Orientation Training Development for Gereja Bethel Indonesia Rayon 3 Fulltimers

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Abstract

Human resources are one of the important resources owned by the church. Orientation training is an important activity. This study aims to develop an orientation training program for fulltimers of the Indonesian Bethel Church Jl Jenderal Gatot Subroto Rayon 3 in an effort to improve organizational culture and reflective thinking skills. The research and development of this training uses the model from Borg and Gall. The results of the research also produce training media products in the form of print media and training videos. The results of the needs analysis show that there is a need for employee orientation training by using good learning media to improve the knowledge, abilities, and attitudes of fulltimers. Meanwhile, the results of the initial product feasibility test have an average value of 87.7 percent meaning the product can be used with minor revisions. While the test results show an average value of 85, this value is above the minimum completeness value. The final result of this research is a training program with a 191-page training module with four training videos

I. Introduction

The church is a non-profit organization engaged in humanitarian missions. The church was born with its own vision, mission, and uniqueness according to the history and founders of the church (Coel, 2010) . However, not a few churches fail to internalize their vision, mission, and culture to the human resources working inside. This is because employees who join a church organization come from different backgrounds and have different visions, missions, and life values. In addition, not all employees who have just joined the church organization understand the church's vision, mission, and culture. It is for this reason that the church must conduct an orientation training program for employees who wish to join its organization (Arthur, 2016, 292) emphasized that orientation programs introduce employees to company expectations by creating an atmosphere of mutual respect between employers and new employees.

Indonesian Bethel Church Jl. General Gatot Subroto Rayon 3 (abbreviated as GBI Rayon 3), based in Kota Modern Tangerang, is the largest church in Banten with a congregation of more than 16,000 people and 140 people.fulltimer(designation for permanent employees). Entering the current pandemic era, there are several staffing problems that occur at GBI Rayon 3 such as negligence and violation of rules. Most of the problems are because fulltimers don't understand and even forget about the church's rules, vision, mission, and expectations. This problem can actually be overcome by conducting orientation training to socialize the basics and principles relating to organizational philosophy, culture, expectations, and career systems (Rozalena, 2016).

This study was conducted to describe the need for an orientation training program for GBI Rayon 3 fulltimers. In addition, this study also aims to develop an orientation training program for GBI Rayon 3 fulltimers and determine the feasibility of training media for training programs and describe the results of training trials using the modules that have been developed. . This research is expected to be of benefit to church organizations so that they can remind fulltimers of the church's vision, mission, and expectations and produce media products for fulltimers orientation training, besides that this research can also contribute to similar research in the context of the church.

II. Review of Literature

2.1 Training and Development

Biech's (2005) stated that definition of training and development is a process designed to help an individual learn new skills, knowledge, and behaviors. The importance of training and development in the context of the church is explained by Purdjowijono that the ministry of the church will be more developed if the board in the church has a strong motivation to carry out talent development efforts as did the good servant in the two Bible parables, while on the other hand the assembly that does not develop the talents and potential of the congregation is a bad attitude in charge of the church.

Welch (2011) stated at least several points regarding the importance of training given to church personnel, including:
1) Helping individuals and groups to understand goals and specifically what is to be achieved.
2) Helping individuals and groups to understand how they are aligned with the general goals of the church.
3) Provide individuals and groups with the tools or abilities to get work done, to develop relational and leadership skills, and to accomplish the Church's Great Commission.
4) Cultivate a sense of responsibility and accountability.

2.2 Orientation Program Training

Dessler (2017) defines employee orientation as a procedure for providing new employees with basic information about a company. He also outlined several objectives of the new employee orientation program, namely:
1) Ensuring employees feel accepted and part of the organization
2) Ensure new employees have basic information to carry out their duties properly, such as personnel obligations and rights, expectations in work attitudes, and access to e-mail.
3) Helping new employees to understand the organization broadly (history, current condition, and future of the company, company strategy, company vision and mission)
4) Conducting socialization to employees about the company culture and how the company decides things.

In an effort to conduct an effective orientation program Noe explains the four stages in carrying out orientation training, namely:
1) Compliance
   In the first stage, new employees are expected to understand the basis of the company's rules and regulations.
2) Clarification
   In the second stage, employees are expected to understand the company's expectations of their work and performance.

3) Culture

In the cultural stage, new employees are expected to understand the history, traditions, values, and norms of the company.

4) Connection

At the last stage, new employees are expected to understand and develop both formal and informal relationships with co-workers.

2.3 Instructional Media

Kustandi and Darmawan (2020, 6) Giving an understanding of learning media is a tool that can help the learning process to catch up which serves to clarify the meaning of the message conveyed so that the learning objectives are better and more perfect.

Hamid and Ramdhani suggests several benefits of using media in learning, some of which are:

1) Helping the learning process that takes place between educators and students
2) Increase the interest and motivation of students in the learning process, curiosity, and enthusiasm of students.
3) Can overcome the limitations of space, time, energy, and senses.

2.4 Organizational Culture

Rashid et al. (2003) defines organizational culture as the values, beliefs, and behavioral patterns that form the organization's core identity and help shape employee behavior. In analyzing the organizational culture of Schein (1990) divides organizational culture into three fundamental levels in which it is manifested. The three levels of culture are:

1) Observable Artifacts

Observable artifacts are manifestations of organizational culture that can be easily seen and talked about by. There are six general types of artifacts that can be observed, namely (1) symbols, (2) physical structures, (3) language, (4) stories, (5) rituals, and (6) celebrations.

2) Value (Value)

The values espoused by an organization are beliefs, philosophies, and norms that are explicitly stated. Value in an organization can usually be found in published documents containing the organization's vision and mission or verbal statements made by leaders and managers (Colquitt et al. 2014, 536).

3) Basic Underlying Assumptions

The basic underlying assumptions are beliefs and philosophies that are ingrained in employees, so they do so without questioning the validity of employee behavior in a situation. These basic assumptions represent deep culture and are difficult to observe, this is because these basic assumptions do not appear on the surface.

2.5 Reflective Thinking Skills

Dewey in Puig et al. (2020) defines reflective thinking skills as an in-depth examination of the beliefs of what they are based on. One of the models to improve thinking skills is a model of learning and developing reflective thinking for continuous learning and self-development from Gibbs. The Gibbs model aims to look for in-depth reflection rather than just a superficial review, besides using the Gibbs model one can see events with more careful observations than descriptive and subjective reflections. In Gibbs' reflective thinking model there are six stages which can be described as follows:

1) Description: Regarding making detailed specifications of the situation experienced in a situation or reality
2) Feelings: Feelings and thoughts that arise from the circumstances or reality experienced

3) Evaluation (evaluation): An assessment carried out on the situation or reality, accompanied by a valuable assessment.
4) Analysis (analysis): Analysis of the situation that occurs from existing knowledge or experience so that it leads to new knowledge arising from the situation experienced.

III. Research Methods

This research was conducted to develop an orientation training program fulltimers Indonesian Bethel Church Jl. Gen. Gatot Subroto Rayon 3. The research carried out is research and development with quantitative and qualitative data types with the final product to be produced, namely training media in the form of print and video media to conduct orientation training. Development research is carried out using the educational research and development development model initiated by Borg & Gall (1983) with reduced several stages for small-scale research. The stages of research and development through seven stages, namely:
1) Research material information gathering
2) Planning
3) Early product development
4) Initial field trial
5) Product revision
6) Initial field trial
7) Final product revision and implementation

There are three research instruments used in this study, namely interview sheets, questionnaires, and multiple choice test questions. The interview sheet instrument was used to analyze training needs with the research subjects being two leaders of GBI Rayon 3 and three fulltimers. While the questionnaire instrument was used to see the feasibility test of the training media made with three expert validators, namely theologians, instructional experts, and media experts. The test questions were used to assess the results of the training trials conducted at the end of the research phase with five participants who were fulltimers who were still working at GBI Rayon 3.

IV. Discussion

Based on the stages of the research and development model from Borg and Gall. Several stages of media development and training programs were carried out andfind the following results.

4.1 Training Needs Analysis

Based on interviews conducted by the leadership and fulltimers GBI Rayon 3 can be concluded several points of conclusion, namely:
1) The Bethel Indonesia Church of Rayon 3 does not yet have and has not run training for new and old fulltimers.
2) There is a need for training for fulltimers to increase organizational knowledge.
3) The training method using print media accompanied by classes and videos is considered the best training method.

Several previous studies have stated that increasing organizational knowledge can be done by conducting training and development. As the study conducted by Almoderrasi and Hajmalek (2015) which shows that access to training has a positive and significant impact on organizational commitment. As well as studies from Hanaysha (2016, 300) where the results

of the study show that training has a positive and significant effect on organizational commitment.

4.2 Early Product Design and Development of Learning Media (Prototype)

Learning media designed in the form of the initial form of the first product. The initial form of the first product of learning media is in the form of a book with the title "Orientation and Development Book".fulltimers". The initial form of this first product amounted to 150 color pages. The initial form of this first product amounted to 150 color pages. This book is also equipped with a QR-Code which contains a link to a learning video via Youtube. The initial form of the compiled product contains the material as detailed in table 1.

Table 1. Material Details of the Initial Form of the First Product

Chapter Number	Chapter Title	Subchapter Material
Chapter 1	Get closer	Getting to know the Indonesian Bethel Church Jl. Gatot Subroto
		Understand the Vision, Mission, and Goals of GBI Jl. Gatot Subroto
		Getting to know the Indonesian Bethel Church Synod
		Getting to know GBI Jl. Gatot Subroto Rayon 3
		Knowing the Services and Facilities of GBI Rayon 3
chapter 2	Understanding Deeper	The Definition of Classical Pentecost and the Basis of Its Teaching
		Theological Understanding of the "Church"
		Theological Understanding of "Ministry"
Chapter 3	Actively Engage	Guidelines for Secretarial Administration
		Secretarial Organization Structure
		Shepherd Organizational Structure
Chapter 4	More Closely Connected	Profile of the Shepherd of the Bethel Church of Indonesia Rayon 3
		Branch and Branch Church Address

Figures 1 to 4 illustrate the form of books and videos that will be used for feasibility testing later.

Figure 1. *Early Product Book Cover*

Figure 2. *Initial Product Book Content*

Figure 3. *Learning Videos via Youtube*

Figure 4. *Learning Video Display*

4.3 Feasibility Test of Early Learning Media Products

After making the initial form of the learning media to be used, the researcher conducted a feasibility test to assess whether the initial form of the learning media that was made was feasible to use as well as saw input from experts regarding improvements that must be made to the initial form of the learning media that had been prepared. The feasibility test was carried out by three experts in their respective fields. The average value of the results of the expert feasibility test is 87.7. Then it can be concluded the initial form of the product that has been madecan be used with minor revisions in accordance with the notes that have been put forward by experts in various fields. The notes presented by the experts are used as references to make improvements from various sides to make the second initial product from the training media. Some of the changes made to the second initial product of the training media are as follows:

a) Addition of chapters and materials at the suggestion of theologians and instructional experts.
b) The deletion of chapter four and the material that was previously in chapter four was added to chapter two so that each chapter has a balanced amount of material according to the notes of instructional experts.
c) Additional self-evaluation by adding reflective questions to chapter one based on the notes of the instructional expert.
d) Changes in table of contents and page numbers based on instructional expert notes.

e) Changed some punctuation and italics on notes from media experts.
f) Changed the QR-Code to fill in reflective questions to blank fields for user direct notes based on notes from media and instructional experts.
g) Changed some colors to make it more visible based on instructional expert notes.

In accordance with the notes from the expert, several changes were made in the training media so that a second prototype was made. The change from expert notes resulted in a second prototype book with a total of 191 pages which was also equipped with a QR-Code which contained a learning video link via Youtube.

4.4 Analysis of Training Trial Results

Trial of the training program using the initial product of both training media and attended by five fulltimers and parttimers who are currently still working in the GBI Rayon 3 organization. The training is carried out synchronously and asynchronously online using the ZOOM application. At the end of the training trial, multiple choice tests and questionnaires were given to measure the level of understanding of the training participants and the responses of the trainees to the training program that had been carried out.

The results of the multiple choice test conducted by the training trial class had an average score of 85. This means that the training trial class has met the minimum completeness score in terms of knowledge. The results of the existing tests show thatfulltimerssuccessful in learning organizational knowledge through the training carried out. These results are expected to increase the organizational commitment of the trainees. This is because several previous studies found a positive correlation between organizational knowledge and organizational commitment. This finding was put forward by Ortega and Angel (2013, 1073) who found that organizational culture is an appropriate tool to increase organizational commitment. In addition, a study by Aranki (2019, 138) found that organizational culture has a positive relationship with organizational commitment. Organizational commitment is a global response toward a job or several aspects of a job. Job satisfaction is an attitude to a condition related with certain job and one aspect of the job (Sabri et al., in Syakur, 2020). Where employees who have high organizational commitment will tend to have high performance (Luter in Edward, 2020). As a result, organizational strategy includes the commitments, decisions and actions mandatory for an organization to achieve strategic competitiveness and increase returns beyond the average (Wheelen in Mansaray, 2020).

The results of the user questionnaire have an average of 82.84, so it can be concluded that the learning media used in the training trials can be used with a few revisions. Using notes from users for the learning media used underwent a slight revision to be usedand implemented within the organization on a wider scale. The revisions made are:
a) Change the background color of the squares on pages 51, 113, 127, and 139.
b) Change the color of the letters on pages 51, 113, 127, and 139.
c) Change the type of paper in printing so that the book is thinner.
Research Limitations
There are some limitations experienced in the research conducted. Some of them are:
1) The study was conducted during the COVID-19 pandemic. So the research was carried out remotely. So that researchers cannot conduct face-to-face interviews directly.
2) Due to limited time, researchers cannot evaluate learning to assess the improvement of reflective thinking skills and organizational commitment. This is because evaluating abilities and attitudes takes a long time.
3) Due to limited time, researchers cannot focus on developing orientation training programs in terms of abilities, attitudes and spirituality.

4) The limitations of researchers so that they cannot develop further training and development programs to increase the knowledge, abilities, and spirituality of fulltimers.
5) Due to the limited resources of the researcher, it is not possible to conduct a wider scale trial.

V. Conclusion

The research and development carried out developed an orientation training program for fulltimers with training media products in the form of print media and learning videos. The designed learning media products have passed the stages of needs analysis, expert feasibility test and user training trials. Meanwhile, the learning media product has undergone changes since the first initial product (first prototype) and second initial product (second prototype), until it becomes a final product that can be implemented. The final product is the book "Orientation and Development of Fulltimers GBI Rayon 3" with 191 color pages with four chapters and four learning videos that can be accessed via Youtube.

The suggestions and recommendations that can be given to church management are as follows:
1) The personnel department of the Bethel Indonesia Church of Rayon 3 can implement training programs using training media that have been created to increase the knowledge, abilities, and attitudes of fulltimers.
2) The personnel department can conduct a second orientation training in August 2022 with two face-to-face class sessions whenever possible or online classes for chapters one and three. Meanwhile, chapters two and four are conducted in asynchronous class with learning videos.
3) The personnel department can create and conduct training and development programs for fulltimers that aim to improve the knowledge, abilities, and spirituality of fulltimers.

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