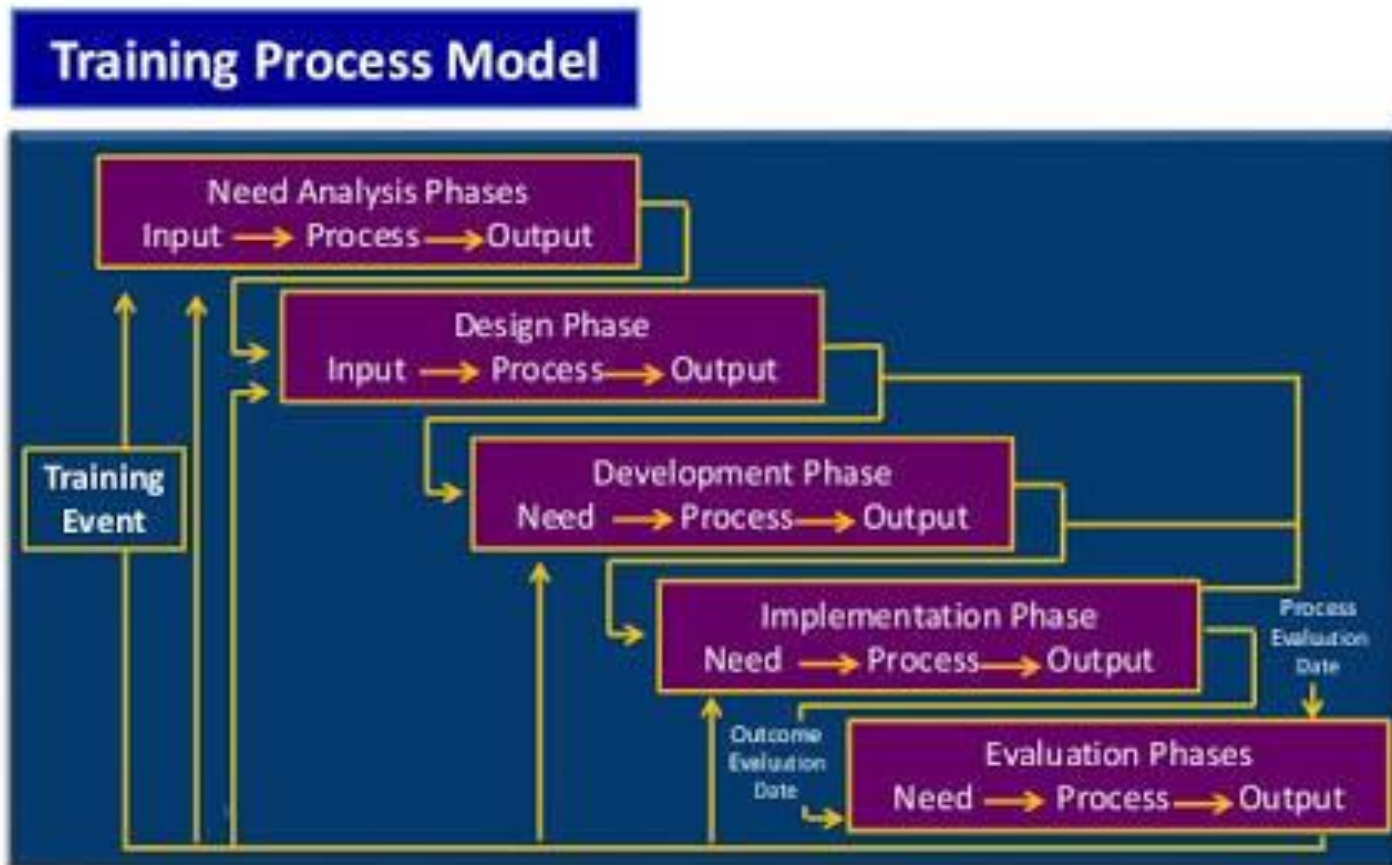
# TRAINING DESIGN (TD)

Cut Sarah, M.Psi., Psikolog

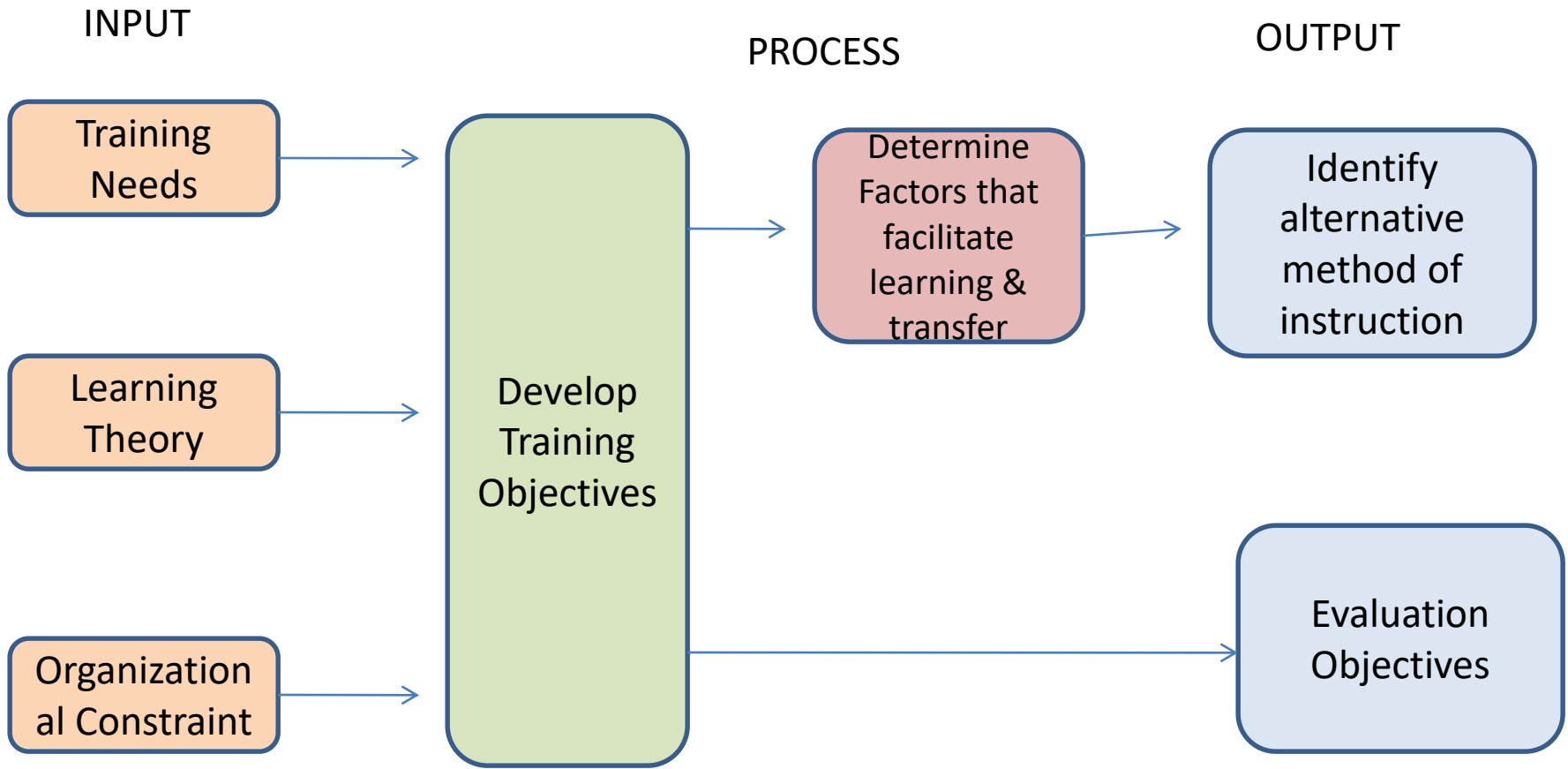
# Training Cycle (Siklus Training)



# Training Processes Model



# **THE FRAMEWORK FOR CONDUCTING A TRAINING DESIGN (TD)**



# DESIGN PHASE

# Overview

- Output dari proses sebelumnya (TNA) yang mengidentifikasi **training needs (KSAs)** akan mengarah pada proses selanjutnya yaitu Training Design (TD).
- KSAs → Training Objectives → Training Design (content, methods, material, etc).
- Keputusan mengenai TD harus mengintegrasikan apa yang kita ketahui mengenai “*how people learn*” (**learning theory**) dengan “*what they need to learn*”. Dalam rencana ini juga harus mempertimbangkan **organizational constraints** (*money, time, facilities, etc*).

# DEVELOPING OBJECTIVES

- **Training Objectives** adalah semua sasaran dan tujuan yang dikembangkan untuk program training.

TYPES OF TRAINING OBJECTIVES	
<b>1. Trainee Reaction Objectives</b>	Describes the desired trainee attitudinal and subjective evaluations of training
<b>2. Learning Objectives</b>	Describes the type of behavior that will demonstrate the learning, the conditions under which the behavior must occur, and the criteria that will signify that a sufficient level of learning has occurred
<b>3. Transfer of Training Objectives</b>	Describes the job behaviors that will be affected by training, the conditions under which those behaviors must occur, and the criteria that will signify that a sufficient transfer of learning from training to the job has occurred
<b>4. Organizational Outcome Objectives</b>	Describes the organizational outcomes that will be affected by the transfer of learning to the job and the criteria that will signify that organizational outcome objectives have been achieved

# Writing a Good Learning Objectives

- A good objectives memiliki tiga komponen (Mager, 1975):
  1. **Desired Outcome:** Apa hasil yang diharapkan terjadi?
  2. **Conditions:** Pada kondisi seperti apa hasil yang diharapkan terjadi?
  3. **Standards:** Apa kriteria yang menandakan bahwa hasil dapat diterima? *Accuracy-Quality-Speed*

Ex:

“After completing training, participants will, using active listening skills (**standard**), be able to respond angry customer (**conditions**), to calm him down (**desired outcome**).”

# Manfaat Training Objectives

## THE TRAINEE

- Trainee memahami apa yang diperlukan di akhir training.
- Trainee akan lebih mudah mencapai tujuan yang ditetapkan.

## THE TRAINING DESIGNER

- Membantu dalam mengarahkan pembuatan *training package*
- Membantu tetap *on track*

## THE TRAINER

- Dapat memfasilitasi proses belajar secara lebih efektif.
- Membantu trainer dalam menekankan beberapa bagian training dengan tujuan yang dibuat.

## TRAINING EVALUATOR

- Menetapkan perilaku akhir yang diharapkan di akhir training.

# ORGANIZATIONAL CONSTRAINTS

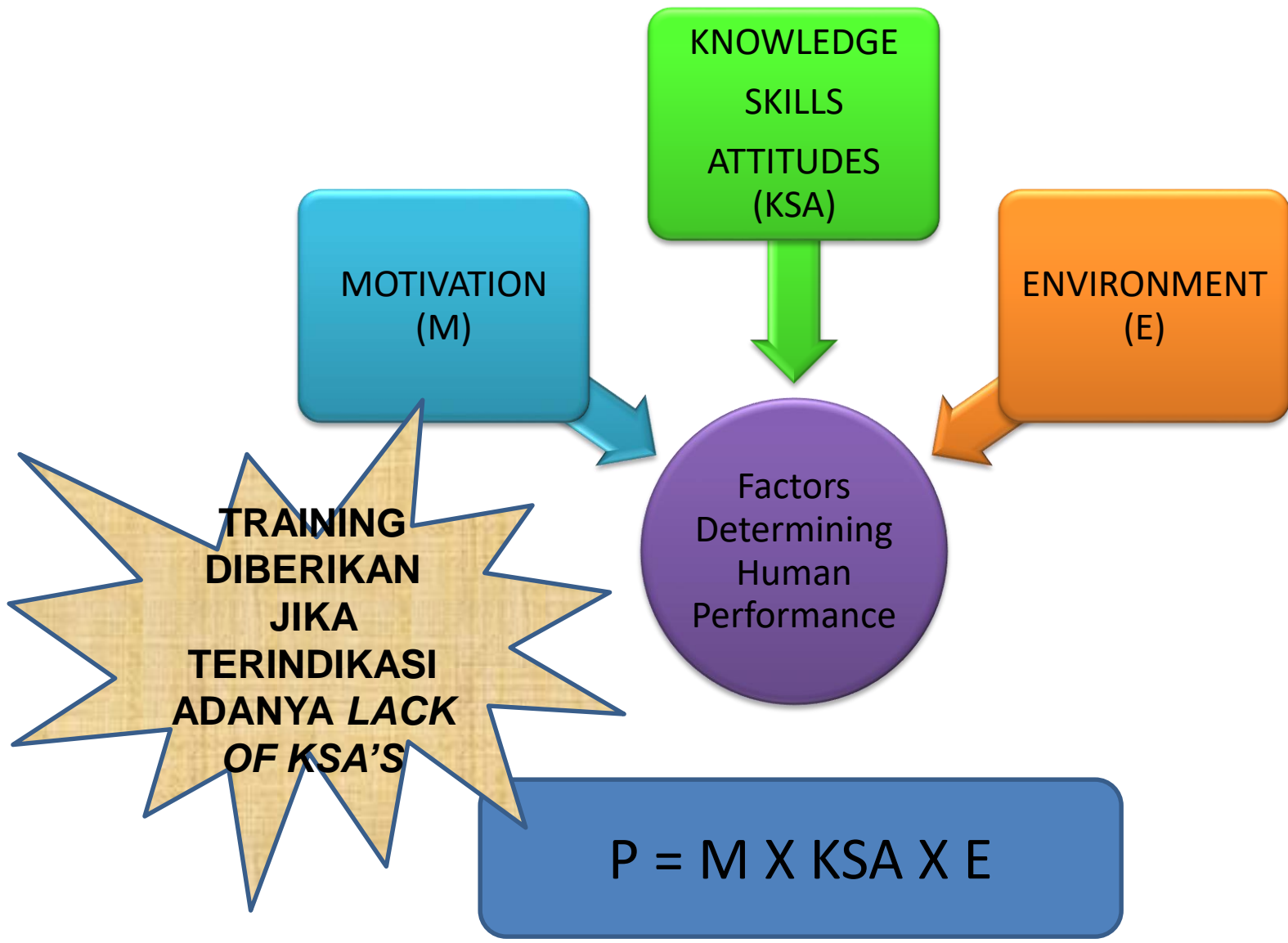
Dua kategori utama hambatan yang berdampak pada training yang akan diberikan:



# FACILITATION OF LEARNING:

## Focus on the Trainee

1. KSAs (INDIVIDUAL DIFFERENCES) → akan mempengaruhi bagaimana seseorang belajar.  
Solusi: (1) Memberikan training yang sama pada setiap orang, tetapi harus mencakup semua preferensi belajar dari setiap orang. (2) Membuat training yang terpisah-pisah sesuai dengan gaya belajar dari setiap individu.
2. MOTIVATION OF TRAINEE → Ingat formula ( $P=M \times KSA \times E$ ) mengindikasikan kurangnya motivasi akan mencegah proses belajar. Training harus diciptakan bukan hanya menyediakan KSAs tetapi juga memotivasi trainee untuk belajar dan menerapkan KSAs dalam pekerjaannya.



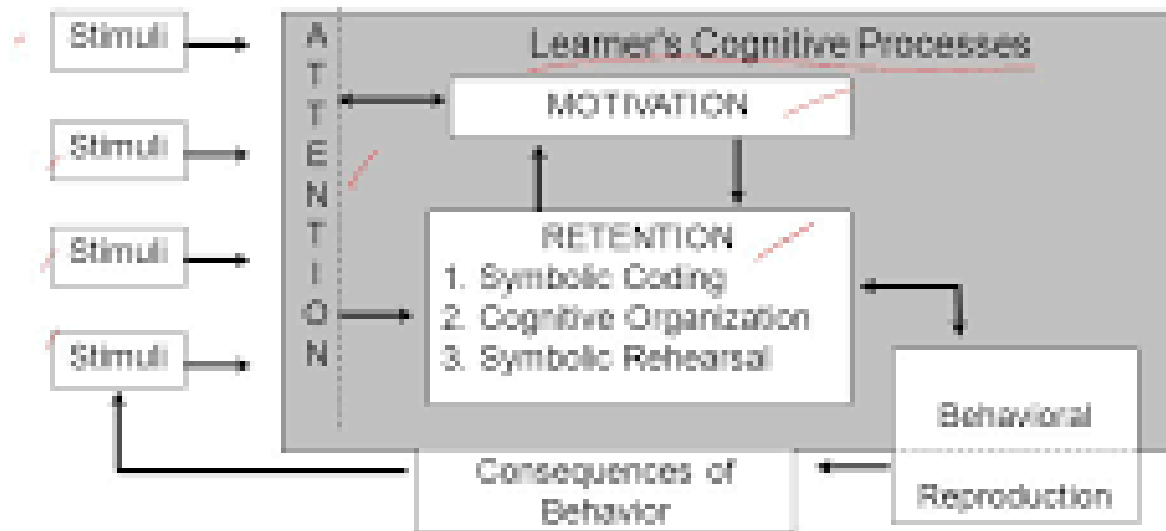
# FACILITATION OF LEARNING: Focus on Training Design

## LEARNING PROCESS AND CORRESPONDING TRAINING EVENTS

<b>ATTENTION/ EXPECTANCY</b>	Learning environment, pretraining communications, statement of objectives and process, highlighting of key learning points
<b>RETENTION</b>	
Activation of memory	Stimulation of prior related learning
Symbolic coding & cognitive organization	Presentation of various encoding schemes and images, associations with previously learned material, order of presentation during training
Symbolic rehearsal and cues for retrieval	Case studies, hypothetical scenarios, aids for transfer of learning (identical elements and principles)
<b>BEHAVIORAL REPRODUCTION</b>	Active and guided practice (role plays and simulations)
<b>REINFORCEMENT</b>	Assessment and feedback (positive and/or negative)

# The Cognitive Processes Involved in Social Learning

EXTERNAL ENVIRONMENT



# FACILITATION OF TRANSFER: FOCUS ON TRAINING DESIGN

- Transfer of Training menunjukkan seberapa banyak apa yang dipelajari dalam training ditransfer pada pekerjaan.
- Cascio (1995) menyatakan bahwa ada tiga kemungkinan terkait transfer of training:
  - 1) A higher level of job performance (**positive transfer**)
  - 2) No change in job performance (**zero transfer**)
  - 3) A lower level of job performance (**negative transfer**)

Conditions of  
Practice

Identical  
Elements

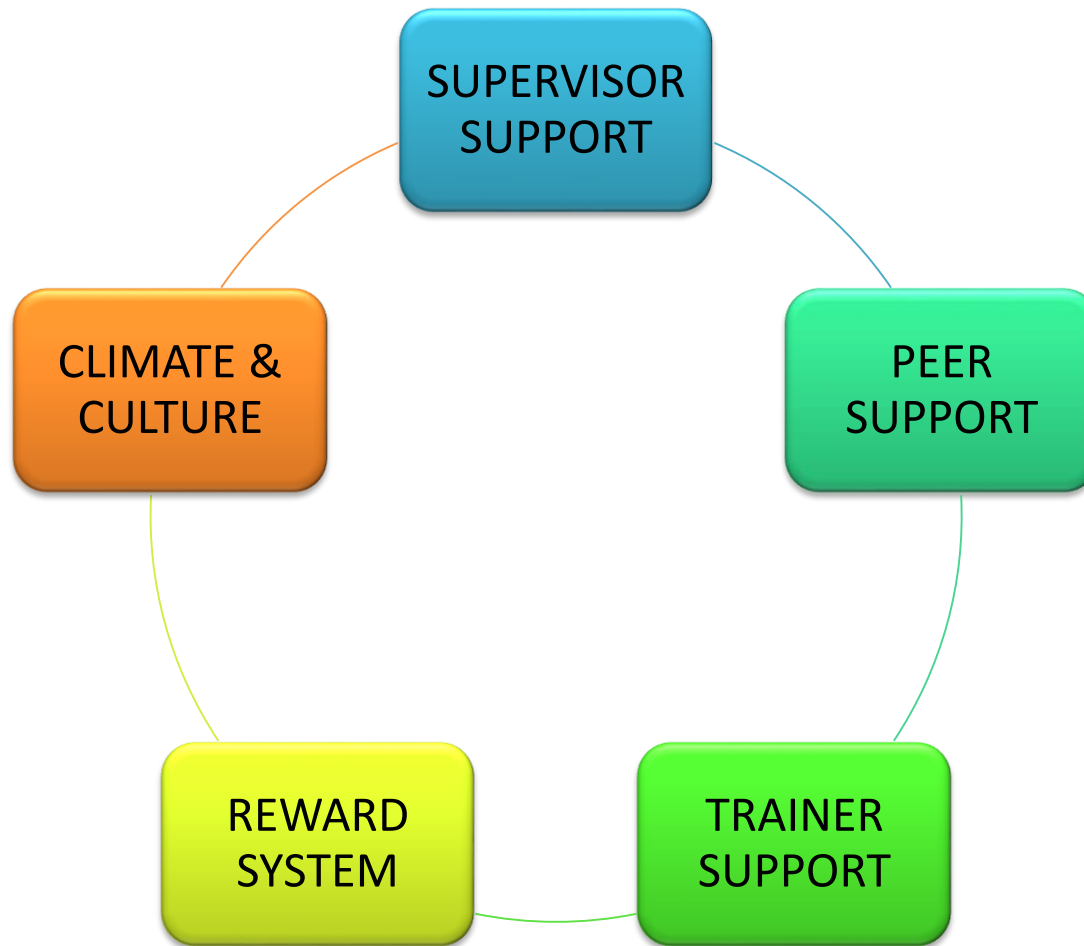
Stimulus  
Variability

Knowledge of  
Result

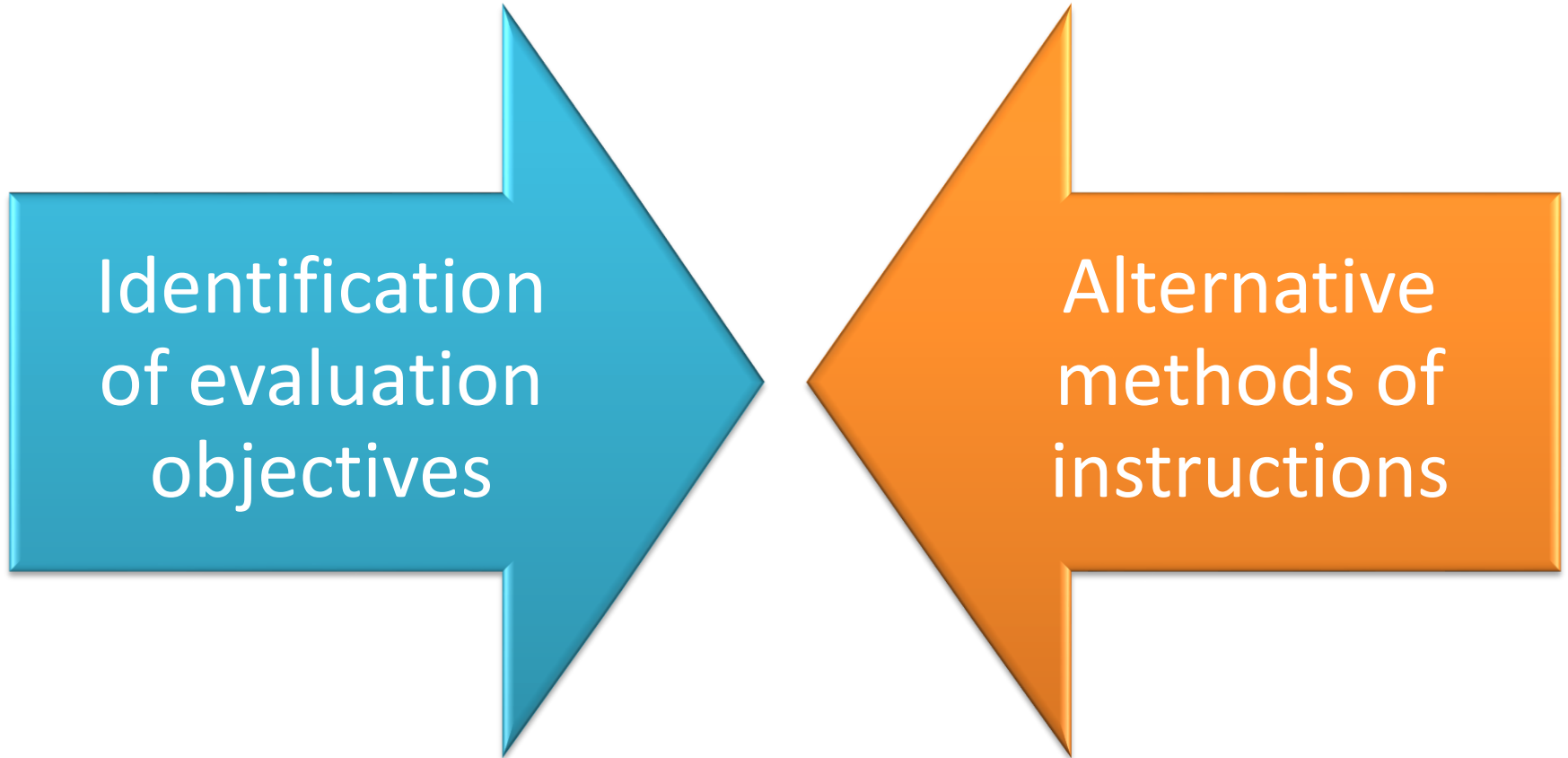
The strategies  
used to  
retention

Goal Setting

# FACILITATION OF TRANSFER: FOCUS ON ORGANIZATIONAL INTERVENTION



# OUTCOMES OF DESIGN (OUTPUT TD)



# DISKUSI

- Diskusikan mengenai gambaran training yang akan dilakukan kelompok?
- Jelaskan aplikasi TNA pada level *organizational*, *operasional*, dan *person analysis* yang akan kamu lakukan?
- Identifikasi mengenai input dalam TD (*learning theory, training needs, organizational constraint*) yang akan kelompok Anda analisis.
- Rumuskan *training objectives* sesuai dengan kriteria yang telah dipaparkan.