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Implementation of Evaluation Coaching Program for Company Performance

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Abstract

The aim of the research is to evaluate the Coaching for a company performance. It was conducted at *PT. Brantas Abipraya (Persero)*-Indonesia. The method used in this research was descriptive-qualitative method. The results show that the evaluation of the process in the Coaching for Performance Program received an assessment in the excellent category. The achievements of participant competence through the Coaching for Performance Program are as follows. a) the knowledge of Corporate Culture values '*AKHLAK*' and '*EPIC*' behaviour has increased; b) the knowledge in the field of Water Resources and Dam Projects has increased; c) the knowledge of Building Projects has increased; d) the knowledge of Bridge Projects; e) and the knowledge of Road and Bridge Projects has increased.

1. Introduction

Job training is one of the company's ways of developing human resources. Job training, in addition to increasing employee competence, and if carried out with good planning, will improve employee performance and performance. Job training is part of the human resource management function and must be in line with the company's vision and mission. To carry out good job training, it is necessary to have support from the leadership to staff, and it is hoped that with good job training, organizational goals will be achieved, besides that it can increase employee knowledge so that they will be more proficient in carrying out the work they carry out. According to Nadarajah et al (2012), Training is organizing teaching and learning to improve the knowledge, skills, abilities, expertise and quality of employees in the organization. Furthermore, Nadarajah et al (2012) explained that one of the benefits of job training is to change one's attitudes and behaviour to improve and develop

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competencies and bring benefits to themselves and the community. Training is a process of increasing employee competence (Nadarajah et al., 2012)

The competencies referred to are task skills, adequate skills, and good attitudes to carry out the main functions and duties of human resources. Ways to improve and develop employee competencies include formal or non-formal education, experience, and training carried out within the company. Each method of learning to increase competence must have advantages and disadvantages. Employee competency development will be better after attending training and continuing with work practices or providing work experience.

This study was conducted at PT. Brantas Abipraya Jakarta- Indonesia. As a behavioural guide for all company levels, working and interacting within the company environment, PT. Brantas Abipraya Jakarta has formulated, developed and disseminated the behaviour of Abipraya people, with the acronym "EPIC". The acronym is described as follows:

1. *Entrepreneurship*
   In every action, consider the profit and loss for the company, both financial and non-financial, risks and responsibilities to stakeholders.
2. *Professionalism*
   Honest, compact, teamwork, independent, working with superior and internationally recognized standards and upholding professional ethics to meet stakeholders' expectations.
3. *Innovative*
   Work with clear concepts and implement new and better solutions in inputs, processes, products, and services to benefit the company and satisfy customers.
4. Competitive
   Tough, unyielding and tenacious in maintaining and improving the company's existence, winning the competition in the construction industry and providing the best-added value for the company.

The Company is fully committed to the employee development process by planning education and training programs to increase competence. The HR development program that is appropriate and needed by each employee is carried out through a Learning needs analysis by considering the work unit targets and the company's vision and mission in meeting competency gaps. Training program for HR development in the Company is implemented through some strategies as follows.

1. *In-House Training*

The Company develops training programs internally by collaborating with external parties to provide training materials to improve employee competencies related to the field of work, called knowledge sharing sessions, presenting speakers according to competence in their fields.

2. *Public Training Program*

In the Public Training Program, the Company engages employees intensely in training programs and seminars at home and abroad following the need to improve employee competence. Training Program at PT. Brantas Abipraya (Persero) is based on several policies, in the form of regulations and decisions, as follows:

1. Regulation of the Minister of State-Owned Enterprises Number: PER-14/MBU/10/2014 concerning Competency Standards for Positions of State Civil Apparatus Employees in the Ministry of State-Owned Enterprises;

2. Regulation of the Indonesian Minister of Public Works and Public Housing Number 24/PRT/M/2014 concerning Guidelines for Competency-Based Training in the Construction Services Sector;
3. ISO 9001:2008 Standard, Clause 6.2.2. Competence, Awareness and Training;
4. Competency Procedure No. 2-000-55-01
5. Performance Assessment Procedure No. 2-000-55-03
6. Employee Development Procedure No. 2-000-55-06
7. The decision of the Board of Directors on Competency Standards
8. Decisions of directors About Career Path No. 094.1/D/KPTS/III/2015.

To obtain the results of the training following the objectives that have been set, the program objectives must be formulated based on the needs, problems, assets, opportunities, paying attention to the legal aspect, then a plan is made, implemented, and the results achieved—used as input for the next program. Dessler (2011) research explains that the systematics of the training process consists of four stages, namely *a need of analysis step, instructional design step, implement the program step*, and evaluation step (Desler, 2011). Evaluation is useful as feedback from the entire process carried out. Therefore, evaluation is a very important activity because it also determines the success of a program.

Next, in order to equip, add and improve competencies in order to upgrade abilities and work productivity, it is necessary to create an employee development program that is right on target following the Vision, Mission and Corporate Culture—referring to the concept of Human Resources Development 70:20:10, which is a model and is widely used by organizations to increase the effectiveness in human resource development programs. In contrast to traditional training programs, which mostly emphasize the aspect of increasing knowledge, the 70:20:10 model is a behaviour change-oriented approach that impacts employee performance.

Around 70% of the learning process provides challenging assignments (job assignments) and hands-on experience in the field. 20% of which is developed through social learning in the form of relationships and feedback (coaching, mentoring, counselling) and 10% of learning is carried out by formal training (in class). The 70:20:10 model in HR development is a prescriptive method for developing potential leaders. This method is built on how trainees internalize and apply the material they learn based on how they acquire knowledge.

Coaching for Performance Program PT Brantas Abipraya (Persero) implements the 20% Employee Development Program using the principle of social learning is learning from others. Social learning can be done by forming a community of practitioners or joining an existing community of practitioners. Being in an environment that aligns with the learning theme will make participants conditioned with issues, habits, ways of thinking and behaving that are typical. Another activity related to social learning is social interaction in Coaching, which functions to solve problems encountered at work.

What distinguishes the current research from previous research (Tootian, 2019) is that research on evaluating the implementation of the Coaching For performance program has never been studied before. In addition, the variables and research objects that will be discussed in this study are also different. Based on the description of the program problems described above, the structure of the Coaching for Performance Program components at PT. Brantas Abipraya (Persero) is analyzed using the CIPP evaluation, consisting of context components; input components; process components; and yield components. Therefore, to know more deeply and accurately about the level of effectiveness of program implementation, it is necessary to carry out a comprehensive program evaluation. One of

the most widely known and applied program evaluation models in various fields is the CIPP program evaluation model (Context, Input, Process, and Product).

The CIPP model is an evaluation model that views the program as a system. The CIPP evaluation model can be used for summative evaluation (carried out at the end of the program). Further research conducted by Stufflebeam aims to obtain information about the quality and values and the benefits/significance of a program (Stufflebeam, 2014). The information obtained from the evaluation results is useful for decision-makers in making further decisions or policies.

2. Materials and Methods

Based on the program evaluation approach chosen and the research focus determined, the method used in this research is qualitative research with a descriptive research method. It is intended to obtain a relatively deep understanding and interpretation of the meaning of the phenomena in the field. The method used in this study is an evaluative research method with the CIPP evaluation model. CIPP evaluation model stands for Context evaluation, Input evaluation, Process evaluation and Product evaluation. The four abbreviations of CIPP are the evaluation components.

The CIPP evaluation model is used in this study because it is more comprehensive and effective in describing, obtaining, and providing useful information for assessing decision alternatives. The CIPP evaluation model is more comprehensive than other evaluation models because the object of evaluation is on results and includes context, input, process, and product. The Stufflebeam concept holds that the important purpose of the evaluation is not to prove but to improve.

The substance and method in the evaluation will provide a "good-bad" or "success-fail" assessment regarding the state of the program's work achievement so that the evaluation results are objective and useful, so in this assessment process, the importance of ethics and a good approach is emphasized.

3. Results and Discussions

Evaluators more widely use the CIPP evaluation model in its implementation because it is more comprehensive than other evaluation models. This evaluation model is the model most widely known and used by evaluators. The concept of evaluation of the CIPP (Context, Input, Process Product) model was first given by Stufflebeam (2014) due to the ESEA (Elementary and Secondary Education Act) evaluation. In his research, Stufflebeam (2014) explains that evaluators and clients will identify and clarify the values underlie certain evaluations in the CIPP Model. The CIPP evaluation model is a comprehensive framework to direct the implementation of formative evaluation and summative evaluation of program objects, projects, personnel, products, institutions, and systems (Stufflebeam, 2014).

This evaluation model is widely used worldwide and is used to evaluate various disciplines and services such as education, housing, community development, transportation, and military personnel evaluation systems. The four words mentioned in the abbreviation CIPP are evaluation targets, which are nothing but components of the process of an activity program. In other words, the CIPP model is an evaluation model that views the program being evaluated as a system. The following will discuss the components or dimensions of the CIPP model, including context, input, process, and product. The CIPP model consists of four types of evaluation, namely: Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation.

Furthermore, explained that the CIPP model as previously explained that each dimension of the CIPP evaluation model has the following meanings: (1) context evaluation, related to the assessment

of the situation or background that influences the types of goals to be achieved; (2) evaluation of inputs, related to the assessment of aspects of planning and resources used to administer the program; (3) process evaluation, related to the assessment of aspects of program implementation or implementation, implementation/use of facilities/capital/materials in real program activities in the field; and (4) evaluation of the results (product), related to the assessment of the results achieved both during and at the end of the program being evaluated by Black & Wiliam (2003). The findings/research results described previously are then discussed using concepts related to or supporting the evaluation of the implementation of the Coaching For Performance Program at PT. Brantas Abipraya (Persero). The presentation of the discussion is presented according to the evaluation stages using the CIPP model, as follows:

Context Evaluation

Evaluation context is the basis of evaluation, which aims to provide a rationale for the target results. Stufflebeam (2014) explained that an evaluator must be careful and sharp in understanding the evaluation context related to planning decisions, identifying needs, formulating program objectives. Evaluators provide an overview of the environment in which the program is implemented, for example, in a private government agency or company (Stufflebeam, 2014).

The evaluation research conducted by Zafira stated that in the context evaluation, there was a clear and logical description of the background of the need for a training program relevant to the objectives of the training program (Zafira, 2020). The evaluator determines the unmet needs and the reasons why those needs are not met. The evaluator also identifies deficiencies and problems in the observed organization. Goals and objectives are determined based on context evaluation. In other words, the evaluator determines the background in which the innovation is implemented. Context evaluation is carried out to answer the question What needs to be done? (what needs to be done?). This evaluation identifies and assesses the needs that underlie the preparation of a program.

The construction sector is one of the driving forces of economic growth. By providing physical facilities and infrastructure (infrastructure), this sector will trigger an increase in other economic sectors. Construction sector spending in Indonesia will continue to increase in the next five years in line with the government's efforts to boost infrastructure development throughout Indonesia. The government's target for infrastructure development is IDR 5,000 (five thousand) trillion in the next five years or IDR 1,000 (one thousand) trillion per year.

Along with the construction sector's growth nationally, the Company has also managed to record business growth that has continued to increase in the last five years. This was due to a significant increase in operating revenues in construction services from year to year due to the management's business strategy to become one of the national contractors in the Big Five category. In terms of margins, the Company strives to increase revenue margins through cost reduction programs and improve the Company's internal work system as a whole.

Research conducted by Stufflebeam (2014) found that context evaluation assesses the basis and objectives of programming, which is associated with needs, problems, considers assets owned, and considers existing opportunities. Within a particular organization or environment (Stufflebeam, 2014). This understanding can be explained as the goals set in determining what you want to achieve (expected results) related to the vision and mission of the institution while still following the applicable legal and ethical standards. Evaluation of this strategy shows that the vision, mission, goals and objectives are still consistent, harmonious, superior and visible (already fulfilled).

The strategic role of vision, mission, goals and objectives in a company is the main thing and cannot be left alone. Organizations that think far ahead will have a good vision and mission, where

the vision and mission are the main thing in organizational activities and become the most important thing before planning. Has a Vision "To be a trusted company in the construction industry" and a Mission "To provide high-quality construction products professionally and sustainably".

Program Objectives

1) Formulation of Goals Based on Needs

The findings of this study are the formulation of goals based on needs, getting an assessment with good results, which means that partially or wholly has met the criteria. A program that is said to be effective should consider the following components: organizational needs, targets to be developed, parties who develop it, the form of the program held, methods used, and program evaluation. Research conducted by Stufflebeam shows that the formulation of goals based on needs must be applied to describe, obtain, obtain descriptive information, and assess the benefits of several evaluation objects to guide decision making (Stufflebeam, 2014). Furthermore, the evaluation research conducted by Zhang stated that evaluating the programs implemented must be relevant to the objectives based on pre-defined needs (Zhang, 2011). Therefore, the Program *Coaching for Performance* process is a systematic approach, starting with a needs analysis, namely analyzing needs and identifying the objectives and criteria for existing development programs.

2) Formulation of Goals Based on Problems

The findings of this study are the formulation of objectives based on problems, receiving an assessment with good results, which means that most or all of them have met the criteria. Formulation of goalsThe Coaching For Performance Program has been created based on the background of the problem so that the expectations and objectives of the Organization are that the program can equip, add, improve and improve employee competencies which are carried out based on previously set programs and targets. The program aims to overcome these problems so that the human capital owned by the company has a lot of expertise, especially in the field of core business contractors, especially in the fields of dams, roads, bridges and buildings. Research conducted by Brinkerhoff points out the importance of formulating goals based on the problems in an organization. This is needed in order to get good and targeted evaluation results. Brinkerhoff, 2013). The goal formulation also considers the cultural values of AKHLAK and EPIC behaviour that are comprehensive, strong and able to bridge generations and prepare talents in the future. Therefore, implementation Coaching For Performance Program is right on target.

3) Formulation of Objectives Considering Assets

Research conducted by Stufflebeam found that context evaluation assesses the basis and objectives of programming, which is associated with considering the assets owned in a particular organization or environment. (Stufflebeam, 2014). The findings/results of this study are that the formulation of the objectives has taken into account the assets, received an assessment with good results, which means that most or all of them have met the criteria. In this case, the program has considered the assets owned by the Company, which include: human resource assets (instructors, managers, coaches and coachees), infrastructure and facilities assets, as well as the budget to finance the program. Thus, the goal coaching For Performance Programat PT. Brantas Abipraya (Persero) has been formulated considering the assets, is good and can be continued and developed.

4) Formulation of Objectives Consider Opportunities

Research conducted by Stufflebeam found that context evaluation assesses the basis and objectives of programming, which is associated with considering the opportunities (opportunities) that exist in a particular organization or environment. (Stufflebeam, 2014). The findings/results of the research are the formulations of objectives that have considered opportunities, received an assessment with good results, which means that most or all of them have met the criteria— AimCoaching For Performance Programat PT. Brantas Abipraya (Persero) has considered organizational opportunities, namely the opportunity to obtain projects for both the Business Unit Operations Division 1 Building, Operation Division 2 Dams and Water Resources (SDA) and Operation Division 3 roads and bridges throughout Indonesia.

5) Formulation of Objectives Paying Attention to Legal Aspects

Evaluation research conducted by Tulung explains that every formulation of the training program is also important to pay attention to the applicable provisions, such as the program being implemented based on the applicable law (Tulung, 2014). Evaluation research by Zafira states that the legal basis for implementing the education and training program needs to exist and is clearly stated in a decree (Zafira, 2020). Based on the research proposed by Sumartati, Aryani stated the importance of legal source guidelines that became the basis for all activities in a training program (Sumartati, Aryani, 2021).

Basically, the Coaching For Performance Program at PT. Brantas Abipraya (Persero) is based on several policies from the legal aspect, in the form of regulations and decisions, as follows:

1. Regulation of the Minister of State-Owned Enterprises Number: PER-14/MBU/10/2014 concerning Position Competency Standards within the Ministry of State-Owned Enterprises;
2. Regulation of the Minister of Public Works and Public Housing Number 24/PRT/M/2014 concerning Guidelines for Competency-Based Training in the Field of Construction Services;
3. ISO 9001:2008 Standard, Clause 6.2.2. Competence, Awareness and Training;
4. Talent Management Procedure No. 2-000-55-01;
5. Performance Assessment Procedure No. 2-000-55-03;
6. Employee Development Procedure No. 2-000-55-06;
7. The decision of the Board of Directors No 457/D/KPTS/X/2020 concerning the Abipraya Coaching Program;
8. Program Guidelines Coaching for Performance Program.

Furthermore, in the implementation procedure, it is stated that training is an activity in order to equip, add, improve and improve employee competencies which are carried out based on previously determined programs and targets. The findings/results of this study are that the formulation of the objectives has taken into account the legality aspect, received an assessment with sufficient results, which means that some have met the criteria. Even though there have been programs Guidelines and decisions of the Board of Directors No 457/D/KPTS/X/2020 concerning the Abipraya Coaching Program, but the program has not been registered with the Indonesian National Standardization Agency (BNSP), has not been registered with the Ministry of Manpower, Construction Services Development Agency (LPJK) and other institutions that oversee the Company. Every program that is run must meet the legal aspect, meaning the Coaching for Performance Program at PT. Brantas Abipraya (Persero) that is carried out must refer to the applicable rules or regulations, and the program is formally registered.

Based on the discussion of each aspect of the context evaluation described above, overall, the findings of the evaluation of the program setting received a good rating. Thus, the program background can be continued, and improvements are needed for improvement as needed, namely towards vision and socialization activities: program mission and formulation of objectives based on legal aspects.

1. Evaluation of Inputs

Everything that affects the evaluation process must be prepared properly. This evaluation input will provide assistance in order to be able to organize decisions, determine the resources needed, look for various alternatives that will be carried out, determine a mature plan, make a strategy to be carried out and pay attention to work procedures in achieving it. Research conducted by Stufflebeam explains that the purpose of this evaluation is to provide information to determine how to utilize resources to achieve program objectives (Stufflebeam, 2014).

Resource Readiness

1) Coach and Coachee Readiness

The findings of this study are the readiness of the coaches and coachees of the Coaching for Performance Program to get an assessment with good results, which means that most or all of them meet the criteria. Based on research put forward by Prayogo, Rusdart, Raharjo, stating the need for human resources, both training participants and instructors as program actors, to be prepared in advance so that the program can run according to its objectives (Prayogo, Rusdarti, Raharjo, 2021).

Further explained by Stufflebeam, evaluation is not to prove but to increase the effectiveness of the implementation of a program (Stufflebeam, 2014). In this case, it is the readiness of coaches and coachees in the implementation of coaching sessions for the Coaching for Performance Program.

In order to achieve the program objectives as expected, the coaches and coachees need to be well prepared. The candidate determination *coach* and coachee of the Coaching for Performance Program are closely related to the success of the program process, which in turn determines the effectiveness of the program. Therefore it is necessary to carry out a careful selection process to obtain good participants, based on criteria, among others: meeting the administrative requirements, as well as the academic requirements that have been set. Thus, the readiness of the participants of the Coaching for Performance Program is good so that it can be continued and developed in order to achieve the goals optimally.

2) Readiness of Training Manager

The findings of this study are the readiness of the Coaching for Performance Program managers to receive an assessment with good results, which means that they partially or fully meet the criteria. Management of training plays an important role in the smoothness and success of the program. Evaluation research by Hurmain and Abdillah explains the need for human resources, both training participants and instructors as program actors, to be prepared in advance so that the program can run according to its objectives (Hurmain, Abdillah, 2015). In line with research conducted by Tunc (2010), that the program must be supported by the readiness of training resources that meet the criteria so that the program can run well (Tunc, 2010). Program evaluation research conducted by Subur, Hidayati said in this evaluation it was necessary to pay attention to the importance of the urgency of program implementation, the readiness of program activity plans (Subur, Hidayati, 2020).

The importance of setting provisions regarding management requirements and standardization Coaching for Performance program, in this case, is the team training & development unit of the Abipraya Human Capital Department. However, in its implementation, there is a limited number of personnel who handle the Coaching for Performance Program. Therefore, in the future, an ideal number of personnel is needed so that they are able to facilitate the entire series of activities properly.

3) Readiness of Training Materials

The finding of this research is that the readiness of the teaching materials for the Coaching for Performance Program received a good rating, which means that it partially or completely meets the criteria. Teaching materials are a set of learning materials or lesson substances that are arranged in a coherent and systematic manner and display a complete figure of competencies that will be mastered by participants in training activities.

Next is the program evaluation research by Supriati, Muqorobin, which states that learning program readiness is needed, including the readiness of teaching materials, learning methods, and paying attention to the instructor's burden in teaching (Supriati, Muqorobin, 2021). Program evaluation research was conducted by Ejanto, Rahmat, Zubaidi, who stated the importance of preparing the facilities and infrastructure provided by the manager, including program learning media (Ejanto, Rahmat, Zubaidi 2020).

The Coaching for Performance Program module has been adapted to the needs of the program. The modules in soft copy and hard copy are in good condition and have been distributed to each Coaching for Performance Program. Thus, the readiness of teaching materials for the Coaching for Performance Programalready good, so it can be continued and developed.

4) Readiness of Facilities, Infrastructure and Facilities

Means, infrastructure, and facilities are all facilities needed in the teaching and learning process, both mobile and immovable so that the achievement of program objectives can run smoothly, regularly, effectively and efficiently. Program facilities and infrastructure are very important in training activities because as a driving tool and useful to support the implementation of the teaching and learning process, either directly or indirectly, in a training institution in order to achieve goals. Facilities and infrastructure are some of the resources that become a benchmark for the quality of training institutions and need continuous improvement in line with the development of science and technology. The evaluation research conducted by Tulung explained that prior to the implementation of the program, the education and training institution must prepare facilities that meet the required standard eligibility (Tulung, 2014).

4. Conclusion

Program Background Evaluation (Context Evaluation)

Evaluation of the program background that became the basis for the implementation of the Coaching for Performance Program is in the good category (86%, most or all of them met the evaluation criteria). PT. Brantas Abipraya (Persero), since 2014 until now, has consistently and structured every year implementing human resource development programs that refer to the vision, mission, core values and are based on the Company's Long Term Plan (RKAP) and the Company's Budget Work Plan (RKAP). One of the flagship programs and in accordance with the needs of the

organization is the Coaching for Performance Program as the implementation of 20% of the HR development program. In order to equip, add and improve competencies in order to upgrade abilities and work productivity, it is necessary to create an employee development program that is right on target in accordance with the Vision, Mission and Corporate Culture. Referring to the concept of Human Resources Development 70:20:10, which is a model and is widely used by organizations to increase the effectiveness in human resource development programs. In contrast to traditional training programs, which mostly emphasize the aspect of increasing knowledge, the 70:20:10 model is a behaviour change-oriented approach that has an impact on employee performance. The objective of the Coaching for Performance Program is to assist, direct, improve the knowledge and skills of subordinates so that they are able to carry out tasks with the results expected by the organization, through a structured and measurable method, monitored, evaluated and the results are used as a process improvement step.

The Coaching for Performance Program is expected to be able to In contrast to traditional training programs, which mostly emphasize the aspect of increasing knowledge, the 70:20:10 model is a behaviour change-oriented approach that has an impact on employee performance. The objective of the Coaching for Performance Program is to assist, direct, improve the knowledge and skills of subordinates so that they are able to carry out tasks with the results expected by the organization, through a structured and measurable method, monitored, evaluated and the results are used as a process improvement step.

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This program has produced outputs for increasing employee competence and eliminating projects that have lost and producing competent personnel in handling core business tasks, especially for a dam, road, bridge and building projects. The results that have been achieved are one form of activity in the development of human resources (HR) in increasing expertise in the construction sector so that they have the skills needed to carry out tasks and functions according to their field of work.

As for the basis for holding the Coaching for Performance Program, because the organization is always changing, so it is necessary to have quality human capital so that with the support of quality human capital, the company will be able to compete with competitors. Thus, the main requirement that forms the basis for the need to organize a Coaching for Performance Program is to improve

competence and expertise in carrying out tasks in the construction sector, in addition to technical training as a requirement for an employee to improve his career in the company.

Vision and Mission, The Coaching for Performance Program follows the company's vision and mission, which is to become a trusted company in the construction industry, in the next 5 (five) years being able to become the top 5 (five) in the construction industry. Mission To provide high-quality products in a professional and sustainable manner. So to describe the Vision, it takes human capital, which has the expertise, especially in the field of construction. Meanwhile, to achieve the mission, the people of PT. Brantas Abipraya (Persero) must be tough, unyielding, and tenacious in maintaining and improving the existence of the Company, winning the competition in the construction industry and providing the best-added value for the company, among others (1) providing competitive products in terms of price, quality, service and friendly to the environment as well as prioritizing occupational safety and health; (2) work efficiently according to superior and internationally recognized standards (ISO, OHSAS, SMK3, SNI, etc.); and (3) always maintain good relations with all stakeholders.

The vision contains values, aspirations, needs and long-term goals, as well as a mission which is a description of the efforts taken to produce outputs that are in accordance with needs, which have not been socialized optimally, both in the internal and external environment to stakeholders. So in the evaluation of the program background (context evaluation) Thesis with the title Evaluation of Program Implementation*Coaching for Performance* at PT. Brantas Abipraya (Persero) can be conveyed that the aspects evaluated have mostly or completely met the evaluation criteria.

The aspects that are considered good (all have met the criteria) are the formulation of the program's vision and mission. The basis for formulating goals are based on problems, while the basis for formulating objectives is considering opportunities. There are two aspects that are considered not good (enough/less), namely: the activity of socializing the program's vision and mission and the basis for formulating goals based on the legal aspect. All aspects of the program background become inputs that can provide direction and guidance in the next stages of program implementation.

Evaluation Input

Evaluation of inputs to the Coaching for Performance Program at PT. Brantas Abipraya (Persero) has received an assessment with a good category (93.8% most or all of them have met the evaluation criteria). In the evaluation of general inputs, the formulation of training strategies, the design of the Coaching for Performance Program, learning program plans and preparation of program resources (HR, infrastructure and facilities, and budgets) have been guided by the vision and mission as well as the program objectives that have been set. Meanwhile, the program design has been formulated in writing in the Coaching for Performance Program Guidelines and decision of the Board of Directors No 457/D/KPTS/X/2020 Regarding the Abipraya Coaching Program.

The learning plan is guided by the design of the Coaching for Performance Program and is contained in the 2020 program guidelines. The teaching program plan has been described in the design of the training program. The training phasing plan is described in the stages of debriefing assignments, improving/fulfilling competency standards, and employee development programs.

So in the evaluation of program input (input evaluation) Thesis with the title Evaluation of Program Implementation *Coaching for Performance* at PT. Brantas Abipraya (Persero) can be conveyed that the aspects evaluated have mostly or completely met the evaluation criteria. Aspects that are considered good (all have met the criteria), namely: program strategy, program design, training program plan, program resource readiness. There are three aspects that are considered not good (enough/less), namely: program calendar plan, program manager readiness, budget readiness.

All aspects of the program input become inputs that can provide direction and guidance in the next stages of program implementation.

Process Evaluation

Process evaluation in the Coaching for Performance Program at PT. Brantas Abipraya (Persero) received an assessment with a good category (85.7% most or all of them met the evaluation criteria). The implementation of learning programs and activities in the Coaching for Performance is described as follows. The training program is carried out according to the plan, using the curriculum/design of the 2020 training program, and referring to the program guidelines compiled in the Human Capital field and presented in the work unit/business/business leadership meetings, then carried out consistently. The implementation of the training program went smoothly with the allocation of time and number of lesson hours as well as materials and methods for evaluating learning had been fulfilled according to the plan, there was a minimum attendance standard of 80%, in addition, the value of participants was also a consideration in graduation. The implementation of budget support from the Company's Budget Work Plan has increased every year. It means that the need for training at PT. Brantas Abipraya (Persero) is a top priority in producing quality human capital. Therefore, in the evaluation of the program process (process evaluation) Thesis with the title Evaluation of Program Implementation*Coaching for Performance* at PT. Brantas Abipraya (Persero) can be conveyed that the aspects evaluated have met the evaluation criteria.

Athe aspects that are considered good (partially or wholly have met the criteria), namely: implementation of the program curriculum, program implementation, implementation of learning to phase, implementation of coaching sessions. There are two aspects that are considered not good (enough/less), namely: implementation of the program calendar, implementation of budget support. All aspects of the program process become inputs that can provide direction and guidance in the next stages of program implementation.

Product Evaluation

Process evaluation in the Coaching for Performance Program at PT. Brantas Abipraya (Persero) received an assessment in the good category (100% most or all of them have met the evaluation criteria). Results in training achievements in achieving participant competence in the Coaching for Performance Program at PT. Brantas Abipraya (Persero), namely: a) Increasing knowledge of Corporate Culture values AKHLAK and EPIC behaviour; b) Increased knowledge in the field of Water Resources and Dam Projects; c) Increased knowledge in the field of Building Projects; d) Increased knowledge in the field of Bridge Projects; e) Increased knowledge in the field of Road and Bridge Projects. The average value of knowledge > 75 so that this aspect is in accordance with the objectives of the program. Next is the Impact Evaluation (Outcomes) of the Coaching for Performance Program at PT. Brantas Abipraya (Persero), namely;

1) For Companies

With the Coaching for Performance Program carried out with good planning, in 2020, the company will get a proud performance improvement, in addition to awards from related institutions. This proves that the impact on the Coaching for Performance Program implemented is very appropriate in improving performance. Company. The Company's performance is relatively stable in the midst of economic turbulence and the Covid-19 pandemic from 2019 to 2021. PT Brantas

Abipraya (Persero), as one of the State-Owned Enterprises engaged in the construction services sector, is given a mandate by the State in terms of value creation, national development agent as well as sustainable growth. Therefore, the Company continues to provide excellent performance, including in the management and development of Human Resources (HR). In July 2021, PT Brantas Abipraya (Persero) received appreciation and awards in the Human Capital Resilience Excellence Award for the categories (1) The Best HR in Construction Industry 2021; and (2) The Best Employee Value and Performance 2021.

The award was directly given by Mrs. Ida Fuziyah as the Minister of Manpower of the Republic of Indonesia. The largest projects that have contributed to the Company's operating revenues are in the construction of buildings, bridges and roads. The Company has a strong position in the competition, mainly due to a number of advantages such as a very competitive cost structure, ownership of skilled human resources and the number of projects carried out and completed well by the Company, especially in construction services for dam projects.

For Participants

The Coaching for Performance program that has been implemented has been proven to be able to improve and speed up participants' competencies in accordance with the objectives of the Coaching for Performance Program. The results of the Coaching for Performance program have been able to increase the competence of participants. It was considering that having competence or experts is an added value that is useful for the career concerned.

So in the evaluation of the results of the program (product evaluation) Thesis with the title Evaluation of Program Implementation *Coaching for Performance* at PT. Brantas Abipraya (Persero) can be conveyed that the aspects evaluated have mostly or completely met the evaluation criteria.

Aspects that are considered good (all have met the criteria), namely: the results of program achievements, the impact of program achievements for the company, and the impact of program achievements on participants. All aspects of the program input become inputs that can provide direction and guidance in the next stages of program implementation.

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