

# Evaluation of “How To Be A Good Mentoring Training” Effectiveness For Peer Mentor

*by* Andhika Alexander Repi

---

**Submission date:** 10-Mar-2021 07:16PM (UTC-0800)

**Submission ID:** 1529888590

**File name:** 3-Evaluation\_of\_how\_to\_be\_\_repi.pdf (607.27K)

**Word count:** 6476

**Character count:** 36379

Research Article

1

## Evaluation of “How To Be A Good Mentoring Training” Effectiveness For Peer Mentor

Andhika Alexander Repi\*<sup>1</sup>

9

[1] Faculty of Psychology, Widya Mandala Catholic University of Surabaya

### Abstract

'Kakak Pendamping Support Class Program' is a term for peer mentor of Faculty Psychology WM University program. As an effort to optimize this program, the mentor needs to be equipped with the knowledge, skills, and attitudes of how to become good mentors through training programs called "How To Be a Good Mentor" training. But, this program hasn't been evaluated whether the training is effective or not. If a training program is not evaluated, it will cause a number of losses for both mentors and the organization. This study aims to identify the effectiveness of the training "How To Be a Good Mentor." The method used is mix-method and involves all stakeholders in the UKWMS Psychology Faculty, namely staff, students, and Mentors. The results of the study found that "How To Be a Good Mentor" training has not been effective because it does not go through the ideal design stage of training, without any needs analysis program, and the absence of a training evaluation program. As an action plan due to the ineffectiveness of the training that has been held, a training module will be redesigned and result in the development of a training module, "Creating a Full Heart Mentor." This training aims to improve the knowledge, skills, and attitudes of the Mentors. Evaluation of the "Creating a Full Heart Mentor" training is effective in terms of the results of evaluations showing the satisfaction of mentor to the training process, and improving learning after obtaining training materials. The training on "Creating a Full Heart Mentor" produces needs analysis data that will be used as a further development program for Mentors.

Keywords: peer mentoring; people development; training evaluation

### Abstrak

'Kakak Pendamping Support Class Program' adalah sebutan untuk peer mentor program Fakultas Psikologi WM University. Sebagai upaya untuk mengoptimalkan program ini, para mentor perlu dibekali dengan pengetahuan, keterampilan, dan sikap bagaimana menjadi mentor yang baik melalui program pelatihan yang dinamakan pelatihan "How To Be a Good Mentor". Namun program ini belum dievaluasi apakah pelatihan tersebut efektif atau tidak. Jika program pelatihan tidak dievaluasi, maka akan menimbulkan sejumlah kerugian baik bagi mentor maupun organisasi. Penelitian ini bertujuan untuk mengetahui efektivitas pelatihan "How To Be a Good Mentor". Metode yang digunakan adalah mix-method dan melibatkan seluruh stakeholder di Fakultas Psikologi UKWMS yaitu staf, mahasiswa, dan Mentor. Hasil penelitian menemukan bahwa pelatihan "How To Be a Good Mentor" belum efektif karena tidak melalui tahap desain pelatihan yang ideal, tanpa adanya program analisis kebutuhan, dan tidak adanya program evaluasi pelatihan. Sebagai sebuah action plan akibat tidak efektifnya pelatihan yang telah dilaksanakan, maka modul pelatihan akan didesain ulang dan menghasilkan pengembangan modul pelatihan "Menciptakan Mentor Sepenuh Hati". Pelatihan ini bertujuan untuk meningkatkan pengetahuan, keterampilan, dan sikap para Mentor. Evaluasi pelatihan "Menciptakan Mentor Sepenuh Hati" efektif ditinjau dari hasil evaluasi yang menunjukkan kepuasan pendamping terhadap proses pelatihan, dan peningkatan pembelajaran setelah mendapatkan materi pelatihan. Pelatihan "Membuat Mentor Sepenuh Hati" menghasilkan data analisis kebutuhan yang nantinya akan digunakan sebagai program pengembangan lebih lanjut bagi Mentor.

Kata kunci: peer mentoring; pengembangan orang; evaluasi pelatihan

2

GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling  
 Website : <https://ojs.fkip.ummetro.ac.id/index.php/bk>

Received: 2020-01-16. Published: 2020-06-30 \* Corresponding email: [andhika@ukwms.ac.id](mailto:andhika@ukwms.ac.id)



This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium provided the original work is properly cited.

## Introduction

Students in their first year are still in the adjustment phase after going through a transition process from high school education to university level (Leidenfrost et al., 2014). Various adjustments need to be made by students, such as organizing everything independently, new learning processes in universities, to start building social networks for future career development (Agunloye, 2013). The students also began to be demanded to develop themselves through academic and non-academic performance independently. In addition, students are always encouraged to prepare themselves for their future by mastering hard skills and soft skills. To accommodate this phase, various programs are made by the University, such as hiring professional, reliable, and competent educational lecturer, providing facilities and infrastructure to support the learning process, and also to create various self-development programs, such as mentoring programs.

The mentoring program is one of the development efforts related to the duties and responsibilities, as well as the psychological development of an individual (Larose et al., 2012). Various institutions have started implementing mentoring programs as an effort to develop human resources, including university organizations. Mentoring programs have been widely applied in various universities around the world. The Mentoring Program is designed as one of the self-development intervention programs and support for students (Jacobi, 1991); (Tinto, 1998); (Johnson, 2002). The mentoring program facilitates students to share knowledge, skills, and experience in order to help other students for their life and career development processes. In the process of mentoring at the college itself, students will dynamically interact with each other in the teaching-learning process, social life, and various personal obstacles. (Source: <https://www.ppd.min.cam.ac.uk/career-development/mentoring-university-cambridge/what-mentoring>; <http://www2.le.ac.uk/offices/red/rd/career-development/research-staff/mentoring>; (Bonin, 2013).

Mentoring programs are able to stimulate an increase in academic value (Pagan & Edwards-Wilson, 2002); (Rodger & Tremblay, 2003). In addition, this mentoring program was also able to improve psychological well-being and satisfaction with life, even reducing the symptoms of depression from mentees due to the transition from high school to university education (Whitney et al., 2011). The mentees also reported that there was an increase in self-confidence and comfort in living their new life in college, increasing the ability to adapt and emotional stability, and facilitate students to succeed in education, work, and life (Bruce & Bridgeland, 2014). Assistance from various parties really needs to be done to ensure that this first-year student is ready to continue and develop himself at a higher level of education (Leidenfrost et al., 2014). Other benefits gained if the mentoring program is implemented in University, namely the development of self-confidence, the existence of support for academic and non-academic development, and mentors and mentees can obtain a wider range of information about universities and faculties (Garvey & Alred, 2000); (Larose et al., 2012); (Leidenfrost et al., 2014). Mentors in mentoring programs in universities do involve not only educational staff but also students themselves. High-level students will become mentors for other students, especially for students in their first year.

Faculty of Psychology WM University develop a mentoring program called 'Kakak Pendamping Support Class Program' with abbreviation KPSCP. This program aims to facilitate the students of the Faculty of Psychology at WM University to develop their potential, competence, hard skills, and soft skills through peer mentoring. The concept of KPSCP assistance is senior student will accompany junior student (Freshman), called peer mentoring. Peer mentoring in University is more effective in enhancing self-development among students (Lennox Terrion et al., 2007). (Snowden & Hardy, 2013) found that mentoring by peers was able

to reduce stress and anxiety about various dynamics in the world of lectures. In an organizational system, the peer mentoring program can be integrated with all student development programs implemented by faculty and universities (Hall & Jaugietis, 2011). The program of KPSCP is very useful for the mentor himself, the students who are accompanied, and the organization of the Faculty of Psychology WM University. However, the usefulness of this program must be supported by effective implementation in the field. (Terrion & Philion, 2008) state that the design of a mentoring program is very important, and must be based on efficiency and effectiveness, so it must be formally and systematically designed (Rodger & Tremblay, 2003); (Terrion & Philion, 2008).

Fountain & Newcomer (2016) explained that a mentoring program must be designed effectively. There are several criteria that must be met so that a mentoring program is effective, namely (1) having clear and measurable goals; (2) full support from the organization; (3) the assistance program is designed according to the vision and mission, and values of the organizing organization; (4) the assistance program is designed and adjusted to the organization's operational, strategic plan; (5) availability of various resources and supporting facilities; (6) orientation and development programs for mentors and mentees; and (7) ongoing Evaluation. In the implementation and Evaluation of the effectiveness of its implementation, the KPSCP program held by the Faculty of Psychology WM University has completed points one to point five. However, the sixth and seventh points already facilitated by "How To Be a Good Mentor" Training.

As preparation and develop the KPSCP Mentor performance, the Faculty of Psychology WM University did some training, called "How To Be a Good Mentor" Training. This training program consists of 4 modules, called (1) Designing Training and Development; (2) Facilitating Skills; (3) Peer Counseling Skills; (4) University and Faculty Information System and already given for the KPSCP without any evaluation phase for each module. However, the effectiveness of the module has not been evaluated, so it is not known whether the given module has answered the needs of the mentors, and it cannot be ascertained whether there is a transfer of knowledge. The module design and training provision are only based on training materials that have been held by the Faculty of Psychology X on other mentoring programs and not in the context of the KPSCP Mentor Program. Effective training will determine the success of a peer-mentoring program (Anucha et al., 2001); (Ehrich et al., 2004); (Garvey & Alred, 2000); (Lee & Bush, 2003); (Million, 1988); (Tierney & Branch, 1992); (Tindall, 1995).

Therefore, the training program must be evaluated so that it can be known whether the implementation is effective or not (Noe & Kodwani, 2018). If training is not evaluated, it will cause harm to the organization itself (Eseryel, 2002); (Kirkpatrick, 2009); (Noe & Kodwani, 2018); (AlYahya & Norsiah, 2013). Practically, the impact that can be experienced by the Faculty of Psychology WM University as a result of the lack of Evaluation of the effectiveness of the implementation of "How To Be a Good Mentor" training, among others, the use of training budgets and inefficient implementation time can lead to overheating costs for organizations, effectiveness in performance mentors in accompanying students cannot be measured, it can even cause a decrease in satisfaction from the mentees themselves (Ehrich et al., 2004); (Noe & Kodwani, 2018); (Rehmat et al., 2015) The students will not feel the impact of this KPSCP program, so it will not affect the efforts to increase the value of GPA and PK2. If this is ignored, there will be a sustainability failure, or the KPSCP program will not run properly.

This research is conduct with the aim to identify effectiveness and evaluating the "How To Be a Good Mentor" training for KPSCP Mentor, Faculty of Psychology at WM University. The research question is What is the effectiveness of the "How To Be a Good Mentor" training at the KPSCP Mentor at the Faculty of Psychology WM University?

## Method

### Design

Design a Training Evaluation Program

The design of the training evaluation program is based on the training evaluation concept (Noe & Kodwani, 2018). There are several stages that will be passed in this research:

#### 1. Training needs analysis

This section will identify gaps related to the performance of KPSCP mentors, specifically related to gaps in their knowledge, skills, or attitudes in mentoring or mentoring. Training needs analysis consists of three stages, namely (1) organizational analysis; (2) task analysis; (3) individual analysis. The method used in the analysis of training needs is questionnaire and interview. The outcome of this stage is the discovery of gaps and the need for KPSCP Mentors to optimize performance.

#### 2. Design the training

After getting the gaps and training needs, the training can be designed. The research design contained several things, called (1) learning objectives (learning objectives) and behavioral objectives (behavioral objectives); (2) indicators of behavioral success or key performance indicators consisting of 3 aspects, namely aspects of knowledge, skills, and attitudes; (3) lesson plan or lesson plan containing target participants, training methods, place, time, and facilities needed to support training; and (4) evaluation as an outcome of the training itself. The Evaluation of the training will be explained in the next section.

#### 3. Measurement of outcomes

Outcome measurement, as part of the training evaluation, is designed based on the concept of (Kirkpatrick 2009) about "Kirkpatrick's Training Evaluation Model." The application of outcome measures will be subject to the pre-designed "How To Be a Good Mentor" training with four modules. The four modules, namely (1) Designing Training and Development; (2) Facilitating Skills; (3) Peer Counseling Skills; (4) University and Faculty Information System. This measurement consists of 2 stages, (1) reaction evaluation, to measure the response and satisfaction of participants to the implementation of the training, such as material, methods, supporting facilities, to the material carrier.

The method for conducting this Evaluation, which is the reaction evaluation questionnaire given after the training takes place, (2) evaluation of learning, to measure participants' understanding of the material provided. This Evaluation uses pre-post tests given before and after training. The material in the pre-post test is adjusted to the material in each training module provided. Whereas, for the third Evaluation - behavioral Evaluation, and the fourth Evaluation - Evaluation of results was not measured in this study due to limited resources and technical constraints. This outcome measurement will be applied to modules that have been previously designed. This measurement will then be compared with the results of the KPSCP Mentor's "How To Be a Good Mentor" training. The aim is to find out the suitability and effectiveness of the KPSCP Mentors 'How To Be a Good Mentor' training module with the needs and problems that exist in the KPSCP program.

#### 4. Evaluation Strategies

At this stage, data will be processed from the results of the training design based on needs analysis and outcome measurement. After the data processing is completed, it will continue to the Evaluation of the "How To Be a Good Mentor" training program for KPSCP Mentors.

##### a. Implementation of Evaluation

At this stage, the results of the existing training design will be compared with the results of the Evaluation. The purpose of this stage is to identify the effectiveness of the "How To Be a Good Mentor" training of KPSCP mentors. The effectiveness of the "How To Be a Good Mentor" training of KPSCP mentors will determine the next stage, namely the design of the action plan.

b. Design an Action Plan

An Action Plan is a follow-up plan that will be implemented after the results of the training evaluation program are known. The training evaluation action plan is in the form of two possibilities, namely (1) redesigning the entire KPSCP mentor "How To Be a Good Mentor" training process and (2) developing the "How To Be a Good Mentor" training module for KPSCP mentors.

c. Research Report

The research report contains the background of the research, the aims and benefits of the research, the foundation of the library, the research methodology, the results of the research analysis, and the conclusions and research suggestions.

### Participants

This study uses population studies by determining subjects using Total Sampling or using all population members as samples (Sugiyono, 2005) because the number of subjects is relatively small. The subjects in this study were KPSCP mentors, amounting to 25 people.

### Instrument

This research uses multi-method data gathering. Training evaluation consists of several stages, and each stage uses different data collection methods.

1. The training need analysis step is using the interview instrument
2. The training design step is using a documentation study
3. The outcome measurement step are using an interview and questionnaire-based on 'Kirkpatrick' Training Evaluation Model' (Kirkpatrick, 2009)
4. The evaluation strategy step is using a documentation study
5. Evaluation implementation is using interviews, focus group discussions, questionnaires, and document studies

### Data Analysis

The data analysis technique used to determine the effectiveness of the "How to Be a Good Mentor" training is by using a documentation study by comparing the realization of the training module with the stages of doing training ideally from (Noe & Kodwani, 2018). Data exploration in this study uses the Microsoft Excel Program because the results obtained are in descriptive form. Researchers describe the results of the data quantitatively in the form of a percentage (%). Demographic data and elements to be displayed in this study are described in a pie-chart histogram. The demographic data explored in this study is related to gender, class or lecture, and other data presented. The pie-chart histogram data will be explained descriptively in the research discussion section.

If the results of data exploration indicate that the training "How to Be a Good Mentor," the researcher will design a new training module based on the ideal training design rules (Noe & Kodwani, 2018). In testing the effectiveness of training implementation, researchers use the Wilcoxon Statistical Test, which aims to see differences before and after mentors attend training. The use of this test does not require an assumption test because this technique is non-parametric, namely the application of techniques performed on a limited number of subjects (subjects <30).

## Result and Discussion

This study entitled <sup>1</sup> Evaluation Of "How To Be A Good Mentoring Training" Effectiveness For Peer Mentor aims to find out whether the training that has been conducted for KPSCP mentors is effective or not. The effectiveness of training can only be known if the training is evaluated. Evaluation is the essential activity of a training program. The figures involved in the world of training and development, namely (Blanchard, 2006); (Kirkpatrick, 2009) and (Noe & Kodwani, 2018), stated that a continuous evaluation is very necessary so that the effectiveness and efficiency of training can be known. Evaluation of the training will ensure whether the trainees are able to implement the lessons learned into their daily routine or work (Gopal, 2009; Nagar, 2009; (Topno, 2012).

Evaluation of training can be done by conducting a review of the training design stages. (Noe & Kodwani, 2018) states that in doing training, several stages need to be held, namely: (1) compiling a needs analysis; (2) developing learning objectives and training transfer analysis; (3) arrange measurement 'outcomes'; (4) choosing an evaluation strategy; and (5) planning and implementing evaluations. Training is effective if it is able to answer the needs related to knowledge, skills, and attitude in an organization. In addition, the effectiveness of training is reflected in its fulfillment in answering the needs of an organization (Eseryel, 2002); (Kirkpatrick, 2009); (Noe & Kodwani, 2018); (AlYahya & Norsiah, 2013); (Fountain & Newcomer, 2016).

Based on these two theoretical concepts, the researcher found that the "How To Be a Good Mentor" training that has been held for KPSCP Mentor, Faculty of Psychology WM University, has not been said to be effective. From the results of the data processing conducted by researchers, it was found that the first stage in designing training, namely, the needs analysis, was not carried out when designing the "How To Be a Good Mentor" training at KPSCP Mentor Faculty of Psychology WM University. The training modules and materials compiled in the form of an understanding of the roles and concepts of a Mentor and mentor skills are compiled only based on the ideal form of a mentor program. There is no module or material adaptation to the conditions and needs of the KPSCP Mentors. In addition, the implementation of the training "How To Be a Good Mentor" at KPSCP Mentor, Faculty of Psychology at WM University, has not been evaluated using any training evaluation model.

If training is not carried out based on a needs analysis, and there is no evaluation of effectiveness & efficiency, there will be a number of potential impacts. The trainees cannot apply the material in training, the role conflict between what must be done and what is actually done in the daily work process, participants feel that the material is too ideal and not relevant to the scope of work is one of the impacts of the training provision without a process needs analysis (Anucha et al., 2001); (Ehrich et al., 2004); (Blanchard, 2006). The consequences for the organization also occur, namely the loss of time, energy, and material that has been incurred when conducting such training (Kirkpatrick, 2009); Gopal, 2009; Nagar, 2009; (Noe & Kodwani, 2018); (Rehmat et al., 2015). This was also evident from the results of the study, which found that students generally did not know the role and function of the KPSCP Mentor, so they did not utilize the KPSCP program facilities. The KPSCP Mentors also felt confused and did not know what to do when they became a KPSCP Mentor. Likewise, KPSCP Mentor stakeholders, namely the staff of the Faculty of Psychology WM University, stated that there were those who already knew about the KPSCP activities, but some were not familiar with the assistance program. It could cause the failure of the KPSCP Mentor program.

Based on this, the research question has been answered that the Evaluation of the effectiveness of the 'How To Be a Good Mentor' training on KPSCP Mentor Faculty of Psychology WM University has not been effective. On the other hand, the KPSCP Mentor program is an ongoing program that can support the self-development of students within the

Faculty of Psychology WM University. Therefore, researchers conducted further data processing, namely designing training for KPSCP Mentors based on the existing ideal stages.

From the results of a needs analysis conducted for all members of the Faculty of Psychology WM University, including lecturer, staff, students, and KPSCP Mentors, it was found that understanding the concept of a mentor, skills in mentoring, and the ability to design a mentoring program are needs that need to be fulfilled for maximizing this KPSCP program. Based on this, the researcher designed training on "How to Be a Good Mentor" change into "Creating a Full Heart Mentor" training. "Creating a Full Heart Mentor" training has an objective to (1) participants are able to explain the concept of a mentor; (2) Participants are able to explain and practice a micro skill from a mentor, and (3) Participants are able to design and facilitate mentoring programs. The "Creating a Full Heart Mentor" training was conducted by researchers in accordance with the agreement with KPSCP Mentors, and it has already been implemented.

Researchers try to find the effectiveness of the "Creating a Full Heart Mentor" training by using the training evaluation model of the "Kirkpatrick's Training Evaluation Model." This Evaluation is the most popular Evaluation and is most often used by training and development practitioners. This model was also chosen because it focuses on behavioral outcomes training (Eseryel, 2002); (Blanchard, 2006); (Kirkpatrick, 2009); (Noe & Kodwani, 2018); Bassi & Cheney, 1997 in (Topno, 2012). This is relevant to the training objectives of "Creating a Full Heart Mentor" in which participants are able to practice various things related to the mentoring process, including micro skill mentoring, program design, and becoming a facilitator in the mentoring program. The effectiveness measured in this training includes two levels, called the level of reaction and the level of learning.

In the reaction level evaluation, it was found that the KPSCP Mentor showed satisfaction with all components, including the content of the training, the training methods, the trainer, and the facilities and training time. The trainees stated that there was a match between the need for knowledge of the mentoring process and the material provided during the training. In addition, the method used in the form of group dynamics and interactive discussion makes participants better understand the concepts of the mentor and his assignments. The trainer who brought the training was also classified as interactive and involved the participants in the whole process as well as facilities and implementation times, which, according to the trainees, were good.

The results of this Evaluation are also strengthened by the results of the Evaluation at the learning level. The research was used pre-post test to know the difference between before and after the provision of material in the "Creating a Full Heart Mentor Training." If the pre-test results differ from the post-test results, then there are differences before and after treatment is given. Furthermore, the Evaluation of learning also shows that the post-test scores are higher than the pre-test scores. This means that there is an increase in knowledge about the training material "Creating a Full Heart Mentor" after being given training.

Based on the two evaluation results, it can be said that the "Creating a Full Heart Mentor" training for KPSCP Mentor is effective. This is supported by the statement of (Kirkpatrick 2009), that is, when the level of reaction shows positive results, the trainees feel satisfaction with the organization of the training, and the addition of knowledge from the material provided, the training is said to be effective. Actually, the measurement model of the training evaluation "Kirkpatrick's Training Evaluation Model" does not need to be done at all. Between levels will only complement each other. However, it would be better if all levels of Evaluation were carried out in order to obtain more comprehensive results (Kirkpatrick, 2009); & (AlYahya & Norsiah, 2013).



However, due to constraints on some technical issues of research, in this study, the level of behavior and the level of results were not measured. This then becomes the weakness of this research. Stated that to measure this level of behavior requires quite a long time (several months after the training), which is a minimum of 3 months from the training. Thus, researchers cannot proceed to the behavioral evaluation stage due to time constraints (Kirkpatrick, 2009), (Noe & Kodwani, 2018) and (Topno 2012). The level of results was not measured in this study. According to (Kirkpatrick 2009); (Noe & Kodwani, 2018) and (Topno, 2012), the process of evaluating outcome level evaluations is classified as difficult because organizations have varied indicators. In measuring this level, it also needs to involve various other aspects related to the organization being trained, such as measuring productivity, measuring workload, customer/user/service user satisfaction. In addition, this level is quite expensive and takes a long time. In fact, the level of results is very important to measure whether the training provided is not merely improving K-S-A from KPSCP Mentors but also giving added values to the organization, in this case, the Faculty of Psychology WM University.

Without the measurement of behavior and results, however, the level of reaction and learning has been measured, then training can be said to be successful. However, profits for organizational development are very limited (Kirkpatrick, 2009); Gopal, 2009, Nagar, 2009; (Noe & Kodwani, 2018) ;(AlYahya & Norsiah, 2013); (Tahir et al., 2014). The absence of measurement of both levels of behavior and outcome is one of the weaknesses in this study. So, for further research, a more complete "Kirkpatrick's Training Evaluation Model" should be carried out. In the "Creating a Full Heart Mentor" training, researchers conducted a need assessment related to KPSCP Mentors. The results of this Need Assessment are very necessary for the further development of the KPSCP program. A student who wants to be a mentor or a companion for his friends has a variety of motivations. Increasing experience and knowledge, as well as skills development, has become one of the motivations of the prospective mentors (Tierney & Branch, 1992); (Johnson, 2002); (Larose et al., 2012); (Snowden & Hardy, 2013). The mentors also made this activity to expand their friendship networks or to get new relations (Agunloye, 2013); (Leidenfrost et al., 2014); (Bruce & Bridgeland, 2014). From the results of the Mentor Canvas, it was found that the motivation of KPSCP Mentors was relevant to the various research results above. Also, Mentors set their short and long-term goals to join as KPSCP Mentors.

The role of a KPSCP Mentor is quite important for mentors. This is also supported by the passion area, or the desire why they want to become a mentor because of the desire to provide benefits for others, to become a platform for developing soft skills, empathy, care, improving English language skills, training themselves to be oriented towards solving problems and to achieve happiness. This is also relevant to a number of studies in the field of mentoring, such as (Tierney & Branch, 1992); (Lee & Bush, 2003); (Ehrich et al., 2004); (Hall & Jaugietis, 2011)(Bonin, 2013). The Need Assessment that has been done has produced data that the problems most often encountered during the mentoring process, namely relating to relationships, lecture problems including time management, activeness in the organization, family problems, adaptation problems, personal financial problems, learning difficulties and dependence on other people. This is also relevant to various studies that have been carried out, that in the peer mentoring process, such problems are often encountered among students (Jacobi, 1991); (Tierney & Branch, 1992); (Johnson, 2002); (Lee & Bush, 2003); (Rodger & Tremblay, 2003)(Hall & Jaugietis, 2011); (Whitney et al., 2011).

In the mentoring process, there are a number of concrete steps taken by KPSCP Mentors to solve problems. The development of social skills possessed by mentees dominates the concrete actions of the Mentors, and is followed by collaborative actions with teaching assistants or classmates as well as lecturers as a forum for consultation. Learning activities

together, doing independent assignments, or asking for additional classes are other actions to facilitate mentees in the mentoring process.

KPSCP Mentors were also asked to identify their strengths so that they could assist in the mentoring process later. From the data obtained that emotional maturity is the most dominant force of the Mentors who can help them optimally in the mentoring process. In addition, the ability to divide time, discipline, loyalty, hard work, flexibility, and supporting facilities to be another supporter in maximizing the role of KPSCP Mentor. According to research from (Pagan & Edwards-Wilson, 2002); (Rodger & Tremblay, 2003); (Lennox Terrion et al., 2007); (Snowden & Hardy, 2013). it was found that Mentors who served as mentors in higher education levels were compulsory has a number of things that need to be developed. The Mentor Canvas results also show results relevant to the study, namely enthusiasm, time-management ability, social skills, personality, asertift attitude, courage, and intention that can be developed by KPSCP mentors in the mentoring process.

## Conclusion

Based on the research results that have been presented, the conclusions of this study is "How To Be a Good Mentor" training at KPSCP Mentor Faculty of Psychology WM University has not been effective because there is no need analysis when designing training, there is no post-training evaluation, and modules and research topics are only based on literature review on how to become a Mentor ideal. By this conclusion, the researcher could also offer some suggestions, especially for KPSCP Mentor Lecturer Faculty of Psychology WM University. The results of this study indicate that the "How To Be a Good Mentor" training at the KPSCP Mentor of the Faculty of Psychology WM University has not been effective because there is no needs analysis or training evaluation design. KPSCP Mentor Lecturer needs to make a systematic needs analysis every time they want to conduct training or various KPSCP Mentor development programs. Suggestion for the KPSCP Mentor Faculty of Psychology at WM University. It is expected to apply the training material "Creating a Full Heart Mentor" to the KPSCP Mentor Faculty of Psychology WM University in the mentoring process. It is expected to be actively involved with KPSCP Mentor assistants to conduct capacity building programs for mentors to further maximize performance. The effectiveness of the training in this study was assessed based on the "Kirkpatrick's Training Evaluation Model". Thus, further research is expected to use other training evaluation models to further enrich scientific references on how to evaluate the effectiveness of training.

## Funding

This research was fund by the Widya Mandala Catholic University of Surabaya.

## Acknowledgments

Thank you for the support from the Widya Mandala Catholic University of Surabaya.

## About the Authors

**Andhika Alexander Repi, M.Psi., Psikolog**, a psychologist, who is familiarly called Kandy, completed his bachelor's degree in psychology at Widya Mandala Catholic University in Surabaya (2013). The Master and Professional Psychologist was got from Soegijapranata Catholic University Semarang in 2016. Currently, he is active as a teaching staff at Widya Mandala Catholic University in Surabaya and conducts professional psychology practice in Surabaya. Industrial and organizational psychology has become its field of work and focuses on organizational development & people development. His published work, "Becoming a Training and Development Program Facilitator" (2016), "Designing an Effective Training Program" (2018), and several articles in Journals and Proceedings.

## References

- Agunloye, O. O. (2013). Impact of mentoring program on faculty performance in institutions of higher education: a developing country study. *Active Citizenship by Knowledge Management & Innovation: Proceedings of the Management, Knowledge and Learning International Conference 2013*, 957–964. ToKnowPress.
- AlYahya, M. S., & Norsiah, B. M. (2013). Evaluation of effectiveness of training and development: The Kirkpatrick model. *Asian Journal of Business and Management Sciences*, 2(11), 14–24.
- Anucha, U., Regehr, C., & Daciuk, J. (2001). *Evaluation of the volunteer connections program*. Toronto: Centre for Applied Social Research, University of Toronto.
- Blanchard, P. N. (2006). *Effective Training, Systems, Strategies, and Practices, 4/e*. Pearson Education India.
- Bonin, E. (2013). Effect of peer mentors on academic performance. *Methodology*, 2, 12.
- Bruce, M., & Bridgeland, J. (2014). The mentoring effect: Young people's perspectives on the outcomes and availability of mentoring. *Washington, DC: Civic Enterprises with Hart Research Associates*.
- Ehrich, L. C., Hansford, B., & Tennent, L. (2004). Formal mentoring programs in education and other professions: A review of the literature. *Educational Administration Quarterly*, 40(4), 518–540. <https://doi.org/10.1177/0013161X04267118>
- Eseryel, D. (2002). Approaches to evaluation of training: Theory & practice. *Journal of Educational Technology & Society*, 5(2), 93–98.
- Fountain, J., & Newcomer, K. E. (2016). Developing and sustaining effective faculty mentoring programs. *Journal of Public Affairs Education*, 22(4), 483–506. <https://doi.org/10.1080/15236803.2016.12002262>
- Garvey, B., & Alred, G. (2000). Educating mentors. *Mentoring and Tutoring*, 8(2), 113–126. <https://doi.org/10.1080/713685525>

- Hall, R., & Jaugietis, Z. (2011). Developing peer mentoring through evaluation. *Innovative Higher Education*, 36(1), 41–52. <https://doi.org/10.1007/s10755-010-9156-6>
- Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. *Review of Educational Research*, 61(4), 505–532. <https://doi.org/10.3102/00346543061004505>
- Johnson, W. B. (2002). The intentional mentor: Strategies and guidelines for the practice of mentoring. *Professional Psychology: Research and Practice*, 33(1), 88. <https://doi.org/10.1037/0735-7028.33.1.88>
- Kirkpatrick, D. L. (2009). *Implementing the four levels: A practical guide for effective evaluation of training programs: Easyread super large 24pt edition*. ReadHowYouWant. com.
- Kirkpatrick, M. (2009). For God So Loved the World": An Incarnational Ecology. *Anglican Theological Review*, 91(2), 191.
- Larose, S., Tarabulsy, G. M., Harvey, M., Guay, F., Deschênes, C., Cyrenne, D., & Garceau, O. (2012). Impact of a college student academic mentoring program on perceived parental and teacher educational involvement. *Journal of Applied Social Psychology*, 42(9), 2137–2162. <https://doi.org/10.1111/j.1559-1816.2012.00934.x>
- Lee, L. M., & Bush, T. (2003). Student mentoring in higher education: Hong Kong Baptist University. *Mentoring & Tutoring: Partnership in Learning*, 11(3), 263–271. <https://doi.org/10.1080/1361126032000138319>
- Leidenfrost, B., Strassnig, B., SchĆatz, M., Carbon, C.-C., & Schabmann, A. (2014). The Impact of Peer Mentoring on Mentee Academic Performance: Is Any Mentoring Style Better than No Mentoring at All?. *International Journal of Teaching and Learning in Higher Education*, 26(1), 102–111.
- Lennox Terrion, J., Philion, R., & Leonard, D. (2007). *An evaluation of a university peer-mentoring training programme*.
- Million, S. K. (1988). *Training Mentors and Proteges: The Key to Successful Mentoring Programs*.
- Noe, R. A., & Kodwani, A. D. (2018). *Employee Training and Development, 7e*. McGraw-Hill Education.
- Pagan, R., & Edwards-Wilson, R. (2002). A Mentoring Program for Remedial Students. *Journal of College Student Retention: Research, Theory & Practice*, 4(3), 207–226. <https://doi.org/10.2190/UFGM-8014-894V-CXFL>
- Rehmat, W., Aaltio, I., Agha, M. H., & Khan, H. R. (2015). Is training effective? Evaluating training effectiveness in call centers. *EJBO: Electronic Journal of Business Ethics and Organization Studies*, 20(1).
- Rodger, S., & Tremblay, P. F. (2003). The effects of a peer mentoring program on academic success among first year university students. *Canadian Journal of Higher Education*, 33(3), 1–17.
- Snowden, M., & Hardy, T. (2013). Peer mentorship and positive effects on student mentor and mentee retention and academic success. *Widening Participation and Lifelong Learning*, 14(1), 76–92. <https://doi.org/10.5456/WPLL.14.S.76>
- Sugiyono, L. (2005). *Metode Penelitian dalam Teori dan Praktik*. Jakarta: Rineka Cipta.
- Tahir, N., Yousafzai, I. K., Yousafzai, I. K., Jan, D. S., & Hashim, M. (2014). The Impact of Training and Development on Employees Performance and Productivity A case study of United Bank Limited Peshawar City, KPK, Pakistan. *International Journal of Academic*

*Research in Business and Social Sciences*, 4(4). <https://doi.org/10.6007/IJARBSS/v4-i4/756>

Terrion, J. L., & Phillon, R. (2008). The electronic journal as reflection-on-action: a qualitative analysis of communication and learning in a peer-mentoring program. *Studies in Higher Education*, 33(5), 583–597. <https://doi.org/10.1080/03075070802373073>

Tierney, J. P., & Branch, A. Y. (1992). *College Students as Mentors for At-Risk Youth: A Study of Six Campus Partners in Learning Programs*.

Tindall, J. A. (1995). *Peer programs: An in-depth look at peer helping: Planning, implementation, and administration*. Taylor & Francis.

Tinto, V. (1998). Colleges as communities: Taking research on student persistence seriously. *The Review of Higher Education*, 21(2), 167–177.

Topno, H. (2012). Evaluation of Training and Development: An Analysis of Various Models. *IOSR Journal of Business and Management*, 5(2), 16–22. <https://doi.org/10.9790/487X-0521622>

Whitney, S. D., Hendricker, E. N., & Offutt, C. A. (2011). Moderating Factors of Natural Mentoring Relationships, Problem Behaviors, and Emotional Well-being. *Mentoring & Tutoring: Partnership in Learning*, 19(1), 83–105. <https://doi.org/10.1080/13611267.2011.543573>

<https://www.ppd.admin.cam.ac.uk/career-development/mentoring-university-cambridge/what-mentoring>

<http://www2.le.ac.uk/offices/red/rd/career-development/research-staff/mentoring>

# Evaluation of "How To Be A Good Mentoring Training" Effectiveness For Peer Mentor

## ORIGINALITY REPORT

4%

SIMILARITY INDEX

4%

INTERNET SOURCES

2%

PUBLICATIONS

2%

STUDENT PAPERS

## PRIMARY SOURCES

1

[www.ojs.fkip.ummetro.ac.id](http://www.ojs.fkip.ummetro.ac.id)

Internet Source

1%

2

Muhammad Edi Kurnanto. "Solution Focused Brief Counseling (SFBC): Study in Students with Academic Procrastination", GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling, 2019

Publication

1%

3

Budi Sarwono. "Counseling Junggringan Saintification of Ki Ageng Suryomentaram Teaching An Ideas Toward Indigenous Counseling", GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling, 2019

Publication

<1%

4

[bura.brunel.ac.uk](http://bura.brunel.ac.uk)

Internet Source

<1%

5

Submitted to University of Bristol

Student Paper

<1%

6	Internet Source	<1%
7	<a href="http://www.business.brookes.ac.uk">www.business.brookes.ac.uk</a> Internet Source	<1%
8	<a href="http://tassythinks.weebly.com">tassythinks.weebly.com</a> Internet Source	<1%
9	<a href="http://123dok.com">123dok.com</a> Internet Source	<1%
10	<a href="http://www.portal.bpppbanyuwangi.com">www.portal.bpppbanyuwangi.com</a> Internet Source	<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off