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The Influence of Development Effectiveness and Education and Training Quality on The Driver's Technical Skills of PT XYZ in Jakarta

Francis Tantri
STMT Trisakti
ftantri@yahoo.com

Aang Gunawan
STMT Trisakti
stmt@indosat.net.id

Marthaleina Ruminda
STMT Trisakti
stmt@indosat.net.id

ABSTRACT

The objective of this research is to study the influence of development effectiveness and education and training quality on the driver's technical skills of PT XYZ in Jakarta. The method of research is a survey using Path Analysis. The respondents for this survey are 35 drivers selected by applying proportional random sampling technique. The results of this research show that: (1) the effectiveness of development directly influencing the driver's technical skills is 35.8%, (2) the quality of education and training directly influencing the driver's technical skills is 33.8%, and (3) the effectiveness of coaching directly influencing the quality of education is 25.5% The study concludes that technical skills can be improved through effective development and the quality of education and training, and the quality of education and training can be enhanced through effective development as well.

Keywords: development, effectiveness, technical skills, quality, education, and training.

Introduction

A person in doing his job and duties should have at least four skills, namely (1) technical skill, ability to use tools, procedures, and techniques in a certain field; (2) human skills, ability to work with others, understand others, motivate others both as individuals and groups; (3) conceptual skill, mental ability to coordinate and integrate all the interests and the organization's activities; and (4) managerial skill, all abilities related to planning, organizing, staffing, controlling—including the ability to follow the policy and carry out the programs with limited budget.

According to Gibson (1996), ability is a natural and learned quality that enables a person to accomplish his or her works. While Terry (2001) classifies ability into three types, namely technical, human, and conceptual skills. Skills are parts of competence one needs for performing a work (Cohen and Fink, 2001; Ivaneevich, 2005). The combination of knowledge, competence, practices, and intelligence is called as technical skill (Bateman and Snell, 2000).

Technical skill is the highest level of one's ability in carrying out an activity of a work (Reece & Stephen Walker, 1997). Meanwhile, according to Stoner et. al. (1996) technical skill refers to the ability to apply technical procedures and knowledge one needs related a specific field.

Based on the abovementioned concepts, it can be concluded that technical skill is an ability to use technical procedures and knowledge on a specific field necessary for people to carry out their job and duties comprising an ability to use, repair, utilize, analyze, and control.

However, to meet those needs is not easy. Many things influence it, such as the effectiveness of development which is predicted to have an opportunity to influence the technical skill.

Thus, the author is interested in reviewing the effectiveness of development and the quality of education by using the method of survey and the technique of path analysis. The author focuses on revealing the inter-variable influence, that is a research aimed at investigating the direct influence of the hypothesized variables, namely variable of the development effectiveness and the quality of education and training on the driver's technical skill using a quantitative approach. Quantitative approach is used to know whether there are or not influences between the quality of education and training and the effectiveness of development on the driver's technical skill. In this case, the information is collected using questionnaires. The population is all taxi drivers of PT XYZ while the samples are 35 drivers with 10 years of tenure.

The Effectiveness of Development

In order to support the technical skill, effective development is required. Effectiveness means how a company is able to integrate the special criteria as the standard (Adam and Ebert, 1995). Effectiveness is related to the successful achievement of an objective according to the specified standard. Effectiveness is a condition that results in a decision or achievement of desired result for the sake of customer satisfaction (Lewis and Smith, 1994). This shows that effectiveness means that in order to achieve a goal, it is necessary for an organization to utilizes all the existing resources properly so that it will get benefits from utilizing the proper resources.

According to Armstrong (2003), effectiveness is related to development or instructions from his or her superordinate as a part of management process that makes people realize how good their performance is. Based on this explanation, it is clear that the development leads to better changes than before—starting with planning, organizing,

financing, coordinating, executing, and controlling a work to achieve better results.

The development can be improved if the management is able to implement effective leadership, make a coordination, create a coordinative climate and work environment. In this case, Soetopo and Soemanto (1991) state that development is an activity to maintain and improve the existing things. In general, development is called an improvement on the planned life pattern. Every human being has certain goals in his life and has desire to make the goals come true. If the goals are not achieved, he will try to reset his life pattern. Thus, it can be concluded that effective development is an effort, action, and activity carried out effectively to get better results in doing duties appropriately to achieve the defined goals, with the indicators: (1) giving the right guidance, (2) executing the authority, (3) making a coordination, (4) building teamworks, and (5) creating work environment.

Of course, technical skill requires not only development effectiveness but also a quality education and training in order to make an integrated coordination so that it results in the technical skill useful for carrying out certain duties. Education and training are efforts to develop human resources, particularly their ability, intelligence, and personality. Quality can become a strategy in the education and training activities to obtain the learners with expected ability.

The education activity in any form always refers to a system that consists of inputs processed and transformed to produce outputs (Lewis and Smith, 1994). Thus, education is a process of changing a person or a group's attitude and behavior into maturity through teaching and training, process, method, and act of educating.

Education and training are efforts to equip organization members with knowledge and skills necessary for performing their tasks and duties (Lewis and Smith, 1994). Training emphazises more on the course format and short term program to enhance knowledge and skills, and change attitude for future career or development (James R. Davis and Adelaide B. Davis, 1998).

Basically the orientation of training is to help people improve their ability to carry out the recent duties, while education is oriented more to improve the work productivity in the future. Through a training one can improve his or her skills, obtain information, and determine attitude to be more efficient and effective in performing duties. Still, training also helps organizations achieve their goals and objectives. Basically trainings are aimed at improving and developing attitude, behavior, skills, and knowledge of employees as expected by the company (Nitisemito, 1996).

The format of education and training program is a requirement for a business plan to help improve skills, knowledge, and attitude as desired by the organization. Thus, the quality of education and training is conceptually the result of knowledge transfer activities as specified by the predetermined design in order to enhance knowledge, insight, expertise, and skills comprising improvements in skills and knowledge, speed and accuracy in the decision making, care for work safety, ability to build a cooperation, and awareness of jobs and responsibilities.

Results and Discussion

By testing the prerequisite analysis, it is seen that the relationship between the independent variables and the dependent variable is linear, normally distributed, and the variance of dependent variable based on independent variable is homogenous. Fulfilling the prerequisite analysis, the next test is the hypothesized causality model testing.

Based on the simple regression analysis for linearity testing, the correlation coefficient is obtained and arranged in the following matrix (Table 1).

Table 1 Matrix of Inter-Variable Simple Correlation

	X1	X2	X3
X1	1	0.505**	0.599**
X2	0.505**	1	0.582
X3	0.599**	0.582	1

Remarks:

** = correlation coefficient very significant at alpha 0.00

X_1 = effectiveness of development. ;

X_2 = quality of education and training. ;

X_3 = driver's technical skill

The hypothesized model shows that all the paths are significant for the driver's technical skill. Table 2 below presents the detail of path coefficient calculation.

Table 2 Calculation and Testing Results on the Path Coefficient – Structural Model

Variable	Coefficient P	$t_{calculation}$	t_{table} (a)	
			0.05	0.01
$X1 - X_3$	0.409	2.726**	2.02	2.70
$X2 - X_3$	0.375	2.499**	2.02	2.70
X1 – X2	0.505	3.361**	2.02	2.70

The table above shows that the hypothesized structural model has fulfilled the requirements for path analysis.

In the description of technical skill variable there are 35 respondents having technical skill averagely (*mean*) 116.43; *standard deviation* 4.717; *range* 25; minimum score in the data of driver's technical skill 99; and maximum score 124. Based on the interpretation of variable score, the technical skill is categorized strong or high. It means the driver's technical skill is potentially good in improving the work productivity. The identification whether the driver's technical skill is high or low of can be seen in Table 3.

From the above table one respondent

Table 3 Data Frequency Distribution of the Driver's Technical Skill (X_3)

No	Interval Class	Absolute Frequency	Relative Frequency (%)	Cummulative Frequency (%)
1	99-103	1	2,86	2,86
2	104-108	1	2,86	5,71
3	109-113	4	11,43	17,14
4	114-118	18	51,43	68,57
5	119-123	10	28,57	97,14
6	124-128	1	2,86	100,00
Total		35	100	

(2.86%) has score in the range of 99-103, one respondent (2.86%) has score in the range of 104-108, four respondents (11.43%) in the range of 109-113. Meanwhile, 18 respondents (51.43%) as the highest frequency have score in the range of 114-118, 10 respondents (28.57%) in the range of 119-123, and one respondent (2.86%) has score in the range of 124-128.

From the percentage of respondent's answer, the driver's technical skill is generally in the category of very high

because the average score of respondent's answers or choices is much higher than the average theoretical score of the driver's technical skill.

In the description of development effectiveness variable there are 35 respondents having effectiveness averagely (*mean*) 108.66; *standard deviation* 7.116; *range* 27; minimum score in the data of development effectiveness 97; and maximum score 124. Based on the interpretation of variable score, the development effectiveness is categorized good or high. It means the development effectiveness is potentially good in improving the work productivity. The identification whether the development effectiveness is high or low can be seen in Table 4.

From Table 4 table seven respondents (20%) have score in the range of 97-106, seven respondents (20%) have score in the range of 102-106, and nine respondents (25.71%) in the range of 107-111. Meanwhile, eight respondents (22.86%) as the highest frequency have score in the range of 112-116, two respondents (5.71%) in the range of 117-121, and two respondents (5.71%) have score in the range of 122-126. From the percentage of respondent's answer, the development effectiveness is generally in the category of very high because the average score of respondent's answers or choices is much higher than the average theoretical score of the development effectiveness.

In the description of education and training quality variable there are 35 respondents having education and training quality averagely (*mean*) 108.94; *standard deviation* 9.078; *range* 33; minimum score in the data of education and training quality 91; and maximum score 124. Based on the interpretation of variable score, the education and training quality is categorized

Table 4 Data Frequency Distribution of the Development Effectiveness (X_1)

No	Interval Class	Absolute Frequency	Relative Frequency (%)	Cummulative Frequency (%)
1	97- 101	7	20.00	20.00
2	102-106	7	20.00	40.00
3	107-111	9	25.71	65.71
4	112-116	8	22.86	88.57
5	117-121	2	5.71	94.29
6	122-126	2	5.71	100.00
	Total	35	100	

Table 5 Data Frequency Distribution of the Education and Training Quality (X_2)

No	Interval Class	Absolute Frequency	Relative Frequency (%)	Cummulative Frequency (%)
1	91-96	5	14.29	14.29
2	97-102	4	11.43	25.71
3	103-108	9	25.71	51.43
4	109-114	6	17.14	68.57
5	115-120	8	22.86	91.43
6	121-126	3	8.57	100.00
	Total	35	100	

strong or high. It means the education and training quality is potentially good in improving the driver's technical skill. The identification whether the education and training quality is high or low can be seen in Table 5.

From the above table five respondents (14.29%) have score in the range of 91-96, four respondents (11.43%) have score in the range of 97-102, and nine respondents (25.71%) as the highest frequency in the range of 103-108. Meanwhile, six respondents (17.14%) have score in the range of 109-114, eight respondents (22.86%) in the range of 115-120, and three respondents (8.57%) have score in the range of 121-126. From the percentage of respondent's answer, the education and training quality is generally in the category of very high because the average score of respondent's answers or choices is much higher than the average theoretical score of the education and training quality.

Conclusion

The testing result of the first hypothesis shows that the development effectiveness directly influences the driver's technical skill. It means the high or low development for the drivers directly influences the their technical skill whether it is high or low. The more effective the development, the higher the driver's technical skill in performing their duties and responsibilities. In the other hand, the less effective the development, the lower the driver's technical skill in performing their duties and responsibilities.

From the calculation, it obtains the path coefficient $\rho_{yX1} = 0.409$. The influence of development effectiveness (X_1) on the technical skill (X_3) is 0.167 meaning that the variation of technical skill can be explained by the variation of development effectiveness as 16.7%. This finding implies that technical skill can be improved directly through effective development.

The testing result of the second hypothesis shows that the education and training quality directly influences the driver's technical skill. It means the high or low quality of education and training directly influences the height of technical skill. The the higher the quality of education and training, the higher the driver's technical skill in performing their duties and responsibilities. In the other hand, the lower quality of education and training, the lower the driver's technical skill in performing their duties and responsibilities.

From the calculation, it obtains the path coefficient $\rho_{yX2} = 0.375$. The influence of education and training quality (X_2) on the technical skill (X_3) is 0.1406 meaning that the variation of technical skill can be explained by the variation of education and training quality as 14.06%. This finding implies that technical skill can be improved directly through the quality of education and training.

The testing result of the third hypothesis shows that the development effectiveness directly influences the quality of education and training. It means the good or poor development effectiveness directly influences the quality of education and training. The the more effective the development, the higher the quality of education and training in performing duties and responsibilities. In the other hand, the poorer the development the

From the calculation, it obtains the path coefficient $\rho_{X2X1} = 0.505$. The influence of development effectiveness (X_1) on the education and training quality (X_2) is 0.255 meaning that the variation of education and training quality can be explained by the variation of as 25.5%. This finding implies that the quality of education and training can be improved directly through effective development.

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