Development of Training Needs Analysis in Organization

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Abstract

Competition encourages the organization to always improve its performance, so as to achieve competitive advantage. One of the steps taken is to conduct extensive and continuous training and employee development. A training need assessment is a strategic step to find out the right training program for the organization and employees. In addition, to produce effective training, training professionals need to emphasize doing the right things the first time. The type of data used in this study is qualitative, and the source of data in this study is the source of literature. Data analysis technique used in this research is descriptive analysis technique to describe and describe object to be studied. The purpose of this descriptive is to make the description, description or painting systematically, factually and accurately about the facts, properties and relationships between the phenomena investigated. The study consists of evaluating the components of the training system and planning of training needs based on competence. The evaluation is aimed to find out the training system and human resource development within an organization that includes the components of the training system.

Keywords: Analysis of training needs, employees, human resource management, organization

1. Introduction

Global competition has encouraged organizations to always improve organizational performance. Organizations strive to achieve excellence to compete by maximizing the ability of all members of the organization. This condition makes the managers / leaders of the organization aware that employee training is a necessity that cannot be postponed. Organizational managers know that the progress of an organization depends on the development of human resources and it is believed that employee performance can be improved. A challenge and opportunity for human resource managers and training professionals to help the organization to be competitive and responsive in a rapidly changing environment. Assessment of training needs that are an integral part of the training program are less of a concern. The organization needs to determine exactly the training needs. In order to use the cost of training and other resources effectively, the first step to consider is the location, scope, and importance level.

A training need assessment is a strategic step to find out the right training program for the organization and employees. Assessment of training needs is very important as it provides information about the skill level and knowledge of the organization's human resources. One of the functions of human resource management is training and development, meaning that to get a good and appropriate workforce required training and development. This is an effort to prepare the workers to face job duties that are considered not mastered. Manpower requires job training to suit the needs of workers. This is very appropriate to avoid the worst possible in the ability and responsibility of work, so that in completing the job duties more effectively and efficiently in accordance with established rules. Usually the workers who will occupy new positions that are not supported by education or have not been able to carry out their duties. The effort taken for this problem is through training and career development. Through training and development, the workforce will be able to work, improve, and develop its work.

Martoyo (2000) argued that any organization, regardless of its form, will always strive to achieve the objectives of the organization concerned effectively and efficiently. The efficiency and effectiveness of the organization is very dependent on the good and bad development of human resources / members of the organization itself. This means that the human resources within the organization should be proportionally given the best possible education and training, even as perfect as possible.

According to (Hani Handoko, 2001: 104) Training is intended to improve the mastery of various skills and techniques of specific, detailed and routine work implementation. So the training is aimed at preparing the employees (labor) in doing the work now. (Gomes, 2003: 197) suggests: training is every effort to improve the performance of workers on a particular job that is the responsibility. According to him the term training is often equated with the term development. The difference is that if direct training is linked to job performance on the current job, whereas development is not necessarily, development has a broader understanding than training.

Before the training and development program is implemented it must begin with an assessment or analysis of training needs. Menzel and Messina (2011: 22) says:

"A TNA is only the first critical stage in any training cycle. Thus, a TNA is quite simply a way of identifying the existing gaps in the knowledge and the strengths and weaknesses in the processes that enable or hinder effective training programs being delivered."

TNA is the first critical stage in the training cycle. With TNA, management identifies gaps in knowledge and strengths and weaknesses in processes that allow or impede training programs. Analysis of training needs has a close association with planning exercises where best planning is preceded by identifying problems or needs. The results of the training needs analysis are key inputs in the planning process.

Research Development Training for Human Resources in the organization is conducted to develop the training conducted by an organization based on the competencies that must be owned by the organization's human resources. This paper will discuss how organizations establish training programs. Needs assessment or analysis is a way that can help convince management that the training program to be implemented is appropriate.

2. Methodology

This study consists of evaluation of training system components and training needs planning based on competence. The evaluation is aimed to find out the training system and human resource development within an organization that includes the components of the training system. The research design uses descriptive research design. Descriptive research is research methods that focus on actual problems or phenomena at the time of the research, then describe the facts about the problem studied as it is followed by a rational and accurate interpretation. The type of data used in this study is qualitative, and the source of data in this study is the source of literature. Data analysis technique used in this research is descriptive analysis technique to describe and describe object to be studied. The purpose of this descriptive is to make the description or painting systematically, factually and accurately about the facts, properties and relationships between the phenomena investigated.

3. Literature Review

3.1 Goal and Type of Training

There are many approaches to training and there are five types of training that can be held (Simamora, 2006: 278), namely:

1. Skill Training. Skill training is a training that is often found in organizations. The coaching program is relatively simple: needs or demands are identified through careful assessment. The criterion for the effectiveness of training is also based on the objectives identified in the assessment phase.

2. Retraining. Retraining is one of employability training in an effort to give employees the skills they need to cope with the changing work demands. Such as labor that usually do data collection manually trained using computer program.

3. Cross-Functional Training. Cross functional training, employee training to conduct work activities in other fields besides and assigned work.

4. Team Training. Team training a collaborative consists of a group of individuals to complete the work for a common goal in a work team.

5. Creativity Training. Creativity training is based on the assumption that creativity can be learned. The purpose of creativity training is that the workforce is given the opportunity to issue ideas based on rational appraisal and cost and worthiness.

Training aimed to develop certain behavior in order to fulfill the demands of job duties so that employees can function optimally in their position. Basically every employee has a variety of skills, knowledge and skills of tangible work on knowledge, skills and work attitudes. It is expected to increase the ability of employees both affectively (attitude), cognitive (knowledge) and psychomotor (behavior) and prepare employees in the face of changes that occur so as to overcome the obstacles that appear in the work. According to Anwar Prabu Mangkunegara (2009: 45) the purpose of employee training are:

1. Increasing the appreciation of the soul and ideology.
2. Increase work productivity.
3. Improving the quality of work.
4. Improving the provision of human resource planning
5. Improve moral attitude and morale
6. Increase stimulation so that employees are able to excel maximally.
7. Improve occupational health and safety.
8. Avoid obsolescence.
9. Improve employee development.

Simamora provides the definition that the training objectives include (Ambar Teguh Sulistiyani and Rosidah, 2003: 176):

1. Improve performance.
2. Upgrading the skills of employees in line with technological advances.
3. Reduce learning time for new employees to become competent.
4. Helps solve operational problems.
5. Preparing employees for promotion.
6. Meet personal needs.

As for Carrel et al. (1982: 401-402) the general objectives of training and development for employees are as follows:

1. Improve performance. Personnel whose performance is less than satisfactory because of the lack of skill is a major target in training and development programs.
2. Upgrading employee skills. Managers are required to respond to technological developments that will make organizational functions more effective. Technological change means a change in the scope of work that indicates that there should be a pre-existing knowledge update.
3. Avoiding managerial obsolescence. Many are found to be failures in following new processes and methods. Rapid technical and social changes affect performance. For employees who fail to adapt then what they have before becomes 'obsolete'.

4. Solve organizational problems. In every organization, there must be a lot of conflicts going on and certainly can be solved in various ways. Training and development provides the skills to employees to cope with the conflict.

5. Prepare for managerial promotion and succession. It is important to attract, retain and motivate employees with career development programs. Following training and employee development programs can acquire the skills necessary for promotion, and ease in moving to higher job responsibilities.

6. Meet the needs of personal satisfaction (satisfy personal growth needs). Many employees are more oriented to achievement and need new challenges on the job

3.2 Strategic Training Needs Assessment Steps

Needs assessment is an initial step before conducting a training program and an important way to allocate training effectively (Schuler, 1993). To produce the right training program should be based on the right initial step. In addition to being the basis for determining training, needs assessment also provides a measure to anticipate future problems (Cline, 1993). Like a doctor, a doctor will not treat the patient until he knows what causes the disease and what is needed to overcome the disease. Management cannot determine training just without analyzing first what needs and goals to be achieved. Needs assessment is a "road map" to achieve a defined goal (Doliver, 1993). Determining the right training program for employees will value the organization as a result of the training program. There are three stages of needs assessment to identify training needs, namely organizational analysis, operations analysis, and individual analysis (Cascio, 1992; Schuler, 1993).

3.2.1 Organizational Analysis

Organizational analysis determines where training can be conducted and where it should be done within the organization. This analysis focuses on the organization as a whole, including the analysis of organizational goals, resource analysis, efficiency analysis, and organizational climate analysis. At the organizational level, training needs should be analyzed in accordance with organizational goals and strategies. If this is not done, the time and cost of running the program will be in vain and the goals are not met. For example, it is possible that employees are trained to have certain skills that they have mastered. Employees only learn a little of the program that followed. The expertise or knowledge provided does not meet the actual needs of employees and organizations. Thus, training costs incurred will not be beneficial during the training period. Analysis of the external and internal environment of the organization is also very important. This analysis is necessary to obtain information such as business strategy trends, productivity, attendance, turnover, and employee behavior in the workplace. This information is useful for determining the training objectives to be achieved. The important question that arises is: "Will training lead to changes in employee behavior and will contribute to organizational goals?" As an initial step it is necessary to link the assessment of training needs with the achievement of organizational goals. By linking these relationships, training needs will be identified. Without knowing the goals of the organization, the organization cannot determine whether training is necessary.

3.2.2 Operation Analysis

Operational analysis determines how employees perform a job. The purpose of this analysis is to determine what should be given to employees so that employees can do the work in accordance with the level to be achieved. Operational analysis requires careful testing of the work to be performed after the training. This analysis includes: 1) systematic information collection that accurately describes how a job or group of work is performed. 2) Determination of performance standards (performance) for a job. 3) Determining how work should be done to meet the standards. 4) Determination of the knowledge, skills, abilities, and other characteristics required for an effective performance.

3.2.3 Individual Analysis

The third analysis is individual analysis. This analysis is needed to know how each employee performs when doing the job. At this stage the training needs of each employee are determined. The difference between the desired performance and the actual performance is the need for training for the individual. Standard performance that has been set at the level of operation is the performance to be achieved. While information about the actual performance of employees can be obtained from individual performance data, supervisor assessment, attitude survey, interviews, and so forth. The gap between actual performance and performance to be achieved will be filled with training. From these stages of analysis it can be said that organizational analysis is the basis for conducting operations analysis, and operation analysis as the basis of individual analysis. All three needs analysis needs to be integrated. The disadvantage that a training program does not coordinate with the goals and objectives of the organization is the time and cost of much spent without producing performance improvements.

3.3 Program Management Training Needs

Managing training programs is the responsibility of all parties in an institution or agency. These commitments and responsibilities start from the beginning, at the time of assessment and identification of training needs up to follow-up training. The category of training according to Simamora (2004) can be divided into three that can be explained as follows.

3.3.1 Training Needs

The first and most important step in managing the training is to explore and know the training needs as well as to what extent these needs need to be met. This step is an essential and essential step. Given the importance of this step, then in doing so need careful attention and preparation. This systematic training needs identification approach has a clear relevance between training needs and needs or task requirements. In order to avoid the occurrence of inappropriate training that will result in wasted time and money, it is necessary to identify the training needs. This training needs analysis is useful as the foundation for the overall training effort. This training needs analysis is a systematic effort to gather information on performance issues within the organization and to correct performance deficiencies. Work performance shortcomings with regard to mismatch between actual behavior and expected behavior. This gap is a difference between the actual behavior of employees that includes

knowledge, skills, and attitudes with employee behavior that is expected by the company to complete various tasks or jobs that are charged to the employee so that to overcome the individual competency gap, the company implemented the training program (Simamora, 2004: 113). With regard to the training needs, it must be known what knowledge and skills needed by employees to work and any knowledge and skills that employees have. According to Dale (2003: 35) "knowledge possessed by a person can be categorized into two types, namely: conscious knowledge, and unconscious knowledge". When a person lives his life, the person will collect and learn facts, watch events and get other pieces of information that will then be added to his cognitive store. All of this will form the memory and be accessed when the person processes the new information and / or prepares a reaction to a situation or other person. There is also work-related knowledge or special situations gained through education or training to perform a task or series of tasks.

3.3.2 Training Impact

Regina (2008) states "the provision of training to employees is one way for companies to be able to improve the capabilities and capabilities of employees. Of course the results desired by the company is the best result, in a sense can give a positive contribution to the company. One ideal goal is to increase the turnover of the company ". According to Sumantri (2005) the training also has the following effects:

1. Increased work performance through changes in knowledge and skills.
2. Measured costs incurred with benefits to be gained (Cost Benefit Ratio).
3. Specification of training objectives in accordance with the specifications and requirements of existing tasks.
4. There is a measurable improvement in the achievement of organizational or institutional objectives.

3.3.3 Training Evaluation

According to Simamora (2004) that evaluation of training can be:

1. Process Evaluation
Training Evaluation process is an evaluation performed on the steps of activity during the training process takes place. Process evaluation is done by expressing the opinion of all participants about Facilitator, Participant, Material / Content, and training process. In general, evaluation of the training process can be done with several models or ways, namely: Daily Evaluation, Weekly Evaluation and Evaluation of the final stage.

2. Evaluation of Results
Training Evaluation of training results is useful for knowing and measuring the consequences of a training action. Implementation of training programs should be based on training methods. The chosen training method should be tailored to the type of training to be carried out and the training objectives.

Notoatmodjo (1998) distinguishes two kinds of methods (techniques) used in the implementation of training as follows:

1. Method in Work (On the Job Training)

This method puts trainees into real situations, where experienced employees show or guide new employees who are expected to provide good examples of work and demonstrate the handling of a clear and concrete work. Includes orientation exercises, internships, on-the-job training, research assignments and performance appraisals. This method provides several advantages, among others:

a. Employees do a real job instead of a simulated task.
b. Employees get instructions from experienced senior employees who have done a good job.
c. This program is highly relevant to the job, requires relatively low cost and motivates strong performance.

2. Out-side Job Method (Off the Job Training)

Training with this method provides an opportunity to the employee as a trainee out of the work. In general, this method has two kinds of techniques, namely presentation techniques and simulation techniques. Presentation techniques in presenting information whose purpose is to introduce new knowledge, attitudes and skills to the participants. Techniques included in presentation techniques include lectures, discussion techniques, behavioral modeling techniques and internship techniques. The simulation technique itself is a determination of certain characteristics or behaviors of the value in such a way that the participants can realize as they are. These simulation methods include simulators equipment, case studies, role plays and in basketball techniques.

Off the job training methods have some advantages:

a. Gives an outside perspective to employees, so as to know what is going on in the outside world.
b. Provide an opportunity for employees to meet with people from other departments or other companies to exchange ideas.
c. Increase employee flexibility and make them better equipped to perform new tasks and responsibilities.
d. Refresh employees by bringing new atmosphere to the training.

Job descriptions are the first and most direct product of the job analysis process, which is an accurate and concise statement of what an employee is expected to do in his or her job as well as the tasks performed by the employee. It is concluded that job descriptions or occupations are written statements explaining why work exists, what and how they perform positioned occupations or it may be said that job descriptions or occupations are the result of systematic analysis of work as a series of activities or processes of collecting and processing information about work. Job specifications determine the minimum skill requirements for an employee to perform their work properly. Job Specification (specification of position) is an information about the requirements required for each employee in order to work a position well. Job specification is also a list of demands on a position, namely education, skills, personality, etc. in accordance with the job analysis so that job specification can show who is doing the work and the human factors which is hinted at. Meanwhile, according to Hasibuan (2012: 34), job specification or job specification is prepared based on job description by answering questions

about characteristics, characteristics, education, experience, and others from the person who will carry out the job properly. Based on the above opinion can be concluded that the job specification or job specification is information about the requirements required employees to know who is doing the job. This needs analysis process will inform the company about what kind of training and development is needed by the worker in order to improve the effectiveness and efficiency of the company. According to Hanggraeni (2012: 99) training needs analysis is the process of diagnosis of current problems and possible challenges. Challenges that must be faced in the future. From this process of analysis can be known gap between the ability and expertise of workers with the work situation faced today and in the future. Understanding the needs analysis of training also mentioned by Siagian (2012: 186) is an analysis that must be able to diagnose at least two things, namely: problems faced now and new challenges.

4. Result and Discussion

4.1 Systematic Approach of Training Needs Assessment

From the above discussion the training needs assessment is a way to identify the maximum value to be gained from investments spent on training and development. How does the human resources department conduct the needs assessment process? The system approach to determining needs is a consistent and flexible way to analyze the organization's human resources. Company / organization can save time, money, and effort to solve the right problem. It is an efficient way to meet expertise and knowledge needs and can address future changes. Further, this approach illustrates how the assessment process is integrated into the organization's strategic plan. The approach of the training needs assessment system is a procedure or component that is interconnected with each other. There are seven stages to assess the need.

1. Determining Who Performs Assessment
   Large organizations usually have staff experienced in training needs assessment. With the limited ability of the organization's line managers who want to conduct an assessment will seek help from these professionals. Small organizations and no human resources development staff will usually seek external consultant assistance. There are positive and negative aspects when using an external consultant. Positives include external consultants usually have a neutral position in the assessment and will not consider anything other than the results of the assessment. External consultants cannot be influenced by organizational culture. External consultants are relatively inapplicable and unaffected by internal political conditions or other influences. On the other hand, the use of this consultant has a negative aspect, including:
   a. The fees for external consultants are usually more expensive than using internal experts.
   b. The human resources development manager feels lost control when using the consultant.
   c. The top manager will probably refuse to open the organization for a more rigorous scrutiny by an external consultant.

2. Defining Assessment Objectives

    The next stage is to selectively define the purpose of the assessment. The purpose of the assessment should be clear. The purpose of the assessment is a reference to all stages in this process. The resulting data must be a direct reflection of the objectives set out in this assessment.

3. Obtain Management Commitment

    This needs assessment will fail early if there is no commitment, trust, and support from management. To gain commitment from managers the objectives of the assessment are determined specifically.

4. Choosing the right methodology

    Various methods and techniques can be applied to assess training needs. These methods include surveys, general observations, individual interviews, focus groups (McClelland, 1993) and performance appraisal data (Umiker, 1990). The chosen method should be in accordance with the culture and organizational structure. For example, within a large organization it may be better to use a written survey and an individual interview. For smaller organizations, the use of interviews and focus groups may be better.

5. Administering and Controlling Assessment

    The parameters for administering and controlling this assessment should be determined in advance. These parameters include collection of survey instruments, tabulation of data, individual interview scheduling, costing, administrative support, and scheduling agreement. Administration should be clear from the outset when using an external consultant as well as individual responsibility determination. Mature planning from the beginning will help smooth the assessment.

6. Analyzing Results

    Analysis of data and feedback is a process that must be done carefully. Interpretation must be done correctly. Initial judgment should be avoided until all data is collected. This is very important so as not to affect the analyst's point of view and the objectivity of the analysis. If using a survey, decisions about how to resolve incomplete surveys and ambiguous answers should be determined early in the assessment. If a written survey is used and a response tab is performed using a computer, it is necessary to pay attention to the process of entering data. Analysis of data in the form of narratives obtained from focus groups and interviews requires careful analysis. The purpose of the assessment needs to be taken into account so that only information relating directly to that purpose is particularly noticed. Additional information becomes second consideration. For example, if it is assumed that the primary objective of needs assessment is "to identify employees who need interpersonal skill training," information on communication skill may be relevant but not directly related to the main objective. Another point that needs to be emphasized is to maintain a condition of impartiality when analyzing results. It is often difficult to prevent personal interpretation of the information, but it must be minimized in order for proper interpretation and analysis of the data.

7. Presenting to the Head of Manager

    After the data analysis is complete, recommendations can be made and presented to managers. Recommendations for this assessment include objectives, group training

profiles, duration, cost, and evaluation methods. Recommendations are based on comparative priorities that need to be done carefully.

4.2 Needs Analysis Training Needs Analysis (TNA)

Hariandja (2007) conveyed that the training needs analysis is very important and the basis of activities for the selection of appropriate training methods. The need for training costs is not cheap so training is required in accordance with the need to improve the organization's capability without spending a large fee. Training needs analysis is a complicated and difficult process so that it is necessary to diagnose competence and competence needed in accordance with the trend of changing environmental situation that is facing and which will be faced in the future.

Training needs analysis is an important role in presenting information as the stage of business to find out what organizations need to improve performance. According to Barbazette (2006: 5) training needs analysis is done to improve performance or cover performance that does not meet the standards. Mangkunegara (2013) argues that training need analysis is a systematic study of an educational problem with the collection of data and information from various sources to obtain further problem solving or follow-up advice. TNA is a workplace needs analysis that is specifically intended to determine training needs of top priority. Such needs information can help companies use resources (time, funds, etc.) effectively to avoid unnecessary training activities.

Training needs analysis (Rivai and Sagala, 2009) is a diagnostic to determine current and future challenges facing current and future challenges that training and development programs must meet. Goldstein and Bukton (Mangkunegara 2001) revealed that determining training needs should be done through organizational, occupational or individual level analyzes.

1. Organizational level analysis to find out which part of the organization requires training.
2. Analysis at the level of position / task / job aims to identify the contents of the training needed so that employees can perform tasks appropriate to a competent position.
3. Individual level analysis to identify employee characteristics to determine the skills and skills that should be required to perform the position.

Based on the above descriptions, it is concluded that the training needs analysis is a systematic effort of organizational management to identify the underlying causes of inefficiency and ineffectiveness that occur in the execution of tasks or employment of employees and efforts that must be done to cover the lack of knowledge and skills of employees through analysis at the organizational level, position and individual level.

4.3 Objectives and Benefits of Training Needs Analysis (TNA).

The purpose of Training Need Analysis is to reduce or close the differences between the competences of facts in the field with the expected competence. When viewed from the process then analysis of training needs becomes a very important part in a training activity. Molenda, Pershing, and Reigeluth (1996) in the ASTD Training and Development Handbook describes the process of the ADDIE model in Figure 2 as follows:
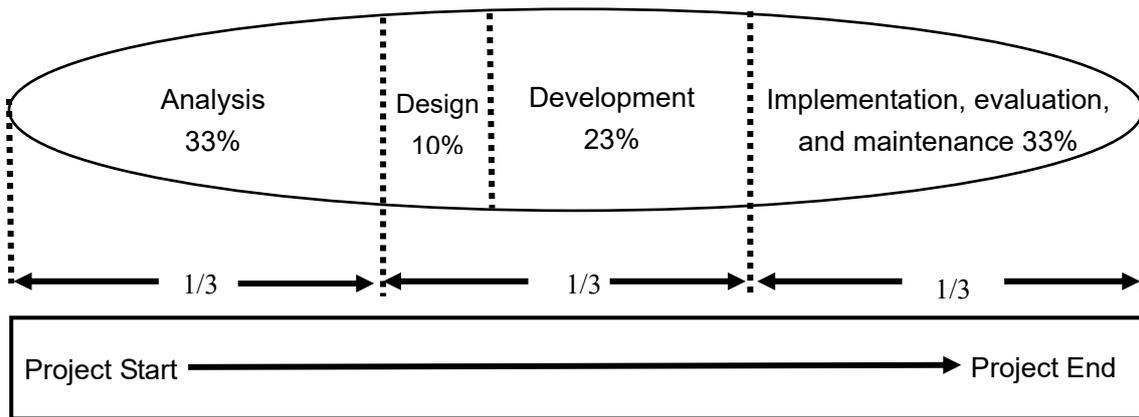
Figure 1. The ADDIE Process

Source: Paul B. Roberts (2008)

Training program activities can be reviewed from a process that consists of analysis, design, development (development), implementation, and evaluation or better known by the acronym ADDIE. Figure 1 shows the analysis activities covering 33% of all training program activities so that analysis activities can be said to be very important activities to determine the implementation of activities in other training. Success in analyzing determines the success of all training program activities.

Briefly the purpose of training needs analysis by Kaswan (2011: 57) are:

"Gathering information to determine whether training is needed in the organization. If needed, what matters is what determines where in the training organization it is needed? Knowledge, skills specific skills and what characteristics should be taught ".

While the Practical Manual of PKP LAN (2006: 19), defined the purpose of training based on three stages of needs analysis are:

1. Identify the need to improve the performance or competence of an organization's human resources.
2. Determine the training needs appropriately.
3. Determine the type of training that can meet the training needs.

Benefits of self-training needs analysis by Miller and Osinski (Kaswan, 2011: 60), needs analysis can help:

1. Competence and performance of the work team.
2. Solve problems or productivity issues.
3. Prepare and respond to future needs within the organization or job obligations.

State Administration Institution (2003: 10) mentions that the benefits of training needs analysis include:

1. Training programs are prepared in accordance with the needs of organizations, positions and individuals of each employee.
2. Maintain and increase the motivation of participants in training, because the training program followed in accordance with their needs, so that will achieve the effectiveness of the achievement of training objectives.
3. The cost efficiency of the organization because the training is carried out in accordance with the needs of the organization, so that the cost is used for training to be efficient.
4. Understanding the causes of problems in the organization, because the implementation of appropriate needs assessment and effective will find the problems caused by the discrepancy of employee / worker competence.

Through information on training needs analysis, the management can know which program or intervention is needed, who needs to be involved, and barriers to the effectiveness of its implementation. Furthermore, criteria can be established to guide the evaluation process.

4.4 Stages / Process Training Needs Analysis (TNA).

Stages of training needs analysis according to Tees, David W., You, Nicholas, And Fisher, Fred. (1987) as shown in figure 2.
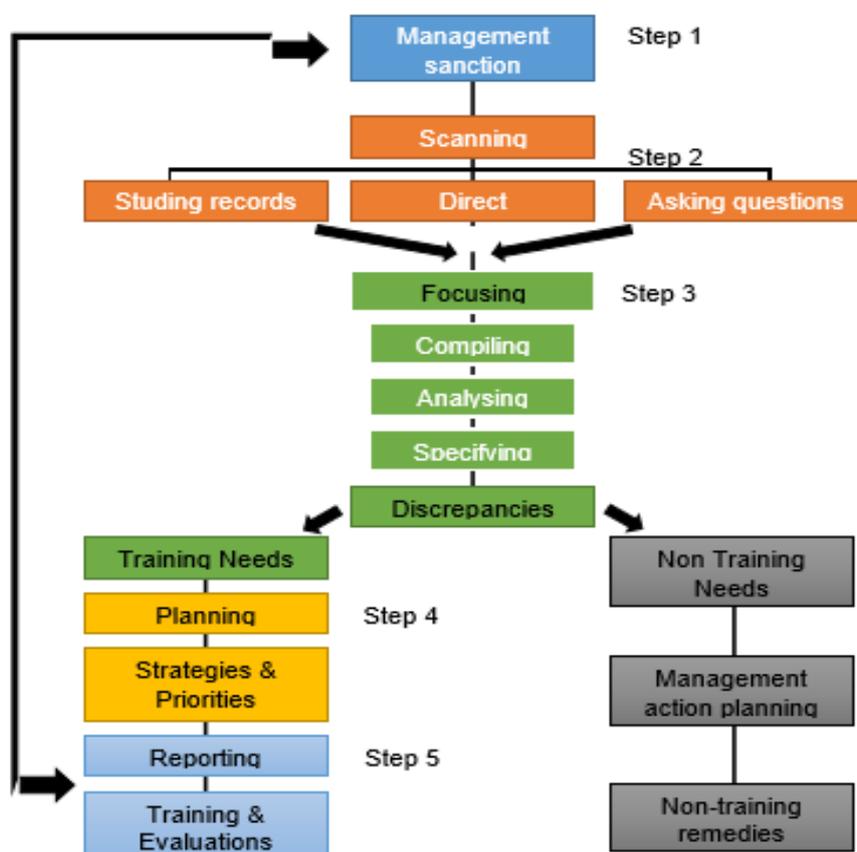
Figure 2. Steps of TNA

Source: Diagram of the Training Needs Assessment Process, Tees, David W., You, Nicholas, And Fisher, Fred.

Tees, David W., You, Nicholas, and Fisher, Fred, (1987) divide TNA into 5 (five) important processes:

1. Phase 1: Approval and management readiness in performing needs analysis.
   The TNA process begins when the organization's management / leaders allow the use of a systematic assessment of needs to find the right targets for training. TNA initiation must be preceded by detailed planning and scheduling.
2. Stage 2: Understand the work environment of the organization.
   The second stage looks at the problems that occur in the execution of work, team work, department, or organization. Three common forms of reading the organization's environment by studying written records / review of organizational documents, asking questions / questionnaires to employees about performance or other gaps being sought, and observing the performance.
3. Stage 3: Focus on gaps and training needs.
   The third stage is focusing on the problems that were gained before by collecting all the problems, analyzing and specifying the types of gaps that can be solved through training needs or non-training needs.
4. Stage 4: Plan for training implementation.
   After establishing the training needs, proceed with designing the training implementation. This process can use consultants / experts to facilitate the determination of the model and type of training that will be used.
5. Stage 5: Management Reporting.
   The final step in assessing training needs is to prepare reports to management. The contents of the report should include the background on each training need, the desired level of performance in each issue, the training strategy used to achieve or restore the desired level of performance, the priority rank of the training and the facts about every detail and strategy undertaken in the TNA implementation.

The TNA process can be identified from the gap in performance i.e. the gap between the actual performance and the expected performance. According to Michalak and Yager (Blanchard, 2003) gaps can be diagnosed through four things: KSA (knowledge, skill, and attitude), Reward or Punishment, Feedback, or obstacles in the system. Disadvantages in KSA can be diagnosed by choosing appropriate improvements through additional work, training, and practice, changes in work, transfers or termination. Reward / Punishment can be solved through change contingency, while feedback can be overcome by providing appropriate feedback and the obstacles in the system are overcome by eliminating it. Figure 3 shows the TNA identification process.

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                        ┌─────────────────────────┐
                        │ Performance Discrepancy │
                        └─────────────────────────┘
                                   YES

                        ┌─────────────────────────┐
                        │    Is it worth fixing?   │
                        └─────────────────────────┘
                                   YES

   ┌──────────┐      ┌──────────────┐      ┌────────────┐      ┌────────────┐
   │   KSA    │      │   Reward/    │      │ Inadequate │      │ Obstacle in│
   │Deficiency│      │  Punishment  │      │  Feedback  │      │   System   │
   └──────────┘      │ Incongruence │      └────────────┘      └────────────┘
                     └──────────────┘
      YES                  YES                  YES                  YES

   ┌──────────┐      ┌──────────────┐      ┌────────────┐      ┌────────────┐
   │  Choose  │      │    Change    │      │  Provide   │      │   Remove   │
   │Appropriate│     │ Contingencies│      │Proper Feedback│   │  Obstacle  │
   │  Remedy  │      └──────────────┘      └────────────┘      └────────────┘
   └──────────┘

   ┌──────────┐
   │ Job Aid  │
   └──────────┘

   ┌──────────┐
   │ Training │
   └──────────┘

   ┌──────────┐
   │ Practice │
   └──────────┘

   ┌──────────────┐
   │ Change the Job│
   └──────────────┘

   ┌────────────────────┐
   │ Transfer or Terminate│
   └────────────────────┘
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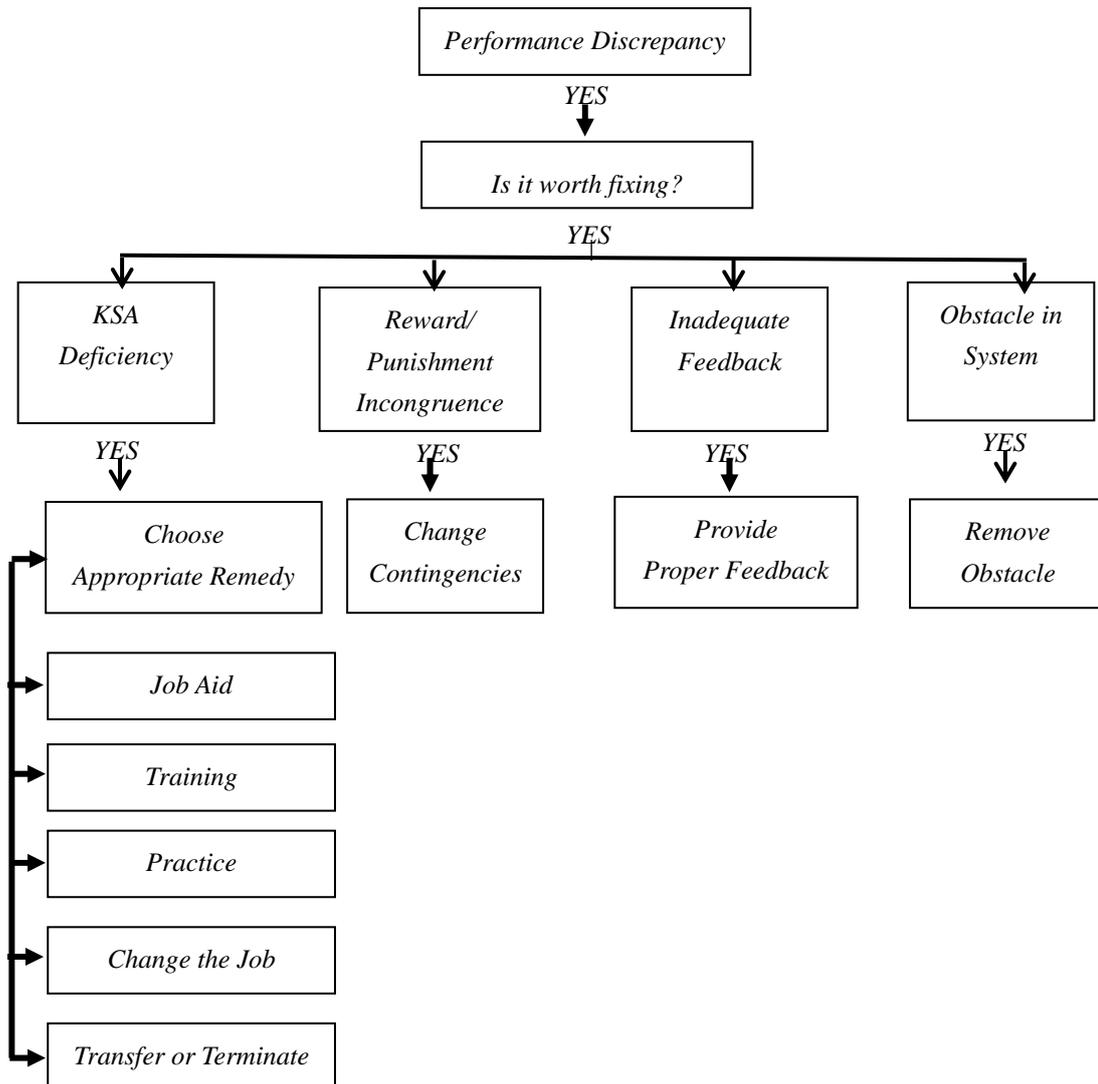
Figure 3. Proses TNA

Source: Blanchard (2003: 118)

4.5 Basic TNA and TNA Analysis Level

4.5.1 Some Factors the cause of TNA.

Many factors that cause needs analysis done by an organization. The presence of new technology, new ways of working, or the working system of an organization that is considered better than the previous conditions should be introduced to employees or personnel within the organization. Implementation of policies or provisions of the government will certainly change the previous situation. This condition is not autologous to make the personnel or the employee easy to adjust to the new situation or system. Organizations need to conduct training activities to facilitate personnel or employees in adapting to new conditions requiring knowledge and skills to familiarize themselves with the new systems or technologies used.

Another cause of training needs analysis is related to decreased performance or performance of the organization. Performance down work begins knowledge and skills and motivation owned by employees. Performance is a function of M which is a motivation plus KSA (Knowledge, Skill and Attitude) and E which is the Environment (environment) or workplace (Blandchard) (2001: 75). If one of the skills and behavioral factors and work environment that is not conducive will lead to decreased performance or organizational performance. Another factor causing the decline in performance is based on survey results conducted by experts or studies of research institutions as a recommendation.

According to Maud Emmanuelle Labesse (2008: 8) in terms of referents of training needs analysis is mentioned in detail about the causes need to be analyzed for training needs are:

1. Changes in the system or workings (change in the system or in work).
   If the description of a job is changed or the method of operation needs to be reviewed, or a standard change in the work needs to be done. Needs analysis is carried out to conform to introducing a change.
2. Know new technology.
   Training needs analysis needs to be done in the use of new technology to know how to operate an equipment, especially equipment that uses new technology, although simple technology, especially in the use of high-tech equipment used to support production activities.
3. Introduce the new government standard.
   The standards used in the new government require training to improve state apparatus or government staff. The demand for good governance and clean government is accompanied by changes in various laws and regulations. In order for the implementation to be achieved as expected, various trainings such as socialization in new legislation are conducted. The analysis is conducted to ensure the various skills required to meet the standards or implementation of the rules.
4. Decrease the quality of work or performance in the department or organization.
   Many factors cause performance degradation within an organization or a company. Companies whose productivity decreases due to many factors, among others low motivation, knowledge, skills of inadequate employees or organizational climate is not conducive, so the analysis needs to be done in various ways to improve the performance of the organization.
5. Department meetings, research opinions and interviews separately.
   The meetings in the department, the opinions of the survey team, and the separate interviews of the employees in the organization, although implemented for different purposes, will provide opportunities and demonstrate the training needs that can be used as analysis materials.
6. Skills and knowledge gaps.
   Not achieving organizational goals can be caused by low levels of knowledge and skills and attitudes of employees. Needs training analysis needs to be done to diagnose problems related to the organization in achieving organizational goals?
7. Absent or decreased motivation.

Absence and motivation are factors that can affect the performance of the organizers. High absenteeism leads to decreased quality of work. Analysis is done to help on skills that do not develop.

4.5.2 TNA Analysis Level

The training model consists of the input, process and output stages in which TNA activities rely on input stage which includes at three levels of analysis, i.e. organizational analysis, task analysis, and individual analysis (Blanchard 2003: 121).

1. Organization.
   Organizational analysis is based on internal organizational conditions that influence the achievement of organizational goals and objectives that have been established in accordance with the vision and mission of the organization. In the organizational level analysis there is information about:
   a. The vision and mission of the organization.
      Vision is a picture of organizational activities to be achieved in the future to realize the goals set by the organization. To achieve that vision is outlined in the mission which is a more detailed description of activities to achieve organizational goals. The achievement of vision and mission is done by implementing a number of these planning activities are strategic so often referred to as strategic planning.
   b. Resources and allocations.
      Resources and allocations within the organization can be used as an analysis material to determine the need for training through training or non-training activities. There is a training that does not show success. This is due to an inaccurate analysis of the resources available in the organization.
   c. Internal factors cause problems.
      Internal factors that exist in organizations such as structures, policies, systems, and methods must be able to adjust to conditions outside the ever-changing organization. Economic, political, socio-cultural and technological factors as an external factor of the organization will always change so that internal factors of the organization must quickly adapt to adjust.
   d. The impact of factors causing the problem.
      Needs analysis can be carried out by diagnosing the impact of existing performance within the organization. Initially from the decline in performance can be sought factors that can cause the decline in performance. Some of the possible causes of performance are low knowledge, skills, motivation. Given this cause can be used to perform the analysis.
2. Tasks.
   To obtain the data needs training then the tasks need to be analyzed related to the implementation of tasks that exist in the organization such as description of workers, requirements or standards of a position. With the right job description employees will be able to carry out the work and easier to be used as a basis in the implementation of the work.
3. Individuals.

Analysis of individual training needs related to the competence or ability possessed by an individual in carrying out the work. Such capabilities include knowledge, skills and attitudes including the characteristics or traits that individuals or individuals possess in dealing with their work.

Sedarmayanti (2007: 178) divides the data sources as instruments in training needs analysis, as shown in Table 1 which shows the data sources used in meeting training needs in the form of sources of organizational, operational, and personnel analysis.

Table 1. Data Sources Used in Fulfillment of Training Needs

Organization Analysis	Operational Analysis	Personal Analysis
• Organizational goals and objectives • Inventory of employees • Inventory skills • Organizational climate index • Efficiency index • Changes in the system / sub system • Demand management • Outgoing interview • Management based on performance planning system objectives • Customer survey / customer satisfaction data	• Job description • Job specifications • Performance standards • Work implementation • Sampling work • Work literature review • Asking questions about work • Training committee • Analysis of operating problems • Work notes	• Performance appraisal data • Sampling work • Interview • Questionnaire • Test skills ability, knowledge, etc. • Employee / customer attitude survey • Training progress • Scale of research • Critical event techniques • Assessment center

Source: Sedarmayanti (2007: 178)

5. Conclusion

To gain competitive advantage, one of the key practices of human resource management is to conduct extensive and continuous training and employee development. Training and development organized needs to be planned and systematic (Schuler, 1987). The system approach is a great way to identify and predict the skills and knowledge needed in the future. This ability allows the organization to plan the training consistently and realistically. This approach can be used as a basis for determining training needs efficiently. The results of unsatisfactory training encouraged the organization to re-evaluate the process of determining the training program. Training is said to be successful if it can respond to the needs or specific problems of an organization. Training needs assessment is used by the human resources department or training and development departments to identify the training needs of organizations and individuals. This assessment provides an overview of the organizational skills and knowledge that can be used as reference to see the training needs and other necessary forms of development. By conducting a needs assessment, the determination of

faulty training which is the cause of training failure will soon be anticipated. By identifying needs, both actual and potential problems, the organization can save costs and time in the organization's human resource development efforts. Of course, to produce effective training, training professionals need to emphasize doing the right things the first time.

Needs analysis is the basis of the success of training programs so that needs analysis is a continuous process of collecting data to determine training needs. Training can be developed to assist organizations in achieving organizational goals. The results of the analysis of educational needs and training is useful as a basis for making a decision in providing solutions to a performance problem. The development of educational and training programs relies heavily on identifying educational needs and training with the costs and benefits of the organization. Implementation of training is expected to produce employees who have the competence of standards or competencies appropriate to perform their main tasks and functions within the organization. A needs analysis program developed and implemented can meet the needs and impact on improving performance training programs and better outcomes in training implementation.

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