

Evaluation of Education and Training Program Leadership Level IV State Civil Servants of Navy

By Adi Bando

EVALUATION OF EDUCATION AND TRAINING PROGRAM LEADERSHIP LEVEL IV STATE CIVIL SERVANTS OF NAVY

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ABSTRACT

To create the human resources of the apparatus that possesses these competencies, it is necessary to improve the quality of professionalism and develop the insight of Civil Servants. One effort to improve the quality of professionalism and the development of insights of Civil Servants is through the Education and Training program. Evaluation of Education and Leadership Training Level IV as one type of employee development is carried out to achieve the Echelon IV Position competency requirements and achievement of performance improvement in accordance with the main tasks and functions as well as authorities in each work unit. It is conducted to evaluate: (1) the basis and objectives of Level IV Leadership Education and Training, as well as the feasibility of the organizing agency, (2) clarity of the characteristics of Education and Training participants, the state of the lecturers, curriculum, facilities and infrastructure, (3) compliance with the curriculum and program schedule (2) overall assessment of participants, lecturers and organizers. The approach used in this study is a program evaluation approach using the CIPP model (Context, Input, Process, Product). The results obtained by the evaluation of Context namely the foundation of the program in accordance with applicable laws, the purpose of this program is suitable to improve the competence of Echelon IV, while the evaluation of Input shows participants meet the criteria, but the lecturer is still very limited and the curriculum has referred to the guidelines, facilities that meet the standards appropriateness. Process component evaluation program compliance with curriculum and schedule meets the criteria, Product component evaluation of the overall results of participants, lecturers and organizers meet the criteria.

Keywords: Program Evaluation, CIPP Model, Education and Leadership Training Level IV.

1. INTRODUCTION.

At this time the Indonesian government is faced with a global challenge of realizing good governance. Human resource development is one of the efforts in realizing good governance. The success of state administration and development is determined by competence. Competence is indicated from attitudes and behaviors that are full of loyalty and obedience to the State, moral and good mentality, professional, aware of their responsibilities as public servants, and able to become the glue of national unity and integrity. To create the human resources of the apparatus that possesses these competencies, it is necessary to improve the quality of professionalism and develop the insight of Civil Servants. One of the efforts to improve the quality of professionalism and the development of insights of Civil Servants is through the Education and Training program. There are four Education and Training Objectives, namely the first to increase knowledge, expertise, skills and professionalism, secondly to create apparatus that can act as reformers and glue of national unity, thirdly to strengthen the attitude and spirit of service-oriented community service, fourth create the same vision and dynamic mindset in carrying out governmental tasks so that good governance is realized.

Education and Leadership Training Level IV as one type of employee development is carried out to achieve the Echelon IV Position competency requirements and achievement of performance improvement in accordance with the main tasks and functions as well as authorities in each work unit.

Evaluation can see the shortcomings of the education and training programs that have been implemented, so that it can improve the subsequent education and training programs. Evaluation is the first step to collecting the right data so that it can be followed by proper coaching. Program evaluation is very important and beneficial, especially for decision makers because the results of program evaluations can help decision makers determine the follow-up of programs that are currently or have been implemented. Evaluation of the Diklat program is an inseparable part of the overall program which is carried out routinely and continuously.

From this explanation, the researchers conducted an evaluation study of the Level IV Education and Leadership Training Program in the Navy by using the CIPP method which will be used to evaluate programs that can measure various components of the effectiveness of the goals and objectives of Level IV Education and Leadership Training in the Navy. Evaluation of Level IV Education and Leadership Training is conducted to evaluate: (1) the basis and objectives of Level IV

Education and Leadership Training, as well as the feasibility of the organizing agency, (2) clarity of the characteristics of Education and Training participants, the state of the lecturers, curriculum, facilities and infrastructure, (3) compliance with the curriculum and program schedule, (4) overall assessment of participants, lecturers and organize². The approach used in this study is a program evaluation approach using the CIPP model (Context, Input, Process, Product).

2. MATERIALS AND METHODS.

2.1 Program Evaluation.

Program evaluation is a systematic process to describe, obtain, report, and apply descriptive information and evaluate quality, cost effectiveness, feasibility, security, legality, sustainability, fairness, interests, and the like. program evaluations can be improved and sustained to the extent that supporting evaluation¹ are relevant, systematic, rigorous, and timely, and to the extent that users pay attention and use findings that are responsible.

Evaluations that lack disciplinary aspects usually do not produce results, wasteful, and misleading. Evaluators¹ can only do their best and try to engage users. In evaluation, there is no certainty that users will heed and act based on the findings of the evaluation results. If evaluations make a positive difference, users must play their role by helping focus evaluation, support their behavior, and make good use of findings. Some researchers evaluated the program including (Thomas, 2018), (María Hortigüela Arroyo, 2019), (R.MathewsPhD, 2019).

2.2 CIPP Program Evaluation Model

The CIPP evaluation model is a program evaluation model developed by⁷ Daniel Stufflebeam and his colleagues in the 1960s. The CIPP (context Input process product evaluation) evaluation model is an approach that focuses on decisions to evaluate and emphasize providing systematic information for program management¹⁸ and operations. (Stufflebeam, 2002). CIPP (context Input process product evaluation) method. context evaluation, input evaluation: evaluation of input, process evaluation: evaluation of process, and product evaluation: evaluation of results. Several journals discuss the CIPP Method including (Megan Lippe, 20⁹8) evaluating the curriculum, (Arabic, 2016) in Evaluation of selected faculties at Tehran University of Medical Sciences using the CIPP model in students and graduates point of view, (Aziz, 2018) to measure quality education. (A¹⁶an Hasana, 2015) identified aspects of research based on dimensions of context, input, process and product.

The aim of the CIPP model that places importance on the evaluation process is to look at all evaluation strategies and components and to seek answers¹⁵ questions (Karatas Hakan a, 2011), identify weak and strong aspects to achieve

goals and improve the quality of the education system (Nooshin Mohebbia, 2011).

2.3 Education And Training Program Leadership Level IV

Education and Training Program Leadership The Level IV is a training program to meet the requirements of Civil Servant⁴ occupying structural positions echelon IV. In the Regulation of the Head of the State Administration Agency Number 20 of 2015 concerning guidelines for organizing Education and Training Leadership Program Level IV (Head of State Administration Agency, 2015) states that Education and Training Leadership Program Level IV aims to form operational leadership competencies and form change leaders in officials structural echelon IV who will play a role and carry out the duties and functions of governance in their respective institutions.

2.4 Naval Civil Servants

Civil Servants of the Ministry of Defense who are assigned to Navy units are partners (complement) that are on a par with other Navy soldiers. In carrying out the main tasks of the Organization it becomes an integrated unit and is jointly responsible for the success of the Organization's vision and mission. The position of Navy Civil Servants is the same as that of other Civil Servants, but the implementation of its guidance is not only based on the laws that apply to Civil Servants in general but also based on the provisions and policies issued by the Commander of the¹ Indonesian Nasina Army.

Civil Servants are those who, after fulfilling the conditions specified in the regulations in the applicable laws and regulations, are appointed by authorized officials and are entrusted with duties in a State office or entrusted with other State tasks that are determined based on a statutory regulation and are paid. according to the applicable laws and regulations. Navy Civil Servants, are Civil Servants of the Ministry of Defense who work in the Navy environment whose guidance is the authority of the Minister of Defense.

2.5. Research Methodology

The research method used in this research is qualitative research using case studies and program evaluation approaches using the CIPP in the implementation of Education and Training Program Leadership The Level IV in the Navy. Researchers used a questionnaire, while as supporting material researchers in conducting research assisted with documentation and interview data. Data collection techniques and procedures in this study were carried out systematically using interviews, questionnaires, documentation and inventory checklists. Quantitative data collection uses a questionnaire instrument. While qualitative data uses multiple methods such as interviews, observation and documents.

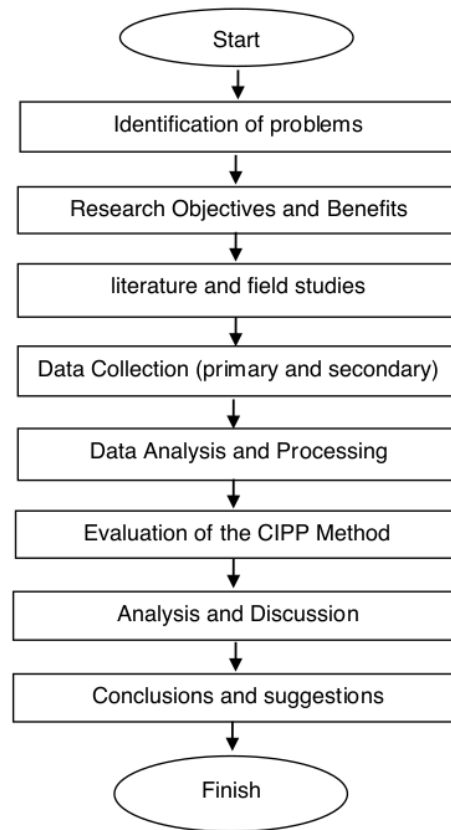


Fig. 1. Research Methodology Flowchart

3. RESULTS AND DISCUSSION.

3.1. Context Evaluation

The results of the context evaluation in this study were conducted to evaluate the Education and Training Program Leadership The Level IV related to the foundation and objectives of Education and Training Program Leadership The Level IV implementation. Based on existing documents, the regulatory basis is basically in accordance with the provisions of the implementation of Education and Training Program Leadership The Level IV, including: Government Regulation Number 101 of 2000 concerning Education and Training of Civil Servants' Position (Government Regulation, 2000), State Administration Agency Number 20 of 2015 concerning Guidelines for Organizing Education and Leadership Level IV Training, Regulation of the Navy Chief of Staff number Perkasal / 65 / IX / 2000 concerning the instructions for carrying out selection of candidates for Level III and IV Leadership Education and Training for Civil Servants in the Environment Indonesian Navy (The head of Navy staff, 2010).

The purpose of the implementation of Education and Training Program Leadership The Level IV is:

- a. Improve the knowledge, expertise, skills and attitudes to be able to carry out structural tasks echelon IV professionally based on the personality and ethics of civil servants in accordance with the needs of the Navy;
- b. Strengthening the attitude and spirit of service-oriented service, support and community empowerment;
- c. Creating a common vision and dynamic mindset in carrying out the tasks of general government and development for the realization of good governance;
- d. Improve and strengthen understanding of national defense for the realization of a reliable Navy civil servant.

While the targets to be achieved in the Education and Training Program Leadership The Level IV program are as follows:

- a. Able to build the character and attitude of integrity behavior in accordance with the laws and regulations and the ability to uphold public ethics, adhere to values, norms, morality and be responsible in leading its institutional units;

- b. Able to plan the implementation of agency activities;
- c. Able to collaborate internally and externally in managing organizational tasks towards the effectiveness and efficiency of implementing agency activities;
- d. Able to innovate according to their duties in order to realize the implementation of more effective and efficient activities;
- e. Optimize all the potential internal and external resources of the organization in the implementation of its institutional unit activities.

3.2. Input Evaluation

Participants in Education and Training Program Leadership The Level IV are Navy Civil Servants who occupy echelon IV positions with a minimum rank / class of Young Stylist TK I III and there is still a high school diploma. This is not in accordance with the requirements to follow Education and Training Program Leadership The Level IV. Based on the data of prospective participants all of them have passed academic knowledge, academic potential, physical and mental. This requirement is an absolute necessity to follow Diklatpim IV.

For the number of Teacher as many as 7 people. Teacher already has a certificate to teach Level IV Leadership Education and Training. If you look at the number of Administrative Lecturers with the needs of Education and Training Program Leadership The Level IV who have to complete 893 study hours with 290 JP details for classical learning, and 603 JP for non-classical learning, then the number of Teacher and Education and Training Program Leadership The Level IV needs has not been matched. Based on the data obtained by Teacher, he also became a Coach and guided more than 3 participants.

The curriculum used is adapted to the competency standards required for civil servants in the echelon IV structural positions as well as paying attention to the diversity of their task fields. Overall Education and Training Program Leadership The Level IV curriculum consists of 5 (five) learning agendas that will be given in the 5 (five) Learning Stages. Namely: 1. Agenda Self-Mastery (Self Mastery); 2. Organizational Diagnosis Agenda; 3. Innovation Agenda; 4. Effective Team Agenda; 5. Change Project Agenda.

In terms of the availability of existing learning facilities, it is known that overall the existing facilities and infrastructure are sufficient and show that they are sufficient to support the education and training process. In general, the conditions are good with adequate numbers.

3.3. Process Evaluation

Basically the Diklat program that was implemented was in accordance with the program planning that was made. The survey conducted to participants in the Training Center said that the

implementation time on campus was 290 hours of study and 67 days of campus.

The attendance rate of the participants is 100% present, even there is no delay because participants are garrisoned. Evaluation of Teacher can be seen that generally Teacher has been good in terms of his ability to teach. The use of teaching methods received a fairly good response from the participants.

3.4. Evaluation of Results

The results of the product evaluation focus on 3 criteria, namely: the results of the assessment of participants, the results of the assessment of Teacher's teaching ability, and the results of the assessment of the performance of the organizing committee.

Based on the results of research on participants, the achievement of Education and Training Program Leadership The Level IV objectives is illustrated by achieving 100% graduation both in class XII in 2014 up to class XVI in 2019.

Teacher's teaching skills, some of which are very good, are based on the assessment of the participants and the training providers. However, it is important to increase the number of competent and certified Teacher.

The committee in charge of Diklatpim IV class XII 2014 up to class XVI in 2019 received appreciation from both participants and leaders of the Center for Education and Training.

4. CONCLUSION.

Based on data obtained using the CIPP method it can be concluded that:

- a. Based on the Context component of the implementation of Education and Training Program Leadership The Level IV in the Navy, it shows that the foundation for the implementation of the Education and Training Program Leadership The Level IV echelon IV officials in the Navy has been in accordance with applicable laws and regulations, including: Government Regulation Number 101 of 2000 concerning Education and Training of Staff Position Civil Affairs, Regulation of the Head of the State Administration Institution Number 20 of 2015 concerning Guidelines for Organizing Education and Leadership Level IV Training, the head of Navy staff Regulation number Perkasal / 65 / IX / 2000 concerning the instructions for carrying out selection of candidates for Level III and Education and Training Program Leadership The Level IV for Civil Servants in the Navy environment. The purpose of Education and Training Program Leadership The Level IV is very suitable in improving leadership and performance to support the work of echelon IV officials in carrying out their duties and accelerating the realization of good governance.

b. Input Components relating to the characteristics of the training participants, it can be

concluded that the participants who took part in the Training IV generation XII in 2014 up to the XVI class of 2019 were the Navy Civil Servants who were holding echelon IV positions. Participants meet the administrative requirements as stated in the guidelines for organizing Education and Training Program Leadership The Level IV. This shows that the characteristics of Diklat participants already meet the criteria. The number of widyaisara needs to be added because it is still limited. The curriculum and guidelines for organizing Education and Training Program Leadership The Level IV already refer to the curriculum structure of the Head of the State Administration Agency Number 20 of 2015. The learning facilities and infrastructure are sufficient to meet the feasibility standards for conducting conducive learning.

c. Process Component (Process) The results of the evaluation of the suitability of the program with the curriculum and schedule, meet the criteria. In the component of participant obedience to the applicable code of conduct, shows a high intensity. This is supported by the availability of dormitories for participants so that in general the entire schedule of activities can be well followed by Education and Training Program Leadership The Level IV participants.

d. From the results of the Product / Component Component, it was found that the evaluation of the participants of Education and Training Program Leadership The Level IV, Teacher, the organizer as a whole with the existing completeness criteria, it can be said that the results obtained by both the participants, Teacher and the organizer, had fulfilled the criteria as stated in the guidelines Education and Training Program Leadership The Level IV.

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