

Education and Leadership Training Evaluation of Level Four Program

Agus Zaenal Mutaqin¹, Neti Karnati², Ma'ruf Akbar³
{aguszaenalmutaqin740@gmail.com¹, netikarnati@gmail.com², makrufakbar@unj.ac.id³}

Universitas Negeri Jakarta, Indonesia

Abstract. One of the significant challenges faced by government institutions is the unavailability of competent employees. To combat this inconsistency a level 4 Leadership Education and Training scheme was introduced. This study aims to evaluate the Level 4 Leadership Education and Training programs in Banten Province. Data was collected through questionnaires, interviews, and document analysis. The data obtained was evaluated using Kirkpatrick's evaluation model; a qualitative verification method consisting of reaction, learning, behavior, and result. The results of the study indicate the following 1) Participants reacted positively to the scheme; 2) The learning outcomes are considered effective, as they can be applied in various institutions; 3) There is a change in behavior which enabled increased work discipline, structured work patterns, quick completion of work, and ease in conducting set work objectives; 4) There is an increase in performance, which depicts changes in work productivity.

Keywords: Evaluation, Program, Leadership Education and Training.

1 Introduction

Over the past ten years, Indonesia has experienced a fairly basic and big change in the transparency public sector. The change was marked by the increasing desire for accountability and transparency in the public sector, known as good **governance**.¹ One of the things that became the focus of good governance was the improvement of human resources at the central and regional levels. This was carried out by taking into account the unsatisfactory performance of employees. Another problem are (1) associated with weak governance and (2) inability of the state administrators to properly strategize the vision and mission of the country. This ultimately leads to a slow developmental process in Indonesia. Until now, the Indonesia was still tagged a middle or developing country. A large quantity of manpower has not been matched with the country's resources.²

Azwar Abu Bakar, Minister of Administrative Reform and Bureaucratic Reform, revealed that of the 4.7 million civil servants in Indonesia 65 percent were considered incompetent in accordance with the standards for which bureaucratic reform was needed.³ It is an important factor in creating governance. Therefore, the quest to increase the capacity and competence of bureaucratic apparatus must be continued. The leadership training program for structural officials

is one of such efforts aimed at improving bureaucratic services.⁴ Leadership education and training is expected to produce competent alumni capable of showcasing their leadership performance. To achieve that goal, the Republic of Indonesia State Administration Agency (LAN) has renewed the implementation of Leadership Education and training with reference to the LAN RI Head Regulation Number 20 of 2015 with regards to the Guidelines for Implementing Leadership Training.⁵

Banten Province consists of a total of 674 echelon IV officials. Out of this number, only a total of 120 people have participated in the Level 4 Leadership Education and Training Program since its inception in 2015. From the obtained data, it is glaring that a large number of echelon IV officials are yet to participate in the training program. The researcher analyzed the main problem to be associated with how to evaluate the Level 4 Leadership Education and Training Program at the BPSDMD Banten Province.

2 Methodology

This research made use of a qualitative-verification method, using Kirkpatrick's evaluation model. The model comprises four sub-sections, namely (1) reaction; (2) learning; (3) behavior; and (4) result. Reaction evaluation is the process of evaluating the response by the trainees to determine their satisfaction level. Learning assessment is conducted to measure knowledge, attitudes, and skills. This can be carried out by comparing the results of the pretest with that of the post-test, written test and performance test. Behavior evaluation is different from that of attitude at level 2 which is aimed at changing how the participants behave after participating in the training program to implement the change projects in their respective institutions. The result evaluation is focused on the final result that occurs after completing the above mentions processes.

The research population in this study were people involved in the implementation of level 4 Leadership Education and Training, namely the head of the office of BPSDMD Banten Province, organizer of education and training, instructor or coach, participants, and mentors who were direct superiors of participants. Data were collected through interviews, questionnaires, and document analysis.

The data analysis technique used is The Miles and Huberman Analysis Models. Each step can be explained as follows: (1) Data Reduction: In this study, the data collected was relatively large and this led researchers into analyzing the data obtained using the reduction technique. This involved detailing, reducing, summarizing, and selecting essential information. Data collected is then sorted according to concepts, themes, and categories; (2) Data Display: After reducing the data, the researcher displays it in a descriptive-narrative manner. This can be illustrated in a variety of ways such as in the form of tables, graphs, brief descriptions, charts, relationships between categories, flowcharts, and the like. Data presentation is used to facilitate and understand the process, in order to plan further work based on what has been recognized. (3) Withdrawal of Conclusions or Verifications (Conclusion Drawing): The conclusions presented in this study are intended to answer the formulation of the problems previously determined. (see at <https://osf.io/7zahg/>)

3 Resultand Discussion

Based on Kirkpatrick's evaluation model, the results of the study are as follows:

1. Reaction Level

According to Kirkpatrick, this level measures how participants responded to instructors or trainers which is usually focused on the suitability of the materials, techniques, methods, strategies, and teaching media. That of the committee was focused on education and training facilities with the reaction of participants to instructors being quite positive. Most participants were of the opinion that the instructor has the capability of delivering learning material, using leading strategies such as media and other methods following the learning objectives. The assessment of the participants towards the committee was quite good. The participants opined that the bedroom, toilets, bathrooms, sports, and places of worship generally has good facilities while the food and electrical supply needed to be improved.

2. Learning Level

This level measures participants ability to understand various educational and training materials, diagnose organizational needs, and taking ownership. According to the obtained results, participants with the to understand training materials were able to diagnose the organizational needs.

3. Level Behavior

This section measures participants' ability to plan and execute projects, as well as to build, manage, and lead a team. The results showed that some participants could develop, maintain and effectively implement a project plan

4. Level Result

This level aims to measure participants' ability to change management and make product changes. The results of the study show that generally, the alumni of education and training can implement and revamp projects in their respective agencies. These changed products can provide positive changes in their individual institutions. This is known based on the assessment of the mentor who is the direct supervisor of the alumni of education and training.

4 Conclusion

Level 4 Leadership Education and Training is one of the efforts used to create competent, and highly skilled government employees capable of providing professional services to the public. The results of this study indicate that a program can enhance the knowledge, skills, and abilities of participants, which will, in turn, improve agency performance. As a result of this, the program must be implemented consistently and things that are still not good, must be developed to create a positive impact on the participants. If this activity is regularly carried out, it will have a positive effect on the creation of capable and competent government employees.

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