

## ORGANIZING MIND PROGRAM DEVELOPMENT, IMPLEMENTATION AND EVALUATION AT MAP RETAIL ACADEMY

**Katherine Febelia Chandra, Denta Felli Ananda, Niken Purbasari, Maris Agung  
Triandewo**

Trisakti School of Management Jl. Kyai Tapa No. 20, Tomang, Grogol Petamburan,  
Jakarta Barat, Indonesia

[katherinefebelia17@gmail.com](mailto:katherinefebelia17@gmail.com), [dfa@stietrisakti.ac.id](mailto:dfa@stietrisakti.ac.id), [npi@stietrisakti.ac.id](mailto:npi@stietrisakti.ac.id),  
[mat@stietrisakti.ac.id](mailto:mat@stietrisakti.ac.id)

### Abstract

*This internship report is intended to explain the author's activities during the internship at MAP Retail Academy through the Independent Campus Certified Internship Program organized by the Ministry of Education. This report will explain the author's daily activities as part of the HR Training Intern. This internship report contains the author's activities as a trainer in the Academic division at MAP Retail Academy. In addition to the daily activities regarding the work given, this report will also explain non routine activities provided by MAP Retail Academy and projects outside of the author's daily activities. This program has been running effectively and efficiently in training apprentices to be able to apply learned knowledge, skills, and attitudes such as effective communication, time management, and project management into work related to training.*

**Keywords:** Training, Trainer, MAP Retail Academy, Effective Communications, Time Management, Project Management

### Abstrak

Laporan magang ini dimaksudkan untuk menjelaskan kegiatan penulis selama magang di MAP Retail Academy melalui Program Magang Bersertifikat Kampus Mandiri yang diselenggarakan oleh Kementerian Pendidikan. Laporan ini akan menjelaskan kegiatan sehari-hari penulis sebagai bagian dari HR Training Intern. Laporan magang ini berisi kegiatan penulis sebagai trainer di bagian Academic di MAP Retail Academy. Selain kegiatan sehari-hari terkait pekerjaan yang diberikan, laporan ini juga akan menjelaskan kegiatan non-rutin yang diberikan oleh MAP Retail Academy dan proyek-proyek di luar kegiatan sehari-hari penulis. Program ini telah berjalan efektif dan efisien dalam pelatihan magang untuk dapat menerapkan pengetahuan, keterampilan, dan sikap yang dipelajari seperti komunikasi yang efektif, manajemen waktu, dan manajemen proyek ke dalam pekerjaan yang terkait dengan pelatihan.

**Kata Kunci:** Training, Trainer, MAP Retail Academy, Effective Communications, Time Management, Project Management

## INTRODUCTION

High competition in the professional world requires college students to develop their own personal value in terms of knowledge, ability, skills, and attitude. One of the difficulties faced by fresh graduates is due to the incompatibility of prospective candidates with the criteria for positions sought at the company. High competition in the professional world is also

accompanied by high company expectations for fresh graduates. Meanwhile, fresh graduates who do not have previous work experience tend to be surprised by professional work. Of course, this is a challenge for final year students to start early on to enrich their experience and self-knowledge.

In order to prepare final year students to enter the world of professional work after graduating from college, college students can participate in on the job training/internship program. Participating in on the job training is one of the facilities that final year students or fresh graduates can take advantage of to explore the professional world. The MBKM Program managed by the Ministry of Education and Culture is a place for college students to get internship opportunities at various partner companies in Indonesia. This program, which collaborates with several partner companies in Indonesia, provides opportunities for college students to carry out practical work in selected companies and carry out final assignments that are expected to have a real impact on the company.

The author took part in an MBKM program, partnering with MAP Retail Academy, a subsidiary of PT Mitra Adiperkasa Tbk. MAP Retail Academy itself has a vision to produce the most admired professionals through the training programs provided as well as a mission to provide excellence in retail competence through direct knowledge and experience. Therefore, this is in line with the objectives of the Ministry of Education and Culture and the author. By participating in the MBKM internship program, the author hopefully will become the most admired professional, especially in the retail industry.

### **Company Description**

Incorporated in 1995, PT Mitra Adiperkasa Tbk (MAP) is a leading retail company and distributor for sports, kids and lifestyle brands based in Jakarta, Indonesia. MAP has experienced rapid growth over the years marked by the company's initial public offering in November 2004. MAP has a vision *"To be the leading omni-channel retailer in Indonesia"*, and a mission *"To bring health, happiness and a more fulfilling lifestyle to our valued customers through our portfolio of world class brands and omni-channel retail network"*. ("Mitra Adiperkasa" 2022)

MAP Retail Academy has a main responsibility in transforming MAP employees and external (anyone who wants to learn about retail) to be excellent in retail competencies through knowledge and hands-on experiences from various training programs. MAP Retail Academy uses Standard Indonesian National Work Competence (SKKNI) Retail as a guide in the preparation of competency-based learning materials. Competence-based human resource management has a vital role in organizational strategy and strategic management (Salman, Ganie, and Saleem 2020). Not only that, to strengthen the recognition of learning outcomes certificates, PT Mitra Adiperkasa Tbk, established the MAP Professional Certification Institute (LSP MAP), LSP in the retail sector the first in Indonesia, which is registered and supervised by the National Professional Certification Agency (BNSP).

### **ANALYSIS AND DISCUSSION**

Until the end of the internship period, writers in the HR Training division have been involved in two different MIND Program categories. The MBKM participant is actively involved in the MIND Program for MAP Active in Central Java and MIND Program for MAP Active, MAP Fashion, MAP Foodhall in Indonesia. MAP Internal Development Program (MIND Program) is the

center of behavioral shaping which is intended to support participants performing in the organization. According to Blanchard (2013, 38), training is the systematic process of providing an opportunity to learn knowledge, skills, and attitude for current or future jobs. This training program is implemented to broaden the skill set and responsibilities to unleash training participants' (MAP employees) full potential as the part of employee development. Employee development is the expansion of an individual's capacity to function effectively in his or her present or future job and work organization (Dachner et al. 2021).

### **Routine Activities**

As a Human Resource Training Intern at MAP Retail Academy, author has given a main responsibility in the development until the evaluation process of MIND Program. Some of the routine activities include:

#### **1. Organizing the learning contents for MIND Program.**

The to-do-list in organizing the learning content includes:

- 1) Determine the training objectives that will be used in training materials.
- 2) Gather the training material sources from previously made materials, articles, e-books as a reference for making training materials.
- 3) Create learning content in PowerPoint form according to directions and input resulting from discussions with mentors.
- 4) Revise the learning content (if necessary) until it is approved by the mentor so that it can be used during program implementation.

#### **2. Assisting MIND Program Implementation**

The to-do-list in assisting the program implementation includes:

- 1) Confirming the attendance of training participants who have already attended in the Zoom meeting and not.
- 2) Leading the ice breaking session before the training started or in the middle of the training session.
- 3) Ensuring active participants take part in training sessions by always responding and discussing via meeting chat if unable to open audio or camera.
- 4) Conducting a documentation session with group photos before or after the training session.
- 5) Sending a feedback form after the training ends as a form of evaluation for the training sessions.

Trainer support and peer support is one of the important things in the transfer of knowledge. If trainees are interrupted by their supervisor during training, the urgency with which they comply to the request will have consequences on their learning and performance goals during training (Federman 2019). By this knowledge, the MBKM participant realizes that assisting the program implementation is important.

#### **3. Conducting activities for MIND Program**

The to-do-list in conducting activities includes:

- 1) Make ice breaking games related to the contents of the training that will be delivered in training sessions via Zoom.
- 2) Conduct a reminder to training participants the day before the training takes place via Whatsapp Group.
- 3) Create questions for the question and answer session.

The MBKM participant has the responsibility in conducting each activity in the training session which can be useful to support the implementation of the training session. MBKM participant also had a responsibility to remind training participants so that participants can prepare themselves before attending the training session at least one day before the scheduled training session. HR training programs should be developed and implemented with various techniques and should be directed to increase of creative and innovative behaviors and skills that will foster organizational innovation (Berber and Lekovic 2018).

#### **4. Assessing the case study and exercises results for MIND Program**

The to-do-list in assessing and input the case study and exercises result includes:

- 1) Made assessment forms using Google Forms from the website.
- 2) Report the list of participants that have not yet finished the assignment to the mentor before assessing the case study & exercises using Google Spreadsheet.
- 3) Discussing the details and further instructions with the mentor before/while assessing the case study & exercises.
- 4) Input the data of case study and exercises result and points into Google Spreadsheet via website.

There is no single pathway to success or failure in formative training evaluation, mostly because training involves complex interactions among many factors (Bernardino and Curado 2020). In evaluating the training sessions, MBKM participants will display the results of the participants' training assessment ratings for the MIND Program training sessions. According to Dessler (2017, 255), case study method is a development method in which the manager is presented with a written description of an organizational problem to diagnose and solve. By this knowledge, the MBKM participant used case study assessments and exercises as training evaluation materials.

#### **Non-Routine Activities**

Author has given non-routine project called MAP GROW Innovation Project. In this project, author is required to obtain new ideas as the innovation project based on analysis techniques and findings from their own work related problems. The problem that must be solved with the project is a problem of each individual's findings related to the work in the division and scope of work carried out by each individual. By doing this project, author expectedly can help to contribute in finding problems in the company that will help to develop creativity, initiative and ability to synergize in diversity.

The author finds a problem in the process of organizing learning materials, in which learning materials that will be used for self-learning modules or presented in online/offline classes are often ready when it's already close to the deadline or has passed the predetermined deadline. This causes a feeling of being rushed in revising the learning materials, thus allowing for misses in making the material, be it small details or even the main thing that has not been acknowledged before.

After getting the right root cause analysis results, the author provides a solution, namely by creating an integrated system using project management tools, namely Trello. The purpose of using these project management tools is to improve priority management in the examination of learning materials so that supervisors don't need or reduce checking materials through private chats one by one. Trello is a visual tool that can help manage various types of projects, workflows, and task tracking.

The author succeeded in making the process of making learning materials more effective and efficient in the use of time and communication between those in charge of the learning contents being worked on. Here are some of the benefits of using Trello as a project management tool:

- 1) Interns and supervisors can improve priority management in the examination of learning materials
- 2) Interns and supervisors can reduce checking materials through private chats one by one.
- 3) Interns and supervisors can pay more attention to the details of all content materials being used.

Doing analysis for the broad problem, the MBKM participant used the knowledge that has been learned in the Research Methods course, regarding the problem analysis. The knowledge utilized in this activity is the 5 Whys Technique. According to Sekaran (2016, 34), 5 Whys Technique is a fairly straightforward approach that will help the researcher to get to the root cause of a problem. By this knowledge, the MBKM participant uses the 5 Whys Technique as one of the analytical tools used to obtain the most basic causes of the problem. According to Daft (2016, 322), Organizing is the deployment of organizational resources to achieve strategic goals. By this knowledge, the MBKM participant has a suggestion to use project management tools in the process of organizing the learning content so that it can be organized more effectively and efficiently.

### **Participation in Institution**

Beside the routine and non-routine activities, MAP Retail Academy also provides a self-development program called MAP GROW. These activities include:

1. Self-learning through Website Learning Experience, LXP Empowered.  
Website Learning Experience, LXP Empowered, is a website based learning management software used for e-learning. Interns will be given a special account to access several courses that are provided in the form of learning modules.
2. Online Video Conference Sessions  
The sessions are carried out from 2 September 2022 to 29 December 2022. Author take part in online sessions from MAP Grow namely LXP Empowered Socialization, Effective Communication and Innovation Project Explanation, MAP

Your Career, Ideation Tools, Personal Branding 1, Internal Service Provider, Speak Like A Pro, Being An Effective Leader Pt.1, Being An Effective Leader Pt.2, Graduation Day.

### **MBKM Evaluation**

Overall, the MBKM program has been running very well, both from the government and MBKM partner. However, in every program, of course, evaluation is still needed so that the program can run better in the future. Thus, author has provided evaluation materials that may be useful in the future, both for the government and MBKM partner.

### **Work/Project Evaluation**

During the MBKM internship at MAP Retail Academy, there are several achievements resulting from the work or projects that author worked on, including:

- a. Knowledge
  1. Able to explain the vision and mission of the organization.
  2. Able to explain concepts, theories, and management functions in daily activities.
  3. Able to manage the development, implementation and evaluation of the training programs at MAP Retail Academy.
- b. Attitude
  1. Respect the diversity of cultures, religions, beliefs, and opinions of colleagues and mentors.
  2. Be professional and serve wholeheartedly to the tasks, colleagues, and mentors.
  3. Demonstrate an attitude of responsibility to work independently or with the team.
- c. General Expertise
  1. Able to apply leadership skills and be responsible for the achievement of individual and group.
  2. Able to demonstrate independent, quality, and measurable performance.
  3. Able to carry out the self-evaluation process of MBKM participants.
- d. Special Skills
  1. Able to solve routine management and organizational problems in the process of training programs.
  2. Able to carry out effective and productive collaboration in teams and build effective communication between colleagues and mentors.
  3. Able to use LXP Empowered and Trello

### **MBKM Program Evaluation**

In terms of effectiveness, the entire process of the training program and the tasks assigned to MBKM participants as HR Training Internships were classified as effective by the academic team at MAP Retail Academy. Within 5 months, MBKM participants have achieved the targets set in the development, implementation and evaluation of the training program.

In terms of efficiency, the entire process of training programs and assignments given to MBKM participants as HR Training Internships was classified as efficient by the academic team at MAP Retail Academy. Within 5 months, MBKM participants have done various tasks so that there is no wastage of time and can be said to be efficient.

## **CLOSING**

### **Conclusion**

The MBKM program is very useful for MBKM participant self-development and prepares the MBKM participants to be the most admired professional. MBKM participant has been working with highly supportive colleagues and mentors in a positive environment. It can be concluded that the MBKM program has been running effectively and efficiently. Some of the lessons learned and work experience that MBKM participants highlight while participating in the MBKM program to improve self-quality are:

1. Obtain knowledge, skills and attitude by contributing directly to the development, implementation and evaluation process of the training program at MAP Retail Academy.
2. Implement knowledge from courses learned in college through the MBKM process as an HR Training Intern.
3. MBKM participant has been working with highly supportive colleagues and mentors in a positive environment.

### **Limitation**

In conclusion, for the whole internship program and period, this program has been running well. However, there are some things related to operational activities that need improvement for the next batch such as:

1. MAP's servers were down which resulted in the administrative tasks being hampered.
2. The help desk on the MBKM website is not quick to respond when there are questions or lack of information provided from the frequently asked question (FAQ) section.
3. The MIND Program timeline implementation was delayed due to situations and conditions that were not expected in advance.

### **Recommendation**

There are several suggestions regarding the MBKM program improvement for the next batch such as:

1. MAP can tighten the server's security so that every administrative task can return to using the office's email.
2. The MBKM administrator who is responsible for the help desk section on the MBKM website can respond faster if there are still questions or lack of information in the FAQ section.
3. The MIND Program timeline implementation should have been prepared in advance as a form of an instructional strategy plan that the author learned in HR development and training management course.

**REFERENCES**

- Berber, Nemanja, and Bojan Lekovic. 2018. "The Impact of HR Development on Innovative Performances in Central and Eastern European Countries." *Employee Relations* 40 (5): 762–86. <https://doi.org/10.1108/ER-08-2017-0188>.
- Bernardino, Gonçalo, and Carla Curado. 2020. "Training Evaluation: A Configurational Analysis of Success and Failure of Trainers and Trainees." *European Journal of Training and Development* 44 (4–5): 531–46. <https://doi.org/10.1108/EJTD-10-2019-0177>.
- Blanchard, P. Nick., and James W. Thacker. 2013. *Effective Training : Systems, Strategies, and Pracices*. 5th ed. Pearson Education.
- Dachner, Alison M., Jill E. Ellingson, Raymond A. Noe, and Brian M. Saxton. 2021. "The Future of Employee Development." *Human Resource Management Review* 31 (2): 100732. <https://doi.org/10.1016/j.hrmr.2019.100732>.
- Daft, Richard L. 2016. *Management*. 12th ed. [www.cengage.com/highered](http://www.cengage.com/highered).
- Dessler, Gary. 2017. *Human Resource Management*. 15th ed. Pearson Education.
- Federman, Jessica E. 2019. "Interruptions in Online Training and Their Effects on Learning." *European Journal of Training and Development* 43 (5–6): 490–504. <https://doi.org/10.1108/EJTD-10-2018-0100>.
- "Mitra Adiperkasa." 2022. PT Mitra Adiperkasa Tbk . 2022. <https://www.map.co.id>.
- Salman, Mohammad, Showkat Ahmad Ganie, and Imran Saleem. 2020. "The Concept of Competence: A Thematic Review and Discussion." *European Journal of Training and Development* 44 (6–7): 717–42. <https://doi.org/10.1108/EJTD-10-2019-0171>.
- Sekaran, Uma. 2016. *Research Methods for Business*. 7th ed. Wiley.