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PERCEPTIONS OF ENFORCEMENT BY LOCAL AUTHORITIES (PBT) IN SELANGOR ON THE EFFECTIVENESS OF 'BASIC ENFORCEMENT' TRAINING

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ABSTRACT
This study aims to determine the perception of enforcement authorities in Selangor on the effectiveness of basic enforcement training that they participate. This study uses a quantitative approach with descriptive analysis design. Kirkptrick's (1994) Model was used to evaluate training effectiveness. Data collected using questionnaires taken from Dina Karamina (2018), a total of 344 enforcers were randomly selected in proportional strata using grouping according to three rating categories available in the state of Selangor, namely cities, municipalities and districts. The results showed that the level of reaction, learning and behavior is at a high level.

KEYWORDS: *local authority enforcement, training effectiveness, kirkpatrick model*

1. INTRODUCTION
In this increasingly challenging era, the efficiency and effectiveness of local authority enforcement performance is becoming increasingly important to ensure quality public services. The 'basic enforcement' training is one of the initiatives to improve the skills and knowledge of law enforcement officers in the aspects of law enforcement and local regulations. This study aims to evaluate the effectiveness of the enforcement basic training program from the perspective of the enforcers who have followed it. This assessment is important because it can provide information about the strengths and weaknesses of the program, as well as assist in the improvement of the program in the future. In addition, this study also aims to identify factors that affect the effectiveness of training, including employee backgrounds, course content, and delivery methods.

Training in the public sector plays an important role in improving the efficiency and effectiveness of public services. It is an important factor in the development of human resources and the formation of optimal employee performance. Effective training can improve the skills, knowledge, and ability of public sector employees to perform their duties more efficiently and professionally (Lamsah, Che Rose, Johari, Baker & Ismail, 2021; Lamsah, Che Rose & Baker, 2021). Studies show that there is a significant relationship between training and job performance (Ismail & Mohamad, 2018). Effective training not only improves the performance of individuals and organizations, but also ensures quality public services and responsiveness to the needs of society.

In the context of local authorities in Selangor, it is important to understand their structure and functions as well as the current challenges faced by employees in the aspect of law enforcement and regulation. Local authorities in Selangor are responsible for providing various services to the community, including local law enforcement. The 'basic enforcement' training programme is designed to enhance the skills and knowledge of local authority employees in the enforcement of laws and regulations. This Program is important to ensure that local authority employees in Selangor can carry out enforcement duties efficiently and effectively. Evaluation of training effectiveness is important to ensure that the training program achieves its objectives and has a positive impact on employee performance. It helps in identifying the strengths and weaknesses of the training programme, as well as providing guidance for future improvement (Ismail & Mohamad, 2018). The effectiveness of training can be influenced by various factors, including the employee's background, work experience, and work environment. These factors can affect employees ' perception of the effectiveness of training and in turn affect their job performance (Lamsah, Che Rose, Johari, Baker & Ismail, 2021; Lamsah, Che Rose & Baker, 2021). This study is important to assess the effectiveness of the 'basic enforcement' training program from the perspective of local authority enforcement in Selangor. The results of this study can contribute to the improvement of training programs and improving the performance of local authority enforcers.

Kirkpatrick's evaluation Model is used as a theoretical framework for assessing training effectiveness. This Model consists of four levels of evaluation namely reaction, learning, behavior, and outcome. The use of this model can help in assessing the effectiveness of training as a whole. Although there are studies on the effectiveness of training in the public sector, there are still research gaps in the context of local authorities in Malaysia, particularly in relation to 'basic enforcement' training. This study aims to fill that gap and contribute to a deeper understanding of the effectiveness of training in the context of local authorities in Selangor.

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1.1 PROBLEM STATEMENT

The problem statement for this study focuses on the need to assess the effectiveness of 'basic enforcement' training in the context of local authorities in Selangor. Although training is an important factor in improving employee performance and the quality of public services, there are still gaps in understanding the effectiveness of this specific training program from the perspective of employees who have followed it. Previous studies have shown that there is a significant correlation between training and job performance in the public sector (Ismail & Mohamad, 2018). However, most of the training implemented in public sector organizations is still at a level that is only satisfactory and needs improvement (Lamsah, Che Rose, Johari, Baker & Ismail, 2021; Lamsah, Che Rose & Baker, 2021). In addition, factors such as employee motivation and the content of training programs also play an important role in determining the effectiveness of training (Sudarno & Fadzil, 2017; Ismail & Mohamad, 2018).

In the context of local authorities in Selangor, there is a need to understand how 'basic enforcement' training affects employee performance and their effectiveness in performing enforcement duties. This is important because PBT employees face unique challenges in carrying out their duties, and effective training can help them overcome those challenges.

Therefore, this study aims to assess the perception of local authority workers in Selangor on the effectiveness of 'basic enforcement' training, identify factors that influence the effectiveness of training, and suggest improvements to improve the quality and impact of this training program in the future. By addressing this research gap, the study is expected to contribute to a deeper understanding of the effectiveness of training in the context of local government and assist in the development of more effective training programmes to improve the performance of public sector employees.

1.2 RESEARCH OBJECTIVE

The objectives of the study are:

i. Identify the perception of enforcers on the level of effectiveness of the training that has been carried out from the aspect of reaction.
ii. Identify the perception of enforcers on the level of effectiveness of training from the learning aspect.
iii. Identify the perception of enforcers on the level of effectiveness of training from the behavioral aspect.

1.3 SCOPE OF STUDY

The scope of the study was to identify the level of effectiveness of training among 344 local authority enforcement officers in Selangor involving three ratings namely City, Municipality and district. This study also uses the Kirkpatrick (1994) evaluation model which only involves three levels of evaluation, namely reaction, learning and behavior to identify these three levels of the effectiveness of the training program carried out.

2. LITERATURE REVIEW

Noe (2017) states that training is an effort designed to help people learn the knowledge, skills, and attitudes needed to be successful in their current or future workplace. Training is a learning process that enables employees to acquire and improve the skills, knowledge, and behaviors necessary to perform their jobs effectively. According to Siagian (2008) training is the process of learning to teach by conceptually using certain techniques and methods aimed at improving the work skills of a person or group of people. Those who already work in an environment that promotes efficiency, effectiveness and productivity usually feel the need to be more pragmatic. This study aims to determine whether the support group that has attended the training can use what has been taught during the training in their work.

Training is an important factor in improving employee performance and the quality of public services. A study by Lamsah et al. (2021) showed that training can improve the knowledge, skills and ability of public sector workers to perform tasks more efficiently. This is supported by Ismail et al. (2018) found a significant correlation between training and job performance in the context of public sector organisations in Malaysia. Optimal human resource management can ensure that training has a positive impact on employees. However, studies show that most of the training implemented in public sector organizations is still at a satisfactory level and needs improvement (Lamsah et al., 2021). This emphasizes the importance of studying the effectiveness of training from the perspective of the employees involved. In addition, good and creative training can also affect employee participation and satisfaction levels. A study by Hanaysha (2016) found that effective training management can increase employee motivation and productivity. This is important because employees who are satisfied with training tend to be more motivated and deliver better performance. This shows that training plays an important role in improving employee performance and the quality of public services. However, the effectiveness of training still needs to be improved through improvements in training management and evaluation from an employee perspective. This is an important basis for a study on the effectiveness of 'basic enforcement' training among local authority workers in Selangor.

Prawirosentono (2008) stated that the effectiveness of training is a situation that is constantly changing when a number of tasks and functions are implemented in the process of implementing the work in accordance with the goals and policies of the proposed program. The effectiveness of employee training is very important especially for developing human resources. Training and development of Human Resources in organizations, educational institutions, or other institutions is carried out to improve employee performance (Noer, 2016). The effectiveness of training can be influenced by various factors. A study by Hanaysha (2016) identified elements such as employee motivation and training program content as major contributors to training effectiveness. This is in line with the findings of Santos and Stuart (2017) who asserted that these factors can also influence employee perceptions of training effectiveness. In addition, work environment factors also play an important role in determining the effectiveness of training. A study by Ismail et al. (2018) found that a conducive work environment can improve the transfer of learning from training to job performance. This is supported by the findings of

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Hashim, Mohamad, Saemi, Ahmad and Ahmad (2009) which show that positive reward factors in the workplace are an important element affecting the effectiveness of training.

In addition, the employee's background such as level of education and work experience can also influence their perception of the effectiveness of training. A study by Lamsah et al. (2021) found that training designed based on employee profiles can improve training effectiveness and subsequently job performance. This shows the importance of understanding the individual factors that influence the effectiveness of training. This shows that the effectiveness of training is influenced by various factors, including employee motivation, training program content, work environment, as well as employee background and profile. A thorough understanding of these factors is essential to design and implement more effective training programmes in the context of public sector organisations.

The reaction stage in the Kirkpatrick Model is the most basic and common assessment stage in evaluating training programs. At this stage, an assessment was carried out to measure the perception and level of satisfaction of participants in the exercise program followed (Walid, Jusoh & Omar, 2021; Manan, Nor & Omar, 2013; Kirkpatrick, 1976). This is important because the positive reaction of participants can be an early indicator of the effectiveness of the program. Evaluation at the reaction level usually includes aspects such as training materials, instructor delivery, facilities, and benefits felt by participants. The results of the assessment at this stage can provide an important response for the maintenance to improve and improve the quality of the training program in the future (Walid, et. al, 2021; Manan et al., 2013; Kirkpatrick, 1976). Several previous studies have shown that the reaction stage in Kirkpatrick's Model has a significant influence on the later stages of evaluation, such as the stage of learning and behavior change (Bartlet, 1999; Alliger & Janak; 1989). Therefore, a careful assessment of the reaction level becomes an important basis for the success of the training program as a whole.

The learning stage in the Kirkpatrick Model focuses on the extent to which participants have mastered the knowledge, skills, interests, confidence, and commitment expected from an exercise program (Manan et al, 2013; Walid et al, 2021; Kirkpatrick, 1976). At this stage, an assessment is carried out to determine whether there is an increase or change in these aspects after participating in the program (Manan et al, 2013; Praslova; 2010). The results of the assessment at the learning level can provide clues about the effectiveness of the training program in achieving the set learning goals (Manan et al, 2013; Walid et al, 2021). This is important because the participants ' mastery of the training material will be the basis for the application of such knowledge and skills in their work. Previous studies have shown that elements such as participants ' basic knowledge and skills, self-abilities, attitudes, and motivation to learn have a significant impact on the level of learning in Kirkpatrick's Model (Manan et al. 2013; Alliger & Janak 1989). Therefore, understanding these elements can help training providers better design and implement programs.

The behavioral stages in Kirkpatrick's Model help to understand the extent to which participants can apply the knowledge and skills gained from the exercise program into their work and daily tasks (Manan et al, 2013; Kirkpatrick, 1976; Praslova; 2010). At this stage, an assessment is carried out to see the behavioral changes that occur and the continuous benefits that the participant obtains. Assessment at the behavioral level generally includes aspects such as the ability of participants to apply what has been learned, changes in attitude and work motivation, as well as the resulting positive impact on the organization (Manan et al, 2013; Alliger & Janak, 1989). The results of the assessment at this stage can provide important information for training organizers to determine how far the program has been successful in achieving the expected goals. Several previous studies have shown that the level of behavior in the Kirkpatrick Model has a significant influence on the level of results or the final effect of the exercise program (Manan et al, 2013; Praslova, 2010; Alliger & Janak, 1989). Because of this, a good understanding of the changes in participants ' behavior becomes an important key to the success of the training program as a whole.

3. METHODOLOGY

This study used a quantitative approach with data collection methods through questionnaires to test the extent to which changes in reactions, learning and behavior affect the effectiveness of training. The selection of this method is suitable for measuring the perception of local authority enforcers on the effectiveness of the training they have followed. Data collection was carried out using questionnaires distributed to respondents.

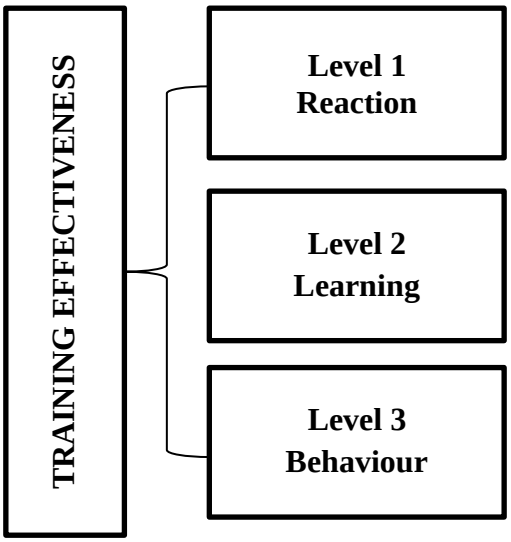


Figure 1: Concept Framework

The respondents of this study consisted of 344 local authority enforcement officers in Selangor who had attended the 'basic enforcement' training. This selection criterion ensures that the respondent has direct experience with the training program being evaluated, so that it can provide relevant and important feedback.

The questionnaire instrument is taken from Thuaibah, Omar, Zip, Ismail and Zulkifli (2009) which contains three parts.

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4. RESULT AND DISCUSSION

4.1. Demographics Of Respondents

The study used descriptive statistical analysis to describe demographic characteristics and training characteristics in general. Demographic characteristics of respondents described were gender, age, academic qualifications, PBT rating and length of Service.

Table 1 shows that a total of 344 respondents comprising local authorities in Selangor who have participated in this study. The results found that male respondents exceeded female respondents by 30.2 percent, namely 224 people (65.1%) while female respondents were 120 (34.9%). The findings also showed that 150 (43.6%) respondents were between 31-40 years old, and 114 (33.1%) between 41-50 years old, 70 (20.3%) were less than 30 years old and 10 (2.9%) were more than 51 years old. The survey found that the majority of respondents were those with SPM qualifications of 175 people (50.9%). While the lowest percentage recorded were those with other qualifications of 7 people (32.0%). As for the rating, the analysis showed that 122 (35.5%) respondents were below the city rating, 216 (62.8%) were below the municipal rating and 6 (1.7%) were below the district rating. This shows that the majority of respondents are under the rating of the city. Finally, the survey showed that most of the respondents were those who had served more than 10-14 years, namely 130 people (37.8%) while respondents who served more than 15 years recorded the lowest percentage of 52 people (15.1%)

Table 1: Profile Of Survey Respondents

Demographics	Category	*Frequency*	Percent *(%)*
Gender	Male	224	65.1
	Female	120	34.9
	Total	344	100.0
Age	<30 years	70	20.3
	31-40 years	150	43.6
	41-50 years	114	33.1
	>51 years	10	2.9
	Jumlah	344	100.0
Education	Bachelor	79	23.0
	Diploma	83	24.1
	SPM	175	50.9
	Others	7	2.0
	Total	344	100.0
Rating	CIty	122	35.5
	Municipalities	216	62.8
	District	6	1.7
	Total	344	100.0
Experiance	<5 years	56	16.3
	6 - 9 years	106	30.8
	10-14 years	130	37.8
	>15 years	52	15.1
	Total	344	100.0

4.2 Perception at Reaction Level

Table 2 shows the reaction rate of the respondents to the training. The results of the study showed that most respondents considered the level of evaluation of the effectiveness of training to be at a high level. Overall, respondents responded positively to the training program they participate.

With a mean value of 3.983, the results of the study for the reaction stage were very good. The results of the analysis also showed that all seven training items were at a high level, while none of the items received moderate or low scores.The trainer's satisfaction with the trainer is one of the components that affect the effectiveness of training at the reaction stage. The results of this study showed that the coach gave a positive reaction to the coach, including a deep understanding of the content of the training, the ability to comprehensively explain the knowledge, the ability to handle time well and pay full attention. The choice of a quality coach can affect the effectiveness of training and the transfer of trainer knowledge. A study written by Azman, Azmi, Zainol and Abidin (2020) supports the idea that coaches can serve as important predictors of training effectiveness. Furthermore, Isa, Noor and Daud (2013) confirmed in their study that the coach element has a great influence on the effectiveness of training.

Table 2. Reaction Level

Item	Mean	SD	Level
The training fullfill my knowledge that i need.	4.00	0.810	High
Training materials are clear and easy to Understand.	4.17	0.693	High
The facilities are completed and ready to use	3.93	0.854	High
The facilities are completed and ready to use.	3.58	1.117	High
Trainer has a full understanding of training content	4.15	0.697	High
The trainer able to explains knowledge, use comprehensive methods, give full attention, and practice time management.	4.24	0.646	High
The trainer able to use attractive coaching methods in delivering program materials.	3.82	0.565	High
Total Mean	***3.983***	***0.509***	High

The choice of a quality coach can affect the effectiveness of training and the transfer of trainer knowledge. A study written by Azman, Azmi, Zainol and Abidin (2020) supports the idea that coaches can serve as important predictors of training effectiveness. Furthermore, Isa, Noor and Daud (2013) confirmed in their study that the coach element has a great influence on the effectiveness of training.

According to Zumrah (2016), organizations need to increase the level of employee reaction to training in order to achieve more efficient knowledge transfer. This is because a satisfactory training environment is important. Therefore, coordination between training content and employee tasks as well as an emphasis on practical application can help to achieve this goal. Additionally, a study by Thangaraj (1998) found that trainees responded well to courses. But Albahussain's (2000) study shows that seminars, conferences, and lectures are the most popular training methods. This shows that training methods can work well in a variety of ways depending on the situation and needs of the organization.

This study improves the understanding of the components that

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affect the effectiveness of training at the reaction stage. In planning and conducting successful training, several important points should be taken into account. This includes choosing a high-quality coach, creating a balance between theoretical and practical training, and creating a comfortable training environment. Therefore, management needs to ensure that training meets the needs of trainees and meets their expectations in order to achieve the best learning outcomes.

4.3. Perception at Learning Level

Table 3 shows the distribution of respondents ' perceptions of the level of learning of participants in the training. The findings showed that all respondents agreed that the training that has been followed can improve existing knowledge and skills. Most respondents also considered the level of learning of the training program followed to be at a high level.

Table 3. Learning Level

Item	Mean	SD	Level
My understanding of the given material is increase	4.07	0.707	High
I can understand the SOP (standard operation procedure) enforcement during unit operation.	4.15	0.706	High
I am able to understand basic knowledge about enforcement correctly and effectively	4.61	0.495	High
This training has developed my better understanding in Enforcement.	4.71	0.462	High
My skill is improved after this training	4.62	0.498	High
Total Mean	***4.431***	***0.294***	High

For the learning stage, the study achieved very good results with a mean value of 4.431. This indicates that participants ' knowledge, information and practical skills have increased as a result of attending the training because they have learned about various laws, theories and practices, or they have found information about a job that they did not know before. The results of the analysis also showed that all five learning level items were at a high level, while none of the items received moderate or low scores. They include increased understanding, knowledge, and skills on enforcement standard operating procedures (sops), as well as overall skills improvement. Thus, this study suggests that trainees ' understanding and skills of enforcement are enhanced by this training.

A study by Sabilan, Hamzah, and Ishak (2023) which found that the level of teacher learning after participating in a training program is positive and can have an impact on behavior change. In addition, Mohamed Lip et al. (2016) support the idea that learning and training can improve trainee knowledge and skills. This reinforces the confidence that the findings of this study are in line with the results of previous studies on learning and training.

4.4 Perception at Behaviour Level

Table 4 shows the distribution of respondents 'perceptions of the level of participants' outcomes of the training. The findings showed that all respondents agreed that the training that has been followed can provide the desired results. Most respondents also considered the level of results on the training program followed to be at a high level.

Table 4. Behavior Level

Item	Meam	SD	Level
This training can help improve my creativity and skill	4.03	0.772	High
This training can help reduce my error rate	4.02	0.706	High
This training can improve my performance rate.	4.61	0.495	High
This training helps me to be able to identify and perform actions that standardize in the right way	4.69	0.474	High
Total Mean	***4.338***	***0.326***	High

The findings for the overall behavior level were high with a mean value of 4.338, all four items tested were also at a high level, and none were evaluated at a low and medium level. At the behavioral level, the trainee is usually evaluated three months after the end of the training. At this stage, respondens noted that training can help improve creativity, quality of work, deal with problems and mistakes, and improve work performance. Trainers are also aware that training has changed their behavior and feel positive changes in perception of themselves, others, and the training environment.

The results of this study are in line with previous studies that support improved performance and positive changes after exercise (Aguinis & Kraigner, 2009). There have been past studies showing that exercise can have a positive impact on an individual's motivation, engagement, and learning outcomes (Brown & McCraken, 2009). Ismail, Hamuzan and Maarof (2021) proved that proper training can change behavior and improve performance, in line with the findings that training can increase creativity and quality of work. Therefore, the findings of this study are in line with those views which indicate that respondents are very eager to improve their abilities through training. This study also emphasizes elements such as increased creativity, problem-solving and error-solving skills, improved performance, and the ability to find and execute the right actions.

5. CONCLUSION

Enforcement employees enforce local laws and various other services to the community. Therefore, these employees need to receive appropriate training to improve and enhance their quality and performance as they perform the responsibilities entrusted to them. To ensure that the training program is effective, process monitoring is required before, during and after training. According to Kirkpatrick's model, the level of behavior, reaction and learning is important for the implementation of training because it determines the success or failure of the training program. Through the evaluation process, it can help the process of getting participants ' feedback on the training program followed. This can not only help employees acquire new knowledge and skills, but it can also improve the way they view their responsibilities. All this will benefit both employees and the organization as a whole.

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