

Evaluation of ISO 9001 lead auditor training program using CIPP model at ATS training centre

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Abstract—This research is performed to evaluate the implementation of ISO 900A Lead Auditor Training program using CIPP model evaluation method which comprising of four aspects i.e.: (1) Context, (2) Input, (3) Process and (4) Product. The research method is using mixed method by using both quantitative and qualitative methods, where the data are collected using sampling technique by distributing questionnaires to 15 trainers and 25 trainees or training participants. The data also enriched by using qualitative method of interview and observation done on trainers and training participants. The results of the research and studies show that the training program from the context aspects of the trainers is 80.65% and from participants is 80.45%, from the input aspects of the trainers and participants are consecutively 81.5% and 75.87%, from the process aspects are 79.2% and 71.87%, and from the product aspects of trainers and participants are 80.02% and 75.7%. This can be concluded that the range of TPR are from 71.87% to 81.5% which fall into 'good' and 'very good' categories.

Keyword: *Lead Auditor, CIPP Model Evaluation, Participants Satisfaction*

I. INTRODUCTION

This evaluation research is the design and procedure to evaluate, collect, and analyze systems and to give value or worth to any educational practice. The value and worth of any practical education were based on measured results or data collection and standard criteria were used in absolute or relative conditions. In general evaluation, research is needed to design, test, and improve the implementation of educational practice (Patton, 2012: 45). When planning or programming educational activities sometimes we need the historical data or records which may be useful for the new program (Gunung and Darma, 2018).

The definition of evaluation according to the experts sometimes varied for example definition was highlighted by Fitzpatric, Sanders, & Worthen (2011:7) that evaluation "identification, clarification, and application of defensible criteria to determine an evaluation object's value (worth or merit) in relation to those criteria". Meantime the evaluation program

as per Joint Committee, as mentioned by Brinkerhof (1983: xv) that systematic investigation activity that collects values from an object. Gronlund & Linn (1990: 5) mentioned that evaluation is the systematic process of collecting, analyzing, and interpreting information to determine the extent to which students are achieving instructional objectives.

The CIPP model was developed by Stufflebeam, et al. (1967), according to Adellia and Prajawinanti (2021), this evaluation consists of a context evaluation model, input, process, and product (Context, Input, Process, and Product or CIPP), as an evaluation model that focuses on making the decision. This method identifies four types of program evaluation related to four types of decisions in program planning. Evaluation program context provides data on decisions in program planning, evaluation of inputs provides alternatives decisions about program design and resources, and process evaluation provides alternative decisions for controlling the program and product evaluation to provide alternative decisions about program

outcomes and cycles (Darodjat and Wahyudiana, 2015).

Permendiknas Number 22 of the year 2006 concerning Standards of Content explains that vocational education aims to improve the intelligence, knowledge, personality, noble character, and skills of the students to live independently and participate in further education in accordance with their vocational program (Mubai et al, 2021). In order to work effectively and efficiently and develop skills and expertise, they must also have high stamina, master their field of expertise and the basics of science and technology, have a high work ethic, and be able to communicate in accordance with the demands of their work, and have the ability to develop themselves (Arif, 2019).

Suharsimi (2009), states that evaluation is an activity to collect information about the workings of something, which is then used to determine the right alternative in deciding. In addition, Tyler stated in Djemari (2015) that evaluation is the process of determining the extent to which educational goals have been achieved, while Griffin & Nix in Djemari (2015) is the judgment on the value of the measurement results or the implications of the measurement results. Tyler emphasizes achieving the goals of a program, while Griffin & Nix places more emphasis on the use of assessment results. This is in line with what Safitri and Prihatin (2016) in their research entitled Implementation of the Principal's Role as Supervisor in Junior High Schools said that evaluation is a systematic effort to find out to what extent the supervision program is successful.

As the non-formal training or education, ISO 9001 Lead Auditor training is conducted to give competence to any individual wish to path their career as QMS (Quality Management System) Auditor and Lead Auditor. The training is aimed to give competency to the participants in becoming QMS Internal Auditor as well as external Auditor. As a QMS Auditor, the person should understand all requirements as required by ISO 19011:2018. Lead Auditor is a person who leads the auditor, Auditor is a person performing the audit, either internal audit (1st audit) or external audit (2nd party and 3rd party audit). The standard will give basic knowledge and fundamental education for the training participants, so they understand the pre-requisite requirements to be a competent QMS auditor. The training will last for a week or two and the program will be improved from time to time following the trend requirements. ISO 9001 Quality Management System is a standard issued by International Organization of Standardization (ISO), which has headquartered in Switzerland. As an organization ISO has issued more than 22,600 standards that apply to all kind of

industries such as manufacturing, healthcare, and accounting, etc. (Rogala and Wawak, 2021).

Kusumaningsih and Santosa (2019) explained that vocational training such as this management training is very much needed in the management industry and can build students confidence on the knowledge which they can use when they are employed in the industry.

II. METHODS

The research is performed using a qualitative descriptive approach and literature review. The qualitative method has its target to explain the finding or phenomenon and is presented by empirical data obtained during observation. According to Rudi and Cepi (2008), the qualitative method is the research approach that is oriented to natural phenomena which are subjective and informal and can be developed as inductive-deductive or deductive-inductive. Therefore, it can be explained that qualitative research is research that is based on facts that are natural, subjective, and informal (Yuliana et al, 2018). A literature review is the research method that uses all the secondary resources or data for example by referring to published journals, encyclopedias, etc. According to Mirzaqon (2018) that literature review is the method of getting information and data from previous documentation, books, magazines, stories, etc.

The questionnaire that has been made by the researcher is tested to find out if the results are valid and reliable. Valid and reliable questionnaires were used to retrieve data. The data analysis technique in this study used quantitative descriptive analysis techniques, namely by describing and interpreting the data from the evaluated variables, namely by describing and interpreting the data from the process component. The data were analyzed descriptively quantitatively by presenting the results of descriptive statistical calculations in the form of frequency tables and percentages obtained from the results of monitoring and evaluation (Sugiyono, 2014). The data obtained from the results of the study were collected and analyzed based on the measure of central tendency and the size of the spread of the data. In addition, the data were analyzed using descriptive statistics through the help of the Microsoft Excel 2013 computer program. The processed data were then analyzed and described with the aim of obtaining answers about the things to be disclosed in accordance with the research objectives. The results of the calculations from each test instrument will be tested for validity and reliability and then will be drawn into a descriptive conclusion so that a true

picture of the situation in the field will be obtained until real results occur (Ambiyar, 2019:102).

III. RESULTS

The results of study analyzed from the questionnaires of the respondents are below:

A. Trainers' responses

From the trainers' perspective responses, we can divide into four aspects and detail as below:

1. Context aspect

According to Juliyanto (2017) that there are four variables normally used during the research on the evaluation of the Context aspect of the training of Lead Auditor ISO 9001. The four variables are the objectives of the program, the relevance of the program, the purpose of the program, and the benefit of the program. The values which are measured from the responses are transmitted to the TPR (Total Physical Response) scores for easy description. Therefore, the response obtained from the respondents are as follows:

- a) The objective of the program is to have a TPR of 75.7 which is 'good'.
- b) The relevance of the program is to have a TPR of 81.2 which is 'very good'.
- c) The purpose of the program is to have a TPR of 83.4 which is 'very good'.
- d) The benefit of the program is to have a TPR of 82.3 which is 'very good'
- e) The average of those variables is to have a TPR of 80.65 which is 'very good'

2. Input aspect

According to Ketut (2019) and Wijayanti et al. (2019), there are also four variables normally used during the study of evaluation of the Input aspect of the training of Lead Auditor ISO 9001. The four variables are covering the Supporting Factor of the Program, Program Planning and Scheduling, Work Instruction, and Training Facilities. The TPR scores for those variables are depicted as below:

- a) The supporting factor of the program is to have a TPR of 78.5 which is 'good'.
- b) The program planning and scheduling is to have a TPR of 77.8 which is 'good'.
- c) Work Instruction factor is to have a TPR of 85.2 which is 'very good'.

- d) Training facilities provision is to have a TPR of 84.4 which is 'very good'

Therefore, the average of those variables is to have a TPR of 81.5 which is 'very good', It can be concluded

3. Process aspect

Referring to the process aspect Mahmudi (2011) that the aspect covers the decision to perform control and execute the program. Data analysis which can be done in the aspect process in the execution of Teaching Factory in the research is connected to the elements of ISO 9001 Lead Auditor training process. The responses to this aspect are as follows:

- a) Workshop management factor is to have a TPR of 78.4 which is 'good'.
- b) Teachers' competence factor is to have a TPR of 79.6 which is 'good'.
- c) Scheduling factor is to have a TPR of 78.8 which is 'good'.
- d) Participants' activities factor is to have a TPR of 80 which is 'good'

Therefore, the average of those variables is to have a TPR of 79.2 which is 'good'. It can be concluded that this process aspect works quite well with all the factors are in good condition.

4. Product aspect

Regarding this product aspect, Mufid (2020) reveals that product evaluation emphasized the continuity of the program which gives the benefits to the program and can prolong its use. The product aspect of this ISO Lead Auditor training process are involving factors: Achievement of the objectives, Product performance, Product conformity, and Learning Activities. All these factors are having TPR values as bellows:

- a) Achievement of the objectives factor is to have a TPR of 81.8 which is 'very good'.
- b) Product performance factor is to have a TPR of 77.6 which is 'very good'.
- c) Product conformity factor is to have a TPR of 82 which is 'good'.
- d) Learning activities factor is to have a TPR of 78.7 which is 'very good'

Therefore, the average of those factors is to have a TPR of 80.02 which is 'very good'. This concludes that the objectives achievement, product performance and conformity and the group learning activities are

meeting the requirements of current trainers' expectation.

B. Training participants responses

1. Context aspect

According to Rogala and Wawak (2012), that the implementation of the training of ISO 9001 Lead Auditor is comprising of two elements, which each element is showing TPS values as below:

- a) Program Vision and Mission factor is to have a TPR of 82 which is 'very good'.
- b) Program objectives is to have a TPR of 78.9 which is 'good'

The average value of TPR of this aspect is 80.45 which is 'very good'. Based on this aspect we can infer that the students believed that the training could give them better vision and hope to gain what they intend to with the knowledge shared during the training.

2. Input aspect

The analysis made on the input aspect of the implementation of ISO 9001 Lead Auditor training is comprising of four elements which are: Trainer competency, Program Planning, Training facilities and Work Instructions (Muryadi, 2017). All these aspects become important factors to evaluate:

- a) Trainers' competencies element is to have a TPR of 77.5 which is 'good'.
- b) Program Planning element is to have a TRP of 72 which is 'good'.
- c) Training facilities element is to have a TPR of 78 which is 'good'.
- d) Work Instructions element is to have a TPR of 76 which is 'good'

The average value of TPR of this aspect is 75.87 which is 'good'. Therefore, this can be deduced that all the issues related to trainers' competencies, program planning, training facilities and work instructions within this institution is generally in good condition and can accommodate the students or trainees' expectation.

3. Process aspect

The analysis was made to understand the process aspect of the ISO 9001 Lead Auditor's learning process which are related to some activities such as trainers' activities, training schedule, Trainees' activities. Below are the descriptive values of TPRs obtained from the training (Mustafa, 2021).

- a) Trainers' activities element is to have a TPR of 72 which is 'good'.
- b) Training Schedule element is to have a TPR of 70 which is 'good'.
- c) Training facilities element is to have a TPR of 73 which is 'good'.
- d) Trainees' activities element is to have a TPR of 72.5 which is 'good'

The average value of TPR of this aspect is 71.87 which is 'good'. This can be inferred that trainers' activities, training schedule, training facilities and trainees' activities meeting the expectations of the trainees.

4. Product aspect

The study was made to evaluate the product aspect of the ISO 9001 Lead Auditor's learning process which are related to some activities such as Objective's achievement, Product performance, Soft Skill's performance and trainers' activities, training schedule, Trainers' performance (Nurhayani at al, 2022). Below are the descriptive values of TPRs obtained from the training:

- a) Objective's achievement element is to have a TPR of 74.5 which is 'good'.
- b) Product performance element is to have a TPR of 71.8 which is 'good'.
- c) Soft Skill's performance element is to have a TPR of 81 which is 'very good'.
- d) Trainers' performance element is to have a TPR of 75.5 which is 'good'

The average value of TPR of this aspect is 75,70 which is 'good'. This can be assumed that the objective's achievement, product performance, soft skill's performance, and trainers' performance are meeting the expectations of the trainees or participants. Therefore, all these analyses using qualitative data can be inferred that the implementation of ISO 9001 Lead Auditor Training can achieve participants satisfaction and give the trainees assurance that they can implement what they learn from the training course to their working environment (Mufid, 2020).

IV. DISCUSSIONS

From the research and study above, we can discuss that the samples taken were evenly distributed using methods questionnaire, interview and observation. This indicated that the research was performed using data reduction and qualitative method. The training organizer in this case was ATS

Training Centre, is in Batam Kota district, Batam Island, Indonesia. The institution has held many training events including ISO 9001 Lead Auditor training. From the data above we can also see that both trainers and training participants are satisfied with the program and they can contribute to the successful and fruitful results (Nyoman and Ketut, 2018).

V. CONCLUSION

The implementation of ISO 9001 Lead Auditor training from context aspects of the trainers was found to be in TPR of 80.65% average which means very good, while from the training participants the TPR is 80.45% which is also very good. On the in the input aspects, the trainers hold 81.5% which very good and from the participants are obtained 75.87% which is good. For process aspects we have trainers TPR to be 79.2% which is good and participants TPR to be 71.87% which is also good. The last would be product aspects which reveals that for trainers to be with the TPR of 80.02 and for the participants is 75.70%. This means that all values falling into the range of category 'good' and 'very good'.

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