Effectiveness of Management Education and Leadership Training for Structural Officers in Karawang District, West Java, Indonesia

Abstract: Leadership training for structural officials is one of the trainings carried out by the Karawang Regency Government to improve the quality of human resources, the quality of public services and organizational performance. This study used qualitative methods with three data collection techniques, namely, interviews, participant observation and document analysis. Based on the results of data analysis, this study concludes that leadership training management has not been fully effective. Based on these findings, this study developed a hypothetical model that is used as a strategy to improve the effectiveness of leadership training management, namely competency-based leadership training that can be implemented in leadership training of structural officials of Karawang district.

Keywords: Effectiveness, Training Management, Leadership

1. INTRODUCTION

The leadership of regional structural officials has an important role in improving the quality of public services and organizational performance in Karawang district, West Java, Indonesia. They can be agents of accelerating improvement or slowing down service progress through personal policies or actions [1]. Regional structural officials who have good leadership will be able to improve competence and professionalism, increase bureaucratic effectiveness, improve service quality, and increase community participation in development and public services [2].

The Indonesian Ombudsman reported that the portrait of public services in Indonesia is characterized by long-windedness (delaying service), expensive (untimely service), incompetent officers and rampant illegal levies [3]. Excellent service should be transparent. But what happens if the culture is made easier if it can be made difficult[4]. Even though public service itself is the real face of government presence that can be felt directly by the community [5].

To be able to meet the demands for the quality of public services, government organizations need government apparatuses who have the ability to lead and influence and mobilize subordinates in providing quality public services [6]. So to form a qualified structural apparatus / official, the Karawang district government organizes training for structural officials. Management of Leadership Education and Training is needed that allows participants to develop self-capacity so that they can apply leadership skills in order to improve the performance and quality of service of their organization [7].

The effectiveness and benefits of conducting the leadership training have recently been questioned by stakeholders. The main question concerns the extent of the outcomes, benefits, and impact of this leadership training program for improving productivity and alumni performance felt not only by members of the organization, but also by society as a whole [8]. This question arises because several studies show that leadership training has not had much effect on improving the performance of these leaders [9]. Galanou & Priporas reported the results of their survey that only less than 10% of leadership training alumni apply competencies acquired in the workplace [10]. This condition can certainly raise opinions in the community about the low effectiveness of leadership training management that has been carried out. In fact, the main indicators of success of leadership training revolve around two main things, namely the effectiveness of training and its benefits for the organization [11]. Effectiveness refers to whether the training actually achieves the
objectives it wants to achieve, and the benefits of training are related to the extent to which the level of profit the organization has gained compared to the effort, energy, and costs that have been spent on the training [12].

Some previous research on the effectiveness of leadership training for structural officials was conducted using a quantitative approach to measure the influence of input variables (materials, methods, facilities, and participants) on the competence and performance of training alumni [13]. A slightly different study was conducted by PKP2A I LAN in 2010 which conducted a survey on the management of Level III and IV Education and Training by training institutions. The survey found that 80% of training institution managers spend more time managing aspects of scheduling, widyaiswara plotting, providing accommodation and consumption, training financial administration, and monitoring schedules and technical services [9]. Saks says “the effectiveness of leadership training varies widely: some programs are highly effective, and others fail miserably”[14].

This study will explore the effectiveness of management of leadership education and training for structural officials in Karawang Regency. This research is expected to provide an overview of the management of structural officer leadership training in Karawang district, evaluation and recommendations for policy supervisors and researchers in the future.

2. THEORETICAL FRAMEWORK

2.1. Management Effectiveness of Leadership Training

Theories and research regarding leadership, especially in the context of organizations, show that leadership is recognized as an important factor that can influence the process and results of teamwork [15]. In the context of leadership training, effectiveness can be defined as the extent to which the training program successfully achieves the expected results and produces positive results in terms of the development of leadership skills, knowledge, and behaviors. Here are some key aspects of effectiveness in leadership training:

1. Achieving Goals: Leadership training is considered effective if it enables the participants to successfully exert personal influence and achieve organizational or team goals [16]. This includes the ability to inspire and motivate others, make informed decisions, and drive positive change.
2. Influencing Others: Effective leadership training should enhance the leader's ability to effectively influence followers and other stakeholders. It involves developing skills in communication, collaboration, and relationship building to inspire and guide others toward common goals [17].
3. Performance Improvement: Leadership training will be effective if it can improve performance results, both at the individual and team levels. This can be measured by assessing factors such as productivity, engagement, and employee satisfaction, as well as team cohesion and effectiveness [18].
4. Creating a Positive Work Culture: Effective leadership training should contribute to the creation of a work culture that encourages employee engagement, collaboration, and innovation. This training should equip leaders with the skills to create an inclusive and supportive environment where employees feel valued and motivated to make their best contribution [19].
5. Measurable impact: Training effectiveness can be measured through a variety of metrics, such as feedback from participants, performance evaluation, and return on investment (ROI). The organization should define clear goals and objectives for the training program and evaluate its impact on these benchmarks [20].

3. METHODS

This research is a descriptive research with a qualitative approach that aims to reveal facts in the field and focus on solving problems that exist in the present [21]. The research focuses on the stages of education and training, evaluation of education and training as well as factors that support and hinder the implementation of education and training in improving the performance of structural officials in Karawang district.

Data collection is carried out through interviews, documentation, and observation using pre-prepared data collection tools, namely interview guidelines, documentation checklist sheets, and observation sheets. Interviews were conducted with structural officials in the Regional Secretariat, Secretariat of the Regional People's Representative Council, Structural Officials of Agencies, Offices, Regional General Hospitals, UPTD, Sub-district and Village Offices in Karawang district. Documentation includes documentation of activities and
collection of documents related to the structural leadership training held. Observations are made to objectively see leadership training activities.

The research was carried out within the Karawang Regency Government consisting of. Research on the implementation of Level IV Diklatpim was carried out in the Civil Service Section of the Regional Secretariat of Karawang Regency, while research on the performance of echelon-4 structural officials was carried out at the SKPD of the Karawang Regency Government. Alumni of Diklatpim Level IV who occupy echelon-4 structural positions are selected as research subjects for two important reasons, namely: (1) they have experienced the learning process of Diklatpim IV, and (2) they have and are carrying out the duties of echelon-4 structural positions. The performance assessment of echelon-4 structural officers of Diklatpim IV alumni is carried out by superiors, echelon-4 level officials, and executive staff. Data were collected and analyzed using qualitative descriptive and triangulation techniques to obtain accurate and accountable data by matching data obtained through interviews, documentation, and observations monitored and guided by the research team [22].

4. RESULTS AND DISCUSSION

In an effort to realize excellent and quality public services, the government prioritizes increasing human resource capacity through government apparatus leadership training [23]. The training aims broadly to improve service, quality, expertise, and skills, create the same mindset, create and develop good work methods and foster the careers of civil servants. Simply put, management or management of training or training programs is a process of using resources effectively to achieve the desired goals. As a process, management or management of training coexists with the trident of activities, namely Planning, Implementation, and Evaluation.

4.1. Planning

Training planning is an important aspect in human resource development and performance improvement [24]. The purpose of training planning is to create program strategies and methods of teaching the content identified in the analysis phase to participants, so that the instruction is effective, efficient, engaging, and cost-effective [25]. With this integrative planning process, the training program identified as a need will be implemented effectively and efficiently to close the competency gap contained in the results of the needs analysis. Therefore, the learning program designed will be very suitable for the needs of participants, and at the same time increase the motivation of participants when they follow the learning process.

Training planning for structural officials in Karawang district is a process of compiling a training program design that includes a) the basis for program preparation; b) analyze training needs; c) formulate goals; d) develop curriculum and training materials; e) choose a method; f) drawing up an agenda; g) recruitment and selection; h) determine facilitators; i) prepare a budget plan for training costs; j) arrange the needs of infrastructure facilities; and k) plan the types and instruments of evaluation.

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<thead>
<tr>
<th>Key themes of Training Planning</th>
<th>Ideal Training Planning Standards</th>
<th>Conclusion</th>
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<tbody>
<tr>
<td>1. Not compiling a curriculum because a national curriculum has been established</td>
<td>1. Effective planning translates the results of needs analysis into systematic curriculum plans, relevant teaching and learning plans, and standardized technical implementation plans.</td>
<td>1. Academic Planning has not been effective, but Technical Planning has been effectively implemented.</td>
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<td>2. Adapting the national curriculum to the competency needs of participants by adding local content</td>
<td>2. An effective curriculum plan that establishes objectives, materials, methods and learning evaluations according to the results of needs analysis.</td>
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<td>3. Teaching planning is handed over to widyaiswara which can be used repeatedly.</td>
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<td>1. Carry out technical and</td>
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Table 1. Analysis of the Effectiveness of Karawang Regency Structural Officer Leadership Training Planning
From the table, this study concludes that training planning in leadership training management of Karawang district structural officials is still running partially and has not produced an effective training plan. Effective training planning is planning that produces three plan documents, namely: 1) a training curriculum plan that is relevant to the results of the needs analysis, 2) an integrative teaching and learning process plan and in accordance with the curriculum, and 3) a technical and administrative plan for training [18]. The results of the analysis show that planning is able to compile technical and administrative plans, but has not produced curriculum plans, strategies and learning processes that are in accordance with the needs of trainees.

4.2. Implementation

Implementation is a core aspect of the training process. Implementation is the stage where the training learning program takes place. At this stage of implementation, the steps that must be taken are to start the training process, approve the training plan and implement the training process. The process of implementing the training program must be preceded by a preparation process. The process of implementing training is principally the implementation of the learning process, to achieve learning objectives which are ultimately to achieve training objectives. Training planning in training management for leadership of Karawang district structural officials includes a) training preparation process, b) initiating the training process, c) learning contracts, d) learning implementation process, and e) training quality control.

To obtain an overview of the dynamics of the learning implementation process, leadership training of Karawang district structural officials is carried out by describing the implementation process and the quality of learning and implementation. Chronologically, according to the observations, the implementation of leadership training for Karawang district structural officials is as follows:

1. Opening Ceremony

The implementation began with an opening ceremony by each head of the training institution and was attended by the head of the personnel development agency.

2. Program Briefing

After the opening ceremony was completed, the program briefing was then delivered by the Coordinator or head of the training institution. The program briefing contains two things, namely academic and technical program information.

3. KIAT learning (through outbound method)

The typical learning design of structural officer training is the existence of Leadership in the Open Nature training which is carried out in the open using the outbound method. Learning is carried out in the open for 2 days. In this learning, participants learn leadership attitudes and behaviors such as planning, cooperation, decision making, conflict management, self-management and teams through various games carried out in groups.

a. Learning Process in the classroom
The implementation of the learning process lasts the longest which is about 3 weeks or 18 working days. The process of implementing learning in class is carried out by widyaiswara who have been assigned before. Widyaiswara who teaches is a senior widyaiswara who is a former structural official within the Ministry of Home Affairs. Each widyaiswara observed in the learning process begins learning with introductions and delivery of learning objectives. Some widyaiswara start with ice-breaking games, to break the ice of the learning process, while others with stories. In delivering learning materials, widyaiswara generally starts the material according to the sequence of material in the training module, which starts with definitions and basic concepts, then followed by more complex material. Widyaiswara's performance when applying the learning method uses a relatively similar pattern, namely by applying the lecture method (material presentation) followed by questions and answers, and then conducting group discussions to discuss one of the materials in the module. The broadcast material is prepared by widyaiwara based on modules prepared by the State Administration Institute. In the implementation process, the sequence of training eyes has not been followed briefly, because there are often changes in schedules due to the busyness of widyaiswara.

b. Learning Product Development

The learning product produced in the leadership training of structural officials of Karawang district is the preparation of working papers, both individual working papers, and group work papers. The preparation of this working paper is carried out after participants get learning actual issues according to the theme, integrated work patterns and problem solving and decision making. The participants compiled working papers using management tools/techniques, namely tree-problem analysis techniques. The working paper is prepared individually by each participant by linking it to the locus of the problem according to the locus of field observation.

c. Field Observation Learning

Field observation learning is part of actualization learning in the leadership training of structural officials of Karawang district, which is carried out by providing opportunities for participants to visit one of the government agencies as part of learning to dialogue directly about leadership practices that occur in the field. This field observation learning cannot be separated from the preparation of working papers, because from field observations they must compile field observation reports as part of working papers prepared in groups. Field observation activities were carried out for 3 days.

Table 2. Analysis of the Effectiveness of the Implementation of the Leadership Training of Karawang Regency Structural Officials

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<tr>
<th>Key Themes of Training Implementation Practices</th>
<th>Training Implementation Standards</th>
<th>Conclusion</th>
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<tbody>
<tr>
<td>1. The learning process is handed over to widyaiswara with the assignment of one widyaiswara for one training subject and monitoring by the organizer.</td>
<td>1. The implementation of effective training is characterized by the occurrence of learning transactions, so that the competence of participants will increase in accordance with the objectives set.</td>
<td>The process of implementing training has not effectively facilitated the occurrence of high quality learning for participants, even though administrative support and services are up to standard.</td>
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<td>2. Lack of coordination between widyaiswara in one study or between studies.</td>
<td>2. Learning is managed systematically, where the relationship between training subjects and between studies is fully understood by participants.</td>
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<td>3. Uniform teaching methods: lectures, Q&amp;A and group discussions.</td>
<td>3. Training methods and materials are tailored to the conditions of participants, and provide opportunities for participants to practice and master.</td>
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<td>4. Training material that is too normative, does not provide real leadership problem-solving skills.</td>
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<td>5. Field observation practices that are still considered</td>
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Key Themes of Training Implementation Practices

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<th>Training Implementation Standards</th>
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<tr>
<td>refreshing</td>
<td>competencies.</td>
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<td>6. Paper work as a learning product is still considered a formality.</td>
<td>4. Service and administrative support that ensures a smooth learning process. (Tovey &amp; Lawlor, 2008; Korte, 2006)</td>
<td></td>
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<td>7. Service and administrative support according to standards</td>
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(Based on research findings and data analysis)

Analysis of the effectiveness of the implementation of leadership training of Karawang district structural officials was carried out by comparing current practices with implementation standards described in the Table above. From the picture in the table, this study concludes that the implementation of leadership training for structural officials of Karawang district is still unable to show the high quality of the learning process, even though it has implemented administrative support and services according to standards.

Effective training implementation is characterized by indicators of an intense learning process where all learners are involved in various ways with instructors, learning content, and other learners through an interactive process commonly called learning transactions [26]. The essence of the training implementation is the occurrence of an effective learning process that will improve the competence of the training participants [11]. To ensure that the learning process of these participants is effective, widyaiswara as facilitators must use teaching methods and techniques that are in accordance with the characteristics of the participants. In the application of the andragogy approach, the learning process in structural officer training should use a more dominant approach to "participant-led training methods", namely learning methods that provide more opportunities for participants to discuss and explore and try to apply the competencies being learned, for example, group discussion methods, case studies, or leadership simulations. With the application of this method, participants will be more active and creative to try to apply the various leadership competencies that are being learned, so that at the end of the training they will be more competent.

4.3. Evaluation

Evaluation in the implementation of training is a must and is an integral part of the training cycle. Training evaluation is the process of assessing the effectiveness of education and training programs. Evaluation of the training program is important to determine whether the program has achieved its objectives and to identify areas that need improvement. Some key questions that can be asked during the evaluation process include [27]:

1. Has the evaluation process during the training measured the competencies to be achieved?
2. Has the training material been thoroughly evaluated?
3. What is the impact of the training program on the performance of the participants?

The evaluation process can help identify areas that need improvement in the program, such as training materials, training implementation, or participant competency assessments. The evaluation process can also help to ensure that the program meets the needs of the participants and the organization.

The evaluation of the leadership training of Karawang district structural officials focuses on the first two stages of the Kickpatrick evaluation model [28], namely the evaluation of participants' reactions to the implementation of the training, and the evaluation of participants' learning outcomes. Both types of evaluation are included in the category of short-term evaluation, and in general the results of this evaluation do not always reflect the results of the training evaluation as a whole, because the results of participants' positive reactions and increased competence may not necessarily be applicable when they return to the workplace [29]. However, the results of this short-term evaluation can be used as information to improve the quality of training programs in the future.

Analysis of the effectiveness of training evaluation is carried out by comparing current evaluation practices with ideal training evaluations depicted in the following table:
Table 3. Analysis of the Effectiveness of the Evaluation of the Leadership Training of Karawang Regency Structural Officials

<table>
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<tr>
<th>Key Themes of Training Implementation Practices</th>
<th>Training Evaluation Standards</th>
<th>Conclusion</th>
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<tr>
<td>1. The instrument for evaluating participants' behavior is a score-based assessment checklist (10-100) and is carried out by widyaiswara in each training subject. 2. The instrument for evaluating the learning outcomes (knowledge) of participants is a written exam question on 18 training subjects and is carried out through a comprehensive examination. 3. The instrument for evaluating participants' learning outcomes (skills) is a score-based assessment checklist (10-100) against KKP and KKK and is carried out through presentation seminar exams. • The final result of the participant evaluation is a score (10-100) and is ranked for graduation according to the number of participants.</td>
<td>1. Effective evaluation of learning outcomes is one that provides accurate information about the achievement of objectives by participants, and provides information about feedback and follow-up that must be done in order for the competence to be applicable in the workplace. 2. Evaluation of effective implementation is one that provides accurate information about aspects that are already good and still need improvement (Kickpatrick, 2006; Wang &amp; Wilcox, 2006)</td>
<td>Evaluation The implementation of structural officials in Karawang district has been effective, but the evaluation of learning outcomes has not been carried out effectively because it has not provided information on the achievement of training objectives, and provides feedback and follow-up on the results of the evaluation.</td>
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Adaptation of (Kickpatrick, 2006; Wang & Wilcox, 2006)

Several key themes obtained from the training evaluation practice of leadership of Karawang district structural officials show that the implementation of this evaluation has not been fully effective to describe the achievement of training objectives. Analysis of the relationship between objectives, training materials and evaluation instruments shows that the evaluation of training of structural officials has not shown a logical and interrelated relationship. This is because the assessment process in training evaluation has not explained which aspects of the training objectives have been achieved. According to Kickpatrick, evaluating learning outcomes in training needs to explain in detail what aspects are assessed, whether knowledge, attitudes, behaviors, or skills[28]. Knowledge assessment is carried out by carrying out knowledge tests and is carried out through pre test and post test. The attitude aspect can be done by conducting surveys and questionnaires about the occurrence of attitude changes after getting training learning, and the skill aspect is carried out through performance tests or practice, about the skills taught. Guerci stated that training evaluations that reveal more knowledge are short-term evaluation stages, which will not necessarily correlate with long-term evaluation results. To ensure effective training evaluation practices, training institutions must ensure that there is a close conformity and linkage between the objectives of the training, the learning process, and the evaluation carried out [30].
By referring to the findings of this study which shows that the management of training leadership of structural officials of Karawang district has not been fully effective, it is necessary to have an appropriate strategy to improve the effectiveness of training management. This strategy is outlined in a hypothetical model of strategy to increase the effectiveness of training management for leadership of structural officials of Karawang district. It is called a hypothetical model because this model has not been tested and validated empirically in various contexts and situations in the field, but rather the results of abstractions from various findings from this study. With the existing conditions as above, this study proposes competency-based leadership training as a strategy that can be used to improve the quality of graduates and the management of learning in structural officer leadership training. Schematically, the hypothetical model of competency-based Leadership Training can be seen in the hypothetical model image below:

Adaptation of (Kickpatrick, 2006; Wang & Wilcox, 2006)

![Hypothetical Model of Strategy for Increasing Management Effectiveness of Structural Officer Leadership Training](image)

**Figure 1. Hypothetical Model of Strategy for Increasing Management Effectiveness of Structural Officer Leadership Training**

With the implementation of competency-based leadership training, training institutions will have more autonomy to manage the implementation of training according to the needs of participants, and be carried out more flexibly because it is based on the needs of participants. The four elements of training are needs analysis, planning, implementation and evaluation based on leadership competency standards, so that the entire training management process is centered on achieving these leadership competencies. Competency-based leadership training (CBT) is a leadership training management approach that is more directed at achieving outcomes by participants in the form of achieving more specific leadership competencies, and measurable and actual [31]. This description is obtained from the assessment of leadership competence compared to leadership competency standards in Echelon IV officials. One of the advantages of CBT compared to conventional training is the focus of training on work competencies that must be achieved by participants at the end of the training. This model suggests four strategies that can be carried out by two training institutions, namely a) competency assessment strategies for leadership competency needs analysis according to structural officer leadership competency standards, b) leadership competency needs-based learning planning strategies, c) needs-based learning implementation strategies with small group and individual learning methods, and d) strategies for implementing post-learning leadership competency assessments Structural Officer Leadership Training.
5. CONCLUSION

The management practice of leadership training of Karawang district structural officials is still partial, and has not consistently and comprehensively implemented all elements of leadership training management effectively. The effectiveness of the elements of needs analysis, planning, implementation and evaluation is still low because these four elements are still being implemented more emphasis on managing technical and administrative matters. The results of further analysis show that the practice of training management is based on the underpinning belief and view that the training institution is only the implementor of leadership training projects / activities for structural officials. Because the effectiveness of training management is still low, this study compiles a hypothetical model of strategies to increase the effectiveness of competency-based leadership training management. Meanwhile, some recommendations from the results of this study are, 1) the policy of structural officer leadership training should be changed by giving more broad autonomy to training institutions to manage training. The national curriculum should be changed to be shorter and provide space to accommodate the needs of local competencies, 2) training institutions should be more serious about conducting needs analysis as a basis for preparing learning plans that are more accommodating to the competency needs of prospective participants, 3) the learning methods used should be more problem-solving that provides opportunities to practice improving the leadership competence of training participants Leadership.

REFERENSI


