

EFFECTIVENESS OF PT. ABC EMPLOYEE TRAINING PROGRAMKrisna Primastya¹, Heru Baskoro¹¹ Universitas Muhammadiyah Gresik, Indonesia**Article Info****Article history:**

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Keywords:*training program, training effectiveness, employee performance, training management, content relevance.***ABSTRACT**

This study aims to identify the factors contributing to the failure of the employee training program at PT. ABC in achieving its annual targets and to evaluate the program's effectiveness in enhancing employee skills. The research employs a qualitative approach, using interviews and document analysis as data collection techniques. The findings reveal that the program's failure is due to the lack of relevance between the training content and the company's operational needs, as well as limitations in the delivery methods used. Additionally, suboptimal training management contributes to the low effectiveness of the program. The study concludes that the program's effectiveness remains low because the training materials are not integrated with employees' specific job requirements. The study's limitation lies in its focus on a single company without comparisons to other organizations. The implications of this research highlight the need for improvements in the training curriculum, delivery methods, and training management systems to ensure greater relevance and effectiveness in enhancing employee performance.

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**Corresponding Author:****Krisna Primastya** | Universitas Muhammadiyah Gresik, IndonesiaEmail: Krisnaprimastya04082001@gmail.com**INTRODUCTION**

Job training plays a crucial role in helping employees adapt to technological changes and evolving job market demands. According to Alamsyah (2024), Indonesia has a low corporate training rate of only 8%, compared to the East Asia and Pacific average of 35%. Minister of Manpower Ida Fauziyah emphasized that reskilling and upskilling are necessary to face the Industrial Revolution 4.0, where many jobs will be impacted by automation, while new jobs will emerge, requiring new skills. This also supports the achievement of the Golden Indonesia 2045 vision.

Training data from 2019 to 2023 shows that the annual training target is 24 sessions, but implementation varies from year to year and never fully reaches the target. In 2019, only 20 sessions were implemented, or approximately 83.33% of the target, of the 24 sessions. 2020 saw a decline, with only 18 training sessions implemented, or approximately 75%. In 2021, implementation increased to 22 sessions, or approximately 91.67% of the target.

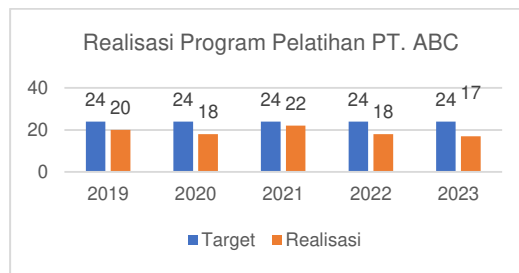


Figure 1 Realization of Training Program

However, 2022 saw another decline, with only 18 training sessions completed, the same as 75% in 2020. 2023 saw the lowest realization, with only 17 training sessions completed out of a target of 24, or approximately 70.83%. Overall, this data shows fluctuations in training target achievement over the past five years, with the highest achievement being 91.67% in 2021 and the lowest being 70.83% in 2023.

Tahun	Jumlah Produk Dihilangkan	Jumlah Produk Defect	Persentase Produk Defect
2019	38,200	382	1.00%
2020	40,100	602	1.50%
2021	42,700	854	2.00%
2022	45,800	1,374	3.00%
2023	47,300	1,892	4.00%

Figure 2 Number of Defective Products

The table above shows data regarding the increase in the number and percentage of defective products from 2019 to 2023. In 2019, the company produced 38,200 units of product, of which 382 units were defective, resulting in a defective product percentage of 1.00%. In 2020, production increased to 40,100 units with 602 units being defective, resulting in a defective product percentage increase to 1.50%. This trend continued in 2021 with 42,700 units of product produced, of which 854 units were defective, resulting in a defective product percentage of 2.00%.

In 2022, production reached 45,800 units with 1,374 defective units, increasing the defective percentage to 3.00%. In the final year, 2023, production reached 47,300 units, but defective units increased sharply to 1,892 units, resulting in a defective percentage of 4.00%. This data shows that although production volume continues to increase annually, the percentage of defective products has also increased significantly, indicating problems in quality control that require immediate attention to reduce the number of defective products.

Subyantoro et al. (2022) explain that training is a planned effort to facilitate employee learning and develop job-related competencies. Training typically takes place over a short period of time using systematic and organized methods. Meanwhile, Nurhayati and Atmaja (2021) highlight the importance of training in strengthening company competitiveness, especially in the era of globalization, where human resources are a key asset.

In 2023, PT. ABC implemented several training programs to improve employee skills. However, these programs failed to achieve their targets, contributing to an increase in defective products over the past five years. Machine operation errors and a lack of adaptation to new technology were the primary causes. This highlighted weaknesses in training planning

and implementation, including inadequately relevant materials and less interactive training methods.

Previous research has shown that effective training can improve employee performance. Gea et al. (2024) stated that training effectiveness depends on the relevance of the material, interactive methods, and practical application. Rustiana (2023) found that training had a significant positive impact on changing participant behavior, which contributed to improved performance. Hafiz et al. (2023) stated that training was quite effective in improving knowledge and skills, although some participants did not meet all indicators. Islami et al. (2023) revealed that training was quite effective in improving performance, despite funding constraints during the pandemic, noting the importance of improving budget management.

A study by Gea et al. (2024) entitled "The Effectiveness of Training in Improving Employee Performance at the AMIN Church Synod Office " used a qualitative approach with in-depth interviews. The results showed that training effectiveness is highly dependent on the relevance of the material, interactive methods, and the practical application of the concepts and skills learned. Hafiz et al. (2023), in their study entitled "The Effectiveness of Employee Job Training at PT. Adira Dinamika Multifinance Tanjungpinang," evaluated job training by interviewing five respondents. The results showed that training was quite effective in improving employee knowledge, skills, and performance.

Islami et al. (2023), in their study "The Effectiveness of Training Programs in Improving Performance at the BPPKAD (Agency for the Development of Regional Development Planning Agency) of Gresik Regency," used qualitative methods with interviews and observations. This study concluded that training was quite effective in increasing employee productivity despite funding constraints during the Covid-19 pandemic. They also emphasized the importance of better budget management based on needs analysis.

Training is a learning process aimed at equipping employees with knowledge, skills, and behaviors that meet company standards. Rachmawati, in Hidayati (2020:102), defines training as an activity to improve employee attitudes, skills, and knowledge, with the goal of reducing the gap between individual abilities and organizational needs. Employees are considered valuable assets because of their potential to be developed for efficiency and performance optimization.

According to Mangkunegara (2017:44), training effectiveness can be measured through:

1. Measurable training goals and targets.
2. Coach qualifications.
3. Material that is relevant to the objectives.
4. Type of training that suits employee needs.
5. Participants who meet the requirements.

According to Subyantoro et al. (2022), training methods are divided into:

1. Traditional Method:

- Lectures and Presentations: Information is delivered passively through lectures or audiovisuals.
- Discussion and Q&A: Increase interaction during training.

2. Direct Method:

- On-the-Job Training (OJT): Direct training in the workplace.
- Self-Directed Learning: Employees learn independently with a facilitator.
- Internship : A combination of work and study with a specific schedule.
- Simulation: Training in situations that resemble the real world of work.
- Case Studies, Role Playing, and Behavior Modeling : Develop analytical and interpersonal skills.

Subyantoro et al. (2022) The selection of training methods depends on:

1. Desired Learning Outcomes: Suitability of the method to the skills to be developed.
2. Transfer of Training: Ease of applying the material in the job.
3. Cost and Effectiveness: Training efficiency in relation to budget.
4. Special Considerations: Methods relevant to individual and team learning.

According to Cherrington in Subyantoro et al. (2022):

1. On-the-Job Training:

- Coaching, Mentoring, and Job Rotation: Focus on direct guidance from superiors or seniors.
- Understudy and Apprenticeship: Long-term training to fill a specific position.

2. Off-the-Job Training:

- Class Lectures and Simulations : Learning outside the work environment.
- Vestibule Training: Practice with real work equipment without disrupting company operations.
- Programmed Learning: Independent material using print media or computers.

According to Subyantoro et al. (2022), there are various types of training:

1. Team Training: Improve teamwork.
2. Skills Training: Sharpen technical skills.
3. Cross Functional Training: Train employees in various functions.
4. Technology Training: Keeping up with technological developments.
5. Creativity Training: Generating innovative ideas.
6. Language Training: Strengthening international communication skills.
7. Retraining: Updating skills to meet new demands.

These types of training are designed to improve the quality of human resources in facing the challenges of the world of work.

RESEARCH METHODS

According to Sugiyono (2019:18), qualitative research methods are based on the philosophy of postpositivism, which aims to understand naturally occurring phenomena without manipulation. This research utilizes the researcher as the primary instrument in data collection and analysis. Data were collected through triangulation techniques, which involve the use of several methods to ensure data validity, such as in-depth interviews, observation, and document analysis.

Data analysis is inductive, meaning researchers start with specific observations and then discover more general patterns, themes, and concepts. Qualitative research aims to understand the underlying meaning of phenomena, not to generate numerical generalizations. Therefore, this study focuses on an in-depth exploration of a specific issue or phenomenon, such as the effectiveness of job training programs at PT. ABC.

Qualitative research also places greater emphasis on the process than the end result. In this context, the relationships between the components being studied are more easily understood when viewed through the process itself. This research was conducted at PT. ABC, a company engaged in the production and distribution of PVC pipes for sanitation and clean water needs. The company is located in Gresik. This location was chosen based on the phenomenon of training program implementation facing certain obstacles, which impacted employee productivity. By choosing this location, the researcher could examine the problems directly in the work environment.

According to Sugiyono (2019:294), the unit of analysis in qualitative research is the individual or group that serves as the primary source of data. This study used a purposive sampling technique, selecting informants with in-depth knowledge of the issue being studied. Informants were selected based on specific criteria relevant to the research, such as work experience, involvement in training programs, and position within the company.

Table 1 Research Informants

Name and Position	Reasons to Choose	Representation
Senior Production Employee (Muhammad Agus)	Senior employees have extensive experience at the company and may have attended several on-the-job training programs. They can provide insight into the effectiveness of training over time.	They can represent the views of long-term employees and can compare different training programs.
Junior employee in marketing (Siti Maulidyah)	Junior employees, especially those who have just joined, can provide a fresh perspective on the initial training they received and how it helped them adapt to the job.	They can represent new employee experiences and the success of orientation or initial training.
HR & General Manager (Ayu Nindia)	Managers involved in designing or overseeing training programs can provide perspective on the objectives, design, and evaluation of the effectiveness of training programs.	They represent the views from the management and operational side of training.

The following are the categories of informants selected:

1. Senior Production Employee (Muhammad Agus), selected for his extensive work experience and participation in several training programs. This employee can provide insight into the effectiveness of training from a long-term perspective.
2. Junior Employee in the Marketing Department (Siti Maulidyah), as a new employee, this informant is expected to provide perspective on initial training and how the training helps them adapt to the job.
3. HR & General Manager (Ayu Nindia), as the designer or supervisor of the training program, this manager can provide views on the design, implementation, and evaluation of training from a managerial perspective.

This diverse selection of informants provides a broader range of data, encompassing multiple perspectives to comprehensively understand the effectiveness of job training. This study relies on two main types of data:

1. Primary Data
Data obtained directly from informants through interviews and field observations. This data provides a first-hand overview of the phenomenon being studied.
2. Secondary Data
Data obtained from official company documents, such as annual reports, training records, and other relevant documents. This data is used to support and enrich the analysis of primary data.

Data sources in this study include:

1. Direct interviews with informants to obtain in-depth primary data.
2. Documentation in the form of performance reports, training records, and other documents obtained from the HR and General Affairs departments of PT. ABC.

The data collection techniques used are:

1. Structured Interview
Interviews are used to obtain in-depth information from informants. According to Sugiyono (2021:114), structured interviews allow researchers to follow a pre-prepared list of questions, resulting in more focused and relevant data collection.
2. Documentation
refers to data collection techniques from written documents or archives relevant to the research. This technique helps researchers obtain additional information that cannot be uncovered through interviews alone.

This study uses the Miles & Huberman interactive data analysis model, which consists of three main stages:

1. Data Reduction
The process of filtering and simplifying data to focus on the most relevant information. Irrelevant data is discarded to facilitate further analysis.

2. Data Presentation

Data is presented in narrative form, tables, or diagrams to provide a clear picture of the research results. This presentation makes it easier for researchers to identify key patterns and themes.

3. Drawing Conclusions and Verification

Initial conclusions were drawn from the analyzed data and verified with informants to ensure validity. This process was carried out iteratively until accurate results were obtained.

To ensure data validity, this study employed source triangulation techniques. Triangulation was conducted by comparing data from various informants and documents to identify the consistency and validity of the information. According to Sugiyono (2017:276), data validity was also tested through member checking, which involves confirming the analysis results with informants. If the informants agree with the results, the data are considered valid. However, if there are discrepancies, the researcher conducts further discussions to refine the interpretation. With this technique, the study is expected to produce valid and reliable data to answer the research objectives related to the effectiveness of job training programs at PT. ABC.

RESEARCH RESULTS

Reasons for Not Achieving Training Targets

Ms. Ayu Nindia, HR Manager, stated that one of the main factors causing the training program to fall short of its targets was a lack of coordination between the divisions involved. She stated:

"The main factors that cause training programs to fail to achieve their targets are the lack of coordination between the divisions involved and the frequent clashes between training schedules and other operational activities."

Furthermore, training schedules often clash with other operational activities, resulting in suboptimal training implementation. A senior production employee also noted that training often clashes with production schedules, especially during peak production demand. He said:

"I find that training often clashes with production schedules. When production is high, training is often postponed or canceled."

A similar thing was also expressed by a Junior Employee in the Marketing Department, who said:

"One factor is that training schedules often clash with marketing activities, such as promotions or exhibitions."

This situation indicates that fluctuations in the company's operational schedule are a major obstacle to training implementation. Therefore, more thorough planning and better coordination between divisions are necessary to ensure that training activities run smoothly without disrupting the company's core operations.

The Role of HR and Coach Qualifications

Ms. Ayu Nindia, HR Manager, stated that the role of HR and trainer qualifications significantly influence training effectiveness. She said:

"The role of human resources and trainer qualifications significantly impact training effectiveness. Trainers who are incompetent or don't understand field needs often provide inappropriate material."

A senior production employee also added that trainers who don't understand field conditions often provide material that's irrelevant to their work. He stated:

"Trainers who don't understand field conditions often provide irrelevant material. Human resources also need to better understand our technical needs in production."

This results in training providing less significant benefits for production employees. A junior marketing employee shared a similar sentiment:

"Trainers who don't understand marketing dynamics often provide irrelevant material. HR plays a crucial role in ensuring the trainers are competent."

The role of HR is crucial in ensuring that selected trainers possess adequate competencies and a thorough understanding of the technical and operational needs of each division. This ensures that training is more effective and delivers a tangible positive impact on employees.

Training Technology Suitability

Ms. Ayu Nindia, HR Manager, stated that the technology used in the training was quite supportive, although there were still some areas that needed improvement, particularly in developing a more interactive platform. She said:

"The technology used in the training is quite supportive, although there are some areas that could still be improved, especially in terms of a more interactive platform."

More sophisticated and relevant technology can improve training effectiveness and help employees better understand the material. However, a Senior Production Employee felt the technology used in training was still rudimentary. He explained:

"The technology used is still rudimentary. For example, training simulations often use different tools than what we use on a daily basis in production."

Meanwhile, a junior marketing employee highlighted that the technology used in digital marketing training often doesn't align with the platforms they actually use on the job. He stated:

"The technology used is still inadequate. For example, digital marketing training often doesn't utilize the platforms we actually use."

This reduces the effectiveness of training because participants don't gain experience that aligns with their practical needs. Therefore, the use of technology that is more appropriate and closely approximates real-world conditions needs to be a priority in corporate training programs.

Resource Availability

Ms. Ayu Nindia, HR Manager, stated that highlighting the availability of resources is a key factor influencing the smooth running of training. She said:

"The availability of resources, whether in terms of time, budget, or facilities, greatly impacts the smooth running of training. Without adequate resources, training is difficult to implement optimally."

A senior production employee also noted that resources such as training time and equipment are often limited. He explained:

"Resources such as time and training equipment are often limited. Sometimes we have to share equipment with other divisions, so the training is not optimal."

A junior employee in the marketing department also expressed similar challenges. He stated:

"Budget and time availability are major factors. Sometimes, training is canceled because our division is more focused on sales targets."

This explanation demonstrates that resource limitations, whether in the form of time, budget, or facilities, can hinder effective training implementation. Therefore, appropriate and planned resource allocation is crucial to ensuring the success of a training program.

Effectiveness of Training Methods

Ms. Ayu Nindia, HR Manager, stated that the training methods used so far have been quite effective, although they still require improvement. She stated :

"The training methods used are quite effective, but improvements are needed in terms of implementing more varied methods to increase participant engagement."

However, a Senior Production Employee felt the training methods implemented were ineffective due to the excessive theory. He said:

"The method is less effective because it's too theoretical. We need more hands-on training that's relevant to work situations."

A junior marketing employee expressed a similar sentiment, stating that training methods were often less relevant to their needs. He explained:

"The method is less effective. Most of the training is still theoretical, even though we need hands-on simulations, such as customer-facing strategies."

This explanation suggests that more varied training methods focused on hands-on practice will be more effective in improving employee skills. Approaches that rely solely on theory often fail to reflect the real-world situations employees face in the field.

Needs and Resources Gap

Ms. Ayu Nindia, HR Manager, acknowledged the gap between training needs and the company's available resources. She stated:

"There's a gap between training needs and resource availability. We need more training that's relevant to industry developments."

A senior production employee also felt a mismatch between the training provided and their needs in the field. He said:

"Yes, there is. Often the training we need is not available, while what is provided does not match the needs in the field."

Meanwhile, a junior marketing employee highlighted that the training provided was often irrelevant to their specific needs. He explained:

"Yes. For example, we need training on the latest marketing trends, but often the training only covers the basics of marketing."

This explanation emphasizes the importance of adapting training materials to industry developments and the specific needs of employees so that training programs can have a more significant impact.

Planning and Supervision

Ms. Ayu Nindia, HR Manager, stated that while training planning and supervision have been conducted regularly, there are still shortcomings in on-the-ground supervision. She said:

"Training planning and supervision are carried out periodically, but supervision in the field still needs to be improved to make training more effective."

A senior production employee shared the view that planning was often done on the spur of the moment, and that lax oversight made training feel like a formality. He stated:

"Planning is often done on the spur of the moment, and oversight is lacking. We sometimes feel like training is just a formality."

Meanwhile, a Junior Marketing Staff member highlighted the marketing team's lack of involvement in the planning process and weak post-training evaluation. He stated:

"Planning often lacks input from the marketing team . Monitoring is also limited to the initial phase without in-depth evaluation after the training is completed."

This explanation demonstrates that more structured planning and supervision, involving all relevant parties, are essential to improving training effectiveness. Furthermore, ongoing post-training evaluation is key to ensuring the program's positive impact.

Clarity and Precision of Goals

Ms. Ayu Nindia, HR Manager, stated that while the training objectives were clearly defined, more emphasis was needed on measurable outcomes and relevance to daily work. She said:

"The training objectives are clearly defined, but there needs to be more emphasis on measurable outcomes and relevance to everyday work."

However, a Senior Production Staff member felt that training objectives were not always clearly communicated, leaving them often unsure what to expect after the training. He said:

"The goals aren't always clear. We often don't know what to expect after the training is over."

A junior marketing employee echoed this sentiment, stating that the lack of clear objectives made it difficult to evaluate training outcomes. He stated:

"Not always. Sometimes we don't know what we want to achieve from the training, so it's difficult to evaluate the results."

This explanation emphasizes the importance of setting clear and measurable training objectives so that participants understand the desired expectations. Without clear objectives, training risks becoming irrelevant and less than optimal.

Suitability of Training Materials

Ms. Ayu Nindia, HR Manager, stated that the training materials have been tailored to employee needs, although ongoing efforts are underway to update them to be more relevant to industry developments. She said:

"The training materials are tailored to the needs of employees, but we will continue to strive to update the materials to make them more relevant to industry developments."

A senior production employee noted that the training materials provided were often too general and lacked focus on the technical issues they faced in the field. He explained:

"Training materials are often too general and don't focus on the technical problems we face in production."

Meanwhile, a junior marketing employee felt that much of the training material didn't address the specific challenges they faced. He stated:

"A lot of the material is too general and doesn't match the challenges we face in marketing."

This explanation demonstrates that training materials must be continually updated to remain relevant to employees' specific needs. Without materials that are appropriate to the challenges faced, training will be ineffective in improving participants' skills and supporting the achievement of organizational goals.

Participant Selection Criteria

Ms. Ayu Nindia, HR Manager, explained that the selection of training participants was based on division needs and certain predetermined criteria. She said:

"Training participants are selected based on division needs and pre-determined criteria, such as experience and skills that need to be improved."

However, a Senior Production Staff member felt that the selection criteria were not always clear. He stated:

"Usually those selected are new employees or those deemed to need to improve their skills, but sometimes there are no clear criteria."

A similar thing was also expressed by a Junior Employee in the Marketing Department, who stated:

"Usually those selected are new employees or those deemed to need skill improvement, but there are no clear criteria."

This explanation suggests that the training participant selection process should be based on more structured and transparent criteria. With clear criteria, training can be more targeted and provide maximum benefits to employees who need skills development most.

Post-Training Evaluation

Ms. Ayu Nindia, HR Manager, stated that post-training performance evaluations are conducted routinely to ensure a positive impact on employee productivity and performance. She explained:

"Performance evaluations after training are conducted routinely to see whether the training has had a positive impact on employee productivity and performance."

However, a senior production employee assessed that the evaluation was limited to completing a questionnaire without any follow-up that truly measured the training's impact on performance. He stated:

"There is evaluation, but it's limited to questionnaires. There's no follow-up that truly measures the impact of the training on performance."

Meanwhile, a junior marketing employee highlighted the lack of direct evaluation of the application of training knowledge to daily work. He said:

"Yes, but only in the form of written reports. There is no direct evaluation of the application of knowledge from the training to daily work."

This explanation suggests that more in-depth and ongoing evaluation is needed to measure the effectiveness of training. Such evaluation should include direct measurement of the application of the knowledge gained in a work context.

Success Indicators

Ms. Ayu Nindia, HR Manager, emphasized that training success indicators are measured based on skill improvement and achievement of predetermined targets. She stated:

"Training success indicators are measured based on skill improvement and achievement of predetermined targets."

However, a Senior Production Staff member felt the indicators used were less relevant to their work. He explained:

"The indicators are unclear. From our perspective, success should be seen in the ability to operate the equipment or solve technical problems."

A Junior Marketing Employee also expressed a similar view, saying:

"The indicators are unclear. We feel that success should be measured by our increased ability to achieve marketing targets."

This explanation highlights the importance of success indicators that are relevant to each employee's job. Clear and relevant indicators will help ensure that the training achieves its intended goals.

Material Mismatch

Ms. Ayu Nindia, HR Manager, stated that the mismatch between training materials and employee needs often arises from a lack of communication between the training team and employees. She explained:

"The mismatch between training materials and employee needs often occurs due to a lack of communication between the training team and employees."

A Senior Production Employee confirmed this, saying:

"There's a lack of communication between the training team and us on the ground. They often don't understand our specific needs."

Likewise, a Junior Marketing Employee stated:

"The material is often irrelevant because the trainers don't understand the market conditions we face."

This explanation emphasizes the importance of better communication between the training team and employees. Without effective communication, training materials will be difficult to tailor to employees' specific needs, which can ultimately reduce the training's effectiveness.

Lack of Training Effectiveness

Ms. Ayu Nindia, HR Manager, explained that the training's ineffectiveness in improving employee performance was due to the material not being aligned with operational needs and a lack of post-training follow-up. She explained:

"The lack of effectiveness of training in improving employee performance is caused by material that is not appropriate to operational needs and a lack of follow-up after training."

A senior production employee felt the training they received was inadequate, as it didn't directly lead to improved technical skills needed in the field. He explained:

"The training we received was inadequate because it did not directly lead to improved technical skills needed in the field."

Junior marketing employees also felt that the training was ineffective because the material provided was not relevant to their day-to-day marketing tasks. They said:

"The training was not effective enough because the material provided was not relevant to our daily tasks in marketing, so it did not directly improve our performance."

This explanation highlights that training that is irrelevant to day-to-day work and without adequate follow-up often has no significant impact on employee performance. Therefore, it is crucial to ensure that training is tailored to operational needs and accompanied by ongoing evaluation.

Problems in Planning

Ms. Ayu Nindia, HR Manager, stated that delays or inconsistencies in training planning are often caused by sudden changes in company priorities or a lack of coordination between departments. She explained:

"Delays or discrepancies in training planning are often caused by sudden changes in company priorities or lack of coordination between departments."

A senior production employee revealed that training is sometimes hampered by sudden changes in production schedules or the emergence of new, higher-priority projects. He said:

"Sometimes training is hampered by sudden changes in production schedules or because there are new projects that are more of a priority."

Junior Marketing Employees also felt the same way, saying:

"Often training is delayed due to changes in marketing plans or because urgent needs arise in the field."

This explanation suggests that changing company priorities and a lack of coordination between departments often lead to delays or inconsistencies in training planning. To avoid this, training planning must be more flexible and involve all stakeholders.

Repair

Ms. Ayu Nindia, HR Manager, explained that they have an improvement plan to increase training effectiveness, which includes updating training materials, involving more competent trainers, and improving post-training evaluations. She said:

"We have improvement plans to increase the effectiveness of the training, including updating training materials, involving more competent trainers, and improving post-training evaluations."

A senior production employee expressed his hope that training would focus more on improving technical skills relevant to their jobs. He stated:

"I wish the training focused more on improving technical skills that are more relevant to our jobs. We also need more frequent and practical training."

Junior Marketing Employees also emphasized the importance of the relevance of training to the challenges they face in the field, saying:

"Training needs to be more relevant to the challenges we face in the field. We also need more training that involves live simulations."

This explanation highlights that updated materials, more competent trainers, and more in-depth post-training evaluations will significantly improve training effectiveness. More relevant and practical training will have a greater impact on employee performance.

Management Support

Ms. Ayu Nindia, HR Manager, emphasized the crucial role of management in supporting training programs, providing full support in terms of budget, time, and other resources. She said:

"Management plays a crucial role in supporting training programs. Management must provide full support, including budget, time, and other resources."

A senior production employee expressed his hope that management would be more supportive of training by allocating sufficient time and ensuring that it meets their needs. He stated:

"Management should be more supportive of training by providing sufficient time and ensuring that the training is tailored to our needs."

A junior marketing employee also hopes management will support training more by providing sufficient funding and time that doesn't conflict with marketing targets. He said:

"We hope that management will be more supportive of training by providing sufficient budget and time that does not conflict with marketing targets."

This explanation emphasizes that management support is crucial to the success of a training program. Without adequate management support, training will not be effective and will not produce the desired results.

R. Influence of External Factors

Ms. Ayu Nindia, HR Manager, explained that external factors such as changes in industry regulations, economic conditions, and technological trends can influence training. She stated:

"External factors such as changes in industry regulations, economic conditions, and technological trends can impact training. We need to continually adapt our training to these external developments."

A senior production employee acknowledged that external factors such as technological changes and regulations often impact the way they work, and training must keep pace with these developments to remain relevant. He said:

"External factors such as technological changes and regulations often impact the way we work. Training must keep pace with these developments to remain relevant."

The Junior Marketing Staff also emphasized that external factors such as digital marketing trends and regulatory changes significantly impact their work, and training must remain current. He explained:

"External factors such as digital marketing trends and regulatory changes significantly impact our work. Training must always keep pace with these developments."

This explanation highlights that constantly evolving external factors, such as regulatory and technological changes, impact the way employees work. Therefore, training must be continually updated to ensure employees can adapt to changes in their industry.

DISCUSSION

The training program at PT. ABC faces various obstacles that hinder its effectiveness, such as lack of coordination between divisions, scheduling conflicts with operations, limited resources, and the mismatch of training materials with employee needs in the field. According to Gea, DI, et al. (2024), training effectiveness is greatly influenced by the relevance of the training materials to employees' work, the methods used, and the practical application of the concepts taught. However, in the case of PT. ABC, the training materials focused more on basic theory than on direct application in the field, thus reducing the training's impact on employee performance.

Furthermore, Favi, C. (2017) explains that production factors, including errors in employee assignments and inappropriate training methods, contribute to program ineffectiveness. The lack of tailoring of training to specific employee needs, along with limited time, budget, and facilities, results in training not delivering optimal results. External factors such as time

pressure and high workloads also prevent many employees from fully participating in training, making it difficult to achieve training targets.

The effectiveness of training at PT. ABC can be analyzed through the relevance of the material, trainer qualifications, and training methods. Hafiz, M., et al. (2023) and Islami, DASB, et al. (2023) stated that training effectiveness is highly dependent on the suitability of the material to employee job needs. However, in practice, many employees feel the training material is irrelevant to their tasks. For example, production employees assessed that the training received did not cover the latest technical skills required in the PVC industry, thus not contributing significantly to performance improvement.

According to Mangkunegara (2017:44), an effective training program must have clear and measurable objectives. However, the program at PT. ABC does not fully meet these criteria due to a lack of clarity in training objectives and limited post-training evaluation. Furthermore, the trainers' lack of experience and understanding of field conditions also impacts the training's effectiveness, as the material is not always delivered in a practical manner. Therefore, the company needs to improve training planning, select qualified trainers, and adapt the material to employee needs and industry developments. More in-depth evaluation and post-training follow-up are also necessary for training to have a positive impact on employee performance and the achievement of company goals.

CONCLUSION

The training program at PT. ABC has not achieved its annual targets. The main contributing factors are the mismatch between training materials and employee needs, lack of coordination between divisions, and limited resources. Furthermore, clashes between training schedules and company operations are also significant obstacles.

Training effectiveness remains low due to material that is not relevant to employee tasks and technological developments. Limited post-training evaluation and a lack of follow-up make it difficult to apply training results in the workplace, resulting in a suboptimal impact on employee performance.

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