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GOAL ORIENTED RALPH WINFRED TYLER APPROACH FOR THE EVALUATION OF LEADERSHIP TRAINING IMPLEMENTATION

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ABSTRACT

In creating a competent and professional civil servants could've been created by competent intitution in it's part. As it's already ammanded in constitution No.23/2014 and governor regulation No.111/2019 that BPSDM is one of local province stakeholders which is governed to commit supporting functions in government that officiate to run education and training. Leadership Education and training at level III aimto achieve leadership competence of civil servants based on their position. The stages of it are stipulated in Chief lagulatory LAN no 19/2015, such as diagnosed organization needs, creating commitment together, design changes and build team, leadership laboratory and evaluation.this study is evaluation study by applying *Goal Oriented* Ralph Winfred Tyler that investigate whether it has been implemented as the goals are. It was conducted to the implementation of leadership training at level III which is held by human resources development agency of DKI province in 2005-2008. The results found that the implementation of leadership training at level III was not based on the goals yet. Due to 5 stages in the implementations,there was one unfinished stage. It is evaluation of project implementation

for middle and long period changes so that the performance of leadership training at level III aimed to improve competence of structural officials eselon III that has visioner competence,as collaboration competence with strategic stakeholders to handle strategic national issues, and governed performance improvement of his institution through vision determination or on the side, the right policy has not been acheived yet completely,due to the implementation ofparticipants changes project that has planned to improve organization performance was incompletely conducted till long period.*Goal Oriented* Ralph Winfred Tyler approach was much matches leadership training implementation. Due to applying this approach, it could be seen the strengths and weakness of it,start from the participants, interviewees, curriculum and also evaluation.

Keywords: goals oriented, evaluation program,eduction and training.

Introduction

Leadership training at level III with new pattern was carried out by BPSDM DKI Jakarta as part of managerial competence development implementation for civil servants in DKI Jakarta province government surroundings. It is one of structural training to develop managerial competence required for civil servants eselon III (Administrator). This study aims to improve officials' leadership competence who roles and on duty and governmental functions in each institution. The competence are visioner leadership competence,it is collaboration competence with strategic stakeholders to handle strategic national issues and lead the improvement of institution through vision determination or right policy direction. It deals with (Fauzan, A, 2016:100), stated that visioner leader is a leader who is able to create,formulate and communicate, socialite,transformate and implement ideal opinion

which come from himself or as react of social interaction between organization members that believe as organization's goals in the future that should be acheived through personnel committees' commitments. Therefore this study focuses on the effectiveness and suitability of the Level III Leadership Training which is carried out by Human Resources Development Agency of DKI Jakarta province. Is the implementation in accordance with the objectives of the education and training program as stipulated in the Regulation of the Head of the State Administration Agency No.19 /2015 concerning Guidelines for Implementing Level III Leadership Training. The sub-focus of this research can be seen from: First, the implementation of the implementation of new pattern leadership training? Implementation consists of: (a) participation, (b) teaching staff, supervisors and administrators, (c) facilities and infrastructure (d) curriculum (e) ability (performance) of teaching staff (f) graduation of training participants. Second, increase the participant's leadership competence.

Literature review

Evaluation

Evaluation is an activity to measure the level of success of a program. Fitzpatrick, Sanders, & Worthen (2004: 5) defines evaluation as "identification, clarification, and application of defensible criteria" ... "then emphasizes using those criteria to judge the merit or worth of a product." Meanwhile, Gronlund in Djaali and Muljono (2008: 1) says that evaluation is carried out to assess the extent of the success rate of a program. This evaluation means systematic gathering and careful observation of information about program outcomes to make judgments, increase the effectiveness of a program and provide information about future program decisions. Evaluation is a unit activity that aims to collect information / data

about the realization of policy implementation, which is sustainable in an organization that involves several groups of individuals in decision making (Ananda and Rafida, 2017). Thus, it can be concluded that evaluation is an activity of measuring or assessing the activities that have been carried out to determine the extent to which the effectiveness of an activity through data and information collection is then processed to obtain results as corrective actions in the future.

Evaluation of variation program models

Program evaluation is a series of activities carried out on purpose to see the level of program success (Arikunto, 2013: 297). Program evaluation is a series of activities carried out to determine the success of a program, which is carried out continuously and occurs in an organization that involves a group of people for making decisions (Sukarni 2020: 3487). Regarding with program evaluation, there are a lot of program evaluation models put forward by experts. Wirawan (2012: 80-122) summarizes and elaborates the opinions of experts on various kinds of program evaluation models, including: 1) Goals Based Evaluation Model, 2) Goal Free Evaluation Model, 3) Formative and Summative Evaluation Model, 4) Responsive Evaluation Model, 5) Context, Input, Process, Product (CIPP) Evaluation Model, 6) Adversari Evaluation Model, 7) The Discrepancy Evaluation Model), 7) System Analysis Evaluation Model, 8) Benchmarking Evaluation Model, Black Box Evaluation Model, 9) Connoissership and Critic Evaluation Model , 10) Utilization Focused Evaluation Model, 11) Accreditation Evaluation Model, 12) Theory-driven Evaluation Model, 13) Pseudo evaluation Model.

Human resources development concept

Development is an effort to improve something tobe better. HR development is a process

carried out to develop workers' knowledge, skills and abilities, as well as competencies developed through training and development, organizational learning, leadership management, and knowledge management for the performance improvement (Rowley & Jackson, 2012: 88). In line with the above opinion, Noe, et. al (2010: 410) gives the meaning of development as "The acquisition of knowledge, skills, and behaviors that improve an employee's ability to meet change in job requirements and client and customer demand." This means that development is the acquisition of knowledge, skills and behaviors that enhance the ability of employees to meet changing job requirements and client and customer demands. Furthermore, Rouda and Kusy, Jr. (2018: 1) states that there is a relationship between HR development and HR management as: 1) various activities to organize the learning process that are managed for performance improvement and personal growth with the aim of improving work, individuals and organizations, 2) various fields of training and development, development career, and organizational development.

leadership training level III program

Education and training are carried out as one of effort to improve human resources quality based on what the job needs.Dessler, (2015: 284) states that training is also a process to teach new employees or current employees the basic skills they need to do their jobs. There are several factors that affect education and training management (Siregar, E, 2018: 157-164), namely: 1) organizers, 2) Instructors, 3) Participants, 4) Planning for training needs, 5) Curriculum, 6) Facilities and Infrastructure, 7) Financing. Regarding the implementation of this Level III leadership training, it can be explained bas table 1 below:

Table 1. Steps,agenda,and competence of level III leadership Training.

Steps	Agenda/leadership eyes	Leadership competence
Diagnose the needs	Inovation agenda : innovation	

of organization changes	concept,self management inovation, integrity,changes diagnose program: strategic issues,diagnostic reading,changes project program: changes projects concept, coaching.	a.Becoming role model for subordinates and other stakeholders in integrity, nationalism,public ethic standard,values,norms,morality and responsive based on statutory regulatio;
Build commitment together	Changes project agenda: coaching,mentoring and counselling.	b.Committing internal and external collaboration in managing organization duty towards goals achievement
Design changes and team building	Inovation agenda: inovation strategy, corporate culture in leadership effectivity,benchmarking to the best practise, effective team agenda, effective team building, networking, changes project agenda: design changes project, present changes project design and implement change project.	c.Inovating based on their jobdesk to determine policy direction to be more effective and efficient; and d.Optimilizing all human resources potential in achieving policy;
Laboratory leadership	Change project agenda: supervising: coaching and mentoring and counselling.	
StepV Evaluation	Change project agenda: supervising, leadership laboratory evaluation, participants leadership evaluation.	

Source: PerkaLAN No. 19/2015

Competence

Competence is an individual capability that can be intertwined with improvable performance by a person or team. Wibowo (2007: 86) argues that competence is the ability to do or perform a job or task based on skills and knowledge and supported by the work attitude demanded by the job. Competence is a character that underlies a person related to the effectiveness of individual performance in their work or basic characters of individuals who have a causal relationship or as a cause-and-effect performance that is used as a reference,

effective or prime or superior performance at work or in certain situations (Moeheriono 2009: 3). Competence is a statement of what a person must do in the workplace to show his knowledge, skills and attitude according to the required standards. (Mauliana, P, et al, 2015: 260).

Visionary leadership

Leadership is a process of gaining people who did best in shake of achieving result determined. This includes developing and communicating the future vision and mission of the organization, motivating and getting workforce involvement. Visionary leadership is a leader who has and is always oriented towards the future, what he wants to achieve in the future from the reality that is being faced (Mufaizah, 2008). When a visionary leader applies his style to its members, creates, formulates, communicates and implements ideal thoughts that come from him or as a result of social interaction between organizational members and stakeholders who are believed to be the role models for the organization in the future that must be achieved and realized through commitment of all personnel. (Siswanti, Y & Rahmawati, I, 2014: 81)

Performance

Sudarmanto (2009: 8) stated that performance is a means of attitudes related to organization goals or organization in workplace unit. Performance become an attitude that has been owned in working. Likewise Luthans (2008: 622) with a behavioral approach states "performance is the quantity or quality of something produced or services provided by someone who does the job." Referring to these limits, it can be stated that performance is the result, both quantity and quality, achieved by a person in carrying out the tasks for which he is responsible.

Inovation and changes

According to Winardi (2005: 2) organization change is a switching action of an organization from current condition towards future condition accordingly to the expectation inshake of improving it's effectivity. To implement change, leaders must be able to translate diagnostic data into change goals and plans, strategies and procedures. how to make changes in the work team or organization and how each individual as an organizational component can accept change, of course, the role of a change leader is needed who can diagnose the strength of the organization both supporting factors and inhibiting factors for change in the organizational environment. In simple terms, Kotter (2012: 10) says that leaders can make changes with a pattern of see, feel, and change. See, means seeing and finding the main problems faced by an organization. Feel means being able to feel that these problems are very important to be resolved. After seeing and feeling (feel) then committed to change (change), and these changes must be done continuously.

Goal Based Oriented Approach

Evaluation model is pattern or guideline of evaluation process that has been created expert and has already been common to use in scientific activities. The evaluation model is usually named by the founder or the stage in which it was created. As explained above, there are various kinds of evaluation models put forward by experts. However, for this study, the researcher felt that the appropriate evaluation model for evaluating the Level III Leadership Training program was developed by Ralph W. Tyler, which is a Goal Based Evaluation Model. Further explanation, this objective-based evaluation model generally measures whether the objectives set by a policy, program or project can be achieved or not. This model focuses on gathering information that aims to measure the achievement of policy, program and project objectives for accountability and decision making (Wirawan, 2012: 81).

Furthermore, Anh, Vo Thi Kim (2018: 140), "the nature of Tyler's objective model is that evaluates the degree to which an instructional program's goals or objectives were achieved" which explains that the evaluation of the Tyler model is to evaluate the extent of program goals or objectives. instructional can be achieved. A program must clearly define or formulate specific goals to measure the progress and effectiveness of its innovation (Ananda & Rafida, 2017: 46). Therefore the steps for a goal-based evaluation approach (Goals Oriented Evaluation) are as follows: 1) clearly formulating goals, 2) classifying objectives, 3) formulating goals in terms of measurable behavior, 4) determining when goal achievement can be demonstrated , 5) choosing and developing the right measurement method, 6) collecting information or data, and, 7) analyzing data or information of achievement on the objectives set forth in the character being assessed (Novalinda, Ambiyar, & Rizal ,: 2020: 143).

Research methodology

Research location and time

This research was conducted at the DKI Jakarta Provincial Human Resources Development Agency. In addition, this research will also make observations to the alumni's work unit at the Level III Leadership Training and Education and Training Center during the change project. The sample in this study was the Leadership Training Alumni scattered in various Regional Government Work Units (SKPD) in the DKI Jakarta Province who participated in training in 2015-2018.

Research Approach

Goal oriented evaluation model (goal oriented) is applied using the type of evaluation based on the object, namely the type of program evaluation. As explained by Wirawan (2012: 17)

that program evaluation is a systematic method for collecting, analyzing, and using information to answer basic questions about the program. Thus, this study will use the steps with Tyler's goal-oriented evaluation model in evaluating the Level III Leadership Training program organized by the DKI Jakarta Provincial Human Resources Development Agency which refers to the purpose of organizing the Level III Leadership Training that has been set by the State Administration Agency (LAN) RI.

Research instruments

In implementing the steps or stages of evaluating based on Tyler's goals oriented, there are two important components, namely components related to design program activities (stages one to three) and components that are directly related to program activities in the program evaluation stage (fourth stage and beyond). (Novalinda, Ambiyar, & Rizal ,: 2020: 142). Therefore, researchers can describe the research instrument as follows :

1. Input instrumen

    Input instruments aim to analyze the implementation of level III leadership training. Table 2 will explain criteria success of it.

    Table 2. Criteria of level III leadership implementation success

Evaluation components	Evaluated aspects	Indicators	Criteria of success
implementation of level III leadership training organizing	Participants	Participants requirements	The availability of participants who fulfill the requirements based on Perks LAN No.19/2015
	Mentors, widyaswara,professional expert, practitioners and other sources)	Mentors requirements	The availability of mentors from widuaswara/professional expert,practisioner and other sources based on Perla LAN 19/2015.

Organizer team	Manager and organizer requirements	The availability of leadership manager and organizer that matches to Perks LAN19/2015
Facilities and infrastructure	Facilities and infrastructure completeness	The availability of facilities and infrastructure based on Perka LAN 15/2019
Curriculum	Material and schedule	The suitability between leadership organizer and the steps which has listed in perka LAN 19/2015

2. Evaluated Aspects consist of: a) training participants, b) mentors, 3) organizing team, 4) facilities and infrastructure, and 5) curriculum. This input instrument was carried out by document study, namely document tracing and analysis of the input component using documentary checklists. In addition, interviews are also used if there are things that necessary to be confirmed to the organizer using an interview guide instrument. The criteria of successess are in accordance with the LAN Head Regulation Number 19 of 2019. The following Table 2 will explain

3. Output Instruments

The output instrument aims to analyze the improvement of the participant's visionary leadership competence, which consists of innovation and alumni change. The output component is measured through the results of interviews to alumni, and alumni participants directly. The instrument used was an interview guide. The criteria of success innovation and change components, namely: the occurrence of changes in the implementation of a sustainable change project. So the success indicators can be seen in table 3 below

Table 3. Criteria of success the improvement of visionary leadership participants

Evaluation components	Evaluated aspects	Indicators	Criteria of success
The improvement of leadership competence and visioner participants	Inovatiin and changes	Continues implementation Change project implementation	The accomplishment of continues implementation for short,medium and long period.

Data collecting method

The methods [9] in this study were interview, direct observation and documentation by data analysis technique such as reduction,display, data verivication to conclude a conclusion. Data analysis of this study was qualitative by scoring all the implementation of leadership training based on the theory above.

Result and discussion

[38] *The implementation of leadership training*

The indicator of the implementation of training and education with participant components is the availability of participants in accordance with the requirements stipulated in Guideline Number 19 of 2015, namely:

a. Through documents, participants should have potential to survive

b. Through documents, participants should have competence.

c. Participants should have official grade /level minimal grade.I (III/d)

d. Through the available data,such as ETS TOEIC (425), TOEFL (35) (IELTS (4,5), LAN ECSCS (75), participants must be able to speak in English.

e. Succeeded in participants team selection of institution training.

f. assigned by leader, it was proved by letter of assignment.

Sources components are;

a. Having teaching competence sertificate at level III leadership training.

b. Qualified in class management

c. Being able to master the substantial leadership training

d. Having ability of equipping participants with the competence needed.

e. Motivate participants through counselling during implementing breakthrough I and II

f. Having the ability to equip the participants with the competence needed during *breakthough* I and *breakthough* II

g. Motivate participants through counselling during *breakthough* I and II

The Implementation of Team components are Having a Management Of Training (MoT) certificate, Having a Training Officer Course (TOC) certificate, the availability of facilities and infrastructure as well as a schedule compatibility with the time allocation for education and training as regulated by Perka LAN Number 19 of 2015.

For the curriculum component, overall the material received by participants is in accordance with the schedule set by Perka LAN No. 19/2015, however, in the fifth stage, namely the evaluation stage. At this stage each participant must implement a change project in accordance with the program related to tasks and functions based on milestones (Medium and Long Term) accompanied by evidence in the form of written / audio / visual minutes / transcripts, photos, attendance lists, etc. and evaluated. and disseminated to other participants. From those 13 forces implemented by BPSDM DKI Jakarta Province which was implemented from 2015-2018 it was not implemented totally. This needs further study to find out what causes it until the post-implementation evaluation stage of the leadership laboratory stage, because when it is confirmed to the organizers of the implementation of the curriculum follows the implementation carried out in the State Administration Institute and

also other education and training institutions that organize training and education. Thus it can be concluded that the implementation of the Level III education and training program carried out by BPSDM is effective in accordance with the provisions Level III Leadership Training Guidelines set out in Perkalan No. 19 of 2015. Furthermore,in the curriculum there are learning stages that are not carried out in the implementation, namely evaluating the implementation of changes. medium and long term. This will be a separate study in future research.

The improvement of participants' visionary leadership competence

The change innovation component has indicators of implementation in medium and long-term change projects as well as sustainable changes. The findings in the field of most change projects are still running in accordance with the ideas in the change project, but for the changes many of them do not follow the short and medium term milestones, although there are some participants who continue their innovations and changes. The following is an explanation according to the success criteria:

Changes occur in accordance with medium-term milestones. At this stage, almost all participants have implemented it in accordance with the target mid-term milestone, only most of the participants were unable to continue because there were obstacles to transfer from their assignment at the time of training so that they could not continue the changes according to what had been determined because there was no authority. Even though it received support from mentors and also all advice including stakeholders and also an effective team, because it was considered that the change project was a task during the training, it had a very significant effect on the sustainability of the participant change project. Moreover, if the mentor or direct supervisor who has provided support is also transferred, the innovations that have been implemented in the short term will not last until the next term.

Changes occur in accordance with long-term milestones. At this stage only a small proportion of them continue their long-term change project innovation. Due to obstacles, there is no funding support and also no time to continue it because of busy routines. Plus the problems faced during the medium term implementation.

The occurrence of post-long-term changes (continuous improvement). At this stage there are a small number of people who carry out changes even though they do not follow the stages in accordance with the milestones that have been set, but the ideas of change that have been initiated in the short term continue by carrying out various developments. This happens because change innovation is very much needed and becomes a booster for work unit performance. This is also based on the findings that can occur because the participants and mentors are still in the same position so that consistent change innovation can be implemented.

Thus it can be concluded that almost all of the participants sampled in this study carried out the implementation of change projects in accordance with medium-term milestones. A small proportion of participants implemented long-term change project implementation, and a small proportion were also participants who consistently implemented changes in their institutions according to their ideas. at the beginning of the training, although not in accordance with the milestones that have been set in the project design changes.

Several relevant studies are both examining the evaluation of it but what distinguishes this research is the evaluation model used. Tulung's research (2014), research on the implementation of Tk Leadership Training. IV which was held at the Manado Religious Education and Training Center using the CIPP Model (Context, Input, Process, Product). widyaiswaranya. Basir's research (2014), research on the implementation of Tk Leadership Training. IV which was held at the Makassar Religious Education and Training Center using

the Kirkpatrick model. Muslihin's research (2017), evaluated using the qualitative-descriptive evaluation method. The results of Muslihin's research on the implementation of Level IV Leadership training were seen from 4 (four) aspects, namely 1) reaction evaluation, namely the assessment made by training participants as a reaction to the implementation of the training based on what was felt when attending the training, 2) learning evaluation, namely measuring increase in knowledge, attitudes, and skills obtained as a result of training, and, 3) evaluation of behavior 4) evaluation of results. From the three studies that have been described above, there are similarities to the program evaluation conducted by researchers, namely both researching the evaluation of a leadership training program, with elements in it which include the implementation of leadership training with aspects of membership, infrastructure, teaching staff. , evaluation of education and training results and finally the impact of post-training. It's just that research, basir, tulung, and muslihin evaluate the implementation of Level IV Leadership Training. In addition to the similarities, of course there are differences between the four research results above, with those carried out by researchers, namely on the object. As explained above, the research objects of Basir (2014), Tulung (2014), and Muslihin (2017) are both researching the Level IV Leadership Training program while the researchers will examine the Level III Leadership Training program. The difference between the research, both Basir, Tulung, and Muslihin with this research is very specific, namely the researcher conducts research on the improvement aspects of the change project carried out after following the training as set out in the milestone when designing the change project has been determined in the medium term, and long-term changes that will be made, which will later be compared with the planning and evaluation of training participants. Because change or good improvement is a change towards continuous improvement. In addition, the research model is also different from the four, of course the research

instruments will also be different later. The results of the research are also not much different from previous studies, that in general the input goes according to what has been determined by PerkaLAN No. 19/2015 only in Muslihin's research (2016) there are still organizers who have not participated in TOC and MOT.

Conclusions

There are some conclusions gained in this research;

1. The implementation of leadership training at level III that organized by BPSDM run effectively based on its stipulation in Perla No.19/2015. However,in the curriculum,there are unfinished steps in it,such as evaluation change both middle and long period.

2. The improvement of visionary leadership competence found that almost all participants who become the sample of this study,do project change evaluation with the middle period milestone. A small number of them were implementing change project long period and the other of them were consistent in doing change in their institution in accordance with preview when they join the leadership training even though it was not corresponding the milestone that has been stipulated in project of changes

Suggestions

Goal Oriented Ralph Winfred Tyler approach is absolutely correct in implementing leadership training. Due to applying this approach will show the strength and weakness of them whether from the participants,sources, curriculum and also evaluation implementation.

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