

Post Evaluation of Level III Leadership Training in South Sumatera Province

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Abstract:- The CIPP model is an evaluation model that uses a management-oriented approach, or referred to as a form of program management evaluation. Therefore, this study aims to evaluate change projects carried out by training participants after participating in level III leadership training or not. Primary data in this study were obtained through a questionnaire instrument that was given directly or was sent to the respondent as well as interview with the informant. Qualitative data is obtained through the distribution questionnaires distributed randomly to 4 (four) batches starting from the 2015 class year to the year 2018. While quantitative data is carried out for determining the level of answer. The results of this study are expected to provide input into thinking to develop and enrich knowledge related to the urgency of implementation while improving the performance of each party concerned if the change project experiences obstacles.

Keywords:- CIPP Model; Post-Training Evaluation; Level III Leadership Training.

I. INTRODUCTION

In order to create competent human resources, it is necessary to improve the professionalism quality and develop the insights of Civil Servants. The efforts taken by The Government in improving the quality of professionalism and develop insight into Civil Servants are through the Education and Training Program. One Level is Level III Leadership Education and Training, herein after referred to as Level III Diklatpim. This training is intended for echelon III officials or echelon IV official who are considered capable and competent to participate in the training as stated in the Regulation of the Head of the State Administration Agency Number 19 of 2015 in Chapter III concerning participants.

The innovative implementation of Level III Diklatpim allows participants to be able to apply their competencies and demonstrate their performance in leading the changes contained in the writing of the Change Project Design and will be implemented in the short, medium and long term timesframes. In general, the program or short-term activities for 2(two) months have been completed by the participants but the medium and long-term implementation still needs to be evaluated and examined as a result of the implementation of the training. To measure the performance of education and training alumni is by conducted post training evaluation. Post Training evaluation is a concept of transfer of training

results that refers to the extent to which training and education alumni are able to effectively and sustainably apply the competencies (knowledge, skill and attitudes) that they obtain during training in their daily work and the improve their organizational performance.

In Chapter VIII regarding evaluation especially in point D reacts : The mechanism and procedure for post-training evaluation are as follows (1) between six to twelve months after the implementation of education and training ends, post training evaluation is conducted to find out and measure the level of training alumni use in office structural; the development of changes that have been implemented ; alumni performance improvement level and level of performnce improvement of alumni organization unit agencies, (2) post-training evaluation carried out by training providers in collaboration with agency staffing unit, (3) post-training evaluation results delivered by organizer to Alumni Staffing Officials, Alumni Agency Leaders, Agencies Training and Education Counseling and Training Agency Controlling Agency, (4) Training and Development Agency uses the results of the post-training evaluation as input for further improvement of education and training programs (Perkalan No.19 Year 2015). This is the basis for the author in choosing the title of Post Evaluation of Diklatpim III in South Sumatera Province since so far the post-training.

Evaluation of alumni after the relevant person has returned to his or her institution is almost never done, whether the promised project design changes during the training have been carried out optimally in the medium term and in the long term. Or only meet the training requirements.

An evaluation of the impact and effectiveness of training is needed so that the advantages and disadvantages in the program can be identified so that improvement can be followed up [1]. This is in accordance with the evaluation function, namely to obtain accurate and objective information on the program that has been planned and implemented in the previous phase [2]. Like the research conducted by The PKPIVA Lan Aceh (Farizal, 2017) the implementation of education and training programs was said to be successful if there was a process of the transformation in the training participants gained from the Diklat learning process. Like research conducted by Riskha Nur Fitriyah (2017), evaluation studies are needed as a strategic effort that must be carried out continuously to improve the competency of state apparatus.

II. LITERATUR STUDY

A. Learning and Training

Learning is a process to increase one's knowledge capacity to do something[3]. While training is interpreted as a systematic process to change the behaviour of a person/group of employees in an effort to improve organizational performance [4]

So that learning and training are interrelated. The stages in the training program are[5] :

1. Assessment of training needs (need assessment), whose purpose is to gather information to determine whether or not a training program is needed.
2. Development of training programs (development), aiming to design the training environment and training methods needed to achieve the training objectives.
3. Evaluation of training programs (evaluations) that have the purpose of testing and assessing whether the training program that have been undertaken, are effectively able to achieve the objectives set.

B. Evaluation

Evaluation is a systematic process where data is collected and converted into information to measure the impact of training, assist in decision making document the results to be used in program improvement, and provide methods to determine the quality of training[6]. Six objectives of the evaluation are [7]:

1. Finding what and how the goals can be achieved as a whole;
2. Determine the reasons for success and failure occur;
3. Discover the principles that underlie the success of the program;
4. Conduct trials using techniques that are known to increase effectiveness;
5. Lay the basis for research by giving reasons for relative success by using existing technical alternatives; and
6. Redefining the meanings used to achieve goals and sub-objectives to clarify the findings.

In the line with this, evaluation is divided into 3 (three), namely :

1. Input evaluation (input)

The input evaluation focuses on program input that can affect or improve program performance, so that the expected results will be better.

2. Process evaluation (process)

Process evaluation is the measurement and evaluation of the way an institution carries out a program.

3. Outcomes evaluation (outcomes)

Results evaluation is an evaluation that emphasized the overall impact of the program on the goals and objectives of the program.

C. Education and Leadership Training

Education and training (Diklat) is the process of organizing teaching and learning in order to improve ASN competencies. Leadership Training is the process of organizing teaching and learning to achieve the leadership competency requirements of officials in accordance with levels, structural position. Leadership Training provides insight, knowledge, expertise, skill, attitudes and behaviour in the field of apparatus leadership so as to achieve leadership competency requirements in certain structural positions.

Leadership Training consists of 5 (five) learning agendas, namely, self mastery agenda, diagnostic reading agenda, inovations agenda, effective team agenda , and change project agenda. In addition to these lessons, the participants also took part in training outside the education and training field which consisted of training participants' orientation, mentoring in class and at work, as well as participant evaluations, evaluation of organizers and wiydaiswara evaluators.

D. CIPP Model

CIPP is an evaluation model that uses a management-oriented evaluation approach or referred to as program management evaluation [8]. Evaluations with the CIPP model can be carried out when the program takes place even after the program has finished. The CIPP model is intended to serve the needs of the people who plan and implement the program. The decision in the CIPP model is in the form of assessing whether the program's target needs have been or have nor been met.

The CIPP model includes formative and summative evaluations[9]. Summative evaluation is actually more important than formative evaluation. Formative or proactive evaluations are intended to make decisions, while summative aor reactive evaluations provide information about accountability. Context, in[ut, process and product can be practiced in the framework of decision making (formative role) and presentation of information about accountability (summative role) The CIPP model has four continuous elements. First, context evaluation leads to the identification of the strength and weaknesses of the organization, in providing input to improve the organization[10]. The main objective is to assess the overall state of organization, identify its weaknesses, diagnose problems faced by the organization, and find solutions, and aim to assess whether the goals and priorities that have been determined meet the parties'needs party that is the target of the organization. Secondly, evaluation of inputs determines the progrsm to make the necessary changes[11]. Input evaluation look for obstacles and potential resources available. The main objective is to help client examine alternatives that relate to the needs and objectives of the organization that function to help client avoid futile innovations and are expected to fail or at least waste resources. Third, evaluation of the process basically checks the implementation of a predetermined plan[12]. If the plan needs to be modified or developed, process evaluation provides instructions, There

are still other noteworthy goals, namely periodically assessing how far the program participants receive and their success in carrying out their roles; and provide a complete record of the implementation of the plan and its comparison with its original objectives. Process evaluation can be used to see organization planning before and evaluation to identify important aspect of the organization that must be monitored[13]. Fourth, product evaluation is an evaluation measuring the success of achieving goals. Evaluation can also aim to collect descriptions and assessments of outcomes and link them all with objectives, context, inputs, and information .. Processes, as well as to interpret program feasibility and worth. Product evaluation is directed at things that indicate changes that occur in inputs. From the medium term, some long-term change projects have not been intensively integrated, some have mutated positions and project changes should still have to work eventhough the initiators are not there.

Assessments of the success of the program are collected from the program are collected from the people involved individually or collectively, and then analyzed.

III. RESEARCH METHODS

A. Research Methods

Evaluation of Post Training Level III in South Sumatera Province was carried out using quantitative and qualitative methods. The quantitative method is used to find data knowledge in the form of numbers as a tool for analyzing information about what to know while qualitative is done to measure the level of utilization of training alumni in structural positions and improving the performance of alumni and organizational units.

In addition, this study identifies the driving and inhibiting factors for the implementation of post-training innovation changes in alumni projects and to find out the mid-term and long-term implementation of change projects and to know the benefits of post-training change projects.

B. Data Collection Techniques

This study uses two data collection techniques, namely :

1. Primary Data Collection Techniques

Primary data in this study were obtained through a questionnaire instrument that was given directly or sent to the respondent as well as interviews with key informants.

2. Secondary Data Collection Techniques Teknik Pengumpulan Data Sekunder

Conducted through library studies by collecting data and information obtained from studying a number

literature that examines the concepts and policies of post-training and CIPP model evaluation.

C. Data Processing Techniques

Quantitative data was obtained through the results of distributing questionnaires distributed randomly to 4 (four) classes starting from the class of 2015 to the class of 2018 which consisted of training participants in the echelon III and IV. For the 3rd echelon training participants, there were 56 people and echelon IV totaling 2 people. In quantitative data, there are several variables that are the focus of research such as :

1. Types of Innovation Jenis Inovasi

The categorization of variables consists of the latest innovations; modified innovation; and duplication innovation

2. Use of Change Projects Pemanfaatan Proyek Perubahan

The categorization of variables consists of utilization for the short-term, medium-term; and long-term

3. Who utilizes Change Projects Yang Memanfaatkan Proyek Perubahan

Categorizing these variables is intended for the community; to all regional organizations (OPD); to the OPD where the change project takes place; and only to related fields/sub fields.

4. Awards

This categorization of variables consists of awards obtained from the regional government; provincial government; central government; and international.

5. Obstacles

The categorization of variables describes several things that are obstacles in implementing change projects such as as lack of stakeholder support; lack of funding; lack of support from leaders; changes in nomenclature; and the existence of mutations.

D. Data Analysis Techniques

Data analysis technique is a method or way to process a data into information so that the characteristics of the data become easy to understand and also useful for finding solutions to problems, which are mainly problems concerning a study[15]

In this study, quantitative data was processed using descriptive data variable statistics (which will be presented in the next discussion)

IV. RESULTS AND DISCUSSION

A. Data Variable Statistics Statistik

Variable	Number Respondents	Percentage
Latest Innovations	24	13,92%
Modification Innovation	34	19,72%
Duplication Innovation	0	0
Short-Term Utilization	58	33,64%
Medium-Term Utilization	53	30,74%
Long-Term Utilization	40	23,2%
Useful for the Community	33	19,14%
Useful for all OPDs	14	8,12%
Useful for OPD Project Sites Change	55	31,9%
Beneficial Only For Fields/ Sub Fields	6	3,48%
Regional Government Award	2	1,16%
Provincial Government Award	2	1,16%
Central Government Award	1	0,58%
International Award	0	0
Lack of Stakeholder Support	6	3,48%
Lack of Funding	2	1,16%
Lak of Leader Support	1	0,58%
Change in Nomenclature	6	3,48%
Mutation	2	1,16%

Table 1:- Data Variable Statistics
Source : Data Processed by Author (2019)

Based on the table above, the results of the research variables can be presented as follows :

a. Type of innovation

From the three types of innovations that exist, there are 24 respondents or around 13.92% stating that the change project made is the latest type of innovation, while the other 34 or around 19.72 % state that this is a type of modified innovation.

b. Utilization

This variable is divided into 3 (three) namely the utilization in the short-term as many as 58 respondents, medium-term as many as 53 respondents and long-term as many as 40 respondents

c. Who Utilizes Change Project Results

There are 4 (four) categories in this variables. First, there are 33 people. Second, OPD is 14 people.

Third, there are 55 people in the OPD Project Changes and four in the field/sub-field as many as 6 people.

d. Appreciation

In this variable, there are 4 (four) categories of awards that can be given to participants after training through the regional government as many as 2 people, 2 provincial government, 1 central government and no international awards.

e. Obstacle

The obstacle experienced by participants in making a change project effort after training is the lack of stakeholder support as many as 6 people, lack of funding as many as 6 people, the existence of nomenclature changes as many as 6 people, mutations of 2 people and lack of leader support as much as 1 person

B. Discussion of Research Results

As explained earlier, the CIPP model consists of context evaluation, input evaluation, process evaluation and product evaluation. Therefore, this study refers to this matter which is then described as follows :

1. Context Evaluation

The context aspect in post III level leadership training evaluation is as follows :

a. Legal Basic for Post Training Evaluation

Based on Perkalan no.19 of 2015, n Chapter VIII concerning evaluation especially in point D reads “ The Post-Training and Evaluation Mechanism and Procedures are : (1) between six to twelve months after the implementation of the training ends, post-training evaluation is conducted to find out and measuring the level of utilization of training alumni in structural positions the development of changes tat have been implemented; planned changes to be implemented; alumni performance improvement level and level of performance improvement of alumni organization unit agencies. (2) post training evaluation carried out by training providers in collaboration with agency staffing units, (3) post-training evaluation results delivered by organizer to Alumni Staffing Officials, Alumni Agency Leaders, Agencies Training of Education ang Training and Training Control Institution,(4) Training Agency Training uses the resultuts of post-traiing evaluation as an input for the improvement of the next training program.

b. Purposes and Objectives of Post Training Evaluation

The purpose and target of the post-training evaluation is to analyze whether employee competencies obtained from training can support organizational performance through the application of knowkedge and abilities possessed in the implementation of duties and responsibilities and the extent to which empowerment of alumni potential in their positions.

In this study, one of the inhibiting factors in the continuity of the change project is the position mutaion which results in a road change project in place.

2. Input Evaluation

The main purpose of this evaluatin is to link goals, contexts, inputs, processes with the results of the program. This evaluation is also to determine the suitability of the environment in helping to achieve program objectives and purposes. This evaluation model includes the activities of describing program inputs and resources, estimating profit and loss and lookinh at alternative procedres and strategies that need to be suggested and considered. In this cace, the input aspects needed include the background of human resources anf the time of training.

For background resources, participants are echelon III officials or echelon IV officials who are considered potential. While the implementation of training is required approximately 4 (four) months before participants return to their respective OPDs

In this study, the obstacle aspects was the lack of consistency of assignments inthe workplace for training participants, so that the implementation of change projects became neglected.

3. Process Evaluation

Process evaluation in theCIPP model is directed at how far the activities carried out have been carried out according to the plan, Pfocess evaluation in CIPP model refers to "what" activities are carried out in the program, "who" is the person in charge of the program, "when" (*when*) the activity will be completed.

In this study, the evaluation process was reviewed based on thwe utilization of the time of the project changes starting from the short-term, medium-term to long-term implementation. In addition, evaluation of the process of analyzing what is an obstacle in realizing the planned change program project.

From the result of processing questionnaire data, the change projects carried out by training particiants only lasted for short-term programs. For the medium and long-term there are still some obstacles, namely still lack of stakeholder support and lack of funding so that participants find it difficult to realize the project change program properly.

4. Product Evaluation

Product evaluation is directed at things that indicate changes that occur in the input. From medium to long term some change projects cannot be integrated intensively. Some participants experienced as many as 1,16 % position mutations and project changes should still have to work eventhough the initiators were not there. At this stage, it was concluded that of the many change project programs there were 3,48% that failed due to lack of stakeholder support, 1,16% due to lack of funding, 3,48% due to changes in nomenclature. Thus, there were only 1,16% who received awards from regional government, 1,16% of awards from the provincial government and 0,58% of awards from central government.

V. CONCLUSION

Based on the results of the research and discussion that has been described, it can be concluded that :

1. The change project carried out by training participants only takes place for short-term programs.
2. Lack of stakeholder support and lack of funding is the biggest obsstacle felt by change program properly

SUGGESTIONS

Based on the above conclusions, the researchers' suggestions are as follows :

1. Participants must be more optimal in implementing building joint commitments (MKB) and determining change projects according to real needs.
2. Unit leaders will be more aware/concerned about the change projects that will be implemented by training

participants for the sustainability, not just aborting obligations in training.

3. Optimizing the role of stakeholders/partners involved in implementing change projects

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