

Post-Leadership Training Evaluation for Development Administrators Managerial Competencies in Human Resources Development Agencies Central Kalimantan Province

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Abstract

Strategic environmental changes are currently becoming digitally friendly (industrial revolution 4.0) which forces adaptation of government systems towards digital bureaucracy. Responding to these challenges, every State Civil Apparatus (ASN) must be smart and adaptive to technology to improve organizational performance and make public services faster, more accurate and more efficient. The Smart ASN profile includes integrity, nationalism, professionalism, global perspective, mastering IT and foreign languages, hospitality spirit, entrepreneurship spirit and has an extensive network. Based on Government Regulation Number 17 of 2020 concerning Management of Civil Servants, structural officials must have the Managerial Competencies required for the administration of government, both central and regional, as regulated in the Legislative Regulations. To develop the competency of structural officials in order to meet managerial competency standards, this can be realized through Structural Training as mandated under the provisions of Article 217 A paragraph (3) of Government Regulation Number 11 of 2020 concerning Management of Civil Servants which is further regulated in State Administration Institution Regulation Number 5 of 2020 2022 concerning Structural Leadership Training as amended by State Administrative Institution Regulation Number 6 of 2022. The issuance of this latest LAN Regulation is the basis for implementing Administrator Leadership Training (PKA), the role of a leader in changing the face of a role model in improving the organization in order to achieve the desired changes, namely Similarity in the perception of Employer Branding "#Banggameservannegara". This study used descriptive qualitative method. The research objectives were whether participants were satisfied with the Administrator Leadership Training activities and whether the participants changed their behavior based on what they learned in the Administrator Leadership Training material. Also whether changes in participant behavior after attending Administrator Leadership Training positively influence the organization as part of the administrator's post-training evaluation. The research results show that the three elements in this research objective were met based on the results of the post-training evaluation, both in terms of participant satisfaction, behavior changes and impact on organizational change.



INTRODUCTION

In order to support the realization of a world-class bureaucracy in every government institution, it is necessary to have Structural Officials (Senior Executive Service (JPT) Madya, JPT Pratama, Administrators, and Supervisors) who possess the leadership competency to navigate the rapid changes in the strategic environment while leading their organizational units. The current strategic environmental changes fall within the realm of the digital era (the wave of the Industrial

Revolution 4.0), which forces the adaptation of governmental systems toward digital bureaucracy. In response to these challenges, every Civil Servant (ASN) must be smart and adaptive to technology to enhance organizational performance and provide faster, more accurate, and efficient public services. The profile of a Smart ASN includes integrity, nationalism, professionalism, a global perspective, proficiency in IT and foreign languages, a hospitality mindset, entrepreneurial spirit, and an extensive network. Based on Government Regulation Number 17 of 2020 concerning Civil Servant Management, structural officials must have the managerial competencies required for administering both central and regional governments as stipulated by the laws and regulations.

To develop the competencies of structural officials in order to meet managerial competency standards, this can be achieved through Structural Training as mandated by the provisions of Article 217 A paragraph (3) of Government Regulation Number 11 of 2020 concerning Civil Servant Management, which is further regulated in National Administration Institute Regulation Number 5 of 2022 concerning Leadership Structural Training, as amended by National Administration Institute Regulation Number 6 of 2022. The issuance of this latest LAN Regulation serves as the basis for the implementation of Administrator Leadership Training (PKA), highlighting the leader's role in transforming an organization's role model to achieve the desired change, which is aligned with the perception of Employee Branding “#ProudToServeTheNation.”

Administrator Leadership Training is one of the methods to develop professional government personnel. The training is a planned and systematic process with long-term impacts, aimed at equipping government personnel with the competencies required to perform their duties and functions. The expectation is that professional personnel will be able to achieve high performance, allowing the vision of the institutions they serve to be realized. Achieving this vision will also contribute to the effectiveness of the current government-led development efforts. Training consists of a series of activities that prioritize changes in knowledge, skills, and attitudes of employees in carrying out their duties, with the goal of achieving organizational objectives effectively and efficiently. The Human Resources Development Agency of Central Kalimantan Province organizes various types of training, including Basic Training for Civil Servant Candidates (CPNS), Leadership Training, Functional Training, and Technical Training. Leadership training is conducted to meet the leadership competency requirements of government personnel based on their structural job levels, while Functional Training is held to meet the competency requirements relevant to the type and level of each Functional Position. Collaborative, strategic, and performance-driven service is crucial for improving the performance of their organizational units. Structural officials must be adaptive in facing all the challenges in bureaucracy. Leadership Training is a key

method to develop professional government personnel. It is a planned and systematic process that has long-term impacts by equipping government personnel with the necessary competencies to perform their duties and functions.

Government Regulation (PP) Number 18 of 2016 concerning Regional Devices was established on June 15, 2016, and enacted on June 19, 2016. PP Number 18 of 2016 serves as the latest reference or guideline for Regional Devices at both the Provincial and Regency/City levels for organizing the formation of Regional Device Organizations. As a follow-up to PP Number 18 of 2016, the Minister of Home Affairs issued Minister of Home Affairs Instruction Number 061/2911/SJ of 2016. This instruction was established on August 4, 2016. Minister of Home Affairs Instruction Number 061/2911/SJ of 2016, which follows up on PP Number 18 of 2016, was issued to accelerate the formation of Regional Device Regulations and the 2017 Regional Budget Regulation, as well as Regional Regulations regarding the Structure and Work Procedures of Regional Devices.

Following this regulation, the Governor of Central Kalimantan has ratified Regional Regulation of Central Kalimantan Province Number 4 of 2016 on the Formation and Structure of the Regional Devices of Central Kalimantan Province, which led to the renaming of the Education and Training Agency to the Human Resources Development Agency. The Human Resources Development Agency of Central Kalimantan Province, in accordance with Central Kalimantan Governor Regulation Number 58 of 2016, is tasked with implementing government affairs in support of the development of human resources, specifically the apparatus, which falls under the authority of the Regional Government in accordance with the provisions of the applicable laws and regulations. As an effort to improve the performance of public service delivery by the government, regional autonomy policies have given local governments the authority to formulate public service policies that are aligned with the characteristics and needs of their regions.

In order to achieve the development of a high-quality civil apparatus human resource, the development is based on professional competency standards and the simultaneous implementation of standardized systems and procedures. At the same time, the human resource development programs for civil apparatus must be able to accommodate various strategic changes concerning design, substance, and the challenges faced in governance in the future.

Some behavioral issues among the employees of the Human Resources Development Agency, particularly the Organizing Committee and Instructors, have emerged from various evaluations conducted by both alumni of the Administrator Leadership Training and their mentors. An evaluation of the online Administrator Leadership Training shows that participants' satisfaction levels vary, as measured by the assessment criteria. Some improvements are seen post-training,

while others still need to see positive impacts. This situation highlights the need for continuous human resource development in Central Kalimantan through further training.

Research related to this topic or title has already been conducted by several researchers. Nevertheless, it remains a compelling subject, especially as it relates to human resource development—specifically, government employees providing quality public services. Several previous studies that serve as literature references for this research include the one conducted by (Kartini et al., 2023), which evaluated the Supervisor Leadership Training at the Human Resources Development Agency of West Java Province. The study results indicate that the Supervisor Leadership Training was implemented as expected. Out of the four evaluation aspects chosen by the researchers, one aspect did not meet the training expectations, namely the process aspect. The evaluation of the process in Supervisor Leadership Training did not align with the target expectations, particularly regarding the implementation mechanism, monitoring, evaluation, and program reporting. From the Results or product aspect, all participants of the Supervisor Leadership Training passed with a 100% success rate, earning an average "satisfactory" rating.

Additionally, research conducted by (Mahmudah, 2023) evaluated the post-training outcomes of Administrator Leadership Training for Civil Servants in the Papua Provincial Government. The post-training evaluation results show that 90.2% of participants successfully implemented their change projects, benefiting both the participants and their work units. However, 9.8% were unable to implement change actions due to routine duties or transfers to other departments.

Research by (Rahman & Anriani, 2023) evaluated the Administrator Leadership Training program using the CIPP model in the context of Corporate University implementation. The results show that the Administrator Leadership Training was well executed. All employees of the Banten Province Human Resources Development Agency (BPSDMD) must focus on improving internal competencies by fostering an organizational learning culture and leveraging available facilities and infrastructure. The third cohort of the Administrator Leadership Training graduated with "very satisfactory" qualifications. The success of the training implementation was largely due to strong cooperation between BPSDMD Banten Province and the City/Regency Personnel and Human Resources Development Agency (BKPSDM) as the sending institution.

(Ulpah et al., 2022). Administrator Leadership Training at the Regional Human Resources Development Agency of West Nusa Tenggara Province. The results of the study were as follows: First, the planning process of the Administrator Leadership Training at BPSDMD NTB Province included training needs analysis, participant selection, training staff, facilities, and funding. Second, the PKA (Administrator Leadership Training) implementation model has two formats: on-campus

and off-campus. The on-campus activities involve the delivery of learning materials by the instructors (Widyaiswara) through four agendas. The fourth agenda, Leadership Actualization, is an off-campus activity with two components: Organizational Performance Field Study and Organizational Performance Change Action. Third: (1) Final evaluation of participants; (2) Evaluation of instructors; (3) Participant satisfaction with educational aspects; (4) Participant satisfaction with classroom facilities; and (5) Participant satisfaction with learning outcomes.

Finally, another study by (Mahendra Satria Wirawan et al., 2021) evaluated the online implementation of Administrator Leadership Training. The analysis results indicated that participant reactions, measured by satisfaction levels based on the assessment criteria from the National Administration Institute for all training agendas, fell into the "very satisfactory" category. Regarding the training implementation, participants rated it as "satisfactory." For learning evaluations, based on pretest and posttest scores, there was a significant improvement in participant performance before and after receiving the training materials. Most participants found the effectiveness and efficiency of online training comparable to classical (in-person) training. However, more participants preferred online training over classical methods.

Based on the literature review of the previous studies mentioned above, it can be generally concluded that the implementation and post-training evaluations have been conducted well. This study will focus more on post-training evaluations, distinguishing it from previous studies by examining whether participants were satisfied with the Administrator Leadership Training activities and whether they changed their behavior based on what they learned during the training. Additionally, this research will explore whether the participants' behavioral changes after the training positively impacted their organization, as part of the post-training evaluation. Post-training evaluations aim to gather feedback from participants regarding their reactions, the learning process, behavioral changes in the workplace, and the benefits gained.

METHODS

This article is based on the results of research using a qualitative descriptive method. A qualitative approach produces descriptive data in the form of written or spoken words from people and observed behavior (Moleong, 2007). The qualitative method is a research procedure that generates descriptive data in the form of written or spoken words from individuals and observable behavior. The data used in this research were obtained from training mentors, the Human Resources Development Agency (BPSDM/BKD), Administrator Leadership Training alumni, and the event organizing committee. Interviews were conducted with all informants, while documentation was obtained as secondary data to support the completeness of the research data.

RESULTS AND DISCUSSION

Participant Satisfaction with the Implementation of Administrator Leadership Training

According to Kotler, as cited by Fandy Tjiptono (2012), consumer satisfaction is the level of one's feelings after comparing perceived performance (or results) with their expectations. The Administrator Leadership Training (PKA) is a highly strategic training program aimed at developing operational leadership competencies for structural officials at the third echelon (Eselon III) level, who possess the ability to lead change in their work units. A leader capable of fulfilling this role should exhibit competencies demonstrated through attitudes and behavior characterized by loyalty and obedience to the state, high moral and ethical standards, professionalism, awareness of their responsibilities as public servants, and the ability to foster national unity and cohesion.

Considering the demand for the development and improvement of human resources quality, it is an urgent necessity due to the pressures of global dynamics, advances in knowledge, and the demands placed on civil servants. To enhance and improve the quality of human resources amidst the complexity of global, regional, and local dynamics, leadership training must be more creative, innovative, and dynamic in line with the development of science and technology.

To shape leaders with these qualities, leadership education and training programs must focus on improving: a. Attitudes and a sense of service oriented toward the interests of the community, the nation, the state, and the homeland, b. Technical, managerial, and leadership competencies, c. Efficiency, effectiveness, and quality in task execution, with an emphasis on teamwork and responsibility according to their work environment and organization.

The monitoring and evaluation of Administrator Leadership Training conducted by the Human Resources Development Agency of Central Kalimantan Province are planned activities. As is well known, in any training and education program, monitoring and evaluation are essential for measuring the progress of a program. Therefore, to determine whether the implemented program has truly aligned with the established objectives, monitoring and evaluation are necessary.

Monitoring and Evaluation refers to a systematic process carried out to determine the success and efficiency level of the relevant program. Monitoring and evaluation of the program's efficiency level are primarily aimed at programs that will be implemented repeatedly, meaning that the program will continue in the following years.

The success of a program is closely linked to its implementation. Therefore, monitoring and evaluation of a program involve various aspects, including the quality of inputs (INPUT), the quality of the process, and the quality of the program's results (OUTPUT). The monitoring and evaluation report of the training program is a consequence of the program's evaluation itself, which is expected to provide insights for better training implementation in the future.

In its role as the organizer of training programs, the Human Resources Development Agency of Central Kalimantan Province plays a role in improving the quality of civil servants. One of the ways to enhance the quality of civil servants is through the basic stage of Administrator Leadership Training, which aims to produce Civil Servants with the ability to lead at the structural level of the third echelon (Eselon III).

The research results indicate participant satisfaction, as seen from the evaluation results presented in the following table:

Table 1: Administrator Training Participant Satisfaction.

No	ASPECTS EVALUATED	TOTAL SCORE	AVERAGE	DESCRIPTION
1	Presentation structure	92	4.80	Very Satisfactory
2	Presentation skills	93	4.65	Very Satisfactory
3	Punctuality and attendance	93	4.66	Very Satisfactory
4	Use of methods and training tools	88	4.40	Very Satisfactory
5	Attitude and behavior	96	4.80	Very Satisfactory
6	Responding to participants' questions	90	4.50	Very Satisfactory
7	Use of language	91	4.55	Very Satisfactory
8	Providing motivation to participants	92	4.60	Very Satisfactory
9	Neatness of attire	92	4.60	Very Satisfactory
Average (Total Score/Aspect)		827	4,59	Very Satisfactory

Source: BPSDM of Central Kalimantan Province

Based on the research results in the table above, the training participants expressed high satisfaction with the conducted training. This was derived from primary data regarding the participants' satisfaction with the training implementation, which rated it as very satisfactory. This finding is further supported by interviews conducted with informants, who stated that the training was highly relevant, leading to participant satisfaction. Meanwhile, organizers and mentors conveyed that the training was conducted according to existing standards, ensuring that the material delivered to the participants was of good quality.

Behavioral Changes of Training Participants Post-Administrator Leadership Training

After attending the administrator leadership training, participants exhibited significant behavioral changes across various aspects of their lives. The intensive learning process during the training not only provided new knowledge but also fostered more mature leadership attitudes and skills. This was confirmed by one informant, who mentioned that the training led to noticeable behavioral changes in participants, adding that these attitude shifts were permanent in fulfilling their duties and responsibilities.

Firstly, changes were observed in how participants managed the teams or organizations they led. They became more adept at applying the leadership concepts they had learned, such as task delegation, efficient communication, and decision-making based on in-depth analysis. The training participants are now more willing to take responsibility and serve as positive role models for their team members. Additionally, behavioral changes were evident in participants' abilities to manage conflicts and stress. With a better understanding of interpersonal dynamics, participants could address conflicts with a more mature and constructive approach. They also managed stress more effectively by utilizing relaxation techniques and time management strategies acquired during the training.

Research results indicate that post-training behavioral changes are highly significant, aligning with the behavior change theory proposed by (Irwan, 2017). Behavioral change is a paradigm in which individuals alter their behaviors based on what they learn from family, friends, peers, or self-directed learning. This self-learning process can shape a person, and the formation is tailored to their conditions and needs, both in daily life and specific situations. The results of behavioral changes among training participants from the research can be observed in the following table:

Table 2: Behavioral Changes of Administrator Training Participants Post-Training

No	ASPECTS EVALUATED	Participants	TOTAL SCORE %	AVERAGE SCORE %	PROGRESS
1	Behavioral Changes	4	240	60	Optimal
2	Ability to Face Challenges	4	220	55	Optimal
3	Benefits of Participants' Performance for the Organization	4	280	70	Optimal
4	Institutional Support for Performance	4	200	50	Sufficient
5	Benefits of Leadership Training for Job Implementation	4	300	75	Optimal
6	Improved Work Behavior	4	240	60	Optimal
7	Enhanced Performance	4	248	62	Optimal
8	Positive Impact on Tasks	4	300	75	Optimal
Average (Total Score / Alumni)		4	253.5	63.375	Optimal

Source: BPSDM of Central Kalimantan Province

Changes in the leadership attitudes of participants are also reflected in the way they communicate. The training participants are able to express their ideas more clearly and convincingly. They learn to listen better, understand the needs of team members, and provide constructive feedback. Effective communication becomes key to building good relationships in the workplace.

In addition to professional aspects, participants also experience personal development changes. They become more disciplined in achieving their personal and professional goals. The training provides a positive impetus to continue learning and self-development, so participants not only focus on current achievements but also aim toward their long-term vision. Thus, the behavioral changes of participants after the administrator leadership training are not limited to professional realms but also permeate their personal lives. The training has shaped them into more effective, wise, and character-driven leaders, ready to face complex challenges in leadership.

Impact of Behavioral Changes of Participants After Attending Administrator Leadership Training.

Post-training evaluation, also known as program evaluation, is a task undertaken by the evaluation, reporting, and cooperation division of BPSDMD Kalteng. This post-training evaluation describes the level of satisfaction among training participants. The post-training evaluation is one of the controlling functions in the management process of conducting training. It is an activity to objectively measure the success of the training process, which must be reliable and valid, conducted after the training process concludes (Sulasiah & Hidayati, 2021). Post-training evaluation or program evaluation aims to provide a basis for final considerations of a working period, ensure effective and efficient working methods, and obtain facts about difficulties encountered (Kamil, 2012). The aspects of post-training evaluation of Administrator Leadership at BPSDMD Provinsi Kalimantan Tengah focus on the satisfaction of training participants. There are four aspects of this satisfaction, including satisfaction with educational aspects, satisfaction with facilities, satisfaction with services, and satisfaction with learning outcomes. This indicates that post-training evaluation is explicitly focused on achievement goals, and implicitly, it should compare what has been achieved from the training with what should have been achieved based on established standards. These criteria reflect the success of implementation, and what is assessed is the results or the process itself for decision-making (Rusman, 2021).

The expectations following the training are generally positive. This means that the output after attending training will enable employees to possess better work capabilities than before (Ramang et al., 2019). Based on research findings, it was discovered that participants' behaviors change due to the depth of the material provided during the training. Furthermore, this reflects the integrity displayed by training participants with a stigma that the training process is solely conducted to improve quality, which should positively impact and be sustainable after the training concludes.

If we refer to the three indicators from the above research results, then the output and outcome of this study, based on the definition of output according to Lauren Kaluge (2000), refers to immediate and direct results, while outcome refers to long-term effects. Thus, the output of the post-training evaluation of administrator leadership in the field of managerial competency development at the Human Resources Development Agency of Central Kalimantan is the change in the behavior of human resources in carrying out their duties as government bureaucrats. The outcome is the stability of performance by employees who have undergone continuous training, which is due to the changes after training and will have a lasting effect as they become accustomed to the behavioral changes post-training, consistently implementing them in their daily office activities.

CONCLUSION

The conclusions that can be drawn regarding the implementation of the administrator leadership training activities are:

1. It can share knowledge and insights with employees regarding the concepts and models in delivering services to the public. Thus, the results show that the evaluation of the training can provide satisfaction among participants regarding the organization of the Administrator Leadership Training.
2. The strengthening of employees' capacities in developing their knowledge during the activities significantly impacts their ability to carry out their duties and responsibilities in their respective SKPDs. This has led to changes in the behavior of participants post-Administrator Leadership Training.
3. This training activity is a preliminary step to assist Civil Servants in their service independence. Through this training, it is expected that Civil Servants can innovate and be creative while performing their assigned tasks. The evaluation results indicate that the training impacts the behavioral changes of participants after attending the Administrator Leadership Training, which also influences organizational change.

As a suggestion, to realize good governance, it is essential to be supported by competent Civil Servants in their affective skills, independence, and responsibility in carrying out their duties. Therefore, there needs to be a reorganization of the administrator leadership training activities, both in terms of the sessions and the timing of implementation.

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