

Entrepreneurship Training Evaluation of Ecovillage Community Volunteers in the Citarum Watershed, West Java Indonesia

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ABSTRACT

This study aims to determine and analyse the evaluation of entrepreneurship training conducted in the ecovillage community in the Citarum Watershed in West Java. The training in evaluation is entrepreneurship training, which was attended by volunteers of the ecovillage community. The evaluation model used was the *Kirkpatrick training evaluation model* consisting of four levels: *reactions, learning, behaviour and results*. Quantitative research with descriptive research type was used as the research method. The population of this study was 500 volunteers of the ecovillage community in the Citarum Watershed in West Java Province. The sample in this study was the size of 100 respondents. Results of the study showed that the entrepreneurship training participated by the volunteers was effective. This statement is supported by the results of a survey, which shows a percentage of 84.6%. Results show that the training carried out extremely well. The *reaction stage* showed 87.10%, which is extremely high, whereas the lowest number was at the results stage. At this stage, evaluation results showed 81.45%, which indicated that the influence of the training on the expected results was in the high category.

Keywords: Training Evaluation, Entrepreneurship, Volunteer, Ecovillage Community, Citarum Watershed.

1. INTRODUCTION

Volunteers are people who have the motivation to work without considering financial and material rewards. Volunteers hope that their contribution to society and the surrounding environment can provide benefits to human life, such as the volunteers of the ecovillage volunteer community of the Citarum Watershed, West Java.

On the basis of the preliminary findings of West Bandung Regency, 10 villages have an active ecovillage community. This community is directly fostered by the West Java Provincial Environment Agency and still has a companion or facilitator. The names of the villages being coached are the villages of Kertajaya, Batujajar Timur, Pangauban, Galanggang, Mekarjaya, Tanjungjaya, Cibodas, Suntenjaya, Cikole and Langen Sari.

One of the ways to improve volunteers' ability to assist the community is to have entrepreneurial skills. Such training intends volunteers to assist the community to be independent, especially in terms of utilizing the waste around the Citarum Watershed, such that it becomes valuable and has a selling value.

The problem that occurs in the ecovillage volunteers in West Bandung Regency is that the entrepreneurship training that is followed by ecovillage volunteers has not been evaluated in a planned and routine manner, as indicated by the presence of the same entrepreneurship training conducted for ecovillage volunteers. The level of effectiveness or success of the training is not systematically recorded/documentated. Thus, how effective the training is for the entrepreneurial attitudes and behaviour of the volunteers is uncertain.

2. LITERATURE REVIEW

2. 1. Entrepreneurship

Entrepreneurship is a combination of one's attitudes and beliefs in facing a task or job, which is internal, highly relative and dynamic and is largely determined by its ability to start, carry out and complete a job. Self-confidence influences ideas, initiative, creativity, courage, persistence, work enthusiasm and passion for work. The key to success in business is understanding oneself. Therefore, a successful entrepreneur is that who is independent and confident.

In contrast to Meredith et al., Hagen (2000: 39) emphasized entrepreneurship from the following innovational personality traits:

- a. Openness to experience—open to experience
- b. Creative imagination—has the ability to work with imagination.
- c. Confidence and content in one's own evaluation—has confidence in his self- assessment and steadfastness.
- d. Satisfaction in facing and attacking problems and in resolving confusion or inconsistency—always having satisfaction in facing and solving problems.
- e. Has a duty or responsibility to achieve—has a duty and a sense of responsibility to achieve.
- f. Intelligent and energetic—have intelligence and energy.

The creative and innovative processes described above cannot be conducted by everyone. Both attitudes, according to Suryana (2003: 12), are only performed by people who have an entrepreneurial spirit and attitude, that is,

- a. Confident (confident, optimistic and full of commitment);
- b. Take initiative (energetic and confident);
- c. Have an achievement motive (result-oriented and forward-looking);
- d. Have a leadership spirit (dare to be different and take calculated risks);
- e. Like challenges.

A person who has the courage to pioneer and tries to grow his business, of course, has positive values that are embedded in his soul. Meredith et al. (2002) suggested that the essential values of entrepreneurship are:

- a. Self-confidence
- b. Task- and result-oriented
- c. Courage to take risks.
- d. Leadership

- e. Originality: Creativity and innovation
- f. Oriented to the future.

2.2 Training Effectiveness

According to Hariandja (2002), training is a planned effort by the organization to increase the knowledge, skills and abilities of employees. According to Handoko (2005) that stated training is an effort to improve mastery of various skills and specific, detailed and routine work implementation techniques. According to Jackson et al. (2006), training is a deliberate attempt to improve current and future performance by helping employees acquire the skills, knowledge and attitudes needed to be competitive. Training is designed to meet different objectives and is classified in several ways.

Conducting a training impact analysis is important to maintain and ensure that the training held can increase the competence of training participants. Various models have been proposed for evaluating training outcomes, including Kirkpatrick. The training evaluation model according to Kirkpatrick (Sudjana, 2006) evaluation of the effectiveness of the training program includes four levels of evaluation, namely, Level 1- Reaction, Level 2-Learning, Level 3-Behaviour and Level 4-Result.

2.3 Evaluating Reaction

Evaluating the training participants' reactions implies measuring participant (customer) satisfaction. A training program is considered effective if the training process is fun and satisfying for the trainees, such that they are motivated to learn and practice. In other words, training participants will be motivated if the training process runs satisfactorily for the participants, which in turn will lead to a pleasant reaction from the participants. Conversely, if the participants are not satisfied with the training process that is being followed, then they will not be motivated to take further training. Thus, the success of the training process is inseparable from the interest, attention and motivation of the training participants in following the course of the training activities. People learn better when they react positively to the learning environment (Sudjana, 2006).

The satisfaction of training participants can be assessed from several aspects, namely, material provided, facilities available, strategy for delivering the materials used by the instructor, available learning media, schedule of activities, and presentation of consumption (Sudjana, 2006).

2.4 Evaluating Learning

According to Kirkpatrick (1988), learning can be defined as the extent to which participants change attitudes, improve knowledge, and/or increase skills as a result of attending a program. In a training program, instructors can teach knowledge, attitudes and skills. Training participants are said to have learned if they have experienced changes in their attitudes, improved their knowledge and increased their skills. Therefore, these aspects must be assessed to measure the effectiveness of a training program.

Without a change in attitude, an increase in knowledge and an improvement in skills for the training participants, the program can be said to be a failure. Some of the evaluating learning assessments are called learning output assessments. Therefore, measuring learning

outcomes (learning measurement) implies determining one or more of the following: a) what knowledge has been learned; b) what attitudes have changed; and c) what skills have been developed or improved (Sudjana, 2006).

2.5 Evaluating Behaviour

Evaluation at Level 3 (evaluation of behaviour) is different from the evaluation of attitudes at Level 2. Attitude assessment at Level 2 is focused on the changes in attitudes that occur when training activities are conducted. Thus, such assessment is more internal in nature. Conversely, behavioural assessments are focused on the change behaviour after the participants return to work, that is, the changes in attitude that have occurred after attending the training will also be implemented after the participants return to their workplace. Hence, such behaviour assessment is more external in nature.

What behavioural changes occur in the workplace after the participants join the training program? In other words, what needs to be assessed is whether the participants feel happy after attending the training and returning to the workplace. How participants can transfer the knowledge, attitudes and skills acquired during the training to be implemented in their workplace is also assessed. The change in behaviour after returning to the workplace is measured; this Level 3 evaluation can be called an evaluation of the outcomes of training activities (Sudjana, 2006).

2.6 Evaluating Result

Evaluation of results in Level 4 is focused on the final result that occurs because participants have followed a program. The final outcome category of a training program includes an increase in production, an increase in quality, a decrease in costs, a decrease in the quantity of work accidents, a decrease in turnover and an increase in profits. Some programs have the aim of increasing work morale and building better teamwork. In other words, this level evaluates the effect of the program (Sudjana, 2006).

3. RESEARCH METHODS

This study used a descriptive research method. A descriptive study does not focus considerably on data depth; what is important is that it can record as much data as possible from a wide population (Mashyuri and Zainuddin, 2008). The object of this study is the evaluation of entrepreneurship training in ecovillage communities. The unit of analysis in this study is the ecovillage community in West Bandung Regency.

The data in this study were collected through primary and secondary data. Primary data are data obtained through observation and interviews. Observation denotes directly observing the conditions in the field. Interviews denotes asking oral questions to research subjects, namely, volunteers of the ecovillage community in West Bandung Regency. Interviews were conducted with all the volunteers of active ecovillage communities who were sampled. The results of these interviews were then classified and organized and then included in the discussion. Questionnaires were distributed to the respondents. Secondary data are those taken because they are related to the analysis of the influence of training, competence and business growth. Such data were obtained from literature studies, information from the Internet in the form of research journals and the West Bandung Regency government. The unit of analysis in this study is the members of the ecovillage community in West Bandung Regency.

The sample in this study is 100 respondents.

Table 1 Dimensions of Training Effectiveness

Dimensions	Indicators
Reaction	Helpful Challenging Structured
Learning	Knowledge Skills Mental attitude
Behaviour	Responsibility for work Work motivation Show good performance in sustainable manner
Result	Productivity Efficiency Effectiveness

Source: Kirkpatrick, 1976

4. RESULTS AND DISCUSSION

A training is intended to improve the abilities or competencies of the participants (trainees). However, it does not mean that a person after participating in training improves his ability. Such improvement depends on training materials, trainers, facilities, infrastructure, and so on. Therefore, to what extent the achievements of training activities are should be measured in comparison with the set training plans and objectives.

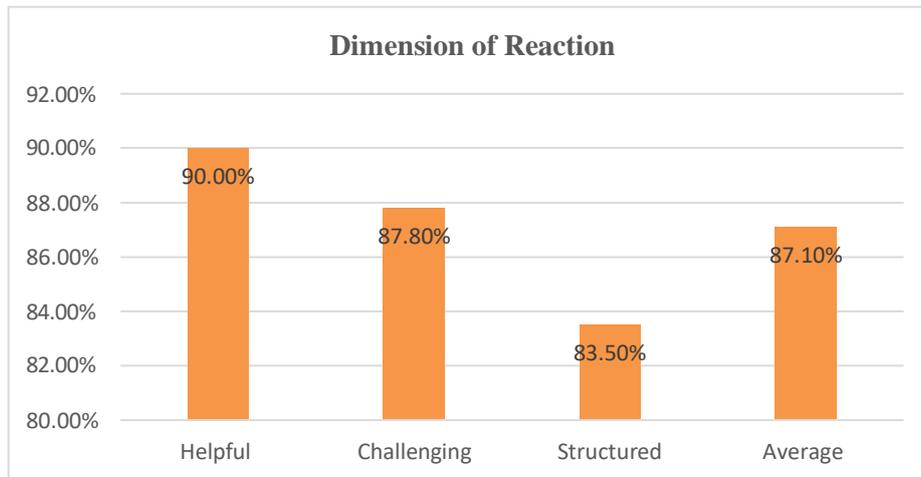
To ensure the success of the training, its effectiveness should be measured through variables. In this study, four indicators, namely reaction, learning, behaviour and results, were used. Table 2 presents the conditions for the effectiveness of training in the ecovillage community of the Citarum Watershed, West Bandung Regency, West Java.

Table 2 Responses of Dimensions of Reaction

Item	Scores					Total Scores	%	Maximum Score
	5	4	3	2	1			
Reaction								
Helpful	57	51	2	0	0	495	90.0	550
	51.82%	46.36%	1.82%	0.00%	0.00%			
Challenging	44	65	1	0	0	483	87.8	550
	40.00%	59.09%	0.91%	0.00%	0.00%			
Structured	27	75	8	0	0	459	83.5	550
	24.55%	68.18%	7.27%	0.00%	0.00%			
Total Scores/Average %						1437	87.1	1650

Source: Research Result, 2019

Figure 1 Dimensions of Reaction



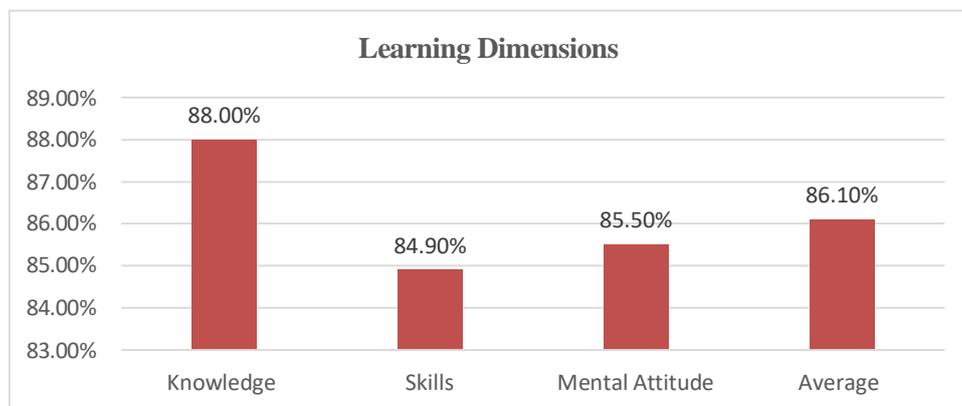
On the basis of the picture above, the highest percentage of the dimensions of the reaction is useful indicators. Thus, the volunteers of the Citarum Watershed ecovillage community feel that their entrepreneurship training can be beneficial.

Table 3 Responses of Dimensions of Learning

Item	Responses Scale					Total Score	%	Maximum Score
	5	4	3	2	1			
Learning								
Knowledge	47	60	3	0	0	484	88.0	550
	42.73%	54.55%	2.73%	0.00%	0.00%			
Skills	34	69	7	0	0	467	84.9	550
	30.91%	62.73%	6.36%	0.00%	0.00%			
Mental Attitude	36	69	4	1	0	470	85.5	550
	32.73%	62.73%	3.64%	0.91%	0.00%			
Total Scores /Average %						1421	86.1	1650

Source: Research Result, 2019

Figure 2 Learning Dimensions



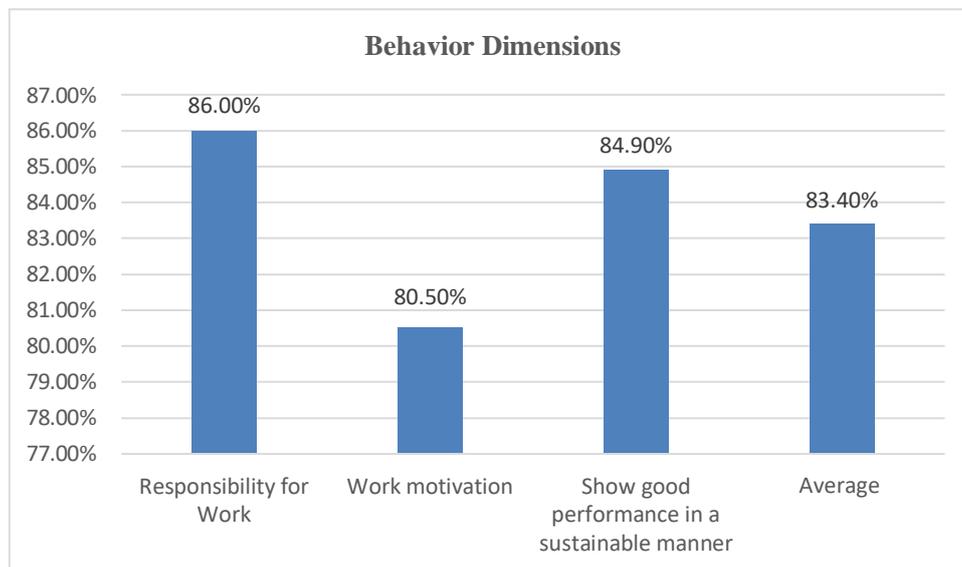
On the basis of the picture above, in the learning dimension, the highest percentage is the knowledge indicator. Hence, the volunteers of the ecovillage community of the Citarum Watershed feel that the training they receive can increase their knowledge and insight in entrepreneurship.

Table 4 Responses of Dimensions of Behaviour

Item	Response Scale					Total Score	%	Maximum Score
	5	4	3	2	1			
Behaviour								
Responsibility for Work	36	72	1	1	0	473	86.0	550
	32.73%	65.45%	0.91%	0.91%	0.00%			
Work motivation	16	82	11	1	0	443	80.5	550
	14.55%	74.55%	10.00%	0.91%	0.00%			
Show good performance in a sustainable manner	34	69	7	0	0	467	84.9	550
	30.91%	62.73%	6.36%	0.00%	0.00%			
Total Scores /Average %						1383	83,4	1650

Source: Research Result, 2019

Figure 3 Behavior Dimensions



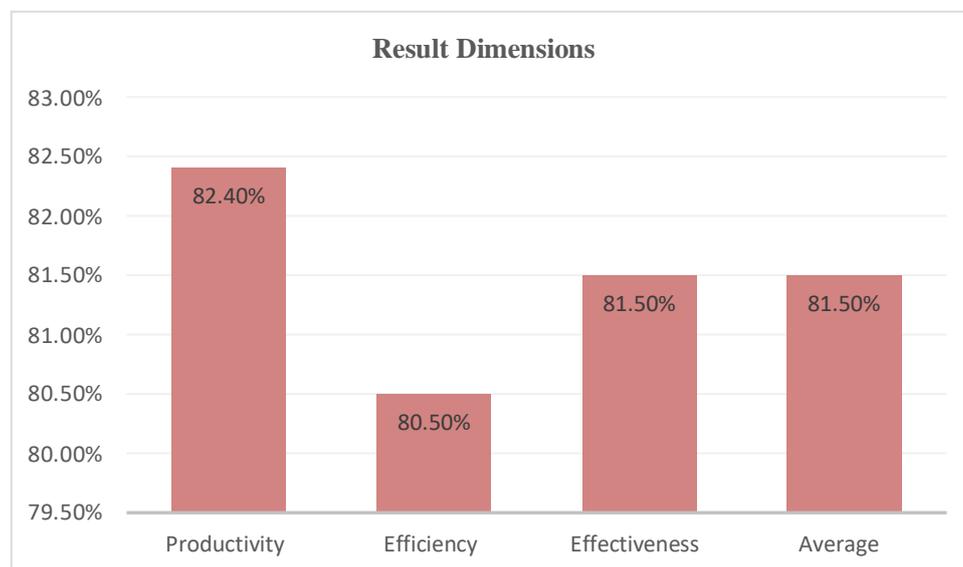
On the basis of the picture above, the highest percentage of behaviour dimensions is the indicator of job responsibility. Thus, the volunteers of the Citarum Watershed ecovillage community feel that the entrepreneurship training they receive can increase their responsibility for work.

Table 5 Responses of Result Dimensions

Item	Response Scale					Total Score	%	Maximum Score
	5	4	3	2	1			
Result								
Productivity	24	76	9	1	0	453	82.4	550
	21.82%	69.09%	8.18%	0.91%	0.00%			
Efficiency	16	82	11	1	0	443	80.5	550
	14.55%	74.55%	10.00%	0.91%	0.00%			
Effectiveness	17	85	7	1	0	448	81.5	550
	15.45%	77.27%	6.36%	0.91%	0.00%			
Total Scores/ Average %						1344	81.5	1650

Source: Research Result, 2019

Figure 4 Result Dimensions



On the basis of the picture above, the highest percentage of the result dimension is productivity. This shows that the volunteers of the Citarum Watershed ecovillage community feel that the entrepreneurship training they receive can increase their productivity.

Table 6 Recapitulation of All Dimensions

Dimensions	Total Scores	%	Maximum Scores
Reaction	1437	87.09%	1650
Learning	1421	86.12%	1650
Behaviour	1383	83.82%	1650
Results	1344	81.45%	1650
Effectiveness of Training	5585	84.62%	6600

Source: Research Result, 2019

Figure 5 Training Effectiveness



On the basis of the calculation of the data listed in Table 6, the condition of the effectiveness of training in the ecovillage community is in the extremely high category, with 84.6%. Therefore, the training received by the volunteers is classified as effective. The training referred to here is the training received by the volunteers from various educational institutions, government, companies and other parties. This finding is in line with Gustiawan and Yunizar (2013) who stated that training has a significant influence on the business application of Islamic values in Islamic banking in the city of Bukittinggi

The reaction indicator indicates the effectiveness of the training, which shows a positive response from the respondents, especially in terms of increasing their abilities. In addition, the respondents also considered that the training provided was quite challenging, and the material was sufficiently clear.

The second indicator is a learning indicator. The increase in knowledge and skills and improvement of mental attitude imply that this indicator is in the extremely high category. This finding is in line with Rahmawati et al. (2017) that the performance of gemstone companies is not only influenced by green entrepreneurial spirit, but also by the quality of learning and the development of the product.

The third indicator, namely, behaviour, is in the extremely, high category; it is the behaviour changes that occurred in the respondents after attending the training.

The last indicator, result, is in the high category. The respondents considered that they were becoming more productive, efficient and effective in performing their duties as ecovillage volunteers in the Citarum Watershed, West Bandung Regency, West Java.

5. CONCLUSION

The results indicate that the implementation of entrepreneurship training in the ecovillage volunteer community of the Citarum Watershed, West Java has been running effectively. This result is indicated by a high score of 84.6%. Of all the dimensions measured

in this training, namely, reaction, learning, behaviour and results, the result dimension has the lowest percentage (81.45%), whereas reaction has the highest (87.1%). These findings imply that a gap exists between the reaction and the result dimensions. Therefore, monitoring and assistance after training are still necessary to the subsequent stages, that is, in learning behaviour dimensions and especially in the result dimension.

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